



GRADE 5 LOUISIANA SOCIAL STUDIES

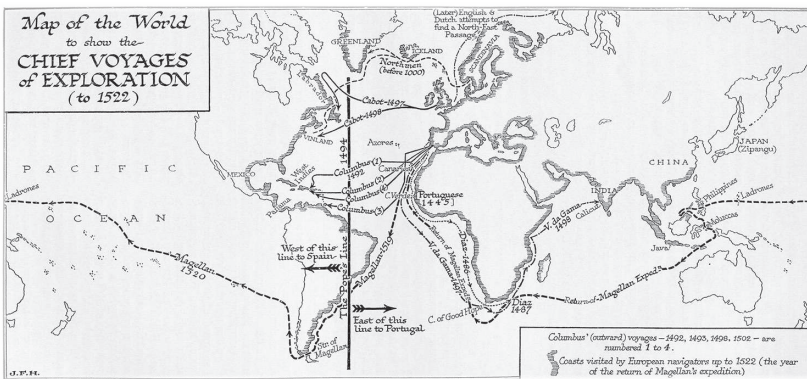
Age of Contact

Student Workbook



Compass

Early exploration



Spanish missions

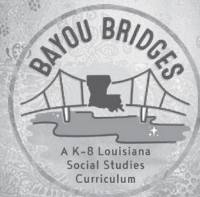


European explorers



Age of Contact

Student Workbook



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ISBN: 979-8-88970-415-7

Age of Contact

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Chapter 1: European Exploration

Framing Question: How did European interests and rivalries shape trade and colonization?

Student Reading Notes

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

| Section | Notes |
|------------------------|-------|
| The Age of Exploration | |
| Portuguese Navigators | |

| | |
|---------------------------------------|--|
| Spanish Navigators | |
| Balboa Finds the Pacific Ocean | |
| Circumnavigating the Globe | |

| | |
|-----------------------------------|--|
| England and France Compete | |
| Exploration Continues | |

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM AMERIGO VESPUCCI'S ACCOUNT OF HIS FIRST VOYAGE (1497 CE)

In this account, explorer Amerigo Vespucci describes one of the first groups of Indigenous people he encountered on his voyage.

Many are the varieties of tongues; for in every 100 leagues we found a change of language, so that they are not understandable each to the other. The manner of their living is very barbarous, . . . for they eat at all hours, and they eat upon the ground without a table-cloth or any other cover, for they have their meats either in earthen basins which they make themselves or in the halves of pumpkins. . . .

Their dwellings are in common, and their houses [are] made in the style of huts, but strongly made, and constructed with very large trees, and covered over with palm-leaves, secure against storms and winds; and in some places [they are] of so great breadth [width] and length, that in one single house we found there were 600 souls; and we saw a village of only thirteen houses where there were four thousand souls. . . .

In fine, they live and are contented with that which nature gives them. The wealth that we enjoy in this our Europe and elsewhere, such as gold, jewels, pearls, and other riches, they hold as nothing; and although they have them in their own lands, they do not labour [work] to obtain them, nor do they value them.

Adapted from Vespucci, Amerigo. *The First Four Voyages of Amerigo Vespucci*. Translated by Michael Kearney. London: B. Quaritch, 1885, pp. 9, 11.

Name _____ Date _____

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

PRIMARY SOURCE B: *FROM THE TRAVELS OF MARCO POLO*

Now I will tell you about the great revenue which the Great Khan draws every year from the city of Hangzhou and its territory.

First, there is the salt, which brings in a great revenue. For it produces every year, in round numbers, eighty tomans of gold; and the toman is worth 70,000 saggi of gold, so that the total value of the eighty tomans will be five million and six hundred thousand saggi of gold, each saggio being worth more than a gold florin or ducat [Italian currencies]. . . .

You must know that in this city and its dependencies they make great quantities of sugar, as indeed they do in the other eight divisions of this country; so that I believe the whole rest of the world together does not produce such a quantity . . . and the sugar alone again produces an enormous revenue.

I will not repeat the duties on every article separately but tell you how they go in the lump. All spices pay three and a third percent on the value; and all merchandise likewise pays three and a third percent. . . . The silk pays ten percent, and many other articles also pay ten percent.

And you must know that Mr. Marco Polo, who relates all this, was sent several times by the Great Khan to inspect the amount of his customs and revenue. . . .

Source: Adapted from Polo, Marco. *The book of Ser Marco Polo, the Venetian: concerning the kingdoms and marvels of the east*. Translated and edited by Sir Henry Yule. London: J. Murray, 1921, pp. 215–216.

Name _____ Date _____

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

Chapter 1 Check for Understanding: How did European interests and rivalries shape trade and colonization?

[illegible]

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

Use the words in the word bank to complete each sentence.

mercantilism

navigation

astrolabe

compass

caravel

hull

validate

colonization

mutiny

circumnavigate

1. It takes a long time to _____ the globe.
2. Your teacher must _____ your homework when you turn it in.
3. A(n) _____ uses a magnet to tell direction.
4. If sailors did not like their captain, they could _____.
5. A ship's _____ must be strong to keep water out.
6. Sailors used a(n) _____ to figure out the position of their ship.
7. European _____ of the Americas led to conflict with the people already living there.
8. The new _____ was faster than ships had been before.
9. An important skill for any sailor is _____.
10. Many European countries worked under the economic concept of _____.

Name _____

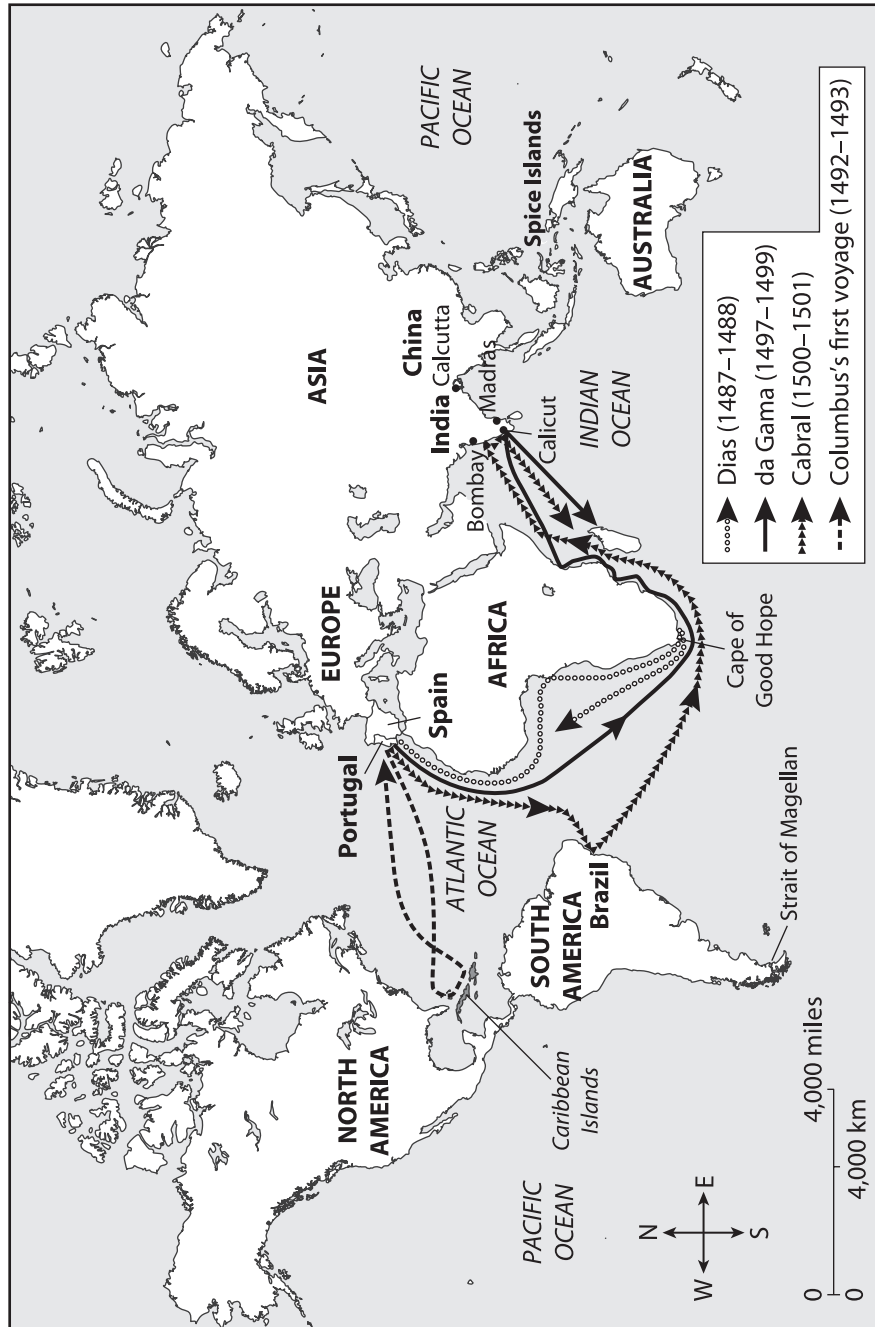
Date _____

Activity Page 1.6

Use with Chapter 1

Early Portuguese and Spanish Exploration

Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 1.6 (*continued*)

Use with Chapter 1

1. Which explorers sailed to or around the Cape of Good Hope?

2. Which explorers reached the Americas?

3. Which explorer sailed farthest west?

4. Which explorer made the longest journey?

Name _____

Date _____

Activity Page 1.7

Use with Chapter 1

Routes of the Explorers

Follow your teacher's instructions to complete this map.

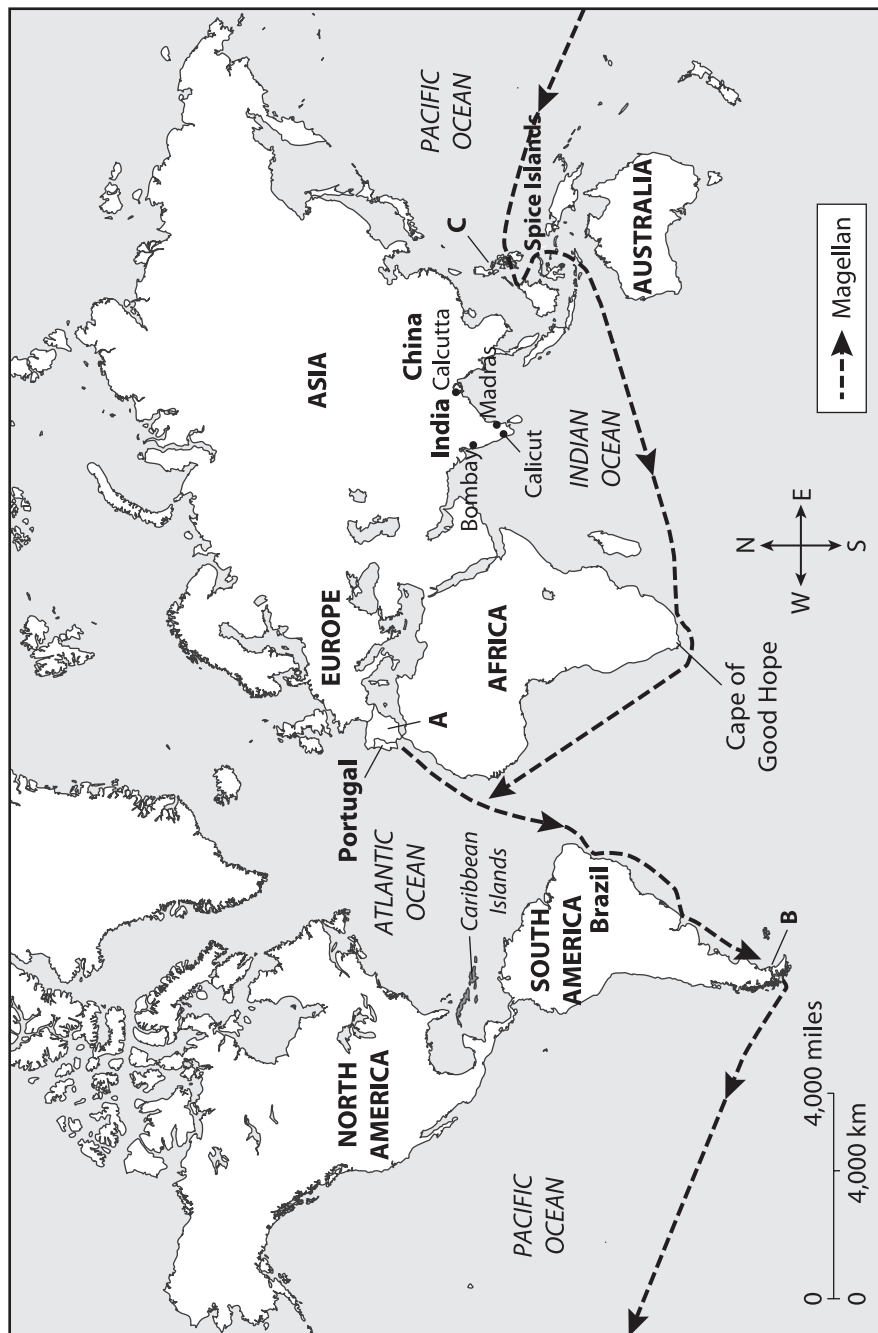


Activity Page 1.8

Use with Chapter 1

Magellan's Voyage

Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 1.8 (*continued*)

Use with Chapter 1

- 1.** Which letter on the map represents the strait Magellan passed through?

- 2.** Which letter on the map shows where Magellan's crew took over the expedition?

- 3.** What is the approximate distance that Magellan traveled between the Cape of Good Hope and the tip of South America?

- 4.** After Magellan's fleet passed south of South America, which direction did they travel?

- 5.** Which letter on the map represents the final destination of the voyage?

Chapter 2: Colonization of the Americas

Framing Question: Why and how did Europeans colonize the Americas?

Student Reading Notes

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

| Section | Notes |
|--|-------|
| A Wave of Colonization | |
| Europeans Encounter Native Peoples in the Americas | |

| | |
|--------------------------------------|--|
| The Later Voyages of Columbus | |
| Spain in the Americas | |
| Cortés Defeats the Aztecs | |

| | |
|------------------------------|--|
| The Inca Fall | |
| Christianity Spreads | |
| The Encomienda System | |

| | |
|----------------------------------|--|
| Colonizing North America | |
| French and Dutch Colonies | |

Primary Sources

PRIMARY SOURCE C: THE DURÁN CODEX

Diego Durán was a Dominican friar who wrote the Durán Codex. It was one of the earliest Western books on the history and culture of the Aztec. The book covers many different topics, including the Aztec creation story and a chronology of Aztec kings.



This image from the Durán Codex depicts a comet that appeared over the Aztec capital city of Tenochtitlán in 1519 CE.



This image from the Durán Codex depicts Hernán Cortés marching with his Tlaxcalan allies to attack the Aztec empire.

NOTE: Go to page 33 of the Student Reader to see this source in full color.

Primary Source Analysis

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

SOURCE:

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 purpose, message, and/or audience.</p> | <p>Draw a conclusion from or about the source.</p> |

SOURCE:

PRIMARY SOURCE D: *A BRIEF ACCOUNT OF THE DEVASTATION OF THE INDIES* BY BARTOLOMÉ DE LAS CASAS, 1543

The Indies were discovered in the year one thousand four hundred and ninety-two. In the following year a great many Spaniards went there with the intention of settling the land. . . . All of them were, as we saw with our own eyes, densely populated with native people called Indians. . . .

And of all the infinite universe of humanity, these people are the most guileless, the most devoid of wickedness and duplicity, the most obedient and faithful to their native masters and to the Spanish Christians whom they serve. They are by nature the most humble, patient, and peaceable, holding no grudges, free from embroilments, neither excitable nor quarrelsome. These people are the most devoid of rancors, hatreds, or desire for vengeance of any people in the world. . . . Some of the secular Spaniards who have been here for many years say that the goodness of the Indians is undeniable and that if this gifted people could be brought to know the one true God they would be the most fortunate people in the world.

Yet into this sheepfold, into this land of meek outcasts there came some Spaniards who immediately behaved like ravening wild beasts, wolves, tigers, or lions that had been starved for many days. . . . This Island of Hispaniola once so populous (having a population that I estimated to be more than three million), has now a population of barely two hundred persons. . . .

On the Island Hispaniola was where the Spaniards first landed, as I have said. Here those Christians perpetrated their first ravages and oppressions against the native peoples. This was the first land in the New World to be destroyed and depopulated by the Christians, and here they began their subjection of the women and children, taking them away from the Indians to use them and ill use them, eating the food they provided with their sweat and toil. The Spaniards did not content themselves with what the Indians gave them of their own free will, according to their ability, which was always too little to satisfy enormous appetites, for a Christian eats and consumes in one day an amount of food that would suffice to feed three houses inhabited by ten Indians for one month. And they committed other acts of force and violence and oppression which made the Indians realize that these men had not come from Heaven. And some of the Indians concealed their foods while others concealed their wives and children and still others fled to the mountains to avoid the terrible transactions of the Christians. . . .

After the wars and the killing had ended, when usually there survived only some boys, some women, and children, these survivors were distributed among the Christians to be slaves. The repartimiento or distribution was made according to the rank and importance of the Christian to whom the Indians were allocated, one of them being given thirty, another forty, still another, one or two hundred, and besides the rank of the Christian there was also to be considered in what favor he stood with the tyrant they called the Governor. The pretext was that these allocated Indians were to be instructed in the articles of the Christian Faith. As if those Christians who were as a rule foolish and cruel and greedy and vicious could be caretakers of souls! And the care they took was to send the men to the mines to dig for gold, which is intolerable labor, and to send the women into the fields of the big ranches to hoe and till the land, work suitable for strong men. Nor to either the men or the women did they give any food except herbs and legumes, things of little substance. . . . And thus was depopulated that island which had been densely populated.

Name _____ Date _____

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

Chapter 2 Check for Understanding: Why and how did Europeans colonize the Americas?

[illegible]

Chapter 3: The Columbian Exchange and the Transatlantic Slave Trade

Framing Question: What were the consequences of the Columbian Exchange and the slave trade?

Student Reading Notes

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

| Section | Notes |
|-------------------------|-------|
| A Changing World | |
| The Columbian Exchange | |
| Slavery in the Americas | |

| | |
|--|--|
| Middle Passage | |
| The Growth of Slavery in the Colonies | |
| Plantation Life | |

Primary Sources

PRIMARY SOURCE E: EXCERPT FROM KING NZINGA MBEMBA'S LETTER TO KING JOÃO III OF PORTUGAL

Nzinga Mbemba (also known as King Afonso I) was a powerful ruler of the Kingdom of Kongo, a vast and prosperous African empire that existed in the late fifteenth and early sixteenth centuries.

We cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of, they grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. . . .

Many of our people, keenly desirous as they are of the wares and things of your Kingdoms, which are brought here by your people, and in order to satisfy their voracious appetite, seize many of our people, freed and exempt men, and very often it happens that they kidnap even noblemen and the sons of noblemen, and our relatives, and take them to be sold to the white men who are in our Kingdoms; and for this purpose they have concealed them; and others are brought during the night so that they might not be recognized.

Primary Source Analysis

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

SOURCE:

Chapter 3 Check for Understanding: What were the consequences of the Columbian Exchange and the slave trade?

Name _____

Date _____

Activity Page 3.1

Use with Chapters 3

Domain Vocabulary: Chapters 2–3

For each word, write the letter of the definition.

- | | | |
|-------|-------------------------------|---|
| _____ | 1. conquistador | a) a system in which Spain offered grants of land and enslaved people to reward conquerors |
| _____ | 2. mission | b) providing benefits without costing much money |
| _____ | 3. encomienda | c) a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit |
| _____ | 4. joint-stock company | d) goods transported by a ship, plane, or truck |
| _____ | 5. plantation | e) the Spanish word for conqueror |
| _____ | 6. cost-effective | f) to send goods to sell in another country |
| _____ | 7. inhumane | g) someone who supervises workers to make sure a job is done properly |
| _____ | 8. cargo | h) a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner |
| _____ | 9. chattel | i) cruel, lacking mercy |
| _____ | 10. export | j) a company that raises money by selling shares, or interest in the company, in the form of stock |
| _____ | 11. indentured servant | k) the act of preparing ground for growing crops |
| _____ | 12. cultivation | l) a settlement built for the purpose of converting Native Americans to Christianity and expanding territory |
| _____ | 13. overseer | m) personal property |

Name _____

Date _____

Performance Task Activity: *Age of Contact*

What was the greatest effect or consequence of the Age of Contact? Create a presentation that makes a claim and supports it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Age of Contact* as well as from the sources and resources in the unit activities.

Name _____

Date _____

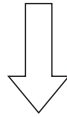
Activity Page 1.3

Use with Performance Task

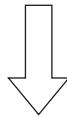
Claims and Evidence

Follow your teacher's instructions to complete this flowchart.

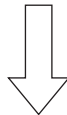
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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Fol.204v The Totonac Indians Helping the Conquistadors to Transport Materials, 1579 (vellum)/Duran, Diego (16th century) / Spanish/Biblioteca Nacional, Madrid, Spain/Bridgeman Images: 19B

Monument to the Discoveries, 1939/Almeida, Leopoldo Neves de (1898–1975) / Portuguese/Lisbon, Portugal/Luisa Ricciarini / Bridgeman Images: Cover D

North Wind Picture Archives / Alamy Stock Photo: Cover A

Science History Images / Alamy Stock Photo: 19A

Virgin of Belén (Virgen de Belén), c.1700–1720 (oil on canvas)/Cuzco School, (17th Century) / Peruvian/Los Angeles County Museum of Art, CA, USA/Bridgeman Images: i



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West African Kingdoms
Civilizations in North America
The Inca and Aztec Empires
Renaissance and Reformation
Age of Contact

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