

Who Controlled What?

Read how groups competed, traded, allied, and fought for North America.

SS.5.A.3.3 "Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action that helped a group gain or defend control of land. Circle the names of the groups involved in each underlined action.

Competing for North America

- ① In 1565, Spain founded St. Augustine in Florida to protect its claims. Spanish leaders traded and formed alliances with some Native American groups, while other Native peoples resisted Spanish rule. Enslaved Africans labored in Spanish Florida. In 1738, Spain established Fort Mose for free Black people who had escaped English slavery, converted to Catholicism, and agreed to help defend Spanish territory.
- ② France and the Netherlands also sought wealth and land in North America. French traders exchanged goods for furs with many Native American nations and built alliances that helped France claim the interior. Dutch settlers created New Netherland and traded along the Hudson River. English colonists wanted this valuable area too. In 1664, England took New Netherland and renamed it New York.
- ③ Control was often decided through changing alliances and war. During the French and Indian War, Britain and France fought for territory, and different Native American nations supported different sides. Britain won in 1763, gaining French lands east of the Mississippi River. Africans, many held in slavery by English colonists, produced labor and goods that strengthened colonial economies, even as enslaved people resisted bondage.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did Spain use relationships with Native Americans and Africans to defend its claims in Florida?

2 How did French trade with Native American nations help France seek control of the interior?

3 What happened when England and the Netherlands competed for New Netherland?

4 Give one way Native American nations affected the French and Indian War and one way Africans affected colonial competition.

3 YOUR TURN _____ Your own words

Write three sentences explaining how control of North America depended on more than fighting. Name at least three groups and describe at least two actions, such as trade, alliance, labor, resistance, or war.

PART 1 • READ AND MARK

Underline each action that helped a group gain or defend control of land. Circle the names of the groups involved in each underlined action. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Spain use relationships with Native Americans and Africans to defend its claims in Florida?	Spain traded and formed alliances with some Native American groups. Enslaved Africans labored in Florida, and free Black people at Fort Mose agreed to help defend Spanish territory.
2	How did French trade with Native American nations help France seek control of the interior?	French traders exchanged goods for furs and built alliances with Native American nations. These alliances helped France claim the interior.
3	What happened when England and the Netherlands competed for New Netherland?	England took New Netherland in 1664 and renamed it New York.
4	Give one way Native American nations affected the French and Indian War and one way Africans affected colonial competition.	Different Native American nations supported different sides in the war. Africans produced labor and goods that strengthened colonial economies, while enslaved people also resisted bondage.

PART 3 • YOUR TURN (SAMPLE ANSWER)

French traders built alliances with Native American nations through the fur trade. England used war to take land that had been controlled by the Dutch and French. Africans strengthened colonial economies through their labor, while many enslaved people resisted bondage.

Accept accurate explanations that name at least three groups and connect two or more actions to gaining, defending, or challenging control of land. Students may use different valid examples from the passage.