



Colonial town

Colonial America



Teacher Guide

Great Awakening



Colonial farming



English settlement



Colonial America

Teacher Guide



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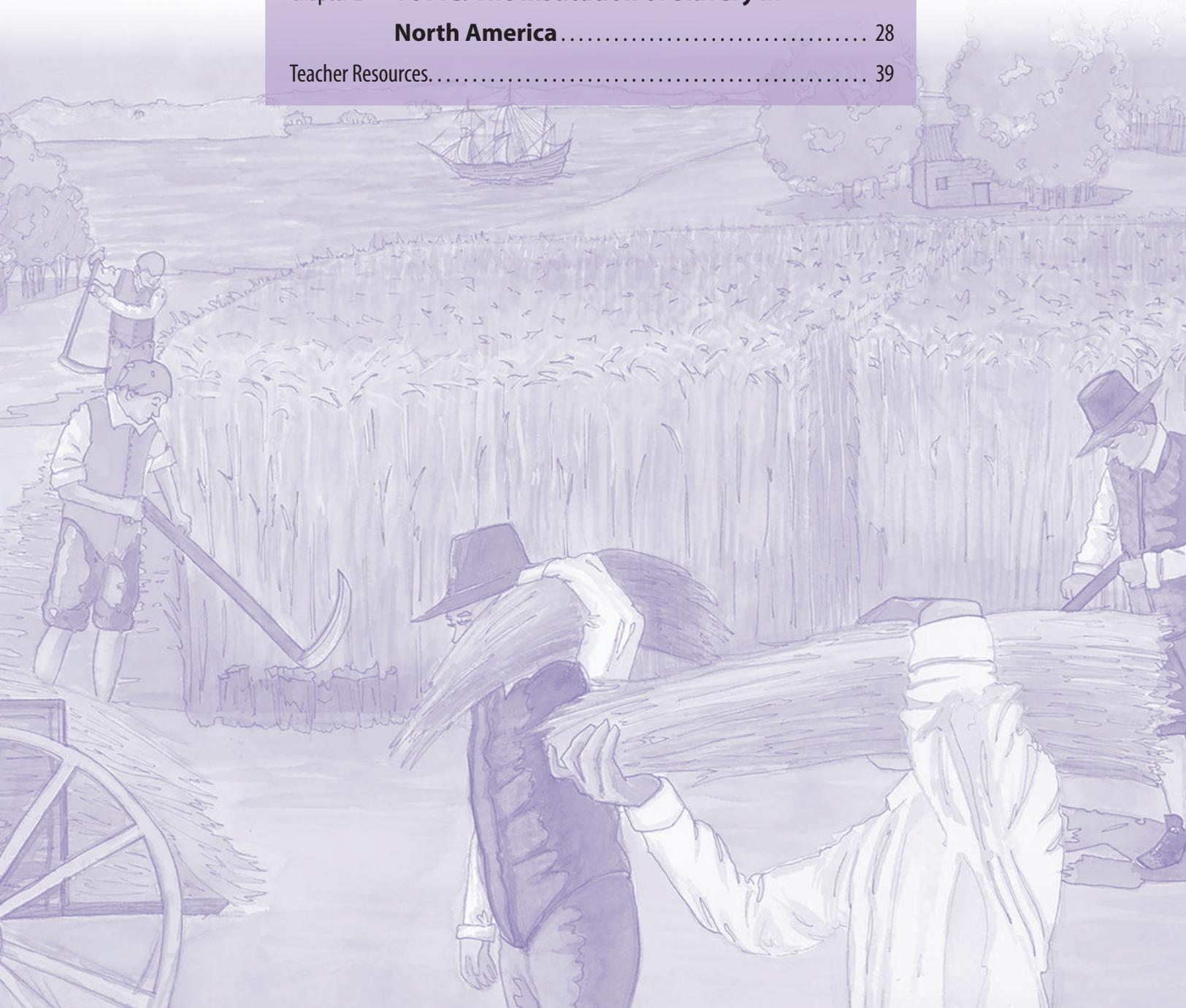
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Colonial America

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Colonial America
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 6

Introduction

ABOUT THIS UNIT

The Big Idea

Similarities and differences between the New England, Southern, and Middle colonies impacted the rise of slavery in North America.

Prior to the American Revolution, thirteen colonies were established by the British on the continent of North America. There was very little interaction between the settlers of the different colonies, which led them to evolve along regional, rather than national, lines. Three distinct regions emerged. The northernmost were called the New England colonies, the southernmost were called the Southern colonies, and those in between were called the Middle colonies. The Atlantic slave trade began during the seventeenth century, and in 1619 CE, the first enslaved Africans were brought to the English North American colonies. The population of enslaved people in North America grew substantially by the middle of the eighteenth century. Each region had its own kind of economy, which influenced the number of enslaved workers in those colonies. Despite the brutality of slavery, enslaved people built a unique African American culture in the colonies.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- Exploration of North America
 - The need for spices encouraged European exploration of North and South America.
 - Columbus arrived in the Caribbean in 1492, leading to the expansion of Spanish land claims in the Americas.
 - Seeing the success of the Spanish, French explorers soon set out for the Americas in search of a Northwest Passage.
 - In 1609, Henry Hudson claimed land around modern-day New York for the Dutch.
- Early settlement
 - The first successful English settlement in North America was established at Jamestown in 1607.
 - After a difficult beginning, Jamestown survived thanks to the leadership of Captain John Smith.
 - English Puritans and Pilgrims in search of religious freedom established the settlements of Plymouth and Massachusetts Bay Colony.
 - Continued settlement by the new colonists led to conflict with the Indigenous peoples of North America.

What Students Need to Learn

- Thirteen English colonies were established on the East Coast of North America and grew as shiploads of immigrants arrived.
- The Southern colonies had mild winters and fertile soil that made them excellent for farming and led to a plantation economy.
- Education was especially important to the New England colonists.
- The number of enslaved people in New England was smaller than in the Southern colonies.
- The Middle colonies had rich soil, a fairly mild climate, and large forests that provided lumber for ships and homes.
- Colonists brought the idea of self-government from England and were influenced by the Magna Carta and English Bill of Rights.
- The Great Awakening was a religious revival that formed in response to the Enlightenment.

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 1500s to the mid-1700s.

1500s	The transatlantic slave trade begins.
1619	The first Africans arrive in the English North American colonies.
1641	Massachusetts becomes the first colony to legally recognize slavery.
1700s	Planters in Maryland, Virginia, and North Carolina begin importing larger numbers of enslaved persons to work in their fields.
1720s–1740s	A religious revival called the Great Awakening spreads through the colonies.
1750	There are thirteen English colonies on the East Coast of what will become the United States.
1750	The Middle colonies have already established a reputation for religious toleration.
mid-1700s	English colonists continue to expand their settlements, and Native Americans continue to resist the English presence.
mid-1700s	The colonies have a strong tradition of self-government.

- Slavery was a brutal institution that changed the lives of millions of people.
- The slave trade began in the 1500s and eventually spread to the Americas. The brutal journey from Africa to the Americas became known as the Middle Passage.
- Enslaved people found ways to maintain their culture, such as by telling stories, singing African music, and dancing.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

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:

- There were three main colonial regions: New England, Southern, and Middle.
- The New England colonies were town-based settlements that relied on maritime industries; they made little use of enslaved workers because the colonists could support their economic activities themselves.
- The Southern colonies were plantation-based settlements that mass-produced cash crops, which relied on a large amount of slave labor.

- The Middle colonies were a combination of both economies.
- Enslaved Africans were forcibly brought to the Americas as part of the triangular trade.
- Slavery was a brutal institution that affected the lives of millions of Africans and their descendants.
- Enslaved Africans brought African culture with them, and over time, a unique African American culture developed.

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

Colonial America Student Reader—two chapters

Teacher Components

Colonial America Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Colonial America* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, primary source analysis, literature connections, and virtual field trips, designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 39.

- 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.

Colonial America Timeline Card Slide Deck—nine individual images depicting significant events and individuals related to colonial America. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

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

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

1500s



Chapter 2

1619



Chapter 2

1641



Chapter 2

1700s



Chapter 2

1720s–1740s



Chapter 1

1750



Chapter 1

1750



Chapter 1

mid-1700s



Chapter 1

mid-1700s



Chapter 1

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 2 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. The first chapter focuses on the regional differences between the colonies, and the second chapter delves deeper into the issue of slavery.

Understanding References to Time in the *Colonial America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Great Awakening occurred between the 1720s and the 1740s, while 1641 was the year Massachusetts became the first colony to legally recognize slavery.

Time to Talk About Time

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

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

USING THE TEACHER GUIDE

Pacing Guide

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

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

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Building Reading Endurance and Comprehension

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

One or more chapters in each Grade 6 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for you to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

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

Turn and Talk

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

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

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

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

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

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided

in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Big Questions
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- | | |
|---|---|
| 1 | How were the New England colonies, the Middle colonies, and the Southern colonies both similar and different? |
| 2 | How and why did slavery spread in North America? |

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 | Parliament, buffer zone, debtor, yeoman, self-government, representative, assembly, regulate, secular, Protestant, denomination |
| 2 | chattel slavery, inhumane, cargo, tropical latitudes, procure |

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 54–63. 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 1–2—Artifact Study (AP 1.2)
- Chapters 1–2—Primary Source Analysis (AP 1.3)
- Performance Task—Claims and Evidence (AP 1.4)
- Chapter 1—The Thirteen Colonies (AP 1.5)
- Chapter 1—Resources in the Thirteen Colonies (AP 1.6)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

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.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Cottman, Michael H. *Shackles from the Deep: Tracing the Path of a Sunken Slave Ship, a Bitter Past, and a Rich Legacy*. Washington, D.C.: National Geographic Children's Books, 2017.

Dunbar, Erica Armstrong, and Kathleen Van Cleve. *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away*. New York: Simon & Schuster, 2019.

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

Woelfle, Gretchen. *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*. New York: Boyds Mills Press/Calkins Creek, 2016.

COLONIAL AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

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

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Colonial America

<p>"The Thirteen Colonies" Core Lesson (TG & SR, Chapter 1)</p>	<p>"The Thirteen Colonies" Core Lesson (TG & SR, Chapter 1)</p>	<p>"Primary Source: From the Journal of Sarah Kemble Knight (1704)" (TG & SR Chapter 1, AP 1.3) and "Primary Source: From 'Positive Information from America' (1683) by Francis Daniel Pastorius" (TG & SR, Chapter 1, AP 1.3)</p>	<p>"The Thirteen Colonies" (TG, Chapter 1 Additional Activities, AP 1.5)</p>	<p>"PRIMARY SOURCE ACTIVITY: The Colonies: Motivations and Realities" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Colonial America

<p>"PRIMARY SOURCE ACTIVITY: The Colonies: Motivations and Realities" (TG, Chapter 1 Additional Activities)</p>	<p>🔗 "PRIMARY SOURCE ACTIVITY: Carolina Colony" (TG, Chapter 1 Additional Activities, NFE 1, NFE 2, AP 1.3)</p>	<p>"Daily Life in Colonial Georgia" (TG, Chapter 1 Additional Activities)</p>	<p>"Life in the Colonies" (TG, Chapter 1 Additional Activities)</p>	<p>🔗 "PRIMARY SOURCE ACTIVITY: The Rights of Englishmen" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.3)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Colonial America

<p>🔗 "PRIMARY SOURCE ACTIVITY: Jonathan Edwards, <i>Sinners in the Hands of an Angry God</i> (1741)" (TG, Chapter 1 Additional Activities, NFE 4, AP 1.3)</p>	<p>Chapter 1 Assessment</p>	<p>"The Institution of Slavery in North America" Core Lesson (TG & SR, Chapter 2)</p>	<p>"The Institution of Slavery in North America" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Primary Source: Olaudah Equiano Describes the Middle Passage" (TG & SR, Chapter 2, AP 1.3) and "Primary Source: Act for Preventing Rebellions (Virginia, 1680)" (TG & SR, Chapter 2, AP 1.3)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Colonial America

"PRIMARY SOURCE ACTIVITY: The Transatlantic Slave Trade: Document-Based Questions" (TG, Chapter 2 Additional Activities)	🔗 "PRIMARY SOURCE ACTIVITY: Thomas Phillips, 'A Journal of a Voyage Made in the <i>Hannibal</i> of London' (1694)" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.3)	"ARTIFACT STUDY: Slavery in Colonial America" (TG, Chapter 2 Additional Activities, AP 1.2)	"PRIMARY SOURCE ACTIVITY: A Woman Named Rose: Slavery in Colonial Massachusetts" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: George Washington and Slavery at Mount Vernon" (TG, Chapter 2 Additional Activities)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Colonial America

🔗 "PRIMARY SOURCE ACTIVITY: Resolution of the Germantown Quakers (1688)" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.3)	"Songs of Slavery" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 2 Performance Task Assessment	Unit 2 Performance Task Assessment
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COLONIAL AMERICA PACING GUIDE

_____’s Class

(A total of twenty-five days has been allocated to the *Colonial America* unit in order to complete all Grade 6 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Colonial America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Colonial America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Colonial America

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Colonial America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Colonial America

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TOPIC: The Thirteen Colonies

The Framing Question: How were the New England colonies, the Middle colonies, and the Southern colonies both similar and different?

Primary Focus Objectives

- ✓ Understand regional differences between the New England colonies, Middle colonies, and Southern colonies. (6.4, 6.9.c)
- ✓ Describe daily life in the colonies. (6.9.g)
- ✓ Explain the role of self-government in the colonies. (6.9, 6.9.a, 6.9.b, 6.11.a)
- ✓ Describe what happened during the Great Awakening. (6.9, 6.11.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Parliament*, *buffer zone*, *debtor*, *yeoman*, *self-government*, *representative*, *assembly*, *regulate*, *secular*, *Protestant*, and *denomination*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Thirteen Colonies”:

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

Materials Needed

Activity Pages



AP 1.1
AP 1.3
AP 1.6

- display copy of Resources in the Thirteen Colonies (AP 1.6)
- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.3)
- Internet access
- capability to display Internet in the classroom
- map of Native American nations in 1750

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

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

Core Vocabulary (Student Reader page numbers listed below)

Parliament, n. in Great Britain, a group made up of representatives and the king or queen that makes the laws for the country (5)

Example: Parliament passed a law ensuring voting rights for all citizens.

Variations: parliamentary (adj.)

buffer zone, n. a neutral area that separates rival nations or factions (5)

Example: A buffer zone often exists between neighboring countries at war.

Variations: buffer zones

debtor, n. a person who owes money (5)

Example: A person who borrows from a bank becomes the bank's debtor.

Variations: debtors, debt (n.), indebted (adj.)

yeoman, adj. describing a person who owns and cultivates a small farm (10)

Example: Most of the people who lived in the colonies were yeoman farmers.

Variations: yeoman (n.)

self-government, n. the ability of people to rule themselves and make their own laws (12)

Example: Self-government was allowed in the colonies because it was difficult for England to govern them from afar.

Variations: self-govern (v.)

representative, n. a person who speaks or acts on behalf of someone else (12)

Example: Senators are a group of elected representatives who work in the U.S. Senate.

Variations: representatives, represent (v.), representation (n.)

assembly, n. a group of people that makes laws (12)

Example: The Louisiana House of Representatives and the Louisiana State Senate are the two houses that make up the state assembly.

Variations: assemblies, assemble (v.), assemblyman (n.)

regulate, v. to control or place limits on (12)

Example: Laws regulate how businesses are run in the United States.

Variations: regulates, regulating, regulated, regulation (n.)

secular, adj. not religious (13)

Example: The U.S. Constitution established a secular government, one not controlled by a particular church or religion.

Protestant, adj. describing a Christian church that separated from the Catholic Church (13)

Example: A Protestant religious revival swept through the colonies in the 1700s.

Variations: Protestant (n.), Protestantism (n.)

denomination, n. a branch of a religion (14)

Example: Baptists are a Protestant denomination of the Christian Church.

Variations: denominations

THE CORE LESSON 35 MIN

Introduce the *Colonial America Student Reader*

5 MIN

Distribute copies of the *Colonial America Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps, charts and graphs, drawings of colonial life, and discussion of slavery.

Introduce “The Thirteen Colonies”

5 MIN

Remind students that in the last unit, they learned about the first English colonies established in North America. Review how Jamestown, Plymouth, Massachusetts Bay Colony, and Pennsylvania were founded. Then explain that students will learn how these four colonies grew into the thirteen colonies that would later become the first thirteen states in the United States.

Call students’ attention to the Framing Question. Tell students to look for similarities and differences between the three regions.

Guided Reading Supports for “The Thirteen Colonies”

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 English Colonies” and “The Southern Colonies,” pages 2–5

Scaffold understanding as follows:

Read the section “The English Colonies” on page 2 aloud.

 **SUPPORT**—Display the map of Native American nations in 1750, and point out the geographic boundaries described in the section.



Read the section “The Southern Colonies” on pages 2–5 aloud.

SUPPORT—Display Resources in the Thirteen Colonies (AP 1.6), and point out the different natural resources colonists used.

SUPPORT—Explain that the founding of Maryland was sponsored by Lord George Calvert, Baron of Baltimore. Maryland’s largest city, Baltimore, is named for him.

CORE VOCABULARY—Point out the vocabulary terms *Parliament*, *buffer zone*, and *debtor*, and explain their meanings.

SUPPORT—Explain that just as Virginia was named for England’s monarch (Queen Elizabeth, the “Virgin Queen”), so was Carolina, which was named for King Charles I.

SUPPORT—Direct students to the map of the thirteen colonies on page 4. Have them find and name the Southern colonies. Discuss how the advantages of the climate of the Southern colonies—a long growing season and fertile soil—led to the creation of an economy centered on cash crops. Students may recall that a cash crop is a crop that is grown to be sold for export. **(6.4, 6.5)**

After reading the text, ask the following questions:

EVALUATIVE—Why did Roman Catholics seek refuge in Maryland? **(6.1)**

- » They were treated poorly in England.

EVALUATIVE—Why was the colony of Georgia created? **(6.1)**

- » Georgia was created to be a buffer zone between Spanish Florida and the rest of the colonies. It was also created to give prisoners and debtors a new start in life.

LITERAL—What made the Southern colonies great for farming? **(6.9.e)**

- » The Southern colonies had mild winters and fertile soil that made them suitable for growing cash crops.

LITERAL—What were the most commonly grown crops in the Southern colonies? **(6.9.e)**

- » The Southern colonies primarily grew tobacco, rice, and indigo.

LITERAL—What jobs did enslaved workers do on large plantations? **(6.9.g)**

- » They did work such as planting and harvesting crops, woodwork and metalwork, and domestic chores in plantation homes.

Scaffold understanding as follows:

Invite volunteers to read the section on pages 5–7 aloud.

 **SUPPORT**—Direct students to the map of the thirteen colonies on page 4. Have them find and name the New England colonies. **(6.5)**

SUPPORT—Explain to students that Thomas Hooker was a Puritan pastor from England who originally settled in Massachusetts before forming a new colony in Hartford, Connecticut, with his followers. Known as the “Father of Connecticut,” he supported the right of all adult male members of a Puritan church to vote, regardless of whether they owned property.

SUPPORT—Discuss with students the Southern colonies and the New England colonies, and note the similarities and differences between them. Explain that those living in the New England and Southern colonies had the same advantages of living near a coast, but the harsher climate in the New England colonies made its colonists less reliant on agriculture as their primary economic activity. **(6.9.c)**

SUPPORT—Explain to students that the vast forests of New England provided a great deal of lumber for the people who built ships.

SUPPORT—Direct students to the chart Population Growth in the New England Colonies on page 6. Explain how to read the chart. Ask: Which colony had the smallest population in 1650? (*Rhode Island*) Did it still have the smallest population in 1700? (*No, New Hampshire’s population was smaller.*) Which colony experienced the greatest population growth from 1650 to 1700? (*Massachusetts*) Point out that today, we have a census every ten years that counts the U.S. population. Back in colonial times, however, there was no census, so historians must use many different sources to determine the colonial population. For this reason, population counts for the colonies do not always agree. **(6.4)**

 **SUPPORT**—Direct students to the map of Native American groups in New England on page 7. Have students find Plymouth and the Wampanoag on the map. Remind students that they read about Plymouth Colony and the Wampanoag in Unit 1, *The Exploration and Settlement of North America*. Invite volunteers to share what they remember. (*Students will likely recall the feast of Thanksgiving.*) Remind students that as settlers encroached on Wampanoag and other Native American lands, it led to war between the colonists and local Native groups. Display the map of Native American nations in 1750, and explain that the movement onto Indigenous lands was not a uniquely New England phenomenon. It occurred throughout all thirteen colonies. **(6.4, 6.5, 6.9.e)**

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

LITERAL—What resources did New England have abundant amounts of? (6.9.c)

- » New England was home to great forests and long coastlines with natural harbors.

EVALUATIVE—Why were New England’s beliefs about education unusual? (6.9.c)

- » The New England colonies emphasized education for both boys and girls. This was because they wanted everyone in their communities to be able to read the Bible.

EVALUATIVE—Why was slavery less common in New England than in the South? (6.9.f)

- » Because the New England economy required fewer workers, colonists could fill jobs themselves without relying much on slavery.

EVALUATIVE—How did the New England economy differ from the Southern economy? (6.9.c)

- » Because of the poor growing conditions, the New England economy could not support itself with farming. Instead, it relied on the maritime industry, with activities such as shipbuilding, whaling, and fishing.

“The Middle Colonies,” pages 8–10

Scaffold understanding as follows:

Have students read the section on pages 8–10 with a partner.

 **SUPPORT**—Direct students to the map of the thirteen colonies on page 4. Have them find and name the Middle colonies. (6.5)

SUPPORT—Remind students that New York City was called New Amsterdam when it was a colony of the Netherlands.

After students read the text, ask the following questions:

EVALUATIVE—Why did the Middle colonies have a reputation for religious toleration? (6.9.c)

- » The Middle colonies were home to more religions than other colonies. The settlers learned to respect each other’s differences rather than fight over them.

EVALUATIVE—How did people from different parts of the world live together in the Middle colonies? (6.2, 6.3)

- » Immigrants in the Middle colonies began to borrow and share ideas, creating a rich cultural heritage. They also shared skills, like farming and building techniques, that helped the colonies prosper.

LITERAL—What crops did the Middle colonies grow? (6.9.c)

- » The Middle colonies primarily grew wheat, rye, and oats.

EVALUATIVE—How was the economy of the Middle colonies a blend of both the New England and Southern economies? (6.7.b, 6.9.c)

- » Like the Southern colonies, the Middle colonies enjoyed a longer growing season than the New England colonies, so they could farm for longer, making large farms more attractive to make a living. But the growing season wasn't as long as it was in the Southern colonies, so the economy needed to be supplemented with other activities. Like the New England colonies, the Middle colonies had access to large forests and could use them in the same way.



EVALUATIVE—How did rivers contribute to the economy of the Middle colonies? (6.9.c)

- » Rivers powered mills that were used to grind wheat into flour, and the Hudson and Delaware Rivers were used to transport crops and flour to markets in port cities like Philadelphia and New York City.

“An Agrarian Society,” pages 10–11

Scaffold understanding as follows:

SUPPORT—Point out the word *agrarian* in the section title. Explain that it means relating to the land. Point out the *agr-* prefix, and explain that it means farming. Invite volunteers to name another word that uses the same prefix. (*agriculture*)

Have students read the section independently.

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

After students read the text, ask the following questions:

LITERAL—How was land distributed in New England? (6.9.c)

- » Town leaders divided up the land among the settlers, laying it out around a common town center using a familiar town structure.

LITERAL—How was land distributed in the Southern colonies? (6.9.c)

- » People lived on large plantations and family farms, far away from their neighbors.

LITERAL—What type of work did artisans do? (6.9.g)

- » Artisans were skilled workers who provided valuable goods and services to the community, such as shipbuilding, carpentry, and shoemaking.

EVALUATIVE—How did the way artisans received an education differ from education received in a classroom? (6.9.g)

- » Some colonists learned a trade from a master craftworker as an apprentice. Once they learned their skill, they could go on to earn a living and even teach others.

“Women and Children in the Colonies,” page 11

Scaffold understanding as follows:

Have students read the section on page 11 with a partner.

SUPPORT—Point out the phrase “gender norms” in the first paragraph of the section. Explain that norms are things that are usual or standard in a society. Gender norms are the accepted or expected roles and responsibilities of men and women in a society.

After students read the text, ask the following questions:

LITERAL—What were the traditional responsibilities of women in the colonies? (6.9.g)

- » Women in the colonies educated children, cooked meals, and made clothing and other household items, like soap and candles.

EVALUATIVE—How did life differ for women in the New England and Southern colonies? (6.9.c)

- » Initially in New England, gender roles were stricter. In the South, in the early years of the colonies, women often worked in the fields and helped with construction projects.

LITERAL—How were young children educated in the colonies? (6.9.g)

- » Most children learned at home, though some New England children went to a neighbor’s house for school. Most boys learned a trade or how to run a business, whereas girls learned how to run a household.

“Self-Government in the Colonies,” pages 12–13

Scaffold understanding as follows:

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

CORE VOCABULARY—Point out the vocabulary terms *self-government*, *representative*, *assembly*, and *regulate*, and explain their meanings.

SUPPORT—This section uses the terms *English* and *British*. *English* refers to people specifically from the country of England, whereas Great Britain is composed of several countries—England, Scotland, and Wales. *British* refers collectively to people from Great Britain. Great Britain was formed in 1707 with a treaty called the Act of Union, which united England and Scotland.

Note: Students in the Bayou Bridges program may recall learning about the Magna Carta in Grade 5, Unit 1, *The Medieval World*.

SUPPORT—Explain that the Enlightenment was a movement that began in Europe in the late seventeenth century and lasted through the eighteenth century. Ideas about natural law, liberty, and the use of reason and science to gain knowledge began to take precedence over traditional religious concepts.

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

EVALUATIVE—Why was self-government practiced in the colonies? **(6.11.a)**

- » Self-government had existed in England for several hundred years, and this tradition continued in the colonies. (Students might also mention that the colonies were too far away for England to rule directly.)

LITERAL—Who could and could not vote in the colonies? **(6.9.g)**

- » White, landowning adult males were the only group allowed to vote. Women, free and enslaved Africans, and Native Americans could not.

EVALUATIVE—Why did the colonists believe the Magna Carta and the English Bill of Rights applied to them? **(6.11.a)**

- » As subjects of the British Empire, the colonists believed that because the king’s rule applied to trade regulations, these protective documents should apply as well.

“The Great Awakening,” pages 13–14

Scaffold understanding as follows:

Read the section on pages 13–14 aloud.

 **SUPPORT**—Remind students that Plymouth, Massachusetts Bay, Pennsylvania, Rhode Island, and Maryland were all founded by people or groups seeking religious freedom.

CORE VOCABULARY—Point out the vocabulary terms *secular*, *Protestant*, and *denomination*, and explain their meanings.

SUPPORT—Explain that there are many denominations within the Protestant branch of Christianity. Although some of the smaller denominations, like Baptists, supported the Great Awakening, many of the more established ones, like Congregationalists, Presbyterians, and Anglicans, were bitterly divided. By the nineteenth century, the supporters of the Great Awakening had become the largest denominations.

After reading the text, ask the following questions:

LITERAL—What European movement contributed to colonial society becoming less religious and more secular? (6.11.a)

- » The Enlightenment contributed to a more secular colonial society.

LITERAL—What was the Great Awakening? (6.9.d, 6.11.a)

- » The Great Awakening was a Protestant religious revival that swept through parts of Europe and the colonies in the 1720s–1740s.

EVALUATIVE—How did the Great Awakening have an effect on American identity? (6.2, 6.11.a)

- » It gave people a sense of community with colonists in other regions and from different backgrounds.

Primary Source Feature: “From the Journal of Sarah Kemble Knight (1704),” page 15

Scaffold understanding as follows:

 **Background for Teachers:** Sarah Kemble Knight was a British teacher and businesswoman. This excerpt is part of a diary she kept of her travels. In it, she details her journey from Boston to New York City in 1704, passing through New Haven.

Direct students to the Primary Source Feature on page 15.

Introduce the source to students by reading the italicized introductory text aloud.

 **SUPPORT**—Direct students to the map of the thirteen colonies on page 4. Have them find New England, Massachusetts, Boston, and Connecticut on the map. (6.5)

Invite a volunteer to read the excerpt aloud.

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

zeal, n. great enthusiasm for something

merriment, n. fun

After the volunteer has read the source, ask the following questions:

LITERAL—In Connecticut, what types of behavior could result in punishment? (6.6, 6.6.a, 6.9, 6.9.g)

- » A harmless kiss or innocent fun among young people could result in punishment.

EVALUATIVE—According to the source, how were the people of Connecticut similar to those in Boston? (6.6, 6.6.a, 6.9, 6.9.g)

- » They were governed by the same laws and were from religious backgrounds.

EVALUATIVE—According to the source, how were the people of Connecticut different from those in Boston? (6.6, 6.6.a, 6.9, 6.9.g)

- » They were much stricter in their policies and punishments.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Primary Source Feature: “From ‘Positive Information from America’ (1683) by Francis Daniel Pastorius,” page 15

Scaffold understanding as follows:

-  **Background for Teachers:** Francis Daniel Pastorius was born in Germany and immigrated to North America in 1683. He founded Germantown, one of the first German settlements in the colonies, which later became part of Philadelphia. Pastorius was highly educated and helped develop the legal and political institutions of Pennsylvania. He was also an early advocate for abolition.

Direct students to the Primary Source Feature on page 15.

SUPPORT—Inform students that William Penn founded the Pennsylvania colony in 1681 CE after he was persecuted in England for having Quaker beliefs. He established Pennsylvania as a haven for Quakers and a place where people would be more tolerant of different religions. Pastorius immigrated to Pennsylvania because he was also a Quaker.

Read the excerpt aloud.

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

dwelling, n. a place to live

provisions, n. food and supplies

fruitful, adj. producing an abundant amount

After reading the excerpt, ask the following questions:

LITERAL—What did Pastorius notice about the growth of Philadelphia when he arrived? (6.6, 6.6.a, 6.9, 6.9.g)

- » He noticed that more housing was being built and the number of inhabitants was increasing.

INFERENTIAL—Why would settlers have become servants if William Penn had not provided support to them? (6.6, 6.6.a, 6.9, 6.9.d, 6.9.g)

- » If Penn had not provided support, they would not have had enough supplies to build lives on their own and would have needed to take jobs as servants in order to survive.

EVALUATIVE—Why would other Germans have wanted to come to Pennsylvania, based on Pastorius’s observations? (6.6, 6.6.a, 6.9, 6.9.g)

- » The soil was very fertile, which would make it possible for settlers to grow food to support themselves and their families. The mill and glass factory would provide goods that new inhabitants could use to build a new life.

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently.

Activity Page



AP 1.3

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (6.1, 6.2)
- Review and discuss the Framing Question: “How were the New England colonies, the Middle colonies, and the Southern colonies both similar and different?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How were the New England colonies, the Middle colonies, and the Southern colonies both similar and different?”
 - » Key points students should cite include: the Southern colonies had a warmer climate and were able to farm large plantations, leading

their economy to develop around cash crops; the New England colonies had poor growing conditions but vast forests and created an economy based around maritime industries, like fishing and shipbuilding; the laws in different parts of New England were similar; the Middle colonies were a combination of both the Southern and New England economies because their climate was a mixture of both. Students should also note similarities, such as that most people were yeoman farmers; artisans played an important role in all regions; most children learned at home rather than at school, with boys having more educational opportunities; and all colonists practiced a form of self-government.

- Choose one of the Core Vocabulary terms (*Parliament, buffer zone, debtor, yeoman, self-government, representative, assembly, regulate, secular, Protestant, or denomination*), and write a sentence using the term.

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

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

Activity Page



AP 1.1

Additional Activities

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

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

CHAPTER 2

TOPIC: The Institution of Slavery in North America

The Framing Question: How and why did slavery spread in North America?

Primary Focus Objectives

- ✓ Explain the transatlantic slave trade and the Middle Passage. **(6.9.f)**
- ✓ Describe how slavery differed among the three colonial regions. **(6.9.c)**
- ✓ Describe what life was like for enslaved people in North America. **(6.9.g)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *chattel slavery*, *inhumane*, *cargo*, *tropical latitudes*, and *procure*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Institution of Slavery in North America”:

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

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- globe or world map

Core Vocabulary (Student Reader page numbers listed below)

chattel slavery, n. private ownership of people **(16)**

Example: Chattel slavery was the main labor source for the Southern plantations.

inhumane, adj. cruel, lacking mercy (18)

Example: Some people consider it inhumane to keep animals caged in a zoo.

Variations: inhumanely (adv.)

cargo, n. goods transported by ship, plane, or truck (21)

Example: Ships carry cargo across the oceans to be sold in foreign countries.

Variations: cargoes

tropical latitudes, n. areas around the equator that remain warm all year (21)

Example: Countries located in the tropical latitudes are popular tourist destinations.

Variations: tropical latitude

procure, v. to gain possession of (24)

Example: As more land in Maryland, Virginia, and North Carolina was used for growing tobacco, growers looked to procure more and more enslaved workers.

Variations: procures, procuring, procured, procurement (n.)

THE CORE LESSON 35 MIN

Introduce “The Institution of Slavery in North America”

5 MIN

Review what students read about the climates, economies, and cultures of New England, the Middle colonies, and the Southern colonies. Remind students that while slavery existed in all three regions, it was especially important in the Southern colonies. Explain that in this chapter, students will read more about slavery in the colonies, including how enslaved Africans were captured and brought to North America.

Call students’ attention to the Framing Question. Tell students to look for reasons why slavery spread in North America and how it did so.

Guided Reading Supports for “The Institution of Slavery in North America”

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 Brutal Institution” and “The Beginnings of the Slave Trade,” pages 16–18

Scaffold understanding as follows:

Read the section “A Brutal Institution” on page 16 aloud.

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

SUPPORT—Explain that chattel slavery (which allows people to be bought and sold as goods) was not the only form of slavery that existed prior to the transatlantic slave trade in the 1500s CE. After a battle, the victors would often take prisoners of war from among their enemies and enslave them. Criminals and debtors also became enslaved persons. With these forms of slavery, a specific event precipitated the slave state, and there were usually provisions that allowed the person to regain their freedom. This is different from chattel slavery, by which an innocent person could be enslaved and the enslavement was never-ending.

Read the section “The Beginnings of the Slave Trade” on pages 16–18 aloud.

Note: Students in the Bayou Bridges program may recall reading about Prince Henry of Portugal in Grade 5, Unit 6, *Age of Contact*.

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

 **SUPPORT**—Use a globe or world map to point out the locations of Ceuta (/syoo*tuh/), Madeira (/muh*deer*uh/), São Tomé (/sow/tuh*meh/), the Azores (/ay*zorz/), and the Canary Islands. Say each name aloud, and have students repeat it after you.

After reading the text, ask the following questions:

EVALUATIVE—How did Prince Henry’s actions lead to slavery in North America? **(6.2)**

» He played a large role in developing the Atlantic slave trade.

LITERAL—What was the main cash crop in areas colonized by the Spanish and Portuguese? **(6.6.a)**

» The main cash crop in areas colonized by the Spanish and Portuguese was sugarcane.

EVALUATIVE—Why did Spanish and Portuguese owners of sugar plantations enslave African people? **(6.6.b)**

» For sugar to be profitable, huge fields of sugarcane had to be planted and harvested, which required many workers. Spanish and Portuguese plantation owners used enslaved Africans to provide the labor.

“Slavery in the New World,” pages 18–19

Scaffold understanding as follows:

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

 **SUPPORT**—Use a globe or world map to point out the locations of Hispaniola (the island shared by Haiti and the Dominican Republic), Brazil, and Barbados.

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

LITERAL—In what industries did the Spanish use enslaved labor? (6.9.h)

- » Enslaved persons mined gold and silver in Mexico and Peru. They also farmed on sugar plantations in the Caribbean.

LITERAL—What other Europeans used slavery? (6.9.h)

- » The Portuguese used slavery in Brazil, and the English used slavery in their Caribbean colonies.

“The Atlantic Slave Trade,” pages 19–20

Scaffold understanding as follows:

Have students read the section on pages 19–20 with a partner.

 **SUPPORT**—Direct students to the map of the triangular trade on page 20. Have them trace the routes with their fingers as you reread the last paragraph of the section aloud. (6.5)

After students read the text, ask the following questions:

LITERAL—What Europeans were involved in the Atlantic slave trade? (6.9.f, 6.9.h)

- » The Portuguese and Dutch were involved in the Atlantic slave trade before the English.

LITERAL—What were the three legs of the triangular trade? (6.9.f)

- » Ships brought raw materials and goods like lumber, tobacco, and sugar from North America to Europe. European ships carried finished goods such as iron, gunpowder, and cloth to Africa. Enslaved persons were transported from Africa to the Caribbean. Later, enslaved persons were shipped to the English colonies in North America.

“The Middle Passage,” pages 20–22

Scaffold understanding as follows:

Read the section on pages 20–22 aloud.

CORE VOCABULARY—Point out the vocabulary terms *cargo* and *tropical latitudes*, and explain their meanings.

SUPPORT—Direct students to the diagram of the slave ship on page 21. What does it suggest about the voyage on the Middle Passage? (*It suggests that the voyage on the Middle Passage was very uncomfortable, as enslaved persons were crowded together and left with little room to move.*) (6.9.f)



Note: You may wish to have students complete a Primary Source Analysis (AP 1.3) about the image.

SUPPORT—Direct students to the map of the transatlantic slave trade on page 22. Ask: Where did most enslaved persons come from? (*West Africa*) How many were transported to the thirteen North American colonies? (*two million*) (6.5, 6.9.f)

After reading the text, ask the following questions:

LITERAL—How were enslaved persons captured and transported? (6.9.f)

- » First, they were either kidnapped by Europeans—although this was rare—or taken as prisoners of war by other Africans. Then they were marched in chains to a seaport, where they boarded a tightly packed ship that sailed across the Atlantic. If they survived the trip, they were sold at a slave market in the Americas, then transported to plantations to begin work.

LITERAL—What was the Middle Passage? (6.9.f)

- » The Middle Passage was the trip across the Atlantic Ocean that enslaved persons had to endure.

INFERENTIAL—How did the conditions on slave ships contribute to the brutality of slavery? (6.9.f)

- » Enslaved people were treated like cargo, not people. Hundreds were crowded on each ship. They were chained on platforms, so they had little ability to move around. Because ships were sailing through the tropical latitudes, the weather was hot, and it became even hotter inside the ships. Because enslaved persons were so tightly packed in the ship, disease spread quickly. If disease did not kill them, many died in revolts against the ship's crew or by suicide.

“Slavery Begins in the English Colonies,” pages 22–23

Scaffold understanding as follows:

Have students read the section on pages 22–23 independently.

SUPPORT—Point out the word *dehumanizing* in the last sentence of the section. Explain that it means treating people as if they are objects instead of human beings.

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

LITERAL—What was the first known instance of Africans being sold in the colonies? (6.7.a)

- » In 1619, Dutch pirates brought a group of imprisoned Africans to Virginia. The pirates traded these people for food.

EVALUATIVE—How did colonies define and regulate slavery? (6.7.c)

- » They defined it along racial, religious, and hereditary lines. Many colonies passed increasingly harsh, dehumanizing laws and legalized the use of brutal punishments against enslaved people.

“Slavery Grows in the Colonies,” pages 23–25

Scaffold understanding as follows:

Read the section on pages 23–25 aloud.

SUPPORT—Remind students that John Winthrop was one of the leaders of Massachusetts Bay Colony.

SUPPORT—Direct students to the graph on page 23. Explain how to read it. The title tells what information is being shown. The y-axis (the up-and-down part of the graph) tells the number of people. The x-axis (the left-to-right part of the graph) tells the region and the year. Ask: Which region had the greatest growth in the population of free and enslaved Africans between 1680 and 1740? (*the Southern colonies*) How does this graph connect to what you already know about the colonies? (*Possible answer: I know that the Southern colonies had large plantations that relied on enslaved labor, so they used more enslaved workers than the other regions. This graph shows data that supports that.*) (6.4, 6.9.c)

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

 **SUPPORT**—Direct students to the map of the enslaved population in the thirteen colonies on page 25. Explain that the percentages reflect the percentage of each colony’s population that was enslaved. Ask: Not including Georgia, which colony had the lowest percentage of enslaved people? (*Massachusetts*) Which colony had the highest? (*South Carolina*) Does this map confirm or contradict the information in the graph on page 23? (*The map confirms the information in the graph. It shows that there was a greater percentage of enslaved people in the Southern colonies compared to the other regions.*) (6.4, 6.9.c)

After reading the text, ask the following questions:

LITERAL—How were enslaved workers used in New England? (6.9, 6.9.c, 6.9.g)

- » Because the economy was not dependent on large plantations, the New England colonists used enslaved workers sparingly, on small farms, as tradespeople, or as domestic servants.

EVALUATIVE—How did the New England colonies benefit from slavery even if they did not use enslaved workers in large numbers? (6.7.c)

- » They benefited from the triangular trade, especially the export of rum.

LITERAL—What was the role of enslaved workers in the Middle colonies? (6.9.g)

- » Enslaved workers in the Middle colonies largely worked as domestic servants or dockworkers or in the fields.

LITERAL—What was the Germantown Quaker Petition? (6.9.d)

- » It was a document that protested slavery in Pennsylvania.

EVALUATIVE—Why did people in the South stop hiring and paying indentured servants? (6.9.g)

- » Buying an enslaved workforce was more profitable.

“Plantation Life and Resistance,” pages 25–26

Scaffold understanding as follows:

Have students read the section on pages 25–26 with a partner.

After students read the text, ask the following questions:

LITERAL—What effect did slavery have on enslaved persons’ families? (6.9.f, 6.9.g)

- » Because enslaved persons could be bought and sold at any time, families were often broken up.

LITERAL—Why was life extremely difficult for enslaved people? (6.9.f, 6.9.g)

- » Beyond the brutal way they were treated physically, enslaved people had no rights at all. They couldn’t travel without permission, they could not testify in court, and they were not allowed to learn how to read or write.

LITERAL—How did enslaved workers resist the practice of slavery? (6.9.f, 6.9.g)

- » Some tried to escape or organized in violent rebellions, but most resisted in subtler ways, like working slowly, pretending to be sick, or “accidentally” breaking tools.

“Keeping African Culture Alive,” pages 26–27

Scaffold understanding as follows:

Invite volunteers to read the section on pages 26–27 aloud.

SUPPORT—Point out the word *grueling* in the third paragraph of the section. Explain that *grueling* means physically difficult or exhausting.

SUPPORT—Note the phrase “slave quarters” in the third paragraph of the section. Explain that quarters are lodgings, or places where people live.

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

LITERAL—What were some of the skills enslaved workers brought with them from Africa? (6.7.a)

- » Enslaved workers had skills such as farming, metalworking, weaving, and sewing.

LITERAL—How did enslaved workers create their own community? (6.9.f)

- » They shared stories and folktales handed down from earlier generations, kept African music and dance alive, held on to the religious beliefs and practices of their ancestors in Africa, and blended African culture with American culture.

EVALUATIVE—How did African American culture develop? (6.7.c)

- » Over time, enslaved people blended elements of African cultures with American culture to create a new African American culture.

Primary Source Feature: “Olaudah Equiano Describes the Middle Passage,” page 28

Scaffold understanding as follows:

 **Background for Teachers:** Olaudah Equiano, a writer and abolitionist from Nigeria, was captured and enslaved at eleven years old and shipped to the Caribbean, where he was sold twice before buying his freedom in 1766. His book, *The Interesting Narrative of the Life of Olaudah Equiano*, published in 1789, provides a personal account of how the slave trade affected him and became internationally popular. He also describes his life in what is now Nigeria and expresses strong support for abolition.

Direct students to the Primary Source Feature on page 28.

Read the title aloud.

Note: Olaudah Equiano is pronounced (/oh*lah*duh/eh*kwee*ah*no/). Say the name aloud, and have students repeat it after you.

Review what students read about the triangular trade and the Middle Passage. Explain that this source is a firsthand account of the Middle Passage.

Read the excerpt aloud.

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

loathsome, adj. causing disgust

pestilential, adj. relating to the cause of an infectious disease

copious, adj. in great supply

galling, adj. humiliating or annoying

Have students do a Picture This. What images do they see in their minds as they read Equiano’s description?

TURN AND TALK—Remind students that the journey of the Middle Passage lasted weeks. What would it have felt like to travel for weeks across the ocean in those conditions?

After reading the excerpt, ask the following questions:

LITERAL—What were the awful conditions aboard the ship during the Middle Passage? **(6.6, 6.6.a, 6.9.f)**

- » It smelled bad and was very hot. Everyone was crammed in together, so there was no fresh air circulating and it felt suffocating. This made everyone sweat, worsening the smell.

INFERENTIAL—Why do you think slave traders transported enslaved persons in these conditions? **(6.6, 6.6.a, 6.9.f)**

- » At the time, slave traders thought of enslaved persons not as people but rather as cargo, or goods to be sold.

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently.

Activity Page



AP 1.3

Primary Source Feature: “Act for Preventing Rebellions, (Virginia, 1680)” page 29

Scaffold understanding as follows:

-  **Background for Teachers:** The Virginia General Assembly passed the 1680 Act for Preventing Negro Insurrections in response to a perceived threat of slave rebellion. The act was passed in the context of Nathaniel Bacon’s rebellion of 1676 and 1677, in which a group of white and Black indentured servants and enslaved people rebelled against the colonial government. Although the rebellion was unsuccessful, slaveholders were fearful of future slave uprisings.

Direct students to the Primary Source Feature on page 29.

Introduce the source to students by reviewing what students read about plantation life and resistance.

Have students read the source independently. Then invite volunteers to paraphrase the law.

TURN AND TALK—Have students discuss: What is your initial response to this law? Does it surprise you that this was passed, considering what you have learned about slavery?

After students read the act, ask the following questions:

LITERAL—What did the Virginia General Assembly consider to be dangerous? **(6.6, 6.6.a, 6.9.f, 6.9.g)**

- » They considered the gathering of large numbers of enslaved people for feasts and burials to be dangerous.

LITERAL—What did the act do to prevent gatherings of enslaved people? **(6.6, 6.6.a, 6.9.f, 6.9.g)**

- » It prevented enslaved people from carrying weapons or leaving the slaveholder’s property without permission. It enabled law enforcement to punish enslaved people who tried to leave the slaveholder’s property without permission.

INFERENTIAL—Why would slaves be afraid to resist enslavement? **(6.6, 6.6.a, 6.9.f, 6.9.g)**

- » They knew they would be beaten or killed if they tried to resist.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(6.1, 6.2)**
- Review and discuss the Framing Question: “How and why did slavery spread in North America?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How and why did slavery spread in North America?”
 - » Key points students should cite include: economies, especially in the Southern colonies, developed around cash crops, which were very labor-intensive; other forms of labor, like enslaved Native Americans and indentured servants, did not work as effectively; enslaved Africans were a cheaper alternative source of labor; most enslaved workers worked in the fields, but some were tradespeople instead, and women worked primarily as domestic servants; New England grew rich from the slave trade because it exported rum, which was used to trade for enslaved Africans.
- Choose one of the Core Vocabulary terms (*chattel slavery*, *inhumane*, *cargo*, *tropical latitudes*, or *procure*), and write a sentence using the term.

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—*The Thirteen Colonies*

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

Use the chart to answer questions 1, 2, and 3.

New England Colonies	Middle Colonies	Southern Colonies

- Which detail belongs in the New England Colonies column? (6.4, 6.9.c)
 - built wagons
 - grew cash crops
 - did fishing and whaling
 - had a variety of fruits and vegetables
 - had fertile soil that led to the development of farming
- Which details belong in the Middle Colonies column? Select the **two** correct answers. (6.4, 6.9.c)
 - had fertile soil that led to the development of farming
 - had the highest number of free African Americans
 - had the lowest number of enslaved people
 - enslaved the most African Americans
 - did fishing and whaling
- Which details belong in the Southern Colonies column? Select the **two** correct answers. (6.4, 6.9.c)
 - had mild winters
 - had long, cold winters
 - had hot climate year-round
 - had a long coastline and natural harbors for trade and shipbuilding
 - had fertile soil that led to the development of farming

4. What important idea from the Magna Carta influenced the colonists? (6.11.a)
- a) Parliament could make decisions about taxes and spending.
 - b) Town meetings ensured everyone could participate.
 - c) People had the right to gather peacefully.
 - d) The king was not above the law.
5. Why was the colony of Georgia founded? Select the **two** correct answers. (6.9.h)
- a) to make money for a joint-stock company
 - b) to give English Catholics religious freedom
 - c) to give prisoners and debtors a fresh start
 - d) to serve as a buffer zone against Spanish territory
 - e) to reward James Oglethorpe for his service to the king
6. Fertile soil benefited which colony the most? (6.9.c)
- a) Massachusetts
 - b) Rhode Island
 - c) Connecticut
 - d) South Carolina

Use the map to answer questions 7 and 8.



7. In which region did Native American groups such as the Massachusett and Mohegan live?
- a) Middle colonies
 - b) Ohio River valley
 - c) Southern colonies
 - d) New England colonies
8. Which of these states were part of the Middle colonies? Select the **two** correct answers. (6.5)
- a) Georgia
 - b) Massachusetts
 - c) New Jersey
 - d) Pennsylvania
 - e) Rhode Island
 - f) South Carolina

9. How did the Middle colonies differ from New England? (6.9.c)
- a) The Middle colonies were more religiously tolerant than New England.
 - b) The Middle colonies were less religiously tolerant than New England.
 - c) The Middle colonies had more forested land than New England.
 - d) The Middle colonies had less forested land than New England.

10. Use the excerpt from the journal of Sarah Kemble Knight to answer the question.

“They are governed by the same laws as we in Boston, or little differing, throughout this whole colony of Connecticut. And much the same way of church government, and many of them good, sociable people, and I hope religious too: but a little too much independent in their principles, and, as I have been told, were formerly in their zeal very rigid in their administrations towards such as their laws made offenders, even to a harmless kiss or innocent merriment among young people. Whipping being a frequent and counted an easy punishment, about which as other crimes, the judges were absolute in their sentences.”

What does this reveal about the New England colonies? (6.6.a, 6.6.b, 6.9, 6.9.c, 6.9.g)

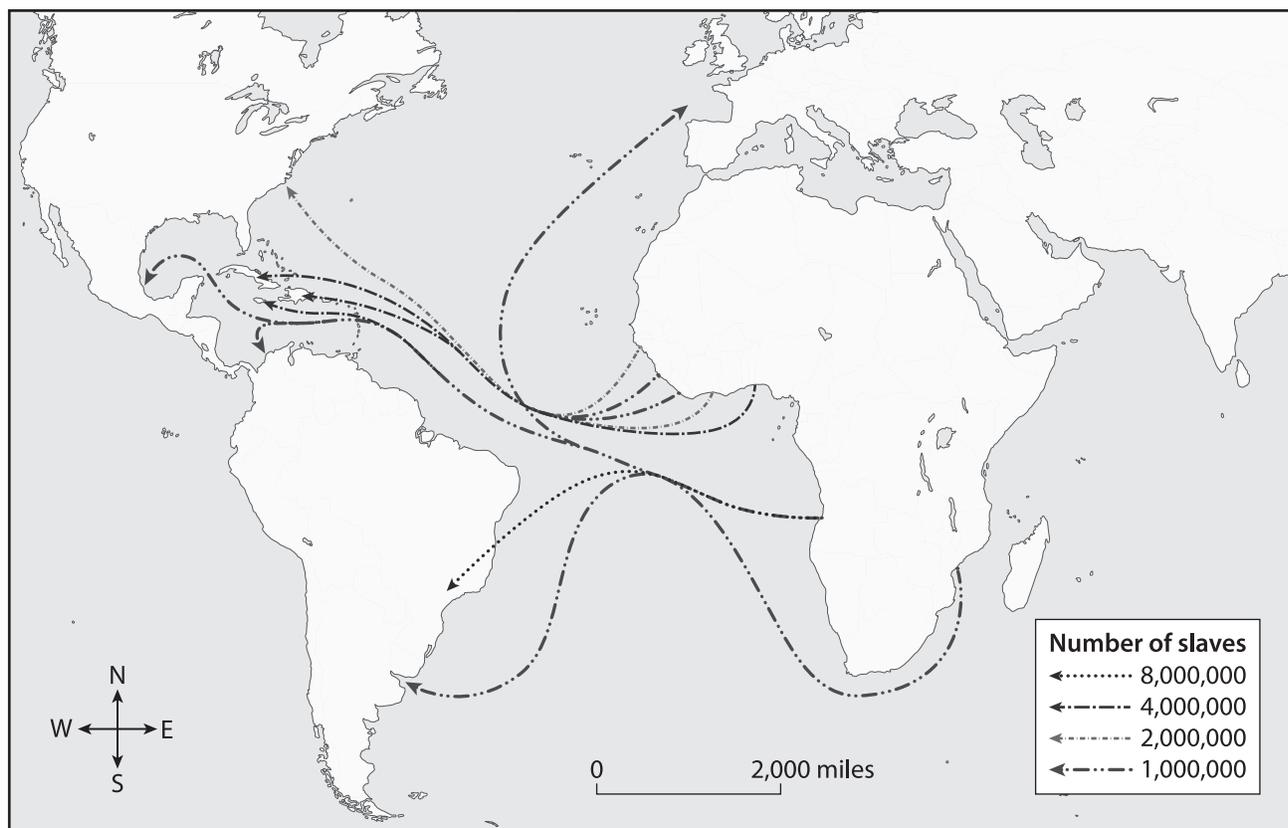
- a) Laws were not always enforced.
 - b) Boston and Connecticut had different laws.
 - c) People were treated harshly if they broke laws.
 - d) Whipping was occasionally used as a punishment.
- B. **On your own paper, write a well-organized paragraph in response to the following prompt:**

Choose one of the colonial regions, and describe its geography, economy, and society.
(6.9.c, 6.9.e, 6.9.g)

Assessment: Chapter 2—*The Institution of Slavery in North America*

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

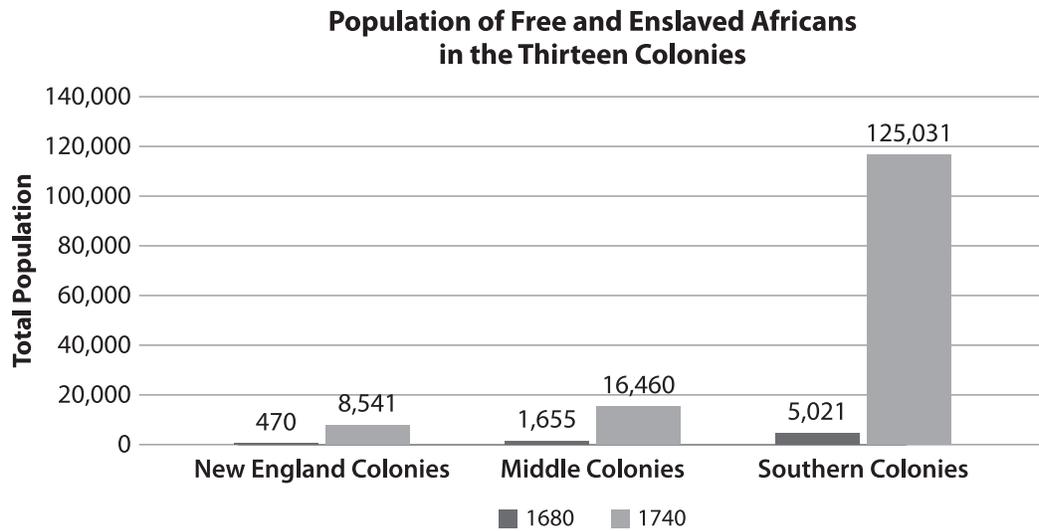
1. Use the map to answer the question.



Where were the greatest number of enslaved persons sent? (6.5, 6.9.f)

- a) Africa
- b) Europe
- c) North America
- d) South America

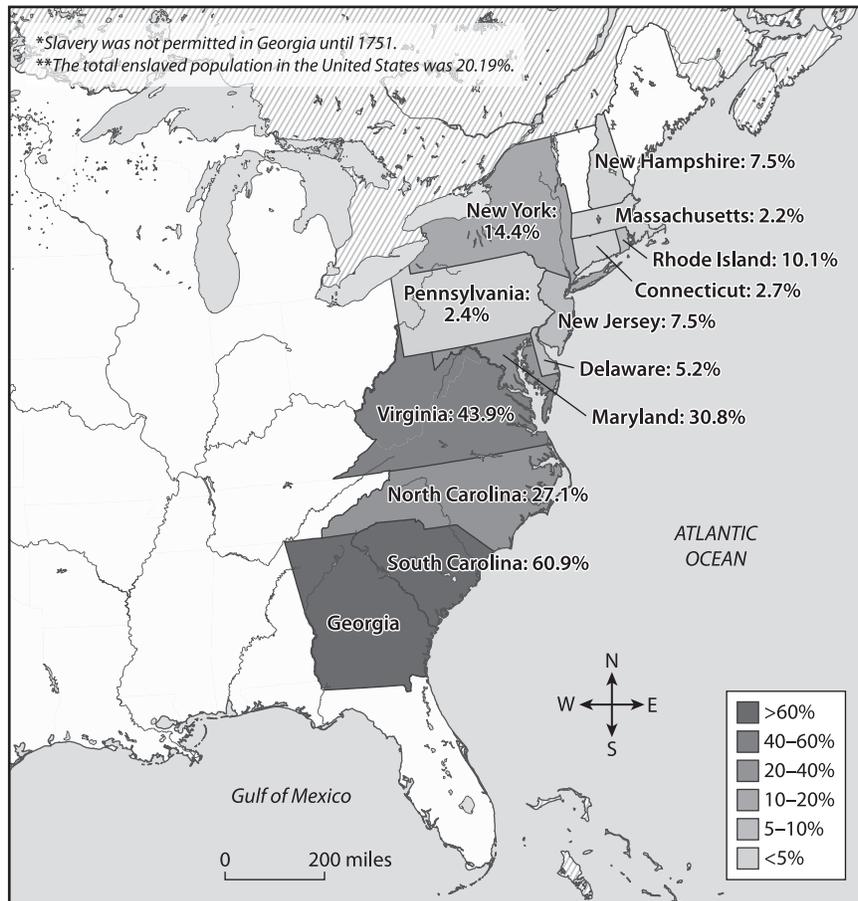
2. Use the chart to answer the question.



Which statement explains the pattern shown on the graph? (6.4, 6.9.f)

- a) The Middle colonies opposed the practice of slavery.
- b) Queen Anne overturned Pennsylvania's ban on slavery.
- c) The Southern colonies had a plantation economy that relied on enslaved labor.
- d) The New England colonies grew wealthy from the slave trade.

3. Use the map to answer the question.



Which colonies had the highest percentage of enslaved persons? Select the **two** correct answers. (6.5, 6.9.f)

- a) Virginia
 - b) Georgia
 - c) Delaware
 - d) North Carolina
 - e) South Carolina
4. How did enslaved workers resist slavery? Select the **three** correct answers. (6.4, 6.9.f)
- a) They broke tools.
 - b) They refused to speak.
 - c) They organized rebellions.
 - d) They attempted to escape.
 - e) They learned to read and write.
 - f) They purchased their own freedom.

Use the excerpt from Olaudah Equiano's description of the Middle Passage and the diagram of the slave ship to answer questions 5 and 6.

"The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for [breathing]. . . . This wretched situation was again aggravated by the galling of the chains, now become insupportable."

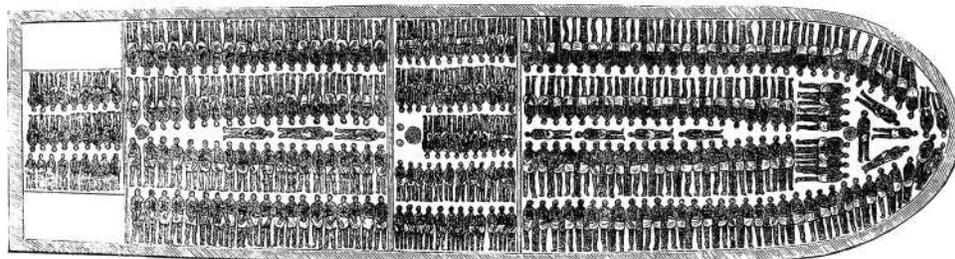


FIG. I.—PLAN OF LOWER DECK OF A SLAVER, UNDER THE REGULATED SLAVE TRADE ACT OF 1788.

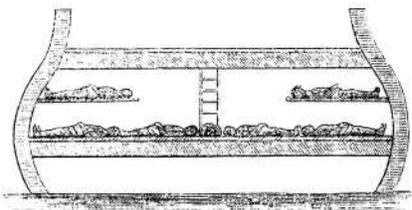


FIG. II.—CROSS SECTION AMIDSHIPS.

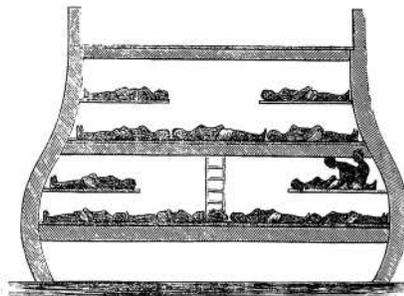
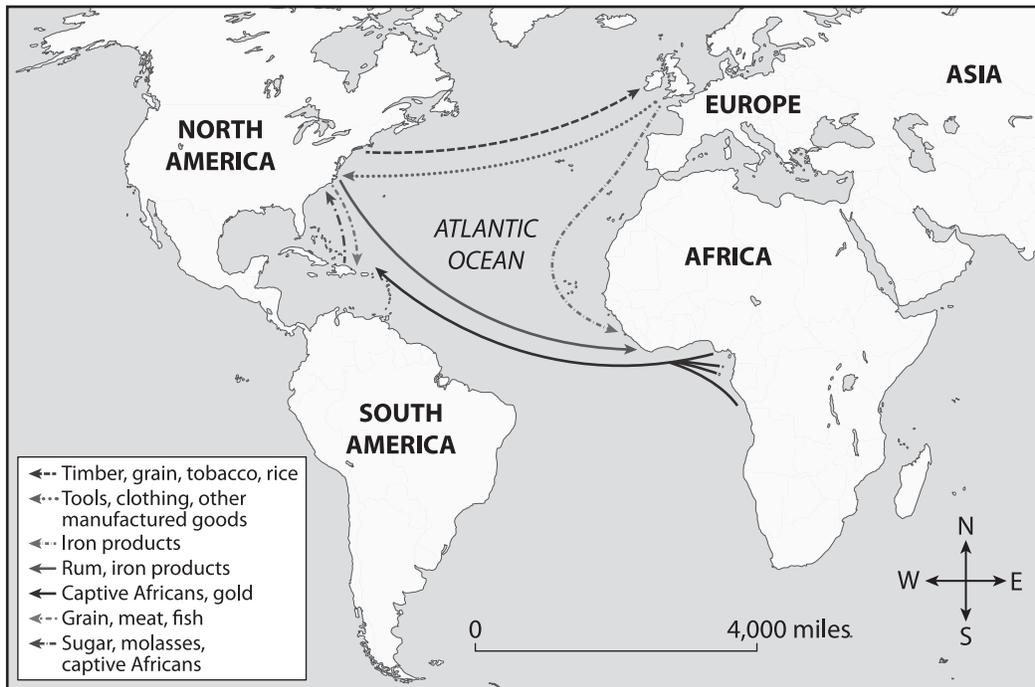


FIG. III.—CROSS SECTION AT THE POOP.

5. Why did enslaved Africans have little space for themselves while traveling on the ship that Equiano describes? (6.6, 6.6.a, 6.9.f)
- a) The ship was packed tightly with other slaves.
 - b) Slaves were not allowed to breathe fresh air.
 - c) The odors on the ship were terrible.
 - d) It was extremely hot on the ship.
6. How does the diagram of the ship support Equiano's description of the ship? (6.6, 6.6.a, 6.6.b, 6.9.f)
- a) It shows that the ship had many levels.
 - b) It shows how strong the smell was.
 - c) It shows that some people were allowed on the deck.
 - d) It shows that many people were confined in a small space.

7. Who were the first Europeans involved in the Atlantic slave trade? (6.9.f, 6.9.h)
- Dutch
 - English
 - Spanish
 - Portuguese
8. Use the map to answer the question.



- Which of these products was bought and sold in the triangular trade? (6.9.f, 6.9.h)
- gunpowder
 - rum
 - salt
 - wine
9. Why was demand for enslaved workers lower in New England than in the Southern colonies? (6.9.f)
- Quakers opposed slavery.
 - Slavery had been outlawed.
 - Growing conditions were poor.
 - The slave trade did not reach New England.
10. How did enslaved Africans create an African American culture? (6.1, 6.2, 6.3, 6.9.f)
- They shared folktales with one another.
 - They practiced the religions of their ancestors.
 - They sang African music and did African dances.
 - They combined elements from Africa and their new home.

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

The Middle Passage was a terrible, dehumanizing experience. Support this claim with evidence from the chapter. **(6.7, 6.7.a, 6.7.c, 6.9.f)**

Performance Task: *Colonial America*

Teacher Directions: The thirteen colonies developed into three distinct regions but still maintained some similarities. At the same time, slavery took root and spread in North America.

Activity Page



AP 1.4

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 1.4) to organize their thoughts and plan their presentations.

Prompt:

To what extent were the three colonial regions similar and different? Make a claim and support it using evidence from the unit. (6.6.a, 6.6.b, 6.7.a, 6.7.b, 6.7.c, 6.7.d, 6.9.c, 6.9.e, 6.9.g)

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 three colonial regions were more different than similar.
Reason:	The regions had different geographies, populations, and cultures.
Evidence:	<p>Geography shaped the economy of each region. New England was not good for farming, but it had forests, a long coastline, and harbors, so it became a center of shipbuilding and commerce. The Middle and Southern colonies did have fertile soil, so farming became important there. But farming in the Southern colonies meant plantations and the use of enslaved labor, which was not the case in the Middle colonies.</p> <p>The founding of each region led to differences in culture, too. New England was founded for religious freedom but became the least religiously tolerant region. The Middle colonies, such as Pennsylvania, were also founded for religious freedom, but they were religiously tolerant and more culturally diverse. The Southern colonies were largely founded to make money, which they did through the use of plantations to grow cash crops using enslaved labor.</p>
Counterclaim and Answer:	<p>The three colonial regions were similar in that they were all English and all depended on slavery in some way.</p> <p>The colonies were all founded by England, but for different reasons. Each developed differently after its founding. All did depend on slavery in some way, but the Southern colonies were far more dependent than the other regions on enslaved labor.</p>

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 1.4), which is intended to be a support for students as they think about their responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of colonial America; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The colonies were all founded by English people, and so shared a common English heritage.• Colonies were founded for different reasons, sometimes for religious freedom and sometimes for profit.• Religion played a different role in each region. In New England, religion played an important role, including motivation for establishing public schools.• The regions differed economically, partly because of their different geographical features. New England's rocky coastline meant it was not suited to large-scale agriculture, but the Middle and Southern colonies were suited for farming.• The New England colonies used enslaved persons for their maritime-related industries, like fishing, lumber, and shipbuilding.• The Middle colonies used enslaved persons primarily on their farms and as domestic servants.• The Southern colonies used enslaved persons on their plantations to plant, grow, and harvest cash crops.• Enslaved persons came from Africa on the Middle Passage as part of the triangular trade. While the New England colonies did not use much slave labor, they did use a lot of sugar, a product of slave labor, in their manufacturing of rum.• Alternatives to African slavery were not as profitable, like enslaving Native Americans or using indentured servants.• The New England and Middle colonies were less dependent on slavery than the Southern colonies.
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<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of colonial America, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.</p>
<p>1</p>	<p>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 colonial America, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization and/or focus.</p>
<p>0</p>	<p>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 colonial America. The writing may exhibit major issues with organization and/or focus.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

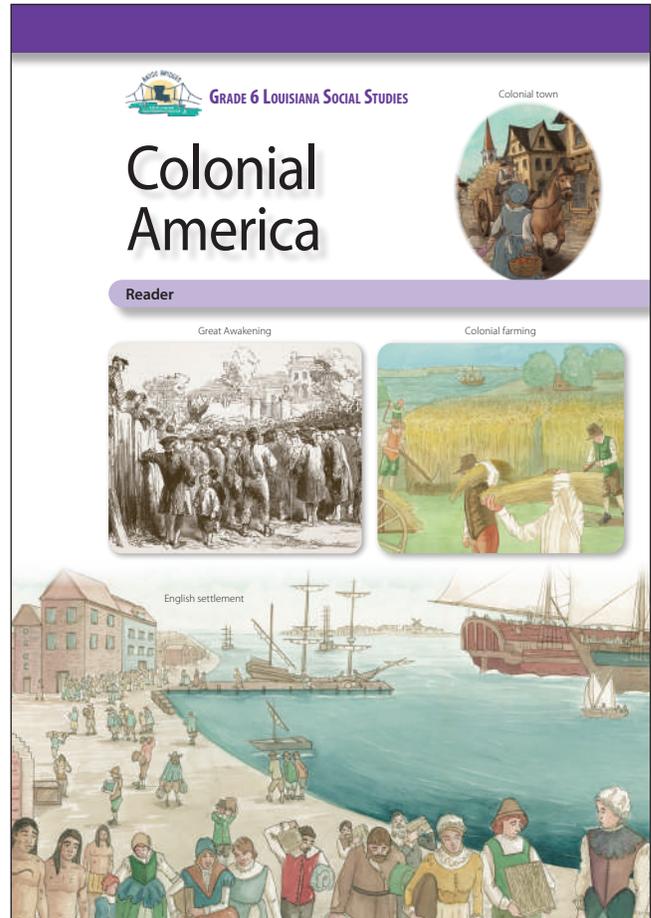
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the thirteen colonies. They will learn about the differences between the three colonial regions, their similarities, and the role of slavery in each region.

In this unit, students will examine images, maps, and graphs that illustrate life in the thirteen colonies. They will study primary and secondary sources about the thirteen colonies and the slave trade. They will read what it was like to be a woman or a child in the colonial era. They will learn about the role of geography in shaping the culture of each colonial region. They will read about the start of the transatlantic slave trade and how slavery spread to North America.

As part of their exploration, students will learn about the Middle Passage and the lives of enslaved workers, both of which could be brutal experiences. This information is presented in a factual, age-appropriate way to foster complete and accurate understanding of historical events and their consequences.

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

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Artifact Study

Describe the artifact.

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

Think about the artifact.

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

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

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 *(continued)*

Use with Chapters 1–2

Think about context.

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

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

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

SOURCE:

Name _____

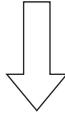
Date _____

Activity Page 1.4

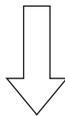
Use with Performance Task

Claims and Evidence

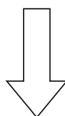
STATE THE REASON *Why should someone agree with this claim?*



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



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



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

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

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

The Thirteen Colonies



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

1. Label the Atlantic Ocean.

2. Label the thirteen colonies:

Connecticut

New Hampshire

Rhode Island

Delaware

New Jersey

South Carolina

Georgia

New York

Virginia

Maryland

North Carolina

Massachusetts

Pennsylvania

3. Label the following cities:

Boston

New York City

Savannah

Charleston

Philadelphia

Jamestown

Plymouth

4. Shade the three colonial regions. Use a different color for each region. Add the colors you use to the key.

Middle colonies

New England colonies

Southern colonies

Resources in the Thirteen Colonies



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. What does this map show?

2. What resource was found only in New England?

3. What New England resource helped the shipping industry?

4. Which resources found in New England could not be found in the Southern colonies?

5. Which Middle colonies resource could not be found in the Southern colonies?

6. Which resources were found only in the Southern colonies?

7. What is the reason certain resources were found only in the Southern colonies?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|------------------------|---|
| _____ | 1. secular | a) private ownership of people |
| _____ | 2. Parliament | b) a group of people that makes laws |
| _____ | 3. Protestant | c) goods transported by ship, plane, or truck |
| _____ | 4. buffer zone | d) not religious |
| _____ | 5. denomination | e) the ability of people to rule themselves and make their own laws |
| _____ | 6. debtor | f) a person who owes money |
| _____ | 7. chattel slavery | g) describing a Christian church that separated from the Catholic Church |
| _____ | 8. self-government | h) areas around the equator that remain warm all year |
| _____ | 9. inhumane | i) a neutral area that separates rival nations or factions |
| _____ | 10. representative | j) a branch of a religion |
| _____ | 11. cargo | k) to control or place limits on |
| _____ | 12. assembly | l) cruel, lacking mercy |
| _____ | 13. tropical latitudes | m) in Great Britain, a group made up of representatives and the king or queen that makes the laws for the country |
| _____ | 14. regulate | n) a person who speaks or acts for someone else |
| _____ | 15. yeoman | o) to gain possession of |
| _____ | 16. procure | p) describing a person who owns and cultivates a small farm |

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

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

6.10 Analyze the growth and development of colonial Louisiana.

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

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

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

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

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

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

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

Answer Key: Colonial America

Chapter Assessments

Chapter 1

- A.** 1. c 2. a, b 3. a, e 4. d 5. c, d 6. d 7. d 8. c, d 9. a 10. c
- B.** Students should clearly identify one of the three colonial regions (New England, Middle colonies, or Southern colonies) and correctly describe the region's physical geography, population, and culture, including the role of religion, the use of enslaved labor, characteristics of the population, and the nature of the economy.

Chapter 2

- A.** 1. d 2. c 3. b, e 4. a, c, d 5. a 6. d 7. d 8. b 9. c 10. d
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that enslaved people were treated like cargo, chained on platforms, and crammed into tiny spaces; temperatures were sweltering; odors were horrific; and disease was rampant.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature (Sarah Kemble Knight)

Describe the source. A woman named Sarah Kemble Knight lived in Boston, Massachusetts, but traveled through New Haven, Connecticut. She remarked on the strict code of conduct and the harsh sentences administered in Connecticut.

Connect the source to what you know. People seeking religious freedom settled in New England.

Understand the source. Identify its message, purpose, and/or audience. It was a journal, so it is unknown if Kemble was planning on eventually publishing it. They were most likely her private thoughts. Her goal was to record the differences between Boston and New Haven.

Draw a conclusion from or about the source. Even minor infractions in Connecticut were treated harshly. Religion was taken very seriously in the New England colonies.

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature (Francis Daniel Pastorius)

Describe the source. A man named Francis Daniel Pastorius immigrated from Germany and settled in Pennsylvania, where more homes were being built as the number of inhabitants grew.

Connect the source to what you know. People seeking religious freedom and new opportunities settled in North America.

Understand the source. Identify its message, purpose, and/or audience. It was a report that was written to inform people of what life was like in Pennsylvania. People in Germany would probably read it and decide whether to immigrate to Pennsylvania based on what it said.

Draw a conclusion from or about the source. Pastorius was happier living in Pennsylvania than in Germany.

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

Describe the source. An African man named Olaudah Equiano was taken captive and brought to the Americas via the Middle Passage. He was able to describe his experiences because he eventually bought his freedom and wrote about his life.

Connect the source to what you know. The Middle Passage was a brutal journey for enslaved people, who were treated like cargo and crammed into tight spaces.

Understand the source. Identify its message, purpose, and/or audience. The purpose of the source was to educate the reader about the horrors of the Middle Passage. Telling people how horrible it was may cause them to feel compassion for the enslaved people in America and spark greater abolitionist sentiment in the colonies.

Draw a conclusion from or about the source. The Middle Passage was a brutal trip that showed how inhumane some people can be.

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature (Act for Preventing Rebellions)

Describe the source. The source is a Virginia law written to stop enslaved people from rebelling. The act made it illegal for enslaved people to carry weapons or leave the slaveholder's property without written permission. It also authorizes punishments such as whipping or death for violations of the law.

Connect the source to what you know. Enslavement was a brutal institution that led to the awful treatment of enslaved Africans.

Understand the source. Identify its message, purpose, and/or audience. The purpose of the source was to prevent slave rebellions. Its message was that slaves who did not follow the law would be punished by whipping and slaves who stood up for themselves would be killed.

Draw a conclusion from or about the source. Slaveholders wanted to have as much control over enslaved people as possible.

Activity Page 1.6 (AP 1.6): Resources in the Thirteen Colonies

1. Natural resources used by colonists
2. Whaling products

3. Timber
4. Timber, iron, whaling products, shipping, and furs
5. Furs
6. Indigo, rice, and tobacco
7. They had a warmer climate.

Domain Vocabulary: Chapter 1–2 (AP 2.1)

- | | |
|------|-------|
| 1. d | 9. l |
| 2. m | 10. n |
| 3. g | 11. c |
| 4. i | 12. b |
| 5. j | 13. h |
| 6. f | 14. k |
| 7. a | 15. p |
| 8. e | 16. o |



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