



GRADE 6 LOUISIANA SOCIAL STUDIES



Hernando de Soto

Teacher Guide

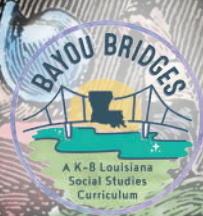
Culture

The Louisiana Purchase

New Orleans

Colonial Louisiana

Teacher Guide



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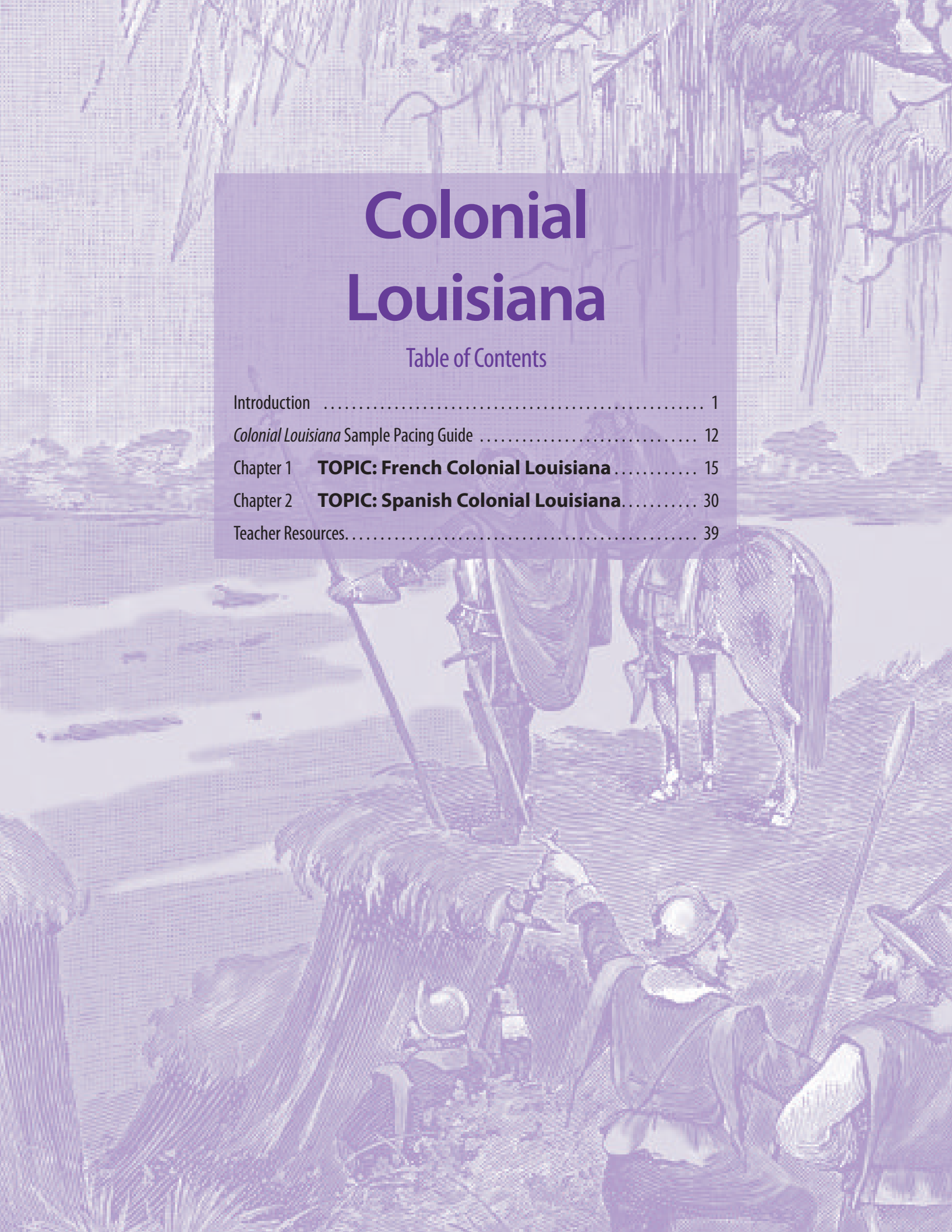
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Colonial Louisiana

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Colonial Louisiana

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 6

Introduction

ABOUT THIS UNIT

The Big Idea

From its first exploration by Spanish explorers to its development under French and Spanish rule, colonial Louisiana experienced many changes.

First explored by Hernando de Soto in the sixteenth century CE, the region that would become the Louisiana Territory remained unclaimed by European powers for more than a hundred years. In the late seventeenth century, French explorer René-Robert Cavelier, sieur de La Salle, claimed the entire Mississippi basin for France. The French envisioned New Orleans as a vital trade hub that would cultivate relationships with various Native American tribes and shape a diverse population. However, in 1763, following the Seven Years' War, Louisiana was ceded to Spain. Spain at first had trouble controlling the colony but soon established rule through strong military presence. The Treaty of San Ildefonso in 1800 returned Louisiana to French control briefly, but Napoleon Bonaparte's need for funding prompted its sale to the United States in the Louisiana Purchase of 1803. The legacies of French and Spanish rule endure in Louisiana's architecture, cuisine, legal system, and diverse population, contributing to the state's distinct culture.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- early exploration of the Americas by the Spanish, French, British, Portuguese, and Dutch
- establishment of the first colonies in North America
- development of the transatlantic trade, including:
 - reasons for the slave trade
 - experiences of enslaved people on the Middle Passage
 - experiences of enslaved people in the American colonies
- details of the British colonies in the Americas, including agriculture, industry, geography, economy, and government, as grouped by region (New England, Middle, and Southern colonies)
- interactions between colonists of the Americas and Native Americans

What Students Need to Learn

- how the Louisiana Territory was first explored by Europeans
- how the Louisiana colony was claimed for France
- who established the first settlements in the Louisiana colony and where they were
- how the early government of the Louisiana colony functioned
- how and why slavery was implemented in the Louisiana colony
- how people of color, including free people of color, and Native Americans were treated in the Louisiana colony
- specific ethnic groups that immigrated to the Louisiana colony, including when and why they arrived and the influence they had on the colony
- how and why the Louisiana colony was transferred from French to Spanish rule
- how the government of the Louisiana colony changed under Spanish rule

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 1673 to 1803.

1673	Louis Jolliet and Jacques Marquette explore the Mississippi River.
1682	René-Robert Cavelier, sieur de La Salle, claims the Mississippi basin for France. He calls the territory <i>La Louisiane</i> .
1716	Fort St. Jean Baptiste is established as the first permanent settlement in what will become the state of Louisiana.
1718	Jean-Baptiste Le Moyne de Bienville founds New Orleans.
1719	The first enslaved Africans are brought to Louisiana. Five years later, the Code Noir establishes rules for the colony's enslaved people as well as its population of free people of color.
1721	German immigrants settle outside of New Orleans in what will become known as the German Coast.
1762	The Treaty of Fontainebleau gives much of colonial Louisiana to Spain.
1765–70	Acadians who had been expelled from Canada settle outside of New Orleans.
1768	French Creoles revolt against Spanish rule.
1769	Alejandro O'Reilly takes control of Louisiana.
1770s	Isleños, immigrants from the Canary Islands, begin to arrive in Louisiana.
1790s	Haitian immigrants arrive in the colony.
1795	The Treaty of San Lorenzo gave Americans the opportunity to bring goods to New Orleans to sell and trade.

1800

Spain returns Louisiana to France in the Third Treaty of San Ildefonso.

1803

The United States buys Louisiana from France.

- how the economy of the Louisiana colony grew under Spanish rule
- how and why the Louisiana colony was transferred back to French rule and then subsequently sold to the United States

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this unit, students will read and learn about slavery in colonial Louisiana. When you encounter references to slavery, you may want to note that today, we recognize that slavery is cruel and inhumane. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 3 are:

- The Mississippi basin was claimed for France, which ruled for about seventy years.
- Early efforts at making the Louisiana colony successful were at best mediocre, with only a few thousand colonists there by the middle of the eighteenth century.

- France turned the Louisiana colony over to Spain during the Seven Years' War.
- Spain had initial trouble with a rebellion in the colony, but it quickly quashed this rebellion and went on to make the colony prosperous and diverse.

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 Louisiana Student Reader—two chapters

Teacher Components

Colonial Louisiana Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Colonial Louisiana* 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 Louisiana Timeline Card Slide Deck—thirteen individual images depicting significant events and individuals related to colonial Louisiana. 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!

1673



Chapter 1

1682



Chapter 1

1716



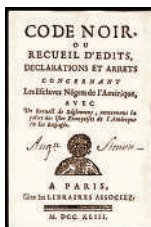
Chapter 1

1718



Chapter 1

1719



Chapter 1

1700s



Chapter 2

1762



Chapter 1

1765–70



Chapter 2

1768



Chapter 2

1769



Chapter 2

1795



Chapter 2

1800



Chapter 1

1803



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. Each chapter discusses a different period of Louisiana’s colonial history. Some events overlap or relate only to French or Spanish colonial history.

Understanding References to Time in the *Colonial Louisiana 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, Haitians arrived throughout the 1790s, but the Louisiana Purchase occurred in 1803.

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 Louisiana* unit is one of six history and geography units in the Grade 6 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty days has been allocated to the *Colonial Louisiana* 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, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter	The Framing Question
1	How did the Louisiana colony change under French rule?
2	How did the Louisiana colony change under Spanish rule?

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	commerce, investment, contract, monopoly, regent, manumission, influx, civil law, common law, asset, cede, negotiate
2	ethnic, lenient, smuggle


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 52–55. 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—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- 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

Bernard, Shane. *Cajuns and Their Acadian Ancestors*. Jackson: University Press of Mississippi, 2008.

Burgan, Michael. *The Louisiana Purchase: From Independence to Lewis and Clark*. Chicago: Heinemann Library, 2016.

Hale, Nathan. *Blades of Freedom: A Tale of Haiti, Napoleon, and the Louisiana Purchase*. New York: Amulet Books, 2020.

Landau, Elaine. *The Louisiana Purchase: Would You Close the Deal?* Berkeley Heights, NJ: Enslow Publishers, 2008.

Maestro, Betsy. *Struggle for a Continent: The French and Indian Wars, 1689–1763*. New York: HarperCollins, 2000.

Owens, Lisa. *A Journey with Sieur de la Salle*. Minneapolis: Lerner Publications, 2017.

Peterson, Casey. *The Lewis & Clark Expedition and the Louisiana Purchase*. Spotlight on America. Garden Grove, CA: Teacher Created Resources, 2003.

Worth, Richard. *Louisiana, 1682–1803*. Voices from Colonial America. Washington, D.C.: National Geographic, 2006.

COLONIAL LOUISIANA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;

NFE—Nonfiction Excerpt; FE—Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Colonial Louisiana

<p>"French Colonial Louisiana" Core Lesson (TG & SR, Chapter 1)</p>	<p>"French Colonial Louisiana" Core Lesson (TG & SR, Chapter 1)</p>	<p>"Primary Source: The Code Noir" (TG & SR, Chapter 1, AP 1.2)</p> <p>and</p> <p>"Primary Source: The Company of Mississippi" (TG & SR, Chapter 1, AP 1.2)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: René-Robert Cavalier de La Salle and the Expansion of New France" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: New Orleans in 1726" (TG, Chapter 1 Additional Activities, AP 1.2)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Colonial Louisiana

<p>🕒 "Education and Culture in French Colonial Louisiana" (TG, Chapter 1 Additional Activities)</p>	<p>🕒 "Education and Culture in French Colonial Louisiana" (TG, Chapter 1 Additional Activities)</p>	<p>🕒 "Education and Culture in French Colonial Louisiana" (TG, Chapter 1 Additional Activities)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: Settling the German Coast" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)</p>	<p>🕒 "PRIMARY SOURCE ACTIVITY: The Third Treaty of San Ildefonso" (TG, Chapter 1 Additional Activities, NFE 4, AP 1.2)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Colonial Louisiana

<p>Chapter 1 Assessment</p>	<p>"Spanish Colonial Louisiana" Core Lesson (TG & SR, Chapter 2)</p>	<p>"Spanish Colonial Louisiana" Core Lesson (TG & SR, Chapter 2)</p> <p>Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Primary Source: The Proclamation of Alejandro O'Reilly (1769)" (TG & SR, Chapter 2, AP 1.2)</p>	<p>"Architecture of the Cabildo" (TG, Chapter 2 Additional Activities)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Colonial Louisiana

"PRIMARY SOURCE ACTIVITY: Portraits of Spanish New Orleans" (TG, Chapter 2 Additional Activities, AP 1.2)	"Acadians in Colonial Louisiana" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 3 Performance Task Assessment	Unit 3 Performance Task Assessment
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COLONIAL LOUISIANA PACING GUIDE

_____ 's Class

(A total of twenty days has been allocated to the *Colonial Louisiana* 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 Louisiana

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Colonial Louisiana

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Colonial Louisiana

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Colonial Louisiana

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TOPIC: French Colonial Louisiana

The Framing Question: How did the Louisiana colony change under French rule?

Primary Focus Objectives

- ✓ Analyze the growth and development of precolonial and French colonial Louisiana. **(6.10)**
- ✓ Explain how the physical environment of Louisiana influenced its colonial development. **(6.10.c)**
- ✓ Describe the different groups who migrated to and lived in colonial Louisiana and the ways they affected its development. **(6.10.b, 6.10.d, 6.10.e)**
- ✓ Compare and contrast French and Spanish colonial Louisiana. **(6.10.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *commerce, investment, contract, monopoly, regent, manumission, influx, civil law, common law, asset, cede, and negotiate.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About French Colonial Louisiana”:

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

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual students copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

commerce, n. the buying and selling of goods and services; trade (4)

Example: Commerce is an important part of building an economy.

Variations: commercial (adj.)

investment, n. money that is spent in order to make a profit (4)

Example: Early investment in a successful business can result in a lot of money for the person who invests.

Variations: investments, investor (n.), invest (v.)

contract, n. a written or spoken agreement, usually about business (6)

Example: Everyone who signs a contract has an obligation to fulfill its terms.

Variations: contracts, contractor (n.), contract (v.), contractual (adj.)

monopoly, n. the complete ownership or control of a resource or industry (6)

Example: A monopoly often results in extremely high prices because there is only one seller and many buyers.

Variations: monopolies, monopolistic (adj.), monopolize (v.)

regent, n. a person who governs a kingdom when the monarch is unable to (8)

Example: The Duke of Orleans was regent for King Louis XV.

Variations: regents, regency

manumission, n. release from enslavement (11)

Example: Manumission allowed some enslaved persons to become free in Louisiana.

Variations: manumit (v.)

influx, n. the arrival of a large number of people (12)

Example: An influx of people from a single place can change the culture of a region.

civil law, n. a system of law in which codes and statutes carry greater weight than prior court decisions (14)

Example: The rules of a society that uses civil law are written down as laws or codes.

common law, n. a system of law in which prior court decisions carry greater weight than codes and statutes (14)

Example: A person might not know the penalty for an offense under common law until they are brought to court over it.

asset, n. something that is owned by a person, company, or country (14)

Example: For many people, the house that they own is their greatest asset.

Variations: assets

cede, v. to grant or transfer (14)

Example: France ceded the Louisiana Territory to Spain.

Variations: cedes, ceding, ceded, cession (n.)

negotiate, v. to discuss the terms of an agreement (14)

Example: One job of the president is to negotiate treaties with other countries.

Variations: negotiates, negotiating, negotiated, negotiation (n.), negotiator (n.)

THE CORE LESSON 35 MIN

Introduce *Colonial Louisiana Student Reader*

5 MIN

Distribute copies of the *Colonial Louisiana 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 the Mississippi River, New Orleans, and Napoleon.

Introduce “French Colonial Louisiana”

5 MIN

Remind students that in the last unit, they read about the first English colonies in what later became the United States. But the English were not the only Europeans to establish colonies in North America. The French and Spanish did, too. One of those colonies was Louisiana. In this unit, students will learn about Louisiana’s French and Spanish history before it became part of the United States.

Call students’ attention to the Framing Question. Tell students to pay attention to the kind of government in French colonial Louisiana and the types of people who lived there.

Guided Reading Supports for “French Colonial Louisiana”

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.

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *commerce* and *investment*, and explain their meanings.

SUPPORT—Remind students that they read about Jolliet and Marquette’s journey in Unit 1, *The Exploration and Settlement of North America*. Father Marquette was not Jolliet’s literal father but a Jesuit priest and missionary.

 **SUPPORT**—Direct students to the map on page 5, and have them locate the Mississippi River. Have them find the start of the Mississippi in Minnesota and trace its path down to the Gulf of America.

Note: Students in the Bayou Bridges program may recall learning about the Caddo, Plaquemine, and Mississippian cultures in their Grade 4 study of Indigenous cultures in Louisiana.

After reading the text, ask the following questions:

LITERAL—What did Jolliet and Marquette learn? **(6.10.c)**

- » Jolliet and Marquette learned that the Mississippi River reached from Lake Itasca in northern Minnesota to the Gulf of America. They also learned there was no Northwest Passage providing a shorter water route to China.

LITERAL—Which people had knowledge of the Mississippi River prior to Jolliet and Marquette’s exploration? **(6.9.g)**

- » Native Americans had knowledge of the Mississippi River for centuries before Europeans explored it.

EVALUATIVE—Why did the businessmen finance Jolliet’s trip to explore the Mississippi River? **(6.10.a, 6.10.d)**

- » The businessmen intended to receive a return on their investment through the fur trade.

EVALUATIVE—Why did the businessmen likely think Jolliet would be able to set up profitable trading relationships along the Mississippi River? **(6.10.b)**


- » There was already a large trading network established among the Native Americans in the region.

“Establishment of French Colonial Louisiana,” pages 4–6

Scaffold understanding as follows:

Have students read the section on pages 4–6 independently.

CORE VOCABULARY—Point out the vocabulary terms *contract* and *monopoly*, and explain their meanings.

 **SUPPORT**—Draw students’ attention to the map on page 5. Differentiate between the land in green and beige, and explain that the Mississippi River basin encompasses all of the land in green on the map. Any river in the basin will eventually link with and drain into the Mississippi and out into the Gulf of America. This emphasizes the importance of the river as well as New Orleans’s future location. Ask students if they think that La Salle knew how much land he was claiming for France. Have them explain their answers. Students may point out that the Mississippi River basin is extremely large and no explorers had seen every part of it. They might also mention that the eastern parts of the basin overlap the region that was colonized by the British. (6.10.a, 6.10.c)

After students read the text, ask the following questions:

LITERAL—Who claimed the Louisiana Territory for France? (6.10.c, 6.10.d)

» La Salle claimed Louisiana for France.

LITERAL—Who was Louisiana named for? (6.10.d)

» Louisiana, called *La Louisiane* by the French, was named for King Louis XIV.

INFERENTIAL—Why do you think the French government allowed businessmen to govern the colony instead of sending their own representatives? (6.7.a, 6.7.c, 6.9.h, 6.10.b, 6.10.c, 6.10.d)

» The colony was very large and a long distance from France. The businessmen had a high interest in its success because they had invested in it. Also, if the colony had failed, it would have been seen as a failure of the businessmen instead of the French crown.

“The First French Settlements,” pages 6–7

Scaffold understanding as follows:

Invite volunteers to read the section on pages 6–7 aloud.

Note: *Maurepas* is pronounced (/more*eh*paw/). Say the name aloud, and have students repeat it after you.

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

EVALUATIVE—Why did the colony at Fort Louis succeed when the one at Fort Maurepas failed? (6.10.c)

- » The colony at Fort Louis succeeded because it was farther inland and the land was more suitable for farming. Fort Maurepas had sandy soil, which made farming difficult.

EVALUATIVE—Was Bienville’s early governorship a success? Why or why not? (6.7.a, 6.7.c, 6.10.a, 6.10.d)

- » Possible answer: Yes, it was a success. Although Fort Maurepas failed, Bienville successfully governed Fort Louis, where they cultivated crops and traded in furs. Moving to Mobile also brought the hope of creating closer trade ties with Native Americans and discouraging the English from moving into the area.

“A New Governor,” pages 7–8

Scaffold understanding as follows:

Have students read the section on pages 7–8 with a partner.

SUPPORT—Explain that during this period in history, France was embroiled in the War of the Spanish Succession. This was a war that lasted from 1701 to 1714 and involved the heir to the throne of Spain. France was deeply invested in this war, as its outcome would determine French dominion over a great deal of Europe.

Note: *Natchitoches* is pronounced (/na*kuh*tish/). Say the name aloud, and have students repeat it after you.

After students read the text, ask the following questions:

EVALUATIVE—Why was the French government neglecting the Louisiana colony? (6.2, 6.9.h)

- » The French government was not sending supplies to Louisiana because it was distracted by wars in Europe that affected France.

LITERAL—What was the purpose of the settlement at Natchitoches? (6.10.a)

- » It was a trading post.

INFERENTIAL—Do you agree with the claim that the decision to have both a governor and a businessperson in charge of the Louisiana colony was a good one? Give evidence to support your answer. (6.7.a, 6.7.c, 6.10.a, 6.10.c, 6.10.d)

- » Possible answer: The decision was not a good one. Having both a governor and a businessperson likely meant that it was unclear who

should perform certain tasks. Ultimately, Louisiana was not successful under this structure, and both Cadillac and Crozat left the colony, leaving Bienville in charge once again.

“New Orleans,” pages 8–9

Scaffold understanding as follows:

Read the section on pages 8–9 aloud.

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

SUPPORT—Explain that the Duke of Orléans was regent at the time, which means that he was acting in place of the king to rule the country because King Louis XV was a young child who became the king of France when he was just five years old. This was a common practice in monarchies.

SUPPORT—Call students’ attention to the Plan for New Orleans, 1728 on page 9. Have students study the image. Ask students why the planners might have designed the city with most of the living and working spaces all together in one large five-by-nine-block grid. Students may suggest that because New Orleans has a very low elevation, this allowed the city planners to ensure that the places where most people spent their time were elevated and would not flood. The land closest to the river is the highest ground in the city. Also, the city relied on the river for trade, travel, water, food, and more, so it makes sense to plan the city next to the banks of the Mississippi. **(6.6.a, 6.10.b, 6.10.c)**

Note: You may wish to have students complete a Primary Source Analysis (AP 1.2) about the plan.

After reading the text, ask the following questions:

EVALUATIVE—Why is New Orleans called the Crescent City? **(6.10.c)**

» It sits on a U-shaped bend, or crescent, in the Mississippi River.

INFERENTIAL—Why did New Orleans draw skilled craftspeople? **(6.9.g, 6.10.b, 6.10.c)**

» Because New Orleans was a major trading center, manufacturing arose for common personal and household items, such as those made by craftspeople like woodworkers, shoemakers, and smiths.

“The Slave Trade and the Code Noir,” pages 10–11

Scaffold understanding as follows:

Read the section on pages 10–11 aloud.

Activity Page



AP 1.2

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

SUPPORT—Remind students that they read about the triangular trade in Unit 2.

SUPPORT—Explain that the literal translation of *Code Noir* is Black Code. It was a set of laws that governed the practice of slavery in the French colonies.

SUPPORT—Explain that while the Code Noir did provide some protections for enslaved persons, it was clear that the French government was trying to create a society where white colonists would have total legal and economic control. It was intentionally designed to control the African and African-descended population of the colony.

SUPPORT—Discuss the contributions of *les gens de couleur libres*. They were skilled craftspeople, working as artisans in trades that many of them learned while they were enslaved. They also provided professional labor in construction, transportation, and services such as hairdressing and food service.

SUPPORT—Inform students that the Code Noir placed limits on *les gens de couleur libres*. For example, they could not vote, hold office, or marry white people. While *les gens de couleur libres* could own property, there were restrictions on the types of property and where they could own land.

After reading the text, ask the following questions:

LITERAL—What was the purpose of the Code Noir? (6.9.f, 6.10.d)

- » The Code Noir’s purpose was to control people of African descent while protecting the interests of slaveholders.

LITERAL—What roles did *les gens de couleur libres* play in colonial Louisiana? (6.10.e)

- » *Les gens de couleur libres* worked in many skilled trades, providing manufactured goods that helped New Orleans become an important trading center and helping in construction of the city. *Les gens de couleur libres* contributed to the economic and cultural development of the colony.

“The Creole Culture,” pages 11–12

Scaffold understanding as follows:

Invite volunteers to read the section on pages 11–12 aloud.

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

SUPPORT—Explain that the meaning of the word *Creole* has changed over time, and meanings often vary from region to region.

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

LITERAL—Who were the Creole people? (6.10.b, 6.10.c)

- » The Creole people were the first generation of both French and Spanish colonists who were born in Louisiana. They could be either free or enslaved people.

“German Settlers in Louisiana,” pages 12–13

Scaffold understanding as follows:

Have students read the section on pages 12–13 independently.

After students read the text, ask the following questions:

EVALUATIVE—How did the German settlers help New Orleans? (6.10, 6.10.b, 6.10.c)

- » The German settlers helped New Orleans by providing resources and food.

LITERAL—What was one of the main reasons the German settlements succeeded? (6.10.b, 6.10.c)

- » The German settlements succeeded in part because there were so many families among the settlers.

“Louisiana Grows,” page 13

Scaffold understanding as follows:

Invite volunteers to read the section on page 13 aloud.

SUPPORT—Remind students that the Native Americans did not simply give goods and information to the colonists. Many of the cities in Louisiana were major trading centers, where Native Americans were able to trade for items they wanted or needed.

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

EVALUATIVE—Why did the influx of new settlers cause conflict with the Natchez? (6.9.e, 6.9.g, 6.9.h, 6.10, 6.10.b, 6.10.c)

- » The settlers took more and more land that had belonged to the Natchez.

“French Colonial Louisiana and the British Colonies,” pages 13–14

Scaffold understanding as follows:

Have students read the section on pages 13–14 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *civil law* and *common law*, and explain their meanings.

SUPPORT—Explain that civil law prioritizes laws created through written codes, while common law prioritizes precedents created through court decisions. For example, under civil law, each judge applies the law independently to each case. Under common law, judges examine the way previous legal rulings have been applied to other, similar cases in the past. Today, Louisiana is the only state in the United States that still uses civil law. Louisiana’s system is, in fact, a hybrid system, consisting of both civil and common law.

After students read the text, ask the following questions:

LITERAL—Who developed Louisiana’s civil code? (6.10.b, 6.10.c)

» Louisiana’s French colonial officials developed Louisiana’s civil code.

EVALUATIVE—How is civil law different from common law? (6.10.c, 6.10.d)

» Civil law is based on codes and statutes, while common law is based on court decisions.

“The End of French Colonial Louisiana” and “The Napoleonic Code,” pages 14–15

Scaffold understanding as follows:

Read the section “The End of French Colonial Louisiana” on pages 14–15 aloud.

CORE VOCABULARY—Point out the vocabulary terms *asset*, *cede*, and *negotiate*, and explain their meanings.

SUPPORT—Explain that the British and French colonies had been involved in a military conflict prior to the Seven Years’ War, and this conflict became part of the war itself when fighting broke out in Europe. Control of the North American territories was seen as a major asset to be won or lost in the war. Although the Seven Years’ War was a global conflict, as fighting took place in North America as well as Europe and Asia, the conflict in the Americas was known as the French and Indian War.

Note: *Fontainebleau* is pronounced (/foun*tin*blue/). Say the name aloud, and have students repeat it after you.

Note: *San Ildefonso* is pronounced (/san/ihl*də*fon*so/). Say the name aloud, and have students repeat it after you.

Read the sidebar “The Napoleonic Code” on page 15 aloud.

SUPPORT—Explain that Napoleon Bonaparte was a French military commander who became emperor of France. The Napoleonic Code was developed under his leadership as a more modern approach to law. It created a comprehensive set of written laws that judges could use to settle disputes. It granted equal rights under the law to male citizens but did not grant women individual rights. It also reintroduced colonial slavery, which had been abolished during the French Revolution.

After reading the text, ask the following questions:

EVALUATIVE—Why was control of Louisiana important to Spain? (6.9.h, 6.10, 6.10.e, 6.10.f)

- » Louisiana was the dividing line between the British colonies and Spain’s mining interests in Mexico.

EVALUATIVE—Why might it have been important that the Treaty of Fontainebleau be signed in secret? (6.9.h, 6.10.a, 6.10.e, 6.10.f)

- » It gave the Spanish and French an advantage over the British for the British not to know that control of Louisiana had changed hands and that Spain would help France in the war.

LITERAL—What did the Third Treaty of San Ildefonso do? (6.9.h, 6.10.a, 6.10.f)

- » The Third Treaty of San Ildefonso sold Louisiana back to France and forbade France from selling or trading it.

Primary Source Feature: “The Code Noir,” page 16

Scaffold understanding as follows:



Background for Teachers: Louisiana’s Code Noir was based on a document of the same name written in France that applied to people living in France. In 1724, it was written to establish the laws governing enslaved and freed people of African descent in the Louisiana colony. The code not only outlined what free and enslaved Black people could and could not do but also laid out rules for treatment of enslaved Black people by plantation owners.

Direct students to the Primary Source Feature on page 16.

Introduce the source to students by reviewing what students read about the Code Noir.

Invite a volunteer to read the italicized introductory text aloud.

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

TURN AND TALK—Have students discuss the following questions: What, if anything, in these laws surprised you? What didn't surprise you?

SUPPORT—Create a T-chart on the board or chart paper. Label one column "Rights/Protections" and the other "Restrictions." Have students identify details about enslaved people from the excerpt to fill each column.

After students read the excerpt, ask the following questions:

LITERAL—Under the Code Noir, what status did Black children have upon birth? (6.9.f, 6.9.g, 6.10.c, 6.10.e)

- » They had the status of their mother.

LITERAL—What was required of slaveholders if an enslaved person under their care became too old or ill to work? (6.9.f, 6.9.g, 6.10.c, 6.10.e)

- » Slaveholders were required to feed and provide for the enslaved person or admit them to a hospital at the slaveholder's expense.

INFERENTIAL—What was likely the purpose of colonial officials not allowing enslaved persons to gather in crowds?

- » Colonial officials may have been concerned about the potential for organized uprisings or rebellions. Restricting gatherings limited the flow of information among the enslaved population. (6.6, 6.7, 6.7.b, 6.8.b, 6.9.f, 6.9.g, 6.9.c)

EVALUATIVE—Based on this excerpt, why might the Code Noir have been seen by some people as very permissive toward Black people and by others as very restrictive? (6.6, 6.7, 6.7.b, 6.9.f, 6.9.g, 6.10.c, 6.10.e)

- » Answers will vary but may include the following: Some people might see it as permissive because it granted freedom to the children of enslaved men if the child's mother was free, and it forbade breaking up families. Others might see it as restrictive because it forbade enslaved people from gathering together for any reason and did not allow them to own any kind of property.

Activity Page



AP 1.2

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

Primary Source Feature: "The Company of Mississippi," page 17

Scaffold understanding as follows:



Background for Teachers: John Law was a Scottish economist who made a career for himself as a financier in France. Law sought to help improve the finances of the French government with his own bank and with the formation of the Compagnie d'Occident (Company of the West) to control trade between France and its North American colonies (Louisiana and Canada). The

company eventually became known as the Mississippi Company. It took over the Louisiana charter from Crozat, which eventually led to an economic crisis known as the Mississippi Bubble. To encourage investment in his venture and settlement in the colony, Law published a book about Louisiana, from which this excerpt is taken.

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by reviewing what students read about John Law and his company. Explain that this excerpt comes from a book that Law wrote to attract investors and settlers to the Louisiana colony.

Have students read the source independently. Then invite volunteers to paraphrase the descriptions of the Louisiana Territory in the excerpt.

TURN AND TALK—Have students discuss the following questions: What, if anything, in these descriptions surprised you? What didn't surprise you?

SUPPORT—Remind students that settling in the Louisiana Territory in the 1700s was difficult. Have students identify challenges the settlers faced.

After students read the excerpt, ask the following questions:

LITERAL—According to John Law, what resources can be found in Louisiana? (6.6, 6.6.a, 6.6.b, 6.8.b, 6.10.b, 6.10.c)

- » Gold, silver, lead, copper, plentiful trees, silkworms, fertile soil, bulls, deer, bears, turkeys, ducks, and other birds can be found in Louisiana.

LITERAL—According to John Law, what are the French colonists' relationships with Indigenous groups like? (6.6, 6.6.a, 6.6.b, 6.8.b, 6.10.b, 6.10.c)

- » Relationships with Indigenous groups are peaceful. The Indigenous peoples have embraced the Christian religion, and French colonists have settled among the groups.

INFERENTIAL—How is the description of the Louisiana Territory in the excerpt different from the reality that colonists faced? (6.6, 6.6.a, 6.6.b, 6.6.c, 6.8.b, 6.10.b, 6.10.c)

- » Responses will vary but may include the following: The description of the Louisiana Territory is somewhat idealized. The excerpt implies peaceful relationships with Indigenous groups. In reality, interactions between European settlers and Indigenous peoples in the Louisiana Territory were often marked by conflict and tensions over land and resources. The excerpt also suggests that the Louisiana Territory was abundant in lead, copper, and silver mines. While there are mineral resources in the region, their abundance is exaggerated. The excerpt mentions the successful cultivation of silkworms in Louisiana but doesn't mention the challenges and limitations of silk production in the region. The excerpt also mentions the annual flooding of the

Mississippi River, but it downplays the disruptions caused. In general, the portrayal of the Louisiana Territory is unrealistic and downplays or omits many of the challenges that European colonists faced.

INFERENTIAL—Why might Law have left out the dangers and challenges of life in Louisiana from his account? (6.6, 6.6.a, 6.6.b, 6.6.c, 6.6.d, 6.7, 6.7.a, 6.7.b, 6.7.c, 6.8.b)

- » He wanted people to invest in and move to the colony. They would not do that if they thought Louisiana was a dangerous or difficult place to live.

Activity Page



AP 1.2

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

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (6.1)
- Review and discuss the Framing Question: “How did the Louisiana colony change under French rule?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Louisiana colony change under French rule?”
 - » Key points students should cite include: Jolliet and Marquette explored the Mississippi River; La Salle claimed the entire Mississippi basin for France; Bienville established the first settlements in Louisiana as well as the city of New Orleans; leadership passed between politicians, such as Cadillac, and businesspeople, such as Crozat; trade grew despite leadership changing hands many times; the Code Noir controlled how people of African descent lived, including *les gens de couleurs libres*, who made significant contributions to Louisiana; Creoles and Germans were important influences on culture; Louisiana developed system of a civil law rather than common law; and control of Louisiana was passed back and forth between France and Spain in the late 1700s due to wars.

- Choose one of the Core Vocabulary words (*commerce, investment, contract, monopoly, regent, manumission, influx, civil law, common law, asset, cede, or negotiate*), and write a sentence using the word.

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

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

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/>

TOPIC: Spanish Colonial Louisiana

The Framing Question: How did the Louisiana colony change under Spanish rule?

Primary Focus Objectives

- ✓ Analyze the growth and development of Spanish colonial Louisiana. **(6.10)**
- ✓ Explain how the physical environment of Louisiana influenced its colonial development. **(6.10.c)**
- ✓ Describe the different groups who migrated to and lived in colonial Louisiana and the ways they affected its development. **(6.10.b, 6.10.d, 6.10.e)**
- ✓ Compare and contrast French and Spanish colonial Louisiana. **(6.10.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *ethnic*, *lenient*, and *smuggle*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Spanish Colonial Louisiana”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- world map or globe

Core Vocabulary (Student Reader page numbers listed below)

ethnic, adj. referring to a group of people who share a similar culture that is often handed down from one generation to the next **(20)**

Example: The diverse city has a mix of people from different ethnic backgrounds sharing their unique traditions.

Variations: ethnicity (n.), ethnically (adv.)

lenient, adj. mild or tolerant (22)

Example: In some ways, Spanish rule in Louisiana was more lenient than previous French rule.

Variations: lenience (n.), leniency (n.)

smuggle, v. to move goods illegally (26)

Example: Some people smuggled goods when trade restrictions resulted in goods becoming scarce or prices becoming too high.

Variations: smuggles, smuggling, smuggled, smuggler (n.)

THE CORE LESSON 35 MIN

Introduce “Spanish Colonial Louisiana”

5 MIN

Review what students read in Chapter 1, and then introduce the topic of this chapter.

Call students’ attention to the Framing Question. Tell students to pay attention to how life for people in Louisiana was different under Spanish rule than it was under French rule.

Guided Reading Supports for “Spanish Colonial Louisiana”

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.

“Spanish Exploration of Louisiana,” pages 18–20

Scaffold understanding as follows:

Invite volunteers to read the section on pages 18–20 aloud.

SUPPORT—Students may recall reading about de Soto in Unit 1, *The Exploration and Settlement of North America*. Invite volunteers to share what they remember.

 **SUPPORT**—Direct students to the map on page 5, in Chapter 1. Guide students to find Florida, and then have them move their fingers along the map to the Mississippi River and down the river to the Gulf of America in an estimation of de Soto’s expedition. (6.4, 6.5)

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

LITERAL—What were de Soto and his men looking for when they explored the lower part of the Mississippi River? (6.10.a)

» They were looking for gold and other precious metals.

LITERAL—How many people were living in Louisiana when it became a Spanish colony? (6.10.a, 6.10.c)

- » About 7,500 people were living in Louisiana when it became a Spanish colony.

“The Spanish Slowly Take Control,” pages 20–21

Scaffold understanding as follows:

Have students read the section on pages 20–21 with a partner.

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

Note: *Ulloa* is pronounced /oo*yo*ah/. Say the name aloud, and have students repeat it after you.

SUPPORT—Emphasize that by the time Ulloa arrived in New Orleans, Louisiana had been without a governor for four years. Ulloa was seen as weak and made several administrative mistakes.

After students read the text, ask the following questions:

LITERAL—How did Spanish officials attempt to limit the problems of governing Louisiana? (6.10.b, 6.10.c, 6.10.d, 6.10.f)

- » They spoke French and continued using many French customs.

INFERENTIAL—Why do you think the Louisiana colonists were hostile to the Spanish who tried to govern them? (6.9.h, 6.10.b, 6.10.c, 6.10.d, 6.10.f)

- » Possible answer: Most of them were French or Creole. They had lived under a constantly changing government as a French colony. They spoke French and saw themselves as French. They likely saw the Spanish as outsiders who did not understand them.

“The Creole Revolt of 1768,” pages 21–22

Scaffold understanding as follows:

Have students read the section on pages 21–22 independently.

SUPPORT—Point out the difference between *cabildo* (lowercase c), which is a town council, and *Cabildo* (capital C), which is a building.

After students read the text, ask the following questions:

LITERAL—What did Alejandro O'Reilly do? (6.9.h, 6.10.c, 6.10.d, 6.10.f)

- » Alejandro O'Reilly was a Spanish general who was sent to quash the Creole rebellion after members of the Superior Council tried to force Ulloa out and revert to French rule. He became governor after putting down the rebellion.

INFERENTIAL—Why do you think O'Reilly was successful in implementing Spanish rule while Ulloa wasn't? (6.10.b, 6.10.c, 6.10.d)

- » O'Reilly arrived with military support. He also changed the local government to align with Spanish government and enforced Spanish authority.

“Slavery in Spanish Louisiana,” pages 22–23

Scaffold understanding as follows:

Read the section on pages 22–23 aloud.

CORE VOCABULARY—Point out the vocabulary term *lenient*, and explain its meaning. Explain to students that more lenient does not always equal good or better. For example, lenient safety standards can lead to accidents and injuries.

SUPPORT—Create a T-chart on the board or chart paper to catalog the differences in the lives of enslaved people under French and Spanish rule as described in the text. Invite volunteers to suggest what to write on the chart. (6.9.f, 6.9.g, 6.9.h, 6.10.b, 6.10.c, 6.10.d, 6.10.e, 6.10.f)

After reading the text, ask the following questions:

EVALUATIVE—What change in Louisiana resulted in a large increase in the population of enslaved persons? (6.9.f, 6.9.g, 6.10.d)

- » Plantations began growing more cash crops, which required more labor.

LITERAL—What was the practice of *coartación*, and what did it result in? (6.9.g)

- » *Coartación* allowed enslaved persons to buy their freedom once they had saved enough money. About two thousand people formerly enslaved people became free through manumission and *coartación* in New Orleans under Spanish rule.


EVALUATIVE—How did the fires of 1788 and 1794 affect the lives of free people of color? (6.9.g)

- » The fires meant the city had to be rebuilt. Many free people of color were skilled in trades such as carpentry. This meant financial security for some of the free people of color who helped rebuild New Orleans.


“Migrations to Spanish Colonial Louisiana,” pages 23–25


Scaffold understanding as follows:

Invite volunteers to read the section on pages 23–25 aloud.

 **SUPPORT**—Use a world map or globe to point out the location of the Canary Islands. Explain that although these islands are off the coast of Africa, they were part of Spain.

Note: *Isleños* is pronounced /ees*leh*nyoss/. Say the word aloud, and have students repeat it after you.

 **SUPPORT**—Direct students to the map of Acadian settlements on page 24. Ask students to name which river most of the settlements were next to. (*the Mississippi River*) (6.4, 6.5)

 **SUPPORT**—Use a world map or globe to point out the location of Haiti. Explain that the Haitian Revolution was an uprising of the enslaved Haitian population against their colonial French rulers. The revolution was successful in overthrowing colonial French rule in Haiti and was the first successful slave revolt in history.

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

LITERAL—What three groups increased the population of the Louisiana colony dramatically? (6.10.b, 6.10.c)

- » The arrival of Acadians, Isleños, and Haitians increased the population of the Louisiana colony.

EVALUATIVE—How did the arrival of Acadians and Isleños impact Louisiana? (6.10.b, 6.10.c)

- » The arrival of Acadian and Isleños families helped stabilize the population. They also added to the diversity of Louisiana’s population.

EVALUATIVE—How did the arrival of Haitian immigrants change New Orleans? (6.10.b, 6.10.c)

- » The arrival of Haitian immigrants nearly doubled the number of people living in New Orleans. They also added to the diversity of the population.

“Louisiana Industry,” page 26

Scaffold understanding as follows:

Have students read the section on page 26 independently.

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

SUPPORT—Explain that the Treaty of San Lorenzo, also known as Pinckney’s Treaty, was negotiated by Spain and the United States when it became clear that the United States was in trade negotiations with Britain. Spain feared an alliance between the two countries and negotiated the Treaty of San Lorenzo to undermine that possibility.

After students read the text, ask the following questions:

EVALUATIVE—Why did goods have to be smuggled into New Orleans? (6.9.h, 6.10.d)

- » Heavy trade restrictions prevented British and American traders from trading there, but people still needed everyday items.

EVALUATIVE—How did the sugar and cotton industries impact the slave trade? (6.9.g, 6.10, 6.10.c)

- » The increased investment in sugar and the invention of the cotton gin increased sugar and cotton production in the Louisiana colony. This resulted in an increase in the Louisiana slave trade.

“Spanish Influence on Louisiana,” page 27

Scaffold understanding as follows:

Invite a volunteer to read the section on page 27 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What are Louisiana parishes similar to in other states? (6.10.b, 6.10.c, 6.10.d)

- » Parishes are similar to counties in other states.

EVALUATIVE—Why does Louisiana’s architecture show significant Spanish influence? (6.10.a, 6.10.c)

- » Many buildings were built following the fires that occurred in New Orleans, and the building codes at the time were made by Spanish officials.

INFERENTIAL—Why was Spanish never widely spoken in Louisiana? (6.10.b, 6.10.c, 6.10.d, 6.10.f)

- » During Spanish rule, many of the Spanish officials spoke French to get along better with the people of Louisiana, and most of the population spoke French.

“The End of Spanish Rule in Louisiana,” pages 27–28

Scaffold understanding as follows:

Read the section on pages 27–28 aloud.

SUPPORT—Explain that the Louisiana Territory that was sold to the United States was much larger than the modern state of Louisiana. The territory stretched all the way up to Canada and as far west as present-day Idaho and doubled the size of the United States at the time.

After reading the text, ask the following questions:

EVALUATIVE—Why did Spain help the American colonies fight the British in the American Revolution? (6.9.h, 6.10.c, 6.10.d)


- » Spain wanted to take Florida back from the British and weaken Britain on the world stage.

EVALUATIVE—How did Louisiana change under Spanish rule? (6.10.b, 6.10.c, 6.10.d)

- » The colony became more orderly under the law, it grew economically, and its population grew substantially.

Primary Source Feature: “The Proclamation of Alejandro O’Reilly (1769),” page 29

Scaffold understanding as follows:

 **Background for Teachers:** The Creole Revolt of 1768 was predominantly motivated by economic concerns after Ulloa tightly restricted trade during his time as governor. Once he was ousted, popular support for the continued rebellion—and thus for throwing off Spanish governance entirely—waned considerably. Without a functional government following Ulloa’s removal, the economic situation in Louisiana did not improve substantially. By the time O’Reilly arrived a few months after Ulloa’s removal, militant opposition to the Spanish government had all but vanished.

Direct students to the Primary Source Feature on page 29.

Introduce the source to students by reviewing what students read about the Creole Revolt of 1768.

Invite a volunteer to read the italicized introductory text aloud.

Read the source aloud as students follow along.

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

indignation, n. anger about unfair treatment

clemency, n. mercy under the law

astray, adv. off the correct path

intrigues, n. secret plans to do something that is harmful or illegal

rashly, adv. quickly and without proper thought

credulity, n. willingness to believe

fidelity, n. faithfulness and support

zeal, n. passion and enthusiasm

Have students summarize O’Reilly’s statement. What is his main point? (*His point is that common people who were not leaders of the rebellion have nothing to fear if they are loyal to the Spanish king.*)

TURN AND TALK—What was the purpose of O’Reilly’s proclamation?

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

LITERAL—O’Reilly promised that no one would be punished for the rebellion except for whom? (6.6, 6.6.a, 6.9.g, 6.9.h, 6.10.d)

» O’Reilly promised to only punish the leaders of the rebellion.

LITERAL—What did O’Reilly mean when he wrote that the king’s “new subjects will endeavor to merit, by their fidelity, zeal, and obedience, the favor which he does to them”? (6.6, 6.6.a, 6.9.g, 6.9.h, 6.10.d)

» He meant that people should be very supportive of Spanish rule because the king could have punished them much more harshly.

INFERENTIAL—Using what you know about O’Reilly and the rebellion, how effective was O’Reilly’s proclamation in reinforcing Spanish authority in New Orleans? (6.6, 6.6.a, 6.7.a, 6.8.b, 6.9.g, 6.9.h, 6.10.d)

» O’Reilly’s proclamation was effective and strategic. It showed a combination of clemency and royal power. It acknowledged past events that angered the Spanish king but expressed that the king would forgive the colonists who were only followers in the rebellion.

Activity Page



AP 1.2

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

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)**
- Review and discuss the Framing Question: “How did the Louisiana colony change under Spanish rule?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Louisiana colony change under Spanish rule?”
 - » Key points students should cite include: the Spanish first explored the Mississippi River but did not claim the land; Louisiana became a Spanish colony in 1762 under the Treaty of Fontainebleau; Ulloa had difficulty ruling a very diverse colony, which resulted in the Creole Revolt; O’Reilly came with a military force to put down the revolt and enforce Spanish rule; the slave trade grew as cash crops grew, but relatively lenient Spanish laws about slavery and free people of color meant that many people of color built successful businesses, possibly helped by the fires that required much of the city to be rebuilt; the fires resulted in a strong Spanish influence in New Orleans’s architecture; the population grew with the immigration of Isleños, Haitians, and Acadians; and Spanish rule ended when Spain traded Louisiana back to France under the Treaty of San Ildefonso.
- Choose one of the Core Vocabulary words (*ethnic*, *lenient*, or *smuggle*), and write a sentence using the word.

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

Additional Activities

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

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

Teacher Resources

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Assessment: Chapter 1—French Colonial Louisiana

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

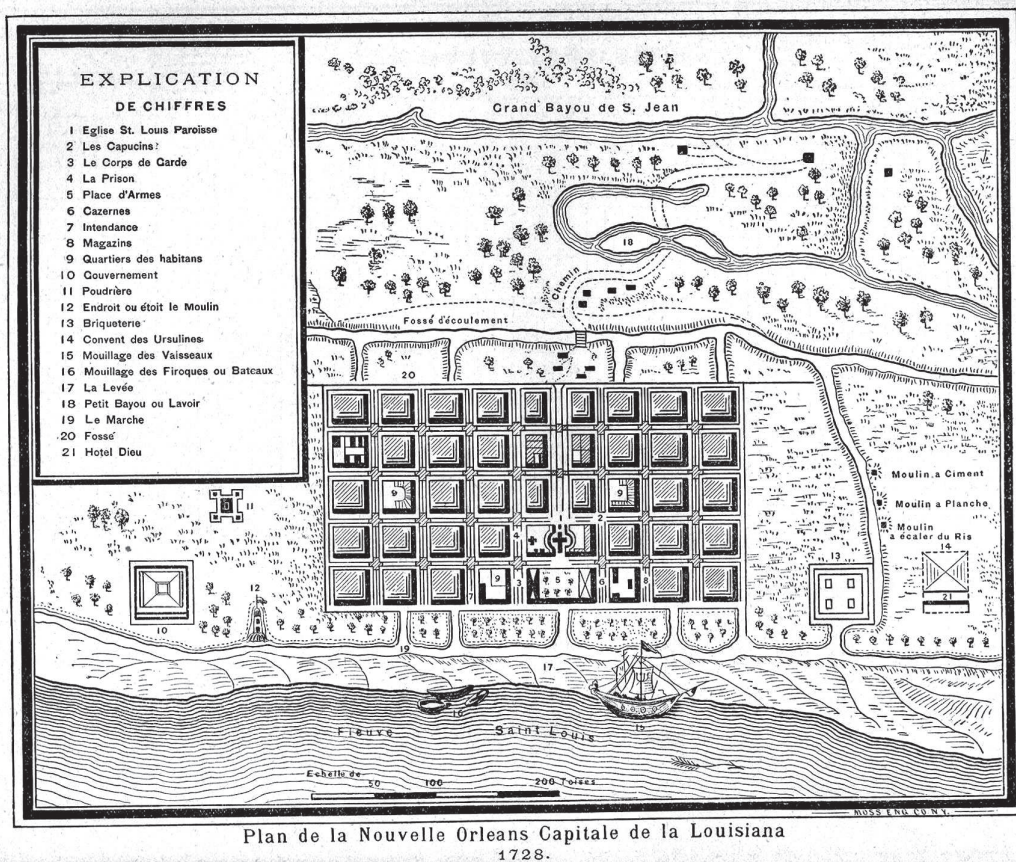
1. Use the map to answer the following question.



Who claimed the shaded area on the map for France? (6.5, 6.10.d)

- a) Crozat
 - b) La Salle
 - c) Bienville
 - d) Jolliet and Marquette
2. What accomplishment is Bienville best known for? (6.10.a, 6.10.d)
- a) writing the Code Noir
 - b) signing the Treaty of Fontainebleau
 - c) instituting Louisiana's civil law system
 - d) founding settlements such as Mobile and New Orleans

3. Use the image to answer the following question.



According to this plan, New Orleans was to be intentionally built near which geographic feature? (6.10.c)

- a) a river
- b) a forest
- c) a plateau
- d) a mountain

4. Under the Code Noir, what rights did *les gens de couleur libres* have? Select the **two** correct answers. (6.9.f, 6.9.g, 6.10.b, 6.10.c, 6.10.d)

- a) voting rights
- b) marriage rights
- c) property ownership rights
- d) equal education opportunities
- e) the right to hold political office

5. Which phrase best describes a Creole person? (6.10.c)

- a) a person of Spanish descent
- b) a person born in the Louisiana colony
- c) a person born in Europe but living in Louisiana
- d) a child born to one enslaved person and one free person

6. John Law granted land in Louisiana to many people from which country? (6.10.b, 6.10.d)
- a) Spain
 - b) England
 - c) Scotland
 - d) Germany
7. Use the image to answer the following question.

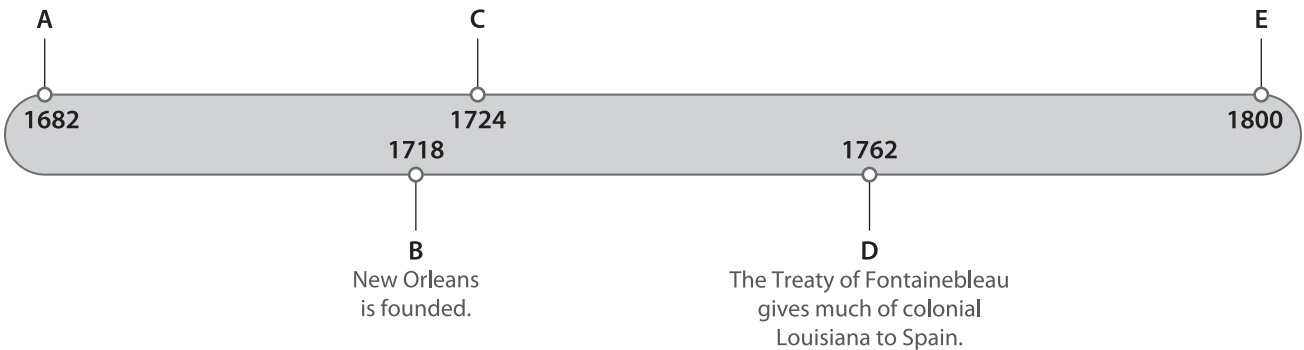


- What does this image show about New Orleans? (6.10.c)
- a) the effects of the Code Noir
 - b) why it is called the Crescent City
 - c) the effects of the fires in New Orleans
 - d) why it implemented a system of civil law
8. Which countries had control of Louisiana at some point during the Seven Years' War? Select the **two** correct answers. (6.9.h, 6.10, 6.10.a, 6.10.c)
- a) Spain
 - b) France
 - c) Germany
 - d) Great Britain
 - e) the United States

9. Use the timeline to answer the following question.

The Mississippi basin is claimed as a French colony called Louisiana.

Colonial Louisiana is returned to France under the Third Treaty of San Ildefonso.



What event belongs at point C on the timeline? (6.10.a, 6.10.b)

- a) The new Code Noir articles are written.
- b) Antoine Crozat brings new settlers to colonial Louisiana.
- c) Spain enters the Revolutionary War on the American side.
- d) De Soto and his fellow explorers reach the Mississippi River.

10. Use the excerpt from the Code Noir to answer the following question.

X. If the husband be a slave, and the wife a free woman, it is our will that their children . . . shall share the condition of their mother, and be as free as she, notwithstanding the servitude of their father; and if the father be free and the mother a slave, the children shall all be slaves. . . .

XXII. We declare that slaves can have no right to any kind of property, and that all that they acquire, either by their own industry or by the liberality of others, or by any other means or title whatever, shall be the full property of their masters. . . .

Based on the Code Noir, what could a child born to a free Black woman married to an enslaved man do? (6.9.f, 6.9.g, 6.10.c, 6.10.d)

- a) own property
- b) vote in the colony
- c) pass property to their father
- d) inherit their father's property

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

Why did leadership of French colonial Louisiana change so many times? (6.7.a, 6.7.c, 6.9.h, 6.10.a, 6.10.b, 6.10.c, 6.10.d)

Assessment: Chapter 2—Spanish Colonial Louisiana

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

1. What was Hernando de Soto's expedition looking for when it first reached what would later become the Louisiana colony? (6.10.b, 6.10.c)
 - a) furs
 - b) gold
 - c) the Northwest Passage
 - d) a place to move Spanish colonists out of Florida

2. Which words or phrases best describe the Louisiana colony when Spain first acquired it under the Treaty of Fontainebleau? Select the **two** correct answers. (6.9.e, 6.10.c)
 - a) remote
 - b) rich in gold
 - c) French-speaking
 - d) a busy port colony
 - e) densely populated

3. How did Ulloa make himself very unpopular with the people of the Louisiana colony? (6.9.h, 6.10.b, 6.10.c, 6.10.d)
 - a) He restricted trade.
 - b) He abolished slavery.
 - c) He implemented martial law.
 - d) He outlawed speaking French.

4. Why was Alejandro O'Reilly sent to the Louisiana colony? Select the **two** correct answers. (6.9.h, 6.10.c, 6.10.d)
 - a) to study local plants and wildlife
 - b) to explore the upper Mississippi River
 - c) to enforce Spanish rule as governor
 - d) to put down the rebellion against the king
 - e) to negotiate a peace treaty with the French

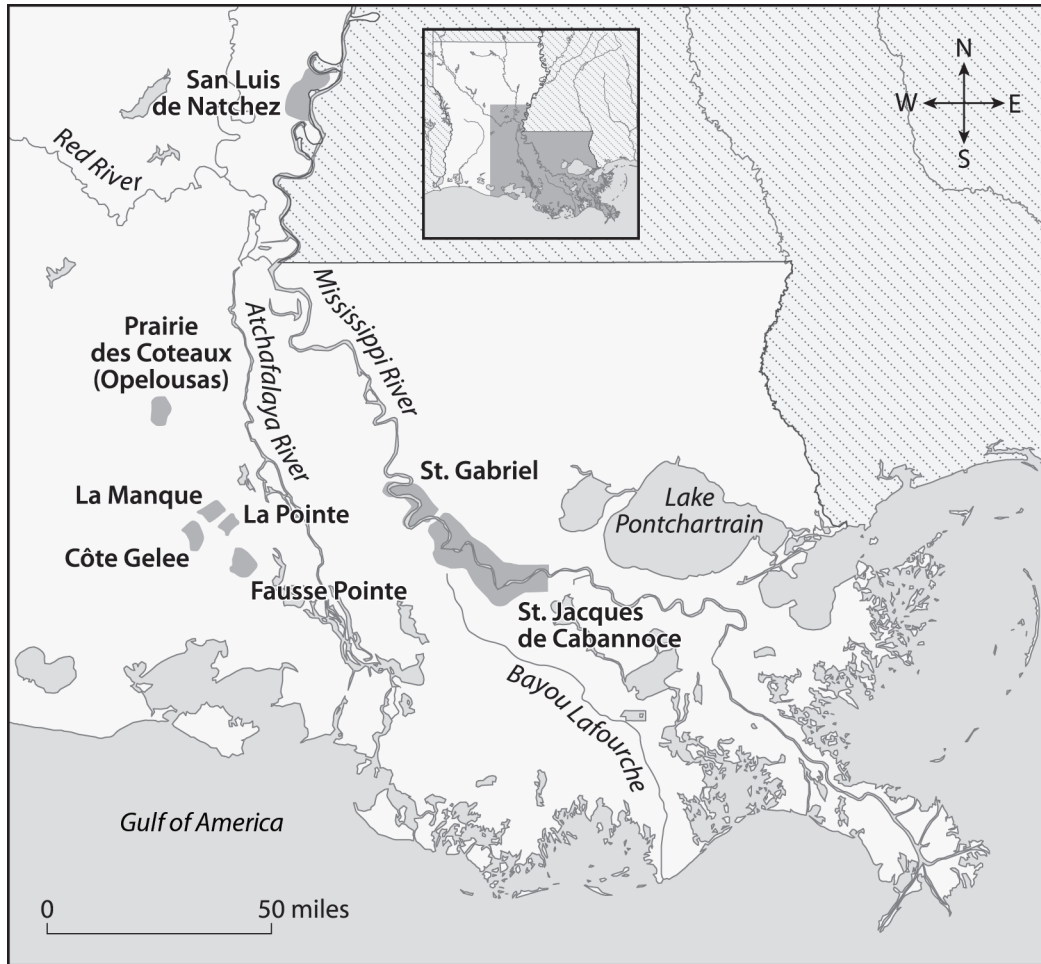
5. How did the slave trade change under Spanish rule? (6.9.f, 6.10.b, 6.10.c, 6.10.d)
- a) It increased because of cash crops.
 - b) It decreased because of more lenient laws.
 - c) It increased because of fewer trade restrictions.
 - d) It decreased because of a revolt by enslaved persons.
6. Use the image to answer the following question.



The architectural style of this building is common evidence of Spanish rule in New Orleans today. What led to this style being common? (6.10.c, 6.10.d, 6.10.e)

- a) lots of construction following fires that ravaged the city
- b) money provided as construction grants from the Spanish king
- c) Spanish encouragement of builders' apprentices immigrating there
- d) the development of new construction techniques by free people of color

Use the map to answer questions 7 and 8.



7. This map shows the settlement patterns of which people? (6.4, 6.5, 6.9.g, 6.10.b)
- a) Acadians
 - b) Creoles
 - c) Haitians
 - d) Isleños
8. Why did these people settle in Louisiana in such large numbers? (6.2, 6.9.g, 6.10.b)
- a) They were forcibly brought from Africa as enslaved laborers.
 - b) They were imported to protect the colony against British invasion.
 - c) They were forced out of Canada during the French and Indian War.
 - d) They were recruited by the Mississippi Company to help populate the colony.

9. Why did smuggling in colonial Louisiana decrease in the late 1700s? (6.10.c, 6.10.d)
- a) O'Reilly implemented harsh punishments for smugglers.
 - b) Pinckney's Treaty opened trade with the new United States.
 - c) The Spanish king began sending regular shipments of supplies to New Orleans.
 - d) Fires burned many warehouses used to store smuggled goods.
10. Why did Spain help the American colonies fight the British in the American Revolution? (6.9.h, 6.10.d)
- a) to improve trade relations with the American colonies
 - b) to take Florida back from Britain if the Americans won
 - c) to expand the Spanish colony north of the Mississippi basin
 - d) to protect Spanish gold mines along the Mississippi River
11. Use the excerpt from Alejandro O'Reilly's proclamation in 1769 to answer the following question.

"By virtue of the orders and powers which we possess from His Majesty, we declare to all the inhabitants of the province of Louisiana that, whatever just cause the past events may have given His Catholic Majesty to make them feel his indignation, he wishes to listen to-day only to his clemency toward the public, persuaded that it has sinned only by allowing itself to be led astray by the intrigues of a few ambitious and fanatic men, of evil intent, who have rashly abused its ignorance and its too great credulity. The latter alone will answer for their crimes, and will be judged according to the laws."

What does this proclamation make clear will happen to the general public as a result of the rebellion? (6.10.d)

- a) They will not be punished.
 - b) They will have to pay a fine.
 - c) They will be expelled from the colony.
 - d) They will have to move to Spain or be punished.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- How did Spanish rule in Louisiana differ from French rule? (6.10.a, 6.10.b, 6.10.c, 6.10.d, 6.10.f)

Performance Task: Colonial Louisiana

Teacher Directions: During its development under French and Spanish rule, colonial Louisiana went through many changes.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Which colonial period had the greater influence on the development of Louisiana: French or Spanish? Support your answer with specific examples. (6.1, 6.2, 6.3, 6.6.a, 6.6.b, 6.6.c, 6.7.a, 6.7.b, 6.7.c, 6.7.d, 6.9.e, 6.9.f, 6.9.g, 6.9.h, 6.10.a, 6.10.b, 6.10.c, 6.10.d, 6.10.f)

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 Spanish colonial period had a greater influence on the development of Louisiana than the French colonial period.
Reason:	The Spanish colonial era in Louisiana brought about significant cultural and economic changes that had a lasting impact on the region.
Evidence:	Without the aid of Spanish rule, Louisiana may not have become prosperous. When Spain took control of the colony, only about 7,500 Europeans lived in the colony. Its population and economy grew greatly under Spanish rule, drawing many new kinds of immigrants, such as Acadians, Isleños, and Haitians, who have since had lasting influence on the region. Following the Treaty of San Lorenzo, trade along the Mississippi River flourished and New Orleans became a strategic port city. The plantation system grew throughout the colony and produced cash crops of sugar and cotton. Prosperity under Spanish rule ensured the future success of the colony and Louisiana Territory.
Counterclaim and Answer:	The first European power to colonize Louisiana was France. Louisiana today is known for its diverse culture, where many people still speak dialects derived from both French and Spanish. French civil law is still part of modern Louisiana's legal system. While French culture and customs, such as food, celebrations, and traditions, remain a part of Louisiana today, the Spanish influenced the growth and economy of the colony, ensuring its success as a colony and an eventual part of the United States.

Performance Task Scoring Rubric

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

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

3

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 writing is clearly articulated, is focused, and demonstrates strong understanding of colonial Louisiana; a few minor errors in spelling, grammar, or usage may be present.

Response may cite some or all of the following details:

- Spain oversaw the colony when it grew in both population and economy, ensuring the success of the colony.
- The changes made by Spain drew even more people to the region. The Acadians, Isleños, and Haitians who immigrated to the colony under Spanish rule have since had lasting influence on the region.
- After the Treaty of San Lorenzo opened trade along the Mississippi River, New Orleans became a strategic port city.
- Under Spanish rule, the plantation system grew throughout the colony and produced cash crops of sugar and cotton.
- It was originally France that claimed the Louisiana Territory when La Salle explored the region.
- Louisiana's laws, both its civil law and the Code Noir, were based on French law.
- French was a major language spoken in the region at the time and remains common in Louisiana today.
- The ultimate fate of the colony was due to the sale of the territory by the French leader Napoleon.

<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 Louisiana, 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 writing is organized and demonstrates control of conventions, 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 Louisiana, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</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 Louisiana. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

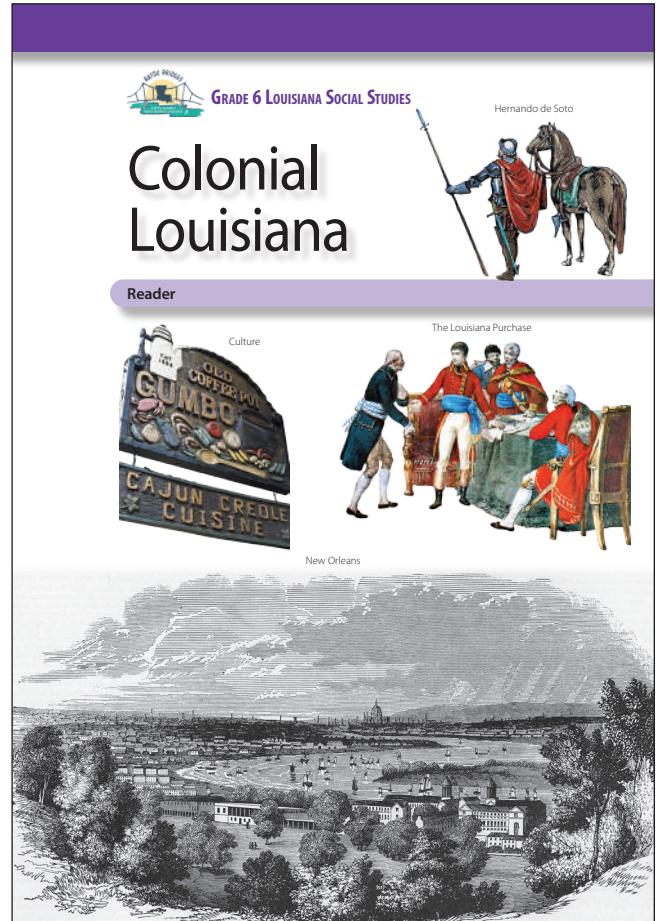
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about colonial Louisiana. They will learn about the influence of both France and Spain on the development of the Louisiana colony.

In this unit, students will learn about Spanish and French exploration of the Mississippi River. They will study the establishment of the first permanent French settlements. They will examine the colonial government under French rule, including its successes and failures. They will learn about the diverse population in French and Spanish colonial Louisiana. They will study the transfer of the Louisiana colony from France to Spain. They will examine how Spain dealt with an early rebellion and then changed the government to align better with its other territories. They will understand how and why Louisiana's economy grew and began to thrive. They will learn about how and why Louisiana was transferred back to French rule briefly and then sold to the United States.

As part of their exploration, students will also learn a little bit about slavery in Louisiana, the lives of enslaved and free people of color, and conflict and cooperation between Europeans and Native Americans. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

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

Please let us know if you have any questions.



Name _____ Date _____

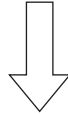
Primary Source Analysis

<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>

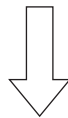
SOURCE:

Claims and Evidence

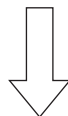
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | | |
|-----------|-------------|----|--|
| _____ 1. | commerce | a) | release from enslavement |
| _____ 2. | investment | b) | a system of law in which codes and statutes carry greater weight than prior court decisions |
| _____ 3. | contract | c) | money that is spent in order to make a profit |
| _____ 4. | monopoly | d) | to move goods illegally |
| _____ 5. | regent | e) | something that is owned by a person, company, or country |
| _____ 6. | manumission | f) | mild or tolerant |
| _____ 7. | influx | g) | the complete ownership or control of a resource or industry |
| _____ 8. | civil law | h) | to discuss the terms of an agreement |
| _____ 9. | common law | i) | to grant or transfer |
| _____ 10. | asset | j) | a system of law in which prior court decisions carry greater weight than codes and statutes |
| _____ 11. | negotiate | k) | a person who governs a kingdom when the monarch is unable to |
| _____ 12. | ethnic | l) | the buying and selling of goods and services; trade |
| _____ 13. | lenient | m) | referring to a group of people who share a similar culture that is often handed down from one generation to the next |
| _____ 14. | smuggle | n) | the arrival of a large number of people |
| _____ 15. | cede | o) | a written or spoken agreement, usually about business |

- 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:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** 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:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 6.8** Analyze European exploration and colonization of North America.
 - a)** 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.
 - b)** 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.
 - a)** 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 Louisiana

Chapter Assessments

Chapter 1

- A.** 1. b 2. d 3. a 4. b, c 5. b 6. d 7. b 8. a, b
9. a 10. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the following: Louisiana was far from France, many settlements were established where farming was poor, much of the control was given over to businessmen who had to make a profit, and Creole culture, which was not the same as French culture, began to grow. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. b 2. a, c 3. a 4. c, d 5. a 6. a 7. a 8. c 9. b
10. b 11. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the following: France never had a very strong governor, but Spain did with O'Reilly; the French colony was large but not very populated, while Spain encouraged immigration by the Isleños and accepted the Acadians and Haitians, so the colony grew; French laws about slavery and free people of color were not as lenient as Spanish ones; and the French colony had some trading posts, but under Spanish rule, trade was opened with the United States. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature (The Code Noir)

Describe the source. The source is a series of excerpts from the Code Noir, which applied to enslaved and free people of color in French colonial Louisiana.

Connect the source to what you know. The number of enslaved people in the Louisiana colony increased under French rule. Enslaved people were brought into the colony to work on nearby sugar and cotton plantations or to build the city's infrastructure. Enslaved people had few rights and little freedoms.

Understand the source. Identify its message, purpose, and/or audience. The purpose of the source was to protect the interests of slaveholders. It made slavery even harsher. It also described the rights and restrictions of a group called *les gens de couleur libres*, or free people of color.

Draw a conclusion from or about the source. Although the Code Noir might have been more permissive than laws of other colonies regarding people of color, it still upheld the institution of slavery and set people apart by race. It set white people above people of color and maintained the social and economic hierarchy of the day.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature (The Company of Mississippi)

Describe the source. The source is an excerpt from a book written by John Law, a Scottish financier whose company controlled Louisiana after Crozat.

Connect the source to what you know. The French king gave John Law control of the colony. His company attempted to bring in more settlers to the Louisiana colony.

Understand the source. Identify its message, purpose, and/or audience. The purpose of the source was to convince Europeans to settle in the colony and to bring in more investors. It made Louisiana sound like an ideal place to live.

Draw a conclusion from or about the source. Life in the Louisiana colony was difficult, so Law made it seem better than it was so that people would invest in and move to the colony.

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

Describe the source. The source is a proclamation from Alejandro O'Reilly to the people of New Orleans regarding the rebellion against Governor Ulloa.

Connect the source to what you know. This source was written after O'Reilly was sent by the Spanish king to establish order in the Louisiana colony and deal with what Spain saw as treason against the crown.

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

was to gain control over the people of Spanish colonial Louisiana and get them to accept Spanish rule. Its message was one of forgiveness for their part in the rebellion, reliant on them showing loyalty to Spain. Its audience was the general population who might have taken part in the rebellion but did not lead it.

Draw a conclusion from or about the source. This source shows the way O'Reilly established order in the colony. He knew that most people had supported the rebellion but would fear being punished for it. He used clemency to gain their loyalty to the Spanish king while also showing his power to punish wrongdoers.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

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



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Lanmas / Alamy Stock Photo: Cover A, i, iii, 52a

North Wind Picture Archives / Alamy Stock Photo: 6c

Portrait of Antonio de Ulloa/Universal History Archive/UIG / Bridgeman Images: 6a

Restaurant Sign, Cajun Food and Gumbo, New Orleans, Louisiana, USA (photo)/

© Design Pics / Bridgeman Images: Cover B, 5f, 52b

Science History Images / Alamy Stock Photo: Cover C, 52c

The History Collection / Alamy Stock Photo: 5d–e, 41

The Louisiana Purchase of 1803 (colour litho) / American School, (20th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 6e

Universal Images Group North America LLC / Alamy Stock Photo: 5g, 6d

USA History: New Orleans 1720/SeM Studio/UIG / Bridgeman Images: Cover D, 42, 52d

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