Goods and Goals

How communities met needs and why Europeans sought new routes

5.E.1 "Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways Native communities got or made goods, and circle one example of trade. Number two European goals for gaining wealth so you can compare the activities.

Work, Trade, and Voyages

1. Long before Europeans arrived, Native American communities met their needs in different ways. In the Northeast, Haudenosaunee families grew corn, beans, and squash. They also hunted and fished. In the dry Southwest, some Pueblo communities guided water to fields to grow crops such as corn. Their ways of getting food fit the land and water around them. No single kind of work described all Native peoples.

2. Along the Pacific Northwest coast, some Native communities caught salmon and dried it for later use. They also made tools and boats from local cedar wood. Native peoples traded with other communities for things they needed or valued. For example, a community with extra food might exchange it for stone to make tools. Trade moved goods among Native communities, even when their lands offered different resources.

3. Later, European leaders paid for voyages across the Atlantic because they wanted wealth and more control of trade. Some hoped to find sea routes to Asian goods, including spices, that they could sell for profit. Others sought gold and land for colonies where crops could be grown and sold. These plans brought Europeans to places where Native peoples already had communities, farms, and trade networks.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did farming in the Northeast and Southwest differ? What did it provide in both places?

2. How did water help people get food in the Southwest and along the Pacific Northwest coast?

3. Why might a Native community with extra food trade with a community that had stone?

4. Describe one reason Europeans wanted to explore and one reason they wanted colonies. How could each bring wealth?

3 YOUR TURN

Your own words

Imagine two nearby Native villages: one has extra dried fish, and the other makes clay pots. Write four sentences explaining what each village could gain from trading, then compare their reasons for trading with one European goal from the passage.

ANSWER KEY

Goods and Goals

GRADE 5 · 5.E.1

PART 1 · READ AND MARK

Underline two ways Native communities got or made goods, and circle one example of trade. Number two European goals for gaining wealth so you can compare the activities. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did farming in the Northeast and Southwest differ? What did it provide in both places?	**Some Pueblo communities guided water to fields in the dry Southwest, while the passage does not describe Haudenosaunee farmers doing so. Farming provided food in both places.**
2	How did water help people get food in the Southwest and along the Pacific Northwest coast?	**Some Pueblo communities guided water to their fields to grow crops. Some Pacific Northwest communities caught salmon along the coast.**
3	Why might a Native community with extra food trade with a community that had stone?	**It could exchange extra food for stone to make tools, gaining a useful material it did not have.**
4	Describe one reason Europeans wanted to explore and one reason they wanted colonies. How could each bring wealth?	**Europeans hoped to find sea routes to Asian goods they could sell for profit. They also wanted colonies with land where they could grow and sell crops.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The village with dried fish could trade some for clay pots to store food. The pot-making village could get fish to eat. Both villages would gain useful goods from the exchange. A European explorer seeking a sea route to Asian spices hoped to sell goods for profit, rather than trade with a nearby village for goods to use.

Accept other accurate comparisons supported by the passage. For Your Turn, look for a benefit to each village and a clear contrast with a European economic goal.