



Curriculum Guide



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About Bayou Bridges

Bayou Bridges is a K-8 Louisiana Social Studies Curriculum for whole-class instruction created in partnership with the non-profit Core Knowledge Foundation®. Bayou Bridges is designed to align with the student expectations of the [2022 K-8 Louisiana Student Standards for Social Studies](#) (LSSS) and was created using criteria similar to the quality indicators of the [instructional materials review rubric](#).

Bayou Bridges units are a coherent set of plans that ensure students have broad and deep knowledge about the world, are able to express reasoned and nuanced arguments, and are prepared to participate in civic life. Each unit topic is organized around a framing question, such as “How did the Louisiana colony change under Spanish rule?” and contains engagingly written texts along with color illustrations, photographs, maps, and primary source documents.

Support is central to the design of Bayou Bridges. Student-friendly unit readers and resources create a consistent structure across all grades and lessons, which helps students and teachers stay on track and work toward a series of chapter assessments and unit performance tasks that are aligned to end-of-year expectations. Detailed lesson plans provide scaffolds that connect specific objectives to Louisiana state standards.

Teachers across the state began piloting Bayou Bridges Grades 4 and 5 in the fall of 2023 and have continued to provide feedback in order to provide Louisiana teachers with a high-quality, affordable curricular option.





Guiding Principles

Bayou Bridges: A K-8 Social Studies Curriculum was designed with four guiding principles in mind.

Knowledge

To read with comprehension, students need to acquire broad knowledge. Bayou Bridges provides a systematic, knowledge-rich social studies curriculum with connections across disciplines and grade levels. Each Bayou Bridges lesson supports an instructional process in which teachers set the context, explore real and engaging primary sources with students, develop and argue claims, and ultimately express those claims in writing. These materials advance [Louisiana Literacy](#) by building explicit content knowledge and disciplinary literacy skills. All units emphasize primary sources and have been reviewed by subject matter experts, typically university professors.

Chronological Coherence

The design of Bayou Bridges creates a sequence of content that is chronologically coherent and balances the acquisition of disciplinary skills and content knowledge. In Bayou Bridges, content spirals instead of becoming redundant, and the early grades provide a foundation of vocabulary and knowledge that will help students move from learning to read to reading to learn.

Coherent System of Instruction and Assessment

Everything that a student needs to master grade-level standards is provided in Bayou Bridges and is openly licensed¹. This includes a coherent system of curriculum-embedded assessments. Each Bayou Bridges unit concludes with a Performance Task, which requires students to incorporate the knowledge and skills they have developed throughout the unit. In Bayou Bridges, assessment is accomplished through three main practices:

- Chapter Topic Checks for Understanding
- Chapter Topic Assessments
- Performance Tasks

Learning Community and Freedom Framework

Bayou Bridges units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the units. A critical goal of the Bayou Bridges Curriculum Series is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society. We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

¹ Bayou Bridges is a K-8 Louisiana Social Studies Curriculum that is easy to access and use. These materials are an open educational resource ([CCBY Attribution-NonCommercial 4.0 International](#)) available for free download and free use non-commercially.



Bayou Bridges Program Design

Student Components

Student Readers offer engagingly written text with many color illustrations, maps, vocabulary sidebars, and a glossary. In general, the content and presentation in Bayou Bridges Student Readers for Grades 3–8 are appropriate for young readers from the upper elementary grades through middle school.

Teacher Components

Teacher Guides include lessons aligned to each chapter in the Student Readers, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.
- The Timeline Card Slide Deck includes individual images depicting significant events and individuals related to the content of the unit. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which cards to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period. Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found: <https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Guide Overview

About This Unit

- All units begin with a *Big Idea*, a one-sentence summary of the unit with a paragraph that explains the unit in more detail.
- *What Students Should Already Know* section lists the essential knowledge that students have learned in previous units or previous grade levels.
- *What Students Need to Learn* section lists the essential knowledge that students will learn in this unit.
- *Time Period Background* provides a chronological overview of key events related to the content of the unit.



Using the Teacher Guide

- Gives brief descriptions of the overall pacing for the unit, the framing questions, core vocabulary, activity pages, and additional activities and website links.

A Special Note to Teachers

- Provides content-specific support for teachers for challenging topics, and the Freedom Framework.

At A Glance

- A bullet point list of the most important ideas in the unit.

What Teachers Need to Know

- Points teachers to the online chapter briefs that provide background information related to the chapter content for teachers.

Books

- A list of additional relevant student texts related to the unit's content.

Unit Sample Pacing Guide and Blank Pacing Guide Page

- Detailed sample pacing guides
- Blank pacing guide page for teacher planning and customization

Teacher Guide: Lesson Plans

Topic Framing Question

- The Framing Question is designed to be the culmination of the chapter, including the core lesson, targeted and additional activities, and primary source readings. At the end of each chapter, teachers are prompted to formally ask the Framing Question for students to discuss during the Check for Understanding.

Primary Focus Objectives

- Includes alignment to Louisiana Student Standards for Social Studies.

What Teachers Need to Know

- Links to Bayou Bridges Online Resource that provides background information related to the chapter content for teachers.

Materials Needed

- Lists specific materials needed to implement the chapter, including any materials outside of the curriculum, such as maps or globes.



Core Vocabulary

- Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader
- Definition for each core vocabulary word
- Example sentence for each core vocabulary word
- Variations (word families) for each core vocabulary word

The Core Lesson

- Suggested time for entire core lesson
- Individual lesson implementation instructions with suggested timestamps, including some or all of the following:
- Introduce “Unit” Student Reader
- Introduce “Topic”
- Guided Reading Supports, including
 - Instructions for read-alouds, independent, and partner reading
 - Key actions to supports for all learners
 - Literal, Inferential, and Evaluative text dependent questions with aligned Louisiana Student Standards for Social Studies
 - Sample responses for each Literal, Inferential, and Evaluative text dependent question
 - Intentional scaffolds for student understanding (including use of core vocabulary)
- Primary Source background for teachers
- Activity Page implementation directions
- Timeline Card Slide Deck implementation directions

Check for Understanding

Chapter formative assessment in which students respond to the Framing Question using the content they have learned so far.

Additional Activities

Links to Bayou Bridges Online Resource which provides additional activities for the chapter. Activities marked with a bullseye icon are highly recommended and are included in the suggested pacing.

Teacher Guide: Resources

Chapter Assessments

- Test knowledge of each chapter using standard testing formats. Includes Louisiana Student Standards for Social Studies alignment.

Unit Performance Task

- Requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation. Includes: Louisiana Student Standards for Social Studies alignment, student prompt, sample table for prompting, scaffolding, or scoring notes, Performance Task Scoring Rubric, and Performance Task Activity Page.



Student Activity Pages

- Letter to Families
- Chapter Activity Pages
- Claims and Evidence Worksheet
- Domain Vocabulary Check

Answer Keys

- Chapter Assessments Answer Keys and Scoring Notes
- Activity Pages Answer Keys
- Think Twice Answer Keys
- Domain Vocabulary Check Answer Key

Grade-level Louisiana Student Standards for Social Studies

Student Reader Overview

Framing Question

- The Framing Question found at the beginning of the Teacher Guide is also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. At the end of each Core Lesson, students are explicitly asked to answer the framing question in writing.

Chapter Text

- The chapter text provides traditional narrative text and high-quality images that recount important historical themes and events in Louisiana, U.S. and world history.

Core Vocabulary

- Domain-specific vocabulary, phrases, and idioms are highlighted in each chapter of the Student Reader. The Core Vocabulary are also listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided.

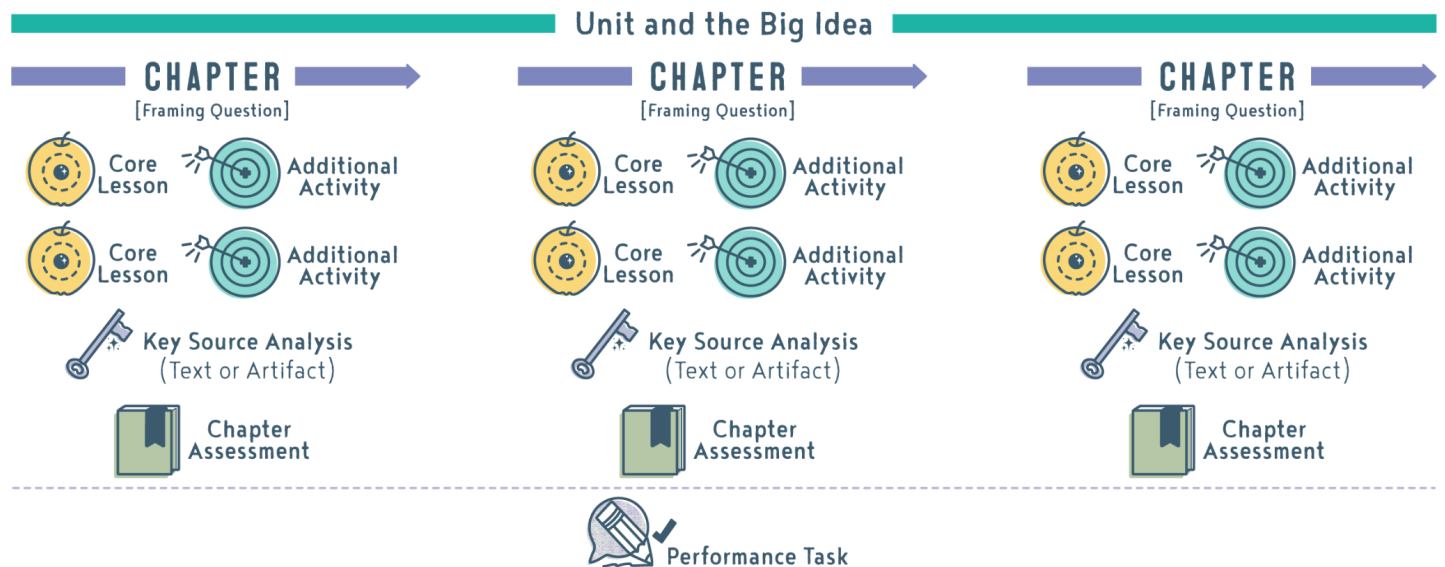
Primary Sources

- Most chapters in the Student Reader include one to three primary source excerpts. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.



Curriculum Structure

The graphic below illustrates the general structure and flow of the Bayou Bridges curriculum. Each chapter begins with an introduction to a framing question that students investigate. Then, the teacher guides the students through the core lesson by reading sections of the text in the student reader while providing scaffolded supports and checking for understanding. Students then engage in a variety of additional activities before analyzing a key primary source (text or artifact). After each chapter is completed, students are assessed on the specific content of that chapter. Finally, a unit concludes with a Performance Task in which students are asked to apply and share the knowledge learned during the unit through either an oral or a written presentation.





Bayou Bridges Materials Access



To implement each Bayou Bridges unit, teachers need

- a teacher guide,
- a student reader per student,
- access to instructional slide decks (Timeline Cards), and
- a copy of each student activity page and assessment per student.

Materials	Description	Access
Teacher Guides	<p>Each teacher guide contains</p> <ul style="list-style-type: none"> ● resources for teachers to build their own content knowledge, ● lists of core vocabulary, ● pacing guides and calendars, ● detailed lesson plans with supports that connect specific objectives to Louisiana state standards, ● formative and summative assessments with scoring rubrics, and ● student-facing worksheets/activity pages. <p>The teacher guides can be accessed in two different ways:</p> <ol style="list-style-type: none"> 1. Bayou Bridges page: The teacher guide for each unit can be found in the section for each grade. Teachers should use this option to download and make copies for a single classroom. 2. Core Knowledge Portal: School systems and school leaders should use this option to purchase printed copies of the teacher guides for multiple classrooms. 	<p>Bayou Bridges page for download</p> <p>E-mail Core Knowledge for ordering print copies</p>
Student Readers	<p>All units require students to have access to a non-consumable (reusable) student reader. The Bayou Bridges student readers offer engagingly written text, organized around framing questions along with color illustrations, photographs, maps, primary source documents, vocabulary sidebars, and a glossary.</p> <p>The student readers for each unit can be accessed in two different ways:</p> <ol style="list-style-type: none"> 1. Bayou Bridges page: The student readers for each unit can be found in the section for each grade. Teachers should use this option to download and make copies for a single classroom. 2. Core Knowledge Portal: School systems and school leaders should use this option to purchase printed copies of the student readers for multiple classrooms. 	<p>Bayou Bridges page for download</p> <p>E-mail Core Knowledge for ordering print copies</p>



<p>Instructional Slide Decks</p>	<p>Each grade-level unit contains editable digital visual aids to reinforce the unit's big ideas, chronology, and context.</p> <p>The instructional slide decks for each unit can be accessed on the Bayou Bridges page in the section for each grade. Teachers should download and project for classroom use.</p>	<p>Bayou Bridges page for download</p>
<p>Student Activity Pages and Assessments</p>	<p>All units require students to have access to consumable student activity pages and assessments. These are student-facing worksheets/activity pages (graphic organizers, maps, guided notes, vocabulary practice, and additional fiction and non-fiction excerpts).</p> <p>The student activity pages and assessments for each unit can be accessed by:</p> <ol style="list-style-type: none"> 1. Bayou Bridges page: The student activity pages and assessments for each unit can be found in the section for each grade. Teachers should use this option to download and make copies for a single classroom. 	<p>Bayou Bridges page for download</p>

Printing Specifications

Resource	Printing Specifications
<p>Teacher Guide</p>	<ul style="list-style-type: none"> ● 1 bound copy per teacher ● Print in color (for maps, images, and primary sources) ● Double sided ● 50 LB (or higher) Coated Gloss White paper ● Trim: 6.69" x 9.61"
<p>Student Reader (reusable)</p>	<ul style="list-style-type: none"> ● 1 bound copy per student ● Print in color (for maps, images, and primary sources) ● Double sided ● 50 LB (or higher) Coated Gloss White paper ● Trim: 6.69" x 9.61"
<p>Student Activity Pages and Assessments</p>	<ul style="list-style-type: none"> ● 1 set per student ● Black and white print copy



Unit Overviews: Grades K-8





Kindergarten			
<p>Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.</p>			
Unit	Unit Title	Big Idea	Unit Performance Task
1	Exploring our World	Our country is a big place with varied geography.	Students apply and demonstrate knowledge about the world that they have learned about by drawing and talking about images representing key content.
2	Understanding the Past	Learning about events and people from the past helps us understand the present.	Students apply and demonstrate knowledge about understanding the past by drawing and talking about images representing key content.
3	Understanding Wants and Needs	People make decisions based on their wants and needs.	Students apply and demonstrate knowledge of needs and wants, jobs, and money by drawing and talking about images representing key content.
4	Being Part of A Community	Rules and laws help us be responsible members of the community. Symbols represent the ideas and culture of our state and country.	Students apply and demonstrate knowledge about being part of a community by drawing and talking about images representing key content.



Grade 1

The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana’s rich history and culture.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	A Place Called Louisiana	<i>Coming soon!</i>	<i>Coming soon!</i>
2	Louisiana History and Culture	<i>Coming soon!</i>	<i>Coming soon!</i>
3	Living and Working in Louisiana	<i>Coming soon!</i>	<i>Coming soon!</i>
4	Being a Citizen of Louisiana and the United States	<i>Coming soon!</i>	<i>Coming soon!</i>
5	How Our State Government Works	<i>Coming soon!</i>	<i>Coming soon!</i>

Grade 2

The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country’s government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	North America: Geography and the Environment	<i>Coming soon!</i>	<i>Coming soon!</i>
2	The Earliest Americans	<i>Coming soon!</i>	<i>Coming soon!</i>
3	Making the United States of America	<i>Coming soon!</i>	<i>Coming soon!</i>
4	Choices and Costs	<i>Coming soon!</i>	<i>Coming soon!</i>



Grade 3

Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	Founding the United States of America	Years of protest, sacrifice, and compromise resulted in a new nation with a government in which the people had a voice.	What was the most important event in the founding of the United States: the American Revolution, the creation and ratification of the Constitution, or George Washington’s presidency? Make a claim and support it with evidence from the unit’s reading and activities
2	Papers and Places	The United States government follows a framework set up by the Constitution, while the nation’s fifty states are often grouped into different regions with unique geographic, economic, and cultural characteristics.	Which is more important in shaping the identity of the United States: its government or its geography? Make a claim and support it with evidence from the unit’s reading and activities
3	A Growing Nation	In the 1800s, the United States expanded west across the North American continent, displacing many Native American nations in the process.	What was the biggest impact of westward expansion? In your response, be sure to include how different groups of people within and around the United States were affected. Make a claim and support it with evidence from the unit’s reading and activities
4	A Changing Nation	Growing industrialization and urbanization in the North deepened the cultural rift between the North and South, which were already sharply divided by slavery.	How true is this statement? Slavery was important to both the North and the South. Make a claim and support it with evidence from the unit’s reading and activities



5	A Nation of Industry and Innovation	The late 1800s and early 1900s marked a significant shift in the United States—demographically, economically, and environmentally—as the rise of big business ushered in an era of industrialization and urbanization across the country.	An innovation is something new, such as a new technology or a new way of doing something. Of all the innovations in this unit, which one had the biggest impact? Make a claim and support it with evidence from the unit’s reading and activities.
6	Towards a More Perfect Union	When faced with injustice, ordinary people can make extraordinary changes.	Explain how civil rights have expanded over time in the United States. Use evidence from the unit to support the claim.
7	An Ever Advancing Nation	Both the Space Race and advancements in digital technology have changed the way Americans live.	Of all the technologies you have read about, which technology has had the greatest impact on our lives? Make a claim and support it with evidence from the unit’s reading and activities



Grade 4

After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	Prehistory and the Agricultural Revolution	Early humans migrated out of Africa, domesticated plants and animals, and developed the first civilizations.	How was the Neolithic Agricultural Revolution a turning point in history?
2	Ancient Near East	Thousands of years ago, complex civilizations and a major religion developed in a part of the world known as the ancient Near East.	How did geography influence the development of civilizations in Mesopotamia and Egypt?
3	Early Civilizations: India, Greece, China	The history of early civilization is a collection of the histories of many different peoples and places.	How did war help shape the ancient civilizations of India, China, and Greece?
4	The Growth of Empires	The civilizations of the Roman Republic, Roman Empire, and early Imperial China were rich and complex and influenced much of Europe and Asia for centuries.	In what ways were ancient Rome and imperial China similar?
5	Early Civilizations in North America	North America and Louisiana were populated by many different native peoples thousands of years before the arrival of European explorers.	Mounds played a central role in the cultures of early North American and Louisianan peoples. How accurate is this statement?
6	Early Civilizations: The Maya	The Maya developed a large, complex civilization in Mesoamerica between 200–900 CE.	Give a presentation where you explain your answer to the question “What is the greatest achievement of ancient Maya civilization?”



Grade 5

Grade 5 builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	The Medieval World	After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and transformation took place. As Europe entered the Middle Ages, Islam developed in the Arabian Peninsula and began to spread. At its height, the Islamic Empire covered parts of Asia, Africa, and Europe.	Historians used to refer to the Middle Ages as “the Dark Ages.” Today, some historians suggest that we refer to the Middle Ages as “the Bright Ages” instead. Which nickname is more accurate?
2	West African Kingdoms	Three large and powerful kingdoms rose and fell in West Africa before the modern era.	Give a presentation explaining how trade or religion shaped the West African empires of Ghana, Mali, and Songhai.
3	Civilization in North America	Civilizations flourished across North America prior to the arrival of Europeans.	The environment was the most important factor in shaping Indigenous North American cultures. Support or refute this claim with evidence from the unit reading and activities.
4	The Inca and Aztec Empires	The Inca and Aztec developed large, complex civilizations in South America and Mesoamerica in the years before European contact.	The Aztec and Inca developed and maintained their empires in very different ways. Use evidence from the unit to support or refute this claim.
5	Renaissance and Reformation	The Renaissance and Reformation saw changes not only in the arts and philosophy but also in the structure of the Christian church and humankind’s approach to the sciences.	The Renaissance, Reformation, and Scientific Revolution were more about new ideas and discoveries than rediscovering old ideas and knowledge. Support or refute this statement using evidence from the unit.
6	The First Global Age	From the 1400s to the 1600s, Europeans ventured out to explore the world in an effort to reap the profits of trade and in the 1700s set up colonies.	What was the greatest effect or consequence of the Age of Contact?



Grade 6

Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine British and French exploration and colonization, the development of the British thirteen colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	The Exploration and Settlement of North America	The Age of Exploration in North America began in the 1500s CE when Spanish, English, French, and Dutch explorers searched for spices, gold, and a Northwest Passage.	Which played the greatest role in motivating the European exploration and early settlement of North America: trade with Native Americans, religious faith, or a desire for profit?
2	Colonial America	Similarities and differences between the New England, Southern, and Middle colonies impacted the rise of slavery in North America.	To what degree were the three colonial regions similar and different?
3	Colonial Louisiana	From its first exploration by Spanish explorers, to its development under French and Spanish rule, colonial Louisiana experienced many changes.	Which colonial period had the greater influence on the development of Louisiana: French or Spanish?
4	The Road to Independence	Following the French and Indian War, Great Britain sought to tighten its control over the American colonies. These efforts, along with disagreements about principles of government, led the colonists to seek and establish their own identity and independence from Britain.	At which point did the American Revolution become unavoidable?
5	Founding a New Nation	The first national government that was created during the Revolutionary War had serious shortcomings, so in 1787 a group of Americans met to create a plan for the federal government we have today.	In the first decade after independence, to what degree was the United States united?
6	The Government of the New Nation	The Constitution and its Bill of Rights shape the U.S. government.	To what extent is the U.S. government “of the people, by the people, and for the people”?



Grade 7

Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	Governing the New Nation	The first presidencies of the United States established a path for the nation to follow.	Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson?
2	Growth of the New Nation	In the early days of the United States, the country grew in size and population, and engaged in a major conflict: the War of 1812.	Which had a bigger impact on the development of the United States: the Lewis & Clark expedition or the War of 1812?
3	The Developing and Expanding Nation	As the United States grew in size and wealth in the first half of the nineteenth century, distinct differences began to emerge between various regions of the country.	Technology had a greater impact on the United States in the 1800s than westward expansion did. Support or refute this statement, using evidence from the unit reading and activities.
4	A New Spirit of Change	In the first half of the nineteenth century, the United States grappled with social reforms, political shifts, and escalating tensions over slavery, all of which played a crucial role in shaping the nation's path.	Reformers had a significant impact on the problems in American society before 1860. Support or refute this statement, using evidence from the unit reading and activities.
5	The Nation at War	Slavery and the Civil War sharply divided citizens and states throughout the country and led to more than six hundred thousand deaths in one of the nation's greatest conflicts.	Which Civil War event was the most important?
6	Reconstructing the Nation	After the Civil War ended, national leaders worked to reunite the North and South, repair the physical damage of the war, and protect and expand the rights of African Americans.	To what degree was Reconstruction a success or a failure?



Grade 8

Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.

Unit	Unit Title	Unit Big Idea	Unit Performance Task
1	A Nation in Conflict	The period after the Civil War continued to be a time of conflict, as wars were waged for control of the West and African Americans struggled for their rights.	Compare the experiences of Native Americans and African Americans in the last decades of the 1800s.
2	The Changing Nation	During the 1800s, increased immigration and industrialization led to rapid change in the United States, which resulted in populist and progressive reform movements to address economic, social, and political issues.	To what extent is “The Gilded Age” an appropriate name for this time period?
3	The Changing World	In the late nineteenth and early twentieth centuries, imperialism, global conflicts, and domestic conflicts changed the United States.	Which war had a greater impact on the United States: the Spanish-American War or World War I?
4	Prosperity and Decline	The 1920s and 1930s were a time of great political, social, cultural, and economic change for both Louisiana and the United States.	Which has had a greater effect on the United States today: the Roaring Twenties or the New Deal?
5	The World at War	Several global conflicts, some of which resulted from the effects of the First World War, culminated in a Second World War which lasted from 1939 to 1945.	How important was the idea of freedom in World War II?
6	The Post-War Era	The United States experienced significant political, social, and economic change in the decades following World War II.	During the Cold War, the United States achieved more domestically than it did internationally. Support or refute this claim.
7	The Modern Era	Both domestic and foreign events and developments have challenged the United States in the modern era.	Which challenges of the modern era were greater: the domestic challenges or the international ones?



Planning to Teach Bayou Bridges

Bayou Bridges Scheduling Guidance

Core Lessons are designed to be about 20-55 minutes in length (depending on grade level) and can be taught over the course of one or two class periods, depending on students’ needs, class schedules, and selected activities.

The questions in each lesson (literal, inferential, or evaluative) contain possible responses to serve as student look-fors. Use the possible responses to monitor students: What do students know and not know about the topics and sources they are reading? Are students generally on track to answer the topic framing question?

If students are not meeting the expectations of the lesson look-fors, use suggested supports provided in the teaching notes of each activity. The in-the-moment supports include both general supports, as well as activity-specific prompting questions to build student knowledge and skills.

Suggested pacing for each activity gives an idea of how many activities can be taught in a single lesson, which will vary based on the class schedule. The timing of each Bayou Bridges lesson may look different when taking into account a school’s unique schedule and specific students’ needs.

See [Staffing and Schedule Guidance](#) for sample K-2, 3-5, and 6-8 schedules.

Grade Band	Suggested Daily Social Studies Block	Lesson Components
K-2	20-30 minutes	<ul style="list-style-type: none"> • 15 minute core lesson • 10 minute check for understanding • or Performance Task
3-5	45 minutes	<ul style="list-style-type: none"> • 35 - 40 minute core lesson • 5 -10 minute check for understanding • or Chapter Assessment/Performance Task
6-8	45 minutes - 1 hour	<ul style="list-style-type: none"> • 35 - 40 minute core lesson • 5 -10 minute check for understanding • or Chapter Assessment/Performance Task



Unit Study Protocol

The goal of Bayou Bridges units is to ensure students have broad and deep knowledge about the world, are able to express reasoned and nuanced arguments, and are prepared to participate in civic life. The units use a backward design model, which means the activities, lessons, and chapters build students' knowledge and skill in preparation for the unit assessments. The Chapter Assessments and Performance Task for each unit align to grade-level standards.

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- Review the unit introduction and familiarize yourself with the unit's Big Idea, At A Glance important ideas, and the focus objectives/aligned standards for each chapter.
- Access the Chapter Assessments and Performance Task for the unit and analyze the Performance Task and Performance Task Scoring Rubric to determine the knowledge and skill demands of the unit's Performance Task.

Step 2: Develop Background Knowledge

- Review and annotate the "What Teachers Need to Know" documents for each chapter.
- Access and read all student reader chapters and primary sources to determine the big ideas and how each source connects to and supports the demands of the Chapter Assessments and Performance Task.
- Annotate sources (including those that are highly suggested in the additional activities) to indicate how each supports the development of background knowledge and social studies skills for students over the course of the unit. Mark any potential areas of confusion for students.
- Annotate the core vocabulary words for this unit and note how they are connected to the big ideas in the unit.

Step 3: Trace Knowledge and Skills Through Assessment

- Complete exemplar Unit Performance Task. Consider the key components of the "3" response exemplar.
- Complete the Chapter Assessments and connect the most important ideas in the unit to the Assessments.
- Return to each Chapter Check for Understanding and student activity pages and review the look-fors to determine the knowledge and skills demands of each formative assessment.
- Determine what knowledge and skills were required for you to complete the Chapter Assessments and the Performance Task and trace the development of those knowledge and skill look-fors throughout the unit. These knowledge and skill look-fors should be considered high-leverage and serve as the foundation for instructional decision making. Use the pacing guide as a tool to write the calendar.

A [Unit Study Tool](#) should be used to assist teachers in engaging in this process. This tool was designed to be used during teacher collaboration time.



Lesson Study Protocol

Understanding the backward design of Bayou Bridges units is also important to understanding how to plan at the lesson level. The Checks for Understanding and Chapter Assessments assist teachers in determining whether or not students will be successful on the Performance Task. This means that understanding how to support students along the way is essential to planning at the lesson level.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- Review the completed unit study tool for the unit you are instructing.
- As you complete step three, evaluate the connection between the Check for Understanding high-leverage knowledge and skill look-fors that you uncovered during the unit study.

Step Two: Supporting All Students with Lesson Annotations

- Determine the purpose of each activity and question.
- Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- Identify possible student misconceptions.
- Develop additional questions to provide in-the-moment supports as needed based on your student look-fors and anticipated student misconceptions.
- Identify places in the lesson that might need timing adjustments.
- Identify which additional activities you plan to teach and how they will fit into the lesson.

There may be times as indicated above that require teachers to make adjustments to the lesson to meet the needs of their unique student populations. When these changes are made, teachers should justify the needs for these changes by providing rationale for the adjustments. A sample [annotated teaching guide](#) is available.

Step Three: Materials Matter

- Identify which student activity pages are needed for the lesson and be sure to provide access to those materials.
 - Determine a procedure and explicit directions for distribution of student activity pages to minimize disruptions to instructional time.
- Create and display Timeline Cards (slides) or additional classroom visuals to support students with the lesson.
- Secure technology needs for displaying Instructional Slide Decks.



Appendix A - Bayou Bridges Sample Annotated Teacher Guide

Read-alouds

"A Land Between Two Rivers," pages 2-4

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on page 2.

Think job:
As we read, listen for reasons why Mesopotamia was called the Fertile Crescent?

Think, Pair, Share: Why is it important for a civilization to have fertile land?

SUPPORT—Teach students the etymology of the word *Mesopotamia*. It comes from the Greek roots *meso*, meaning middle or in between, and *potamus*, meaning river. Challenge students to name another word that uses the root *potamus*. Guide them to the word *hippopotamus*, which comes from the Greek for "river horse" (*hippo* = horse; *potamus* = river).

CORE VOCABULARY—Point out the vocabulary term *fertile*, and explain its meaning. Explain that plants grow larger and produce more in fertile soil than in poor soil.

SUPPORT—Point out the word *crescent* in the second paragraph. Ask students to turn to a partner and search the paragraph for a context clue that helps explain what a crescent looks like. They should identify the phrase "a big curve of land." Invite a volunteer to draw a crescent shape on the board, and then discuss with students other objects that are crescent-shaped. Students may suggest a banana, the moon during certain phases, or a boomerang. Acknowledge how, despite its name, the Fertile Crescent is not a perfect crescent shape.

Source analysis on page 3 by asking and answering questions.

Ask: What type of source is this and how do you know?

Ask: What do you notice about the source?

Think, Pair, Share: For what purpose was this source created?

Complete Activity page 1.2

Have students read the rest of the section on pages 3-4 with a partner.

SUPPORT—Direct students to the map of the Fertile Crescent on page 4. Point out that the pink area on the map is a crescent shape. Have students trace the crescent shape. Explain that this is why the area is called the Fertile Crescent and not the Fertile Oval or the Fertile Triangle. (4.6, 4.13.a)

stop and jot: Based on the map, what did Mesopotamians settle near? Why is this important?

After students read the text, ask the following questions:

LITERAL—Where is the Fertile Crescent? (4.6, 4.13.a) whole group

- » The Fertile Crescent is in Southwest Asia and northeast Africa, between the Nile River valley and the Persian Gulf, in what is today Iraq, Syria, Lebanon, Israel, Jordan, and Egypt.

LITERAL—What bodies of water are within or next to the Fertile Crescent? (4.6, 4.13.a) whole group

- » The Mediterranean Sea and the Persian Gulf are next to the Fertile Crescent. The Euphrates River, the Tigris River, and the Nile River flow within the Fertile Crescent.

stop and jot **EVALUATIVE**—Why is the region called the Fertile Crescent? (4.6, 4.13.b)

- » The soil and climate in the area were excellent for growing crops.

whole group debrief



Vocabulary

"Early Migration," pages 6–9

ASK: Have you heard this word before?
Scaffold?: Do you know any animals that migrate?
What does it mean for an animal to migrate?

Draw a picture on a post-it to remind you of the meaning.

Scaffold understanding as follows:

Invite students to read the first two paragraphs of the section on pages 6–7 with a partner.

CORE VOCABULARY—Point out the vocabulary term *migration*, and explain its meanings.

SUPPORT—The second paragraph of the section mentions the Northern Hemisphere. Use a globe to point out the hemispheres (northern, southern, eastern, and western). Ask students which hemisphere they live in. (*western*) (4.6)

Read aloud the rest of the section on pages 7–9.

SUPPORT—Point out the phrase “waves of migration” in the third paragraph of the section. Explain that the word *waves* has more than one meaning. Students are likely familiar with the waves as moving swells of



Primary Sources (text)

Primary Source Feature: "Duties of the Coloni," page 17

Scaffold understanding as follows:

Background for Teachers: This excerpt is from the Codex of Louis I, otherwise known as Louis the Pious. Born in 778 CE, Louis was the youngest son of Charlemagne and served as the Holy Roman Emperor from 814 CE until his death in 840 CE. As Louis I ruled over diverse peoples, the codification of economic transactions and feudal relationships helped bring order to an otherwise disorderly empire.

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by reviewing what students read about serfs and their role in the social hierarchy (*lowest social class, tied to the land, reliant upon lord for protection and land, required to work the lord's fields and provide a portion of what they raise as payment*). Explain that *coloni* were similar to serfs in many ways. Then, read the introductory text in the Student Reader.

Read the primary source aloud while students follow along.

SUPPORT—Point out the word *agrarian* in the first paragraph of the excerpt. Explain that *agrarian* means "related to agriculture or farming." An agrarian tax is a tax on farming. *What word is similar to agrarian?*

After you have read the primary source, ask the following questions:

EVALUATIVE—Based on the evidence in the primary source, what claim can be made about the landlord's representative? (5.2.b) *Turn + Talk*

» The landlord's representative is an influential figure with a lot of authority on the manor. *whole group debate*

LITERAL—What physical labor were *coloni* required to do? (5.2.a, 5.9.d)

» According to the passage, the *coloni* were required to plow, plant, enclose, harvest, and put away crops from the lord's fields and their own, as well as plant, enclose, dig up, extend, prune, and collect the harvest from the orchards. *stop + jot, compare with a partner*

? : What were some of the changes taking place during Charlemagne's reign? What role did serfs play?

THINKING JOB: As you read, listen for the similarities and differences between *coloni* and serfs.



Primary Sources (artifact)

Students will complete the activity in groups before class discussion. As students work, look for exemplar responses for students to share

ASK: Where in the text did you look to find the info?

Activity 1.2

Explain that this is an image of an animal-shaped food vessel. This pottery is from the Yangshao culture in China. Early humans left pottery and vessels like this one in different places around the world.

Point out that the artifact is both useful and beautiful. When humans began to specialize, their skills grew, and they could add artistic touches to their everyday tasks.

Explain to students that the shape of the vessel means that the person who made it likely lived in a place where a similar-looking bird lived. We do not know if the bird was important to the culture or if the craftsperson just liked the way it looked.

Ask the following questions:

INFERENTIAL—Of what material is the artifact made? (4.2, 4.2.a)

» The artifact is a pottery food vessel; it is made of clay.

EVALUATIVE—Why would a vessel like this have three legs? (4.2.a)

» Having three legs makes it stable so it won't tilt and spill the contents.

INFERENTIAL—Why do you think the craftsperson chose to make the vessel in the shape of a bird? (4.2, 4.2.a, 4.3)

» Possible responses: The craftsperson had seen similar birds near where they lived, or the bird was important to the culture, or the craftsperson just liked the way it looked.

INFERENTIAL—What evidence does this vessel provide about the division of labor in Neolithic societies? (4.2, 4.2.b, 4.3) **THINK, PAIR, SHARE**

» Possible responses: The high craftsmanship of the vessel provides evidence that Neolithic societies had people who specialized as artisans; the artisan's skill probably could not have been developed by someone who had to spend all their time farming, hunting, making, and maintaining farming and hunting tools, preparing food, making fires, etc.

Distribute the Artifact Study Activity Page (AP 1.2) and have students complete the worksheet with a partner using what they learned in the activity and class discussion.

Activity Page



AP 1.2



Formative Assessments

CHECKPOINT:

Everyone writes their responses. Look for:
 - climate conditions
 - abundance of animals
 turn + talk

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After you read the text, ask the following questions:

LITERAL—When the first migrants left Africa, what conditions were similar in the new places in which they arrived? (4.10)

» The first migrants most likely ended up in new places with climates similar to Africa. This provided them with similar types of food.

EVALUATIVE—When the first migrants out of Africa reached new places, why did they begin to construct more permanent homes and build settlements? (4.3, 4.10)

support: have students re-read, define abundance

PREHISTORY AND THE AGRICULTURAL REVOLUTION

Timeline Card Slide Deck

* students each write a hallmark (or multiple) on post-its. Class discussion after students post below Timeline Card.

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the caption(s), making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: "What were the hallmarks of early Islamic civilization?"

✓ "CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Framing Question: "What were the hallmarks of early Islamic civilization?"
 - » Key points students should include: Islam was founded by the prophet Muhammad in the seventh century CE; Islam, like Judaism and Christianity, is a monotheistic religion; the Arabian Peninsula was an important center of trade, which contributed to the spread of Islam; Muhammad and his followers were forced to flee Mecca, but they later returned and made Mecca the most holy city in Islam; after Muhammad's death, caliphs ruled over the Islamic Empire and expanded the religion through trade and conquest; trade, the arts,

After discussion, students all write their response.



Appendix B - Expanded Guidance on Program Components

Guidance for using Read-alouds

Cognitive science suggests that even in the later elementary grades and into middle school, students’ listening comprehension still surpasses their independent reading comprehension (Sticht, 1984). For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Guidance for Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Guidance for Turn and Talks

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Guidance for Talk it Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review the rules for respectful conversation with students. For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”: <https://www.coreknowledge.org/bayou-bridges-online-resources/>



Guidance for using Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter. For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”: <https://www.coreknowledge.org/bayou-bridges-online-resources/>

Guidance for Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 6-8 Bayou Bridges units will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. Adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently. During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content. If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Guidance for Learning Lab Research Activities

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter’s Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts. For more about research activities, download the Bayou Bridges Online Resource “About Developing Student Research Skills”: <https://www.coreknowledge.org/bayou-bridges-online-resources>