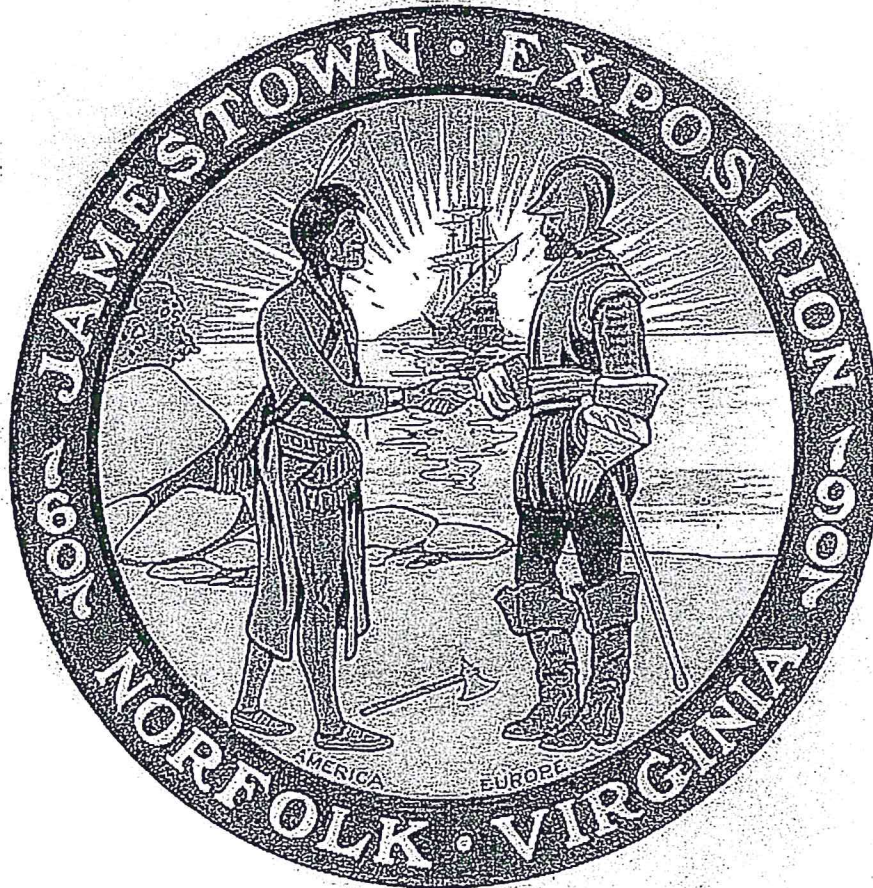


# Native American Conflicts

by ReadWorks



*Jamestown logo for World's Fair in 1907*

Prior to European settlement in North America, Native American tribes populated specific areas of the continent. Their cultures, food, traditions, and beliefs were wrapped up in their environment. Plains Indians, for instance, hunted buffalo and used the entire animal for food, clothing, shelter, kitchen goods, and other important materials. Though it is believed that Native Americans engaged in battles between tribes prior to European settlement, the presence of the Europeans helped spawn conflicts and circumstances that would dramatically impact the lives of Native Americans across the continent.

Throughout the sixteenth and seventeenth centuries, Europeans sailed across the Atlantic Ocean in hopes of settling new land and obtaining resources. North America seemed like a dream: lush forests, plenty of freshwater lakes, the promise of gold (even though it would be a long time before gold was actually found), and new uncharted lands lured European explorers to the continent. They brought along with them crops and new technology. They also brought along diseases that caused the deaths of many Native Americans. The arriving settlers had grown immune to such diseases because those particular diseases had been in Eurasia for over five centuries. Native American tribes had not built



up immunity to these infections, including smallpox. Some estimate that during smallpox epidemics in North America, 80 to 90 percent of fatalities were part of the Native American populations.

There were many instances when Native Americans traded in peace with the Europeans. The Native Americans made good use of some of the technology the Europeans brought, like metal tools. The Native Americans often exchanged food or rights to hunting lands. However, wars would break out often due to disputes over deals between the Native Americans and Europeans.

In Jamestown, Virginia, for instance, European settlers found themselves in peaceful times with Native Americans when they were able to make agreements. Though the settlers, who founded Jamestown in 1607, had to depend on the Native Americans for some food and resources, they also typically viewed the natives as people who should be conquered. When hard times came for the settlers in 1608 and many of them did not have much food, they pressured the natives into giving them food. These aggressions began a slew of conflicts now collectively called the Anglo-Powhatan Wars, which lasted several decades with thousands of Native Americans either dying or being displaced.

The consequences of European arrival to North America negatively affected the relationships even between Native American tribes from time to time. Native Americans were suddenly scrambling to share resources with whole new groups of people who had access to powerful weapons, technology to build sturdy buildings, and the ability to call for reinforcements from thousands of miles away. The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West. At this time, land was both currency and livelihood. If tribes were forced off their lands, they needed to either find somewhere else to go, or learn to live with the Europeans who had taken over and assumed power, which proved impossible much of the time.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why did the Europeans come to North America?

- A. to meet people from different cultures
- B. to test their ships
- C. to get more land and resources
- D. to learn a new language

2. What argument does the author develop in this text?

- A. Europeans and Native Americans worked together to fulfill their needs.
- B. Native Americans had many problems even before the arrival of Europeans.
- C. The arrival of Europeans had a negative impact on the lives of Native Americans.
- D. Native Americans had a negative impact on early European settlers.

3. Read these sentences from the text.

The consequences of European arrival to North America negatively affected the relationships even between Native American tribes from time to time. Native Americans were suddenly scrambling to share resources with whole new groups of people who had access to powerful weapons, technology to build sturdy buildings, and the ability to call for reinforcements from thousands of miles away.

Based on this evidence, what conclusion can be drawn?

- A. Native Americans had plenty of resources to share both with other tribes and with the European settlers.
- B. Native Americans posed a greater threat to European settlers than the Europeans posed to Native Americans.
- C. Native Americans faced the threat of war with the Europeans if they did not share their resources with the settlers.
- D. Native Americans wanted to share their resources with the Europeans in order to gain access to weapons and building technology.

**4.** Read these sentences from the text.

The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West.

Based on this evidence, what conclusion can be drawn?

- A. Native American tribes fought with each other over access to the resources and goods provided by European settlers.
- B. Native American tribes had already been engaged in conflicts with each other when the Europeans arrived and worsened the situation.
- C. The European settlers were attempting to improve the quality of life for Native Americans by settling in the West.
- D. The European settlers caused Native American tribes to have conflicts with each other that they might not have otherwise had.

**5.** What is the main idea of this text?

- A. The Native Americans were unwilling to work with the European settlers.
- B. The presence of Europeans in North America had a significant impact on Native Americans.
- C. The Europeans and Native Americans combined their resources to establish a new civilization by working together.
- D. The European settlers interacted with Native Americans because they wanted to settle new land.



6. Read these sentences from the text.

The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West.

Based on these sentences, what does the word "tenuous" mean?

- A. cooperative
- B. pleasant
- C. weak
- D. surprising

7. Choose the answer that best completes the sentence.

When hard times came for the settlers in 1608, they pressured the natives into giving them food, \_\_\_\_\_ a slew of conflicts now collectively called the Anglo-Powhatan Wars.

- A. due to
- B. for example
- C. resulting in
- D. in spite of

8. What did settlers in Jamestown depend on Native Americans for?

9. How did Europeans in North America negatively impact Native Americans?

Give at least two examples to support your answer.

10. How can the relationship between the European settlers and Native Americans best be described? Support your answer with evidence from the text.

**Lesson Topic: Use commas after introductory phrases Part 2**

**Question 1:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**Because he kept barking we threw the ball for our dog Buster.**

- Because, he kept barking we threw the ball for our dog Buster.
- Because he kept barking, we threw the ball for our dog Buster.
- Because he kept, barking, we threw the ball for our dog Buster.
- Because he kept barking we threw the ball, for our dog Buster.
- none of the above

**Question 2:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**Before you go out with friends you need to clean your room.**

- Before, you go out with friends you need to clean your room.
- Before you go out with friends you need to clean, your room.
- Before you go out with friends, you need to clean your room.
- Before you go out, with friends, you need to clean your room.
- none of the above

**Question 3:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**Since it is so hot today I think I will go to the beach.**

- Since it is so hot today, I think I will go to the beach.
- Since it is so hot, today I think I will go to the beach.
- Since, it is so hot today I think I will go to the beach.
- Since it is so hot today I think, I will go to the beach.
- none of the above

**Question 4:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**Even though we lost the game we were happy with how well we played.**

- Even though we lost the game, we were happy with how well we played.
- Even though we lost, the game we were happy with how well we played.
- Even though we lost the game we were happy, with how well we played.
- Even though, we lost the game we were happy with how well we played.
- none of the above

**Question 5:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**When you eat at a restaurant you should make sure to tip your waiter.**

- When you eat at a restaurant, you should make sure to tip your waiter.
- When you eat, at a restaurant you should make sure to tip your waiter.
- When, you eat at a restaurant you should make sure to tip your waiter.
- When you eat at a restaurant you should, make sure to tip your waiter.
- none of the above

**Question 6:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**When I went to the city for the first time I was overwhelmed by the number of people.**

- When I went to the city for the first time I was overwhelmed, by the number of people.
- When, I went to the city for the first time I was overwhelmed by the number of people.
- When I went to the city for the first time, I was overwhelmed by the number of people.
- When I went to the city, for the first time I was overwhelmed by the number of people.

- none of the above

Question 7:

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**After the discovery of germs doctors were able to do a better job treating diseases.**

- After, the discovery of germs doctors were able to do a better job treating diseases.
- After the discovery of germs, doctors were able to do a better job treating diseases.
- After the discovery, of germs doctors were able to do a better job treating diseases.
- After the discovery of germs doctors, were able to do a better job treating diseases.
- none of the above

Question 8:

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**When Marcy was eight years old she was stung on the foot by a wasp.**

- When Marcy, was eight years old she was stung on the foot by a wasp.
- When Marcy was eight years old, she was stung on the foot by a wasp.
- When Marcy was eight, years old she was stung on the foot by a wasp.
- When, Marcy was eight years old she was stung on the foot by a wasp.
- none of the above

Question 9:

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**Because Kyle was so friendly he was quickly able to make new friends after he moved to a new town.**

- Because Kyle was so friendly, he was quickly able to make new friends after he moved to a new town.
- Because, Kyle was so friendly he was quickly able to make new friends after he moved to a new town.



- Because Kyle, was so friendly he was quickly able to make new friends after he moved to a new town.
- Because Kyle was so friendly he was quickly able, to make new friends after he moved to a new town.
- none of the above

**Question 10:**

*Choose the sentence that correctly uses a comma after the introductory phrase.*

**The enormous thunder storm rolled across the prairie.**

- The enormous, thunder storm rolled across the prairie.
- The enormous thunder storm, rolled across the prairie.
- The enormous thunder storm rolled across, the prairie.
- The enormous thunder storm rolled, across the prairie.
- none of the above

NAME: \_\_\_\_\_

Day 13

WEEK 19



# DAILY MATH PRACTICE



<b>MONDAY</b>	<p>1. Find the least common multiple of the numbers below.</p> <p style="text-align: center;">9                  2</p>	<p>2. If you have three pentagons, what is the total number of sides?</p>	<p>5. Anita is making bracelets. For each bracelet she needs <math>\frac{1}{4}</math> of a foot of string. If she has 12 feet of string, how many bracelets can she make?</p>
	<p>3. Convert to a mixed number.</p> <p style="text-align: center;"><math>\frac{22}{6}</math></p>	<p>4. The lifeguard blows a whistle every 45 minutes starting at 8:30. What time will he blow the 5<sup>th</sup> whistle?</p>	
<b>TUESDAY</b>	<p>1. Find the least common multiple of the numbers below.</p> <p style="text-align: center;">16                  4</p>	<p>2. If you have 4 triangles and 3 parallelograms, how many angles are there total?</p>	<p>5. Carl is making birdhouses for his backyard. He has 3 yards of lumber. If each birdhouse uses <math>\frac{2}{3}</math> of a yard, how many birdhouses can Carl make?</p>
	<p>3. Convert to an improper fraction.</p> <p style="text-align: center;"><math>7\frac{4}{6}</math></p>	<p>4. Classes go to lunch every six minutes beginning at 11:00. What time will the 5<sup>th</sup> class go to lunch?</p>	
<b>WEDNESDAY</b>	<p>1. Find the least common multiple of the numbers below.</p> <p style="text-align: center;">6                  7</p>	<p>2. If you have 6 hexagons, how many sides are there?</p>	<p>5. Mr. Tanger is buying a jacket at the store. The coat costs \$52, but Mr. Tanger has a coupon for <math>\frac{1}{2}</math> off. How much will he pay for the jacket?</p>
	<p>3. Convert to a mixed number.</p> <p style="text-align: center;"><math>\frac{49}{0}</math></p>	<p>4. A bus comes to the library every 22 minutes starting at 8:00. What time will the fourth bus arrive?</p>	

THURSDAY

1. Find the least common multiple of the numbers below.

12      8

2. If you have 5 trapezoids, how many angles are there?

5. Reynold is baking cookies. He has 4 sticks of butter. If he needs  $\frac{1}{4}$  of a stick of butter for every dozen cookies, how many cookies can he make in all?

3. Convert to a mixed number.

$$\frac{32}{5}$$

4. The magic show begins every 50 minutes starting at 11:10. What time does the 5<sup>th</sup> show start?

FRIDAY

1. Find the least common multiple of the numbers below.

3      5

2. If you have two pentagons and three trapezoids, how many sides in all?

5. Trista is buying a pair of boots and a purse. The boots cost \$45 and the purse is \$85. If she uses a coupon for  $\frac{1}{4}$  off her purchase, how much will her total be?

3. Convert to an improper fraction.

$$2\frac{1}{8}$$

4. The cashier takes a break every 75 minutes starting at 6:30. What time will he take his 3<sup>rd</sup> break?

REFLECT & GROW

CORRECTION #1

REFLECT: Why is it important to understand fractions in real life? Explain.

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CORRECTION #2

TEACHER NOTES:

GRADE:



Day 13

## All Operations (A)

Find each sum, difference, product, or quotient.

$\begin{array}{r} 14 \\ -11 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ \div 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ \div 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 12 \\ \hline \end{array}$
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$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \div 4 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ \div 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ \div 12 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -2 \\ \hline \end{array}$
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$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ \div 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ \div 4 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ -11 \\ \hline \end{array}$
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$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -10 \\ \hline \end{array}$
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$\begin{array}{r} 36 \\ \div 12 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +12 \\ \hline \end{array}$
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$\begin{array}{r} 2 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \div 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ \div 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ -11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$
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$\begin{array}{r} 16 \\ \div 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 9 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +11 \\ \hline \end{array}$
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$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$
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$\begin{array}{r} 11 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$
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$\begin{array}{r} 49 \\ \div 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +12 \\ \hline \end{array}$
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# Day 13

Now have a look at this aerial photograph below.



Here is part of the same aerial photograph. Have a close look at what you can see.

List ten things that you think you can see in this photograph.

- |    |       |   |       |
|----|-------|---|-------|
| 6  | _____ | 1 | _____ |
| 7  | _____ | 2 | _____ |
| 8  | _____ | 3 | _____ |
| 9  | _____ | 4 | _____ |
| 10 | _____ | 5 | _____ |

**Homework notes to pupil** – Stop after 30 minutes. Remember to write neatly.  
**Homework notes to parent/helper** – The pupils have covered this learning objective in the lesson and most pupils should be able to complete the whole activity in the time allowed. Also, please feel free to help your child with the answers for today's homework by giving them clues.

Total time taken

