



GRADE 4 LOUISIANA SOCIAL STUDIES

Early Civilizations in North America

Mammoths



Teacher Guide

Clovis point



Poverty Point



Cliff dwellings



Early Civilizations in North America

Teacher Guide



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The background of the entire page is a dense, repeating pattern of indigenous art. It features various stylized figures, including human-like forms with headdresses, animals like deer and birds, and abstract symbols. The colors are muted earth tones, primarily browns, tans, and greys, set against a light cream background.

Early Civilizations in North America

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Early Civilizations in North America

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 4

Introduction

ABOUT THIS UNIT

The Big Idea

Louisiana and the rest of North America were populated by many different Native peoples thousands of years before the arrival of European explorers.

People first arrived in North America as early as twenty thousand years ago. Some arrived along the Pacific coast. Others traveled from Asia across Beringia, the land bridge. Over time, people migrated throughout the North American continent and into Central and South America. These early peoples adapted to their environments and developed unique cultures. Among the earliest Americans were the Ancestral Pueblo and the Mound Builders, two groups that later gave rise to Native American groups in the American Southwest, Midwest, Southeast, and Eastern Woodlands. Present-day Louisiana was home to several distinct prehistoric civilizations, including Poverty Point and the Tchefuncte, Marksville, Troyville, Coles Creek, Caddo, Plaquemine, and Mississippian cultures.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- first modern humans in Africa
- nomadic hunter-gatherers
- early humans' use of fire, weapons, and tools
- causes of migration from Africa north to Europe and east to Asia
- causes of the Agricultural Revolution
- how a stable food supply was linked to permanent settlements and specialization
- development of a barter economy
- characteristics of civilization, including culture, infrastructure, government, technology, belief systems, writing, and social structure
- geographic characteristics of Mesopotamia
- early civilizations of Mesopotamia, such as Sumer, Akkad, and Babylon
- development of writing in Mesopotamia
- significance of the Code of Hammurabi and the *Epic of Gilgamesh*
- development of religion in ancient Israel
- important events and people in the Hebrew Bible
- importance of the Nile River in ancient Egypt
- characteristics of ancient Egyptian society, including its social classes and governmental structure
- building and purpose of the Egyptian pyramids
- rise and influence of the kingdoms of Nubia and Kush
- function and influence of trade in the Near East
- geography of India, China, and Greece
- characteristics of Indus River valley culture
- development and spread of Hinduism, Buddhism, and Jainism
- achievements of ancient Indian leaders, such as Ashoka and Samudragupta
- scientific and mathematical achievements of ancient India
- characteristics of Huang He and Yangzi cultures
- features of the Xia, Shang, and Zhou dynasties
- city-states and the feudal system
- Confucianism and Daoism
- characteristics of Minoan and Mycenaean civilizations

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 c. 13,000 BCE to 1700 CE.

13,000–11,000 BCE	Humans migrate from Asia, first to North America and then to South America.
11,500–9000 BCE	The Clovis culture lives in North America.
9000–8000 BCE	The Folsom culture lives in the Southwest and Great Plains.
3500 BCE–1700 CE	The territory of the Mound Builders stretches from the Great Lakes to the Southeast.
1700–1100 BCE	The Poverty Point civilization lives in the area that is now present-day Louisiana.
800–1 BCE	The Tchefuncte people live along the northern part of the Gulf of America.
1–400 CE	The Marksville culture flourishes, apparently influenced by the Hopewell people of the Midwest.
100–1600 CE	The Ancestral Pueblo live in the Four Corners area of the Southwest.
400–700 CE	The Troyville culture is closely related to the Marksville culture that came before it and the Coles Creek culture that comes after it.
1050–1700 CE	The Mississippian culture originates near St. Louis and spreads into Louisiana.
700–1200 CE	The Coles Creek culture appears to have connections with Indigenous cultures in the northern Gulf Coast and Florida.
800–1700 CE	Early Caddo people are skilled pottery makers who live in northwest Louisiana.
1200–1700 CE	The Plaquemine culture is influenced by the Mississippian culture.

- characteristics of Athenian democracy
- characteristics of Spartan society
- important people and events of the Persian Wars
- important people and events of the Peloponnesian War
- Greek architecture, drama, and philosophy
- ancient Olympic Games
- accomplishments of Alexander the Great
- geography of ancient Rome
- development of the Roman Republic
- causes and effects of the Punic Wars
- characteristics of life in ancient Rome
- rise of Julius Caesar
- fall of the Roman Republic
- Octavian and the beginning of the Roman Empire
- significance of Diocletian and the division of the empire
- significance of Constantine and the adoption of Christianity
- fall of Rome and the Western Roman Empire
- Byzantium and the Eastern Roman Empire
- significance of Justinian's code
- geography of imperial China
- significance of Qin Shi Huangdi and the Qin dynasty
- early construction of the Great Wall and Grand Canal
- rise of the Han dynasty
- characteristics of Legalism
- development of the Silk Road and the importance of silk
- Han dynasty accomplishments such as porcelain and papermaking

What Students Need to Learn

- the migration of nomadic hunters from Asia to North America during the Ice Age
- the spread of peoples with different languages and ways of life across North and South America
- the development in present-day Louisiana of several prehistoric Indigenous cultures with distinct ways of life

AT A GLANCE

The most important ideas in Unit 5 are the following:

- The first peoples of North America are believed to have crossed from Asia into North America, either via a land bridge or by water, sometime in the distant past—perhaps between 13,000 BCE and 11,000 BCE, although there is some evidence for an entry date as early as 18,000 BCE.
- As the first peoples spread throughout North and South America, their customs, traditions, and languages changed as they adapted to new environments and new ways of food production.
- Louisiana was home to several prehistoric Indigenous cultures in places such as Poverty Point.

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

Early Civilizations in North America Student Reader—two chapters

Teacher Components

Early Civilizations in North America Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Early Civilizations in North America* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 33.

- 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.

Early Civilizations in North America Timeline Card Slide Deck—eleven individual images depicting significant events and individuals related to early civilizations in Louisiana and the rest of North America. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which image 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!

13,000–11,000 BCE



Chapter 1

11,500–9000 BCE



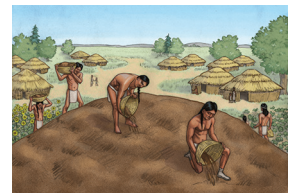
Chapter 2

9000–8000 BCE



Chapter 1

3500 BCE–1700 CE



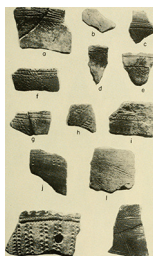
Chapter 1

1700–1100 BCE



Chapter 2

800–1 BCE



Chapter 2

1–400 CE



Chapter 2

100–1600 CE



Chapter 1

400–700 CE



Chapter 2

700–1200 CE



Chapter 2

800–1700 CE



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 5 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 the movement of peoples and the development of civilizations and cultures in North America from circa 13,000 BCE to 1700 CE. Many of these civilizations and cultures developed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Early Civilizations in North America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the migration of ancient hunters during the last Ice Age likely took place between 13,000 and 11,000 BCE, and the Folsom civilization existed from 9000 to 8000 BCE.

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 do *BCE* and *CE* mean?
9. What is a timeline?

Pacing Guide

The *Early Civilizations in North America* unit is one of six history and geography units in the Grade 4 Bayou Bridges Louisiana Curriculum Series. A total of twenty-five days has been allocated to the *Early Civilizations in North America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

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

Reading Aloud

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

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

Picture This

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

Turn and Talk

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

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

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

Primary Sources

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

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

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

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter	The Framing Question
---------	----------------------

- | | |
|---|--|
| 1 | Who were the first peoples to live in North America? |
| 2 | Who were the first peoples to live in Louisiana? |
-

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 | land bridge, mammoth, mastodon, game, atlatl, Pueblo, cliff dweller, adobe, mound, shaman |
| 2 | plantation, semicircular, plaza, raw material |
-


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 46–53. They are to be used with the chapter specified for either guided reading support, additional activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Artifact Study (AP 1.2)
- Chapters 1–2—Primary Source Analysis (AP 1.3)
- Chapters 1–2—Claims and Evidence (AP 1.4)
- Chapter 1—Geography of North America (AP 1.5)
- 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.

Levy, Janey. *North America's First People*. Hidden History. Milwaukee, WI: Gareth Stevens Publishing, 2016.

Mahaney, Ian. *Life Among the Paleoindians*. Ancient Americas. New York: Rosen Publishing, 2017.

Murdoch, David. *North American Indian*. DK Eyewitness. London: DK Children, 2005.

Shemie, Bonnie. *Houses of Adobe*. Native Dwellings. Toronto, ON: Tundra Books, 1995.

Shemie, Bonnie. *Mounds of Earth and Shell*. Native Dwellings. Toronto, ON: Tundra Books, 1995.

Stiverson, Charlotte. *A Bird's Eye View of the Hopewell*. Wrinkled Rock Publishing, 2019.

Stuckey, Rachel. *Life Among the Anasazi*. Ancient Americas. New York: Rosen Publishing, 2017.

Westgate, Kathryn. *Uncovering the Legacy of America's First Peoples*. History Under Cover. New York: Enslow Publishing, 2022.

EARLY CIVILIZATIONS IN NORTH AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

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

NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Civilizations in North America

"North America and Louisiana's First Peoples" Core Lesson (TG & SR, Chapter 1)	"North America and Louisiana's First Peoples" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Petroglyphs from Newspaper Rock, Utah" (TG & SR, Chapter 1, AP 1.3)	"Ancient Native American Technology" (TG, Chapter 1 Additional Activities)	"Pictographs on Parade" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Civilizations in North America

"Chaco Canyon Artifacts" (TG, Chapter 1 Additional Activities, AP 1.2)	"Ancestral Pueblo Homes" (TG, Chapter 1 Additional Activities, AP 1.2)	"Virtual Field Trip: Etowah Indian Mounds" (TG, Chapter 1 Additional Activities, AP 1.2)	"Travel or Trade?" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Early Civilizations in North America

"The Development of Indigenous Cultures in Louisiana" Core Lesson (TG & SR, Chapter 2)	"The Development of Indigenous Cultures in Louisiana" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: Excerpt from a Field Investigation Report" (TG & SR, Chapter 2, AP 1.3)	"Prehistoric Louisiana" (TG, Chapter 2 Additional Activities)	"SOURCE ANALYSIS: Poverty Point" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.4)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Early Civilizations in North America

"SOURCE ANALYSIS: Poverty Point" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.4)	"SOURCE ANALYSIS: Poverty Point" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.4)	"ARTIFACT STUDY: Poverty Point Artifacts" (TG, Chapter 2 Additional Activities, AP 1.2)	"ARTIFACT STUDY: Caddo Pottery" (TG, Chapter 2 Additional Activities, AP 1.2)	"Virtual Field Trip: The Caddo Mounds of East Texas" (TG, Chapter 2 Additional Activities)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Early Civilizations in North America

"ARTIFACT STUDY: Tchefuncte Culture" (TG, Chapter 2 Additional Activities, AP 1.2)	"ARTIFACT STUDY: Marksville Culture" (TG, Chapter 2 Additional Activities, AP 1.2)	Chapter 2 Assessment	Unit 5 Performance Task Assessment	Unit 5 Performance Task Assessment
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EARLY CIVILIZATIONS IN NORTH AMERICA PACING GUIDE

_____’s Class

(A total of twenty-five days has been allocated to the *Early Civilizations in North America* unit in order to complete all Grade 4 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Civilizations in North America

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Civilizations in North America

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Early Civilizations in North America

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Early Civilizations in North America

--	--	--	--	--

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Early Civilizations in North America

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CHAPTER 1

TOPIC: North America and Louisiana's First Peoples

The Framing Question: Who were the first peoples to live in North America?

Primary Focus Objectives

- ✓ Describe how nomadic hunters migrated to North America. (4.3, 4.10)
- ✓ Explain where America's first settlers lived and how they organized their societies. (4.10, 4.19, 4.19.b)
- ✓ Describe the accomplishments and ways of life of the Ancestral Pueblo and the Mound Builders. (4.12, 4.19, 4.19.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *land bridge, mammoth, mastodon, game, atlatl, Pueblo, cliff dweller, adobe, mound, and shaman.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About North America and Louisiana's First Peoples":

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

Materials Needed

Activity Pages



AP 1.1
AP 1.3

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.3)
- images from the Internet of a bison and a cliff dwelling

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

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

land bridge, n. a small strip of land that connects two large landmasses (2)

Example: During the last Ice Age, hunter-gatherers crossed a land bridge that connected Asia and North America.

Variations: land bridges

mammoth, n. a large, prehistoric elephant-like animal covered with hair (5)

Example: The mammoth used its large tusks to defend itself against the saber-toothed cat.

Variations: mammoths, mammoth (adj.)

mastodon, n. a large, extinct elephant-like mammal (5)

Example: Unlike its cousin the mammoth, the mastodon had teeth specially designed for eating wood.

Variations: mastodons

game, n. animals that are hunted (5)

Example: The early people lived off wild game.

Variations: gamey (adj.)

atlatl, n. a device used for throwing a spear (5)

Example: The hunter used his atlatl while hunting for large game.

Variations: atlatls

Pueblo, n. a group of Native American peoples who live in the American Southwest (11)

Example: The Ancestral Pueblo made their homes high in the cliffs.

Variations: Puebloans (pl. n.) Puebloan (adj.)

cliff dweller, n. a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people (11)

Example: The cliff dweller climbed carefully from her home down to the canyon floor.

Variations: cliff dwellers, cliff dwelling (n.)

adobe, n. a type of brick made from sun-dried clay (12)

Example: The adobe kept the home's interior cool in the hot summer months.

mound, n. a large, rounded pile (14)

Example: The archaeologists uncovered many artifacts as they excavated the mound built by early Americans.

Variations: mounds, mounded (adj.), mound (v.)

shaman, n. a Native American leader who is believed to have special powers (15)

Example: Members of the village gathered as the shaman performed the special ceremony.

Variations: shamans, shamanic (adj.)

Introduce *Early Civilizations in North America* Student Reader

5 MIN

Distribute copies of the *Early Civilizations in North America* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps showing migrations and the locations of cultures, images of artifacts, and names of civilizations and cultures in Louisiana and the rest of North America.

Introduce “North America and Louisiana’s First Peoples”

5 MIN

Review with students what they learned in Unit 1 about the migration of people out of Africa, across Asia, and into North America. Explain that in this chapter, students will read about the first civilizations to develop in North America.

Call students’ attention to the Framing Question. Tell students to look for details about the first peoples who lived in North America as they read the text.

Guided Reading Supports for “North America and Louisiana’s First Peoples”

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.

“Ancient Hunters and Gatherers,” pages 2–5

Scaffold understanding as follows:

Read the section on pages 2–5 aloud.

CORE VOCABULARY—Point out the vocabulary term *land bridge*, and explain its meanings.

 **SUPPORT**—Call attention to the Human Migration into the Americas map on page 4. Have students describe the direction people traveled into North America by land. Point out the route people traveled by sea. (*east from Asia, then south, and then east and west*) Ask students on which coast people traveled by boat. (*the West Coast*) (4.2, 4.2.a, 4.6, 4.7, 4.10)

After reading the text, ask the following questions:

LITERAL—When did the first humans arrive in North America? (4.10)

- » The first humans arrived in North America as far back as twenty thousand years ago.

EVALUATIVE—How did the Ice Age affect human migrations? (4.10)

- » The Ice Age created a land bridge, which may have allowed people to migrate from Asia into North America.

“The Clovis Culture,” pages 5–7

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on pages 5–6 aloud.

SUPPORT—Call attention to the term *Paleo-Indians* in the first sentence of the section. Remind students about the prefix *paleo-*, which they first learned in Unit 1. It means old or ancient. Paleo-Indians, then, are old or ancient Indians.

CORE VOCABULARY—Point out the vocabulary terms *mammoth*, *mastodon*, *game*, and *atlatl*, and explain their meanings.

Note: The word *atlatl* is pronounced /aht*lah*l/. Say the word aloud, and have students repeat it after you.

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

SUPPORT—Point out this sentence in the third paragraph of the section: *That’s why there is not much information about the clothes and shoes the Clovis people wore.* Tell students that items like clothes and shoes disintegrate over time. As a result, articles that were worn by the Clovis people no longer exist.

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

LITERAL—What was an atlatl used for? (4.12, 4.19, 4.19.b)

- » An atlatl is a device that was used to throw spears.

EVALUATIVE—Why is most of what we know about the Clovis people based on their stone tools? (4.19, 4.19.b)

- » Stone tools do not break down easily over time, while clothes and shoes do.

LITERAL—Why did Clovis people choose to live in shallow caves? (4.12, 4.19, 4.19.b)


- » Caves were safe, comfortable, and easy to protect.

“The Folsom Culture,” pages 7–9

Scaffold understanding as follows:

Have students read the section on pages 7–9 independently.

SUPPORT—Call attention to the image of the giant bison skeleton on page 8, and read the caption aloud. Show students the image of a bison. Explain that the bison in North America today are smaller descendants of the giant bison the Folsom culture would have hunted.

 **SUPPORT**—Call attention to the North American Indigenous Cultures map on page 8. Have students locate the Folsom culture on the map. Ask where the Folsom culture is in relation to the Atlantic and Pacific Oceans. (*west of the Atlantic, east of the Pacific*) Ask where the Folsom culture is in relation to the Mississippi River, the Appalachian Mountains, and the Gulf of America. (*mostly west and partly of the Mississippi River, west of the Appalachian Mountains, northwest of the Gulf of America*) (4.6, 4.7, 4.19.a)

SUPPORT—Explain that a major climate event happens when the weather in an area undergoes a significant change. For example, a dry area might experience heavy rain and flooding, or an area that once received rainfall may experience a drought that makes it a difficult place to live.

After students read the text, ask the following questions:

EVALUATIVE—Why did certain Folsom people wear heavy, insulated clothing? (4.3, 4.19.b)

- » They lived at high altitudes, where it was cold.

LITERAL—What caused the Folsom culture to use different technology than the Clovis culture? (4.3, 4.4, 4.5.c, 4.19.b)

- » The Folsom culture hunted different animals than the Clovis culture.

LITERAL—How did the Folsom culture make decisions? (4.19, 4.19.b)

- » The Folsom culture likely chose people in the group to make important decisions.

“A Time of Change,” pages 9–11

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 9–10 with a partner.

SUPPORT—Call attention to the phrase *coarse flour*. Explain that the flour made by early Indigenous peoples was very different from the flour we buy at the grocery store today. It would have had a rough, sandy texture.

Have students read the remainder of the section on pages 10–11 with a partner.

After students read the text, ask the following questions:

LITERAL—Why did post-Clovis and post-Folsom people build villages next to a water source? (4.19.b)

- » Building villages next to a water source provided access to fresh water, fish, and good soil for farming.

EVALUATIVE—How did agriculture change the lives of early Americans? (4.5.c, 4.11, 4.12, 4.19.b)


- » Agriculture changed the lives of early Americans in many ways. It led them to form permanent settlements. It changed what they ate and how they ate it. People relied less on hunting and gathering and more on what they raised. They made baskets and pottery to store and cook their food. Agriculture also led to the development of more complex social structures.

“The Ancestral Pueblo,” pages 11–13

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 11–13 aloud.

CORE VOCABULARY—Point out the vocabulary terms *Pueblo*, *cliff dweller*, and *adobe*, and explain their meanings.

 **SUPPORT**—Call attention to the North American Indigenous Cultures map on page 8. Have students locate the Ancestral Pueblo on the map. Ask students where the Ancestral Pueblo were located relative to the Folsom culture, and have them explain what this suggests about the way of life of the Ancestral Pueblo. (*The Ancestral Pueblo lived in an area once inhabited by the Folsom culture. This shared territory suggests that the Ancestral Pueblo may have used similar tools and had similar cultural practices to the Folsom culture.*) (4.6)

SUPPORT—Show students the image of an Ancestral Pueblo cliff dwelling on page 12. Explain that many of these sites still exist today. Then show students the image of Cliff Palace from the National Park Service. At Mesa Verde National Park in Colorado, archaeologists and historians work to preserve cliff dwellings so future generations can visit and learn from them. (4.12, 4.19.b)

Have students read the remainder of the section on page 13 independently.

After students read the text, ask the following questions:

LITERAL—What did the Ancestral Pueblo eat? (4.19, 4.19.b)

- » The Ancestral Pueblo hunted game and raised crops such as corn, beans, and squash. They also gathered other plants to eat.

LITERAL—What were the houses of the Ancestral Pueblo like? (4.19, 4.19.b)

- » The Ancestral Pueblo lived in cliffs. They made adobe buildings with many rooms for different purposes. The rooms were stacked on top of each other and connected by ladders.

EVALUATIVE—How did the religious beliefs of Ancestral Pueblo in the West differ from those of peoples in the East? (4.3, 4.4, 4.8, 4.12, 4.19, 4.19.b)


- » The Ancestral Pueblo in the West developed religious rituals that focused on the importance of rain, including rainmaking rituals during the growing seasons. The peoples in the East placed less emphasis on rainmaking.

“The Mound Builders,” pages 14–16

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on page 14 with a partner.

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

 **SUPPORT**—Call attention to the North American Indigenous Cultures map on page 8. Have students locate the Mound Builders on the map. Ask students where the Mound Builders were located relative to the Ancestral Pueblo and the Mississippi River. (*The Mound Builders culture was located to the east of the Ancestral Pueblo, and the Mississippi River ran through the center of the Mound Builders’ territory.*) (4.6, 4.7, 4.19.a)

SUPPORT—Call attention to the term *thatched roof*. Explain that a thatched roof is made by forming bundles of dry materials like sticks, twigs, and straw. The bundles are then layered on top of each other to form the roof. Thatched roofs were used by many prehistoric peoples, and they are still used around the world today. (4.12, 4.19.b)

Have students read the remainder of the section on pages 15–16 independently.

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

After students read the text, ask the following questions:

LITERAL—Where did the Mound Builders live? (4.10, 4.19)

- » The Mound Builders lived near rivers in what is now the Midwest and the Southeast.

LITERAL—What was the purpose of the Mound Builders' mounds? (4.8, 4.12, 4.19.b)

- » The mounds may have served many purposes, such as religious ceremonies, meeting places for government, and burials.

LITERAL—How did the Mound Builders, whose villages stretched along the Mississippi River valley, organize their society? (4.19, 4.19.b)


- » The Mound Builders society was organized into social classes. Chiefs and important religious leaders were at the top, and they made most decisions for the village. The common class was made up of farmers and builders.

EVALUATIVE—Look at the images of the Ancestral Pueblo cliff dwelling on page 12 and the Mound Builders village on page 15. What similarities and differences between cultures do these images show? (4.2.c, 4.5, 4.5.b, 4.12, 4.19.b)

- » The images show that both cultures lived in villages or towns. The images also show that the Ancestral Pueblo and the Mound Builders used different building techniques. The Ancestral Pueblo used adobe, while the Mound Builders used wood and thatch to build their homes.

Primary Source Feature: “Petroglyphs from Newspaper Rock, Utah,” page 17

Scaffold understanding as follows:

-  **Background for Teachers:** Newspaper Rock is located in Bears Ears National Monument in southeastern Utah. Dating from 100 BCE to 1540 CE, the two-hundred-square-foot (18.5 m²) petroglyph site features work by the Ancestral Pueblo and the Ute people. While there is no translation for the markings, the site features images of animals and people, as well as abstract designs, suggesting the petroglyphs share stories about daily life, survival, and mythology.

Direct students to the Primary Source Feature on page 17.

Introduce the source by reminding students that the early humans of Europe created cave paintings that help us understand their culture. In North America, early humans left petroglyphs—rock pictures—that do the same thing. One of the largest known collections of these petroglyphs is in Utah, on what is called Newspaper Rock.

SUPPORT—Discuss with students why a collection of petroglyphs might be called a *newspaper*. Explain how, like a newspaper, a collection of petroglyphs might contain different stories or tell about different people and events. Explain that the name Newspaper Rock comes from the Navajo or Diné phrase *Tse’ Hone*, which means a rock that tells a story.

Have students study the image. Then ask the following questions:

LITERAL—What types of figures do you see? (4.2, 4.2.a, 4.5, 4.5.a)

- » There are people and different kinds of animals, including deer, bison, and mountain goats. There is also a large figure that looks like a bear with horns.

LITERAL—What are the figures doing? (4.2, 4.2.a, 4.5, 4.5.a)

- » Some of the figures are standing, while others are on horseback with bows and arrows.

INFERENTIAL—What story do you think is being told? What evidence from the image supports this conclusion? (4.2, 4.2.b, 4.5, 4.5.a, 4.19.b)

- » Answers will vary. The petroglyphs may be telling a story about hunting. This is supported by the figure on horseback with a bow and arrow who is shooting at a deer. The image also shows footprints, which may suggest that the people traveled long distances to find and hunt their game.

Activity Page



AP 1.3

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

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. (4.1)
- Review and discuss the Framing Question: “Who were the first peoples to live in North America?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Who were the first peoples to live in North America?”
 - » Key points students should cite include: the first humans in North America traveled by boat and over Beringia, a land bridge; the Clovis culture lived across North and South America and used atlatls to hunt large mammals; the Folsom culture lived mostly west of the Mississippi River and used different weapons than the Clovis culture; climate change changed how people lived and hunted between 8000 and 2000 BCE, leading them to form some permanent settlements and adopt agriculture; the Ancestral Pueblo were cliff dwellers who lived in the Four Corners area of the present-day United States; the Ancestral Pueblo wove baskets, raised crops, and developed a distinct culture, society, and religion; the Mound Builders lived in the Midwest and the Southeast and practiced agriculture like the Ancestral Pueblo; the Mound Builders built large mounds used for many purposes, including burials; the Mound Builders had a complex society with social classes.
- Choose one of the Core Vocabulary terms (*land bridge, mammoth, mastodon, game, atlatl, Pueblo, cliff dweller, adobe, mound, or shaman*), 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/>

CHAPTER 2

TOPIC: The Development of Indigenous Cultures in Louisiana

The Framing Question: Who were the first peoples to live in Louisiana?

Primary Focus Objectives

- ✓ Describe the origins and characteristics of the Poverty Point culture. (4.19, 4.19.e)
- ✓ Compare the characteristics of prehistoric civilizations in Louisiana. (4.19, 4.19.b, 4.19.d)
- ✓ Explain the importance of mounds to Indigenous civilizations in Louisiana. (4.19, 4.19.b, 4.19.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plantation*, *semicircular*, *plaza*, and *raw material*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Development of Indigenous Cultures in Louisiana”:

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

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

plantation, n. a large farm where cash crops are grown on behalf of the person who owns the land (20)

Example: The plantation owner grew wealthy from his plantation's tobacco crops.

Variations: plantations

semicircular, adj. having the shape of half a circle (20)

Example: The earthen mound featured a semicircular structure that looked like a crescent moon.

Variations: semicircle (n.)

plaza, n. an open space near a community (21)

Example: Villagers met in the plaza to exchange news.

Variations: plazas

raw material, n. a substance used in the primary production or manufacturing of goods (23)

Example: Archaeologists are unsure how a raw material like copper made its way to Poverty Point.

Variations: raw materials

THE CORE LESSON 35 MIN

Introduce “The Development of Indigenous Cultures in Louisiana” 5 MIN

Review with students what they learned in Chapter 1 about the first peoples of North America, including the Clovis culture, the Folsom culture, the Ancestral Pueblo, and the Mound Builders. Explain that in this chapter, students will learn about the first peoples who lived in what is now called Louisiana.

Call students' attention to the Framing Question. Tell students to look for details about the first peoples who lived in Louisiana as they read the text.

Guided Reading Supports for “The Development of Indigenous Cultures in 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.

"Prehistoric Louisiana," pages 18–20

Scaffold understanding as follows:

Read the section on pages 18–20 aloud.

SUPPORT—Remind students that the prefix *pre-* means before. *Prehistoric* literally means before history. It is used to mean “before the invention of writing.”

 **SUPPORT**—Remind students that in Chapter 1, they learned that much of what archaeologists know about the Clovis people comes from the stone tools they left behind. Direct students to the North American Indigenous Cultures map on page 8. Remind students that the Clovis culture covered a large part of North America.

SUPPORT—Point out the word *mastodons* in the last paragraph of the section. Remind students that they learned the word in Chapter 1. Ask students to recall what a mastodon is. (*a large, extinct elephant-like mammal*)

After reading the text, ask the following questions:

LITERAL—How do we learn about prehistory? (4.12, 4.19.b)

- » We learn about prehistory by studying artifacts like tools and pottery that give us clues about how people made things, cooked their food, and built their homes.

LITERAL—Who were likely the first people to live in Louisiana? (4.19.c)


- » The Clovis people were likely the first people to live in Louisiana.

"Poverty Point," pages 20–25

Scaffold understanding as follows:


Invite volunteers to read the first three paragraphs of the section on pages 20–21 aloud.

CORE VOCABULARY—Point out the vocabulary terms *plantation*, *semicircular*, and *plaza*, and explain their meanings.

 **SUPPORT**—Call attention to the Poverty Point map on page 22. Invite a volunteer to read the caption aloud. Explain that the pink boxes indicate modern buildings that have been added to the site. The gray lines indicate modern roads that have been added. Ask students what geographical features surround the Poverty Point site. (*a ridge, bluffs, rivers, and a floodplain*) Have students identify the mounds and semicircular ridges on the map. (4.6, 4.7, 4.19, 4.19.a, 4.19.e)

Have students read the remainder of the section on pages 21–25 with a partner.

CORE VOCABULARY—Point out the vocabulary term *raw material*, and explain its meaning. Explain that some examples of raw materials are lumber, stone, copper, and cotton.

 **SUPPORT**—Refer back to the Poverty Point map on page 22. Ask how the information in this map compares to the information in the North American Indigenous Cultures map on page 8 in Chapter 1. (*Possible answer: The information in the Poverty Point map is specific to one civilization and shows details about its buildings and structures. The North American Indigenous Cultures map shows the locations of multiple cultures.*) (4.2.c, 4.5.b, 4.6, 4.7, 4.19, 4.19.a, 4.19.e)

After students read the text, ask the following questions:

EVALUATIVE—How was the Poverty Point civilization similar to and different from other hunter-gatherer civilizations? (4.4, 4.19.d, 4.19.e)

- » It was similar to the Clovis culture and the Folsom culture because the people used atlatls and stone tools. It was different from other hunter-gatherer civilizations because they stayed in one place all year.

EVALUATIVE—Why was the construction of the semicircular ridges in Poverty Point an impressive feat? (4.19.d, 4.19.e)

- » This was an impressive feat because the earthen mounds around the ridges used thirty million basket loads of dirt.

EVALUATIVE—How was the Poverty Point society organized? How did this challenge earlier ideas held by archaeologists? (4.19.b, 4.19.e)

- » People were equal and had equal rights in the Poverty Point civilization. Previously, archaeologists believed that large civilizations like Poverty Point needed important chiefs to lead groups and to accomplish large building projects. Archaeologists learned from Poverty Point that this is not always the case. Perfect.


“Other Louisiana Civilizations” and “The Tchefuncte Culture,” pages 25–27

Scaffold understanding as follows:

Invite volunteers to read the section “Other Louisiana Civilizations” on pages 25–26 aloud.

Have students read the section “The Tchefuncte Culture” on pages 26–27 independently.

Note: Tchefuncte is pronounced (/cheh*funk*tuh/). Say the name aloud, and have students repeat it after you.

 **SUPPORT**—Direct students to the North American Indigenous Cultures map on page 8 in Chapter 1. Have students locate the Mississippi River and the northern part of the Gulf of America and explain that the Tchefuncte lived in these areas of Louisiana. (4.19a)

After students read the text, ask the following questions:

LITERAL—How did hunting change after Poverty Point? (4.19.d, 4.19.e)

- » After Poverty Point, arrowheads and the bow and arrow were used more than spears and atlatls.

LITERAL—What were dome-shaped and flat-topped mounds used for? (4.8, 4.19.d, 4.19.e)

- » Dome-shaped and flat-topped mounds were used for burials and religious ceremonies and as platforms for temples and homes.

EVALUATIVE—What does Tchefuncte pottery tell us about their civilization? (4.2, 4.2.a, 4.2.b, 4.19.d)

- » The patterns on Tchefuncte pottery tell us that they were in contact with other people living in Louisiana and the southeastern region. Their pottery broke down in fire, which tells us that it was likely for display purposes, not for cooking purposes.

“The Marksville Culture” and “The Troyville Culture,” pages 27–29

Scaffold understanding as follows:

Read the section “The Marksville Culture” on pages 27–28 aloud.

SUPPORT—Explain that like the Poverty Point culture, the Marksville culture is named for a modern place, in this case the town of Marksville in Avoyelles Parish.

SUPPORT—Call attention to the image of the Hopewell mounds on page 27, and read the caption aloud. Explain that today, archaeologists and the National Park Service work to both study and preserve this site for future generations to enjoy and learn from.

Invite volunteers to read the section “The Troyville Culture” on pages 28–29 aloud.

SUPPORT—Explain that the Troyville culture gets its name from a plantation in Jonesville, a town in Catahoula Parish. Explain that the Marksville and Troyville cultures existed only about fifty miles (80.5 km) apart but did not coexist. Marksville dates from 1 to 400 CE, and Troyville existed from 400 to 700 CE. Both developed south of the Poverty Point culture.

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

LITERAL—Which civilization influenced the Marksville people? (4.3, 4.19.d)

- » The Hopewell civilization influenced the Marksville people.

LITERAL—How do archaeologists know that the Troyville people were related to the earlier Marksville people? (4.19.b, 4.19.d)

- » Archaeologists discovered pottery connected to the Marksville culture at Troyville.

LITERAL—How did the Troyville people use flat-topped mounds? (4.19.b, 4.19.d)

- » The Troyville people likely used mounds as stages for ceremonies and performances.

“The Coles Creek Culture,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 with a partner.

SUPPORT—Explain that the Coles Creek culture gets its name from a creek in Jefferson County, Mississippi. At its height, the Coles Creek culture occupied most of Louisiana, the western half of Mississippi, and part of southeastern Arkansas.

After students read the text, ask the following questions:

EVALUATIVE—How was the Coles Creek culture similar to cultures that came before it? (4.3, 4.4, 4.19.b)

- » Like other, earlier cultures, the Coles Creek culture traded with other groups, made pottery, built mounds, and hunted and gathered their food.

LITERAL—What characteristic of Coles Creek culture stands out to archaeologists? Why is this the case? (4.12, 4.19.b)

- » The craftsmanship of the Coles Creek culture stands out to archaeologists. Their arrowheads and pottery are more advanced than those of other cultures.

“The Caddo, Mississippian, and Plaquemine Cultures,” pages 30–31

Scaffold understanding as follows:

Read the section on pages 30–31 aloud.

SUPPORT—Explain that like other cultures discussed, the Mississippian culture was a mound-building culture.

SUPPORT—Explain that the Caddo people have retained more of their identity and social structures than other cultures discussed in this chapter. Students in the Bayou Bridges C will learn about the modern Caddo in Grade 5.

After reading the text, ask the following questions:

EVALUATIVE—How was the Mississippian culture similar to the Ancestral Pueblo? (4.3, 4.4, 4.11)

- » Like the Ancestral Pueblo, the Mississippians were farmers and grew corn.

INFERENTIAL—How did relying heavily on corn affect Mississippian societies? (4.3, 4.5, 4.5.c, 4.11)

- » They could grow a surplus of crops, which allowed them to build complex cities.

INFERENTIAL—Why do you think the Caddo people began to bury special handmade objects with people? (4.19.b)

- » Answers will vary. The Caddo may have wanted to honor the memory of the person who died, or they may have believed the items would be helpful in the afterlife.

EVALUATIVE—How did the arrival of Europeans affect Indigenous people living in Louisiana? (4.3, 4.19.b)

- » Europeans brought diseases that caused Native populations to decline. Europeans also introduced new goods and weapons that later had a negative impact on Native Americans.

Primary Source Feature: “Excerpt from a Field Investigation Report,” page 32

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 32.

Introduce the source to students by reminding them that what we know about the Poverty Point culture and other early Indigenous peoples comes from archaeological investigations. Archaeologists present their findings—what they found and what they think it means—in written reports. This source is an excerpt from an archaeological report about Poverty Point.

Invite volunteers to read the source aloud.

Have students draw what they think the Poverty Point site looks like, based on the description in the excerpt.

SUPPORT—Remind students that an octagon is a shape with eight sides. An angle of ninety degrees is a right angle, like the corner of a square or a rectangle.

SUPPORT—Have students compare the description in the excerpt and their drawings to the map on page 22.

Activity Page



AP 1.3

Draw a T-chart on the board or chart paper, labeling one side “What They Found” and the other “What It Means.” Remind students that archaeologists report what they found and what they think it means. Have students offer details from the excerpt for each column. (*Students should recognize that the details in the first two paragraphs are “What They Found” and the details in the last paragraph are “What It Means.”*)

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

After students have completed the Activity Page, ask the following questions:

LITERAL—How tall is the Poverty Point Mound? (4.5, 4.5.a)

» The Poverty Point Mound is seven stories tall.

LITERAL—What is the area of the Motley Mound? (4.5, 4.5.a)

» The Motley Mound is four hundred by six hundred feet (122 by 183 m) in area.

EVALUATIVE—What detail from the excerpt supports the conclusion that the Poverty Point people were precise builders? (4.2, 4.2.b, 4.5, 4.5.a)

» The excerpt explains that the Motley Mound is identical to the Poverty Point Mound in proportion and details, despite being a smaller mound.

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. (4.1)
- Review and discuss the Framing Question: “Who were the first peoples to live in Louisiana?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Who were the first peoples to live in Louisiana?”
 - » Key points students should cite include: the Clovis people were likely the first people to travel through or settle in the area of present-day Louisiana; the Poverty Point culture developed more than three thousand years ago, between 1700 and 1100 BCE, in northeast Louisiana; the Poverty Point people were hunter-gatherers but

lived in the same place year-round; the Poverty Point settlement is characterized by semicircular ridges and large mounds; other cultures after Poverty Point built mounds, including the Tchefuncte, Marksville, Troyville, Coles Creek, Caddo, Plaquemine, and Mississippian cultures; the Tchefuncte people made unique pottery that was less durable than the pottery made by the Marksville people; the Coles Creek people were skilled craftspeople and made standout arrowheads and pottery; the Mississippian culture adopted agriculture and relied heavily on corn, while the Plaquemine were not as reliant on corn as the Mississippian people; the Caddo people hunted, gathered, fished, and grew crops; Europeans arrived in the 1500s CE and changed the ways of life for Indigenous people in Louisiana.

- Choose one of the Core Vocabulary terms (*plantation, semicircular, plaza, or raw material*), and write a sentence using the word.

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

Additional Activities

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

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

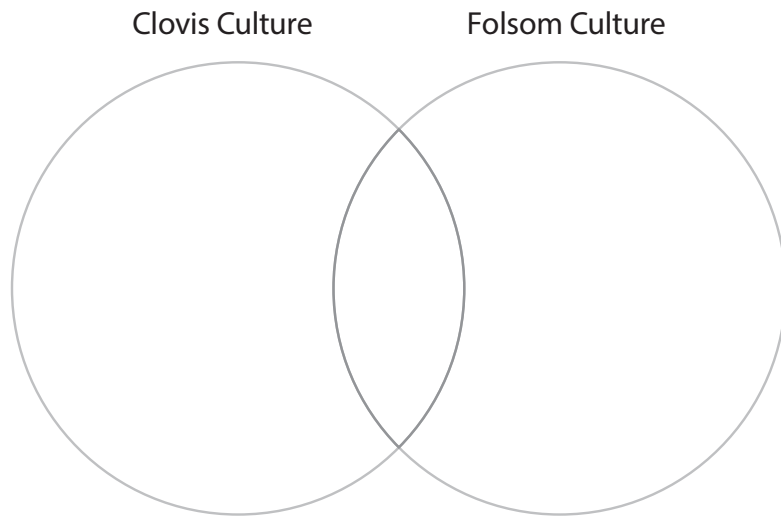
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Assessment: Chapter 1—North America and Louisiana's First Peoples

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

Use the Venn diagram to answer questions 1–3.

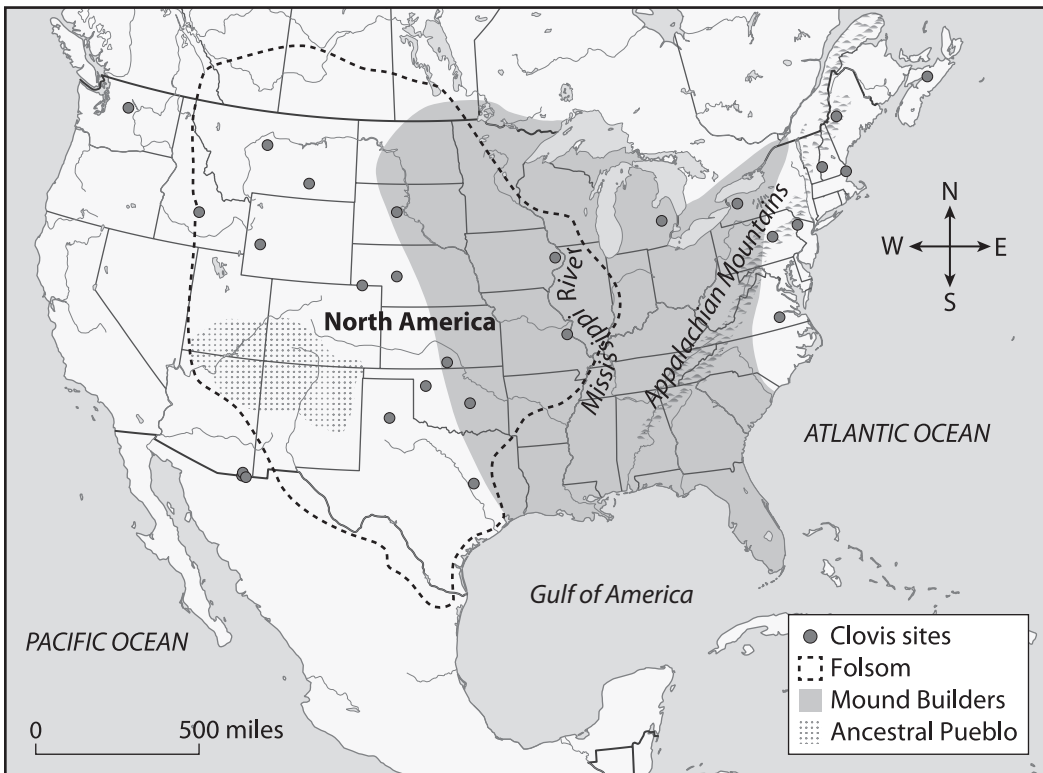


1. Which detail belongs in the Clovis culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) traveled by boat to North America
 - b) hunted mammoths and mastodons
 - c) planted crops like corn and squash
 - d) lived in the mountains during the winter
2. Which detail belongs in the Folsom culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) used mastodon hides for clothing and shelter
 - b) developed a sophisticated social structure
 - c) lived in permanent settlements all year
 - d) made spearpoints that look machine-made
3. Which detail belongs in the center of the diagram? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19, 4.19.b)
 - a) chose shamans as leaders
 - b) built homes on frozen ice sheets
 - c) performed ceremonial rain rituals
 - d) hunted game with spears and atlatls

Use the T-chart to answer questions 4 and 5.

Ancestral Pueblo	Mound Builders

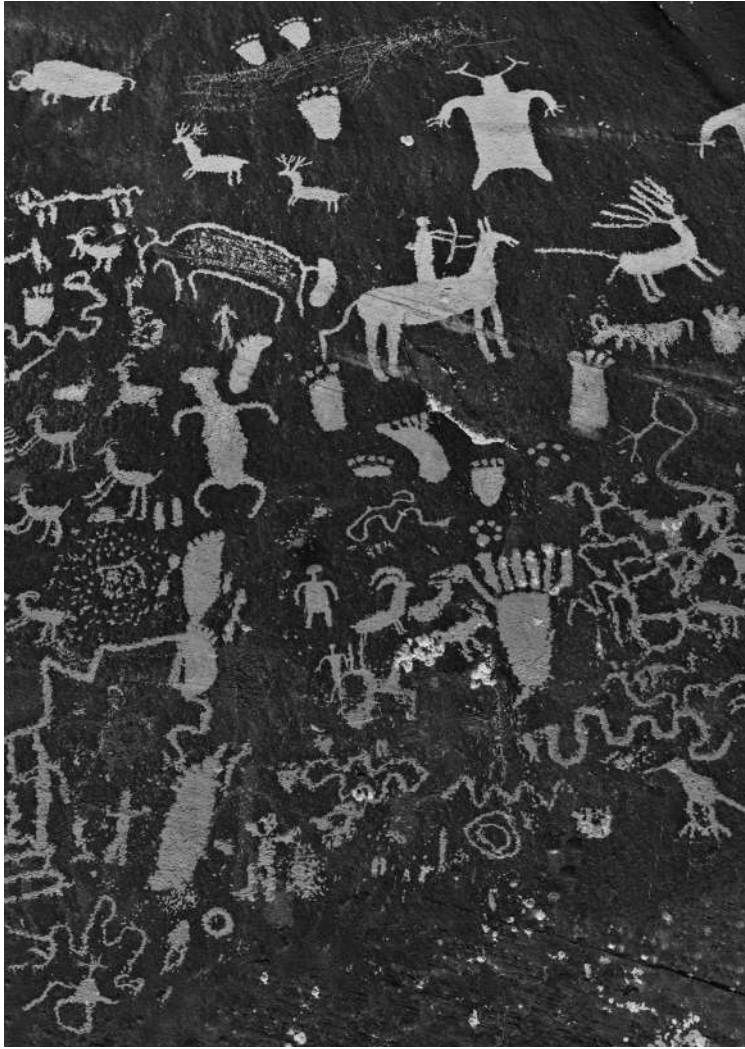
4. Which details belong in the Ancestral Pueblo column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) built cliff dwellings using stone and adobe
 - b) made a coarse flour from seeds and grains
 - c) created underground ceremonial chambers
 - d) learned how to grow corn in parts of Mexico
 - e) traded with people in the Great Lakes region
5. Which detail belongs in the Mound Builders column? (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) used baskets to heap large piles of dirt
 - b) made shoes out of yucca and other plants
 - c) carved canoes out of trees for transportation
 - d) did not practice any identifiable religious beliefs
6. Use the map to answer the question.



Which culture formed mostly to the east of the Mississippi River? (4.6, 4.7, 4.19, 4.19.a, 4.19.b)

- a) Clovis culture
- b) Folsom culture
- c) Ancestral Pueblo
- d) Mound Builders

7. Use the image to answer the question.



These petroglyphs may tell the story of an important hunt. Which detail from the photograph supports this idea? (4.2, 4.2.a, 4.2.b, 4.5, 4.5.a, 4.19, 4.19.b)

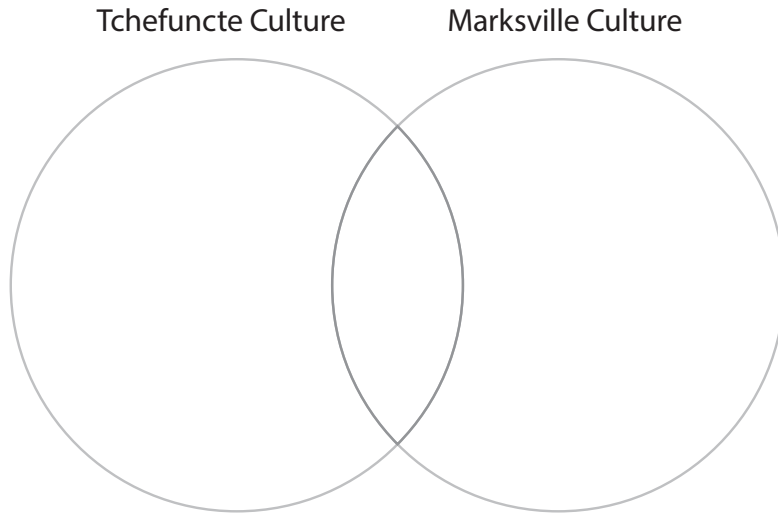
- a) the footprints
 - b) the wiggly lines
 - c) the figure throwing a spear
 - d) the figure with a large head
8. How did agriculture change civilizations in North America? (4.11, 4.19, 4.19.b)
- a) It made them abandon religion.
 - b) It made them hunter-gatherers.
 - c) It made them travel by boat overseas
 - d) It made them create permanent settlements.

9. Where did the first settlers who arrived in North America by boat land? (4.10)
- a) Atlantic coast
 - b) Gulf of America
 - c) Caribbean Sea
 - d) Pacific coast
10. What is one reason the Mound Builders built mounds? (4.12, 4.19, 4.19.b)
- a) to bury their dead
 - b) to hide their location
 - c) to trade with other cultures
 - d) to communicate with neighbors
11. **On your own paper, write a well-organized paragraph in response to the following prompt:**
- The Ancestral Pueblo and the Mound Builders had nothing in common.
- Using evidence from the chapter, support or disprove this claim. (4.3, 4.4, 4.5, 4.5.a, 4.5.d, 4.12, 4.19, 4.19.b)

Assessment: Chapter 2—*The Development of Indigenous Cultures in Louisiana*

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

Use the Venn diagram to answer questions 1–3.



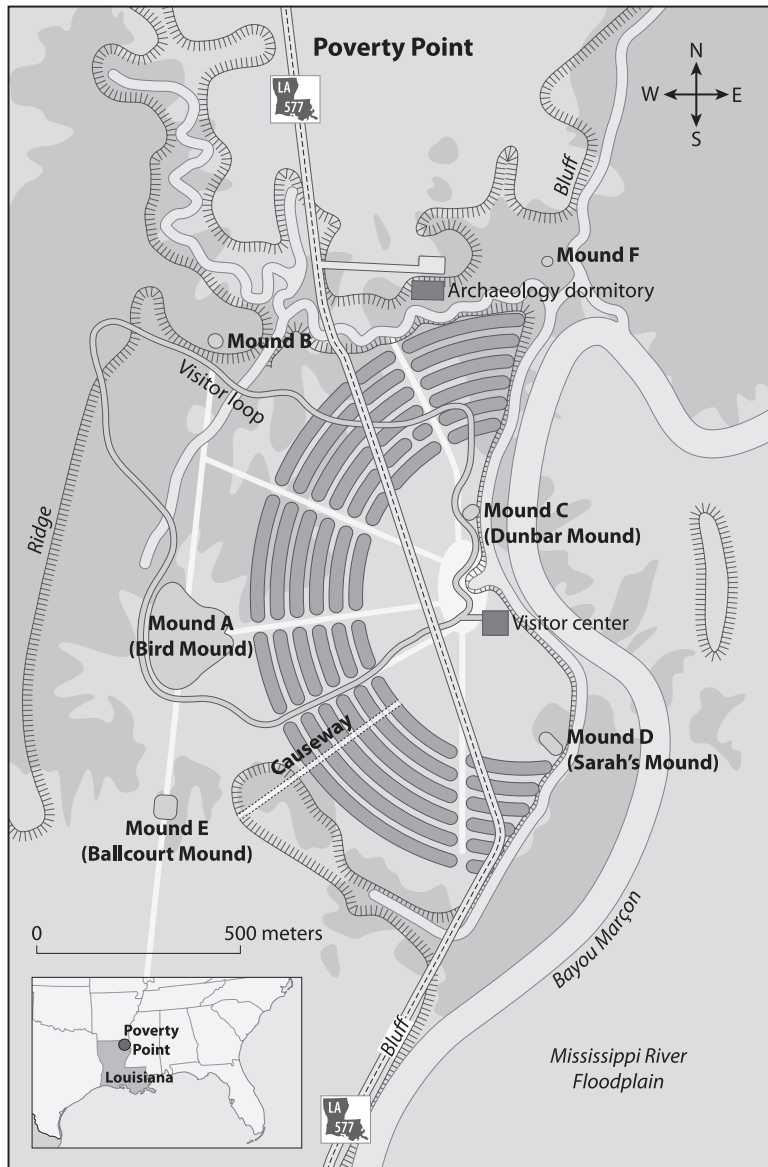
1. Which detail belongs in the Tchefuncte culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)
 - a) lived in northern Mexico
 - b) engaged in long-distance trade
 - c) built massive ceremonial mounds
 - d) used antlers to make sewing needles
2. Which detail belongs in the Marksville culture circle? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)
 - a) influenced by the Hopewell people
 - b) planted crops like corn and squash
 - c) used only spears and atlatls to hunt
 - d) built small mounds on square ridges
3. Which detail belongs in the center of the diagram? (4.2, 4.2.a, 4.3, 4.4, 4.12, 4.19.b)
 - a) made decorative pottery
 - b) made clothing from yucca
 - c) made tools with stone found where they lived
 - d) made ceremonial feasts with beans and seeds

Use the T-chart to answer questions 4 and 5.

Poverty Point	Caddo

4. Which details belong in the Poverty Point column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) had easy access to water routes
 - b) relied mostly on fishing for food
 - c) traded with European explorers
 - d) used underground ovens to cook
 - e) buried handmade objects with people
5. Which details belong in the Caddo column? Select the **two** correct answers. (4.3, 4.4, 4.11, 4.12, 4.19, 4.19.b)
- a) made pottery with a dull finish
 - b) used mounds to bury their dead
 - c) farmed corn, beans, and squash
 - d) built geometric ridges for protection
 - e) built their houses on semicircular ridges

Use the map to answer questions 6 and 7.



6. Which feature is located directly north of the visitor center? (4.6, 4.7)
- a) Mound A
 - b) Mound B
 - c) Mound C
 - d) Mound D
7. According to the map, which Poverty Point mound is the largest? (4.6, 4.7)
- a) Mound A
 - b) Mound B
 - c) Mound C
 - d) Mound D

8. Use the excerpt to answer the question.

The spectacular geometric earthwork consists of ridges, each originally about 150 feet [46 m] wide and six feet [1.8 m] high, arranged as six concentric octagons. . . .

At one edge of the octagon rises the massive Poverty Point Mound, as high as a seven-story building, and measuring about 700 by 800 feet [213 by 244 m] at the base. . . .

A mile due north of the center of the octagon lies another huge mound, the Motley Mound. Its base covers an area of 400 by 600 feet [122 by 183 m], and its height is fifty-six feet [17 m]. . . . In proportion and details it is identical with the Poverty Point Mound, except that it is turned at ninety degrees to the larger mound. . . .

The mounds presumably were ceremonial in nature, but the ridges of the octagon represent the village site of these prehistoric people. Concentration of artifacts and debris indicate that they lived on the ridges. The size of the village indicates a large population and implies both an abundant food supply and a high degree of social organization.

According to the excerpt, why did the people of Poverty Point build ridges? **(4.2, 4.2.a, 4.5, 4.5.a)**

- a)** to hold ceremonies
 - b)** to create places to live
 - c)** to study geometric shapes
 - d)** to get rid of garbage and debris
- 9.** What discovery at mound sites led archaeologists to conclude that mounds were sometimes used for burial purposes? **(4.3, 4.4, 4.19.b, 4.19.d)**
- a)** gravestones
 - b)** decorative items
 - c)** religious drawings
 - d)** remnants of feasts
- 10.** Why do archaeologists think Tchefuncte pottery was mostly used for display purposes? **(4.12, 4.19.b)**
- a)** It broke when it was placed in fire.
 - b)** It dissolved when it was placed in water.
 - c)** It was painted with red and white designs.
 - d)** It was made with raw materials from far away.

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

Make a claim about the Poverty Point culture, and support it with evidence from the chapter.

(4.2, 4.2.a, 4.2.b, 4.5, 4.5.a)

Performance Task: *Early Civilizations in North America*

Teacher Directions: Early civilizations in North America shared many characteristics. For the Mound Builders and earlier mound-building civilizations, one such characteristic was the importance of the mound—a structure that varied in size, shape, and purpose depending on the place, time, and people who constructed it.

Activity Page



AP 1.4

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 1.4) to organize their thoughts and plan their essay.

Prompt:

Mounds played a central role in the cultures of early Louisianan and other North American peoples.

How accurate is this statement? (4.5, 4.5.a, 4.5.b, 4.5.d, 4.19, 4.19.b, 4.19.d, 4.19.e)

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:	Mounds played a central role in the Mound Builders civilization and other peoples in Louisiana like the Tchefunte, Troyville, and Mississippian cultures.
Reason:	Mounds played an important role in daily life for these cultures.
Evidence:	<p>The mounds were places where homes of important leaders were built and ceremonies were held.</p> <p>Mounds were used for homes of important leaders.</p> <p>Marksville culture used mounds for religious ceremonies and burials.</p>
Counterclaim and Answer:	<p>Not all early cultures created mounds. The Clovis, Folsom, and Ancestral Pueblo peoples did not build mounds. The Clovis and Folsom peoples moved from place to place and did not adopt a sedentary lifestyle. The Ancestral Pueblo lived in the Four Corners area of the United States. Many of them were cliff dwellers and built apartment-style buildings out of adobe and brick. They used kivas, or underground chambers, for ceremonial purposes.</p>

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

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of early civilizations in North America; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The Poverty Point culture built numerous mounds used for ceremonial and housing purposes.• Later civilizations built mounds for similar reasons, as well as for burials.• The shape of mounds changed over time, depending on how they were being used.• Mound projects took up to hundreds of years to complete.• The Clovis, Folsom, and Ancestral Pueblo civilizations did not build mounds.• The Ancestral Pueblo instead built cliff dwellings.
2	<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 early civilizations in North America, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	<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 early civilizations in North America, 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>
0	<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 early civilizations in North America. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Name _____

Date _____

Performance Task Activity: *Early Civilizations in North America*

Claim: Mounds played a central role in the cultures of early Louisianan and other North American peoples.

How accurate is this statement? Write an essay using evidence to support your response.

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

[illegible]

Activity Page 1.1

Use with Chapter 1

Letter to Family

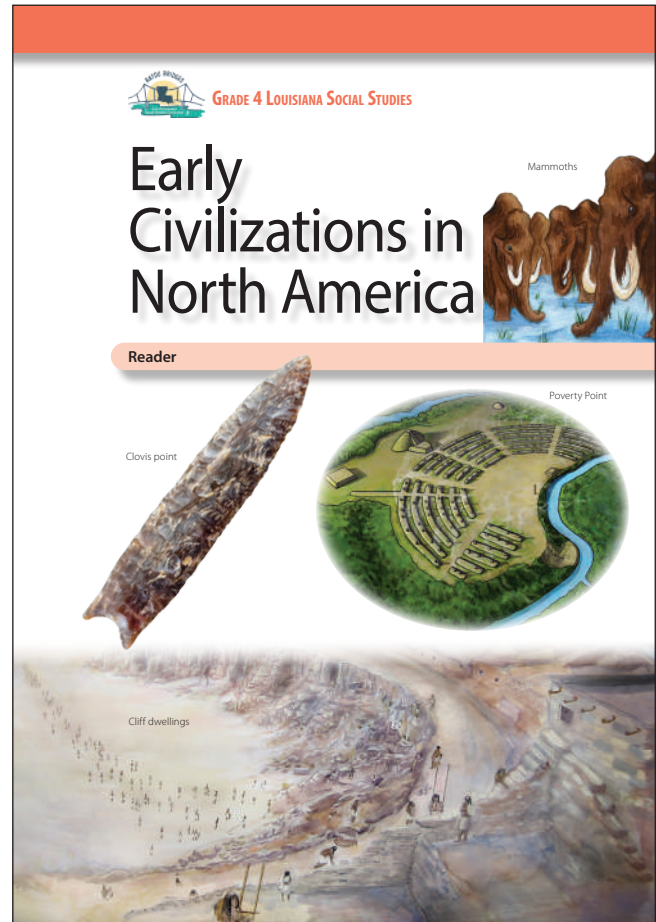
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about early civilizations in Louisiana and the rest of North America. They will learn about the first peoples who migrated from Asia into North America and South America. They will learn about the origins and characteristics of different civilizations and cultures in North America, including the Clovis culture, Folsom culture, Ancestral Pueblo, and Mound Builders. They will learn about prehistoric Indigenous civilizations that began in Louisiana, including the Poverty Point culture. They will also learn about the Tchefuncte, Marksville, Troyville, and Coles Creek cultures. Finally, they will study the Caddo, Plaquemine, and Mississippian cultures.

In this unit, students will identify geographic features and cultural regions in North America, examine the role of migrations and the influence of agriculture on early North American civilizations, identify and describe the characteristics of early North American civilizations, and analyze primary sources related to North American civilizations.

As part of their exploration, students will also learn a little bit about the burial practices of early North American civilizations. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or group. The goal is to foster understanding 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 _____

Activity Page 1.2

Use with Chapters 1–2

Artifact Study

Describe the artifact.

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

Think about the artifact.

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

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

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

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (*continued*)

Use with Chapters 1–2

Think about context.

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

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

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

SOURCE:

Name _____

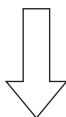
Date _____

Activity Page 1.4

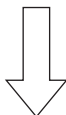
Use with Chapters 1–2

Claims and Evidence Worksheet

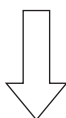
STATE THE CLAIM *What opinion or position are you defending?*



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?*

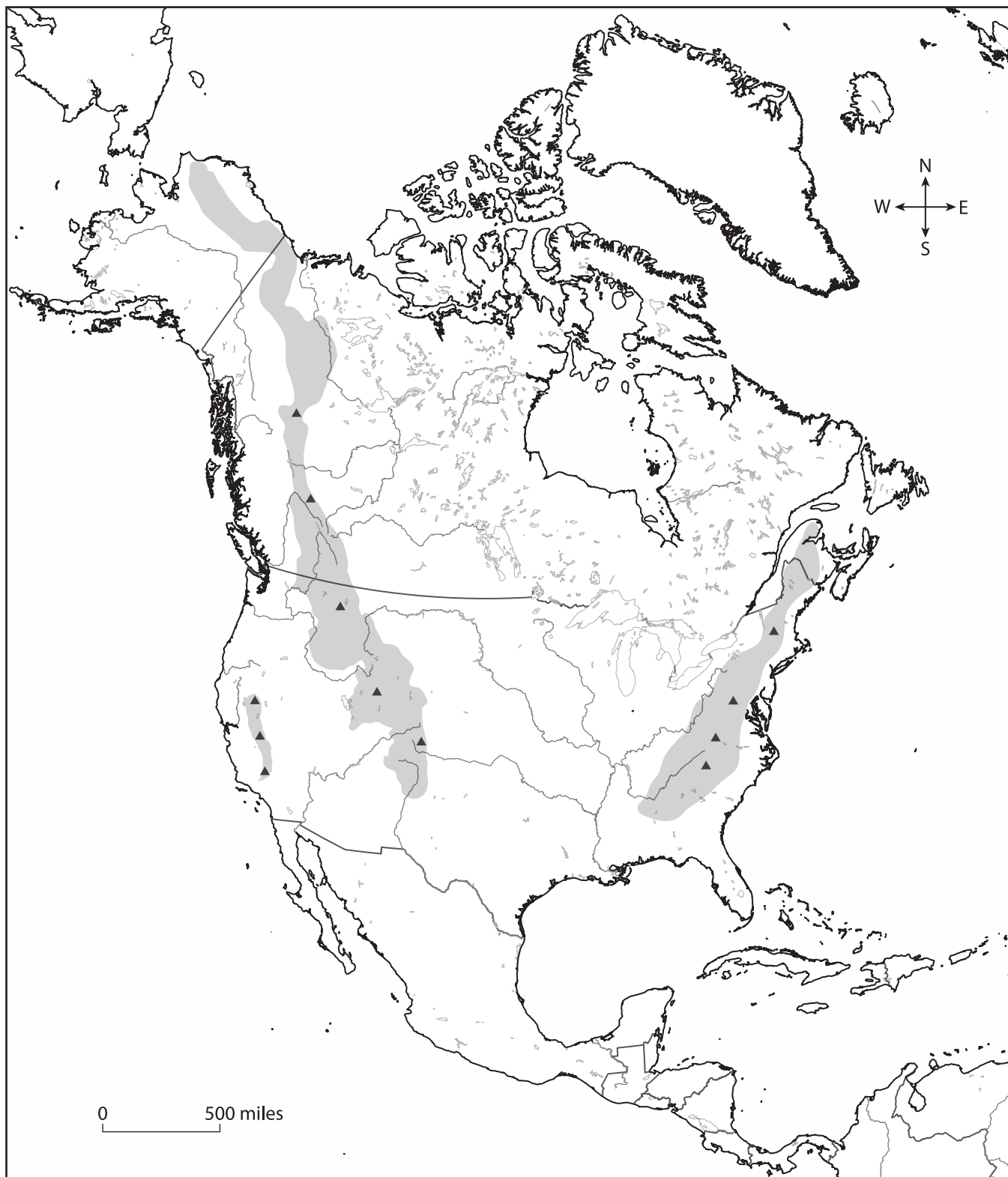
Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Geography of North America



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

- 1.** Label the following bodies of water:

Pacific Ocean

Atlantic Ocean

Gulf of America

Mississippi River

Mississippi River delta

Rio Grande

Great Lakes

- 2.** Label the following mountain ranges.

Sierra Nevada

Rocky Mountains

Appalachian Mountains

- 3.** Which mountain range is located in the eastern part of North America?

- 4.** Which North American mountain range is the longest?

- 5.** Which body of water does the Mississippi River flow into?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|-------------------------|---|
| _____ | 1. land bridge | a) animals that are hunted |
| _____ | 2. mammoth | b) a large farm where cash crops are grown on behalf of the person who owns the land |
| _____ | 3. mastodon | c) a type of brick made from sun-dried clay |
| _____ | 4. game | d) a device used for throwing a spear |
| _____ | 5. atlatl | e) a Native American leader who is believed to have special powers |
| _____ | 6. Pueblo | f) a small strip of land that connects two large landmasses |
| _____ | 7. cliff dweller | g) a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people |
| _____ | 8. adobe | h) a large, extinct elephant-like mammal |
| _____ | 9. mound | i) having the shape of half a circle |
| _____ | 10. shaman | j) a group of Native American peoples who live in the American Southwest |
| _____ | 11. plantation | k) a large, rounded pile |
| _____ | 12. semicircular | l) a substance used in the primary production or manufacturing of goods |
| _____ | 13. plaza | m) an open space near a community |
| _____ | 14. raw material | n) a large, prehistoric elephant-like animal covered with hair |

- 4.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 4.3** Explain connections between ideas, events, and developments in world history.
- 4.4** Compare and contrast events and developments in world history.
- 4.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 4.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.
- 4.7** Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.
- 4.8** Describe the origin and spread of major world religions as they developed throughout history.
- 4.9** Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.
- 4.10** Describe early human migration out of Africa, first to Asia and Europe, then to Australia and the Americas.
- 4.11** Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.12** Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.
- 4.13** Describe the geographic, political, economic, and cultural structures of the ancient Near East.
 - a)** Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.

- b) Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
- c) Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.
- d) Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.
- e) Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.
- f) Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”
- g) Describe the achievements of the ancient Israelites.

4.14 Describe the geographic, political, economic, and cultural structures of ancient Egypt.

- a) Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.
- b) Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.
- c) Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
- d) Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt.
- e) Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
- f) Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

4.15 Describe the geographic, political, economic, and cultural structures of ancient India.

- a) Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.
- b) Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.
- c) Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.

4.16 Describe the geographic, political, economic, and cultural structures of ancient Greece.

- a) Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula, and Sparta.
- b) Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.
- c) Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.
- d) Explain the basic concepts of direct democracy and oligarchy.

- e) Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.
- f) Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.
- g) Describe the polytheistic religion of ancient Greece.
- h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.
- i) Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.
- j) Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.

4.17 Describe the geographic, political, economic, and cultural structures of ancient Rome.

- a) Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.
- b) Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
- c) Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.
- d) Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.
- e) Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.
- f) Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.
- g) Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.
- h) Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.

4.18 Describe the geographic, political, economic, and cultural structures of ancient China.

- a) Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.
- b) Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.
- c) Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.
- d) Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.
- e) Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.
- f) Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.
- g) Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.

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

- a)** Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of America, Atlantic Ocean, South America, and the Yucatan Peninsula.
- b)** Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
- c)** Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.
- d)** Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.
- e)** Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
- f)** Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
- g)** Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.

Answer Key: Early Civilizations in North America

Chapter Assessments

Chapter 1

- A. 1. b 2. d 3. d 4. a, c 5. a 6. d 7. c 8. d 9. d 10. a
- B. Students should clearly disprove the given claim and support their response with relevant evidence, such as both the Ancestral Pueblo and the Mound Builders lived in villages, both the Ancestral Pueblo and the Mound Builders developed religious belief systems, and both the Ancestral Pueblo and the Mound Builders practiced agriculture. Answers should include explanations of how the evidence disproves the claim.

Chapter 2

- A. 1. d 2. a 3. a 4. a, d 5. b, c 6. c 7. a 8. b 9. b 10. a
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the Poverty Point culture influenced other cultures in Louisiana, it challenged archaeologists' assumptions about large and complex societies, and its society gave equal rights to its members. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source: The source is a photograph of petroglyphs made by the Ancestral Pueblo in Utah.

Connect the source to what you know: The Ancestral Pueblo lived in the Four Corners area of the United States. Many of the Ancestral Pueblo were cliff dwellers. They practiced agriculture, hunted animals, and gathered plants.

Understand the source: The source shows images of people and animals, including people on horseback with bows and arrows. The people who created this source shared details about their lives at the time.

Draw a conclusion from or about the source: The source shows an important story or event that happened to the people who created it. They wanted to record it for others in the future.

Geography of North America (AP 1.5)

1. See the map on page 8 of the Student Reader. The Mississippi River delta is where the river meets the Gulf of America. The Rio Grande is west of the Mississippi and south of the Rocky Mountains. The Great Lakes are between the Mississippi River and the Appalachian Mountains.
2. See the map on page 8 of the Student Reader. The Rocky Mountains are the longest mountain range on the map. The Sierra Nevada is the farthest west.
3. Appalachian Mountains
4. Rocky Mountains
5. Gulf of America

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

Describe the source: The source is an excerpt from a field investigation report written by archaeologists about Poverty Point.

Connect the source to what you know: The Poverty Point culture developed in present-day Louisiana. They were hunter-gatherers but lived in the same place year-round. They built mounds and semicircular ridges around a plaza.

Understand the source: The source describes what archaeologists found at Poverty Point and what they think it means. It explains how Poverty Point is organized, including the size of the Poverty Point mounds. The source explains that the Motley Mound is smaller than the Poverty Point Mound.

Draw a conclusion from or about the source: The Poverty Point people were highly skilled builders with a complex society.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

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



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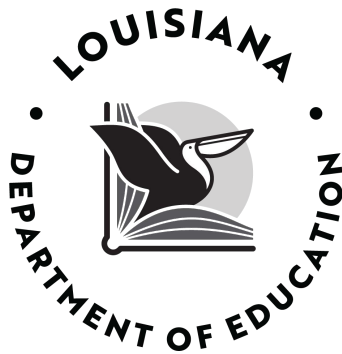


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