

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

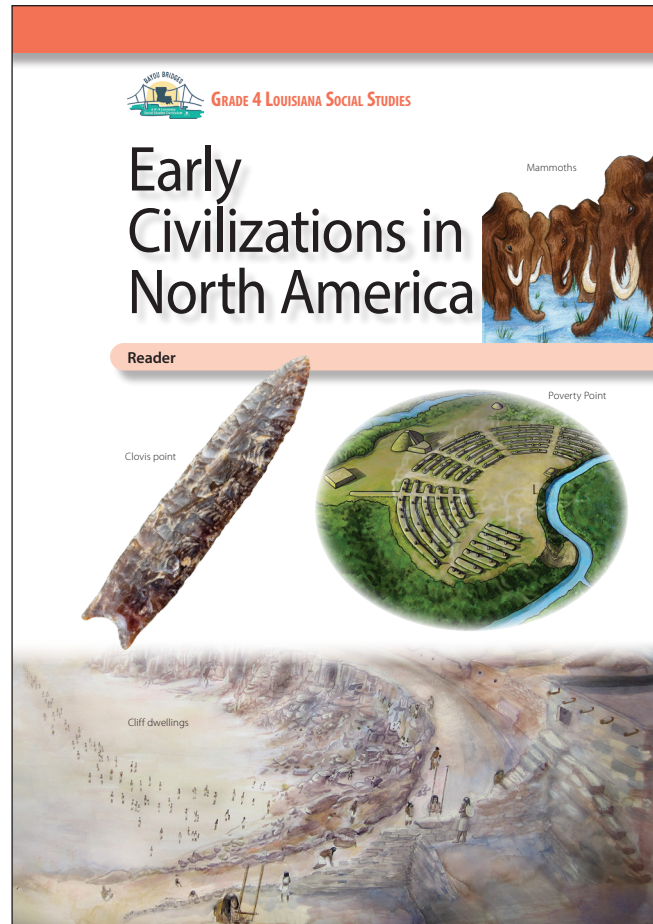
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about early civilizations in Louisiana and the rest of North America. They will learn about the first peoples who migrated from Asia into North America and South America. They will learn about the origins and characteristics of different civilizations and cultures in North America, including the Clovis culture, Folsom culture, Ancestral Pueblo, and Mound Builders. They will learn about prehistoric Indigenous civilizations that began in Louisiana, including the Poverty Point culture. They will also learn about the Tchefuncte, Marksville, Troyville, and Coles Creek cultures. Finally, they will study the Caddo, Plaquemine, and Mississippian cultures.

In this unit, students will identify geographic features and cultural regions in North America, examine the role of migrations and the influence of agriculture on early North American civilizations, identify and describe the characteristics of early North American civilizations, and analyze primary sources related to North American civilizations.

As part of their exploration, students will also learn a little bit about the burial practices of early North American civilizations. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or group. The goal is to foster understanding 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 Chapters 1–2

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 require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapters 1–2

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 _____

Activity Page 1.2

Use with Chapters 1–2

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 require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapters 1–2

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 _____

Activity Page 1.2

Use with Chapters 1–2

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 require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapters 1–2

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 _____

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 _____

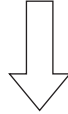
Date _____

Activity Page 1.4

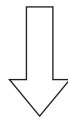
Use with Chapters 1–2

Claims and Evidence Worksheet

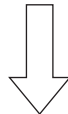
STATE THE CLAIM *What opinion or position are you defending?*



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?*

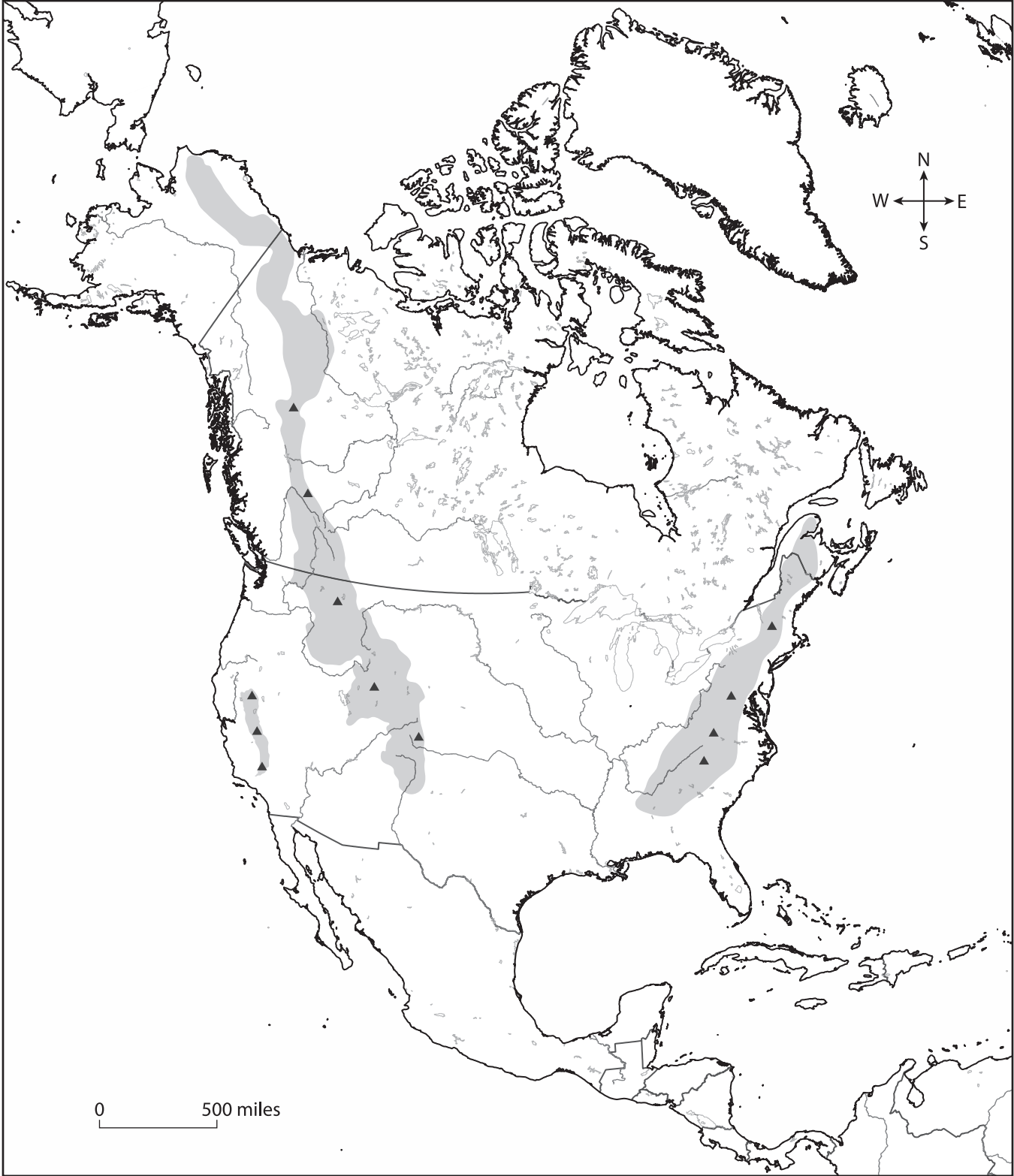
Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Geography of North America



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

1. Label the following bodies of water:

Pacific Ocean

Atlantic Ocean

Gulf of Mexico

Mississippi River

Mississippi River delta

Rio Grande

Great Lakes

2. Label the following mountain ranges.

Sierra Nevada

Rocky Mountains

Appalachian Mountains

3. Which mountain range is located in the eastern part of North America?

4. Which North American mountain range is the longest?

5. Which body of water does the Mississippi River flow into?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

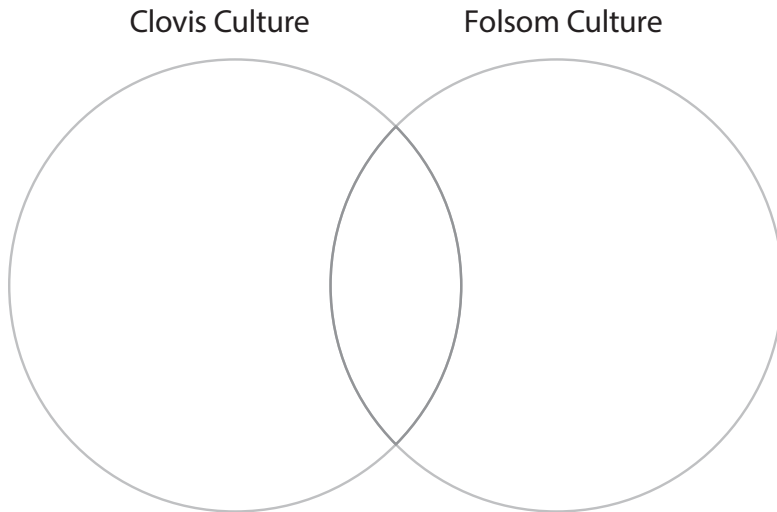
For each word, write the letter of the definition.

- | | | |
|-------|-------------------------|---|
| _____ | 1. land bridge | a) animals that are hunted |
| _____ | 2. mammoth | b) a large farm where cash crops are grown on behalf of the person who owns the land |
| _____ | 3. mastodon | c) a type of brick made from sun-dried clay |
| _____ | 4. game | d) a device used for throwing a spear |
| _____ | 5. atlatl | e) a Native American leader who is believed to have special powers |
| _____ | 6. Pueblo | f) a small strip of land that connects two large landmasses |
| _____ | 7. cliff dweller | g) a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people |
| _____ | 8. adobe | h) a large, extinct elephant-like mammal |
| _____ | 9. mound | i) having the shape of half a circle |
| _____ | 10. shaman | j) a group of Native American peoples who live in the American Southwest |
| _____ | 11. plantation | k) a large, rounded pile |
| _____ | 12. semicircular | l) a substance used in the primary production or manufacturing of goods |
| _____ | 13. plaza | m) an open space near a community |
| _____ | 14. raw material | n) a large, prehistoric elephant-like animal covered with hair |

Assessment: Chapter 1—North America and Louisiana’s First Peoples

A. On your own paper, write the letter that provides the best answer.

Use the Venn diagram to answer questions 1–3.

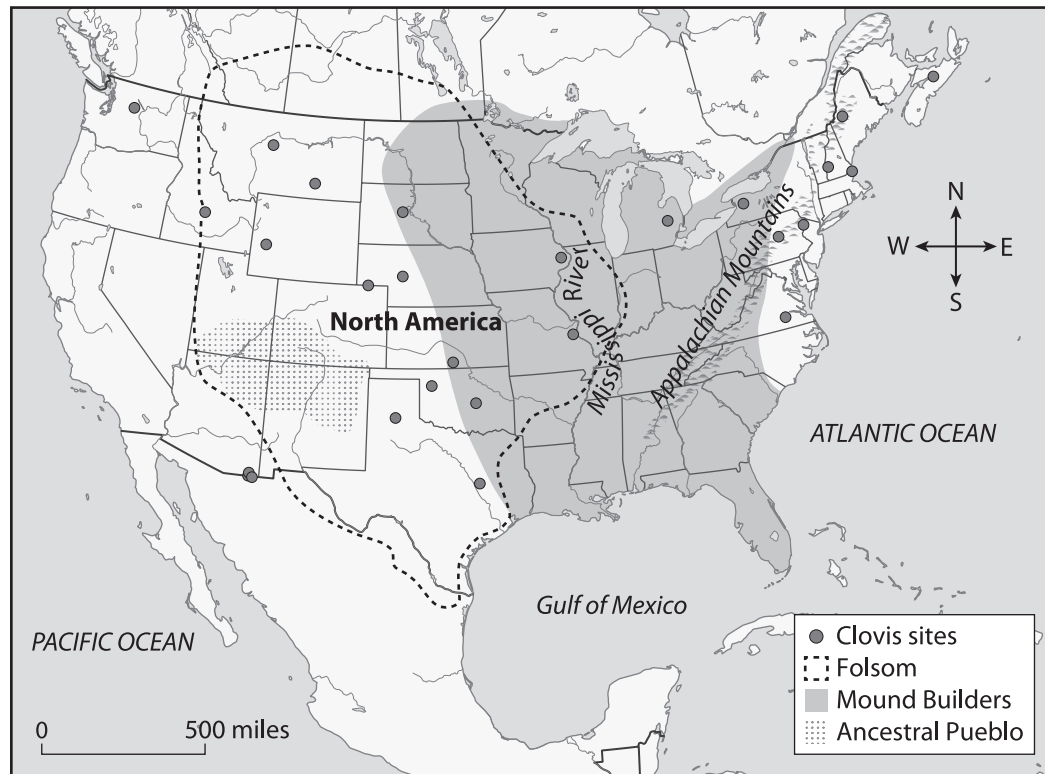


1. Which detail belongs in the Clovis culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) traveled by boat to North America
 - b) hunted mammoths and mastodons
 - c) planted crops like corn and squash
 - d) lived in the mountains during the winter
2. Which detail belongs in the Folsom culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) used mastodon hides for clothing and shelter
 - b) developed a sophisticated social structure
 - c) lived in permanent settlements all year
 - d) made very large spearpoints
3. Which detail belongs in the center of the diagram? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) chose shamans as leaders
 - b) built homes on frozen ice sheets
 - c) performed ceremonial rain rituals
 - d) hunted game with spears and atlatls

Use the T-chart to answer questions 4 and 5.

Ancestral Pueblo	Mound Builders

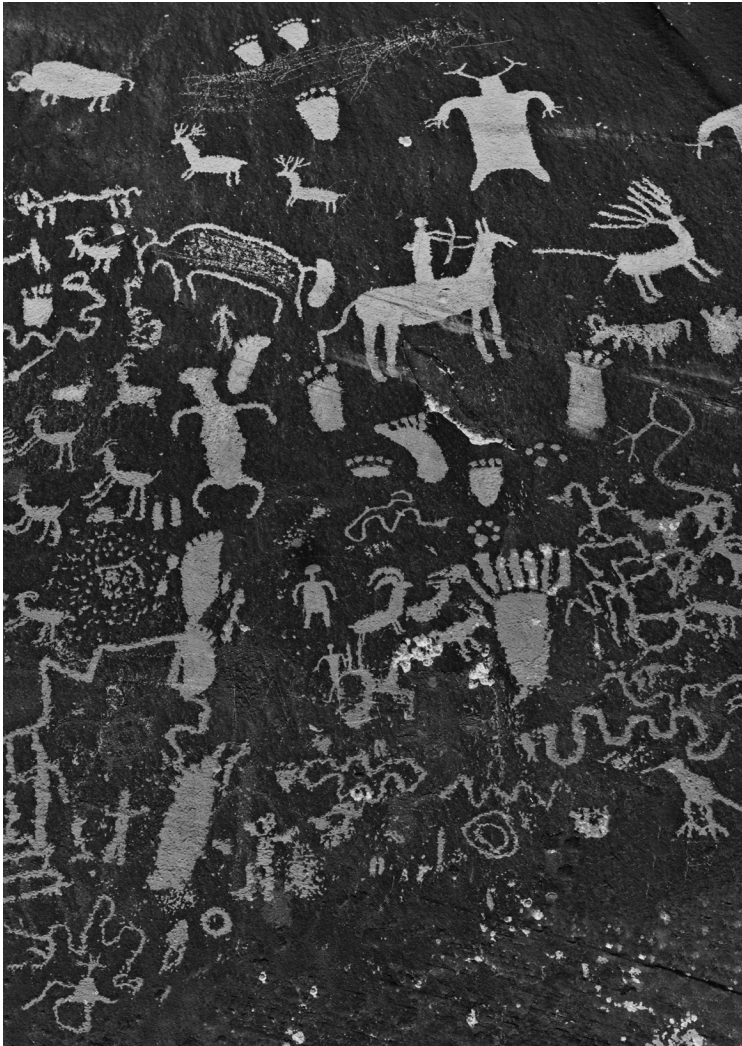
4. Which details belong in the Ancestral Pueblo column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) built cliff dwellings using stone and adobe
 - b) made a coarse flour from seeds and grains
 - c) created underground ceremonial chambers
 - d) learned how to grow corn in parts of Mexico
 - e) traded with people in the Great Lakes region
5. Which detail belongs in the Mound Builders column? (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) used baskets to heap large piles of dirt
 - b) made shoes out of yucca and other plants
 - c) carved canoes out of trees for transportation
 - d) did not practice any identifiable religious beliefs
6. Use the map to answer the question.



Which culture formed mostly to the east of the Mississippi River? (4.6, 4.7, 4.19, 4.19.a, 4.19.b)

- a) Clovis culture
- b) Folsom culture
- c) Ancestral Pueblo
- d) Mound Builders

7. Use the image to answer the question.



These petroglyphs may tell the story of an important hunt. Which detail from the photograph supports this idea? (4.2, 4.2.a, 4.2.b, 4.5, 4.5.a, 4.19, 4.19.b)

- a) the footprints
 - b) the wiggly lines
 - c) the figure throwing a spear
 - d) the figure with a large head
8. How did agriculture change civilizations in North America? (4.11, 4.19, 4.19.b)
- a) It made them abandon religion.
 - b) It made them hunter-gatherers.
 - c) It made them travel by boat overseas
 - d) It made them create permanent settlements.

9. Where did the first settlers who arrived in North America by boat land? (4.10)

- a) Atlantic coast
- b) Gulf of Mexico
- c) Caribbean Sea
- d) Pacific coast

10. What is one reason the Mound Builders built mounds? (4.12, 4.19, 4.19.b)

- a) to bury their dead
- b) to hide their location
- c) to trade with other cultures
- d) to communicate with neighbors

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

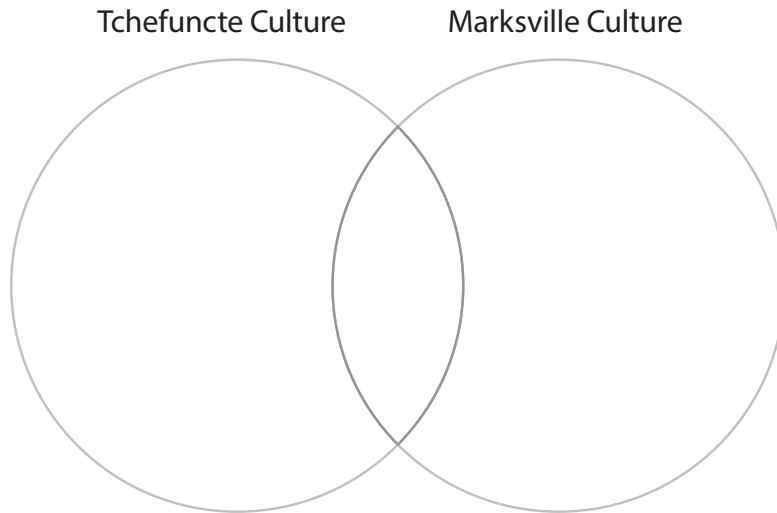
The Ancestral Pueblo and the Mound Builders had nothing in common.

Using evidence from the chapter, support or disprove this claim. (4.3, 4.4, 4.5, 4.5.a, 4.5.d, 4.12, 4.19, 4.19.b)

Assessment: Chapter 2—The Development of Indigenous Cultures in Louisiana

A. On your own paper, write the letter that provides the best answer.

Use the Venn diagram to answer questions 1–3.



1. Which detail belongs in the Tchefuncte culture circle? **(4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)**
 - a) lived in northern Mexico
 - b) engaged in long-distance trade
 - c) built massive ceremonial mounds
 - d) used antlers to make sewing needles

2. Which detail belongs in the Marksville culture circle? **(4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)**
 - a) influenced by the Hopewell people
 - b) planted crops like corn and squash
 - c) used only spears and atlatls to hunt
 - d) built small mounds on square ridges

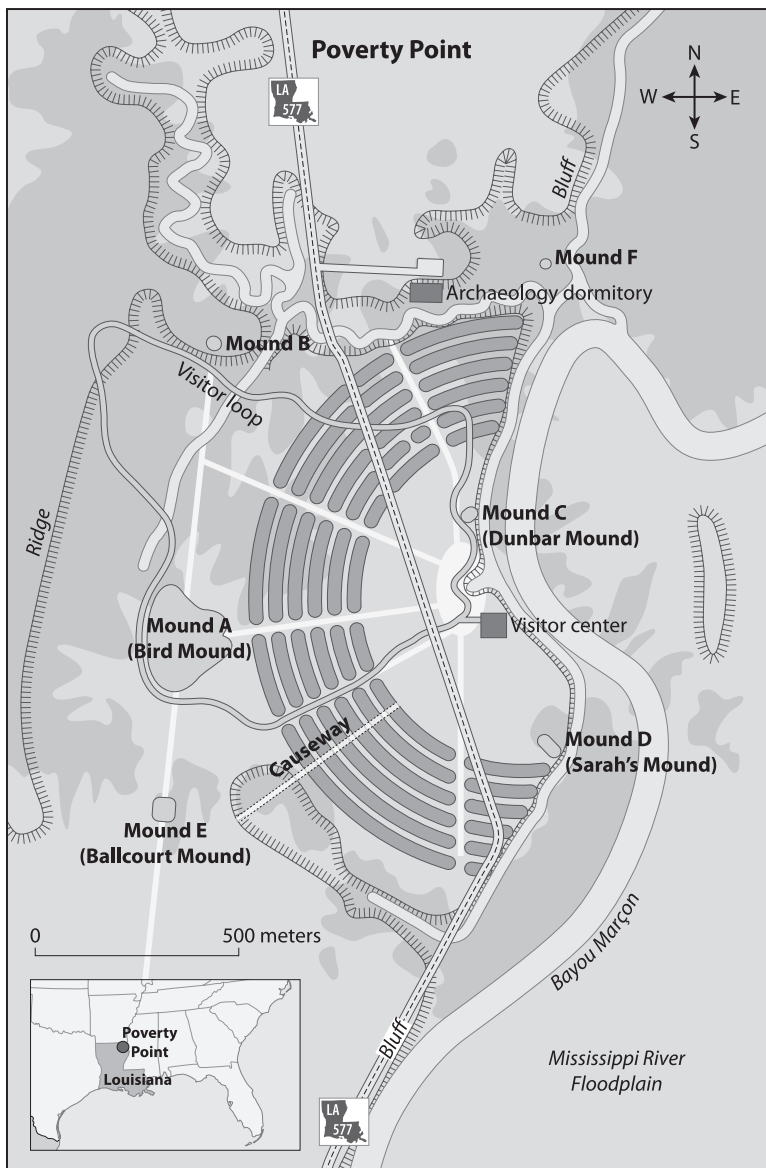
3. Which detail belongs in the center of the diagram? **(4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)**
 - a) made decorative pottery
 - b) made clothing from yucca
 - c) made tools with stone found where they lived
 - d) made ceremonial feasts with beans and seeds

Use the T-chart to answer questions 4 and 5.

Poverty Point	Caddo

4. Which details belong in the Poverty Point column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) had easy access to water routes
 - b) relied mostly on fishing for food
 - c) traded with European explorers
 - d) used underground ovens to cook
 - e) buried handmade objects with people
5. Which details belong in the Caddo column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) made pottery with a dull finish
 - b) used mounds to bury their dead
 - c) farmed corn, beans, and squash
 - d) built geometric ridges for protection
 - e) built their houses on semicircular ridges

Use the map to answer questions 6 and 7.



6. Which feature is located directly north of the visitor center? (4.6, 4.7)
 - a) Mound A
 - b) Mound B
 - c) Mound C
 - d) Mound D

7. According to the map, which Poverty Point mound is the largest? (4.6, 4.7)
 - a) Mound A
 - b) Mound B
 - c) Mound C
 - d) Mound D

8. Use the excerpt to answer the question.

The spectacular geometric earthwork consists of ridges, each originally about 150 feet [46 m] wide and six feet [1.8 m] high, arranged as six concentric octagons. . . .

At one edge of the octagon rises the massive Poverty Point Mound, as high as a seven-story building, and measuring about 700 by 800 feet [213 by 244 m] at the base. . . .

A mile due north of the center of the octagon lies another huge mound, the Motley Mound. Its base covers an area of 400 by 600 feet [122 by 183 m], and its height is fifty-six feet [17 m]. . . .

In proportion and details it is identical with the Poverty Point Mound, except that it is turned at ninety degrees to the larger mound. . . .

The mounds presumably were ceremonial in nature, but the ridges of the octagon represent the village site of these prehistoric people. Concentration of artifacts and debris indicate that they lived on the ridges. The size of the village indicates a large population and implies both an abundant food supply and a high degree of social organization.

According to the excerpt, why did the people of Poverty Point build ridges? (4.2, 4.2.a, 4.5, 4.5.a)

- a) to hold ceremonies
 - b) to create places to live
 - c) to study geometric shapes
 - d) to get rid of garbage and debris
9. What discovery at mound sites led archaeologists to conclude that mounds were sometimes used for burial purposes? (4.3, 4.4, 4.19.b, 4.19.d)
- a) gravestones
 - b) decorative items
 - c) religious drawings
 - d) remnants of feasts
10. Why do archaeologists think Tchefuncte pottery was mostly used for display purposes? (4.12, 4.19.b)
- a) It broke when it was placed in fire.
 - b) It dissolved when it was placed in water.
 - c) It was painted with red and white designs.
 - d) It was made with raw materials from far away.

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

Make a claim about the Poverty Point culture, and support it with evidence from the chapter.

(4.2, 4.2.a, 4.2.b, 4.5, 4.5.a)

