



GRADE 6 LOUISIANA SOCIAL STUDIES

Colonial America

Student Workbook

Colonial town



Great Awakening



Colonial farming

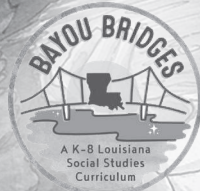


English settlement



Colonial America

Student Workbook



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Colonial America

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Chapter 1: The Thirteen Colonies

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The English Colonies	
The Southern Colonies	

The New England Colonies	
The Middle Colonies	
An Agrarian Society	

Women and Children in the Colonies	
Self-Government in the Colonies	
The Great Awakening	

Primary Sources

PRIMARY SOURCE A: FROM THE JOURNAL OF SARAH KEMBLE KNIGHT (1704)

Sarah Kemble Knight was a colonist living in New England during the early 1700s. In 1704, she traveled by horseback from Boston, Massachusetts, to New Haven, Connecticut. Her journal provides a unique glimpse into what conditions were like for travelers at this time.

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.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

Primary Sources

PRIMARY SOURCE B: FROM "POSITIVE INFORMATION FROM AMERICA" (1683) BY FRANCIS DANIEL PASTORIUS

In this excerpt, German immigrant Francis Daniel Pastorius describes Pennsylvania upon his arrival.

Philadelphia daily increases in houses and inhabitants. . . . Furthermore here and there other towns are laid out; for the Society is beginning to build about an hour and a half from here one bearing the name of Frankford, where they have [built] a mill and a glass factory. Not far from there . . . lies our Germantown, where already forty-two people are living in twelve dwellings. They are mostly linen weavers and not any too skilled in agriculture. These good people laid out all their substance upon the journey, so that if William Penn had not advanced provisions to them, they must have become servants to others. . . . Of [Germantown] I can say no more at present than that it lies on black fruitful soil and is half surrounded with pleasant streams like a natural defense. . . . Every family has a house lot of three acres.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

Primary Sources

PRIMARY SOURCE C: ROBERT HORNE RECRUITING SETTLERS TO CAROLINA, 1666

Carolina is a fair and spacious Province on the Continent of America: so called in honor of His Sacred Majesty that now is, Charles the Second, whom God preserve; and His Majesty hath been pleas'd to grant the same to certain Honourable Persons, who in order to the speedy planting of the same, have granted diverse privileges and advantages to such as shall transport themselves and Servants in convenient time; This Province lying so near Virginia, and yet more Southward, enjoys the fertility and advantages thereof; and yet is so far distant, as to be freed from the inconstancy [inconsistency] of the Weather, which is a great cause of the unhealthfulness thereof; also, being in the latitude of the Bermudas may expect the like healthfulness which it hath hitherto enjoy'd, and doubtless there is no Plantation that ever the English went upon, in all respects so good as this: for though Bermudas be wonderful healthy and fruitful, yet is it but a Prison to the Inhabitants, who are much streightned [restricted] for want of room, and therefore many of them are come to Carolina, and more intend to follow. There is seated in this Province two Colonies already, one on the River Roanoak (now called Albemarle River) and borders on Virginia; the Other at Cape Feare, two Degress more Southerly. . . .

This Province of Carolina is situate on the main Continent of America, between the degrees of 30. and 36. and hath on the North, the South part of Virginia; on the South is bounded by the 30 degree of Latitude not yet fully discovered; on the East is Mare Atlanticum, part of the great Ocean; and on the West the wealthy South Sea is its Confines.

Source: Horne, Robert. "A Brief Description of the Province of Carolina, by Robert Horne, 1666." In *Narratives of Early Carolina, 1650–1708*, edited by Alexander S. Salley, Jr. New York, NY: C. Scribner's Sons, 1911, pp. 66–67.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

PRIMARY SOURCE D: THOMAS NEWE, LETTER FROM CAROLINA, 1682

May the 17th, 1682, from Charles Town on Ashley River . . .

Most Honourd Father:

The 12th of this instant by the providence of God after a long and tedious passage we came to an Anchor against Charles town at 10 in the night. . . . As for the Country I can say but little of it as yet on my own knowledge, but what I hear from others. The Town which two years since had but 3 or 4 houses, hath now about a hundred houses in it, all which are wholly built of wood, tho here is excellent Brick made, but little of it. All things are very dear [expensive] in the Town; milk 2 d a quart, beefe 4 d a pound, pork 3 d. . . . The English Barley and Wheat do thrive very well, but the Indian corn being more hearty and profitable, the other is not much regarded. I am told that there is great plenty of all things in the Country. . . . Several in the Country have great stocks of Cattle and they sell so well to new comers that they care not for killing, which is the reason provision is so dear in the Town, whilst they in the Country are furnished with Venison, fish, and fowl by the Indians for trifles, and they that understand it make as good butter and cheese as most in England.

The land near the sea side is generally a light and sandy ground, but up in the Country they say there is very good land, and the farther up the better, but that which at present doth somewhat hinder the settling farther up, is a war that they are engaged in against a tribe of . . . Indians. . . .

When we came into Ashley river we found six small vessels in the Harbour, but great ones may and have come in by the assistance of a good Pilot, and if they can make good wine here, which they have great hopes of, and this year will be the time of trial which if it hits no doubt but the place will flourish exceedingly, but if the vines do not prosper I question whether it will ever be any great place of trade.

Source: Newe, Thomas. "Letters of Thomas Newe, 1682." *In Narratives of Early Carolina, 1650–1708.*, edited by Alexander S. Salley, Jr. New York: C. Scribner's Sons, 1911, pp. 181–82.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

PRIMARY SOURCE E: *FROM THE ENGLISH BILL OF RIGHTS (1689)*

And thereupon the said Lords Spiritual and Temporal and Commons, pursuant to their respective letters and elections, being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties declare

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;

That the pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal;

That the commission for erecting the late Court of Commissioners for Ecclesiastical Causes, and all other commissions and courts of like nature, are illegal and pernicious;

That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;

That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law;

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders;

That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.

... Having therefore an entire confidence that his said Highness the prince of Orange will perfect the deliverance so far advanced by him, and will still preserve them from the violation of their rights which they have here asserted, and from all other attempts upon their religion, rights and liberties, the said Lords Spiritual and Temporal and Commons assembled at Westminster do resolve that William and Mary, prince and princess of Orange, be and be declared king and queen of England, France and Ireland and the dominions thereunto belonging

Source: UK Legislation. "Bill of Rights [1688]." London: UK National Archives, n.d

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

Primary Sources

PRIMARY SOURCE F: *FROM SINNERS IN THE HANDS OF AN ANGRY GOD*

The Use may be of Awakening to unconverted Persons in this Congregation. This that you have heard is the Case of every one of you that are out of Christ. That World of Misery, that Lake of burning Brimstone is extended abroad under you. There is the dreadful Pit of the glowing Flames of the Wrath of God; there is Hell's wide gaping Mouth open; and you have nothing to stand upon, not any Thing to take hold of: there is nothing between you and Hell but the Air; 'tis only the Power and meer [mere] Pleasure of God that holds you up.

You probably are not sensible of this; you find you are kept out of Hell, but don't see the Hand of God in it, but look at other Things, as the good State of your bodily Constitution, your Care of your own Life, and the Means you use for your own Preservation. But indeed these Things are nothing; if God should withdraw his Hand, they would avail no more to keep you from falling, than the thin Air to hold up a Person that is suspended in it.

Source: Edwards, Jonathan. *Sinners in the Hands of an Angry God*. Boston: S. Kneeland and T. Green, 1741. p. 12.

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:

[illegible]

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

Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

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?

Chapter 2: The Institution of Slavery in North America

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Brutal Institution	
The Beginnings of the Slave Trade	
Slavery in the New World	

The Atlantic Slave Trade

The Middle Passage

**Slavery Begins in the
English Colonies**

Slavery Grows in the Colonies	
Plantation Life and Resistance	
Keeping African Culture Alive	

PRIMARY SOURCE G: OLAUDAH EQUIANO DESCRIBES THE MIDDLE PASSAGE

At the age of eleven, Olaudah Equiano was captured and sold into slavery. He eventually regained his freedom and wrote The Interesting Narrative of the Life of Olaudah Equiano. Equiano's autobiography details the horrors of slavery, including his experience on the Middle Passage.

At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. 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], from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the [irresponsible greed], as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its message, purpose, and/or audience.****Draw a conclusion from or about the source.**

Primary Sources

PRIMARY SOURCE H: ACT FOR PREVENTING REBELLIONS (VIRGINIA, 1680)

The frequent meeting of large numbers of African slaves under the pretense of feasts and burials is considered dangerous. To prevent this in the future, it is enacted by the king and with the consent of the general assembly that it shall not be lawful for any African or other slave to carry or arm himself with any weapon. Nor may he go or depart from his master's property without a note from his master. Such permission will not be granted except for specific and necessary occasions. And every African or slave who is guilty of not having a note shall be sent to the constable. The constable will be required to give the African twenty lashes. The constable will then return him to his master.

It is further declared that if any African or other slave shall lift his hand in opposition against any Christian, he shall be given thirty lashes for each offense. If any African or other slave hides from his master or resist lawful authorities, it shall be lawful to kill the African or slave who resists.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its message, purpose, and/or audience.****Draw a conclusion from or about the source.**

Primary Sources

PRIMARY SOURCE I: FROM THOMAS PHILLIPS, "A JOURNAL OF A VOYAGE MADE IN THE HANNIBAL OF LONDON"

When our slaves were come to the seaside, our canoes were ready to carry them off to the longboat, if the sea permitted, and she convey'd them aboard ship, where the men were all put in irons, two and two shackled together, to prevent their mutiny, or swimming ashore.

[They] are so willful and loth [loath] to leave their own country, that they have often leap'd out of the canoes, boat and ship, into the sea, and kept under water till they were drowned, to avoid being taken up and saved by our boats, which pursued them; they having a more dreadful apprehension [nervousness] of Barbadoes [the Caribbean island of Barbados] than we can have of hell, tho' in reality they live much better there than in their own country; but home is home, &c: we have likewise seen divers [many] of them eaten by the sharks, of which a prodigious number kept about the ships in this place, and I have been told will follow her hence to Barbadoes, for the dead . . . that are thrown over-board in the passage. I am certain in our voyage there we did not want the sight of some every day, but that they were the same I can't affirm. . . .

I have been inform'd that some commanders have cut off the legs or arms of the most willful, to terrify the rest, for they believe if they lose a member [limb], they cannot return home again: I was advis'd by some of my officers to do the same, but I could not be persuaded to entertain the least thoughts of it, much less to put in practice such barbarity and cruelty to poor creatures, who, excepting their want of Christianity and true religion, (their misfortune more than fault) are as much the works of God's hands, and no doubt as dear to him as ourselves; nor can I imagine why they should be despis'd for their colour, being what they cannot help, and the effect of the climate it has pleas'd God to appoint them. I can't think there is any intrinsic value in one colour more than another, nor that white is better than black, only we think it so because we are so, and are prone to judge favorably in our own case. . . .

Source: Phillips, Thomas. *A Journal of a Voyage Made in the Hannibal of London, Ann. 1693, 1694, from England, to Cape's Monseradoe, in Africa, And Thence Along the Coast of Guiney to Whidaw, the Island of St. Thomas, and So Forward to Barbadoes*. London: Walthoe, 1732, p. 219.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its message, purpose, and/or audience.****Draw a conclusion from or about the source.**

PRIMARY SOURCE J: RESOLUTION OF THE GERMANTOWN QUAKERS

These are the reasons why we are against the traffick of mens-body as followeth: Is there any that would be done or handled at this manner? viz. [that is,] to be sold or made a slave for all the time of his life? . . . There is a saying, that we shall do to all men, like as we will be done our selves: making no difference of what generation, descent, or Colour they are. And those who steal or rob men, and those who buy or purchase them, are they not all alike? Here is liberty of Conscience, which is right & reasonable, here ought to be likewise liberty of the body, except of evildoers, which is another case. But to bring men hither, or to rob and sell them against their will, we stand against. . . . What thing in the world can be done worse towards us than if men should rob or steal us away & sell us for slaves to strange Countries, separating husband from their wife & children. . . . And we who profess that it is not lawful to steal, must likewise avoid to purchase such things as are stolen, but rather help to stop this robbing and stealing if possible and such men ought to be delivered out of the hands of the Robbers and set free. . . .

Source: Adapted from "The Mennonite Protest Against Slavery." *Source Book and Bibliographical Guide for American Church History*, edited by Peter George Mode. Menasha, WI: George Banta Publishing Company, 1921, pp. 552–553.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its message, purpose, and/or audience.****Draw a conclusion from or about the source.**

Chapter 2 Check for Understanding: How and why did slavery spread in North America?

[illegible]

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 |

Name _____

Date _____

Performance Task Activity: Colonial America

The thirteen colonies developed into three distinct regions, but still had some similarities. At the same time, slavery took root and spread in North America. Think about what you read about the regions and the development of slavery in North America, and then prepare and give a presentation in response to this prompt:

To what extent were the three colonial regions similar and different? Make a claim and support it using evidence from the unit.

Activity Page



AP 1.4

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Colonial America*, as well as from the sources and resources in the unit activities.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

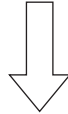
Date _____

Activity Page 1.4

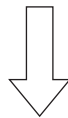
Use with Performance Task

Claims and Evidence

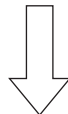
STATE THE REASON *Why should someone agree with this claim?*



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?*

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