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**Sample Item Set**  
**The Columbian Exchange**  
**Grade 5**

**Standard 2 – Key Events, Ideas, and People:** Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.

**Standard 3 – Key Events, Ideas, and People:** Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.

**Standard 4 – Geography Skills:** Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.

**Standard 8 – Resources:** Students examine the economic motivations that led to the European exploration and settlement of the Americas.

**GLE 5.2.3** Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples

**GLE 5.2.4** Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

**GLE 5.3.3** Identify the major European powers that colonized North America and explain their goals, challenges, and achievements

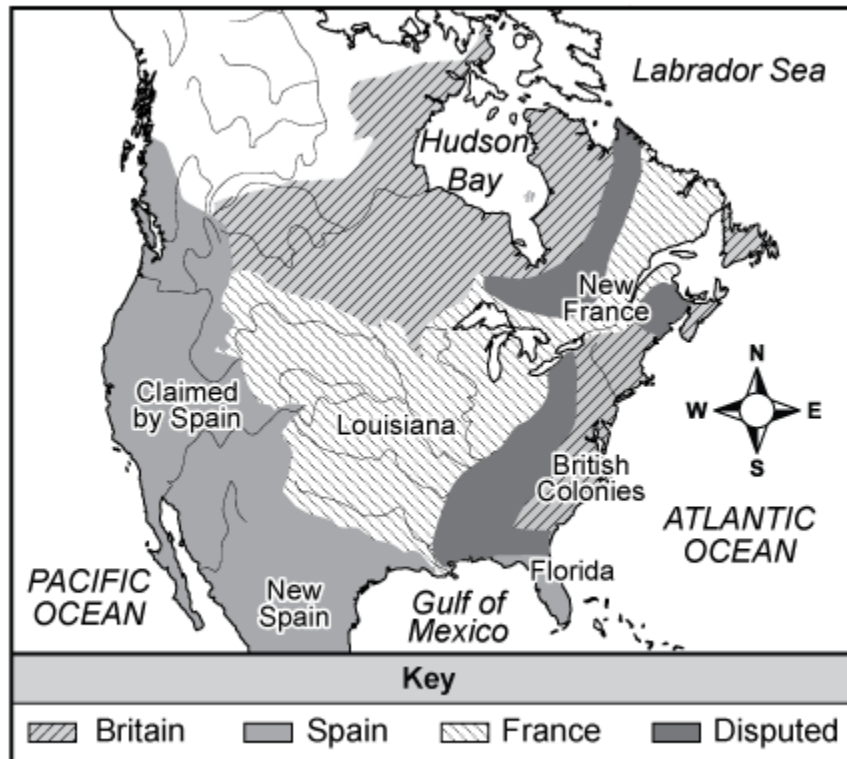
**GLE 5.4.3** Analyze maps from the Age of Exploration to 1763

**GLE 5.8.1** Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity

Use the three sources and your knowledge of social studies to answer questions 1–4.

Source 1

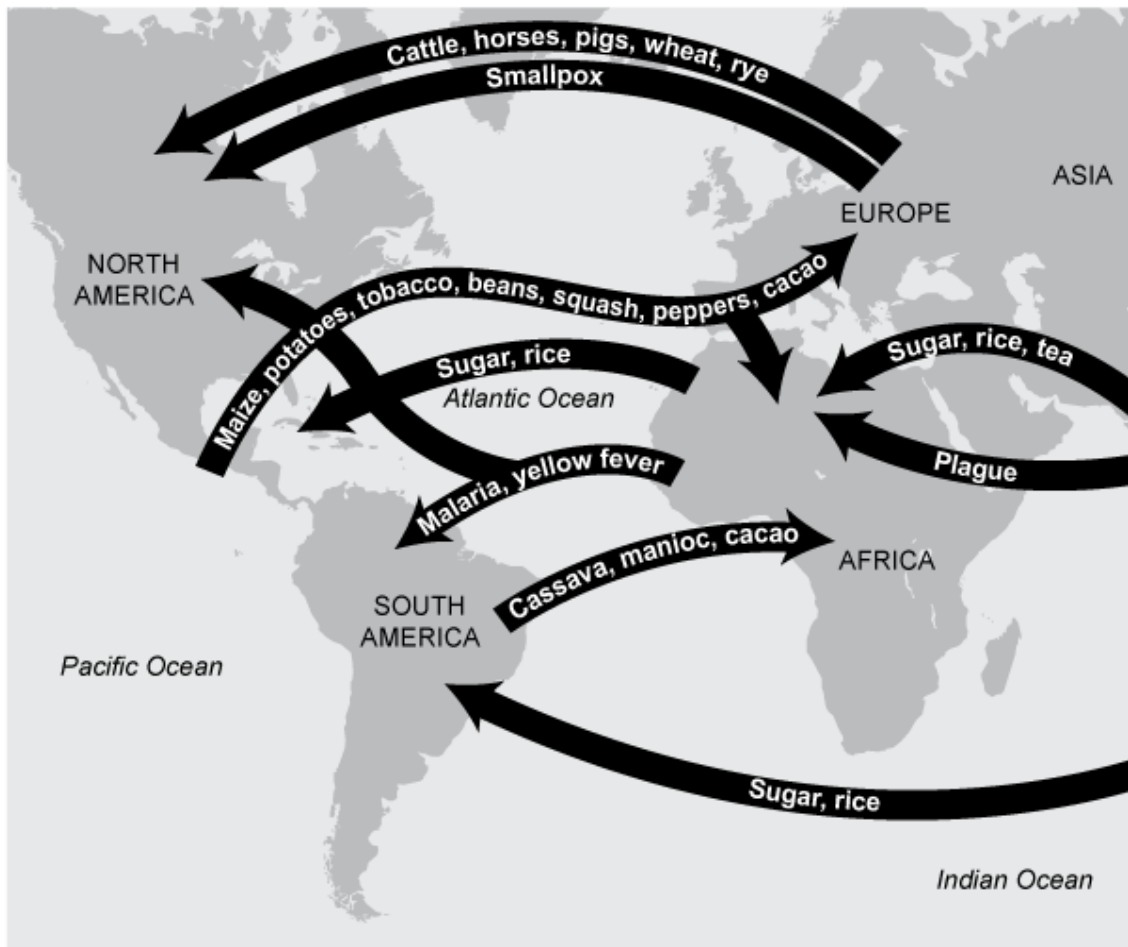
Claims of European Empires in North America, 1754



**Source 2**

**Map of the Columbian Exchange**

With European exploration and settlement of the Americas, goods and diseases were carried across the Atlantic Ocean in both directions. This “Columbian Exchange” soon had global effects.



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**Source 3**

**The Epidemic in New Spain**

From *Historia general de las cosas de Nueva España*, c. 1575–1580

by Bernardino de Sahagún, Franciscan friar

An epidemic broke out, a sickness of pustules<sup>1</sup>. It began in the month of Tepeilhuitl. Large bumps spread on people; some were entirely covered. The victims could no longer walk about, but lay in their dwellings and sleeping places. When they made a motion, they called out loudly. The pustules that covered people caused great desolation<sup>2</sup>; very many people died of them, and many just starved to death; starvation reigned, and no one took care of others any longer.

1. blisters
2. suffering

**Item 1: Multiple Select**

As shown in Source 2, many crops were shared between Native Americans and Europeans during the Columbian Exchange. Which effects did these American crops have on Europeans?

Select the **two** correct answers.

- A. The crops helped Europeans have more balanced diets.
- B. The crops led to the development of large-scale agriculture in Europe.
- C. The crops increased slavery in Europe.
- D. Wheat crops and rye crops transformed farming methods in Europe.
- E. Different types of crops could be produced on small European farms.

**Item 2: Multiple Choice**

Based on Source 2 and Source 3, which statement **best** describes the impact that European colonists had on Native Americans during the first decades of colonization?

- A. Many Native Americans died from smallpox and other European diseases.
- B. The European colonists helped Native Americans build huge cities and develop their empire.
- C. The majority of Native Americans moved west to create a better life for themselves.
- D. Many Native Americans adopted European farming practices that destroyed their crops.

**Item 3: Technology Enhanced Item**

Consider the European colonial powers shown in Source 1. What were some of their achievements in North America?

Match each colonial power with its achievement(s) by dragging each achievement from the list below into the correct column in the chart. All options will be used.

Tobacco farming	Roman Catholic religion
Gold and silver mining	Fur trading

British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements

**Correct Answers:**

British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements
Tobacco farming	Gold and silver mining	Fur trading
	Roman Catholic religion	

**Item 4: Constructed Response**

Based on the location of the British colonies shown in Source 1, identify **two** resources found in these locations and explain why each resource was in high demand in Europe.

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Scoring Information	
Score Points	Description
2	Student's response correctly identifies <b>two</b> resources that were found in the British colonies <b>and</b> correctly explains why each resource was in high demand in Europe.
1	Student's response correctly identifies <b>one</b> resource that was found in the British colonies <b>and</b> correctly explains why this resource was in high demand in Europe. <b>OR</b> Student's response correctly identifies <b>two</b> resources that were found in the British colonies, but does <b>not</b> explain why each resource was in high demand in Europe.
0	Student's response does <b>not</b> identify a resource that was found in the British colonies and does <b>not</b> explain why it was in high demand in Europe.

**Scoring Notes:**

**Resources found in the British colonies:**

- large supply of timber
- large supply of fur-bearing animals
- large supply of farmland
- oceans with a large supply of fish

**Reasons these resources were in high demand in Europe:**

- Timber was in demand in Europe for the construction of buildings and ships.
- Fur-bearing animals were in demand in Europe for making clothing and hats for wealthy people.
- Farmland was used to grow crops such as tobacco and potatoes, which became popular in Europe and were in high demand.
- Oceans had a large supply of fish, which enabled the colonists to export dried fish to Europe as a food source.
- Accept other reasonable responses.