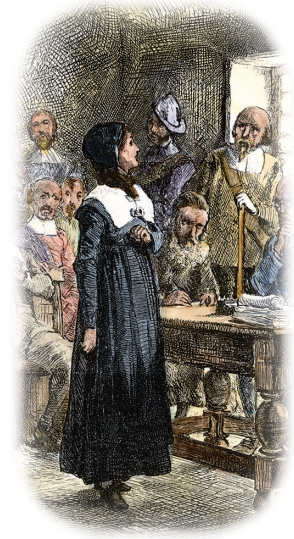




The Exploration and Settlement of North America



Teacher Guide



Pocahontas



New Amsterdam

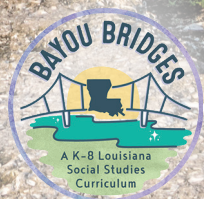
Colony of Quebec





The Exploration and Settlement of North America

Teacher Guide



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The Exploration and Settlement of North America

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The Exploration and Settlement of North America

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 6

UNIT 1

Introduction

ABOUT THIS UNIT

The Big Idea

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.

After the Vikings, Spanish explorers were the next group of Europeans to arrive in the Americas. They were followed by the English, French, and Dutch in North America (the Portuguese moved into South America). These explorers came in search of spices, gold, and a Northwest Passage that would allow for faster travel between Europe and Asia. Although none of them found this much-sought-after water route, they did eventually begin to build permanent settlements along the East Coast and on the Gulf of Mexico. These first settlements included Jamestown, Plymouth, Massachusetts Bay Colony, New Amsterdam, and New Orleans. These settlements had a large impact on Indigenous peoples of North America.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Grade 4

- The first peoples of North America are believed to have crossed from Asia into North America, via a land bridge or by water.
- As the first peoples spread throughout the Americas, their customs, traditions, and languages changed as they adapted to new environments and new ways of food production.
- The Maya developed a civilization in Mexico and Central America.

Grade 5

- North America was and continues to be home to a variety of Indigenous peoples.
- The Aztec built an empire in Mexico.
- The Inca built an empire in South America.
- Europeans explored the world, looking for ways to control the spice trade, grow their power, and spread their influence.
- Europeans established colonies in Africa, Asia, and the Americas.
- European exploration led to an exchange of plants, animals, and diseases that is now called the Columbian Exchange.
- The triangular trade linked Africa, the Americas, and Europe in a prosperous network that included the slave trade.
- The segment of the triangular trade between Africa and the Americas was known as the Middle Passage and became synonymous with the slave trade.

What Students Need to Learn

- Exploration of North America
 - The need for spices encouraged European exploration of North and South America.
 - Columbus arrived in the Caribbean in 1492 CE, leading to the expansion of Spanish land claims in the Americas.
 - Seeing the success of the Spanish, French explorers soon set out for the Americas in search of a Northwest Passage.
 - In 1609 CE, Henry Hudson claimed land around modern-day New York for the Dutch.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1492 CE to 1681 CE.

1492 CE	Christopher Columbus lands in the Caribbean, marking the beginning of European exploration of the Americas.
1495–1535 CE	Spanish <i>conquistadors</i> , or conquerors, gain control of South and Central America.
1500s CE	Spanish explorers continue to chart the coast of what is now the southern United States.
1500s CE	The English and French send explorers to find a Northwest Passage through North America to the Pacific Ocean.
1565 CE	Pedro Menéndez de Avilés establishes a Spanish base called St. Augustine in what is now Florida.
1607 CE	The Virginia Company establishes a colony that becomes known as Jamestown.
1608 CE	Samuel de Champlain founds the city of Quebec in what is now Canada.
1614 CE	John Rolfe brings Caribbean tobacco to Jamestown as a new crop to farm.
1619 CE	The first Africans in the Americas arrive in Jamestown.
1620 CE	A group of English people known as Pilgrims arrive in North America on the <i>Mayflower</i> and establish Plymouth Colony.
1626 CE	The Dutch West India Company acquires Manhattan Island from Native Americans and build a town called New Amsterdam.
1630 CE	The Puritans establish Massachusetts Bay Colony.

1636 CE	Roger Williams founds Providence, which will become the colony of Rhode Island.
1664 CE	The English take over New Amsterdam and rename it New York.
1681 CE	The king of England gives William Penn a signed charter to found Pennsylvania.
1718 CE	Jean-Baptiste Le Moyne de Bienville founds the settlement of New Orleans in what is now Louisiana.

- Early settlement
 - The first successful English settlement in North America was established at Jamestown in 1607 CE.
 - After a difficult beginning, Jamestown thrived thanks to the leadership of Captain John Smith.
 - Puritans and Pilgrims from England, in search of religious freedom, established the settlements of Plymouth and Massachusetts Bay Colony.
 - Continued settlement by the new colonists led to conflict with the Indigenous peoples of North America.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this unit, students will read and learn about the introduction and importation of enslaved Africans to the Americas. When you encounter references to slavery, you may want to note that today, we recognize that slavery is cruel and inhumane. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 1 are:

- In the 1500s CE, European explorers began regularly arriving in the Americas in search of riches, spices, and new water routes.
- Spain, England, France, and the Netherlands all made land claims in North America.
- Europeans established settlements, often leading to conflicts with Native peoples.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The Exploration and Settlement of North America Student Reader—two chapters

Teacher Components

The Exploration and Settlement of North America Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of *The Exploration and Settlement of North America* Student Reader, 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, beginning on page 45.

- 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 Exploration and Settlement of North America Timeline Card Slide Deck—sixteen individual images depicting significant events and individuals related to the exploration and settlement of North America. 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 card(s) 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/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1492 CE	1495–1535 CE	1500s CE	1500s CE
			
Chapter 1	Chapter 1	Chapter 1	Chapter 1
1565 CE	1607 CE	1608 CE	1614 CE
			
Chapter 1	Chapter 2	Chapter 1	Chapter 2

1619 CE



Chapter 2

1620 CE



Chapter 2

1626 CE



Chapter 1

1630 CE



Chapter 2

1636 CE



Chapter 2

1664 CE



Chapter 1

1681 CE



Chapter 2

1718 CE



Chapter 1

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 1 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. The chapters discuss the exploration and settlement of North America. Exploration by different European countries occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Exploration and Settlement of North America Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Spanish explored North America throughout the 1500s CE. We also know that Spanish explorer Pedro Menéndez de Avilés established a Spanish base called St. Augustine in 1565 CE.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Exploration and Settlement of North America unit is one of six history and geography units in the Grade 6 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to *The Exploration and Settlement of North America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.


Reading Aloud

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.

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 Bayou Bridges unit 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. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their 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 you 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.

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.

Turn and Talk

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.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, 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. The Framing Questions, by chapter, are:

Chapter	Big Questions
1	What were the motivations that drove the exploration of North America?
2	What effect did Europeans have on the area of North America recognized as the American colonies?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are 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. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	agrarian, monetary economy, currency, Northwest Passage, depletion, archipelago, mutiny, elusive
2	cash crop, indentured servitude, burgess, capitalism, plantation, persecution, Mayflower Compact, banish


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 60–72. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 2—Artifact Study (AP 1.2)
- Chapters 1–2—Primary Source Analysis (AP 1.3)
- Chapter 1—Claims and Evidence (AP 1.4)
- Chapter 1—Early Spanish Exploration and Settlement (AP 1.5)
- Chapter 1—The Search for the Northwest Passage (AP 1.6)
- Chapter 2—Early North American Colonies (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, 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.

BOOKS

Fritz, Jean. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. Illustrated by Anthony Bacon Venti. New York: Puffin Books, 1998.

Hakim, Joy. *A History of US: The First Americans, Prehistory–1600*. New York: Oxford University Press, 2007.

Hakim, Joy. *A History of US: Making Thirteen Colonies, 1600–1740*. New York: Oxford University Press, 2007.

Maestro, Betsy. *Exploration and Conquest: The Americas After Columbus, 1500–1620*. American Story. Illustrated by Giulio Maestro. New York: HarperCollins, 1997.

Mann, Charles C. *1493 for Young People: From Columbus’s Voyage to Globalization*. Adapted by Rebecca Steffoff. Salem, OR: Triangle Square Press, 2016.

Messner, Kate. *History Smashers: The Mayflower*. New York: Random House, 2020.

Romero, Libby. *The Mayflower: The Perilous Voyage That Changed the World*. New York: DK Children, 2020.

Sis, Peter. *Follow the Dream: The Story of Christopher Columbus*. New York: Knopf, 2003.

Yellowhorn, Eldon, and Kathy Lowinger. *Turtle Island: The Story of North America’s First People*. Toronto: Annick Press, 2017.

THE EXPLORATION AND SETTLEMENT OF NORTH AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Exploration and Settlement of North America

<p>“Making an Argument: Claims and Evidence” (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>“Exploration of North America” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Exploration of North America” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Primary Source: From Thomas Hariot’s <i>A Brief and True Report of the New Found Land of Virginia</i> (1590)” and “Primary Source: The Mississippi Voyage of Jolliet and Marquette (1673)” (TG & SR, Chapter 1, AP 1.3)</p>	<p>“Early Spanish Exploration and Settlement” (TG, Chapter 1 Additional Activities, AP 1.5)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Exploration and Settlement of North America

<p>“The Search for the Northwest Passage” (TG, Chapter 1 Additional Activities, AP 1.6)</p>	<p>“North America’s Great Waters” (TG, Chapter 1 Additional Activities)</p>	<p>“North America’s Great Waters” (TG, Chapter 1 Additional Activities)</p>	<p>🔗 “PRIMARY SOURCE ACTIVITY: Antoine-Simon Le Page du Pratz’s Descriptions of Louisiana’s Indigenous Population” (TG, Chapter 1 Additional Activities, NFE 2, AP 1.3)</p>	<p>🔗 “PRIMARY SOURCE ACTIVITY: Alexandre de Batz’s Map of the Gulf Coast” (TG, Chapter 1 Additional Activities, AP 1.3)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Exploration and Settlement of North America

<p>“New Amsterdam” (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>	<p>“Early Settlement” Core Lesson (TG & SR, Chapter 2)</p>	<p>“Early Settlement” Core Lesson (TG & SR, Chapter 2) “Domain Vocabulary: Chapters 1–2” (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p>“Primary Source: From John Smith’s <i>The Generall Historie of Virginia</i>” and “Primary Source: The Mayflower Compact” (TG & SR, Chapter 2, AP 1.3)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Exploration and Settlement of North America

<p>"ARTIFACT STUDY: Life in Jamestown" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>"ARTIFACT STUDY: Life in Jamestown" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: Powhatan's Speech to John Smith" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.3)</p>	<p>"The Evolution of Slavery in Colonial Virginia" (TG, Chapter 2 Additional Activities)</p>	<p>"The Beaver Trade and Colonial New England" (TG, Chapter 2 Additional Activities)</p>
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Exploration and Settlement of North America

<p>"PRIMARY SOURCE ACTIVITY: Cross-Cultural Colonial Conflicts" (TG, Chapter 2 Additional Activities, AP 1.3)</p>	<p>"PRIMARY SOURCE ACTIVITY: Cross-Cultural Colonial Conflicts" (TG, Chapter 2 Additional Activities, AP 1.3)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: Massachusetts School Laws" (TG, Chapter 2 Additional Activities, NFE 3, AP 1.3)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: Roger Williams's Letter to Providence" (TG, Chapter 2 Additional Activities, NFE 4, AP 1.3)</p>	<p>"Anne Hutchinson" (TG, Chapter 2 Additional Activities)</p>
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Exploration and Settlement of North America

<p>"Anne Hutchinson" (TG, Chapter 2 Additional Activities)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: Sailing to Pennsylvania" (TG, Chapter 2 Additional Activities, NFE 5, AP 1.3)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 1 Performance Task Assessment</p>	<p>Unit 1 Performance Task Assessment</p>
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THE EXPLORATION AND SETTLEMENT OF NORTH AMERICA PACING GUIDE

_____’s Class

(A total of thirty days has been allocated to *The Exploration and Settlement of North America* unit in order to complete all Grade 6 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1 Day 2 Day 3 Day 4 Day 5

The Exploration and Settlement of North America

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Week 2

Day 6 Day 7 Day 8 Day 9 Day 10

The Exploration and Settlement of North America

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Week 3

Day 11 Day 12 Day 13 Day 14 Day 15

The Exploration and Settlement of North America

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Week 4

Day 16 Day 17 Day 18 Day 19 Day 20

The Exploration and Settlement of North America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Exploration and Settlement of North America

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Exploration and Settlement of North America

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CHAPTER 1

TOPIC: Exploration of North America

The Framing Question: What were the motivations that drove the exploration of North America?

Primary Focus Objectives

- ✓ Analyze European exploration and colonization of North America. **(6.8)**
- ✓ Explain the significance of the land claims made in North America by European powers after 1600. **(6.8.a)**
- ✓ Compare the motivations, challenges, and achievements related to exploration and settlement of North America by European countries. **(6.8.b)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *agrarian, monetary economy, currency, Northwest Passage, depletion, archipelago, mutiny, and elusive.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Exploration of North America”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.3

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.3)
- map of North America
- Mariners’ Museum interactive maps of voyages of exploration
- map of U.S. rivers
- globe or world map
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

agrarian, adj. relying chiefly on agriculture and farming (2)

Example: During the Age of Exploration, Europe began the process of changing from an agrarian society to a new kind of economy that relied on manufacturing.

monetary economy, n. a system of trade for goods and services that uses money rather than barter, or an exchange of goods (2)

Example: In the new monetary economy, people paid for goods and services using money instead of other goods.

Variations: monetary economies

currency, n. a system of money (2)

Example: U.S. currency includes dollars, quarters, dimes, nickels, and pennies.

Variations: currencies

Northwest Passage, n. an imagined river passage through North America that Europeans believed would make travel between Europe and Asia faster and more efficient (7)

Example: Without a Northwest Passage through North America, Europeans could only sail to Asia by going east across the Indian Ocean or west through the Strait of Magellan.

depletion, n. reduction in quantity (8)

Example: Exports of furs to Europe led to a depletion of Native Americans' natural resources.

Variations: deplete (v.)

archipelago, n. a chain of islands (10)

Example: The United States has a number of archipelagos including the Florida Keys, North Carolina's Outer Banks, Alaska's Aleutian Islands, and the state of Hawaii.

Variations: archipelagoes, archipelagos

mutiny, n. the rebellion of a ship's crew against the captain (11)

Example: The mutiny by Henry Hudson's crew resulted in Hudson and some supporters being cast adrift on a small boat.

Variations: mutinies, mutiny (v.), mutinous (adj.)

elusive, adj. difficult to locate (11)

Example: Many European explorers searched for a Northwest Passage, but it remained elusive.

Variations: elude (v.)

Introduce *The Exploration and Settlement of North America* Student Reader

5 MIN

Distribute copies of *The Exploration and Settlement of North America* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention how daunting the exploration of a new continent must have been, including the long sea voyage from Europe, as well as trying to map and record details about a completely new land inhabited by unfamiliar cultures.

Introduce “Exploration of North America”

5 MIN

Tell students that in the 1400s, a combination of new technologies, interest in trade, and religious fervor led Europeans to launch an era of exploration that took them around the globe. These voyages of exploration led to settlements and colonization in Africa, Asia, and the Americas. In this chapter, students will read about some of the many European expeditions that explored North America.

Call students’ attention to the Framing Question. Tell students to look for reasons why Europeans came to the Americas.

Guided Reading Supports for “Exploration in North America”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Widening World,” pages 2–4

Note: Students who completed Bayou Bridges Grade 5 may recall learning about the motivations for and voyages of European exploration in the Grade 5 unit *Age of Contact*.

Scaffold understanding as follows:

Invite volunteers to read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *agrarian*, *monetary economy*, and *currency*, and explain their meanings. Ask students to describe the look and appearance of U.S. currency.

SUPPORT—Explain to students that Europeans used only coins as their currency for centuries and were still using them when the Age of Exploration began. As explorers claimed land in the Americas, Europeans gained access to precious metals they used to make more coins, but as the banking system developed, banks began to issue paper banknotes. The notes could be carried easily and used to make purchases, and they could also be exchanged at the bank for coins. These banknotes were the first form of paper money.

After the volunteers read the text, ask the following questions:

LITERAL—What were European explorers hoping to find in North America? (6.8.a, 6.8.b)

- » Europeans explored North America hoping to find gold and other valuable natural resources and a shortcut to Asia.


EVALUATIVE—Why did European explorers want to find a shortcut to Asia? (6.8, 6.8.b)

- » European explorers wanted a shortcut to Asia because global travel was expensive, and a shortcut to Asia would allow more efficient travel and greater profits.


“The Portuguese and the New World” and “The Spanish Explore North America,” pages 4–6


Scaffold understanding as follows:

Read the sidebar “The Portuguese and the New World” on page 4 aloud.

 **SUPPORT**—Use the globe or world map to point out the locations of Africa, India, the East Indies (Indonesia), the Spice Islands (Maluku Islands or the Moluccas), and Brazil.

Read the section “The Spanish Explore North America” on pages 4–6 aloud.

 **SUPPORT**—Display the map of North America, and point out the routes and destinations of each expedition as it is described in the text. As an alternative, you may wish to use the interactive maps from the Mariners’ Museum.

 **SUPPORT**—Explain that Columbus believed that he had traveled around the world all the way to the East Indies. Using a globe or a world map, point out the location of Hispaniola in the Caribbean. Invite a volunteer to describe the location of the East Indies (Indonesia) in relation to the Caribbean. Suggest students use the map scale to estimate the number of miles between Spain and Hispaniola and then the number of miles between Spain and Indonesia. Remind students that in the 1400s, mariners did not have an accurate way to measure longitude. In fact, when traveling west from Europe, there was far more land and water between Europe and India than Columbus had ever imagined.

SUPPORT—Explain to students that when Juan Ponce de León arrived in the Americas, he began hearing stories told by Taino people of the Caribbean about an island called Bimini. On this island, there was a natural spring. The waters of this spring were believed to make those who drank them youthful. The spring, which Ponce de León never located, came to be referred to as the “Fountain of Youth.” Some sources say that Ponce de León was not at all interested in finding the spring and only wanted to claim land. Ask students to discuss, based on what they know of European exploration, whether they think that Ponce de León wanted to find this fountain of youth. **(6.8.a)**

TURN AND TALK—Have students answer the question “What do the explorations of the Europeans tell you about the skills they had?” and discuss the evidence for their answers. (*The explorers must have been able to plan for long trips; they understood the night sky; they were excellent sailors; they were brave enough to go on a long journey that was completely unpredictable.*) **(6.7.a, 6.7.b, 6.8)**

After reading the text, ask the following questions:

INFERENTIAL—Why do you think the explorers carefully mapped the regions that they discovered? **(6.8)**

- » The maps would have been valuable for explorers who came after them. They also would have needed visual representations of the land they were claiming for their countries.

INFERENTIAL—What does the story of Juan de Oñate tell you about European exploration of the Americas? **(6.8.a, 6.8.b)**


- » The story of Juan de Oñate shows the greed and violence that often accompanied the European exploration and conquest of Indigenous lands.

“France and the Search for the Northwest Passage,” pages 7–9


Scaffold understanding as follows:

Have students read the section on pages 7–9 independently.

CORE VOCABULARY—Point out the vocabulary terms *Northwest Passage* and *depletion*, and explain their meanings.

 **SUPPORT**—Display a globe or world map, and ask: “If you wanted to sail from England or France to China or Indonesia, what route would you take?” (*You could sail across the Atlantic and then around the southern tip of South America and across the Pacific, or sail down the coast of Africa and then east*

across the Indian Ocean.) Use the globe or map to illustrate that the French, English, and Dutch wanted to find a Northwest Passage to Asia because the Portuguese controlled the route around the southern tip of Africa and the Spanish controlled the route around the southern tip of South America. (6.4, 6.5, 6.8)

 **SUPPORT**—You may wish to use the interactive maps from the Mariners’ Museum to illustrate the voyages of exploration described in the text.

SUPPORT—Point out that students read about the initially friendly relations between the Native Americans and the French that grew as a result of the fur trade. The French gained wealth and territory through the trade, but they faced challenges in dealing with the North American climate and indigenous American diseases. The fur trade had some positive effects for Native Americans at first. For example, it provided them with metal kettles, axes, fishhooks, and farm tools, which made their work easier. The trade network resulted in Native Americans living in close contact with the French, and the two began to marry into each other’s families. The fur trade also exposed the Native people to new diseases that led to a decrease in their population. Eventually, Native Americans began to wear clothing that they got through trade with Europeans. Discuss with students how interaction with the Europeans would have affected the traditions of the Native Americans. (6.1, 6.2, 6.9.h)

SUPPORT—Explain to students that in its early days, New Orleans was an outpost for fur traders and merchants. The city was founded by Jean-Baptiste Le Moyne de Bienville in 1718 and named for the French Duke of Orléans. Bienville had sailed with his brother to the southern part of North America from Canada in 1699 CE. The brothers wanted to establish a permanent settlement that would give the French a territorial advantage over the British and Spanish. Bienville was named the second governor of colonial Louisiana. Students will read more about the founding of New Orleans in Unit 3.

After students read the text, ask the following questions:

LITERAL—Which Italian explorer was sent by the French government to find the Northwest Passage? (6.8.b)

- » Giovanni da Verrazzano was sent by the French government to find the Northwest Passage.

LITERAL—How did the French increase the value of the land that was claimed by Jacques Cartier? (6.1, 6.8.a, 6.8.b, 6.9.h)

- » The French increased the value of the land that was claimed by Jacques Cartier by developing a successful fur trade with the Native Americans of North America.

EVALUATIVE—How did the fur trade change the lives of the Native Americans? (6.8.a)

- » Through the fur trade, Native Americans gained new skills such as trapping and killing animals, and they began negotiating. Their traditional way of life was also disrupted, and they began to lose the abundance of their natural resources. Because of the fur trade, they had access to guns and other new weapons. This changed how they went to war with others.

EVALUATIVE—How did New Orleans affect Louisiana? (6.8.a)


- » The city became a hub of commerce and culture in the Gulf Coast region.

“Other Nations Join the Search,” pages 9–12


Scaffold understanding as follows:

Have students read the section on pages 9–12 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *archipelago*, *mutiny*, and *elusive*, and explain their meanings.

 **SUPPORT**—You may wish to use the interactive maps from the Mariners’ Museum to illustrate the voyages of exploration described in the text.

SUPPORT—Point out that students read about the explorations of James Cook in North America, but he is more famous for “discovering” Australia than for his North American voyage. Years after sailing to America, Cook, a British naval captain and navigator, discovered and mapped all of New Zealand. This task took him six months. From there, he sailed west and found the southeast coast of Australia. He surveyed the eastern coast of the continent and navigated the Great Barrier Reef, a dangerous feat at the time.

 **SUPPORT**—Point to the map of Henry Hudson’s voyages on page 11. Ask students the following questions: Which did Hudson explore first, modern-day New York or modern-day Canada? (*He explored New York in 1609 CE and Canada in 1610 CE.*) Where and when was Hudson set adrift? (*He was set adrift in 1611 CE, near the coast of Hudson Bay.*) (6.4, 6.5)

TURN AND TALK—The story of Henry Hudson highlights the many dangers that explorers and sailors faced during the Age of Exploration. Have students engage in a Turn and Talk to discuss the following question: If you were an explorer during that time, which would you worry about more, the dangers of the natural world or the danger of a crew turning on you? (*Possible answer: I would worry about a mutinous crew more. If there is bad weather and the crew is skilled and working together, they have a chance of overcoming the danger.*) (6.2)

After students read the text, ask the following questions:

LITERAL—Where did Henry Hudson originally plan to sail on his way to North America? **(6.8.b)**

- » Hudson originally planned to chart a course that would take him over the North Pole to the Malay Archipelago.

EVALUATIVE—When Hudson neared Albany, how did he know that he had not found the Northwest Passage? **(6.8.b)**

- » Hudson knew that he had not found the Northwest Passage because the river became too shallow, and it was clear that it would not lead to the Pacific Ocean.

INFERENTIAL—What do you think was the reaction among European governments to learning that there was no Northwest Passage through America? **(6.8.a, 6.8.b)**

- » Governments and monarchies were most likely disappointed to learn that there was no easy water route to Asia. Such a route would have increased trade revenue. However, once they knew that the passage did not exist, they could stop sending explorers to search for it.

“New Amsterdam,” page 12

Scaffold understanding as follows:

Read the section on page 12 aloud.

SUPPORT—Explain that many place names used today in New York City come from the Dutch control of New Amsterdam. These names include the Bronx, Brooklyn, Harlem, and Staten Island.

SUPPORT—Tell students that a 1626 CE letter from Peter Schaghen, a representative for the Dutch West India Company, makes an early reference to the company’s purchase of Manhattan from the Lenape people. The Lenape sold the island to the Dutch for sixty guilders, or about one thousand dollars in today’s currency. Other accounts claim that the island was purchased by the Dutch for trinkets valued at only twenty-four dollars. Have students discuss whether or not this purchase was fair for the Native people, given either dollar amount. Ask them also to discuss how the different accounts might affect how people perceive the actions of the Europeans. **(6.2, 6.8.a, 6.9.h)**

After reading the text, ask the following questions:

EVALUATIVE—Why did Dutch people not move to the Dutch colony in North America even though there was a thriving fur trade there? **(6.8.a)**

- » Dutch people did not move to New Amsterdam because they did not want to leave their homeland, and the harsh weather and difficult living conditions of the frontier made it unappealing.

LITERAL—Which country increasingly became a threat to Dutch land holdings? (6.8.a, 6.8.b, 6.9.h)

- » England became a threat to Dutch land holdings.

INFERENTIAL—Why do you think the Dutch were not willing to defend New Amsterdam from the English? (6.8.a, 6.8.b, 6.9.h)

- » The Dutch chose not to defend New Amsterdam from the English because the colony had not grown as quickly as they thought it would. Had it been a very successful city with a booming population, the Dutch might have been more willing to fight for the city.

EVALUATIVE—How did the growth of New Orleans differ from that of New Amsterdam? How did the rates of the colonies' growth affect them? (6.3, 6.9)

- » The founding of New Amsterdam was different from that of New Orleans because New Orleans thrived enough to be of value to the French. New Amsterdam struggled to become a commercial hub, resulting in the Dutch allowing the English to claim it.

“The Impact of Settlement on Indigenous Peoples,” pages 12–13

Scaffold understanding as follows:

Invite volunteers read the section on pages 12–13 aloud.

SUPPORT—Inform students that two explorers—Vitus Bering, the Dane for whom the Bering Sea is named, and Alexi Chirikov, a Russian—were sent by the Russian government to search for a northern route to North America in 1741. After being attacked by Native people, Chirikov returned to Russia. Bering made it to Alaska, but on their way back to Russia, he and twenty-nine members of his crew died. By 1784, a Russian colony was established on Kodiak Island, and later, fur trading posts were established. As was the case with Native Americans in other parts of North America, Native people suffered greatly when new diseases were brought by explorers.

TURN AND TALK—Have students answer the question “Why do you think the effects of exploration on the Native communities in North America were similar, no matter where the explorers came from or where the Native groups lived?” (*The land of the Native communities was being claimed and used without their permission; they were all equally susceptible to illness; they were not familiar with how Europeans worked and lived; they had little means of defending themselves.*) (6.8.a, 6.9.b)

After the volunteers read the text, ask the following questions:

LITERAL—Where did Sweden claim land in the mid-1600s CE? (6.8.a)

- » Sweden claimed land along the Delaware River in the mid-1600s CE.

EVALUATIVE—What were the effects of Swedish settlement? (6.8.a)

- » The Swedish presence attracted other European powers, which began competing for control of the area. This led to tensions and conflicts between the Lenape and European settlers.


INFERENTIAL—Based on the actions of the Russians in Alaska, what do you think Native peoples might have thought of Americans when they purchased Alaska in 1867? (6.8.a, 6.8.b)

- » Possible answer: The Native peoples would have most likely been untrusting of the Americans because they had been mistreated by the Russians. They probably also felt that the Americans had no claim to the land they had been living on for generations.

Primary Source Feature: “From Thomas Hariot’s *A Brief and True Report of the New Found Land of Virginia* (1590),” page 14

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 14.

 **Background for Teachers:** Thomas Hariot (also spelled Harriot) was an English mathematician, astronomer, and scientist. His work was sponsored by several patrons throughout his life, including Sir Walter Raleigh. Hariot, who graduated from Oxford University in 1580 CE, was hired by Raleigh initially to educate Raleigh’s men in mathematics and astronomy. However, Raleigh soon noticed Hariot’s skill at observing and reporting his observations. Hariot himself was tasked in 1585 CE by Raleigh to go to Roanoke Island (which the English called Virginia) and assess the land, the available natural resources, and the habits and culture of the local Native Americans. All of this was intended to aid the further colonization of the region by the English. Hariot returned to England and published his observations in 1588 CE. Later in his career, Hariot made a number of astronomical observations using telescopes—he drew charts of the moon and made notes on comets he saw.

Introduce the source by reviewing what students read about early English colonial efforts. Emphasize that the early English efforts at colonization were small and encountered difficulties. The English needed to understand the territory and people of the areas they intended to colonize before they could successfully set up permanent colonies.

Invite a volunteer to read the italicized introductory text aloud.

SUPPORT—Point out to students that Hariot referred to Roanoke Island as Virginia, in honor of Queen Elizabeth I, known as the Virgin Queen. Raleigh’s ventures, including the colonization of North America, needed the support of the monarch. Students will read more about Roanoke in the next chapter. (6.7.a, 6.9)

Invite volunteers to read the excerpt aloud. After the volunteers read the excerpt, ask the following questions:

LITERAL—What are the positive qualities Hariot notes about the Native Americans living in Virginia? **(6.6.a)**

- » He says that they are clever—they are “very ingenious” and “show excellence of wit.”

INFERENTIAL—Why does Hariot mention the weapons and knowledge of weapons possessed by the Native Americans? **(6.6.a, 6.8.b)**

- » Hariot’s audience wants to know whether Native Americans are likely to pose a threat to colonists or not.

INFERENTIAL—What is Hariot’s view of the Native Americans when compared to Europeans? Cite examples from the text. **(6.6.a, 6.8.b)**

- » Answers may vary but should mention that Hariot views Europeans as superior in many ways. He mentions that the Native Americans lack the technology and knowledge of Europeans, and he believes that Native Americans can “be brought to civility” by the “good government” of English colonists.

EVALUATIVE—What is Hariot’s intention in writing this passage? What does he want his audience to think? **(6.6.a, 6.7, 6.7.a, 6.8, 6.8.b)**

- » Answers may vary but should mention that Hariot wants to encourage Europeans to settle in North America. He wants his audience to think that colonization is a great opportunity. He suggests that European knowledge of science and technology will make Native Americans want to be friendly and eventually embrace European culture. He wants his audience to believe that colonization will be a benefit for everyone, colonizer and colonized alike.

Activity Page



AP 1.3

Have students complete a Primary Source Analysis (AP 1.3) about the excerpt.

Primary Source Feature: “The Mississippi Voyage of Jolliet and Marquette (1673),” page 15

Scaffold understanding as follows:


Direct students to the Primary Source Feature on page 15.

-  **Background for Teachers:** Jesuit priest Jacques Marquette and Canadian fur trader Louis Jolliet left French Canada with a handful of other men in two canoes in May 1673 CE. The group was sent to explore the Mississippi River. This was the first time that Europeans had interacted with Native Americans along the Mississippi River since the explorations of Hernando de Soto in the early to mid-1500s CE. The expedition led to the first settlements of non-Native

people on the river's route and to changes in Native American cultures. It also first introduced Christianity in the American interior. The group turned around when they got far enough to confirm that the river emptied into the Gulf of Mexico. This was exciting news for fur traders, who learned they could now travel from Canada to the Gulf of Mexico by water.

Introduce the source by reviewing what students read about French exploration of North America. Emphasize that before the French could establish settlements along the Mississippi River, they had to explore the Mississippi—to travel it to learn where it went, what the land alongside it was like, and who already lived there.

Invite a volunteer to read the italicized introductory text aloud.

 **SUPPORT**—Display the map of U.S. rivers, and point out the location of the Ohio and Mississippi Rivers. Explain that the Ohio River flows into the Mississippi.

SUPPORT—Ask students why a priest would join a voyage of exploration. Guide students to understand that religion was an important motivation for exploration. Europeans wanted to convert Indigenous peoples to Christianity—in the case of the French, to Catholicism. **(6.8.b, 6.9.h)**

Invite volunteers to read the excerpt aloud.

SUPPORT—Note the use of the word *savages* in the excerpt. Explain that many explorers and other Europeans referred to Indigenous people as savages. The term indicates a lack of understanding of or respect for cultural differences. It also reflects the idea of the “noble savage,” a popular concept in the 1700s and 1800s. According to this idea, a noble savage is an ideal person who has not been corrupted by civilization and its evils. This idea was often applied to Indigenous peoples.

SUPPORT—Explain that most accounts of European encounters with Indigenous peoples are written by Europeans. We don't have many direct accounts by Indigenous people. Discuss with students how this might affect our understanding of these events. **(6.9.d)**

After the volunteers read the excerpt, ask the following questions:

LITERAL—What attitude do the explorers have at first toward the Native people they encounter? **(6.8.a)**

» The explorers are at first afraid of the Native people they meet.

INFERENTIAL—What example of miscommunication is described in this excerpt? **(6.6, 6.6.a, 6.8.a)**

» Father Jacques Marquette misunderstands one of the words said by the Huron people they encounter. He thinks they are declaring war, but then he realizes it is actually an invitation to come closer.

INFERENTIAL—What might account for this miscommunication? (6.6, 6.6.a, 6.8.a, 6.8.b, 6.9.h)

- » Father Marquette would not have had experience interacting with Native Americans, and each group had a distinct language, so he could have easily misunderstood a spoken word with which he was not familiar.

EVALUATIVE—What clues suggest that these Indigenous people have already had contact with Europeans? (6.6, 6.6.a, 6.6.b, 6.8.a, 6.8.b, 6.9.h)

- » The Huron have metal weapons and tools—guns, hatchets, hoes, and knives. They would have acquired these items from Europeans.

LITERAL—How does the landscape change as Jolliet and Marquette travel down the river? (6.8.b)

- » There are fewer prairies and more trees (such as cottonwood, elm, and basswood). There are large numbers of bison.

EVALUATIVE—Why does the news of the sea being within ten days' journey renew the explorers' energy? (6.6, 6.6.a, 6.8.a, 6.8.b)

- » The explorers came to the Mississippi to learn where it leads and whether it empties into the Gulf of Mexico. Hearing that the sea is close by confirms that the river will meet the gulf.

EVALUATIVE—Compare Jacques Marquette's attitude toward Native Americans to that of Thomas Hariot. How does Marquette's view of Native Americans differ from Hariot's? (6.7, 6.7.b)

- » Answers will vary but may include that Marquette's account refers to a tense moment between Marquette's party and the Native Americans they meet. Marquette's account suggests that Native Americans were sometimes afraid of the colonists and acted with (temporary) hostility out of that fear. This does not support Hariot's idea that Native Americans would be awed by European superiority. Students may also recognize that while Hariot makes many observations in general, Marquette's account is about a particular encounter.

Activity Page



AP 1.3

Have students complete a Primary Source Analysis (AP 1.3) about the excerpt.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.

- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(6.1, 6.2, 6.3)**
- Review and discuss the Framing Question: “What were the motivations that drove the exploration of North America?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the motivations that drove the exploration of North America?”
 - » Key points students should cite include: the need for spices to flavor and preserve food; the desire for a Northwest Passage to support growing trade relations; the desire for other natural resources, such as precious metals and furs; the need to map the lands to support exploration; the desire to claim land for colonies, settlements, and trading posts, as was the case with the exploration of Marquette and Jolliet in the Mississippi River region for the purpose of claiming land for France; the desire to spread Christianity. As a result of the increasing land claims by Europeans, there were conflicts with Native Americans whose land was being claimed and a depletion of natural resources.
- Choose one of the Core Vocabulary words (*agrarian, monetary economy, currency, Northwest Passage, depletion, archipelago, mutiny, or elusive*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Early Settlement

The Framing Question: What effect did Europeans have on the area of North America recognized as the American colonies?

Primary Focus Objectives

- ✓ Analyze the development of settlements and colonies, including cooperation and conflict among groups such as the Dutch, English, French, Spanish, and Native Americans. (6.9, 6.9.h)
- ✓ Explain the importance of the founding and development of Jamestown, including the introduction of slavery and the practice of representative government. (6.9, 6.9.a, 6.9.d, 6.9.e)
- ✓ Explain the importance of the founding and development of the Plymouth settlement, including the desire for religious freedom and the practice of self-government established by the Mayflower Compact. (6.9, 6.9.b, 6.9.d, 6.9.e)
- ✓ Describe the development of Massachusetts Bay Colony, including the roles of religion and education. (6.9, 6.9.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cash crop*, *indentured servitude*, *burgess*, *capitalism*, *plantation*, *persecution*, *Mayflower Compact*, and *banish*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Early Settlement”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- map of North America

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

cash crop, n. a crop that is grown to be sold (19)

Example: Tobacco became a valuable cash crop in Jamestown.

Variations: cash crops

indentured servitude, n. a system in which a worker agrees to work for an employer for a certain amount of time in exchange for training or payment in land or goods at the end of the agreed time period (20)

Example: Through the system of indentured servitude, some people leaving for America were given free passage if they agreed to work with no pay when they arrived.

Variations: indentured servant (n.)

burgess, n. a representative to the legislature in colonial Virginia and Maryland (21)

Example: Jamestown was the first settlement in what would become the United States in which a landowning man could be a burgess representing his colony.

Variations: burgesses

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government (21)

Example: Private ownership of land in Jamestown also marked an important step toward the economic system of capitalism.

Variations: capital (n.), capitalist (n.), capitalist (adj.)

plantation, n. a large farm where one or more crops are grown by a large number of laborers, then sold for a profit by the plantation owner (21)

Example: As the demand for cash crops grew, enslaved Africans were brought to the colonies to work on large plantations.

Variations: plantations

persecution, n. the cruel and unfair treatment of a group of people (23)

Example: Early colonists in New England wanted to build religious sanctuaries, or safe places, for people escaping persecution in England.

Variations: persecute (v.)

Mayflower Compact, n. an agreement for self-government signed by the Pilgrims on the ship *Mayflower* (23)

Example: The Mayflower Compact was an agreement created by the Pilgrims that stated that they would form their own government and agree to follow its laws in their new homeland.

banish, v. to require by law to leave a place (27)

Example: Puritan leaders chose to banish Anne Hutchinson from the Massachusetts Bay Colony in 1638 CE because they were threatened by her expertise on religious topics.

Variations: banishes, banishing, banished, banishment (n.)

Introduce “Early Settlement”

5 MIN

Review what students read about European exploration of North America in Chapter 1. Explain that European exploration led to settlement and colonization. In this chapter, students will read about some of the first English colonies established in what is now the United States.

Call students’ attention to the Framing Question. Tell students to look for details about the impact that Europeans had on North America.

Guided Reading Supports for “Early Settlement”


30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“Settling in North America,” pages 16–18

Scaffold understanding as follows:

Read the section on pages 16–18 aloud.

 **SUPPORT**—Display the map of North America. Guide students to identify the location of Jamestown, in Virginia, on the map. Ask a volunteer to describe the location relative to other features shown on the map. **(6.5)**

SUPPORT—Explain to students that although England later became a wealthy nation, it did not have much financial security in the 1500s CE. An individual could not personally finance a colony, so a joint-stock company called the Virginia Company was created. A joint-stock company is similar to today’s corporations, which are owned by many shareholders. English people who were wealthy enough to invest bought a share of the company. The resulting capital was used to establish and support a new colony. If the colony turned a profit, it was divided proportionally among the shareholders.

 **SUPPORT**—Direct students to the image of Jamestown on pages 16–17. What geographic features do they notice? How do these features make Jamestown a good place to build a colony? **(6.4, 6.9.a)**

After reading the text, ask the following questions:

LITERAL—How did King James I arrange for a colony in North America? **(6.9)**

- » King James gave some English merchants a charter to establish two colonies in America.

LITERAL—What were the goals of the Virginia Company? (6.9)

- » The Virginia Company aimed to make money for its shareholders and for the king. It also wanted to convert Indigenous people to Christianity.

“Jamestown,” pages 18–19

Scaffold understanding as follows:

Invite volunteers to read the section on pages 18–19 aloud.

SUPPORT—Explain to students that the initial public reaction to the Virginia Company and the establishment of Jamestown was good. But as the settlers began to struggle and the death rate in the colony increased, investors realized that they would not make a profit. Financial support from England decreased, forcing the colonists to fend for themselves if the colony was to survive. Eventually, it was tobacco cultivation that brought financial stability back to Jamestown. However, in 1624, the Virginia Company folded when the king revoked the company’s charter. After that, Virginia became a colony that was under the king’s control.

SUPPORT—Explain to students that the Powhatan were not one Indigenous tribe. They were an alliance of Indigenous tribes in the region. The leader of this alliance was also called Powhatan.

SUPPORT—Inform students that the first women in colonial Virginia were Native Americans whose people had lived there for centuries. There were no European women in the first group to come to Jamestown. Records show that as few as two women came in the second group. Later, there were also African women, when the practice of slavery began in the colony. The first group of European women came to Jamestown in 1608, and more arrived later as indentured servants. These women toiled in the tobacco fields alongside working-class Englishmen. As the colony grew, the experiences of women were quite varied, depending on their ethnicity, their social status, and how their culture defined the roles of men and women.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did the English settlers who were sent by the Virginia Company move inland after landing at Chesapeake Bay? (6.2, 6.9.h)

- » They moved inland to avoid the Spanish.

LITERAL—What problems did the Jamestown colonists face? (6.9, 6.9.a)

- » The Jamestown colonists had little experience with farming and struggled to grow and find enough to eat, mosquitoes brought serious disease, and harsh winter weather led to starvation and death.

LITERAL—What did the Powhatan Confederacy think of their new neighbors? (6.9, 6.9.a, 6.9.e)

- » The Powhatan resented the English settling on their land, and they killed some of the Englishmen who were stealing corn.

LITERAL—Who enabled the Jamestown colony to make temporary peace with the Powhatan? (6.9.a, 6.9.d)

- » Powhatan’s daughter Pocahontas and John Smith helped the colony make peace with the Powhatan.

LITERAL—How else did John Smith help the Jamestown colony survive? (6.9.a, 6.9.d)

- » Smith required all the English colonists to do their share of work.

EVALUATIVE—Why was the arrival of women and children in Jamestown an important turning point for the colony? (6.9.a, 6.9.g)

- » Women and children arriving in the colony was an important turning point because they helped establish families and a more stable, long-term community.

“Jamestown’s Economy and Government,” pages 19–21

Scaffold understanding as follows:

Have students read the section on pages 19–21 independently.

CORE VOCABULARY—Point out the vocabulary terms *cash crop*, *indentured servitude*, *burgess*, *capitalism*, and *plantation*, and explain their meanings.

SUPPORT—Point out that tobacco became a cash crop in Jamestown. Later, cotton also became an important crop in this part of the country. Explain that crops such as tobacco and cotton are labor-intensive—they require a large workforce and a large amount of work to grow.

SUPPORT—Make sure students understand that indentured servitude and enslavement were two different conditions. Indentured servants chose to become indentured. Enslaved Africans did not choose enslavement. Indentured servants earned their freedom once the terms of their indenture were fulfilled. Enslaved Africans faced a lifetime of enslavement and little to no chance of freedom. The children of indentured servants were free. The children of enslaved Africans were enslaved.

SUPPORT—Point out that the text states that slavery persisted in America for centuries. Beginning in the 1600s CE, merchants transported about twelve million Africans to the Americas and sold them into enslavement. Slavery was not abolished in the United States until 1865. Have students discuss how the decision to bring slaves to Jamestown affected generations of African people who were brought to North America. (6.9.a, 6.9.f, 6.9.g)

After students read the text, ask the following questions:

LITERAL—Who introduced tobacco to Jamestown? (6.9.d)

- » John Rolfe introduced tobacco to Jamestown.

EVALUATIVE—Why did tobacco become an important crop for the Virginia colony? (6.9.a)

- » Tobacco became an important crop because it brought the colony economic success. At the time, people in Europe were starting to enjoy smoking.

LITERAL—Who did the English first use for labor in their tobacco fields? (6.9, 6.9.a)

- » The English first tried enslaving Indigenous people to work in the tobacco fields.

EVALUATIVE—What were the effects of indentured servitude for some working-class Europeans? (6.9.a, 6.9.g)

- » After completing their service, indentured servants received their own plot of land. Many working-class Europeans who came to North America as indentured servants improved their life circumstances and became successful economically and politically.

INFERENTIAL—Why was the establishment of the House of Burgesses an important step for the English colonies? (6.9.a)

- » Possible answer: Virginia’s House of Burgesses was the first representative assembly in the colonies and influenced the other North American English colonies to also adopt democratic government.

EVALUATIVE—How did the increase in private land ownership in North American colonies affect African people in North America? (6.1, 6.2, 6.9.g)

- » Private land ownership resulted in the introduction of slavery to the colony because as colonists acquired more land, they needed more people to work the land. This resulted in enslaved Africans being brought to the colonies to work as laborers on large plantations.

“Bacon’s Rebellion,” pages 21–23

Scaffold understanding as follows:

Invite volunteers to read the section on pages 21–23 aloud.

SUPPORT—Inform students that Nathaniel Bacon, with financial help from his father, became the owner of land along the James River in Virginia. Because of his high social status, Bacon became part of the

governor's council. Bacon soon became a proponent of removing all Native Americans from their land so that the colonies could expand. The governor of Virginia, William Berkeley, did not want to begin a war with the Native Americans and also felt it would be wrong to take the land by force. Berkeley called Bacon a rebel when he formed his militia. Bacon ignored the governor and was removed from the governor's council. Eventually, the English king had to become involved in the conflict, which ended shortly after Bacon's sudden death from dysentery.

After the volunteers read the text, ask the following questions:

LITERAL—Where did Bacon's Rebellion begin? (6.9.a, 6.9.e, 6.9.g, 6.9.h)

» Bacon's Rebellion began in Virginia, on the western frontier.

EVALUATIVE—How did indentured servitude contribute to conflicts with the Native Americans? (6.2, 6.9.a, 6.9.e, 6.9.g, 6.9.h)

» As indentured servitude contracts ended, newly free people moved west of Jamestown into Virginia. This resulted in more contact and increased conflict with the Indigenous people already living in the region.

EVALUATIVE—How did Bacon react to Native American attacks?

» Bacon and other settlers formed a militia and conducted raids on Indigenous groups to drive them out of the area.

EVALUATIVE—Why was Governor Berkeley in a particularly difficult position when Bacon's Rebellion began? (6.9, 6.9.a, 6.9.e, 6.9.g, 6.9.h)

» Berkeley's attempts to prevent war with the Native Americans caused hardship for common farmers, who then accused him of protecting the wealthy at their expense. They sided with Bacon, who was himself of the wealthy class.


"Plymouth" and "King Philip's War (1675–78)," pages 23–25

Scaffold understanding as follows:

Have students read the section "Plymouth" on pages 23–25 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *persecution* and *Mayflower Compact*, and explain their meanings.

Note: *Wampanoag* is pronounced (/wah*puh*nawg/). Say the name aloud, and have students repeat it after you.

 **SUPPORT**—Display the map of North America. Guide students to identify the location of Plymouth, Massachusetts, on the map. (6.5)

SUPPORT—Point out that England has an official church, the Church of England, and the king or queen is the head of the church. The monarch issued laws about what prayer book should be used in church and regulated worship within the church. Until the late seventeenth century, people were expected to attend regular Church of England services or face a fine. In the colonies, however, things were not so restrictive, which is why members of religious groups such as the Pilgrims, Puritans, and Catholics were among those who wished to move.

SUPPORT—Explain that the Pilgrims’ charter was valid in Virginia because that is where they had intended to go. Because the *Mayflower* did not arrive in Virginia, the colonists were beyond the bounds of their charter, and no English laws applied to them. Ask students what they would do in such a situation. (*Possible answer: Like the Pilgrims did, I would join with others and make new laws.*) Explain the idea of the rule of law: that all citizens and institutions are accountable to a set of laws that are publicly known and equally enforced. Ask students how the Pilgrims’ agreement to the Mayflower Compact shows that they accepted the idea of the rule of law. **(6.11.a)**

SUPPORT—Remind students that hundreds of Indigenous cultural groups thrived in North America before European colonists arrived. Many are still here, though in far fewer numbers than before. At one time, Indigenous Americans as a group were called Indians or American Indians by others. In the 1970s, the term *Native American* came into broad usage as an alternative to *American Indian*. Today, though, most of these groups agree that they prefer being called by the name of their specific cultural group—for example, Wampanoag, Massachusetts, or Narragansett.

SUPPORT—Explain that the first Thanksgiving feast looked very different from modern ones. Records of the four days of festivities show that the Pilgrims and the Wampanoag came together to eat a variety of fowl, possibly including turkeys; venison, or deer; a variety of seafood, such as eels and shellfish; corn, in the form of bread and porridge; beans and squashes, including pumpkins; and nuts and fruits. It was also not a formal meal with people seated at large tables. Instead, the groups spent time together over a few days and everyone ate when they were hungry and sat wherever they felt like it.

Have students read the sidebar “King Philip’s War (1675–78)” on page 25 with a partner.

After students read the text, ask the following questions:

LITERAL—What did the Mayflower Compact say? **(6.9, 6.9.a, 6.9.b, 6.9.d)**

- » The Mayflower Compact said that the signers agreed to form their own government and to follow its laws.

LITERAL—What tradition did Governor William Bradford of Plymouth begin in an effort to maintain friendly relations with the local Indigenous people? (6.9.d, 6.9.h)

- » In 1621, Bradford sent people to hunt turkey and organize a community feast of thanksgiving, which Americans still celebrate today.

EVALUATIVE—How were the founding of Jamestown and the founding of Plymouth different? (6.3, 6.9.a, 6.9.b)

- » Jamestown was founded by a group of merchants with the goal of making money on their investment. Plymouth was founded by people from England who were seeking religious freedom.

EVALUATIVE—Why was the peace treaty negotiated between Governor John Carver, Edward Winslow, and Massasoit important? (6.9, 6.9.b, 6.9.d, 6.9.h)

- » The peace treaty negotiated between Governor John Carver, Edward Winslow, and Massasoit created a sense of trust between the Pilgrims and the Wampanoag. Once they trusted each other, they freely helped each other succeed, and the two groups lived in peace and prospered for almost one hundred years.

“Massachusetts Bay Colony,” pages 26–28

Scaffold understanding as follows:

Read the section on pages 26–28 aloud.

 **SUPPORT**—Display the map of North America. Guide students to identify the location of Massachusetts Bay Colony on the map. (6.5)

SUPPORT—Help students understand the difference between the Pilgrims and the Puritans. Explain that the Pilgrims called themselves Separatists because they wanted to separate from the Church of England. The Puritans also disagreed with the Church of England, but instead of separating from it, they wanted to “purify” the church and its practices so they could remain a part of it.

SUPPORT—Explain that the Puritans believed that only a few people, “the elect,” were chosen by God to be saved, and everyone else would suffer eternal damnation. This belief created a constant spiritual anxiety for the Puritans, driving them to search for signs that they were in God’s favor. Just as important as individual salvation, though, was the welfare of the community. Over time, the anxiety and zeal cooled, as it was difficult to thrive in an environment of such uncertainty.

Note: Students in the Bayou Bridges program may recall reading about John Calvin and Calvinism in the Grade 5 unit *Renaissance and Reformation*. Remind students of what they read, and explain that the Puritans were Calvinists.

CORE VOCABULARY—Point out the vocabulary term *banish*, and explain its meaning.

Note: For more about Anne Hutchinson, see the Core Knowledge Voices in History™ biography *Anne Hutchinson: Banished* by Anne Marie Pace.

After reading the text, ask the following questions:

EVALUATIVE—Why did Roger Williams found Providence? (6.9.d)

- » Williams publicly disagreed with certain Puritan rules and was told to return to England. Instead, he founded Providence, which would become the colony of Rhode Island.

EVALUATIVE—Why did the Puritans believe it was important for everyone to learn how to read? (6.9, 6.9.b, 6.9.d, 6.9.g)

- » The Puritans believed everyone should be able to read the Bible for themselves.

LITERAL—Who was the first governor of Plymouth? What values did the governor stress? (6.9.d)

- » John Winthrop was the first governor of Plymouth. He wrote a pamphlet of rules called *A Modell of Christian Charity* that stressed hard work, clean living, and belief in God.

EVALUATIVE—How did Anne Hutchinson highlight a double standard among the Puritans? (6.9, 6.9.b, 6.9.d, 6.9.g)

- » Anne Hutchinson observed that the Puritans had come to America in search of religious freedom, but they did not grant religious freedom to anyone; instead, they punished and executed people who did not follow their religious beliefs. Hutchinson herself was punished for speaking against these beliefs when she should have had the freedom to do so.


EVALUATIVE—What founding reason did the colony at Plymouth and the colony at Massachusetts Bay have in common? (6.9, 6.9.b, 6.9.d, 6.9.g)

- » Both the Pilgrims who founded the Plymouth colony and the Puritans who founded the Massachusetts Bay Colony left England because they wanted to worship in a way that was different from the Church of England at the time.

“Pennsylvania,” pages 28–31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 28–31 aloud.

 **SUPPORT**—Display the map of North America. Guide students to identify the locations of Pennsylvania and Philadelphia on the map. **(6.5)**

SUPPORT—Explain that the Quakers are also called the Society of Friends. The religion arose from a series of disagreements within Puritanism. Quakers understand spiritual life to be completely inward, so they do not take part in any outward forms of worship, such as ceremonies or rites, and do not respect religious authorities. The English Church viewed Quakerism as intolerable, and Quakers were persecuted for not swearing oaths and for not attending Church of England services.

SUPPORT—Explain to students that Pennsylvania thrived as a colony under William Penn, and Philadelphia soon became an important shipbuilding hub for the colonies and the home of the Pennsylvania colonial government. The Pennsylvania State House, now known as Independence Hall, was built to house the government in 1732. The first Assembly meeting was held there in 1735, and it would later be the site of the First and Second Continental Congresses and the signing of the Declaration of Independence.

After the volunteers read the text, ask the following questions:

LITERAL—What were William Penn’s beliefs regarding religious freedom? How did this belief impact his colony? **(6.9, 6.9.b, 6.9.d, 6.9.g)**

- » William Penn believed everyone should have the right to worship freely. He wanted his colony to be a place where Quakers and other religious groups could live together in harmony.

EVALUATIVE—How was Philadelphia important for Pennsylvania’s economic growth? How did Philadelphia’s growth affect landowners, merchants, and artisans? **(6.9, 6.9.b, 6.9.g)**

- » Philadelphia became a busy port and trading center where landowning farmers could sell their crops. Ships loaded with flour, grains, and dried fruit sailed from Philadelphia to other ports in the colonies and across the Atlantic Ocean to England and Europe. This, in turn, helped create many different jobs, such as farmer, baker, blacksmith, toolmaker, tailor, glassmaker, teacher, printer, bookseller, and lawyer.

EVALUATIVE—Consider the following claim: “Philadelphia was representative of the culture of the thirteen colonies.” What evidence supports this claim? (6.6.b, 6.9, 6.9.b, 6.9.g)

- » People could go to Pennsylvania and be free. They were able to practice whatever religion they wanted, and they also had plenty of opportunities to become successful. Philadelphia was a thriving port city that offered all kinds of jobs and a bright future.

“Primary Source Feature: From John Smith’s *The Generall Historie of Virginia*,” page 32

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 32.

Introduce the source by reviewing what students read about Jamestown and the leadership of John Smith.

SUPPORT—Inform students that John Smith recorded this speech he gave when he was elected leader of the Jamestown colony. Remind students that at the time, life in Jamestown was very hard, and many colonists became ill or died.

Read the excerpt aloud.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

idleness, n. laziness

“diverse of you” (phrase) many of you

loiterers, n. lazy people

After reading the excerpt, ask the following questions:

LITERAL—What does John Smith mean when he refers to “the long experience of our late miseries”? (6.6, 6.7.c, 6.9.a, 6.9.b, 6.9.d)

- » He is referring to the difficult time the colonists have had in the Jamestown colony so far.

LITERAL—What does John Smith mean when he says, “He that will not work shall not eat”? (6.6, 6.7.c, 6.9.a, 6.9.b, 6.9.d)

- » He means that everyone will be expected to work and contribute to the success of the colony; they are not going to support people who don’t want to contribute.

INFERENCE—Why did John Smith establish “he that will not work shall not eat” as a law of the colony? (6.6, 6.7.c, 6.9.a, 6.9.b, 6.9.d)

- » The colony had suffered much hardship and did not have resources to spare. Because so many people had become sick or died, everyone had to work as hard as possible to make the colony a success. It also may have been intended to help people work together and commit to the colony.

EVALUATION—Are John Smith’s words and ideas in this passage democratic? Why or why not? (6.6, 6.7.c, 6.9.a, 6.9.b, 6.9.d)

- » Answers may vary but should recognize that they are not democratic in one sense, as Smith states that he is in charge and he is the sole authority in the colony. He points out that there are no longer “Councilors” to “protect” people who object to his rule. He reinforces that he is willing to punish anyone who breaks his rules.

Activity Page



AP 1.3

Have students complete a Primary Source Analysis (AP 1.3) about the excerpt.

“Primary Source Feature: The Mayflower Compact,” page 33

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 33.

Introduce the source by reviewing what students read about the founding of Plymouth and the Mayflower Compact.

Read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

civil body politic, n. a temporary government bound by law, the first form of self-government in the colonies

ordinance, n. a law created by a municipal, or local, government

SUPPORT—Remind students that the Pilgrims intended to go to Virginia, which is why the colony is mentioned in the Mayflower Compact. However, their ship went off course, and they landed in Plymouth. The compact was necessary because the group had a charter that was only valid in Virginia.

SUPPORT—Explain to students that “Anno Domini” (AD) is a Latin phrase that means in the year of the Lord and refers to the calendar era that begins 1 CE, previously thought to be the year in which Jesus was born. For example, the year AD 1600 is the same as the year 1600 CE, and so on. CE stands for “Common Era” and refers to the same years as AD, but in a more inclusive way.

After reading the excerpt, ask the following questions:

LITERAL—How is King James described in the Mayflower Compact? (6.6, 6.6.a, 6.9, 6.9.b)

- » The Mayflower Compact describes King James as a “Sovereign Lord,” king of Great Britain, France, and Ireland.

LITERAL—What did the Pilgrims agree to in the compact? (6.6, 6.6.a, 6.9, 6.9.b)

- » The Pilgrims agreed to create, enforce, and obey laws that would exist for the general well-being of all citizens of the settlement.

EVALUATIVE—Why did the Pilgrims bind themselves together with the Mayflower Compact? (6.6, 6.6.a, 6.9, 6.9.b, 6.9.d)

- » The Pilgrims signed an agreement binding themselves together so that they would all consider themselves united, follow the same rules, and keep the common good in mind so that their new settlement would have order and be preserved.

EVALUATIVE—Compare John Smith’s speech to the Mayflower Compact. Which government was more democratic? How do you know? (6.6, 6.6.a, 6.6.c, 6.9, 6.9.b, 6.9.d)

- » Answers will vary but should note that the Mayflower Compact sets up a government designed and agreed to by peers. It is a model of self-government. John Smith’s speech presents him as the sole authority with the right to punish people who break his laws, and he notes that there is no longer a council in the colony to hold him back. The Mayflower Compact’s model of government is more democratic.

Activity Page



AP 1.3

Have students complete a Primary Source Analysis (AP 1.3) about the document.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, 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. (6.3)
- Review and discuss the Framing Question: “What effect did Europeans have on the area of North America recognized as the American colonies?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What effect did Europeans have on the area of North America recognized as the American colonies?”
 - » Key points students should cite include: English settlers began arriving in the early 1600s; England and English investors wanted colonies for economic reasons; the first settlement, Jamestown, eventually thrived based on tobacco farming; colonists came into conflict with Native peoples because they settled on their lands; English Pilgrims and Puritans came to escape religious persecution; the Pilgrims founded Plymouth, and the Puritans founded Massachusetts Bay Colony; Massachusetts Bay Colony’s emphasis on education established an example of public education; religious disagreements in Massachusetts led to banishments and the formation of the colonies of Rhode Island and Connecticut; Virginia’s House of Burgesses and the Mayflower Compact began traditions of democratic government; the Virginia colony also began the practice of slavery in America; the Pennsylvania colony was founded as a haven for religious freedom.
- Choose one of the Core Vocabulary words (*cash crop, indentured servitude, burgess, capitalism, plantation, persecution, Mayflower Compact, or banish*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 1

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Assessment: Chapter 1—*Exploration of North America*

A. On your own paper, write the letter(s) of the best answer.

1. What were the driving forces of European exploration? Select the **three** correct answers. **(6.8, 6.8.b)**
 - a) the need for new places to live
 - b) the desire for cheaper spices
 - c) the desire for gold
 - d) the need for land
 - e) the desire to spread Catholicism
 - f) curiosity about other cultures

2. What was one result of Spanish exploration and colonization in South America and the Caribbean? **(6.8, 6.8.b)**
 - a) Native peoples grew wealthy from Spanish trade.
 - b) Other European nations tried to conquer Spain.
 - c) Spain replaced Asia as the center of the spice trade.
 - d) Other European nations sought land and wealth in the Americas.

3. Which European country was the first to send explorers to the Americas? **(6.8, 6.8.a, 6.8.b)**
 - a) Netherlands
 - b) England
 - c) France
 - d) Spain

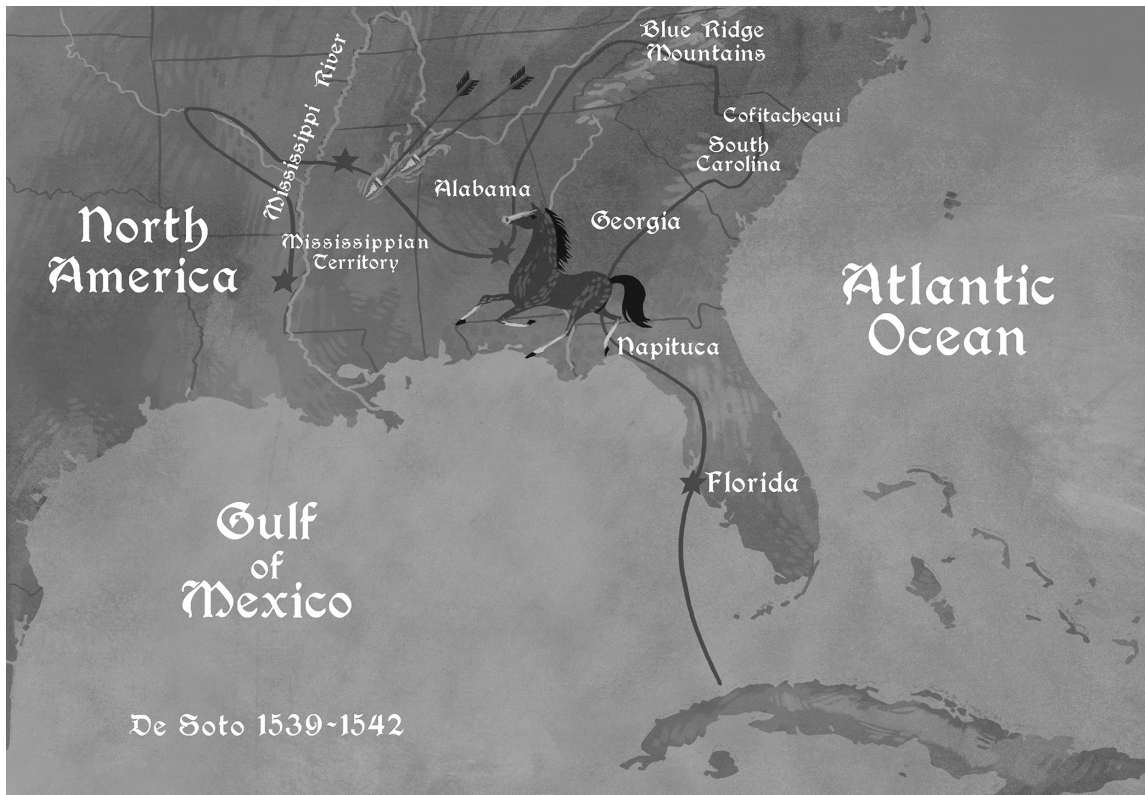
4. Use the image to answer the question.



In which present-day location was the first permanent European settlement in North America?
(6.8, 6.8.a, 6.8.b)

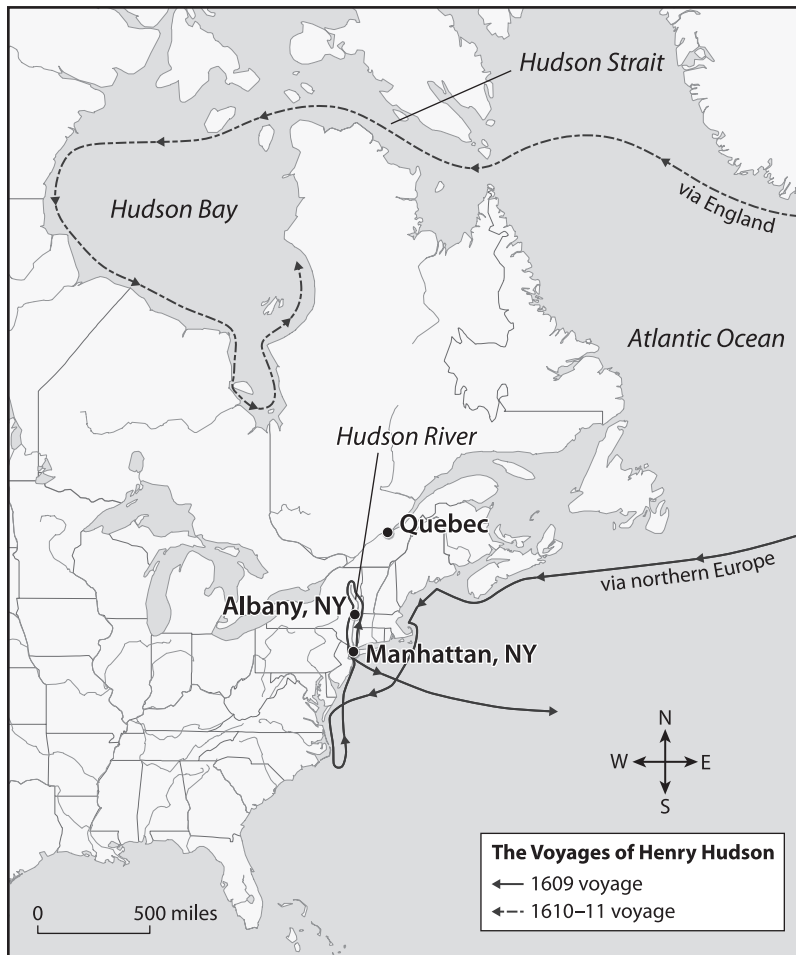
- a) Florida
 - b) Canada
 - c) Virginia
 - d) Massachusetts
5. Which European explorer mapped the Gulf Coast region for the first time? **(6.8, 6.8.b)**
- a) Alonso Álvarez de Pineda
 - b) Christopher Columbus
 - c) Hernando de Soto
 - d) Juan de Oñate

6. Use the map to answer the question.



- What was Hernando de Soto the first European explorer to do? **(6.8, 6.8.a, 6.8.b)**
- a) see the Mississippi River
 - b) find the Northwest Passage
 - c) claim land in North America
 - d) make contact with Indigenous people in North America
7. What industry was developed by the French as a result of Jacques Cartier's claims around the Gulf of St. Lawrence? **(6.8, 6.8.a, 6.8.b)**
- a) fur trade
 - b) agriculture
 - c) gold mining
 - d) manufacturing
8. Which cities were founded by the French? Select the **two** correct answers. **(6.8, 6.8.a, 6.8.b)**
- a) New Amsterdam
 - b) St. Augustine
 - c) New Orleans
 - d) Quebec
 - e) Albany

9. Use this map of Henry Hudson's routes to answer the question.



Where was the land that Henry Hudson claimed for the Netherlands? (6.8, 6.8.a, 6.8.b)

- a) northeastern United States and southeastern Canada
- b) southern and southeastern United States
- c) along the Mississippi River
- d) around the Gulf of Mexico

10. Use the excerpt from “The Mississippi Voyage of Jolliet and Marquette (1673)” to answer the question.

“While drifting down with the current, . . . we perceived on land some savages armed with guns, who awaited us. . . . I spoke to them in Huron, but they answered me by a word which seemed to me a declaration of war against us. However, they were as frightened as we were and what we took for a signal for battle was an invitation that they gave us to draw near, that they might give us food. We therefore landed, and entered their cabins, where they offered us meat from wild cattle [bison] and bear’s grease, with white plums, which are very good. They have guns, hatchets, hoes, knives, beads, and flasks of double glass, in which they put their [gun]powder. . . . They assured us that we were no more than ten days’ journey from the sea. . . .”

Which conclusion is supported by this excerpt? (6.6, 6.6.a, 6.8, 6.8.b)

- a) European explorers sometimes misunderstood the Native Americans they encountered.
 - b) European explorers were usually hostile to the Native Americans they encountered.
 - c) Native Americans were usually hostile to the Europeans they encountered.
 - d) Native Americans were not interested in trade with the Europeans they encountered.
11. Use the excerpt from Thomas Hariot’s *A Brief and True Report of the New Found Land of Virginia* (1590) to answer the question.

“Notwithstanding in their proper manner considering the want of such means as we have, they seem very ingenious; For although they have no such tools, nor any such crafts, sciences and arts as we; yet in those things they do, they show excellence of wit. And by how much they upon due consideration shall find our manner of knowledge and crafts to exceed theirs in perfection, and speed for doing or execution, by so much the more is it probable that they should desire our friendships & love, and have the greater respect for pleasing and obeying us. Whereby may be hoped if means of good government be used, that they may in short time be brought to civility, and the embracing of true religion.”

Based on this excerpt, what did Hariot think of the Native peoples of Virginia? (6.6, 6.6.a, 6.8, 6.8.b)

- a) They were not very intelligent.
 - b) They were equal to Europeans.
 - c) They would be difficult to conquer.
 - d) They would easily adopt European ways.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

“European settlement impacted Indigenous peoples in a mostly negative way.”

Use evidence from the chapter to support this claim. (6.7, 6.7.a, 6.7.c, 6.8, 6.8.a)

Assessment: Chapter 2—Early Settlement

A. On your own paper, write the letter(s) of the best answer.

1. How did Roger Williams respond when he was ordered to return to England? **(6.9.d)**
 - a) He created the Quaker religion.
 - b) He became governor of Plymouth.
 - c) He founded Providence, Rhode Island.
 - d) He moved to Massachusetts Bay Colony.
2. Use the image to answer the question.



- How did Pocahontas help the Jamestown settlers? **(6.9, 6.9.a, 6.9.d)**
- a) She taught their young people.
 - b) She showed them how to farm and hunt.
 - c) She helped them make peace with the Powhatan.
 - d) She helped them recover from severe diseases.
3. Why did William Penn establish Pennsylvania? **(6.9, 6.9.d)**
 - a) to have a place where people of all religions could live in harmony
 - b) to have a central place where colonists could sell their goods
 - c) to establish a colony to welcome new European settlers
 - d) to establish a colony where farming would flourish
 4. Private ownership of land in Jamestown marked an important step toward _____. **(6.9, 6.9.a, 6.9.b, 6.9.d)**
 - a) rebellion
 - b) capitalism
 - c) democratic government
 - d) peace with local Indigenous people

5. Use the image to answer the question.



Which statement describes Governor Berkeley's role in Bacon's Rebellion? (6.9, 6.9.e, 6.9.g, 6.9.h)

- a) He raised taxes to pay for new forts.
- b) He rejected a peace agreement.
- c) He tried to push Indigenous groups off their land.
- d) He encouraged the practice of indentured servitude on plantations.

6. Use the image to answer the question.



Which statement best describes the purpose of the Mayflower Compact? (6.9, 6.9.b, 6.9.h)

- a) It set out the role and responsibilities of each colonist.
- b) It outlined how work would be divided among colonists.
- c) It established a framework for government for the colony.
- d) It described the goods that would be produced in the colony.

7. Use the map to answer the question.



Which **two** colonies were part of New England? (6.4, 6.9)

- a) Georgia
- b) Delaware
- c) New York
- d) Massachusetts
- e) New Hampshire

Use the chart to answer questions 8 and 9.

Jamestown	Massachusetts Bay Colony	Plymouth
first English settlement	established by Puritans	formed a government with the Mayflower Compact

8. Which text belongs under both “Massachusetts Bay Colony” and “Plymouth”? (6.9, 6.9.b, 6.9.d)
- a) provided crops for other colonies
 - b) offered land to Indigenous people
 - c) created large centers of commerce
 - d) provided escape from religious persecution
9. Which text belongs under “Jamestown”? (6.9, 6.9.b, 6.9.d)
- a) established by William Penn
 - b) founded by Pilgrims from England
 - c) became home to many Quakers
 - d) thrived under the leadership of John Smith
10. Use this excerpt from the Mayflower Compact to answer the question.

“. . . and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony unto which we promise all due submission and obedience.”

In this excerpt, to what do the signers agree? (6.9, 6.9.b, 6.9.d)

- a) to help each other maintain a food supply
- b) to follow certain rules to maintain order
- c) to protect each other from enemies
- d) to support each other’s businesses

11. Use this excerpt from John Smith's *The Generall Historie of Virginia* to answer the question.

"Countrymen, the long experience of our late miseries, I hope is sufficient to persuade every one to a present correction of himself, and think not that either my pains, nor the Adventurers purses, will ever maintain you in idleness and sloth. I speak not this to you all, for diverse of you I know deserve both honour and reward, better then is yet here to be had: but the greater part must be more industrious, or starve, how ever you have been heretofore tolerated by the authority of the Council, from that I have often commanded you. You see now that power rests wholly in myself: you must obey this now for a Law, that he that will not work shall not eat (except by sickness he be disabled:) for the labours of thirty or forty honest and industrious men shall not be consumed to maintain an hundred and fifty idle loiterers. And though you presume the authority here is but a shadow, and that I dare not touch the lives of any but my own must answer it: the Letters patents shall each week be read to you, whose Contents will tell you the contrary. I would wish you therefore without contempt seek to observe these orders set down, for there are now no more Councilors to protect you, nor curb my endeavours. Therefore he that offends, let him assuredly expect his due punishment."

What is Smith saying in this excerpt? Select the **two** correct answers.

- a) He is in complete control of Jamestown.
- b) The people of Jamestown need to work harder.
- c) He is happy with the success of Jamestown so far.
- d) The people of Jamestown need to cooperate with each other.
- e) He is grateful for the hard work the people of Jamestown have done.

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Describe two ways in which religious freedom was an important factor in the founding of the first English colonies.

Use evidence from the chapter to support your answer. (6.7, 6.7.a, 6.7.c, 6.9, 6.9.b, 6.9.d)

Performance Task: *The Exploration and Settlement of North America*

Teacher Directions: Motivated by a desire for wealth, religious fervor, and other factors, European nations at first sought a way to reach Asia through North America. Such a passage was never found, but Europeans found other opportunities in the continent.

Activity Page



AP 1.4

Have students write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essay.

Prompt:

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? Support your claim with evidence from the unit's readings and activities.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	A desire for profit played the greatest role in motivating the European exploration and early settlement of North America.
Reason:	The first permanent colony in North America was established by a joint-stock company.
Evidence:	The first English settlement was the creation of a joint-stock company formed by investors for the purpose of profit. The goal was to make money for its shareholders and for the English government. The French also developed a successful fur trade with Native American peoples in Canada in the 1600s. Other cities and colonies along the East Coast, such as New Amsterdam and Philadelphia, also developed because of commerce.
Counterclaim and Answer:	<p>Counterclaim: The desire for religious freedom played a greater role than the desire for profit in motivating the European exploration and early settlement of North America. Plymouth, Massachusetts Bay Colony, and Pennsylvania were all founded so that people could live without being persecuted for their religion.</p> <p>Answer: The Pilgrims and Puritans proved it was not religious freedom that motivated them by denying religious freedom to anyone who did not share their beliefs.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric. Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates a strong understanding of the motivations for exploration and settlement of North America; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Europeans wanted to find a Northwest Passage so that they could easily access spices from Asia.• The English began establishing their own colonies in North America because they wanted colonies that were as prosperous as Spain’s colonies in South America.• English merchants teamed up to form a joint-stock company that allowed merchants to share in the costs and the profits of the colonies.• Growth of the French fur trade with the Algonquins and Hurons led to the establishment of the city of Quebec as a trading center.• The Dutch colony of New Amsterdam, later English New York, became a center for trade and commerce, attracting colonists from other European countries.• The land in Pennsylvania was perfect for farming, and the colony soon became a busy port and trading center.
<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the motivations for exploration and settlement of North America, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the motivations for exploration and settlement of North America, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the motivations for exploration and settlement of North America. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

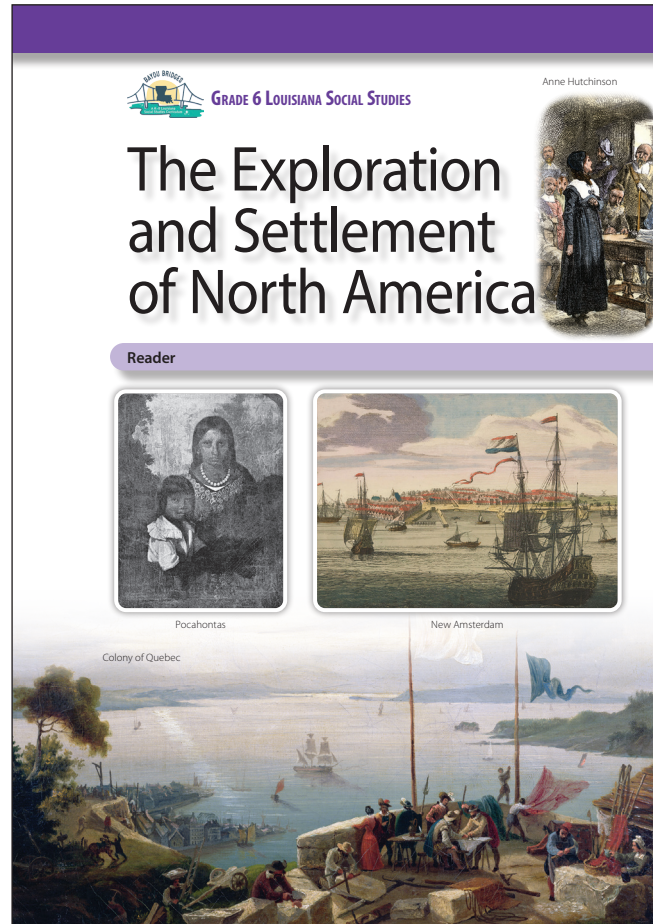
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your student will be learning about the exploration and early European settlement of North America. They will learn about the reasons for exploring the continent and how the nations of Europe competed to explore and claim North American land.

In this unit, students will also learn about the founding and development of some of the first European colonies in North America—New Amsterdam, Jamestown, Plymouth, Massachusetts Bay, and Pennsylvania. They will learn about early struggles and the development of colonial governments. They will also read about conflict and cooperation between colonists and local Indigenous peoples. Students will read primary sources that will give them insight into the experience of exploration and the founding of a new colony.

As part of their exploration, students will also learn about the role of slavery in the growth of the Virginia colony and the tension between religious freedom and religious intolerance in the Massachusetts Bay Colony. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 2

Artifact Study

Describe the artifact.

- 1. What type of object is it? _____
- 2. Where is it from? _____
- 3. When was it made? _____
- 4. What color is it? _____
- 5. What shape is it? _____
- 6. What size is it? _____
- 7. What is it made of? _____

Think about the artifact.

- 8. What knowledge or experience was needed to create it?

- 9. Why was it made? What is its purpose?

- 10. Could it have been made by one person, or did it need to be made by a group?

- 11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

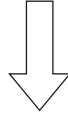
Date _____

Activity Page 1.4

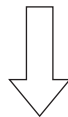
Use with Chapters 1–2

Claims and Evidence

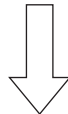
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

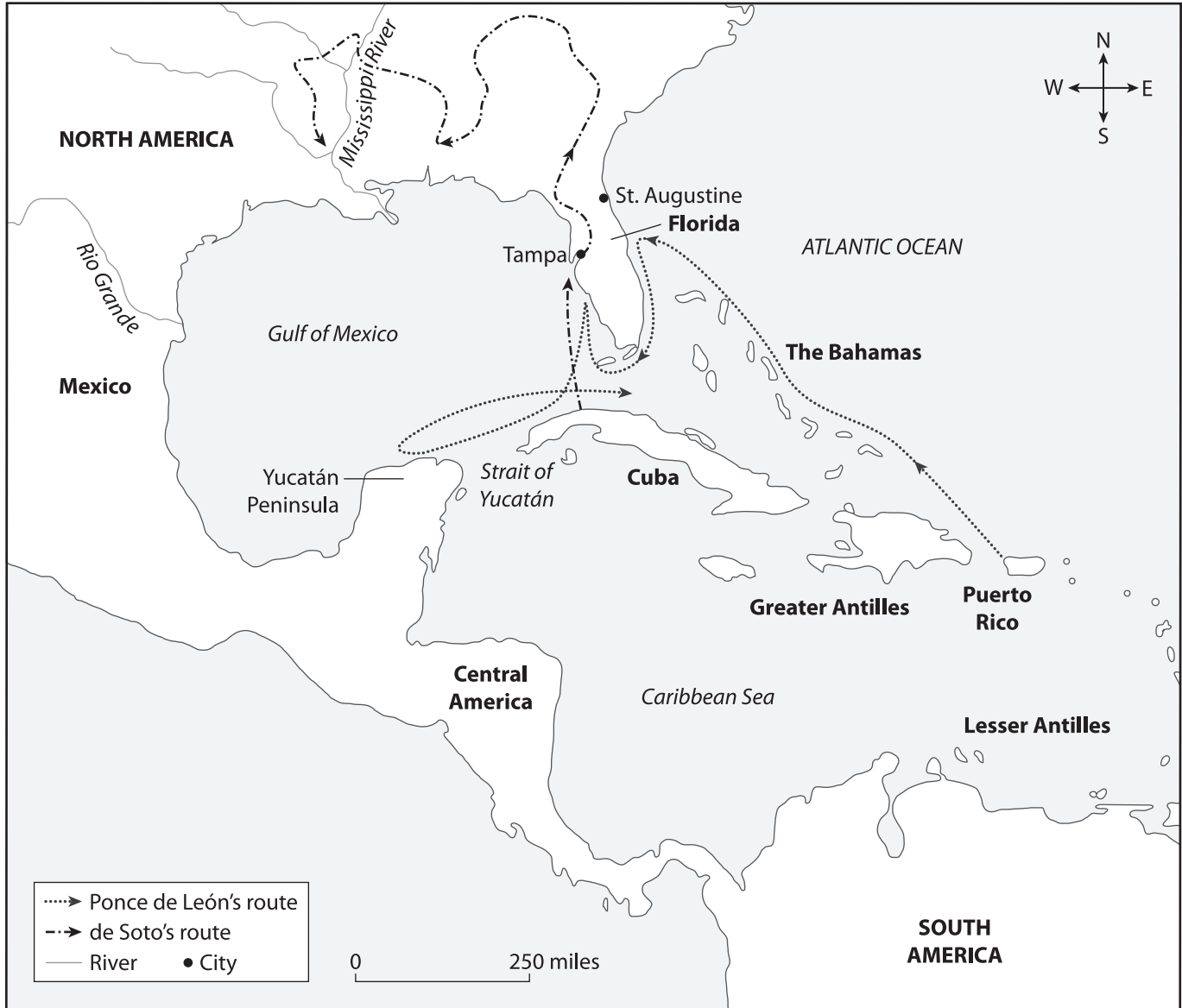
Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Early Spanish Exploration and Settlement



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

1. This map shows the routes of two Spanish explorers. Who are they?

2. Which explorer traveled to Florida's east coast?

3. Which explorer reached the Mississippi River?

4. Where is Cuba located in relation to the Bahamas?

5. Which islands are closest to South America?

6. About how far is the Yucatán Peninsula from Florida?

7. Which body of water is east of Central America?

8. Which islands did Juan Ponce de León pass on his way to Florida?

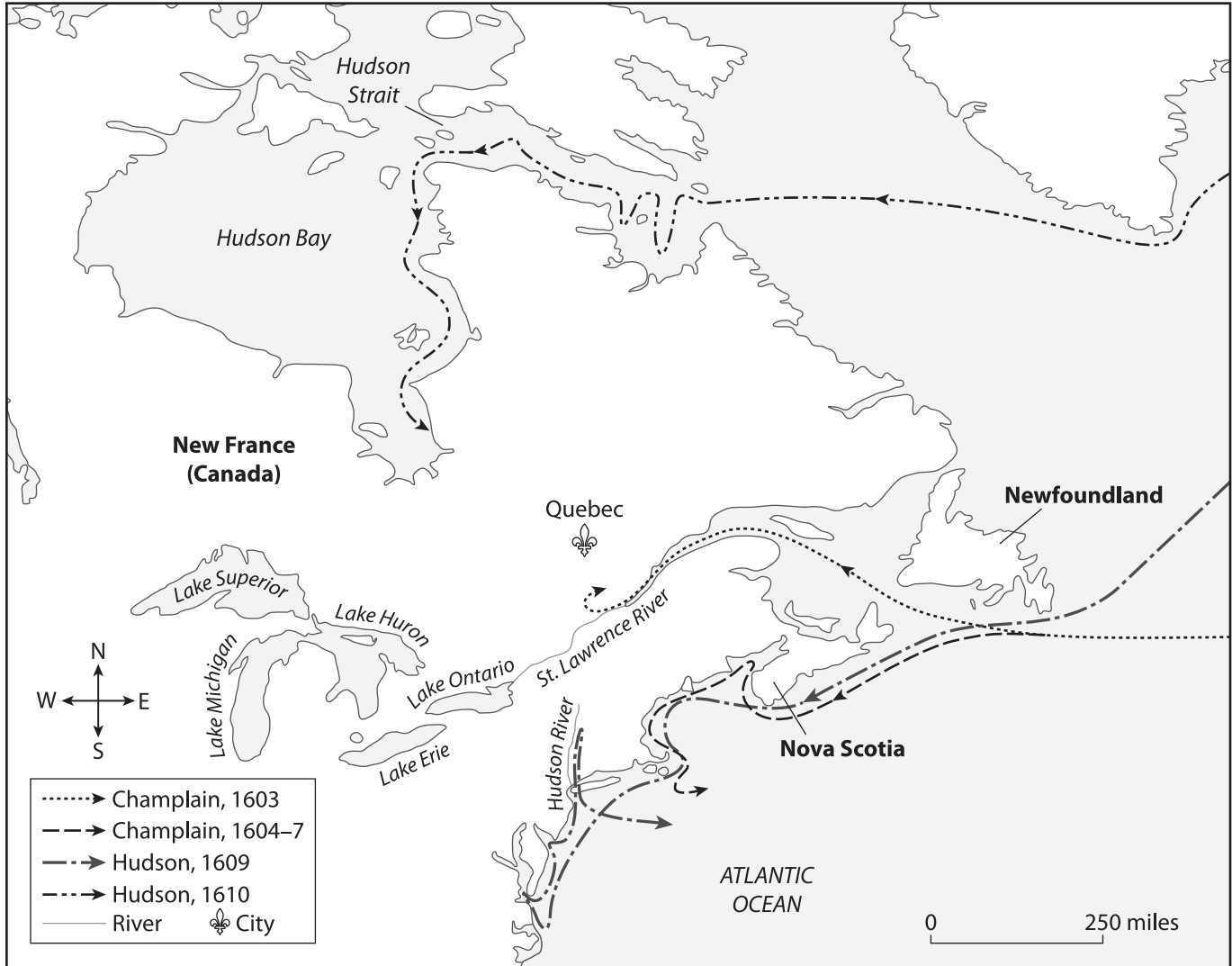
Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

The Search for the Northwest Passage



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. This map shows the voyages made by Hudson and _____.
2. Champlain first explored the St. Lawrence River in the year _____.
3. Hudson explored three waterways that were later named for him: the Hudson River, Hudson Strait, and _____.
4. Which of the Great Lakes is farthest west?

5. Which direction is Nova Scotia from Newfoundland?

6. Which explorer traveled along a more southern route?

7. Which river runs north and south?

8. Which location is about 250 miles (402 km) southeast of Quebec?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Early North American Colonies

Label the map according to the directions that follow.



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

1. Label the Atlantic Ocean.
2. Label the following cities:
Quebec
Jamestown
Boston
Plymouth
Philadelphia
New York City
3. Label and shade the following colonies:
Massachusetts
Pennsylvania
New York
Virginia

Use your completed map to answer the following questions:

4. Boston and Plymouth became part of which colony? _____
5. Which early colony was the farthest south? _____
6. Which early colony was the farthest north? _____
7. Which city was the farthest east? _____

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the words in the word bank to complete the crossword puzzle.

agrarian	monetary	currency	Northwest	depletion	
archipelago	mutiny	elusive	cash	indentured	burgess
capitalism	plantation	persecution	Mayflower	banish	

Across

- _____ crop: a crop that is grown to be sold
- _____ economy: a system of trade for goods and services that uses money rather than barter, or an exchange of goods
- the rebellion of a ship's crew against the captain
- reduction in quantity
- a chain of islands
- _____ servitude: a system in which a worker agrees to work for an employer for a certain amount of time in exchange for training or payment in land or goods at the end of the agreed time period
- an economic system in which resources and businesses are privately owned and prices are not controlled by the government
- _____ Passage: an imagined river passage through North America that Europeans believed would make travel between Europe and Asia faster and more efficient

Down

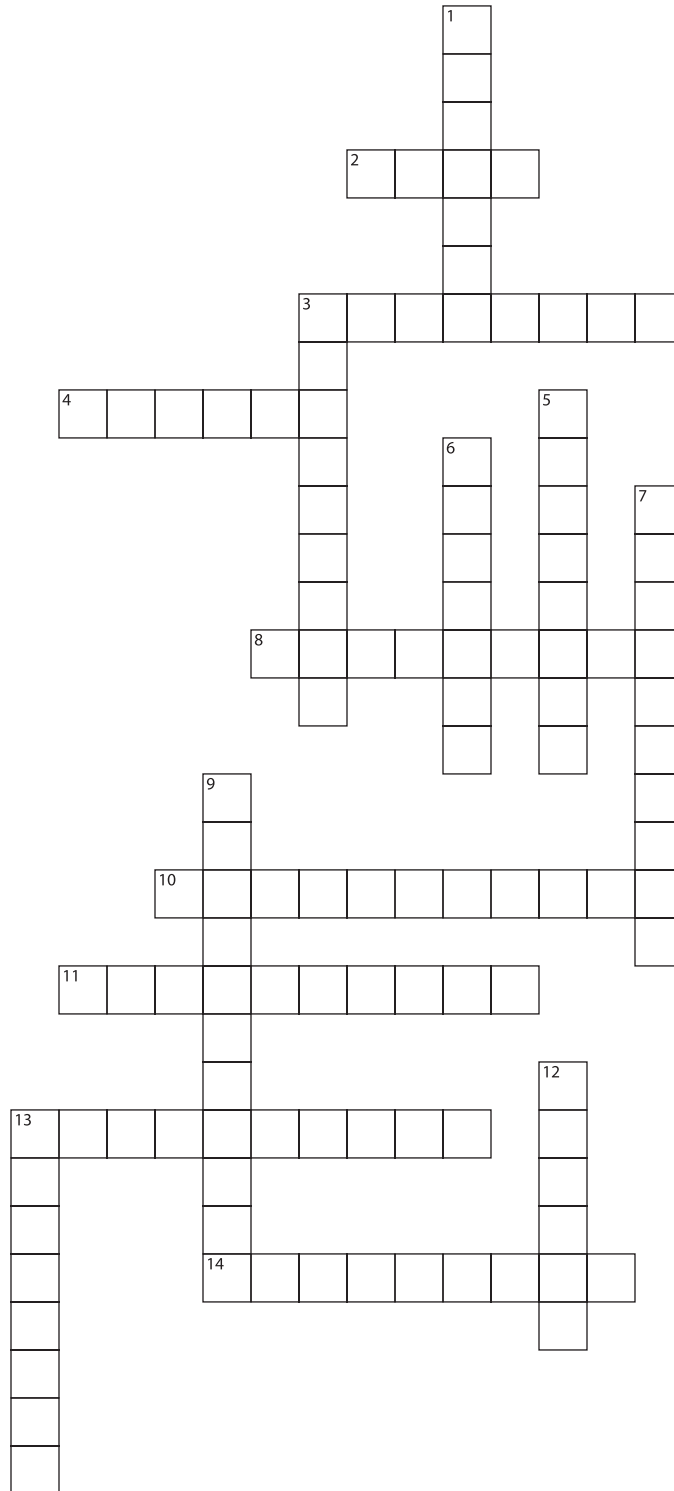
- difficult to locate
- _____ Compact: an agreement for self-government signed by the Pilgrims
- relying chiefly on agriculture and farming
- a representative to the legislature in colonial Virginia and Maryland
- a large farm where one or more crops are grown by a large number of laborers; these, then sold for a profit by the plantation owner
- the cruel and unfair treatment of a group of people
- to require by law to leave a place
- a system of money

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2



2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 6

- 6.1** Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.
- 6.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.
- 6.3** Compare and contrast events and developments in U.S. history from 1580 to 1791.
- 6.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.
- 6.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 6.6** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Evaluate claims, counterclaims, and evidence.
 - c) Compare and contrast multiple sources and accounts.
 - d) Explain how the availability of sources affects historical interpretations.
- 6.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Analyze causes and effects.
 - d) Evaluate counterclaims.
- 6.8** Analyze European exploration and colonization of North America.
- a) Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.
 - b) Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.
- 6.9** Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.
- a) Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families.

- b)** Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, the leadership of William Bradford.
- c)** Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.
- d)** Explain the contributions of key individuals and groups to the foundation of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams, Anne Hutchinson, William Penn, Edward Winslow, William Bradford, John Winthrop, John Rolfe, and Pocahontas.
- e)** Identify the locations of the colonies and lands inhabited by Native Americans, and explain how location, environment, and resources affected changes and development over time.
- f)** Analyze the causes, interactions, and consequences related to triangular trade, including the forced migration of Africans through the transatlantic trade of enslaved people and experiences of the Middle Passage.
- g)** Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.
- h)** Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon's Rebellion, and King Philip's (Metacom) War.

6.10 Analyze the growth and development of colonial Louisiana.

- a)** Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.
- b)** Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.
- c)** Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.
- d)** Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.
- e)** Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.
- f)** Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.

6.11 Analyze the causes, course, and consequences of the American Revolution.

- a)** Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening.
- b)** Explain the causes and effects of the French and Indian War.

- c) Analyze the role and importance of key events and developments leading to the American Revolution, including end of Salutary Neglect by King George III, French and Indian War, Proclamation of 1763, Acts of 1764–1773 (Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental Congress, Restraining Acts, the seizure of firearms, and Second Continental Congress.
- d) Explain how key ideas expressed in historical works influenced the American Revolution, including “taxation without representation is tyranny” (John Otis), John Dickinson’s *Letters from a Farmer in Pennsylvania*, Patrick Henry’s “Give Me Liberty or Give Me Death” speech, Thomas Paine’s *Common Sense*, and the Declaration of Independence: “all men are created equal, ... endowed by their Creator with certain unalienable rights, ... among these are life, liberty, and the pursuit of Happiness,” and “the consent of the governed.”
- e) Explain efforts to mobilize support for the American Revolution by individuals and groups, including the Minutemen and Committees of Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).
- f) Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for and against independence from Britain.
- g) Compare and contrast the American colonies and British in the American Revolution, including leadership, military power, recruitment, alliances, population, and resources, and evaluate their strengths and weaknesses.
- h) Explain the significance and outcome of key battles and turning points during the American Revolution, including the Battles of Lexington and Concord (1775), creation of the Continental Army and appointment of George Washington as Commander in Chief (1775), Battles of Trenton and Princeton (1776–1777), Battle of Saratoga (1777), encampment at Valley Forge (1777–1778), Franco-American alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.
- i) Explain the contributions of women to the American Revolution, including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatly, and Betsy Ross.
- j) Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).
- k) Explain the role of espionage during the American Revolution, including the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark, Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain (Benedict Arnold).

6.12 Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.

- a) Explain the purpose and importance of the Articles of Confederation.
- b) Describe the development of various state Constitutions, and the effects of early abolitionists on the development of state government, including Olaudah Equiano, Benjamin Banneker, and Elizabeth Freeman.
- c) Explain the ideas and events leading to the ratification of the Constitution of the United States, including inadequacies of the Articles of Confederation and Shays Rebellion.
- d) Evaluate the major issues debated at the Constitutional Convention, including the key characteristics and features of the Articles of Confederation, the division and sharing of power between the federal and state governments (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

- e) Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention and development of the U.S. government, including John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, William Patterson, Roger Sherman, George Washington, and James Wilson.
- f) Explain the importance of ideas expressed in the Preamble to the Constitution of the United States, including the purpose and responsibilities of government and the concept of self-government.
- g) Explain the significance of the Commerce Clause, including its role in establishing a constitutional relationship between Native Americans and the U.S. government.
- h) Evaluate the arguments of Federalists and Anti-Federalists on the ratification of the Constitution expressed in the Federalist Papers and the writings of the Anti-Federalists.
- i) Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the first ten amendments.
- j) Analyze the key principles of government established by the Constitution of the United States, including federalism (enumerated, reserved, and concurrent powers), individual rights, judicial review, limited government, popular sovereignty and consent of the governed, rule of law, separation of powers, and a system of checks and balances.
- k) Explain the structure and processes of the United States government as outlined in the Constitution of the United States, including the branches of government, how a bill becomes a law at the federal level, and the process for amending the United States Constitution.
- l) Explain the structure, powers, and functions of the branches of the United States federal government (legislative, executive, and judicial), and describe the qualifications, roles, and responsibilities of elected and appointed government officials.

Answer Key: The Exploration and Settlement of North America

Chapter Assessments

Chapter 1

- A. 1. b, c, e 2. d 3. d 4. a 5. a 6. a 7. a 8. c, d
9. a 10. a 11. d
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as how new settlers pushed Native Americans off their land, exploited and depleted the natural resources of a region, and brought new diseases from Europe, which led to the death of many Native people, and how the traditions of Native peoples were forever changed because of European settlement. Students should also address how, once Europeans arrived in North America, Native Americans had access to tools and conveniences that they did not have earlier. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. c 2. c 3. a 4. b 5. a 6. c 7. d, e 8. d 9. d 10. b
11. a, b
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as how the New England colonies were founded as safe places for people escaping religious persecution in England; the Pilgrims founded Plymouth in 1620 so that they could worship in a way that they thought was correct; the Puritans, another religious group, founded the Massachusetts Bay Colony so that they would not have to struggle with the laws in England that required them to be members of the Church of England; and William Penn founded Pennsylvania as a colony where people who shared his Quaker religious beliefs would have religious freedom. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source: The source is a description of part of the journey of Louis Jolliet and Father Jacques Marquette down the Mississippi River in 1673. They have just passed the Ohio River and encounter a group of Native Americans.

Connect the source to what you know: The French decided to explore North America after seeing that the Spanish had had some success with establishing permanent settlements. After a series of French explorers had explored parts of Canada, Jolliet and Marquette were sent to explore the Mississippi River.

Understand the source: The source shows how the European explorers were knowledgeable about the American wilderness and that they experienced some misunderstandings with the Native Americans because of language barriers.

Draw a conclusion from or about the source: The source supports the idea that Native Americans were willing to be peaceful and help the Europeans. It also shows that these Native Americans had already made contact with Europeans because they had guns and hatchets.

Activity Page 1.5 (AP 1.5): Early Spanish Exploration and Settlement

1. Juan Ponce de León and Hernando de Soto
2. Juan Ponce de León
3. Hernando de Soto
4. Cuba is west-southwest of the Bahamas.
5. Lesser Antilles
6. 250 miles (402 km)
7. Caribbean Sea
8. Greater Antilles and Bahamas

Activity Page 1.6 (AP 1.6): The Search for the Northwest Passage

1. Champlain
2. 1603
3. Hudson Bay
4. Lake Superior
5. southwest
6. Hudson
7. Hudson River
8. Nova Scotia

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature

Describe the source: The source is an excerpt from the Mayflower Compact, an agreement written by the Pilgrims during their journey to North America from England.

Connect the source to what you know: The Pilgrims boarded a ship called the *Mayflower* in England in 1620. They landed in Plymouth, seeking a place where they could freely practice their religion.

Understand the source: The Mayflower Compact is an agreement made by the Pilgrims who were on board the *Mayflower* that they would form their own government and agree to follow its laws in their new homeland.

Draw a conclusion from or about the source: The agreement is an effort to create order in the colony. The Pilgrims intended to remain united and work hard for the common good of their settlement. This shows that they respected and appreciated the laws that existed in their home country, and they wanted to continue such laws, but they wanted the religious freedom they could not find in England.

Early North American Colonies (AP 2.1)

1. See Student Reader, page 31.
2. See Student Reader, pages 11 and 31.
3. See Student Reader, pages 11 and 31.
4. Massachusetts
5. Jamestown
6. Quebec
7. Plymouth

Domain Vocabulary: Chapters 1–2 (AP 2.2)

Across

2. cash
3. monetary
4. mutiny
8. depletion
10. archipelago
11. indentured
13. capitalism
14. Northwest

Down

1. elusive
3. Mayflower
5. agrarian
6. burgess
7. plantation
9. persecution
12. banish
13. currency



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