

Standard 1(d) Rationale: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

I chose an alternate version of the test for my seventh grade American History class. This test is about New World Trade, which includes challenging concepts such as the Columbian Exchange, Triangle Trade, and Mercantilism. This alternate test shows that I work hard to create a classroom that supports the learning of my students with certain test accommodations and modifications. All my students are tested over the same material. In fact, they are all responsible for finishing the same study guide. All students get to use their study guides on the test. In this alternate version, the same material is present, only with fewer options for answers. The written response questions ask for one example instead of multiple. This gives every student an opportunity to demonstrate understanding and master of the material and skills we have worked to develop during the unit.

Standard 1(d) Artifact:

Test 2.2: New World Trade (Alt)

Name:

Per:

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

- _____ 1. Which of the following was **NOT** one of the waves of Europeans that came to the New World?
 - a. _____
 - b. _____
 - c. Slaves
 - d. Settlers
- _____ 2. Which of these was a type of good that was traded in the **Triangle Trade**?
 - a. Slaves
 - b. Manufactured Goods
 - c. Raw Materials
 - d. All the Above
- _____ 3. Why did Europeans turn to Africa for slave labor?
 - a. There were too many European workers
 - b. _____
 - c. Most of their Native American slaves had died
 - d. _____
- _____ 4. In Mercantilism, what is the relationship between the **Mother Country** and its **colonies**?
 - a. _____
 - b. The **Mother Country** can only buy from its **colonies**
 - c. The **colonies** can only sell to the **Mother Country**
 - d. _____
- _____ 5. How did Europeans get **most** of their slaves?
 - a. By trading with the African Slave Kingdoms
 - b. By raiding the African coastline and capturing slaves
 - c. _____
 - d. _____

Matching

- a. Goods made in factories
- b. Goods grown or taken from the land
- c. Slaves are property and not people
- d. A way of loading slaves into slave ships
- e. An African slave who wrote about his experiences crossing the Atlantic Ocean

___ 6. Equiano

___ 7. Tight-Packing

___ 8. Manufactured Goods

___ 9. Raw Materials

___ 10. Chattel Slavery

Matching

- d. A European country that has planted a settlement in the New World
- e. A legendary shortcut through the New World to Asia
- h. A European settlement in the New World
- a. A ancient trade route between China and Europe
- g. The journey on a slave ship between Africa and the New World

___ 11. Middle Passage

___ 12. Northwest Passage

___ 13. Colony

___ 14. Mother Country

___ 15. Silk Road

Short Answer

16. Name **at least one** European country that claimed lands in the New World.

17. What are the **at least one** location in the Triangle Trade?

18. Identify the **at least one** African Slave Kingdom.

Written Response - *Use complete sentences for full credit.*

19. How did improvements in sailing technology encourage Europeans to start exploring more?

20. **Bonus Question:** Explain the advantage of Columbus' idea to sail the other way across the ocean in order to trade directly with Asia.