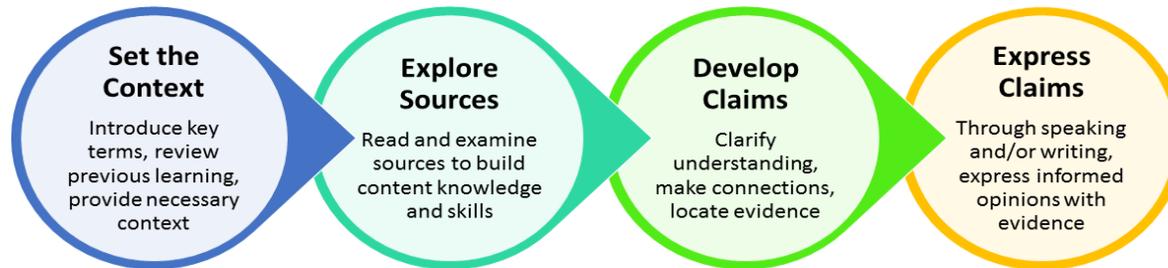


# Louisiana STUDENT STANDARDS SOCIAL STUDIES

This document is designed to assist educators in interpreting Louisiana’s 2011 social studies standards. It contains the prioritized content and concepts aligned to GLEs for each unit. The intent of this document is to clarify the essential content and concepts, allowing teachers more flexibility to focus on the three shifts prescribed in the social studies vision:

1. Use **sources** to learn content.
2. Make **connections** among people, events, and ideas across time and place.
3. Express **informed claims** supported by evidence from sources and outside knowledge.

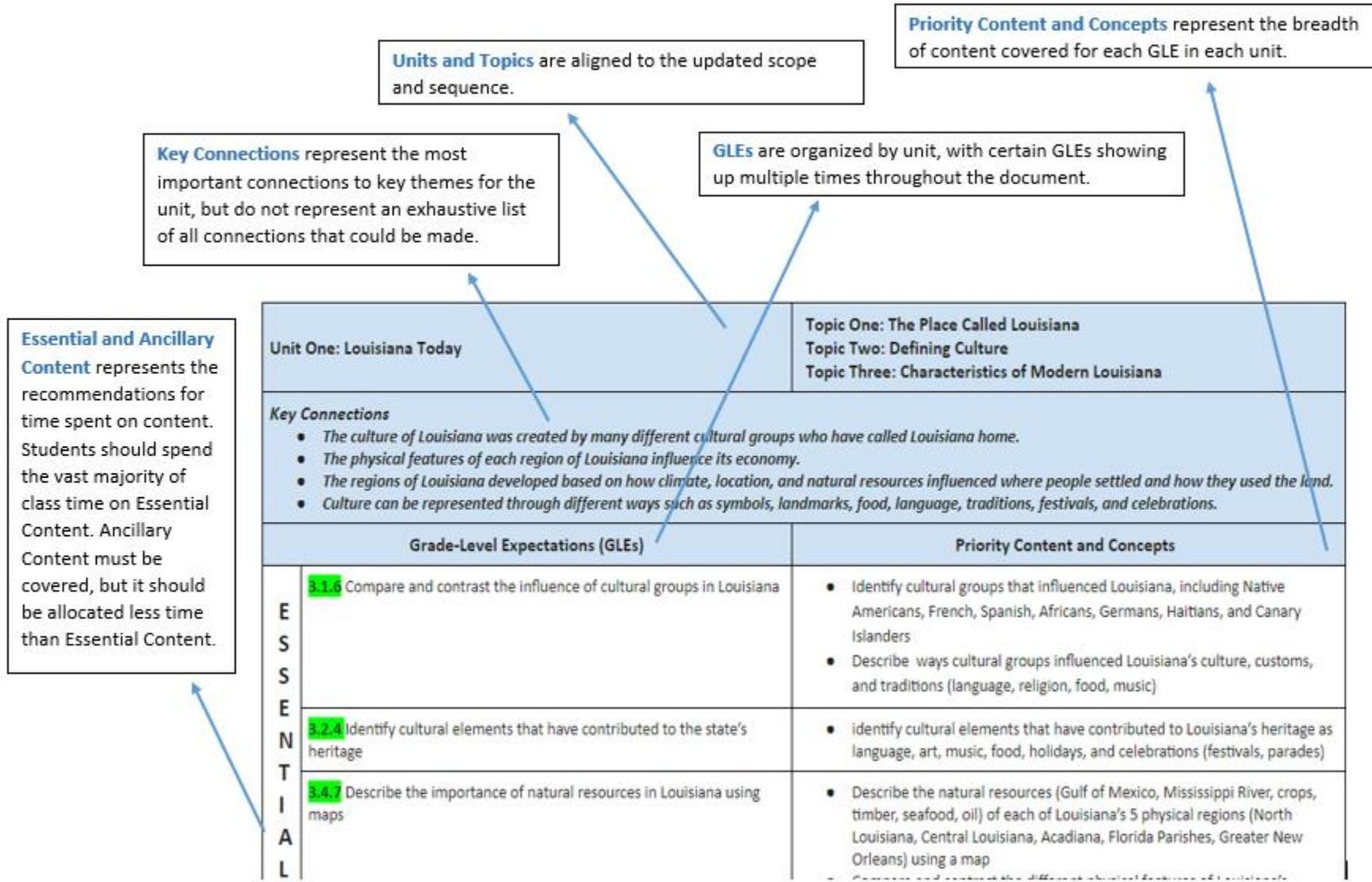


As a general caution, this companion document should not be used as a checklist. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented. The companion documents describe the range of content for a given GLE in each unit, but they do not reflect the sequence in which or method by which content should be taught. The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If not taught in an integrated way, it is unlikely students will master course content or be prepared for the next course of study. Instead, the companion documents should be used alongside the instructional tasks in the [Updated Social Studies Scope and Sequences](#) or the curriculum adopted by the school. Companion documents should be used as a reference guide to ensure prioritized content is being adequately covered within a unit and to guide supplementation from current teaching resources.

This companion document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [louisianastandards@la.gov](mailto:louisianastandards@la.gov) so that we may use your input when updating this guide.

## How to Read Guide

The diagram below provides an overview of the information found in all units.



**Priority Content and Concepts:** Represents the content and concepts that should be taught for each GLE, aligned with assessment parameters. The priority content and concepts are organized by GLE – not sequentially. The [Updated Social Studies Scope and Sequences](#), or other classroom curriculum, should be used as a guide for sequencing content.

**Key Connections:** Represent the important connections students should be making within the content and across units. Making connections among people, events, and ideas across time and place is one of the social studies shifts, and the purpose of including sample connections in this document is to help students and teachers implement this shift. The key connections are not an exhaustive list, but rather serve as a guide for the type of deeper understandings students should be forming.

**Essential and Ancillary Content:** Content is grouped into two categories, essential and ancillary. Essential content represents the most important concepts to be taught in each unit to further connections and understandings of the main ideas in each social studies course. Teachers should spend the majority of their time teaching the essential content. Ancillary content includes skills that are used in support of main ideas (such as map skills which are necessary to interpret and analyze maps), review content within a unit (some GLEs may be essential in some units and ancillary in others), and historical thinking skills (which should be practiced every unit). Ancillary content should **not** be cut from instruction because, without it, students will not be prepared for their next course of study. The essential and ancillary content distinction can be used to help teachers prioritize how much time to spend on different concepts.

**A note on teaching the historical thinking skills standards:** There are many acceptable options for teaching historical thinking skills. The content provided in the companion documents aligned to historical thinking skills is purposefully broad. Teachers may make adjustments to how historical thinking skills are taught to fit the needs of their classroom. While historical thinking skills are categorized as ancillary content, it is critical that teachers teach the prioritized content in each unit through the historical thinking skills standards.

<p><b>Unit One: Indigenous Cultures of the Americas</b></p>		<p><b>Topic One: Characteristics of Civilizations</b>  <b>Topic Two: The Aztec Empire</b>  <b>Topic Three: Indigenous Cultures of the Americas</b></p>	
<p><b>Key Connections</b></p> <ul style="list-style-type: none"> <li>• <i>The Maya, Aztec, and Inca developed large and complex civilizations that flourished economically, socially, and politically.</i></li> <li>• <i>Surplus food in the Maya, Aztec, and Inca empires allowed trade to develop, and brought in goods that city-states did not have.</i></li> <li>• <i>Development of civilizations across the Americas depended on geographic resources, and shared common characteristics.</i></li> </ul>			
<p><b>Grade-Level Expectations (GLEs)</b></p>		<p><b>Priority Content and Concepts</b></p>	
<p><b>ESSENTIAL CONTENT</b></p>	<p><b>5.2.1</b> Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration.</p>	<ul style="list-style-type: none"> <li>• Evaluate the Aztec, Maya, and Inca Empires, and Native American (Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, Northwest Coast) civilizations to determine how the empires exemplify the characteristics of civilization (large population centers, monumental architecture and art, written language, organized central government, specialization and division of labor, social classes/structures).</li> <li>• Describe the social, cultural, religious, and economic characteristics of the Mayan civilization (writing system, human sacrifice, stepped pyramids, terrace farming, plazas, clay works).</li> <li>• Describe major accomplishments of the Inca empire (roads and bridges, architecture, centralized economy, terrace farming, aqueducts).</li> <li>• Explain why roads were so important to the Inca Empire (impact on expansion of empire).</li> <li>• Describe the innovations and products of the Aztec Empire (food, jewels, metals, stones, bones, feathers, medicine, salons, restaurants, drinking water, pipes, and roads).</li> <li>• Describe the importance of Tenochtitlan’s geographic location, and explain its economic innovations (the market, tribute system, and Chinampas - floating islands for crops).</li> <li>• Explain how agricultural innovations contributed to the Aztec economic system.</li> <li>• Describe characteristics of Native American tribes (tribes from the Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, and Northwest Coast) before Europeans came to the Americas.</li> <li>• Compare and contrast how indigenous cultures developed in North and South America, and what likely contributed to the similarities and differences.</li> </ul>	
	<p><b>5.4.3</b> Analyze maps from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>• Analyze maps of the Maya and Inca empires, and explain the significance of the spread and growth of the empires.</li> </ul>	

		<ul style="list-style-type: none"> <li>● Use maps of the Aztec empire to analyze its spread and growth.</li> <li>● Analyze maps of Tenochtitlan to explain the importance of the causeways and roads in the city.</li> <li>● Use maps of pre-Columbian North America to analyze the spread and growth of Native American cultures.</li> </ul>
<b>ANCILLARY CONTENT</b>	<p><b>5.1.1</b> Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.</p>	<ul style="list-style-type: none"> <li>● Create a timeline of indigenous civilizations including the estimated beginning and end of the Maya and Inca Empires, founding of Tenochtitlan, beginning and end of the Aztec Empire, and Native North American civilizations.</li> </ul>
	<p><b>5.1.2</b> Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>● Analyze artifacts to determine religious, social, cultural, and political characteristics of the Aztec, Maya, Inca, and Native North American civilizations.</li> </ul>
	<p><b>5.1.4</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>● Conducting historical research</li> <li>● Evaluating a broad variety of primary and secondary sources</li> <li>● Comparing and contrasting varied points of view</li> <li>● Determining the meaning of words and phrases from historical texts</li> <li>● Using technology to research, produce, or publish a written product</li> </ul>	<p><i>Options for covering 5.1.4 in unit 1:</i></p> <ul style="list-style-type: none"> <li>● Produce writing explaining why the Maya, Inca, and Aztec are civilizations.</li> <li>● Conduct historical research on the characteristics of Native American civilizations.</li> </ul>
	<p><b>5.4.1</b> Differentiate between various types of maps using characteristics, functions, and applications.</p>	<ul style="list-style-type: none"> <li>● Differentiate between physical, political, historical, climate, and resource maps, and describe common uses for each.</li> </ul>
	<p><b>5.4.2</b> Analyze a map using a variety of tools.</p>	<ul style="list-style-type: none"> <li>● Describe the locations of the Aztec, Maya, and Inca empires on a map.</li> <li>● Use the title, scale, legend, and grid to describe maps from the Aztec, Maya and Inca Empires.</li> <li>● Locate on a map where North American indigenous tribes are located (Northeast, Southeast, Plains, Southwest, Great Basin, Plateau, and Northwest Coast).</li> </ul>

<b>Unit Two: European Exploration</b>		<b>Topic One: European Explorers</b> <b>Topic Two: Early Interactions between Indigenous Groups and European Explorers</b>	
<p><b>Key Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>Motivations of European people and nations influenced the colonization and physical environment of North America.</i></li> <li>• <i>Supply, demand, and scarcity motivated European exploration and settlement in the Americas.</i></li> <li>• <i>The Columbian Exchange brought new goods, people, ideas, innovations, and diseases to the Americas, Europe, and West Africa.</i></li> <li>• <i>Interactions between Europeans and indigenous peoples sometimes led to cooperation and trade, but mostly resulted in conflict and devastation for indigenous peoples.</i></li> </ul>			
<b>Grade-Level Expectations (GLEs)</b>		<b>Priority Content and Concepts</b>	
<b>ESSENTIAL CONTENT</b>	<b>5.1.2</b> Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.	<ul style="list-style-type: none"> <li>• Read primary journals, letters, and speeches to analyze the perspective of indigenous Americans and Europeans.</li> </ul>	
	<b>5.2.2</b> Identify early explorers and their motivations, challenges, and achievements.	<ul style="list-style-type: none"> <li>• Explain common motivations for European countries to fund travel/exploration to the Americas (moral obligation and spread of religion, to gain wealth through taking natural resources, or power in the form of claiming land).</li> <li>• Discuss the motivations, routes, and challenges of the following European explorers (Columbus, John Cabot, Bartolome de Las Casas, Hernan Cortes, Jacques Cartier, Hernando de Soto, Sir Frances Drake, Samuel Champlain).</li> <li>• Compare and contrast the motivations and challenges of European explorers.</li> </ul>	
	<b>5.2.3</b> Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples.	<ul style="list-style-type: none"> <li>• Describe the motivations and strategies of the Spanish Conquistadors in the Inca Empire, including the enslavement of Incas by the Spanish.</li> <li>• Explain Spanish Conquistadors' motivations for conquering the Aztec empire.</li> <li>• Explain the Spanish Conquest of the Aztec empire, including how warfare between the Spanish and Aztecs differed, how the Spanish weakened the Aztecs (disease, weapons), and the role of Montezuma.</li> <li>• Explain the differing perspectives of Europeans when interacting with Native Americans, and explain how negative perspectives influenced European treatment of Native Americans.</li> </ul>	

<p><b>5.2.4</b> Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa.</p>	<ul style="list-style-type: none"> <li>● Define the Columbian Exchange as a system of biological and cultural exchanges between North America, Europe, and West Africa.</li> <li>● Explain the impact of Europeans on Native American populations (materials brought from Europe, loss of ownership of land, disease, population decrease, missionaries and loss of own religious/spiritual identity).</li> <li>● Explain why goods were traded through the Columbian Exchange from each continent, and how access to those goods changed the culture/economy of the receiving group.</li> <li>● Explain why the Native American death rate from European diseases was significantly higher than the European death rate of the same diseases.</li> <li>● Explain the impact of smallpox and other diseases on Native Americans, and explain the role diseases played in European countries conquering the Americas.</li> <li>● Explain how trade encourages the exchange of ideas and cultural diffusion, using the Columbian Exchange as an example.</li> <li>● Explain the positive and negative cultural and economic impacts of the Columbian Exchange on N. America, W. Africa, and Europe.</li> </ul>
<p><b>5.3.1</b> Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492.</p>	<ul style="list-style-type: none"> <li>● Explain how cultural diffusion was an effect of the Columbian Exchange.</li> <li>● Explain the positive and negative impacts of the convergence of European innovations (iron, metal) on Native American cultures.</li> </ul>
<p><b>5.3.2</b> Describe cooperation and conflict among Native Americans, Europeans, and Africans.</p>	<ul style="list-style-type: none"> <li>● Describe and explain the reaction of Native Americans to Europeans and how this led to cooperation/conflict.</li> <li>● Describe and explain the reaction of Europeans to Native Americans and how this led to cooperation/conflict.</li> </ul>
<p><b>5.4.3</b> Analyze maps from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>● Analyze maps to explain changes in prevalence of indigenous groups and claims on land in North America.</li> </ul>
<p><b>5.8.1</b> Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity.</p>	<ul style="list-style-type: none"> <li>● Explain how the supply, demand, and scarcity of spices motivated European exploration to America.</li> <li>● Use the terms profit, risk, supply, demand, and scarcity to explain the motivations for exploration to the Americas and the Columbian Exchange.</li> </ul>

<b>ANCILLARY CONTENT</b>	<p><b>5.1.1</b> Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.</p>	<ul style="list-style-type: none"> <li>● Create a timeline from indigenous civilizations through European explorers' (Columbus, Bartolome de Las Casas, Hernán Cortés, Hernando De Soto) journeys to the Americas.</li> </ul>
	<p><b>5.1.4</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>● Conducting historical research</li> <li>● Evaluating a broad variety of primary and secondary sources</li> <li>● Comparing and contrasting varied points of view</li> <li>● Determining the meaning of words and phrases from historical texts</li> <li>● Using technology to research, produce, or publish a written product</li> </ul>	<ul style="list-style-type: none"> <li>● Produce writing to explain the role perceptions played in the early interactions between European explorers and indigenous peoples of the Americas.</li> </ul>
	<p><b>5.4.2</b> Analyze a map using a variety of tools.</p>	<ul style="list-style-type: none"> <li>● Trace the routes of European explorers on a map to compare and contrast motivations, challenges, and achievements.</li> <li>● Use primary maps created/used by early European explorers to identify and explain their challenges and successes.</li> </ul>

Unit Three: Settlement of the Present Day United States		Topic One: Colonies of the Early 17th Century	
<p><b>Key Connections:</b></p> <ul style="list-style-type: none"> <li>● <i>Geography and climate influenced the success or failure of a settlement.</i></li> <li>● <i>Colonization led to the development of new economies and types of government.</i></li> <li>● <i>Colonies were established for economic and religious reasons.</i></li> </ul>			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p><b>5.1.2</b> Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>● Explore passenger lists for ships traveling from Europe to America, and use the information gained from these primary documents to draw conclusions about who settled in different parts of the Americas and why (Spanish in South America, British and French in East Coast North America).</li> <li>● Read and analyze excerpts of colonial charters and compacts (Mayflower Compact, charters to establish the 13 colonies, Magna Carta) to answer questions about the government and religious influences of the Pilgrims.</li> <li>● Read the Native American treaties (such as the Treaty with Massasoit), and explain their purpose and outcomes.</li> <li>● Analyze artifacts (journals, letters, and physical remnants) from early American settlements and colonies to determine what they reveal about the challenges and achievements of those colonies.</li> </ul>	
	<p><b>5.2.4</b> Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa.</p>	<ul style="list-style-type: none"> <li>● Explain how goods traded through Columbian Exchange led to the diversifying of the world's foods.</li> <li>● Explain why the fur trade motivated trappers/traders to move to new world (economic opportunities).</li> <li>● Evaluate the impact of missionaries from Europe on Native American culture.</li> </ul>	
	<p><b>5.3.2</b> Describe cooperation and conflict among Native Americans, Europeans, and Africans.</p>	<ul style="list-style-type: none"> <li>● Discuss theories for what happened to the Lost Colony of Roanoke, and what assimilation with Native American communities means.</li> <li>● Explain the cooperation and conflict between Native Americans and colonists in the N. American fur trade and why cooperation was essential for the fur trade to prosper.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Discuss the Plymouth Colonies interactions with Native Americans, and why cooperation was important (Wampanoag people, Squanto, treaty with Massasoit).</li> </ul>
<p><b>5.3.3</b> Identify the major European powers that colonized North America and explain their goals, challenges, and achievements.</p>	<ul style="list-style-type: none"> <li>● Describe the goals of Spanish, French, English, and Dutch colonization in the Americas (religious goals, glory for the crown, the search for natural resources to gain a profit from).</li> <li>● Describe the characteristics of civilization (organized government, division of labor/job specialization, social classes/structures) for North American colonies.</li> <li>● Explain what factors lead to successful colonies, including cooperation with Native Americans, geography, agriculture, and economy.</li> <li>● Compare and contrast the experiences of the colonists in the Jamestown and Roanoke colonies, including interactions with Native Americans, geography, agriculture, government, and economy.</li> <li>● Explain what the Pilgrims and Wampanoag each gain from the treaty with Massasoit, and how the treaty supports a permanent colony at Plymouth.</li> </ul>
<p><b>5.3.4</b> Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the reasons the Pilgrims and Puritans settled in North America.</li> <li>● Describe the religious rights granted in the colonies that were not granted in Europe.</li> <li>● Explain the motivation for establishing religious freedoms in the colonies, and the effects that religious freedom had on the colonies.</li> <li>● Compare and contrast religious freedom and religious tolerance granted in various settlements.</li> <li>● Make a connection between early religious freedom in the colonies and the constitutional right of religious freedom in the United States.</li> </ul>
<p><b>5.4.3</b> Analyze maps from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast maps of European colonization and empire from 1492 through 1763, noting changes in land claims as time progresses.</li> <li>● Locate fur trading posts on a map and describe their importance.</li> </ul>
<p><b>5.5.1</b> Describe ways in which location and environment influenced the settlements and land use in colonial America.</p>	<ul style="list-style-type: none"> <li>● Explain why the British, Spanish, French, English, and Dutch colonized where they did in the Americas.</li> <li>● Explain the roles that trade and geography played in determining the location and economic development of European colonies.</li> <li>● Describe the role geography played in the development of colonies in North America (Jamestown and cash-crop farming, French control of the Mississippi river, the fur trade in Canada and U.S. colonies, abundance of natural resources such as timber and iron ore).</li> <li>● Explain how location and environment contributed to the success of the Plymouth and Massachusetts Bay colonies.</li> </ul>

	<p><b>5.5.2</b> Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment.</p>	<ul style="list-style-type: none"> <li>● Explain the impact of the fur trade on ecosystems and animal populations in the Northeast.</li> </ul>
	<p><b>5.8.1</b> Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity.</p>	<ul style="list-style-type: none"> <li>● Explain why having a permanent colony in the Americas is beneficial to European countries using the terms supply, demand, and scarcity.</li> <li>● Explain economic motivations for colonists to leave Europe and settle in the Americas.</li> <li>● Explain why the price of fur pelts went up over time, and why prices motivated French colonists to come to N. America.</li> </ul>
	<p><b>5.9.1</b> Describe trade between the Americas, Western Europe, and Western Africa during the colonial period.</p>	<ul style="list-style-type: none"> <li>● Explain how trade contributed to the success of colonies.</li> </ul>
<b>ANCILLARY CONTENT</b>	<p><b>5.1.1</b> Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.</p>	<ul style="list-style-type: none"> <li>● Create a timeline of European colonies established in North America (Jamestown, Roanoke, failed Spanish colonies in FL/GA/SC, Spain’s St. Augustine Colony, French colonies in the Northeast/Canada, New Netherland, Plymouth, Massachusetts Bay) and the establishment of French fur trading posts.</li> </ul>
	<p><b>5.1.3</b> Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast views of Native Americans and European colonizers during the colonization period of the United States.</li> <li>● Compare and contrast methods of European colonization.</li> </ul>
	<p><b>5.1.4</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>● Conducting historical research</li> <li>● Evaluating a broad variety of primary and secondary sources</li> <li>● Comparing and contrasting varied points of view</li> <li>● Determining the meaning of words and phrases from historical texts</li> <li>● Using technology to research, produce, or publish a written product</li> </ul>	<p><i>Options for addressing GLE 5.1.4 in Unit 3:</i></p> <ul style="list-style-type: none"> <li>● Conduct historical research on European colonies.</li> <li>● Analyze artifacts from the American colonial period.</li> <li>● Compare and contrast European and Native American points of view on colonization; defend the view of the Native Americans or Europeans.</li> <li>● Publish a written product making a claim on how civilizations are established.</li> </ul>

<p><b>5.3.1</b> Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492.</p>	<ul style="list-style-type: none"> <li>● Describe how colonies in the Americas benefited their mother countries.</li> </ul>
<p><b>5.4.1</b> Differentiate between various types of maps using characteristics, functions, and applications.</p>	<ul style="list-style-type: none"> <li>● Discuss the use of historical maps, charts, and graphs to obtain information.</li> </ul>
<p><b>5.4.2</b> Analyze a map using a variety of tools.</p>	<ul style="list-style-type: none"> <li>● Analyze a physical map of the U.S. and a map of European colonization to determine why colonies developed in certain locations.</li> <li>● Locate European colonies in North America (Jamestown, Roanoke, failed Spanish colonies in FL/GA/SC, Spain's St. Augustine Colony, French colonies in the Northeast/Canada) on a map.</li> <li>● Locate the Plymouth colony and the Massachusetts Bay Colony on a map.</li> <li>● Analyze potential regions of conflict using settlement patterns of Europeans and indigenous cultures.</li> </ul>
<p><b>5.6.1</b> Compare and contrast the different types of government in colonial America that influenced the development of the United States.</p>	<ul style="list-style-type: none"> <li>● Explain the type of government outlined in the Mayflower Compact, and how it influenced the development of democracy in the United States.</li> </ul>

<b>Unit Four: Colonial Achievements</b>		<b>Topic One: The Thirteen Colonies</b> <b>Topic Two: Impact of Colonization on North America, Europe, and West Africa</b> <b>Topic Three: Power Struggles in North America</b>	
<b>Key Connections:</b> <ul style="list-style-type: none"> <li>• <i>Trade shaped the economic and political relationship among Europe, the Colonies, and West Africa.</i></li> <li>• <i>Geography influenced the economies of the New England colonies, the Middle colonies, and the Southern colonies.</i></li> <li>• <i>Colonial governments took a variety of forms based on the goals of their colonial founders.</i></li> <li>• <i>Triangular Trade led to economic interdependence and cultural diffusion.</i></li> <li>• <i>Agricultural and industrial specialization led to the development of regional economies in the colonies.</i></li> </ul>			
<b>Grade-Level Expectations (GLEs)</b>		<b>Priority Content and Concepts</b>	
<b>ESSENTIAL CONTENT</b>	<b>5.1.2</b> Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.	<ul style="list-style-type: none"> <li>• Read and analyze the charters granted to the new colonies to explain their purpose and foundations of government.</li> <li>• Read and analyze speeches, journals, and letters to determine European perspective of religious foundations in establishment of colonies.</li> <li>• Read and analyze speeches, journals, and letters to determine European perspective in establishment of colonies and conflict that arose with Native Americans.</li> <li>• Read and analyze speeches by Native Americans such as Metacomet, Canasatego and Iroquois Confederacy to show the perspective of the Native American grievances against the British colonists.</li> <li>• Read and analyze journals, letters, and memoirs (such as Olaudah Equiano) addressing the experience of enslaved people.</li> <li>• Read and analyze speeches, newspaper articles, or letters conveying the justifications for slavery.</li> </ul>	
	<b>5.2.4</b> Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa.	<ul style="list-style-type: none"> <li>• Explain the relationship between the Columbian Exchange and an increase of enslaved people in the Americas.</li> <li>• Explain how West African culture came to be in the Americas.</li> <li>• Explain how Triangular Trade led to the rise of plantation farming in the colonies.</li> <li>• Discuss the effects of demand for tobacco, fur, indigo, sugar, etc. and English trade policies on goods coming into or out of the American colonies.</li> </ul>	

<p><b>5.3.1</b> Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492.</p>	<ul style="list-style-type: none"> <li>● Explain why transatlantic trade expanded as the English colonies advanced.</li> </ul>
<p><b>5.3.2</b> Describe cooperation and conflict among Native Americans, Europeans, and Africans.</p>	<ul style="list-style-type: none"> <li>● Explain the motivations for, events of, and lasting effects of Bacon’s Rebellion as it relates to forced labor in the colonies.</li> <li>● Explain how King Phillip’s War and King William’s Wars represented the power struggles over land ownership and trading rights between colonists and Native Americans.</li> <li>● Explain the value of the land west of the 13 colonies relative to trading and economics, and the parties engaged in land disputes.</li> <li>● Explain the benefits of access to the Ohio River and Mississippi River for colonists, European countries, and Native Americans.</li> <li>● Give examples of Native Americans both cooperating with and fighting with European colonists over fur trading.</li> </ul>
<p><b>5.3.3</b> Identify the major European powers that colonized North America and explain their goals, challenges, and achievements.</p>	<ul style="list-style-type: none"> <li>● Explain mercantilism as a motivation for European colonization, and describe how colonies adapted to mercantilism.</li> <li>● Explain the causes for and goals of the Navigation Acts, and the effects of the acts on the colonies and Britain, and how colonies attempted to get around the policy (boycotts and smuggling).</li> </ul>
<p><b>5.3.4</b> Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities.</p>	<ul style="list-style-type: none"> <li>● Identify religious groups that settled colonial America (Puritans, Quakers, Jews, Protestants, Lutheran).</li> <li>● Compare and contrast how pilgrims’ and puritans’ beliefs on religion impacted the growth and development of the settlements and government.</li> <li>● Compare and contrast religious tolerance between the 13 colonies based on charters.</li> <li>● Explain the purpose and impacts of the Great Awakening, including the motivations of the leaders (George Whitefield and Jonathan Edwards), how ideas spread, its role in challenging the colonial social classes, and its role in advancing the colonies.</li> </ul>
<p><b>5.3.5</b> Evaluate the motives that led to the establishment of the thirteen colonies.</p>	<ul style="list-style-type: none"> <li>● Explain how economy, religious freedoms, and trade contributed to the development of the British colonies.</li> </ul>
<p><b>5.3.6</b> Explain and give examples of how Native Americans, Europeans, and free and enslaved</p>	<ul style="list-style-type: none"> <li>● Describe how trade between Native Americans and colonists helped each group adapt to life in the colonies.</li> </ul>

<p>Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies.</p>	<ul style="list-style-type: none"> <li>● Describe how enslaved people brought in their own culture and how this impacted their forced settlement in the new world.</li> </ul>
<p><b>5.4.3</b> Analyze maps from the Age of Exploration to 1763.</p>	<ul style="list-style-type: none"> <li>● Identify the three colonial regions (Southern, Middle, and New England Colonies) along with the states in each, and locate them on a map.</li> <li>● Use a map to describe areas of conflict based on settlement patterns.</li> <li>● Analyze 17th century maps of the colonies to determine how the English control of land, and therefore Native American relations, changed over time.</li> <li>● Analyze a map to determine the land claims of France and England and the land under dispute (east of the Ohio and Mississippi Rivers, west of the colonies, and north of Florida) in the mid-18th century.</li> <li>● Analyze a map to determine the land claims of Spain and England and the land under dispute (Spanish St. Augustine/La Florida and the Georgia colony as a buffer).</li> </ul>
<p><b>5.5.1</b> Describe ways in which location and environment influenced the settlements and land use in colonial America.</p>	<ul style="list-style-type: none"> <li>● Explain how cash crops supported the establishment of southern colonies.</li> <li>● Explain the influence of geography on the establishment of forts and settlements, and trading posts in the fur trade.</li> <li>● Explain the importance of bays and port access in the establishment of trading settlements.</li> <li>● Explain the role of mountains in limiting westward expansion.</li> <li>● Explain the importance of waterways in supporting expansion and trade.</li> </ul>
<p><b>5.5.2</b> Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment.</p>	<ul style="list-style-type: none"> <li>● Describe the impacts of cash crop farming on the environment (increase in land use for agriculture, threat of over farming, created conflicts between colonizers and Native Americans).</li> </ul>
<p><b>5.6.1</b> Compare and contrast the different types of government in colonial America that influenced the development of the United States.</p>	<ul style="list-style-type: none"> <li>● Describe the governmental structures of the British thirteen colonies (Mayflower Compact, House of Burgesses, self-government in Royal and proprietary colonies, charters establishing the original 13 colonies).</li> </ul>
<p><b>5.6.2</b> Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy.</p>	<ul style="list-style-type: none"> <li>● Explain how colonists’ religious beliefs shaped their forms of government.</li> <li>● Discuss how taxation by Britain, self-governance, and representation influenced the development of colonial governments.</li> <li>● Compare and contrast colonial government structures and ideals with the current government system of the United States.</li> </ul>

<p><b>5.8.1</b> Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity.</p>	<ul style="list-style-type: none"> <li>● Explain why imports and exports would be useful using the terms profit, risk, supply, demand, shortage, and scarcity.</li> </ul>
<p><b>5.9.1</b> Describe trade between the Americas, Western Europe, and Western Africa during the colonial period.</p>	<ul style="list-style-type: none"> <li>● Explain the role of trade in the economy of each of the three colonial regions, and analyze the interdependence between each of the regions.</li> <li>● Explain how the Triangular Trade developed from the Columbian Exchange.</li> <li>● Explain Triangular Trade, and identify what people and goods were traded between the Americas, Western Europe, and West Africa.</li> <li>● Explain how Triangular Trade affected North America, Europe, and West Africa considering their economies, politics, and cultures.</li> <li>● Explain how enslaved peoples were a part of the Triangular Trade.</li> <li>● Explain how people experienced the Middle Passage, including the conditions for people being sold as slaves.</li> <li>● Explain how the economy of the Americas developed a dependence on slave labor.</li> <li>● Explain why more slaves were brought to the West Indies than the southern colonies.</li> </ul>
<p><b>5.9.2</b> Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies.</p>	<ul style="list-style-type: none"> <li>● Explain how geography influenced the land use and economy in each of the three colonial regions.</li> <li>● Compare and contrast the economies of the three colonial regions.</li> <li>● Explain how economy and trade drove the development of a class system in the British colonies.</li> <li>● Explain the interdependence of the 13 colonies with each other and with the Native Americans.</li> <li>● Explain what led to regionalism in the 13 colonies, and how regionalism allowed the colonies to become less dependent on Great Britain.</li> <li>● Analyze the impact of agriculture on the Southern colonies (motivation for colonization, economic effects on the colonies, relation to slavery).</li> </ul>

<b>ANCILLARY CONTENT</b>	<p><b>5.1.1</b> Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.</p>	<ul style="list-style-type: none"> <li>● Create a timeline of colonialism in N. America including the Great Awakening, the Navigation Act of 1660, the rise of smugglers, King Philip's and King William's Wars.</li> </ul>
	<p><b>5.1.3</b> Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the points of view of colonists and the British Parliament regarding trade regulation (Navigation Acts).</li> <li>● Compare and contrast the points of view of Native Americans and New England colonists during King Philip's War.</li> <li>● Compare and contrast differing perspectives on slavery during the time of Triangular Trade.</li> </ul>
	<p><b>5.1.4</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>● Conducting historical research</li> <li>● Evaluating a broad variety of primary and secondary sources</li> <li>● Comparing and contrasting varied points of view</li> <li>● Determining the meaning of words and phrases from historical texts</li> <li>● Using technology to research, produce, or publish a written product</li> </ul>	<ul style="list-style-type: none"> <li>● Produce writing that compares and contrasts the British colonial government with the modern day government of the United States.</li> <li>● Produce writing to show how the actions of the British colonists affected their relationship with the Iroquois.</li> </ul>
	<p><b>5.4.2</b> Analyze a map using a variety of tools.</p>	<ul style="list-style-type: none"> <li>● Review map skills as necessary.</li> </ul>
	<p><b>5.7.1</b> Investigate basic rights and responsibilities of citizens in present-day government.</p>	<ul style="list-style-type: none"> <li>● Connect basic rights and responsibilities of citizens in present-day government to foundations of rights provided to colonists in royal, proprietary, and charter governments.</li> </ul>

<b>Unit Five: The French and Indian War</b>		<b>Topic One: Events of the French and Indian War</b> <b>Topic Two: Impacts of the French and Indian War</b>	
<b>Key Connections:</b>			
<ul style="list-style-type: none"> <li>European rivalries and British economic policy led to conflict and war in Colonial North America.</li> </ul>			
<b>Grade-Level Expectations (GLEs)</b>		<b>Priority Content and Concepts</b>	
<b>ESSENTIAL CONTENT</b>	<b>5.1.2</b> Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.	<ul style="list-style-type: none"> <li>Analyze political cartoons (such as Ben Franklin’s Join or Die) to determine the impact newspapers/political cartoons had on the French and Indian War.</li> <li>Read, analyze, and interpret primary sources such as journals and letters describing events and viewpoints of the French and Indian War.</li> <li>Read and analyze the treaty of Paris 1763 to understand the outcomes and agreements at the end of the French and Indian War.</li> </ul>	
	<b>5.3.2</b> Describe cooperation and conflict among Native Americans, Europeans, and Africans.	<ul style="list-style-type: none"> <li>Identify and describe the Native American alliances with the British and the French during the French and Indian War.</li> </ul>	
	<b>5.3.3</b> Identify the major European powers that colonized North America and explain their goals, challenges, and achievements.	<ul style="list-style-type: none"> <li>Explain why the French, British, and Native Americans all wanted to control the forks of the Ohio River.</li> </ul>	
	<b>5.3.7</b> Describe the impact of key people, ideas, and events that led to the French and Indian War.	<ul style="list-style-type: none"> <li>Explain why the Virginia Lieutenant Governor sent George Washington to the Ohio Valley, and the outcome of Washington’s journey.</li> <li>Explain the impact of George Washington’s 1754 Map of the Ohio on land disputes between the French and British.</li> <li>Explain the economic motivations for France to keep and expand territories in North America.</li> <li>Explain the French, British, and British colonists’ motivations for entering into the French and Indian War.</li> <li>Explain the role of alliances between Native Americans and both the French and the British in the French and Indian War.</li> <li>Explain the significance of the Albany Union Plan (first proposal to conceive of the colonies as a collective whole united under one government).</li> </ul>	

<b>ANCILLARY CONTENT</b>		<ul style="list-style-type: none"> <li>Identify George Washington’s attack at Fort Duquesne as the start of French and Indian War.</li> </ul>
	<b>5.4.3</b> Analyze maps from the Age of Exploration to 1763.	<ul style="list-style-type: none"> <li>Analyze a historical/primary map to determine the French and British controlled areas of the Ohio Valley in the mid-18th century to understand the causes of the French and Indian War.</li> </ul>
	<b>5.10.1</b> Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America.	<ul style="list-style-type: none"> <li>Explain how the events and outcome of the French and Indian War impacted the British Colonists (higher taxes to pay off British war debt, quartering British soldiers).</li> <li>Explain the terms of the Treaty of Paris.</li> <li>Explain the challenges the colonists faced given the terms of the Royal Proclamation, and the challenges Great Britain faced in enforcing the terms.</li> <li>Describe the purpose and impacts of British actions in its colonies following French and Indian War (Sugar, Stamp, and Quartering Acts).</li> <li>Explain how the relationship between Britain and its colonies changed after the French and Indian War.</li> <li>Explain the importance of the French and Indian War to the history of the U.S. (connection to American Revolution).</li> </ul>
	<b>5.1.1</b> Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.	<ul style="list-style-type: none"> <li>Create a timeline of key events during the French and Indian War (George Washington’s journey to the Ohio Valley, British defeat at Fort Duquesne, Massacre at Ft. William Henry, Battle of Quebec, French surrender, Treaty of Paris).</li> </ul>
	<b>5.1.3</b> Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763.	<ul style="list-style-type: none"> <li>Compare and contrast the points of view of the British government, colonists, French, and Native Americans during the French and Indian War.</li> <li>Compare and contrast British colonists who supported and who opposed fighting with the British in the French and Indian War.</li> </ul>
	<b>5.1.4</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: <ul style="list-style-type: none"> <li>Conducting historical research</li> <li>Evaluating a broad variety of primary and secondary sources</li> <li>Comparing and contrasting varied points of view</li> </ul>	<p><i>Options for addressing GLE 5.1.4 in unit 5:</i></p> <ul style="list-style-type: none"> <li>Conduct historical research on the events and impacts of the French and Indian War.</li> <li>Produce writing to make a claim on whether or not British taxation on the colonies after the French and Indian War was justified.</li> </ul>

	<ul style="list-style-type: none"> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Using technology to research, produce, or publish a written product</li> </ul>	
	<p><b>5.4.2</b> Analyze a map using a variety of tools.</p>	<ul style="list-style-type: none"> <li>• Read and analyze maps outlining British and French territories before and after the French and Indian War.</li> </ul>