

Released 2013
Achievement
Test

Social Studies

GRADE
6

Alberta  Government

This document contains a full release of the 2013 Grade 6 Social Studies Achievement Test. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item are also included. These materials, along with the [program of studies](#) and [subject bulletin](#), provide information that can be used to inform instructional practice.

[Assessment highlights](#) provide information about the overall test, the test blueprints, and student performance on the Grade 6 Social Studies Achievement Test. Also provided is commentary on student performance at the acceptable standard and the standard of excellence on the achievement test. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. **Assessment highlights reports** for all achievement test subjects and grades will be **posted on the Alberta Education website every year** in the fall.

For further information, contact
Robyn Pederson, Grade 6 Humanities Assessment Standards Team Leader, at
Robyn.Pederson@gov.ab.ca;

Joanne Kallal, Grade 6 Humanities Examiner, at
Joanne.Kallal@gov.ab.ca; or

Sean Wells, Director, Achievement Testing, at
Sean.Wells@gov.ab.ca,
at the Assessment Sector, or call (780) 427-0010.
To call toll-free from outside Edmonton, dial (780) 310-0000.

The [Alberta Education](http://education.alberta.ca) website: education.alberta.ca.

Copyright 2015, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Contents

Blueprint for the 2013 Grade 6 Social Studies Achievement Test	1
Additional Information.....	2
Test Sources and Questions for the 2013 Grade 6 Social Studies Achievement Test	5

Blueprint for the 2013 Grade 6 Social Studies Achievement Test

The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2013 Grade 6 Social Studies Achievement Test.

		Knowledge and Understanding	Skills and Processes	Number (Percentage) of Questions
Citizens Participating in Decision Making	Democratic Principles and Ideals	1, 3, 7, 9, 10	2, 4, 5, 6, 8	10 (20%)
	Structure and Function of Local and Provincial Government	13, 14, 15, 16, 19	11, 12, 17, 18, 22	10 (20%)
	Individual, Group, and Community Involvement	21, 29	20, 23, 24, 25, 26, 27, 28	9 (18%)
Historical Models of Democracy	Ancient Athens	33, 38, 39	30, 31, 32, 34, 35, 36, 37	10 (20%)
	Iroquois Confederacy	40, 41, 46, 47, 50	42, 43, 44, 45, 48, 49	11 (22%)
Number (Percentage) of Questions		20 (40%)	30 (60%)	50 (100%)

Knowledge and Understanding—includes ideas, information, and concepts identified in the *Grade 6 Social Studies Program of Studies*

Skills and Processes—includes critical and creative thinking, historical thinking, geographic thinking, and media literacy as identified in the *Grade 6 Social Studies Program of Studies*

Additional Information

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly on the English form of the test), the reporting category, the curricular content area (concept), and the item description.

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
1	C	62.6	Knowledge & Understanding	Democratic Principles	Recall the purpose of the Minority Language Education Rights as defined in the Canadian Charter of Rights and Freedoms
2	B	65.3	Skills & Processes	Democratic Principles	Recognize Freedom of Expression as defined in the Canadian Charter of Rights and Freedoms
3	B	73.0	Knowledge & Understanding	Democratic Principles	Identify an example of Mobility Rights as defined in the Canadian Charter of Rights and Freedoms
4	A	66.3	Skills & Processes	Democratic Principles	Determine the right from the Canadian Charter of Rights and Freedoms being demonstrated in a photograph
5	C	63.6	Skills & Processes	Democratic Principles	Recognize the purpose of activities from a photograph
6	D	66.4	Skills & Processes	Democratic Principles	Determine the most likely motivation for performing activities in a photograph
7	B	59.9	Knowledge & Understanding	Democratic Principles	Identify accountability as a characteristic of democracy
8	C	82.0	Skills & Processes	Democratic Principles	Recognize an example of equality
9	B	69.4	Knowledge & Understanding	Democratic Principles	Identify a similarity between direct democracy and representative democracy
10	D	73.9	Knowledge & Understanding	Democratic Principles	Recall the principles of democracy
11	C	47.1	Skills & Processes	Local & Provincial Government	Identify buildings that house local government operations
12	D	65.5	Skills & Processes	Local & Provincial Government	Recall the role of representation in government
13	C	67.3	Knowledge & Understanding	Local & Provincial Government	Recall the steps in the election process for a provincial election
14	D	79.5	Knowledge & Understanding	Local & Provincial Government	Identify a requirement for becoming premier in the province of Alberta
15	A	64.3	Knowledge & Understanding	Local & Provincial Government	Recall the requirements for running in a municipal election
16	A	49.1	Knowledge & Understanding	Local & Provincial Government	Identify an example of accountability in provincial government

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
17	A	46.7	Skills & Processes	Local and Provincial Government	Recognize the duties of the lieutenant governor in provincial government
18	B	71.4	Skills & Processes	Local and Provincial Government	Recall the different roles of members of the provincial government
19	B	63.4	Knowledge & Understanding	Local and Provincial Government	Recall how the Official Opposition is determined in provincial government
20	C	72.9	Skills & Processes	Community Involvement	Identify an example of active citizenship from a news article
21	A	57.7	Knowledge & Understanding	Community Involvement	Recognize an activity that is both a right and a responsibility of citizens in Alberta
22	A	80.5	Skills & Processes	Local and Provincial Government	Recognize the level of government responsible for bylaws
23	A	43.1	Skills & Processes	Community Involvement	Determine the most effective way to influence decision-making
24	D	74.0	Skills & Processes	Community Involvement	Recognize a statement as an opinion
25	C	85.9	Skills & Processes	Community Involvement	Determine the points-of-view of individuals
26	B	70.8	Skills & Processes	Community Involvement	Identify an example of active citizenship and its purpose
27	C	88.5	Skills & Processes	Community Involvement	Synthesize information to determine solutions offered by speakers
28	C	63.4	Skills & Processes	Community Involvement	Recognize a statement that contains fact
29	D	64.8	Knowledge & Understanding	Community Involvement	Demonstrate understanding of the varying reliability of web-based research
30	D	76.8	Skills & Processes	Ancient Athens	Recall the requirements for citizenship in ancient Athens
31	D	61.8	Skills & Processes	Ancient Athens	Identify a speaker from ancient Athens as a metic
32	C	68.5	Skills & Processes	Ancient Athens	Recall the social structure in ancient Athens
33	A	53.2	Knowledge & Understanding	Ancient Athens	Identify an example of direct democracy in ancient Athens
34	A	56.7	Skills & Processes	Ancient Athens	Recall activities that would have occurred in the Assembly in ancient Athens
35	C	58.9	Skills & Processes	Ancient Athens	Identify an example of equity and fairness in the structure of government in ancient Athens

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
36	C	62.0	Skills & Processes	Ancient Athens	Evaluate the contents of a flowchart to determine the most suitable title
37	B	70.2	Skills & Processes	Ancient Athens	Identify the method of selection for membership in a government body in ancient Athens
38	B	82.5	Knowledge & Understanding	Ancient Athens	Demonstrate understanding of the influence of ancient Athens in Canada today
39	A	13.9	Knowledge & Understanding	Ancient Athens	Compare the government of ancient Athens to the provincial government of Alberta
40	C	68.9	Knowledge & Understanding	Iroquois Confederacy	Recall the role of women in the decision-making process of the Iroquois Confederacy
41	C	67.3	Knowledge & Understanding	Iroquois Confederacy	Identify the role of one of the nations of the Iroquois Confederacy
42	D	84.3	Skills & Processes	Iroquois Confederacy	Select the correct manner in which decisions were recorded in the Iroquois Confederacy
43	C	76.0	Skills & Processes	Iroquois Confederacy	Determine the consequences for behaviour within the leadership of the Iroquois Confederacy
44	B	55.2	Skills & Processes	Iroquois Confederacy	Identify how democratic principles were built into decision making in the Iroquois Confederacy
45	B	50.1	Skills & Processes	Iroquois Confederacy	Use geographic thinking to determine the motive for an action of a nation in the Iroquois Confederacy
46	C	54.1	Knowledge & Understanding	Iroquois Confederacy	Recall the result of the Treaty of La Grande Paix de Montreal
47	B	57.6	Knowledge & Understanding	Iroquois Confederacy	Recall the method of passing down information in the Iroquois Confederacy
48	A	55.1	Skills & Processes	Iroquois Confederacy	Synthesize information in a timeline to make a generalization about the Iroquois Confederacy
49	A	51.6	Skills & Processes	Iroquois Confederacy	Use the contents of a timeline to identify an appropriate related question
50	A	55.0	Knowledge & Understanding	Iroquois Confederacy	Identify an example of equality within the Iroquois Confederacy

*Test Sources and Questions for the
2013 Grade 6 Social Studies Achievement Test*

The sources and questions presented in this document are from the previously secured 2013 Grade 6 Social Studies Achievement Test and are representative of the sources and questions that form the test. These sources and questions are released by Alberta Education.

**2013 Grade 6 Social Studies
Achievement Test**

Grade 6 Achievement Test

Social Studies

To the Teacher

Read this page to your students.

Description

This test has one booklet. It contains 50 multiple-choice questions.

Instructions

- You may use a ruler when answering map questions.
- You may **not** use a dictionary, a thesaurus, or other reference material.
- Turn to the last page of the booklet. Carefully fold and tear out the machine-scored answer sheet along the perforation.

This test was developed to be completed within 60 minutes; however, you may take an additional 30 minutes to complete the test.

Do not write your name anywhere in this booklet.

Make sure that your answers to the multiple-choice questions are placed on the answer sheet provided.

2013

Instructions for Multiple-Choice Questions

- Make sure that the number of the question on your answer sheet matches the number of the question you are answering.
- Read each question carefully, and choose the **correct** or **best** answer.

Example

Edmonton is the capital city of

- A. Alberta
- B. Manitoba
- C. Saskatchewan
- D. British Columbia

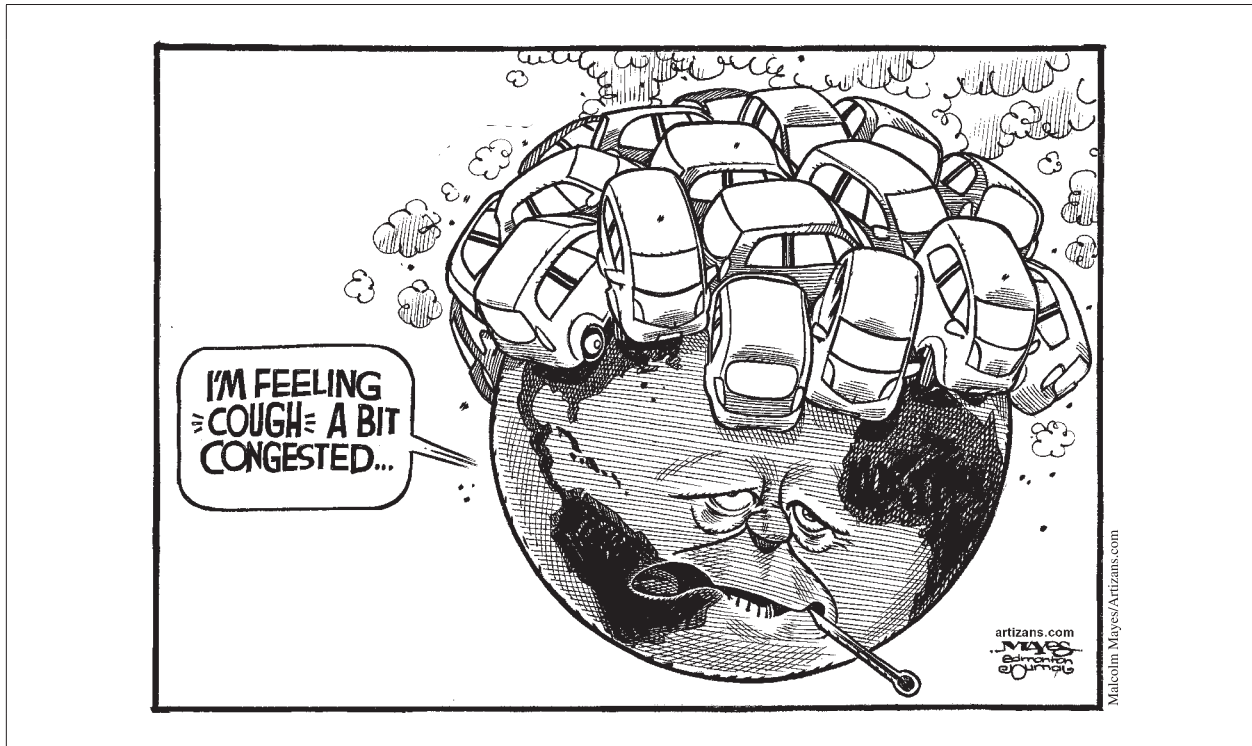
Answer Sheet

● (B) (C) (D)

- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, **erase** your first mark **completely**.
- Try to answer every question.

1. Which of the following rights or freedoms from the Canadian Charter of Rights and Freedoms guarantees parents the right to have their child educated in a Francophone school?
 - A. Freedom of association
 - B. Official languages rights
 - C. Minority language education rights
 - D. Freedom of conscience and religion

Use the information from the following source to answer question 2.



2. According to the Canadian Charter of Rights and Freedoms, the publication of the cartoon shown above in a newspaper is an example of
 - A. the freedom of association
 - B. the freedom of expression
 - C. a democratic right
 - D. a legal right

3. The **best** example of mobility rights as described in the Canadian Charter of Rights and Freedoms is
 - A. transferring to a new school
 - B. moving to another province
 - C. having wheelchair access
 - D. getting a driver's license

Use the following source to answer questions 4 to 6.



Troops in Afghanistan (and all electors in the Canadian Forces) vote by special ballot where they are stationed.

4. What right in the Canadian Charter of Rights and Freedoms is being demonstrated in the photographs and caption?
 - A. A democratic right
 - B. An equality right
 - C. A mobility right
 - D. A legal right

5. Which of the following titles **best** describes the activities in the photographs?
 - A. Collective rights
 - B. Petition gathering
 - C. Active citizenship
 - D. Consensus building

6. What is the **most likely** reason that Canadian soldiers serving in Afghanistan would be voting in an Alberta election?
 - A. Modelling their democratic rights for locals
 - B. Following the directions of their commander
 - C. Voting to make changes in the Afghanistan government
 - D. Exercising individual rights and responsibilities as citizens

7. One characteristic of democracy is that
- by law, citizens are required to vote
 - the government is accountable to the people
 - only property owners have a say in decision making
 - social standing determines a person's level of influence
8. Which of the following graphics represents a price list that demonstrates equality?

A.

Monthly Bus Pass	
Adult	\$70
Senior	\$50
Youth	\$30
Student	\$60

B.

Monthly Bus Pass	
Adult	\$80
Senior	\$40
Youth	\$40
Student	\$80

C.

Monthly Bus Pass	
Adult	\$60
Senior	\$60
Youth	\$60
Student	\$60

D.

Monthly Bus Pass	
Adult	\$90
Senior	\$70
Youth	\$10
Student	\$80

9. A similarity between a direct democracy and a representative democracy is that
- only citizens who belong to a political party are entitled to vote
 - issues must be agreed upon by a majority of the decision makers
 - individual rights are more important than collective responsibility
 - class structure affects the influence a citizen has when making decisions
10. Enforcement of a bylaw by police is an example of which of the following principles of democracy?
- Representation
 - Freedom
 - Equality
 - Justice

Use the following information to answer questions 11 and 12.

Grade 6 students researched the responsibilities of officials who work in the buildings shown in the photographs below.

Picture I



Courthouse

Picture II



School board office

Picture III



Town office

Picture IV



Legislature

11. Locations which represent local government operations are shown in pictures

- A. I and II
- B. I and IV
- C. II and III
- D. III and IV

12. Picture IV **best** represents which of the following features of democracy?

- A. Equity
- B. Justice
- C. Freedom
- D. Representation





Use the following information to answer question 13.

Steps in a Provincial Election Process

- 1** Interested citizens attend public debates.
- 2** Voters go to polling stations and vote for a candidate.
- 3** The premier asks the lieutenant governor to dissolve government.
- 4** The candidate with the most votes wins and becomes the elected member for the riding.

- 13.** The steps in a provincial election process described above are correctly ordered as
- A.** 1, 4, 3, 2
 - B.** 2, 3, 1, 4
 - C.** 3, 1, 2, 4
 - D.** 4, 1, 3, 2
-
- 14.** In order to become premier of the province of Alberta, a person must
- A.** have a university degree
 - B.** speak both official languages
 - C.** have already served as mayor of a large city
 - D.** be the leader of the political party that wins the election
- 15.** Which of the statements below identifies someone who meets the requirements to run in a municipal election in Edmonton, Alberta?
- A.** I was born in Calgary and moved to Edmonton a year ago. I am 20 years old.
 - B.** I was born in Japan and moved to Edmonton one month ago. I am 21 years old.
 - C.** I was born in Edmonton and have lived here my whole life. I am 17 years old.
 - D.** I was born in India 25 years ago and became a Canadian citizen four years ago. I have lived in Edmonton for two months.
- 16.** Alberta citizens who vote have a voice in the Legislative Assembly of Alberta because they
- A.** elect members to the Legislative Assembly
 - B.** are able to introduce bills in the Legislative Assembly
 - C.** choose the sergent-at-arms of the Legislative Assembly
 - D.** are able to participate in debates in the Legislative Assembly

Use the following information to answer questions 17 and 18.

	Individual W: I give royal assent to bills. I also open the session of the Legislative Assembly by reading the Speech from the Throne.	Individual X: I am a member of the Legislative Assembly, and I am also the head of a government department. I often introduce bills for debate.	
	Individual Y: I am a member of the Legislative Assembly. My party has the second-highest number of seats in the Legislative Assembly. I am the head of this party.	Individual Z: I represent a constituency. I am a member of the governing party. I debate and vote on bills as a participant in the Legislative Assembly.	

17. Which individual is responsible for the swearing in of the premier and other members of the Legislative Assembly?
- A. Individual W
 - B. Individual X
 - C. Individual Y
 - D. Individual Z
18. All four individuals are members of a decision-making body known as a
- A. minority-rights association
 - B. provincial government
 - C. local government
 - D. school board
-
19. The political party with the second-largest number of seats in the Legislative Assembly of Alberta
- A. appoints the Speaker of the House
 - B. becomes the Official Opposition
 - C. establishes a lobby group
 - D. forms the government

Use the following information to answer question 20.

Schools back junk-food ban

Edmonton public school trustees threw their support behind a comprehensive school health report

Edmonton public school trustees threw their support behind a comprehensive school health report introduced Tuesday night that will see junk food eliminated in the district's schools within three years.

"This is a great step forward," said board chairwoman Bev Esslinger, a sentiment echoed by trustee Dave Colburn.

It was Colburn who last November called for a ban on junk-food sales in all schools, a motion which got unanimous support from his colleagues. By

August 2011, junk food will no longer be available in any of the district's 197 public schools.

Trustees also heard from a delegation opposed to the closure of Woodcroft elementary school, a process that has already begun.

Supporters of the sustain Woodcroft committee put together a presentation, which they say shows, among other things, projected increases in families and elementary-aged school children in the area that will bring enrollment to acceptable levels.

—from the *Edmonton Journal*

Edmonton Journal. "Schools Back Junk-food Ban." *Edmonton Journal*, March 12, 2008, sec. B, p. 5. Material reprinted with the express permission of: Edmonton Journal, a division of Postmedia Network Inc.

20. The delegation in the news article demonstrates active citizenship by
- A. protesting at city hall
 - B. writing a letter to the mayor
 - C. submitting a presentation to the school board
 - D. lobbying a member of the Legislative Assembly
-
21. Which of the following actions is **both** a right and a responsibility of a citizen in Alberta?
- A. Voting in elections
 - B. Obeying the laws of Alberta
 - C. Helping others in the community
 - D. Receiving an education in English and French

Use the following information to answer questions 22 to 25.

A local council is considering a proposal that would require skateboarders to wear protective equipment while skateboarding. Below are four individuals' comments on the issue.



Max

I have not been hurt while skateboarding, and I do not wear any kind of protective equipment.



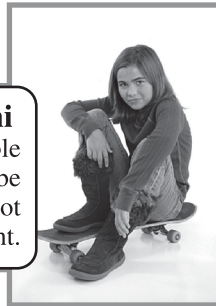
Graeme

If a skateboarder was injured on town property while not wearing protective equipment, the town could be held responsible.



Sydne

Research shows that skateboarders who wear helmets and other protective equipment reduce their risk of injury.



Sammi

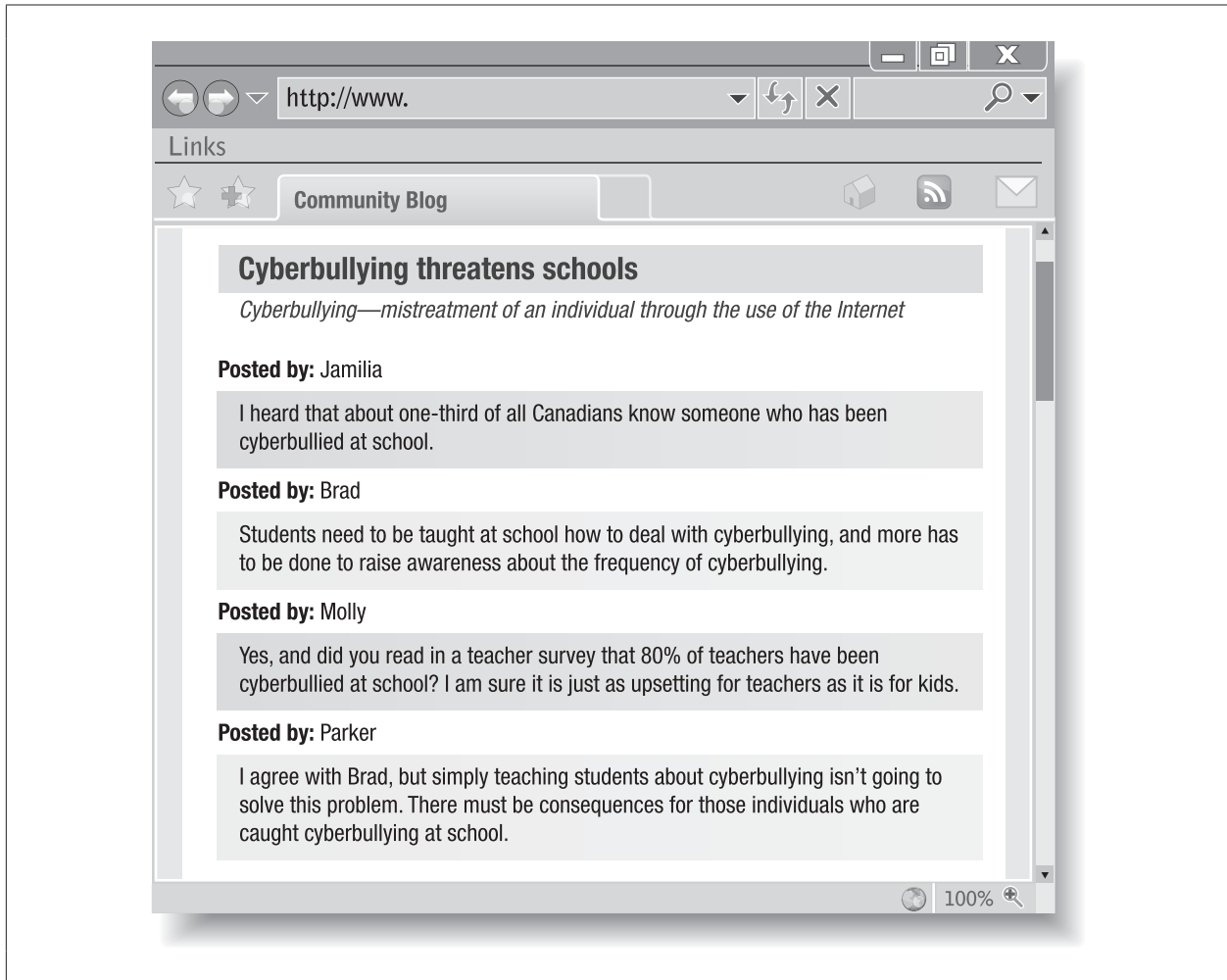
I think that people should be able to enjoy skateboarding and be allowed to choose whether or not to wear protective equipment.

22. If the local council approves the proposal, it becomes a

- A. bylaw
- B. debate
- C. service
- D. petition

23. The **most effective** way for individuals to influence the outcome of the protective equipment proposal is to
- A. circulate a petition
 - B. join a political party
 - C. make a presentation to the school board
 - D. write a letter to their provincial government representative
24. Which individual is **most clearly** stating an opinion?
- A. Max
 - B. Graeme
 - C. Sydne
 - D. Sammi
25. Which two individuals would **most likely** support a proposal that would require the use of protective equipment while skateboarding?
- A. Max and Graeme
 - B. Max and Sammi
 - C. Graeme and Sydne
 - D. Sydne and Sammi
-
26. Students organized a family dance to promote a local charity. By doing this, they are exhibiting a responsibility of active citizenship by
- A. becoming more physically active
 - B. taking action to help people in need
 - C. developing positive social relationships
 - D. influencing government decision making

Use the following blog to answer questions 27 to 29.



27. Using the information from the blog, which two speakers have offered suggestions on how to solve the issue of cyberbullying?
- A. Jamilia and Brad
 - B. Jamilia and Molly
 - C. Parker and Brad
 - D. Parker and Molly

28. Based on the information from the blog, which individual used a fact to support an opinion?
- A. Jamilia
 - B. Brad
 - C. Molly
 - D. Parker
29. The **best** reason to use sources other than a blog in a research project is that
- A. blogs do not provide enough information
 - B. spelling and grammar in a blog lack accuracy
 - C. blogs do not give the full identity of the blogger
 - D. information provided in blogs may be biased

Use the following information to answer questions 30 to 32.

Theos



I work as a farmer and often go to Pnyx Hill to discuss new tax laws. Last week I served as a juror at the trial of a thief.

Laconia



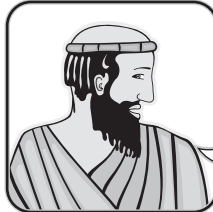
Both my father and husband own land. I supervise the household staff and also make cloth to sell at the agora.

Eleusis



I miss my own family. I have worked in the olive groves for five years, but my owner treats me well.

Phidias



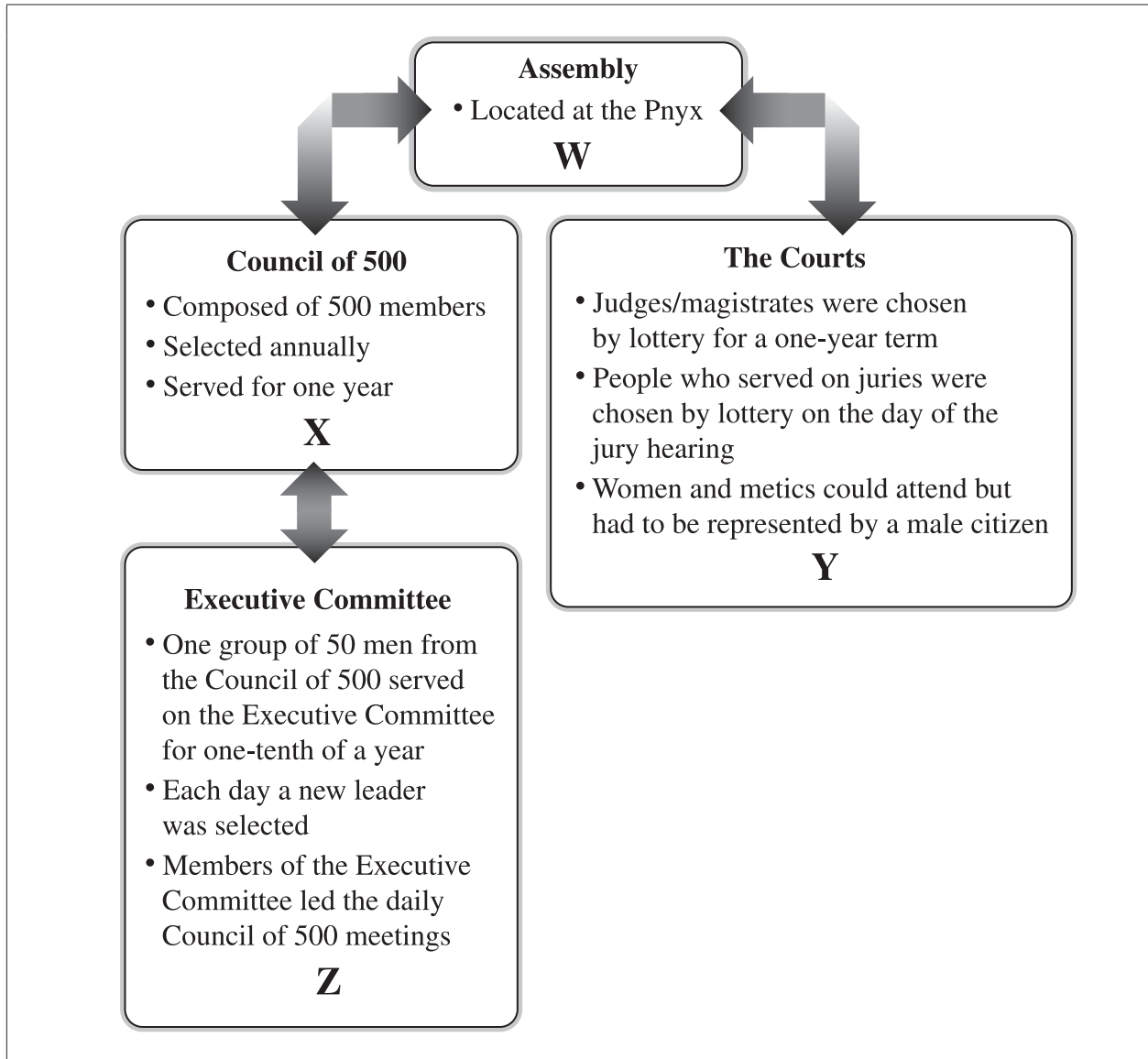
I sell vegetables at the Agora. I love listening to the talk about our city, but I am unable to take part in the official discussions.

30. Which two speakers were **most likely** born outside of Athens?

- A. Theos and Laconia
- B. Theos and Eleusis
- C. Phidias and Laconia
- D. Phidias and Eleusis

31. The speaker who is **most likely** a metic is
- A. Theos
 - B. Laconia
 - C. Eleusis
 - D. Phidias
32. The speaker who had no rights in ancient Athenian democracy is
- A. Theos
 - B. Laconia
 - C. Eleusis
 - D. Phidias
-
33. Which of the following statements **best** illustrates direct democracy in ancient Athenian government?
- A. All citizens were required to attend and vote at the Assembly.
 - B. Citizens could serve on Council only twice in their lifetime.
 - C. Any citizen could be chosen to be on a jury for a trial.
 - D. Council members represented the Athenian citizens.

Use the information from the following source to answer questions 34 to 36.



34. Which of the following statements would be accurately placed in location W?
- Involved debating and voting by male citizens
 - Carried out decisions made at the Council of 500
 - Provided a location for the selling and trading of goods
 - Allowed women and slaves to voice their opinions on issues
35. According to the information in the flowchart, how did the Council of 500, the Courts, and the Executive Committee attempt to ensure fairness and equity in their structure?
- They met at the Pnyx.
 - Metics were allowed to participate.
 - Members of these groups were selected randomly.
 - They allowed only wealthy individuals to participate.

36. Which of the following titles would be **best** suited for the information flowchart?
- A. "Class Structure in Ancient Athens"
 - B. "The Role of Women in Ancient Athens"
 - C. "Structure of Government in Ancient Athens"
 - D. "The Role of the Courts in Decision Making in Ancient Athens"

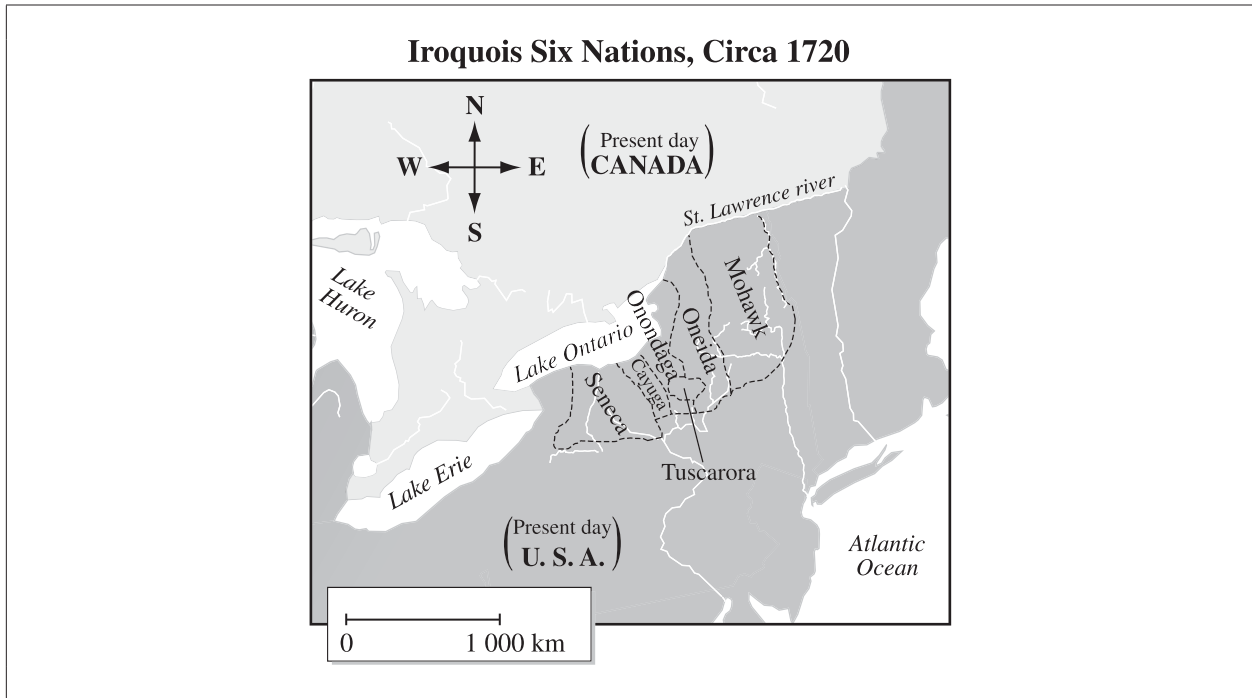
Use the following table to answer question 37.

Position	How They Were Chosen
Assembly	Nominated by fellow citizens
Military leader	A show of hands by individuals
Council of 500 member	X
Officer of the court	Highest number of white stones in a jug

37. Which of the following statements would be correctly placed in location X?
- A. Name most often scratched on pottery
 - B. Participants used a lottery system
 - C. Volunteers asked for the position
 - D. Every tenth person was selected
38. Ancient Athens had its greatest influence in Canada today in the area of
- A. warfare
 - B. government
 - C. construction
 - D. shipbuilding
39. The part of Alberta's provincial government that the Council of 500 is **most** similar to is the
- A. Cabinet
 - B. premier
 - C. House Speaker
 - D. Legislative Assembly

40. Women in the Iroquois Confederacy influenced the decision-making process of the Iroquois Confederacy because women selected
- A. the location where the Grand Council would meet
 - B. issues that were to be discussed by the Grand Council
 - C. chiefs who represented each of the nations at the Grand Council
 - D. the number of representatives each nation could send to the Grand Council
41. At the Grand Council, the Mohawk Nation was responsible for
- A. arranging the seating order of each nation
 - B. recording the votes of the different nations
 - C. announcing any decisions that had been made
 - D. organizing the sharing of food after the meeting
42. Evidence of decisions made years ago by the Grand Council of the Iroquois Confederacy can be found on
- A. tree bark
 - B. peace pipes
 - C. walls of caves
 - D. wampum belts
43. A chief from any First Nations group who did **not** act with the welfare of the clan in mind could be
- A. reported to the French governor for punishment
 - B. given a warning by the chiefs from the Grand Council
 - C. replaced by another male member under the authority of the clan mother
 - D. required to explain his actions to chiefs from the Mohawk and Oneida groups
44. Democratic principles were built into decision making in the Grand Councils of the Iroquois Confederacy by ensuring that
- A. females had their views delivered
 - B. all chiefs were equal and had the same level of authority
 - C. only the men of the First Nations groups would participate in decision making
 - D. the Onondaga clan was responsible for guarding the group against outside threats

Use the following information to answer question 45.



45. Why would the Tuscarora nation **most likely** want to join the Iroquois Confederacy?
- A. Members of the Tuscarora nation were known for strength and bravery.
 - B. The land claimed by the Tuscarora was in the middle of land occupied by other nations.
 - C. The Tuscarora's knowledge of the land would allow them to teach the other nations how to become successful farmers.
 - D. Members of the Tuscarora nation wanted to help increase the population of the Iroquois Confederacy that had been reduced by illness and warfare.
-
46. A result of the signing of the treaty of La Grande Paix de Montréal was that
- A. many other First Nations adopted the Iroquois Confederacy's Great Law of Peace
 - B. the French returned Montréal to the First Nations groups who signed the treaty
 - C. the First Nations groups agreed to keep peace among themselves
 - D. treatment of diseases was improved for First Nations
47. The society of the Iroquois Confederacy passed on the meaning of wampum belts from generation to generation by
- A. recording the meaning in a book
 - B. teaching others to orally repeat the meaning
 - C. storing the wampum belts in public buildings
 - D. using photographs to record the image of wampum belts

Use the following information to answer questions 48 and 49.

Before 1500	The Iroquois Confederacy is established. The Great Law of Peace forms the constitution of the Iroquois Confederacy.
1609	Samuel de Champlain (a French explorer) and his First Nations allies battle the Mohawk.
1642	Montréal is founded by the French.
1648–1649	The Iroquois and the Huron are at war.
1650	War and smallpox outbreak kill many Iroquois.
Late 1670s–1700	The Iroquois are in conflict with Algonquin-speaking tribes of the Great Lakes region.
1701	Treaty of La Grande Paix de Montréal is signed.
1722	The Tuscarora join the Iroquois Confederacy as the sixth nation.

48. The information in the timeline supports which of the following statements?
- A. The Iroquois Confederacy was involved in conflict over a long period of time.
 - B. The Iroquois Confederacy cooperated with outsiders often throughout their history.
 - C. The main challenge faced by the Iroquois Confederacy involved working with explorers.
 - D. The main challenge faced by the Iroquois Confederacy to sign the Great Law of Peace was the smallpox outbreak.
49. The information in the timeline would be used to answer which of the following questions?
- A. What events led up to the Confederacy's desire to attend the peace talks in Montréal in 1701?
 - B. What effect did geography have on the Iroquois Confederacy's decision to attend the peace talks in Montréal in 1701?
 - C. Was the smallpox epidemic a problem for members of the Iroquois Confederacy?
 - D. Why did the Tuscarora nation join the Iroquois Confederacy in 1722?
-
50. Which of the following statements is the **best** example of equality in the Iroquois Confederacy?
- A. The chief was treated with respect, but he did not control the members of his clan.
 - B. The duties of the clan mother were passed down from mother to daughter.
 - C. The spiritual leader had great influence on the members of his clan.
 - D. The Tuscarora were represented by the chiefs of the Oneida nation.