

Chapter 7 | Spanish Louisiana

Item 1: Multiple Choice

Based on Source 2, which statement best describes the relationship between Spanish governors and Native American tribes in Louisiana?

- C. The governors took action to improve relations

Item 2: Multiple Select

Based on Sources 1, 2 and 3, which four statements are reasons why the Louisiana colony was more successful under Spanish rule than French rule?

- The Spanish rulers expanded trade.
- The Spanish built on an existing colony.
- The Spanish officials attracted waves of immigrants.
- The Spanish relationships with Native Americans were more civil.

Item 3: Technology Enhanced Item

Based on Sources 2 and 3, and your knowledge of social studies, identify the immigrant group(s) who came to Louisiana during each governor's term of office.

Answers:

- Ulloa – Acadians
- O'Reilly-Acadians
- Unsaga-Acadians
- Gálvez – Isleños, Málagaenos, Anglos
- Miró – Anglos

Item 4: Constructed Response

Answers:

A correct response should provide identification of the effort/achievement and its effect on improving the status of the Louisiana colony's progress. Examples may include:

- Trading with the Native Americans provided much needed supplies and curtailed the probability of war
- Encouraging immigrants like the Acadians and Isleños to settle in frontier portions of the colony secured claims to the land and provided more farming as well as ranching.
- Accept any other reasonable answer.

Answers continue on next page

Scoring Notes:

Scoring Information	
Score Points	Description
4	Student's response provides plausible explanations (with details) citing two contributions and two benefits by the Spanish
3	Student's response provides two general descriptions of contributions and two benefits by the Spanish
2	Student's response provides explanations for two of four possible responses
1	Student's response provides one general statement or explanation citing an important contribution or benefit by the Spanish
0	No student response or inaccurate response