



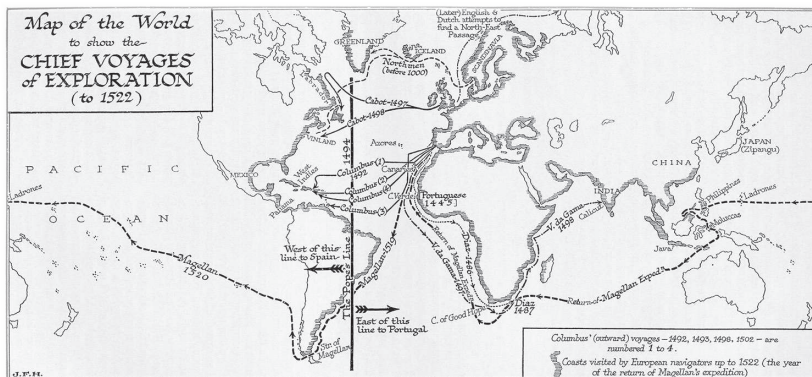
Age of Contact



Compass

Teacher Guide

Early exploration



Spanish missions

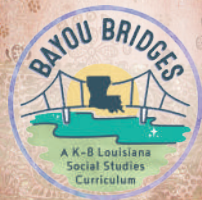


European explorers



Age of Contact

Teacher Guide



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ISBN: 979-8-88970-138-5



Age of Contact

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**Age of Contact
Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 5

Introduction

ABOUT THIS UNIT

The Big Idea

From the 1400s to the 1600s, Europeans ventured out to explore the world in an effort to reap the profits of trade and in the 1700s set up colonies.

The Age of Exploration was an era in which European powers claimed the great resources and natural wealth of other continents. What began as a simple desire for exotic spices became a matter of national policy for powerful governments in Spain, Portugal, England, France, and the Netherlands.

European explorers set forth in search of riches and lands, establishing footholds in Asia, Africa, and the Americas. European nations then colonized these areas to use their resources. While colonization often benefitted the mother countries, it was sometimes harmful to the people who already lived on these lands. Africans were ripped from their homelands and forced into slavery, and Indigenous peoples of the Americas—mistakenly called Indians—suffered from diseases brought by the explorers and mistreatment by European settlers.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- medieval Europe: feudalism, the role of the Catholic Church, the growth of monasteries, the rise of Charlemagne, the growth of towns, the Crusades, the Black Death, the Hundred Years' War, the Magna Carta
- origins and tenets of Islam
- growth of the Islamic empire across Southwest Asia and North Africa
- Europe: the Alps, Ural Mountains, North European Plain; English Channel, Mediterranean Sea
- Southwest Asia and North Africa: Arabian Peninsula; Persian Gulf, Arabian Sea, Red Sea, Black Sea, Caspian Sea
- trans-Saharan trade leading to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
- importance of camel caravans; trade in gold, iron, salt, ivory, and enslaved people; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers
- great rulers of Mali: Sundiata Keita and Mansa Musa
- great rulers of Songhai: Sunni Ali and Askia Muhammad
- Niger River, Gulf of Guinea; the Sahara; Djenne and Timbuktu
- two ancient groups, the Mound Builders and the Ancestral Pueblo, who gave rise to many later societies
- spread of the Mound Builders generally to the east, from the Mississippi River to the East Coast
- spread of the Ancestral Pueblo throughout the Southwest
- independent development of other societies, both nomadic and settled nations, across the North American continent, including in the Southeast, Great Plains, Eastern Woodlands, Southwest, and Pacific regions
- sharing of culture and trade among groups for centuries
- major changes that came with the arrival of the Europeans, who brought weapons the Native Americans had few defenses against and diseases against which they had no immunity
- how the Inca civilization flourished high in the Andes Mountains
- use of quipu and runners to keep the Inca Empire together without written language; engineering advancements such as bridges, roads, and buildings with no mortar; use of terraced farming
- structures of Inca society, culture, economy, and politics, including the absolute rule of the Sapa Inca, the census, bringing conquered peoples into the empire, and worship of the sun god

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 the 1480s to the 1800s.

1480s–90s CE	The expeditions of Bartolomeu Dias and Vasco da Gama open trade routes along the African Coast for the Portuguese.
1492 CE	Christopher Columbus lands in the Americas while trying to find a shorter route to Asia.
After 1492 CE	The Columbian Exchange establishes the transfer of goods, ideas, plants, animals, and diseases between the Americas and the rest of the world.
1494 CE	The Treaty of Tordesillas divides the Americas between Spain and Portugal.
1496–97 CE	John Cabot seeks a Northwest Passage for England.
1500 CE	Portuguese explorer Pedro Álvares Cabral lands in Brazil.
1500s CE	Expeditions led by Giovanni da Verrazzano, Jacques Cartier, and Henry Hudson explore the eastern coast of North America.
1500s–1800s CE	The Middle Passage brings enslaved Africans to the Americas.
1519–21 CE	Hernán Cortés conquers the Aztec in Central Mexico.
1519–22 CE	Ferdinand Magellan's expedition circumnavigates the globe.
1532 CE	Francisco Pizarro overthrows the Inca emperor Atahualpa, beginning the Spanish conquest of the Inca Empire.

1600s CE	Spanish settlers begin setting up missions in the Americas.
1600s CE	The English, French, and Dutch found colonies in North America and the Caribbean.

- how the Aztec civilization controlled much of what is now central Mexico from the island city of Tenochtitlán
- features of the densely populated city of Tenochtitlán, including chinampas, causeways, canals, pyramids, and markets
- structures of Aztec society, culture, economy, and politics, including the importance of soldiers, religion with ritual sacrifice, and the reign of Moctezuma II
- impact of translating ancient Greek and Roman texts into Latin
- influential Italian city-states
- Humanist movement
- influence of classical styles on Renaissance art and architecture
- influence of the Medici family in Italian politics and as patrons
- famous works of Leonardo da Vinci and Michelangelo
- invention of the movable-type printing press
- grievances reformers had against the Catholic Church
- Martin Luther's *Ninety-Five Theses*
- development of Calvinism and Lutheranism
- Counter-Reformation
- Thirty Years' War
- establishment of the Church of England
- geocentric and heliocentric theories
- Catholic Church's response to Galileo's support of Copernican theory
- scientific advances made in medicine
- discovery of microbiology
- development of new scientific methodologies

What Students Need to Learn

- European motivations for exploration and trade
- geography of the spice trade
- exploration, trade, and colonization by Portugal, Spain, England, France, and the Netherlands
- impact of colonization on Indigenous peoples
- impact of the Columbian Exchange
- causes and effects of the triangular trade
- causes and effects of the transatlantic slave trade and the Middle Passage

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 transatlantic slave trade and the 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 a cruel and inhumane practice. 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 6 are the following:

- European exploration began as a way to wrest control of Asian trade from Arab merchants and gain its profits and also as a way to spread Christianity.
- Explorers from Portugal, Spain, the Netherlands, England, and France found land and resources that were previously unknown to Europeans.
- European countries transported their rivalries overseas and fought one another for trading rights, territory, and the wealth and power they brought.
- In an effort to expand their wealth and influence, European nations established colonies in the Americas and elsewhere.

- The plantation system and slavery evolved in the Americas, including in the Caribbean, in Latin America, and in North America.
- European exploration led to an exchange of plants, animals, and diseases that we refer to as the Columbian Exchange.
- The triangular trade linked Africa, the Caribbean and mainland North America, 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 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

Age of Contact Student Reader—three chapters

Teacher Components

Age of Contact Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Age of Contact* 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.

Age of Contact Timeline Card Slide Deck—thirteen individual images depicting significant events and individuals related to European exploration and colonization of the Americas. 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!

1480s–90s CE



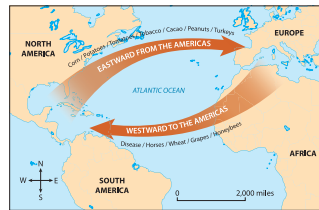
Chapter 1

1492 CE



Chapter 1

After 1492 CE



Chapter 3

1494 CE



Chapter 1

1496–97 CE



Chapter 1

1500 CE



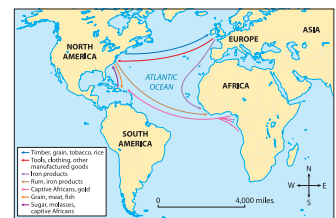
Chapter 1

1500s CE



Chapter 1

1500s–1800s CE



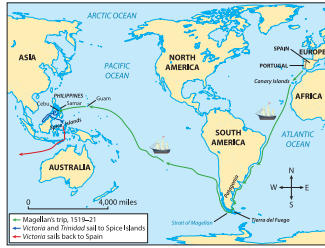
Chapter 3

1519–21 CE



Chapter 2

1519–22 CE



Chapter 1

1532 CE



Chapter 2

1600s CE



Chapter 2

1600s CE



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 6 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. Each chapter discusses a different aspect of discovery, conquest, and colonization of the Americas. Many of these events happened simultaneously, which is reflected in the timeline.

Understanding References to Time in the Age of Contact 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 Treaty of Tordesillas was made in 1494, but the Spanish missions were established throughout the 1600s.

Time to Talk About Time

Before you use the timeline, 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 *Age of Contact* unit is one of six history and geography units in the Grade 5 Bayou Bridges Louisiana Curriculum Series. A total of twenty-five days has been allocated to the *Age of Contact* 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 5 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.

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, a Primary Source Analysis Activity Page has 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	The Framing Question
1	How did European interests and rivalries shape trade and colonization?
2	Why and how did Europeans colonize the Americas?
3	What were the consequences of the Columbian Exchange and the slave trade?

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	navigation, astrolabe, compass, mercantilism, caravel, hull, mutiny, validate, colonization, circumnavigate
2	conquistador, mission, encomienda, joint-stock company
3	plantation, cost-effective, inhumane, indentured servant, cargo, chattel, export, cultivation, overseer

Activity Pages


The following Activity Pages can be found in Teacher Resources, pages 61–71. 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)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapters 1–3—The World in 1500 (AP 1.4)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.5)

- Chapter 1—Early Portuguese and Spanish Exploration (AP 1.6)
- Chapter 1—Routes of the Explorers (AP 1.7)
- Chapter 1—Magellan’s Voyage (AP 1.8)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.1)

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.

Books

Fritz, Jean. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. Illus. 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.

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

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

Mathews, Sally Schofer. *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*. Boston: HMH Books for Young Readers, 2001.

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

Takaki, Ronald. *A Different Mirror for Young People: A History of Multicultural America*. Adapted by Rebecca Stefoff. Salem, OR: Triangle Square Press, 2012.

Zinn, Howard. *A Young People’s History of the United States: Columbus to the War on Terror*. Adapted by Rebecca Stefoff. Salem, OR: Triangle Square Press, 2009.

AGE OF CONTACT SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

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

Week 1

Day 1


Day 2

Day 3

Day 4

Day 5

Age of Contact

<p>"European Exploration" Core Lesson (TG & SR, Chapter 1)</p>	<p>"European Exploration" Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.5)</p>	<p>"Primary Source: Excerpt from Amerigo Vespucci's Account of His First Voyage (1497 CE)" (TG & SR, Chapter 1, AP 1.2)</p>	<p>"Portuguese and Spanish Exploration" (TG, Chapter 1 Additional Activities, AP 1.6)</p>	<p> "PRIMARY SOURCE ACTIVITY: <i>The Travels of Marco Polo</i>" (TG, Chapter 1 Additional Activities, AP 1.2)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Age of Contact

<p>"PRIMARY SOURCE ACTIVITY: From the Diary of Christopher Columbus" (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>"Remembering Christopher Columbus" (TG, Chapter 1 Additional Activities)</p>	<p>"Magellan's Voyage" (TG, Chapter 1 Additional Activities, AP 1.8)</p>	<p>Chapter 1 Assessment</p>	<p>"Colonization of the Americas" Core Lesson (TG & SR, Chapter 2)</p>
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Week 3

Day 11



Day 12

Day 13

Day 14

Day 15

Age of Contact

<p>"Colonization of the Americas" Core Lesson (TG & SR, Chapter 2)</p>	<p>"Primary Source: The Durán Codex" (TG & SR, Chapter 2)</p>	<p>"Explorers and Indigenous Peoples" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Fray Bernardino de Sahagun's <i>General History of the Things in New Spain</i>" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Bartolomé de Las Casas's <i>A Brief Account of the Devastation of the Indies</i>" (TG, Chapter 2 Additional Activities, AP 1.2)</p>
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20****Age of Contact**

<p>"PRIMARY SOURCE ACTIVITY: Spanish Missions in California" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>Chapter 2 Assessment</p>	<p>"The Columbian Exchange and the Transatlantic Slave Trade" Core Lesson (TG & SR, Chapter 3)</p>	<p>"The Columbian Exchange and the Transatlantic Slave Trade" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapters 2–3 (TG, Chapter 3 Additional Activities, AP 3.1)</p>	<p>"Primary Source: Excerpt from King Nzinga Mbemba's Letter to King João III of Portugal" (TG & SR, Chapter 3, AP 1.2)</p>
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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25****Age of Contact**

<p>"The Columbian Exchange and You" (TG, Chapter 3 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: Aboard a Slave Ship" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)</p>	<p>Chapter 3 Assessment</p>	<p>Unit 6 Performance Task Assessment</p>	<p>Unit 6 Performance Task Assessment</p>
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AGE OF CONTACT PACING GUIDE

_____ 's Class

(A total of twenty-five days has been allocated to the *Age of Contact* unit in order to complete all Grade 5 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1 Day 2 Day 3 Day 4 Day 5

Age of Contact

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Week 2

Day 6 Day 7 Day 8 Day 9 Day 10

Age of Contact

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Week 3

Day 11 Day 12 Day 13 Day 14 Day 15

Age of Contact

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Age of Contact

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Age of Contact

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CHAPTER 1

TOPIC: European Exploration

The Framing Question: How did European interests and rivalries shape trade and colonization?

Primary Focus Objectives

- ✓ Explain the reasons for European exploration. (5.3, 5.14, 5.14.a)
- ✓ Describe the influence of Prince Henry the Navigator in the Age of Exploration. (5.14.c)
- ✓ Identify the significance of selected voyages of exploration by Portugal, Spain, England, and France. (5.14.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *navigation, astrolabe, compass, mercantilism, caravel, hull, mutiny, validate, colonization, and circumnavigate.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About European Exploration”:

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

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.4

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- display copy of The World in 1500 (AP 1.4)
- image from the Internet of the Monument to the Discoveries

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

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

Core Vocabulary (Student Reader page numbers listed below)

navigation, n. the skill or science of determining the route to a destination (4)

Example: Pilots use navigation to determine the best flight path to their destination.

Variations: navigator, navigate (v.)

astrolabe, n. a navigational tool used to determine the position of the sun, a star, or another object in the sky (4)

Example: Sailors used an astrolabe and their knowledge of the skies to chart a course across the ocean.

Variations: astrolabes

compass, n. a device that uses a magnetic pointer to show direction (4)

Example: If you always want to know where north is, a compass is an important tool to have.

Variations: compasses

mercantilism, n. an economic system that aims to increase a country's wealth and power by controlling trade and people (5)

Example: Mercantilism drove much of the European colonization efforts in the Americas.

Variations: mercantilist (adj.), mercantilist (n.)

caravel, n. a small, maneuverable sailing ship used by the Portuguese in the fifteenth century (6)

Example: A caravel was faster than a cargo or war ship.

Variations: caravels

hull, n. the sides and bottom of a boat (6)

Example: A ship's hull must be watertight or else it could sink.

Variations: hulls

validate, v. to give official approval (9)

Example: Your doctor can validate that you missed school because of illness.

Variations: validates, validating, validated, validation (n.), valid (adj.)

mutiny, v. to rebel against leaders, especially on a ship (9)

Example: The crew of Christopher Columbus's ships threatened to mutiny after a month on the open ocean.

Variations: mutinies, mutinying, mutinied, mutiny (n.), mutinous (adj.)

colonization, n. the practice of bringing people from a different country to control and settle an area that already has an Indigenous population (11)

Example: European colonization of the Americas led to many conflicts with Indigenous peoples.

Variations: colonize (v.), colony (n.), colonial (adj.)

circumnavigate, v. to travel completely around something (such as Earth), especially by water (13)

Example: For centuries, many people wanted to circumnavigate the globe but did not have enough information to complete the trip.

Variations: circumnavigates, circumnavigating, circumnavigated, circumnavigation (n.)

Introduce *Age of Contact* Student Reader

5 MIN

Distribute copies of the *Age of Contact* 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 pictures of ships and ports, maps of sea and land travel, and enslaved people working.

Introduce “European Exploration”

5 MIN

Remind students what they learned in Unit 5 about the Renaissance, Reformation, and the Scientific Revolution. Europe had undergone significant changes in worldview, art, religion, and science. These cultural and scientific achievements helped launch an era of global European exploration.

Call students’ attention to the Framing Question. Tell students to look for details about the interests, rivalries, trade, and colonization efforts of different European countries as they read.

Guided Reading Supports for “European Exploration”

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.

“The Age of Exploration,” pages 2–5

Scaffold understanding as follows:

Read the first three paragraphs of the section on pages 2–4 aloud.

SUPPORT—Note the mention of the Crusades in the first paragraph. Remind students that they read about the Crusades in Unit 1. Invite volunteers to share what they remember. (5.4)

SUPPORT—Help students understand the importance of spices as a tool of preservation during this time period. Today, while we do still preserve some foods with salt, most food is preserved through refrigeration, canning, or freezing. That technology is relatively new, though. Refrigerators as we know them weren’t invented until the early 1900s. Europeans of the Middle Ages had to find other ways to preserve their food. (Ice, while an effective preservation agent, was not reliably obtainable.) Salt filled that need. Other spices added flavor, making meat that wasn’t fresh more palatable.

Invite volunteers to read the rest of the section on pages 4–5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *navigation*, *astrolabe*, *compass*, and *mercantilism*, and explain their meanings.

SUPPORT—Note the prefix *astro-* in *astrolabe*. Explain that *astro-* refers to the stars. The astrolabe used the stars to help sailors navigate. Ask volunteers to identify other words that use the prefix *astro-* (*astronaut*, *astronomy*).

SUPPORT—Point out that the compass relies on Earth’s magnetic field to work.

SUPPORT—Explain that mercantilism was an economic system in which the entire purpose of a colony was to make money for its mother country. A colony that did not make money had no reason to exist.

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

LITERAL—What did the Turks do in the 1400s that made it even more important for Europe to find a sea route to Asia? (5.3, 5.14.a)

» The Turks shut down the Silk Road.

LITERAL—What effect did the Crusades have on Europeans? (5.3, 5.14.a)

» The Crusades made Europeans more curious about the non-European world.

LITERAL—What advancements helped Europeans become better at navigation and exploration? (5.3, 5.14.a)

» The astrolabe, magnetic compass, and triangular sails made it easier for Europeans to navigate and explore.

LITERAL—How did sailors use the astrolabe and compass? (5.14.a)

» Sailors used the astrolabe to determine the ship’s location. They used the magnetic compass to determine the direction in which the ship was sailing.

“Portuguese Navigators,” pages 5–8

Have students read the first three paragraphs of the section on pages 5–6 independently.

CORE VOCABULARY—Point out the vocabulary terms *caravel* and *hull*, and explain their meanings.


SUPPORT—Show students the image of the Monument to the Discoveries. Explain that this is the image used in the chapter opener on pages 2–3. Point out Prince Henry. He’s the figure at the front, holding the model ship.


The others behind him are explorers. The second figure behind Henry is Vasco da Gama. Behind da Gama, in the foreground, is Cabral.

SUPPORT—Point out the defining features of a caravel—triangular sails and reinforced hull—in the image of the caravel on page 6.

Read the remainder of the section on pages 6–8 aloud.

SUPPORT—Point out that the Spice Islands, now Maluku, got that name because of the many aromatic plants that grew there.

 **SUPPORT**—Direct students to the Early Portuguese Exploration map on page 7. Point out that Portugal is located on a part of Europe called the Iberian Peninsula. Ask students which set of arrows traces the route of Bartolomeu Dias. (*the purple arrows*) Ask students what they noticed about Dias’s path. (*They should note that he stayed close to the African coast.*) Ask students to compare the routes taken by Dias and da Gama. (*Students should note not only that da Gama went farther than Dias, but that he sailed farther from Africa’s western coast.*) (5.6, 5.7, 5.14.b)

 **SUPPORT**—Display The World in 1500 (AP 1.4), and direct students’ attention to the map to show how far Cabral journeyed. Point out Brazil on the map. Invite a volunteer to trace Cabral’s path across the Atlantic Ocean. (5.6, 5.7)

Activity Page



AP 1.4

After reading the text, ask the following questions:

LITERAL—Why did the Portuguese launch voyages of exploration? (5.3, 5.14.a)

- » They wanted to set up new trade routes, spread Christianity, and gain knowledge.

INFERENTIAL—Why was Portugal’s Prince Henry called “the Navigator” even though he never went on a single expedition? (5.14.c)


- » He encouraged the growth of Portuguese exploration, lending support to the design and building of ships, to mapmaking, and to the development of navigational instruments, such as the compass, caravel, and astrolabe.

INFERENTIAL—Why might the Portuguese king have considered da Gama’s expedition a success despite it not resulting in a trade agreement? (5.3, 5.14.a, 5.14.b)

- » Da Gama proved that Portugal could gain relatively easy access to the eastern side of Africa.

EVALUATIVE—What happened because Cabral took da Gama’s advice? (5.3, 5.14.a, 5.14.b)

- » Cabral’s attempt to avoid the windless Gulf of Guinea resulted in his arrival in present-day Brazil.

 **LITERAL**—Where did the Portuguese set up trading posts? (5.14, 5.14.b)


- » They set up trading posts along the east coast of Africa and in India, the East Indies, and the Spice Islands.

“Spanish Navigators,” pages 8–11

Have students read the first four paragraphs of the section on pages 8–10 with a partner.

SUPPORT—The marriage of Ferdinand of Castile and Isabella of Aragon in the late 1400s CE gave those two states a close working relationship, but the states did not unify as Spain until the 1500s CE.

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

 **SUPPORT**—Display The World in 1500 (AP 1.4), and direct students’ attention to the map. Help students understand how Columbus ended up in the Caribbean instead of Asia. Trace his voyage from Spain to the Canary Islands off the coast of Africa and then westward. Remind students that Columbus was trying to reach Cathay, or China. Previously, the Portuguese explorer Dias had been successful in reaching China by taking a completely different route, sailing south around the tip of Africa. (5.6, 5.7, 5.14.b)

SUPPORT—Explain that the island we now call Hispaniola includes the countries of Haiti and the Dominican Republic. The name *Haiti* comes from the Indigenous name *Ayti*.

Note: *Tordesillas* is pronounced /tor*duh*see*yas/.

Invite volunteers to read the remainder of the section on pages 10–11 aloud.

SUPPORT—Note the mention of the Medici family of Florence. Remind students that they read about the Medicis in Unit 5. Invite volunteers to share what they remember. (*Students may recall that the Medicis were important patrons of the arts during the Renaissance.*)

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

After volunteers read the text, ask the following questions:

LITERAL—Which European monarchs paid for Christopher Columbus’s expeditions? (5.14, 5.14.b)

- » King Ferdinand and Queen Isabella of Spain paid for Columbus’s expeditions.

Activity Page



AP 1.4

INFERENTIAL—How can you tell that King Ferdinand and Queen Isabella were pleased with Columbus’s results? (5.3, 5.14.b)

- » They gave him support for two more voyages.

LITERAL—What were the terms of the Treaty of Tordesillas? (5.14)


- » Spain was given permission to claim all land west of the treaty line, which was to the line drawn west of the Cape Verde Islands. Portugal was given permission to claim all lands east of the line.

INFERENTIAL—Who was left out of the Treaty of Tordesillas? (5.14, 5.14.b)

- » Other European powers and the Indigenous peoples of the Americas were left out of the Treaty of Tordesillas.

“Balboa Finds the Pacific Ocean,” pages 11–12

Have students read the section on pages 11–12 independently.

 **SUPPORT**—Display The World in 1500 (AP 1.4). Help students understand the “sea” Balboa was looking for. Point out the Isthmus of Panama and the Pacific Ocean. (5.6, 5.7)

After students read the text, ask the following question:


LITERAL—What so-called “discovery” did Vasco Núñez de Balboa make? What is that discovery called today? (5.14.b)


- » He “discovered” the South Sea. Today, it is called the Pacific Ocean.

“Circumnavigating the Globe,” pages 12–13

Read the section on pages 12–13 aloud.

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

 **SUPPORT**—Use the map on The World in 1500 (AP 1.4) to illustrate the concept of a strait, using the Strait of Gibraltar as an example. Explain that the Strait of Gibraltar is a narrow waterway that connects the Mediterranean Sea and the Atlantic Ocean. (5.6)

 **SUPPORT**—Direct students to the map Circumnavigation of the Globe on page 13. Have them trace the route of Magellan’s expedition. Ask students what the change in color of the route means. (*the loss of a ship; the loss of Magellan*) (5.6, 5.14.b)

Activity Page



AP 1.4

Activity Page



AP 1.4

After reading the text, ask the following questions:

LITERAL—What was Magellan’s mission when he set sail in 1519? (5.14.b)

- » He wanted to see whether a particular strait was a waterway through the middle of South America.

LITERAL—How did Magellan’s crew react to their discovery? (5.14.b)

- » Some of them mutinied and refused to continue sailing.


EVALUATIVE—Why didn’t Magellan return to Spain with the rest of his crew? (5.14.b)

- » He died during the voyage, in the Philippines.

“England and France Compete,” pages 13–15

Scaffold understanding as follows:

Have students read the section on pages 13–15 with a partner.

 **SUPPORT**—Use the map The World in 1500 (AP 1.4) to explain the meaning of the term “northwest passage.” Remind students that Spain controlled the “southwest passage” through the Straits of Magellan. England and other European countries needed to find another path to the Pacific Ocean. (5.6, 5.7, 5.14.a)

After students read the text, ask the following questions:

LITERAL—How did Cabot’s third and final voyage end? (5.14.b)

- » Four of his five ships, including the one Cabot was on, vanished without a trace during his third and final voyage.

LITERAL—For which country did Giovanni da Verrazzano sail? (5.14.b)

- » Giovanni da Verrazzano sailed for France.

LITERAL—What was Verrazzano the first European to do? (5.14.b)

- » Verrazzano was the first European to sail up the Atlantic coast of the present-day United States and Canada, from North Carolina to Newfoundland.

Activity Page



AP 1.4

“Exploration Continues,” pages 15–16

Scaffold understanding as follows:

Invite volunteers to read the section on pages 15–16 aloud.

SUPPORT—Point out that even though Henry Hudson was English, he sailed for the Netherlands. Remind students that this was not unusual during the Age of Exploration. John Cabot, for example, was Italian, but he sailed for England. Giovanni da Verrazzano was also Italian, but he sailed for France.

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

LITERAL—What body of water did Jacques Cartier explore for France? (5.14.b)

» Cartier explored the St. Lawrence River for France.

LITERAL—What body of water did Henry Hudson find instead of the Northwest Passage? (5.14.b)

» He discovered the river that is now named after him, the Hudson River.

LITERAL—What body of water was Hernando de Soto the first European to find? (5.14.b)

» the Mississippi River

INFERENTIAL—What effect did de Soto and his men have on the Indigenous peoples they encountered? (5.14.b)

» De Soto’s men spread diseases that Indigenous peoples had no immunity to.

Primary Source Feature: “Excerpt from Amerigo Vespucci’s Account of His First Voyage (1497 CE),” page 17

Scaffold understanding as follows:



Background for Teachers: Amerigo Vespucci undertook a number of journeys, during which he recorded accounts of events in letters he sent to Piero Soderini, a magistrate, and Lorenzo di Medici of the wealthy Medici family.

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by reviewing what students read about Amerigo Vespucci. Explain that Vespucci wrote a book about his voyages. This excerpt is from that book.

Invite volunteers to read the introductory text and excerpt aloud. Provide vocabulary support for the following terms:

league, n.: a measure of distance equal to about 3.5 miles (5.6 km)

barbarous, adj.: cruel and unadvanced

souls, n.: living people

TURN AND TALK—Have students summarize what Vespucci saw.

SUPPORT—Explain that in literature of the 1700s and 1800s, an idea existed called the “noble savage.” This figure was an ideal person who had not been corrupted by civilization and its evils. Have students explain whether Vespucci’s description fits the idea of a “noble savage.” (*Yes, Vespucci did not see the people he encountered as being part of civilizations he recognized and saw that they did not hold riches like jewels and gold.*)

After students have completed the Turn and Talk, ask the following questions:

LITERAL—According to Vespucci, where did the Indigenous peoples keep their meat? (5.2, 5.2.a, 5.2.b, 5.5, 5.14.b)

» They kept it in earthen basins or in pumpkins.

LITERAL—How many people lived in one of the houses Vespucci saw? (5.2, 5.2.a, 5.2.b, 5.5, 5.14.b)

» six hundred

INFERENTIAL—How do we know that Vespucci encountered many different Indigenous peoples and not just one group? (5.2, 5.2.a, 5.2.b, 5.5, 5.14.b)

» He says the Indigenous peoples speak different languages and that every one hundred leagues, the language changed.

INFERENTIAL—Does Vespucci see the Indigenous peoples as his equals? How do you know? (5.2, 5.2.a, 5.2.b, 5.5, 5.14.b)

» No. He calls them barbarous, says they don’t eat off tables, and says they live all together in huge houses.

EVALUATIVE—Based on this excerpt, how might Vespucci justify Europeans taking resources from the Americas? (5.2, 5.2.a, 5.2.b, 5.5, 5.14.b)

» He says they do not value goods like gold and pearls and don’t work to get them.



Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

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. **(5.1)**
- Review and discuss the Framing Question: “How did European interests and rivalries shape trade and colonization?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did European interests and rivalries shape trade and colonization?”
 - » Key points students should cite include: European powers competed to find the best trade routes to the East Indies; new tools allowed better navigation by sea; Portuguese explorers first sailed around Africa and then sailed to Brazil; Spanish explorers sailed to the Americas and crossed to the Pacific; English and French explorers explored North America while searching for the Northwest Passage that would allow them to avoid Spanish-controlled routes around South America and Portuguese-controlled routes around Africa.
- Choose one of the Core Vocabulary words (*navigation, astrolabe, compass, caravel, hull, validate, mutiny, colonization, or circumnavigate*), 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.



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: Colonization of the Americas

The Framing Question: Why and how did Europeans colonize the Americas?

Primary Focus Objectives

- ✓ Analyze the reasons for European colonization of the Americas. (5.14.a)
- ✓ Describe the conquest of the Aztec and Inca by the Spanish. (5.14.d)
- ✓ Explain the Christian mission, encomienda, and African slavery systems in the Americas. (5.14.f)
- ✓ Understand the meaning of the following domain-specific vocabulary: *conquistador*, *mission*, *encomienda*, and *joint-stock company*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Colonization of the Americas”:

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

Materials Needed

Activity Pages



AP 1.2
AP 1.4

- display copy of The World in 1500 (AP 1.4)
- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

conquistador, n. the Spanish word for conqueror (24)

Example: Francisco Pizarro was a conquistador who conquered the Incas in Peru.

Variations: conquistadors

mission, n. a settlement built for the purpose of converting Native Americans to Christianity and expanding territory (25)

Example: The local Native Americans learned about Christianity at the Spanish mission.

Variations: missions, missionary

encomienda, n. a system in which Spain offered grants of land and enslaved people to reward conquerors (27)

Example: The Spanish colonist used his encomienda to grow wealthy and to spread Christianity.

Variations: encomiendas

joint-stock company, n. a company that raises money by selling shares, or interest in the company, in the form of stock (29)

Example: The joint-stock company raised money that helped pay for the development of the colony.

Variations: joint-stock companies

THE CORE LESSON 35 MIN

Introduce “Colonization of the Americas”

5 MIN

Review what students read about European exploration in Chapter 1. Explain that exploration led to colonization—the establishment of European settlements in Africa, Asia, and the Americas. In this chapter, students will read about European colonization of the Americas.

Call students’ attention to the Framing Question. Tell students to look for information about which European powers colonized the Americas, why they did it, and what the consequences were.

Guided Reading Supports for “Colonization of the Americas”

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.

“A Wave of Colonization” and “Europeans Encounter Native Peoples in the Americas,” pages 18–21

Scaffold understanding as follows:

Invite a volunteer to read the section “A Wave of Colonization” on pages 18–19 aloud.

SUPPORT—Explain that *deforested* means that the trees in a forest were cut down. Note that deforestation is still a problem today.



Read the section “Europeans Encounter Native Peoples in the Americas” on pages 20–21 aloud.

SUPPORT—Display The World in 1500 (AP 1.4). Show students the location of the Bahamas (in the Caribbean Sea southeast of Florida), where Columbus made landfall. On the same map, indicate the location of the Spice Islands in Asia, and explain that these were the East Indies that Columbus was trying to reach.

SUPPORT—Make sure students understand that despite the harsh actions of the Europeans and despite the diseases that spread among the Indigenous populations, the Indigenous peoples of the Americas survived. They were not driven to extinction. Today, Inca, Aztec (Nahua), and other Indigenous peoples live throughout the Americas, preserving the languages and continuing the traditions of their ancestors.

After reading the text, ask the following questions:

LITERAL—Why did Columbus call the Taíno people “Indians”? (5.3, 5.14)

- » Columbus called the Taíno people “Indians” because he believed he had reached the East Indies and that the Taíno were indigenous to that area.

EVALUATIVE—Why did the Spanish and the Taíno communicate with sign language even though Columbus had brought a translator? (5.14)

- » The translators who traveled with Columbus spoke Hebrew and Arabic, and the Taíno spoke neither. Therefore, the Spanish and Taíno couldn’t use speech to communicate.

“The Later Voyages of Columbus,” pages 21–22

Scaffold understanding as follows:

Have students read the section on pages 21–22 with a partner.

After students read the text, ask the following questions:

LITERAL—How many voyages did Columbus make to the Americas in total? (5.14.b)

- » four

INFERENTIAL—What can be concluded about how good the Columbus brothers were at administering a government? Why? (5.5, 5.5.a, 5.5.c, 5.14)

- » It can be concluded that they were very bad at governing because they angered the Indigenous peoples by forcing them to work in the mines, and they angered the Spanish settlers by playing favorites. Columbus himself was put in prison temporarily.

“Spain in the Americas,” page 22

Scaffold understanding as follows:

Invite volunteers to read the section on page 22 aloud.

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

LITERAL—How did Spanish settlers treat Indigenous peoples? (5.14, 5.14.f)

- » The Spanish treated them harshly, enslaving and sometimes killing them.

LITERAL—What happened to the Taíno people within 30 years of Columbus’s arrival? (5.14.a, 5.14.f)


- » Great numbers of Taíno people died, sometimes violently in conflict with the Spanish or as a result of diseases that were brought over from Europe.

“Cortés Defeats the Aztecs,” pages 22–24

Scaffold understanding as follows:

SUPPORT—Remind students that they read about the Aztec in Unit 4. Invite volunteers to share what they remember.

Have students read the section on pages 22–24 independently.

 **SUPPORT**—Display The World in 1500 (AP 1.4), and invite a volunteer to point out the Aztec Empire on the map. (5.6, 5.7, 5.14.d)

After students read the text, ask the following questions:

LITERAL—How did the Aztec react to Cortés moving inland in Mexico? (5.14.d)

- » The Aztec resisted this movement.

LITERAL—How did Cortés defeat the Aztec? (5.14.d)

- » He had superior weapons—horses, guns, and cannons. He also became friendly with a group of Indigenous people who were enemies of the Aztec, then used his knowledge of Aztec beliefs and customs to trick and capture the Aztec leader, Montezuma.

“The Inca Fall,” pages 24–25

Scaffold understanding as follows:

SUPPORT—Remind students that they read about the Inca in Unit 4. Invite volunteers to share what they remember.

Activity Page




AP 1.4



Invite volunteers to read the section on pages 24–25 aloud.

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

 **SUPPORT**—Display The World in 1500 (AP 1.4), and invite a volunteer to identify the location of the Inca Empire. (5.6, 5.7, 5.14.d)

SUPPORT—Explain that it took forty years (1532–72 CE) for the Spanish to fully conquer the Inca. The hierarchical structures of the Inca made conquest easier. The Spanish removed the Inca leaders and placed themselves in the same positions, using their authority to control the Inca people.

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

LITERAL—What did Pizarro do after he got the ransom offered for Atahualpa? (5.14.d)

» He killed Atahualpa anyway.

LITERAL—What was happening with the Inca that made it easier for Pizarro to defeat them? (5.3, 5.14.d)

» They were engaged in a civil war.

“Christianity Spreads,” pages 25–26

Scaffold understanding as follows:

Read the section on pages 25–26 aloud.

CORE VOCABULARY—Point out the vocabulary term *mission*, and explain its meaning. Explain that the main “mission” of the missions was to convert Indigenous people to Christianity.

SUPPORT—Explain that Indigenous peoples did not just go to the Spanish missions to learn. They were often forced to work at the missions too.

Note: For an Indigenous perspective on the Spanish mission system, see the Core Knowledge Voices in History™ biography of Toyupurina.

After reading the text, ask the following questions:

LITERAL—Why did the Spanish set up missions? (5.14.a, 5.14.f)

» They believed it was their duty to convert people to Catholicism.

LITERAL—What could happen to Indigenous people who would not convert to Christianity? (5.14, 5.14.f)

» The Spanish could enslave or kill them.

“The Encomienda System,” pages 27–28

Scaffold understanding as follows:

Read the section on pages 27–28 aloud.

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

SUPPORT—Explain that the word *encomienda* comes from the Spanish word that means to entrust. Under the system, Spanish colonists were given a plot of land and a number of enslaved workers and were entrusted to convert those peoples to Christianity.

After reading the text, ask the following questions:

LITERAL—What was the encomienda system? (5.14.a, 5.14.f)

- » It was a system that gave Spanish conquerors land and enslaved workers.

LITERAL—Who was Bartolomé de Las Casas? (5.14.a, 5.14.f)

- » He was a Spanish priest who settled in Hispaniola.

LITERAL—What did de Las Casas think of the encomienda system? What did he do about it? (5.5.b, 5.5.d, 5.14.f)

- » He thought the encomienda system was brutal, took advantage of the Indigenous people, and was based on greed. He preached against it and wrote a book about why it was wrong.

LITERAL—What did the Spanish do when the number of Indigenous people began to decline? (5.14.f)

- » The Spanish began enslaving Africans instead.

“Colonizing North America,” pages 28–30

Scaffold understanding as follows:

Have students read the section on pages 28–30 with a partner.

CORE VOCABULARY—Point out the vocabulary term *joint-stock company*, and explain its meaning.

SUPPORT—Remind students that when Henry VIII broke away from the Catholic Church, he created the Church of England with him as the head of the church.

Note: Students in the Bayou Bridges program will learn more about Plymouth colony and the Mayflower Compact in Grade 6.

After students read the text, ask the following questions:

LITERAL—What did the English kings and queens do to get colonies built without spending money? (5.14.a)

- » They gave land grants to people and companies.

LITERAL—How did the settlers and colony at Jamestown manage to survive? (5.14.a)

- » The Jamestown settlers and colony struggled initially, but Native Americans from the Powhatan Confederacy showed them how to grow tobacco. Previously unknown in Europe, tobacco was very successful and brought money to the Jamestown colony.


LITERAL—What was the Mayflower Compact? (5.14.a)

- » It was an agreement by the Pilgrims to work together and to obey the laws that the group would agree on.

“French and Dutch Colonies,” pages 31–32

Scaffold understanding as follows:

Invite volunteers to read the section on page 31 aloud.

 **SUPPORT**—Direct students to the map European Colonies in the Americas on page 32. Walk students through the key, and then have them use the key to identify the regions colonized by each European power. (5.6, 5.7, 5.14)

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

LITERAL—What colony was founded by Samuel Champlain? (5.14.a)

- » Quebec

LITERAL—How did the French treat the Native Americans? (5.14.a)

- » They had good relations with the Native Americans and often traded with them for furs.

LITERAL—Where did the Dutch build the city of New Amsterdam? (5.6, 5.7, 5.14.a)


- » The city of New Amsterdam was built at the mouth of the Hudson River on the island of Manhattan.

LITERAL—What happened to the Dutch colonies in North America? (5.14)

- » They were taken over by the English.

Primary Source Feature: “The Durán Codex,” page 33

Scaffold understanding as follows:

 **Background for Teachers:** Diego Durán was a Dominican friar who was born in Spain and raised in Texcoco. Dominicans are traveling preachers who belong to an order founded by St. Dominic in 1215 CE. In the late sixteenth century, he compiled a record of the beliefs of the Aztecs. Understanding the Aztec beliefs was key to converting them to Christianity, Durán’s goal.

Direct students to the Primary Source Feature on page 33.

Introduce the source to students by reminding students what they read about Cortés and the Aztec.

Invite volunteers to read the introductory text aloud.

SUPPORT—Explain that a Dominican friar is a type of Catholic monk or priest. The images shown here are from the codex, or book, created by a Spanish friar.

Have students study the images. Ask them what they see in the first image. What details do they notice? What do they think those details mean?

SUPPORT—Point out the year that the comet appeared. (1519). Remind students that 1519 was the year that Cortés arrived in Aztec territory. Explain that the timing of the comet and Cortés’s arrival was a coincidence, but some people see messages or warnings in events such as comets and eclipses.

Have students study the second image. Ask them what they see. What details do they notice in the image? What do they think those details mean?

After students have studied the images, ask the following questions:

LITERAL—What is the Aztec person observing in the sky? (5.2, 5.2.a, 5.2.b, 5.2.c, 5.13)

- » The Aztec person on top of the building is observing a comet that appeared over the Aztec capital city of Tenochtitlán in 1519.

EVALUATIVE—What major differences are there between the Spanish and the Tlaxcalans in the second image? (5.2, 5.2.a, 5.2.b, 5.2.c, 5.4, 5.14.d)

- » The Spanish are on horses, but the Tlaxcalans are on foot. The Spanish are wearing armor, and the Tlaxcalans are not (although they do have shields). Also, the Spanish are in front, which might mean they are leading the march or are in charge.

Distribute the Primary Source Analysis (AP 1.2), and have students complete the handout with a partner.

Activity Page



AP 1.2

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. **(5.1)**
- Review and discuss the Framing Question: “Why and how did Europeans colonize the Americas?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Why and how did Europeans colonize the Americas?”
 - » Key points students should cite include: Europeans wanted wealth, power, and to convert people to Christianity; the Spanish established the encomienda system and built missions; Spanish conquistadors conquered the Aztec and Inca empires; the English, French, and Dutch set up colonies with only minor resistance.
- Choose one of the Core Vocabulary words (*conquistador*, *mission*, *encomienda*, or *joint-stock company*), 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/>

CHAPTER 3

TOPIC: The Columbian Exchange and the Transatlantic Slave Trade

The Framing Question: What were the consequences of the Columbian Exchange and the slave trade?

Primary Focus Objectives

- ✓ Explain the Columbian Exchange and its effects on both Europe and the Americas. (5.14.e)
- ✓ Explain the reasons for the African slave trade. (5.14.f, 5.14.g)
- ✓ Describe the experiences of enslaved Africans. (5.14.g)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plantation, cost-effective, inhumane, indentured servant, cargo, chattel, export, cultivation, and overseer.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Columbian Exchange and the Transatlantic Slave Trade”:

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

Materials Needed

Activity Pages



AP 1.2

AP 1.4

- display copy of The World in 1500 (AP 1.4)
- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

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 (37)

Example: A plantation grew crops to be sold rather than eaten.

Variations: plantations

cost-effective, adj. providing benefits without costing much money (38)

Example: Buying a new phone every year is not a very cost-effective decision.

Variations: cost-effectiveness (n.)

inhumane, adj. cruel, lacking mercy (28)

Example: Many people object to the inhumane treatment of laboratory animals.

Variations: inhumanity (n.)

indentured servant, n. a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit (39)

Example: When the indentured servant completed her contract, she would be given her freedom and a piece of land.

Variations: indentured servants

cargo, n. goods transported by a ship, plane, or truck (40)

Example: A common sight on highways is trucks moving cargo from one location to another.

Variations: cargoes

chattel, n. personal property (40)

Example: Enslaved persons were considered chattel.

export, v. to send goods to sell in another country (42)

Example: Companies in the United States export goods they create all around the world.

Variations: exports, exporting, exported, export (n.)

cultivation, n. the act of preparing ground for growing crops (42)

Example: Cultivation of corn occurs in every state in the United States.

Variations: cultivate (v.)

overseer, n. someone who supervises workers to make sure a job is done properly (43)

Example: The overseer often punished workers who did not complete their tasks.

Variations: overseers, oversee (v.)

Introduce “The Columbian Exchange and the Transatlantic Slave Trade”

5 MIN

Review what students read about European colonization of the Americas. Explain that European exploration and colonization led to two large-scale exchanges that reshaped life in Europe, Africa, and the Americas. One was an exchange of plants, animals, and diseases. The other was a forced migration of human beings.

Ask students to define the word *slavery*. Help students recognize that slavery, by definition, means a lack of choice and a lack of freedom because it means treating people as property. Point out that we now recognize the practice of enslaving people as cruel, unacceptable treatment. During the historical time period covered by this unit, there were some individuals who opposed this practice, but the majority of those in powerful positions accepted slavery as a means to an end (i.e., the practice of slavery met the much-needed demand for labor in areas newly settled by Europeans, without regard for the effect upon those who were enslaved).

Call students’ attention to the Framing Question. Tell students to look for information about what led to the Columbian Exchange and slave trade and what the consequences of these activities were.

Guided Reading Supports for “The Columbian Exchange and the Transatlantic Slave Trade”

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.

Note: Students may find the content of this chapter disturbing, so it is especially important to provide students with opportunities for discussion. You may find that you want to intersperse Additional Activities with the reading instead of reading the chapter straight through and conducting the activities at the end.

“A Changing World” and “The Columbian Exchange,” pages 34–37

Scaffold understanding as follows:

Read the sections on pages 34–37 aloud.

SUPPORT—Direct students to the diagram of the Columbian Exchange on page 36. Point out that the exchange included not just food, but also animals and diseases. Ask students to think about what European cuisine and American cuisine were like before this exchange. (5.3, 5.14.e)

After reading the text, ask the following questions:

LITERAL—What are three foods that were brought to Europe, Africa, and Asia from the Americas by the Columbian Exchange? (5.14.e)

- » Students should name any three of these foods: turkey, peanuts, potatoes, tomatoes, corn, or cacao.

INFERENTIAL—What animal was brought to the Americas from Europe? (5.14.e)

- » horses

Note: You may wish to stop here and conduct one or both of the Columbian Exchange Additional Activities before moving on to the sections about slavery.

“Slavery in the Americas,” pages 37–40

Scaffold understanding as follows:


Have students read the section on pages 37–40 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *plantation*, *cost-effective*, *inhumane*, and *indentured servant*, and explain their meanings.

SUPPORT—Review the definition of *indentured servant*. Ask students to name similarities and differences between indentured servants and enslaved persons. (Possible answer: Both require an individual to provide forced labor to an employer, but indenture is only for a certain amount of time, and slavery is usually for a lifetime.) (5.4, 5.14.g)

SUPPORT—The transatlantic slave trade only began after the Portuguese arrived in the Americas. The slave trade reached its height in Brazil in the late 1700s with the increase in demand for sugar in Europe. In Brazil, the plantation system was often referred to as an *engenho* [engine], or sugar mill complex. There were so many slaves in Brazil that it is estimated that half the population in 1800 was enslaved.

SUPPORT—The British colonies in the Caribbean made very extensive use of enslaved people on their plantations. For example, by 1680, plantations in Barbados (an island in the Caribbean, and a British colony) were worked by thousands of enslaved people.

 **SUPPORT**—Direct students to the map The Triangular Trade on page 39. Read the last paragraph of the section aloud, and have students trace the routes described in the text as you do so. (5.6, 5.14.g)

After students read the text, ask the following questions:

LITERAL—Who did Spanish colonists use at first to work on plantations in the Americas? (5.14.f, 5.14.g)

- » They used Indigenous people.

EVALUATIVE—Why did it become difficult for plantation owners in places like the Caribbean to use Indigenous people for cheap labor? (5.14.f, 5.14.g)

- » Disease and war had killed too many of them.

LITERAL—How did the first Africans arrive in the English North American colonies? (5.14.g)

- » The first Africans were brought to Virginia by Dutch pirates, who traded the captives for food.

LITERAL—Using the map on page 39, describe the components of the trading triangle that existed among Europe, Africa, and North America beginning in the mid-1600s CE. (5.6, 5.7, 5.14, 5.14.f, 5.14.g)

- » One side carried iron products from Europe to Africa. Another side transported enslaved Africans from Africa to North America and carried rum and iron products from North America to Africa. The final side carried timber, grain, tobacco, and rice from North America to Europe and tools, clothing, and other manufactured goods from Europe to North America. There was also trade of sugar, molasses, and enslaved Africans from the Caribbean islands to North America and grain, meat, and fish from North America to those islands.

“Middle Passage,” pages 40–41

Scaffold understanding as follows:

Have students read the section on pages 40–41 independently.

CORE VOCABULARY—Point out the vocabulary terms *cargo* and *chattel*, and explain their meanings. Explain that treating people as cargo or chattel is one of the ways slavery was an inhumane practice.

SUPPORT—The transatlantic slave trade was the largest movement of people in history. Between ten and fifteen million Africans were forcibly transported across the Atlantic between 1500 and 1900. But this figure grossly understates the actual number of Africans enslaved, killed, or displaced as a result of the slave trade. At least two million Africans—10 to 15 percent—died during the infamous Middle Passage across the Atlantic. Another 15 to 30 percent died during the march to or confinement along the coast. Altogether, for every one hundred enslaved Africans who reached the New World, another forty had died in Africa or during the Middle Passage.

SUPPORT—Five million enslaved people were sent to Brazil and 4.5 million to the Caribbean. About 500,000—or half a million—people were brought to the United States. Although they were from the same continent, enslaved people were a diverse group who spoke different languages, followed different religions, and could not always communicate with one another.

After students read the text, ask the following questions:

LITERAL—About what percentage of enslaved Africans did not survive the Middle Passage? (5.14.g)

- » About fifteen percent of enslaved Africans did not survive the voyage from Africa to the Americas.

INFERENTIAL—What adjectives would you use to describe the experience of the Middle Passage? (5.14.g)

- » Possible answers: *crowded, inhumane, dangerous, cruel, difficult, traumatic*

LITERAL—What happened to enslaved Africans who survived the Middle Passage? (5.14.g)

- » Enslaved Africans who survived the Middle Passage were sent to plantations in Brazil, the Caribbean, and the English colonies in North America.

“The Growth of Slavery in the Colonies,” pages 41–42

Scaffold understanding as follows:

Invite volunteers to read the section on pages 41–42 aloud.

CORE VOCABULARY—Point out the vocabulary terms *export* and *cultivation*, and explain their meanings.

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

LITERAL—True or false: slavery was only found in the Southern colonies. (5.14.g)

- » False. Slavery was practiced in the Northeast, too, but on a smaller scale.

INFERENTIAL—Why was slavery more common in the South than in the Northeast? (5.14.g)

- » The Northeast soil was not good for crops, but the soil in the South was, so the South grew cash crops that required lots of labor, provided first by indentured servants and then by enslaved Africans.

EVALUATIVE—What changed that made enslaved labor more profitable and efficient than the use of indentured servants? (5.14.g)

- » Indentured servants began living longer and costing more; they completed their contracts and then were owed freedom dues from the plantation owners. Because of this, enslaved labor was seen as more efficient and profitable than the use of indentured servants.

“Plantation Life,” pages 42–43

Scaffold understanding as follows:

Read the section on pages 42–43 aloud.

CORE VOCABULARY—Point out the vocabulary term *overseer* and the two parts of the compound word—*over* + *seer*. Have students generate their own definitions of *overseer* using these word parts before checking their definitions against the one in the vocabulary box on page 43. Explain that an overseer on a plantation was like a boss or supervisor, but often with total authority over the enslaved persons he watched over.

After reading the text, ask the following questions:

LITERAL—What work did enslaved people do on plantations? (5.14.g)

- » Enslaved people worked in fields, chopped wood, built fences, cleared roads, dug wells, cooked, and cleaned.

LITERAL—What happened to families of enslaved people? (5.14.g)

- » The families of enslaved people were commonly broken up, and family members were separated from one another.

INFERENTIAL—Why was it easy for owners to mistreat enslaved people without consequences? (5.14.g)

- » Enslaved people could not testify in court or leave the plantation without permission, so an owner or overseer could mistreat an enslaved person without consequences.

INFERENTIAL—What might have been the reason it was illegal to teach enslaved people to read or write? (5.14.f, 5.14.f)

- » If enslaved people could read or write, they could communicate and find ways to become free or organize.

Primary Source Feature: “Excerpt from King Nzinga Mbemba’s Letter to King João III of Portugal,” page 44

Scaffold understanding as follows:



Background for Teachers: Nzinga Mbemba was king of Kongo in the late fifteenth and early sixteenth centuries. He converted to Christianity and took the name Afonso and subsequently converted Kongo into a Christian kingdom. He had close ties with Portugal, and when he discovered that Portuguese merchants were buying and selling enslaved Africans illegally, he stepped in to control the slave trade in Kongo instead.

Direct students to the Primary Source Feature on page 44.

Introduce the source to students by reviewing what students read about the Portuguese and the slave trade. Explain that this source is from a letter by an African king to the Portuguese king about the slave trade.

Read the introductory text aloud. Explain that King Nzinga Mbemba converted to Christianity. When he did so, he took a Christian name—King Afonso I.

Read the first paragraph aloud.

SUPPORT—Point out the word *vassals*. Remind students that they learned about vassals when they studied medieval Europe in Unit 1. Guide students to recall that a vassal is a person who receives land from a ruler and in return promises to fight for the ruler.

SUPPORT—Point out the terms *wares*, *licentiousness*, and *depopulated*. Explain that *wares* are items to sell. *Licentiousness* is a lack of moral restraint. *Depopulated* means that members of the population are disappearing.

Invite volunteers to paraphrase the first paragraph in their own words.

Read the second paragraph aloud.

SUPPORT—Point out the terms *keenly*, *voracious*, and *exempt*. Explain that *keenly* means very much. *Voracious* means extremely hungry. *Exempt* means not having to follow a rule.

Invite volunteers to paraphrase the second paragraph in their own words.

TURN AND TALK—Have students identify the effects of the slave trade on the people of Kongo and what King Nzinga Mbemba wants the king of Portugal to do about it. (5.2, 5.2.a, 5.14.g)

After students have completed the Turn and Talk, ask the following questions:

LITERAL—According to the source, what were the merchants taking? (5.2, 5.2.a, 5.14.g)

- » The merchants were taking the natives of Kongo, or people from the Kingdom of Kongo. Even sons of noblemen and vassals were not safe from the “thieves and men of bad conscience.”

EVALUATIVE—Why were people of the Kingdom of Kongo itself kidnapping their own people? (5.2, 5.2.a, 5.14.g)

- » The kidnappers had a huge desire to obtain Portuguese goods, or “the wares and things of your Kingdoms.”



Distribute the Primary Source Analysis (AP 1.2), and have students complete the handout with a partner.

Timeline Card Slide Deck

- Show students the Chapter 3 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. **(5.1)**
- Review and discuss the Framing Question: “What were the consequences of the Columbian Exchange and the slave trade?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the consequences of the Columbian Exchange and the slave trade?”
 - » Key points students should cite include: the Columbian Exchange brought new crops and animals to continents on both sides of the Atlantic and also introduced new diseases to the Americas; the Europeans wanted cheap labor to work on plantations; millions of Africans were captured and sent across the Atlantic Ocean, a journey during which many of them died; those who survived were sold into slavery; enslaved people were mistreated without consequence for the whites, and most of them stayed enslaved their entire lives.
- Choose one of the Core Vocabulary words (*plantation, cost-effective, inhumane, indentured servant, cargo, chattel, export, cultivation, or overseer*), 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/>

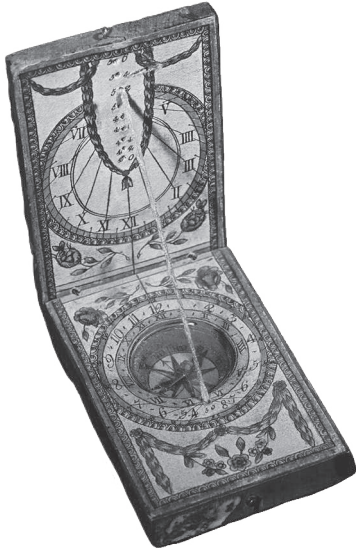
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Assessment: Chapter 1—*European Exploration*

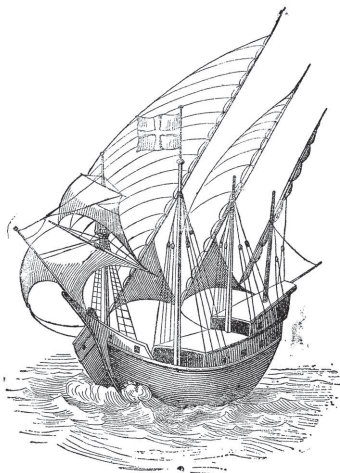
A. On your own paper, write the letter that provides the best answer.

1. Use the image to answer the question.



How was this object used? (5.2, 5.2.a, 5.14.a)

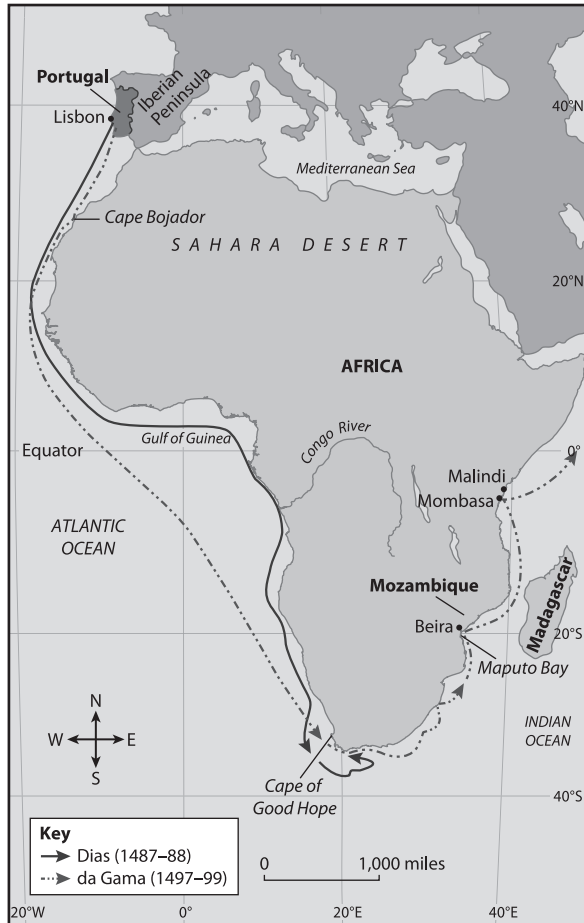
- a) It was used to determine direction with a magnetic pointer.
 - b) It was used to predict weather conditions by measuring air pressure.
 - c) It was used to determine position by measuring the sun, moon, and stars.
 - d) It was used to determine speed by measuring the distance between knots in a rope.
2. Why was Prince Henry of Portugal called Henry the Navigator? (5.14.a, 5.14.c)
- a) He invented the astrolabe and the compass.
 - b) He was the first to sail around the southern tip of Africa.
 - c) He made the most accurate maps of Europe, Africa, and Asia of the time.
 - d) He supported education and developments and got money for exploration.
3. Use the image to answer the question.



Which country developed this type of ship? (5.14.c)

- a) Spain
- b) France
- c) Portugal
- d) Great Britain

Use the map to answer questions 4 and 5.



4. Who explored the coast of East Africa? (5.14.b)

- a) King John I
- b) Bartolomeu Dias
- c) Vasco da Gama
- d) Henry the Navigator

5. According to the map, what did Dias do after passing the Cape of Good Hope? (5.14.b)

- a) He became the first person to sail from Portugal to Asia.
- b) He continued along the east coast of Africa.
- c) He set up a trading post in Madagascar.
- d) He turned around and went back west.

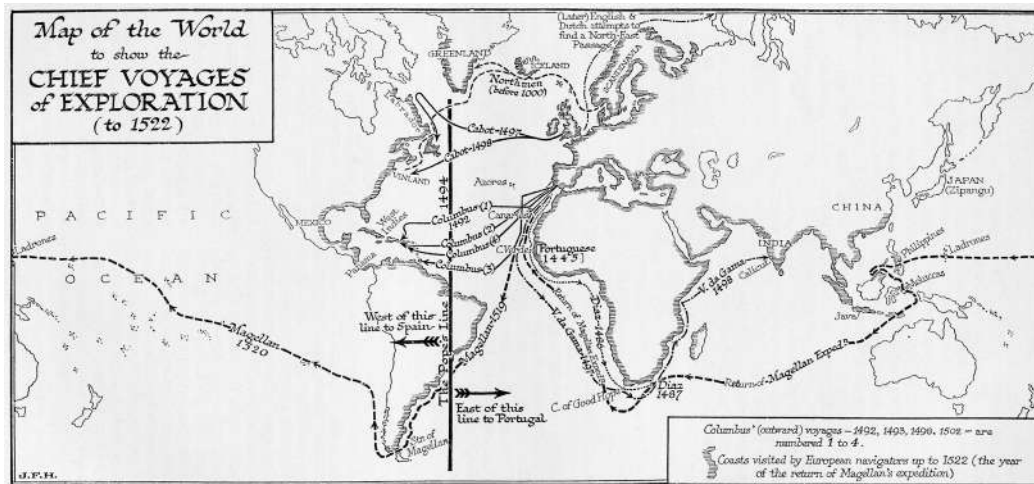
6. The following is an excerpt from Amerigo Vespucci's account of his first voyage (1497 CE):

"The wealth that we enjoy in this our Europe and elsewhere, such as gold, jewels, pearls, and other riches, they hold as nothing; and although they have them in their own lands, they do not labour [work] to obtain them, nor do they value them."

Who is Vespucci referring to in the excerpt? (5.2, 5.2.a, 5.14.b)

- a) the Catholic Church
- b) the crew of his ships
- c) King Ferdinand and Queen Isabella
- d) Indigenous peoples he encountered

7. Use the map to answer the question.



What does the line down the middle of the map represent? (5.14.b)

- a) the Treaty of Tordesillas
 - b) the known world as of 1494
 - c) the limits of the Catholic Church's influence
 - d) the rivalry between Europe and the Americas
8. What was Vasco Núñez de Balboa was the first European to see? (5.14.b)
- a) the Mississippi River
 - b) the Northwest Passage
 - c) the South American continent
 - d) the east coast of the Pacific Ocean
9. What was the main achievement of Magellan and his fleet? (5.14.b)
- a) They were the first Europeans to circumnavigate the globe.
 - b) They discovered many forms of wildlife unknown to Europeans.
 - c) They claimed much of the Americas for the Portuguese.
 - d) They were the first Europeans to trade with China and India.

10. Which statement best explains an effect of the Treaty of Tordesillas in 1494?

- a) It encouraged other European countries to colonize the Americas.
- b) It created a map for future exploration.
- c) It discouraged other European countries from colonizing the Americas
- d) It created separate areas for colonization.

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

Which European kingdom was most successful in its exploration of the Americas? Make a claim and support it with evidence from the chapter. (5.5, 5.5.a, 5.14)

Assessment: Chapter 2—Colonization of the Americas

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

1. Who did Columbus encounter in the Bahamas? (5.14.a)
 - a) the Portuguese
 - b) the Taínos
 - c) the Aztec
 - d) the Inca
2. How did Hernán Cortés defeat the Aztec? Select the **two** correct answers. (5.14.d)
 - a) He used their enemies to trick their leader.
 - b) He started a civil war among the Aztec leaders.
 - c) He used weapons the Aztec could not defend against.
 - d) He poisoned their food supply and attacked while they were ill.
 - e) He captured their leader, demanded ransom, and then killed him anyway.
3. Use the image to answer the question.



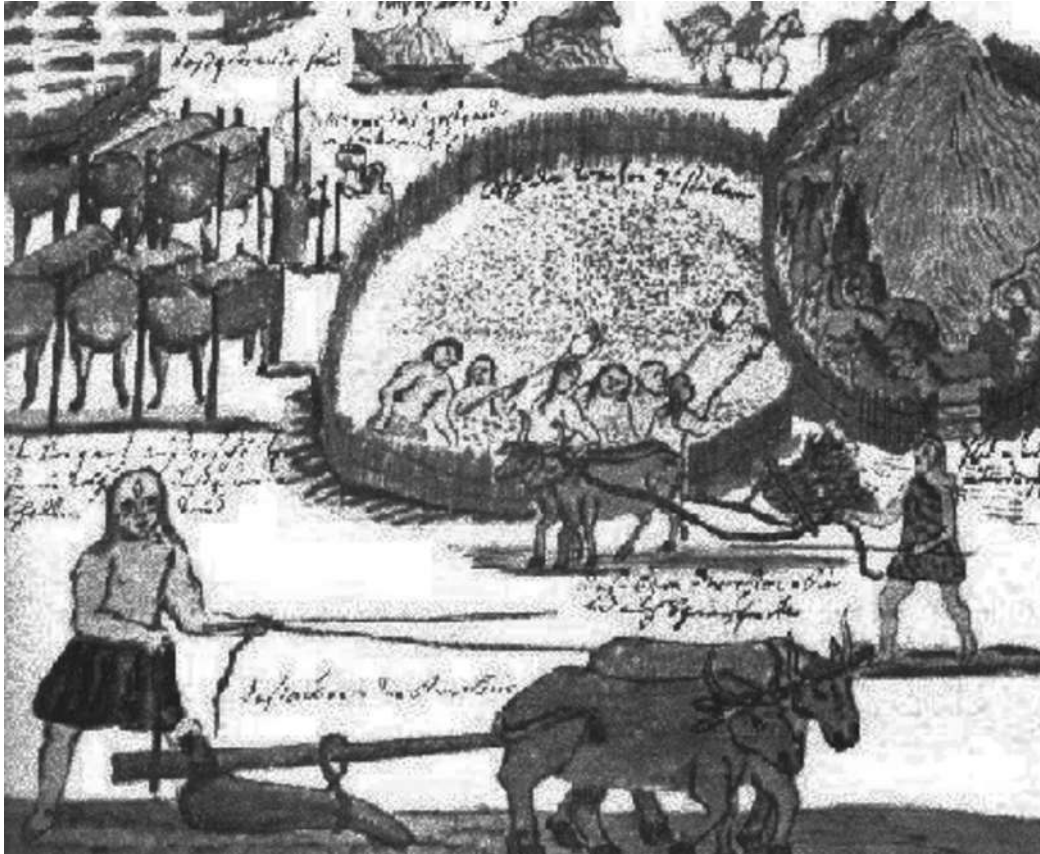
This man led the conquest of the Inca. Who was he? (5.14.d)

- a) Hernán Cortés
- b) Francisco Pizarro
- c) Hernando de Soto
- d) Christopher Columbus

4. Why did the Spanish set up missions in the Americas? (5.14.a, 5.14.f)

- a) to train Indigenous people as warriors
- b) to gain gold and silver
- c) to spread Christianity
- d) to help the poor

5. Use the image to answer the question.



What system is shown in this image? (5.14.f)

- a) mercantilism
 - b) mission system
 - c) encomienda system
 - d) joint-stock companies
6. What arguments did Bartolomé de Las Casas use to convince people in Spain that the encomienda system was wrong? Select the **two** correct answers. (5.14.f)
- a) Encomiendas were being taken over by the Portuguese.
 - b) Indigenous people were treated badly by the Spanish.
 - c) The Spanish took lands from Indigenous people.
 - d) The encomiendas were too easy to attack.
 - e) The system was not financially stable.

7. What was the purpose of joint-stock companies? (5.14.a)
- to provide soldiers to defend colonies
 - to provide money for building colonies
 - to provide priests to convert people to Christianity
 - to provide interpreters to speak with Indigenous people

Use the map to answer questions 8 and 9.



8. Which kingdom had colonies in the middle of North America? (5.6, 5.7, 5.14)
- the Netherlands (Dutch)
 - France
 - Spain
 - Britain
9. Which kingdom colonized most of Central America? (5.6, 5.7, 5.14)
- Great Britain
 - France
 - Spain
 - Portugal

10. Use the image to answer the following question.



What does the image show? (5.14.d)

- a) people working under the encomienda system
- b) the founding of the Jamestown colony in Virginia
- c) Hernán Cortés marching with the Tlaxcalan allies to attack the Aztec Empire
- d) Pilgrims leaving England because they objected to the practices of the Church of England

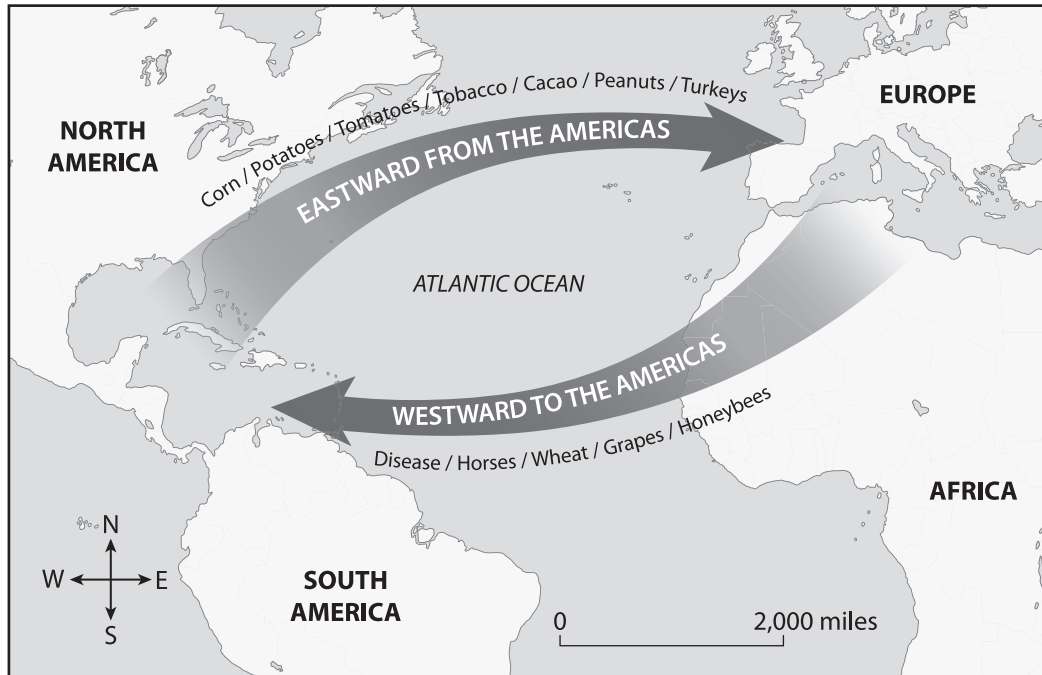
B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the European kingdoms differ in their approaches to colonization? Support your answer with evidence from the chapter. (5.5, 5.5.a, 5.5.b, 5.14)

Assessment: Chapter 3—The Columbian Exchange and the Transatlantic Slave Trade

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

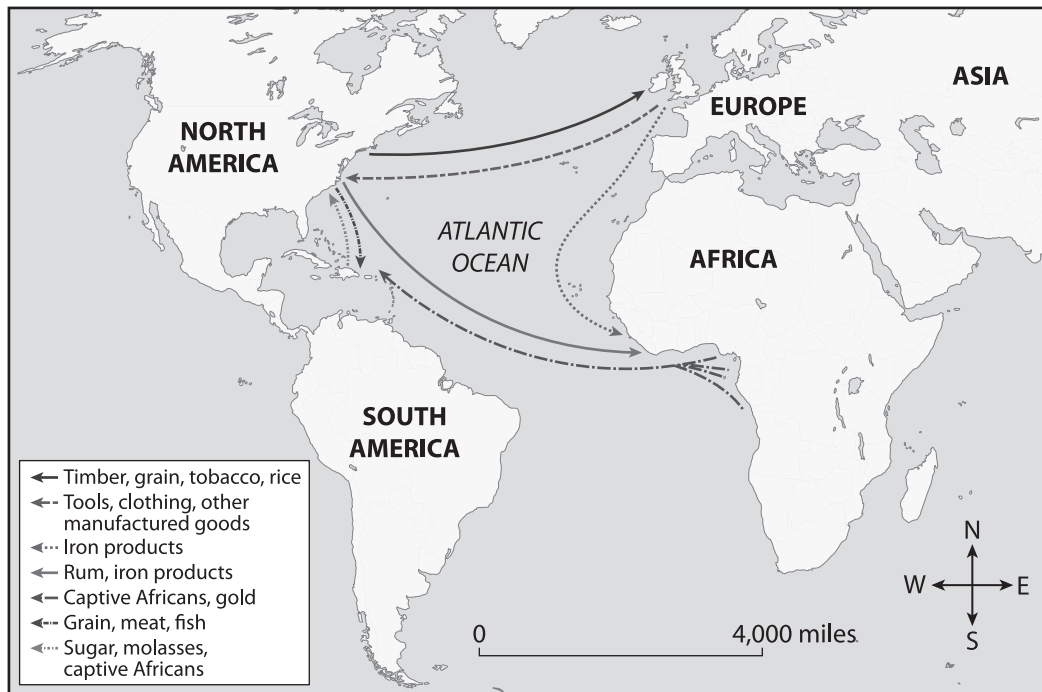
1. Use the map to answer the question.



What did the Europeans bring to the Americas that most likely made it easier to conquer the Indigenous peoples? (5.6, 5.7, 5.14.e)

- a) honeybees
 - b) disease
 - c) grains
 - d) livestock
2. Who did the Spanish first enslave to work on their plantations? (5.14.f, 5.14.g)
- a) Africans
 - b) Portuguese
 - c) other Spaniards
 - d) Indigenous peoples
3. Who brought the first Africans to the British colonies in North America? (5.14.g)
- a) the Dutch
 - b) the British
 - c) the Spanish
 - d) the Portuguese

Use the map to answer questions 4 and 5.



4. What was this series of trade routes called? (5.6, 5.14.g)
 - a) the Columbian Exchange
 - b) the Caribbean Exchange
 - c) the Encomienda System
 - d) the triangular trade
5. What types of goods were transported from the Americas to Europe? (5.6, 5.14.g)
 - a) manufactured goods
 - b) enslaved people
 - c) luxuries and foods
 - d) tools and equipment
6. How long did it take for ships carrying enslaved people from Africa to cross the Atlantic? (5.14.g)
 - a) two to four days
 - b) two to four weeks
 - c) two to four months
 - d) two to four years
7. How long did the transatlantic slave trade last? (5.14.g)
 - a) about fifty years
 - b) about one hundred years
 - c) about three hundred years
 - d) about seven hundred years

8. Why did British colonists stop using indentured servants and begin using enslaved Africans? Select the **two** correct answers. (5.14.g)
- a) The indentured servants began living past the end of their contracts.
 - b) England passed a law that made using indentured servants illegal.
 - c) Indentured servants cost more than enslaved Africans.
 - d) The indentured servants threatened revolt.
 - e) All the indentured servants died.

9. Who did most of the work on plantations? (5.14.g)

- a) enslaved people
- b) Indigenous people
- c) free people
- d) landowners

10. The following is an excerpt from King Nzinga Mbemba's letter to King João III of Portugal:

"We cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of, they grab them and get them to be sold;"

To what is King Nzinga referring to? (5.14.g)

- a) enslavement of Portuguese
- b) enslavement of Africans
- c) indentured servants
- d) tobacco exports

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

How was the rise of slavery in the Americas tied to plantations? Support your answer with evidence from the chapter. (5.3, 5.5, 5.5.a, 5.5.c, 5.14.f, 5.14.g)

Performance Task: *Age of Contact*

Teacher Directions: The Age of Contact brought together peoples from both sides of the Atlantic in unprecedented ways. The colonization of the Americas, along with the Columbian Exchange and the transatlantic slave trade, had lasting consequences for all the civilizations involved.

Activity Page



AP 1.3

Ask students to give a presentation 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 1.3) to organize their thoughts and plan their presentations.

Prompt:

What was the greatest effect or consequence of the Age of Contact? (5.5, 5.5.a, 5.5.c, 5.5.d, 5.14)

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:	The greatest consequence of the Age of Contact was the spread of people from Europe and Africa to the Americas, along with the conquest of many Indigenous American cultures.
Reason:	North America and South America changed dramatically after initial contact with Europeans. New plants and animals were introduced, along with new diseases. Christianity was introduced and then spread. People with different cultures arrived from Europe and Africa. Some of the Europeans led conquests against the Indigenous peoples of the Americas.
Evidence:	Prior to contact with Europeans, large civilizations existed on both American continents. Within just a few hundred years after contact, many of those civilizations had their numbers greatly reduced. This was done both intentionally through conquest and unintentionally through the spread of disease. In addition, many Africans were brought across the Atlantic against their will and forced to work the rest of their lives enslaved.
Counterclaim and answer:	Some people may claim that the Columbian Exchange also allowed new plants, animals, and ideas to spread from the Americas to Europe. While this is true, this fact is dwarfed by the conquest of Indigenous civilizations and the loss of life and freedom of Africans inflicted by the Europeans.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

3	<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 presentation is clearly articulated and focused and demonstrates strong understanding of the Age of Contact.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Exploration of the Americas led to the first European contact with many Indigenous cultures.• Europeans went to the Americas in order to gain wealth and spread their religion.• Europeans had a devastating effect on Indigenous populations, both intentionally and unintentionally.• Europeans conquered, killed, and enslaved many Indigenous peoples.• Europeans brought diseases that killed many Indigenous people.• The Columbian Exchange traded new foods and animals across the Atlantic.• The European pursuit of wealth led them to use enslaved labor. When Indigenous labor ran out, they turned to Africa instead.• The African slave trade was devastating for millions of people and had a lasting impact across both of the American continents.
2	<p>Response is mostly accurate, 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 Age of Contact, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections among the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized, 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 Age of Contact, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
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 Age of Contact. The presentation may exhibit major issues with organization and/or focus.

Name _____

Date _____

Performance Task Activity: Age of Contact

What was the greatest effect or consequence of the Age of Contact? Create a presentation that makes a claim and supports it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Age of Contact* as well as from the sources and resources in the unit activities.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

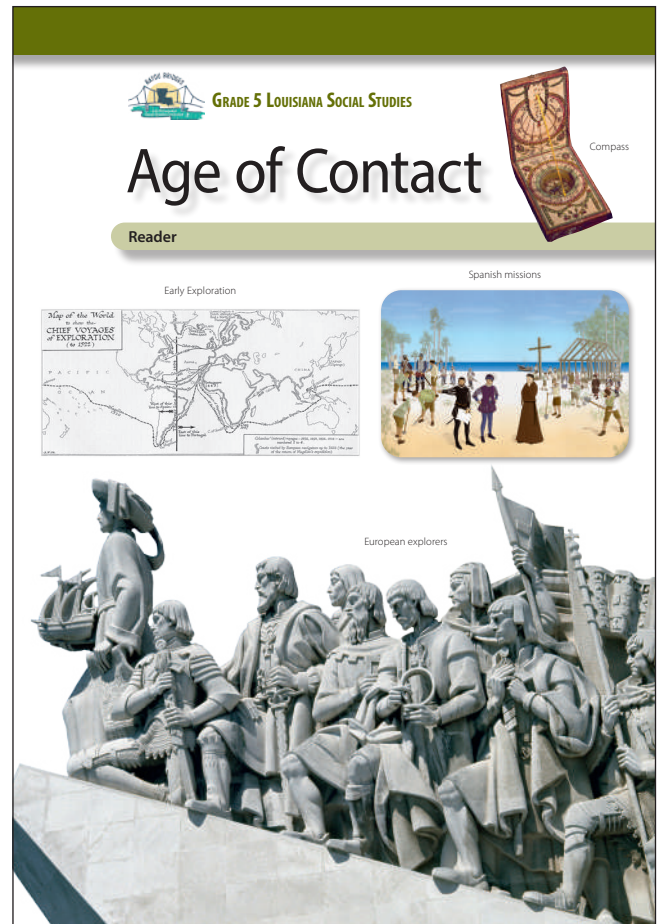
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about European exploration and conquest of the Americas, from voyages of exploration to the establishment of colonies.

In this unit, students will study the reasons for and consequences of European exploration and colonization. They will read about European conquest of Indigenous civilizations, enslavement of Indigenous peoples, and the use of the mission system to spread Christianity. They will also learn about the Columbian Exchange and the transatlantic slave trade.

As part of their study of the slave trade, students will learn about the treatment of enslaved Africans during the Middle Passage and on plantations in the Americas. This information is presented in a factual, age-appropriate way.

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 _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its purpose, message, and/or audience.

Draw a conclusion from or about the source.

Name _____

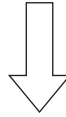
Date _____

Activity Page 1.3

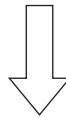
Use with Performance Task

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?*



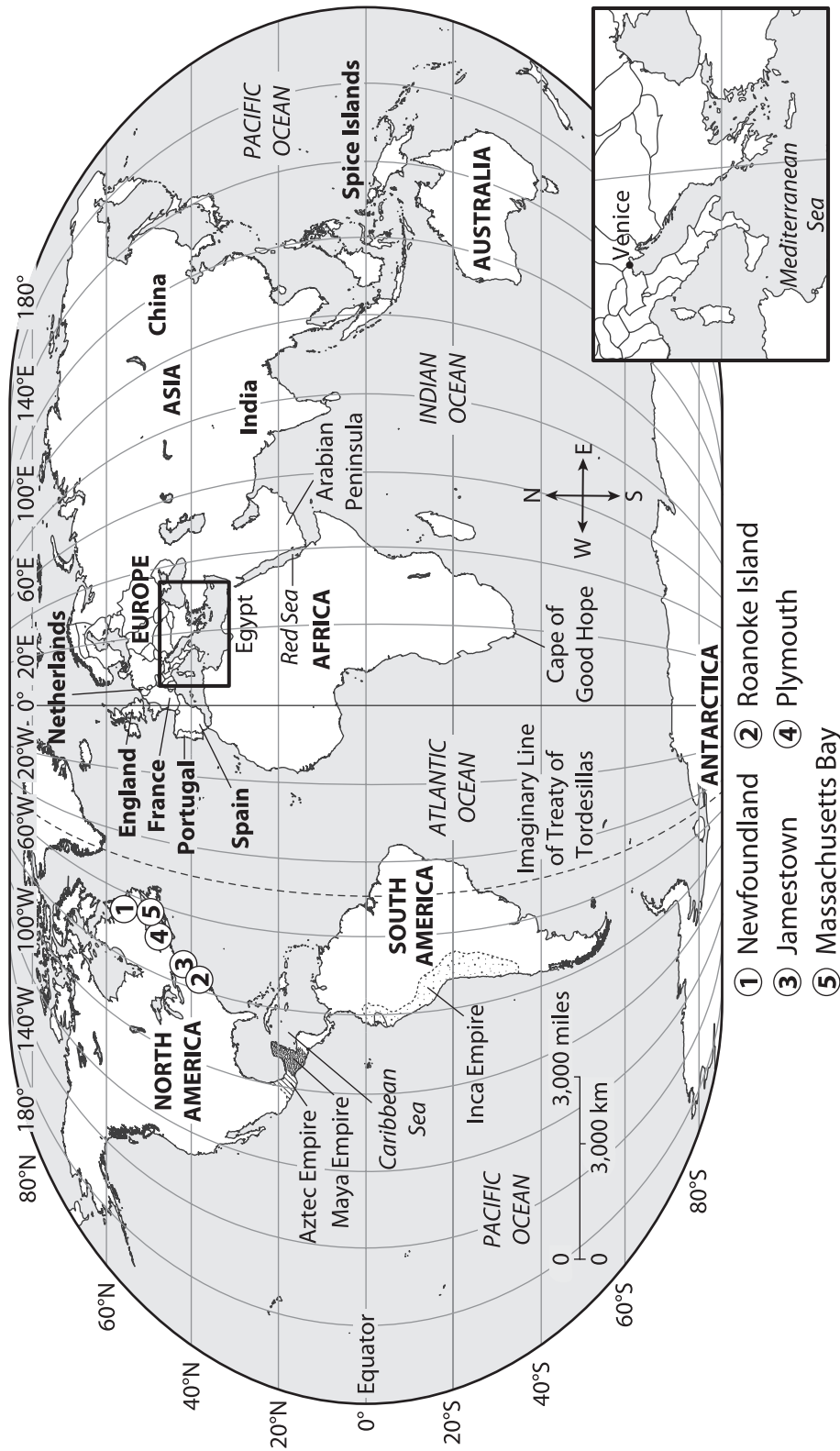
RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

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

Activity Page 1.4

Use with Chapters 1-3

The World in 1500



Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

Use the words in the word bank to complete each sentence.

mercantilism	navigation	astrolabe	compass	caravel
hull	validate	colonization	mutiny	circumnavigate

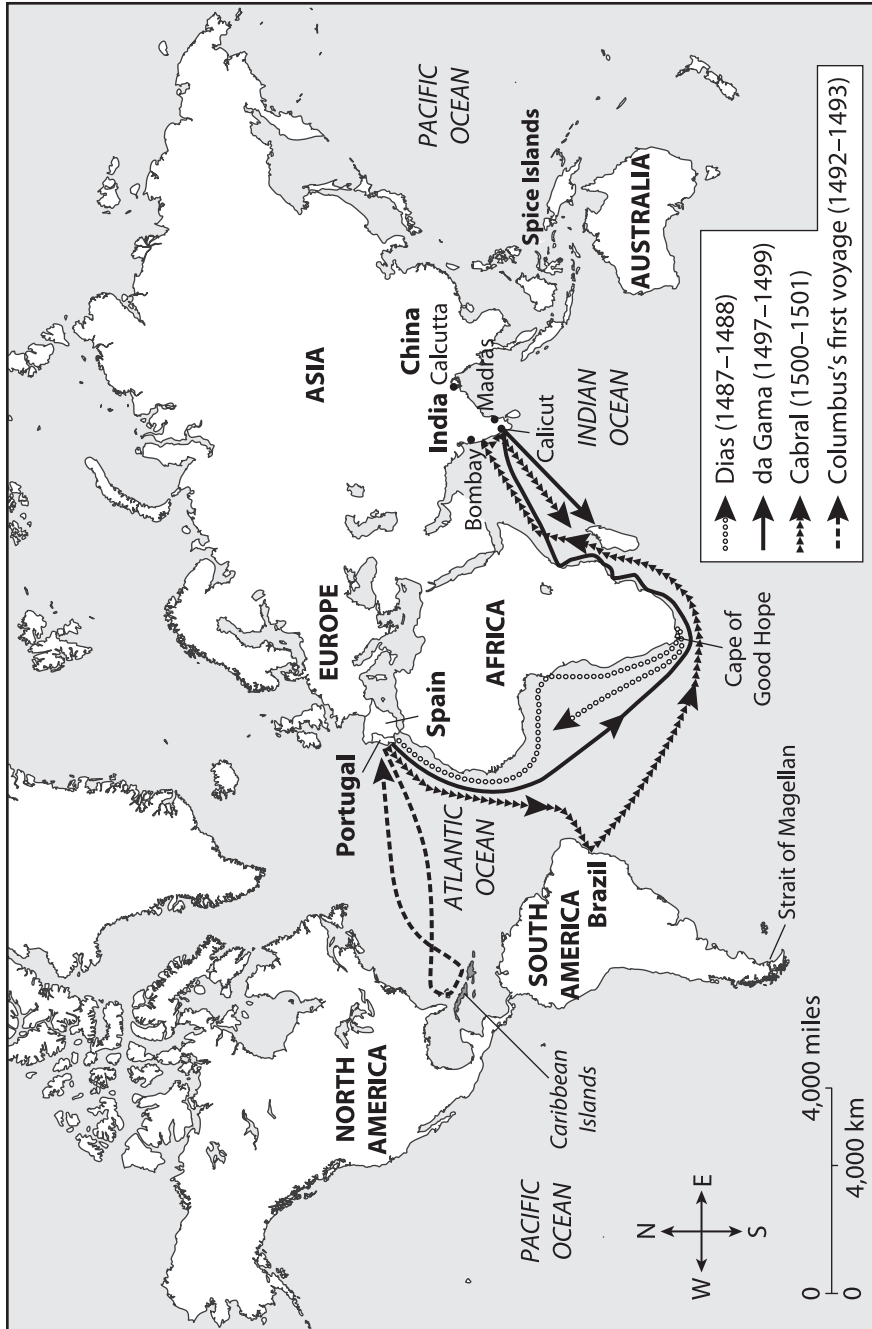
1. It takes a long time to _____ the globe.
2. Your teacher must _____ your homework when you turn it in.
3. A(n) _____ uses a magnet to tell direction.
4. If sailors did not like their captain, they could _____.
5. A ship's _____ must be strong to keep water out.
6. Sailors used a(n) _____ to figure out the position of their ship.
7. European _____ of the Americas led to conflict with the people already living there.
8. The new _____ was faster than ships had been before.
9. An important skill for any sailor is _____.
10. Many European countries worked under the economic concept of _____.

Activity Page 1.6

Use with Chapter 1

Early Portuguese and Spanish Exploration

Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. Which explorers sailed to or around the Cape of Good Hope?

2. Which explorers reached the Americas?

3. Which explorer sailed farthest west?

4. Which explorer made the longest journey?

Name _____

Date _____

Activity Page 1.7

Use with Chapter 1

Routes of the Explorers

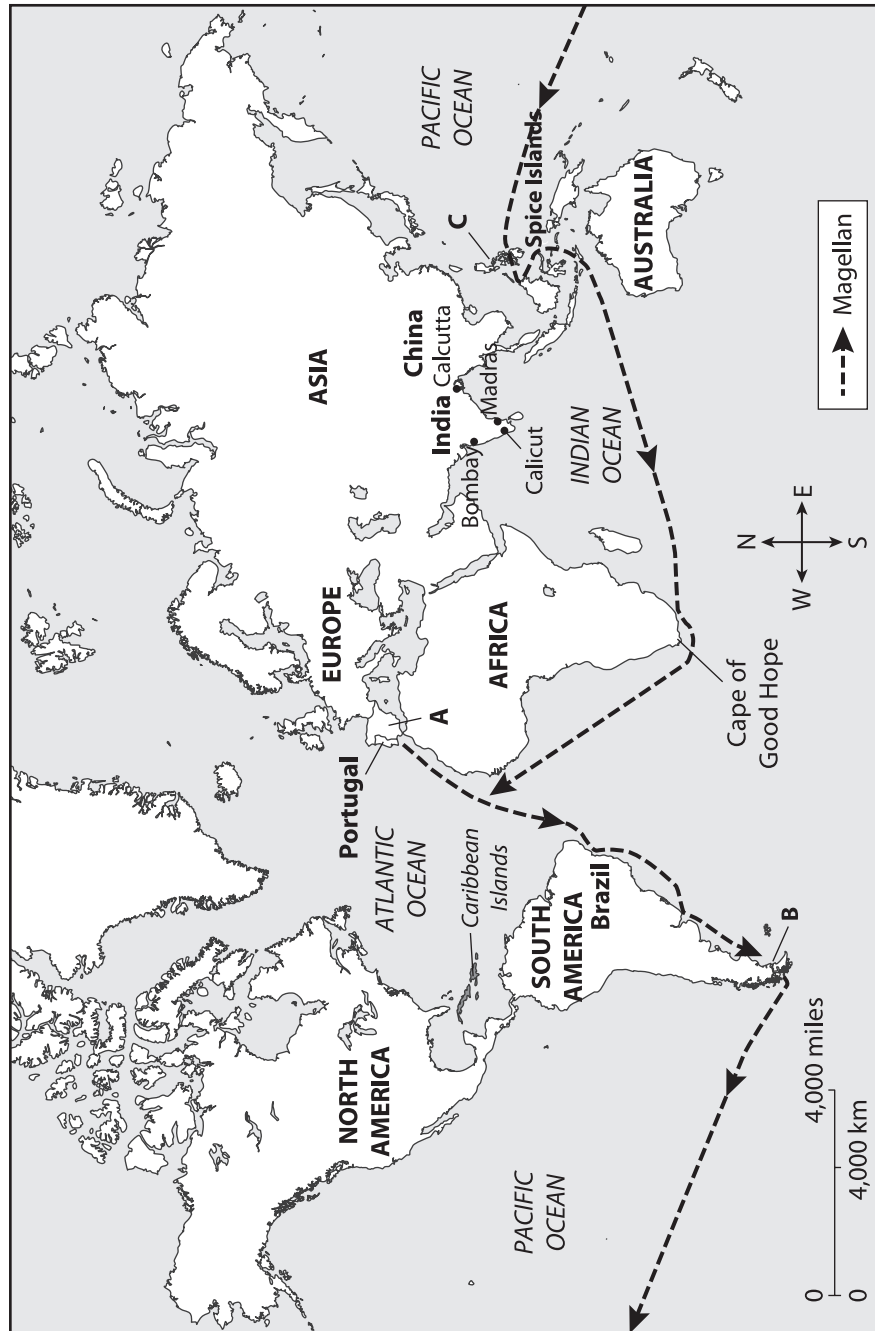


Activity Page 1.8

Use with Chapter 1

Magellan's Voyage

Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 1.8 (continued)

Use with Chapter 1

1. Which letter on the map represents the strait Magellan passed through?

2. Which letter on the map shows where Magellan's crew took over the expedition?

3. What is the approximate distance that Magellan traveled between the Cape of Good Hope and the tip of South America?

4. After Magellan's fleet passed south of South America, which direction did they travel?

5. Which letter on the map represents the final destination of the voyage?

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

For each word, write the letter of the definition.

- | | | |
|-------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | 1. conquistador | a) a system in which Spain offered grants of land and enslaved people to reward conquerors |
| _____ | 2. mission | b) providing benefits without costing much money |
| _____ | 3. encomienda | c) a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit |
| _____ | 4. joint-stock company | d) goods transported by a ship, plane, or truck |
| _____ | 5. plantation | e) the Spanish word for conqueror |
| _____ | 6. cost-effective | f) to send goods to sell in another country |
| _____ | 7. inhumane | g) someone who supervises workers to make sure a job is done properly |
| _____ | 8. cargo | h) a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner |
| _____ | 9. chattel | i) cruel, lacking mercy |
| _____ | 10. export | j) a company that raises money by selling shares, or interest in the company, in the form of stock |
| _____ | 11. indentured servant | k) the act of preparing ground for growing crops |
| _____ | 12. cultivation | l) a settlement built for the purpose of converting Native Americans to Christianity and expanding territory |
| _____ | 13. overseer | m) personal property |

- 5.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2** Use a variety of primary and secondary sources to:
- a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 5.3** Explain connections between ideas, events, and developments in world history.
- 5.4** Compare and contrast events and developments in world history.
- 5.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 5.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7** Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8** Describe the origin and spread of major world religions as they developed throughout history.
- 5.9** Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
- a)** Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
 - b)** Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - c)** Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - d)** Describe the development of feudalism and manorialism and their role in the medieval European economy.
 - e)** Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.
 - f)** Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.

- g)** Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.
- h)** Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a)** Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b)** Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c)** Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- a)** Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- b)** Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- c)** Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- d)** Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

- a)** Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- b)** Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- c)** Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
- d)** Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.
- e)** Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
- f)** Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
- g)** Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a) Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.
- b) Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c) Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.
- d) Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations.
- e) Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f) Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g) Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h) Identify Moctezuma II and describe features of his reign.
- i) Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j) Explain how the Inca kept their empire together without a written language.

5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.

- a) Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
- b) Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- c) Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.
- d) Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
- e) Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
- f) Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.
- g) Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Answer Key: Age of Contact

Chapter Assessments

Chapter 1

- A.** 1. a 2. d 3. c 4. c 5. d 6. d 7. a 8. d 9. a 10. d
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as Spain explored the largest area and got claim to the most land under the treaty of Tordesillas, and the explorer best known for exploration of the Americas, Christopher Columbus, did so for Spain. Students may instead claim that Portugal was most successful because Portugal staked an early claim through the Treaty of Tordesillas and a Portuguese explorer, Magellan, actually made it to Asia by sailing west, which was the original goal of exploration. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. b 2. a, c 3. b 4. c 5. c 6. b, c 7. b 8. b 9. c 10. c
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as Spain focused on conquest and conversion of people to Christianity; England established joint-stock companies to finance its colonies; and France established trading relationships with the Native Americans. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A.** 1. b 2. d 3. a 4. d 5. c 6. c 7. c 8. a, c 9. a 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as plantations were large and required a lot of people to work; enslaved labor was cost-effective; the Columbian Exchange brought many diseases to the Americas that killed many Indigenous people who would otherwise have been used for enslaved labor; and Africans were brought across the Atlantic and could be kept enslaved their entire lives. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source. The source is a written description of the Indigenous people of the Americas recorded by Amerigo Vespucci.

Connect the source to what you know. Vespucci recognized that the land where he was and the people there were not Asia but a “new world.” He recorded his thoughts about the kinds of people there.

Understand the source. Identify its message, purpose, and/or audience. Vespucci was Italian, so the source was likely meant for other Italians so that they could know what the people of the Americas were like.

Draw a conclusion from or about the source.

Vespucci’s tone in the source makes it clear that he thinks the people he is writing about are not as good as him and his people. This view was shared by many other Europeans and contributed to their conquest, enslavement, and genocide of the Indigenous peoples of the Americas.

Domain Vocabulary: Chapter 1 (AP 1.5)

- | | |
|-------------------|------------------|
| 1. circumnavigate | 6. astrolabe |
| 2. validate | 7. colonization |
| 3. compass | 8. caravel |
| 4. mutiny | 9. navigation |
| 5. hull | 10. mercantilism |

Early Portuguese and Spanish Exploration (AP 1.6)

1. Dias, da Gama, Cabral
2. Cabral, Columbus
3. Columbus
4. Cabral

Magellan's Voyage (AP 1.8)

1. B
2. C
3. about 6,000 miles (3,218 km)
4. West
5. A

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Describe the source. The source is two illustrations from a book about the Aztecs made by people who lived near them.

Connect the source to what you know. The Aztec civilization was large but was conquered by Hernán Cortés. The source was made before this happened.

Understand the source. Identify its message, purpose, and/or audience. The book was made as a record of the Aztecs for the Spanish people.

Draw a conclusion from or about the source. The images do not show the Aztecs as less than the Spanish. However, they do show that Aztec military equipment, including armor and weapons, was not as advanced as the Spanish. This is part of how the Spanish were able to conquer them. It also shows that the Spanish worked with some of the Aztecs to fight against other Aztecs.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature

Describe the source. The source is a letter written from African King Nzinga Mbemba (Afonso I) to Portuguese King João III regarding the slave trade in Kongo by the Portuguese.

Connect the source to what you know. The transatlantic slave trade involved many European nations capturing Africans, sometimes working with other Africans to do so, and forcing them into slavery.

Understand the source. Identify its message, purpose, and/or audience. King Nzinga Mbemba is trying to get King João III to stop the Portuguese in Kongo from capturing the Kongo people and forcing them into slavery. He is especially upset that the Portuguese are capturing Kongo nobles.

Draw a conclusion from or about the source. Although many African leaders participated in the transatlantic slave trade, it is likely that they did not realize the extent of the trade and did not participate with full consent. Prior to the arrival of Europeans, most enslaved people were prisoners of war or criminals. Once the Europeans had established that they could capture some Africans with impunity, they extended that to mean anyone in the kingdom was fair game, including the nobility and people who had neither committed crimes nor been captured in war.

Domain Vocabulary: Chapters 2–3 (AP 3.1)

- | | |
|------|-------|
| 1. e | 8. d |
| 2. l | 9. m |
| 3. a | 10. f |
| 4. j | 11. c |
| 5. h | 12. k |
| 6. b | 13. g |
| 7. i | |



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Renaissance and Reformation
Age of Contact

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