

**CLAIRMONT PRESS, INC.**  
**CORRELATION TO LOUISIANA SOCIAL STUDIES STANDARDS**  
**GRADE 6**

**TB = Textbook**  
**TWE = Teacher Wraparound Edition**  
**AS = Activity Sheets (Chapter: Title)**

**GRADE 6 The United States and Louisiana: Beginnings Through Ratification**

Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine British and French exploration and colonization, the development of the British thirteen colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution.

**6.1 Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.**

TB Chapters 1, 2, 6-13  
TWE Chapters T1, T2, T6-T13  
AS Chapters 1, 2, 6-13

**6.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.**

TB Chapters 1, 2, 6-13  
TWE Chapters T1, T2, T6-T13  
AS Chapters 1, 2, 6-13

**6.3 Compare and contrast events and developments in U.S. history from 1580 to 1791.**

TB Chapters 1, 2, 6-13  
TWE Chapters T1, T2, T6-T13  
AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram  
9: Population Graph of the Middle Colonies

**6.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.**

TB Chapters 1, 2, 4, 6-13  
TWE Chapters T1, T2, T4, T6-T13  
AS Chapters 1, 2, 4, 6-13

**6.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.**

- TB 13, 17, 18, 79-81, 83, 99-103, 105, 115, 162, 197, 210, 212, 220-221, 228, 230, 231, 242, 251, 263, 282, 290-291, 293, 299, 314, 345, 373, 408, 419, 422, 433, 443, 445, 447, 517, 562-572
- TWE T13, T17, T18, T55, T79, T80, T81, T83, T86, T90, T95, T100-T102, T180, T184, T197, T205, T206, T210, T212, T213, T230
- AS 1: Longitude and Latitude  
 4: Locating Louisiana Cities  
 4: Geographic Regions of Louisiana  
 4: Locating Louisiana Rivers  
 7: Locations on a Map of Europe  
 10: Map of the French and Indian War  
 13: 1790 Map of the United States

absolute location (latitude and longitude)

- TB 80, 81, 83, 103, 562-563, 564-565
- TWE T13, T79, T80, T81, T83, T103
- AS 1: Longitude and Latitude  
 4: Locating Louisiana Cities

geographic characteristics of places in Louisiana

- TB 13, 17, 18, 83, 101, 105, 115, 230, 242, 251, 443, 445, 447, 562, 566-572
- TWE T13, T17, T18, T55, T90, T95, T100-T102, T180, T184, T230
- AS 4: Geographic Regions of Louisiana  
 4: Locating Louisiana Rivers  
 12: Immigrants to the Louisiana Colony: Map and Data Table

geographic characteristics of places in North America

- TB 80, 99, 100, 102-103, 162, 212, 220-221, 228, 231, 263, 282, 290-291, 293, 299, 345, 373, 408, 419, 422, 433, 517, 564-565
- TWE T80, T100, T162, T212, T221, T228, T282
- AS 10: Map of the French and Indian War  
 11: Revolutionary War Animated Map  
 14: 1790 Map of the United States

geographic characteristics of places in the world

- TB 79, 80, 81, 197, 210, 314, 562
- TWE T86, T197, T205, T206, T210, T213
- AS 7: Locations on a Map of Europe

**6.6 Use a variety of primary and secondary sources to:**

**a. Analyze social studies content.**

- TB 4, 10-11, 32, 44-45, 108, 112, 148, 212, 227, 239, 280, 303, 352, 381, 385, 406-407

TWE T9, T84, T112, T125, T163, T172, T175, T224, T225, T229, T238, T239, T246, T303, T346, T369, T380, T503, T505  
AS 6: Using a Primary Source: George Catlin's Letter  
8: Conflicts with the Chickasaw – Primary Source Document  
11: Analyzing a Primary Source Document: The Declaration of Independence

**b. Evaluate claims, counterclaims, and evidence.**

TB 4, 212, 352, 381  
TWE T8, T86, T87, T154, T214, T229, T238, T369, T436  
AS 2: Quotation on Government  
10: John Locke and the Origin of Government

**c. Compare and contrast multiple sources and accounts.**

TB 10-11, 112, 303  
TWE T9, T10, T149, T282, T303, T426, T504  
AS 10: The Boston Massacre

**d. Explain how the availability of sources affects historical interpretations.**

TB 10-11, 44-45, 108, 148, 227, 239, 280  
TWE T9, T161, T239, T373  
AS 8: Conflicts with the Chickasaw – Primary Source Document

**6.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:**

**a. Demonstrate an understanding of social studies content.**

TB 4, 10-11, 32, 44-45, 108, 112, 148, 212, 227, 239, 280, 303, 352, 381, 385, 406-407  
TWE T9, T84, T112, T125, T163, T172, T175, T224, T225, T229, T238, T239, T246, T303, T346, T369, T380, T503, T505  
AS 6: Using a Primary Source: George Catlin's Letter  
8: Conflicts with the Chickasaw – Primary Source Document  
11: Analyzing a Primary Source Document: The Declaration of Independence

**b. Compare and contrast content and viewpoints.**

TB 41-43, 46-47, 65-67  
TWE T12, T14, T20, T40, T42, T46, T64, T67, T89, T91, T99, T114, T117, T133, T152, T159, T163, T199, T282, T303, T406, T477  
AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

**c. Analyze causes and effects.**

TB  
TWE T10, T148, T160, T390, T442, T468  
AS 11: Cause and Effect

**d. Evaluate counterclaims.**

TB 4, 212, 352, 381

TWE T8, T86, T87, T154, T214, T229, T238, T369, T436

AS 2: Quotation on Government

10: John Locke and the Origin of Government

**6.8 Analyze European exploration and colonization of North America.**

**a. Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.**

TB 7, 148-149, 166, 173-189, 192-193, 207-217, 220-221, 225-253, 256-257, 260-277, 280-308, 339

TWE T6, T173, T174, T192, T196, T206, T208-T212, T216, T217, T245, T246, T339

AS 7: Explorers Data Table

8: Iberville's Explorations

8: Conflicts with the Chickasaw – Primary Source Document

8: Who Am I?

land claims made by England

TB 7, 211, 260-277, 280-289, 290-298, 299-308

TWE T6, T196, T211, T257

AS 7: Explorers Data Table

land claims made by France

TB 6, 148-149, 174-175, 211, 220-221, 225-233, 234-247, 248-253

TWE T6, T211, T257

AS 8: Iberville's Explorations

8: Conflicts with the Chickasaw – Primary Source Document

8: Who Am I?

land claims made by the Netherlands

TB 257, 291-292, 298

TWE T6, T196, T257

AS

land claims made by Portugal

TB 6, 207-208, 212-213, 257

TWE T6, T196, T206, T208, T257

AS

land claims made by Russia

TB

TWE  
AS

land claims made by Spain

TB 6, 173, 192-193, 209-210, 211-213, 216-217, 256-257  
TWE T6, T173, T174, T192, T196, T209-212, T216, T217, T256, T257  
AS 7: Explorers Data Table

land claims made by Sweden

TB 291, 298  
TWE  
AS

effects on Native Americans

TB 148-149, 166, 173, 174-189, 209-210, 213-215, 221, 245, 256, 266-267, 273-274,  
276-277, 283, 286, 292, 324, 339  
TWE T173, T174, T245, T246, T286, T339  
AS 8: Conflict with the Chickasaw – Primary Source Document

**b.** Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.

TB 192-193, 209-217, 220-221, 224-253, 256, 257, 260-308, 324, 328  
TWE T6, T196, T209, T260-T308, T324, T328  
AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

British

TB 211, 257, 260-308  
TWE T6, T196, T211, T260-T308  
AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

Dutch

TB 257, 298  
TWE T6, T196  
AS

French

TB 211, 220-221, 224-233, 234-247, 248-253, 257  
TWE T6, T211  
AS

Spanish

TB 192-193, 209-210, 211-215, 216-217, 225, 25

TWE T6, T192, T196, T209, T211, T216, T217  
AS

**6.9 Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.**

**a.** Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families.

TB 7, 16, 264-277, 280, 287

TWE T16, T261

AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

founding and development of Jamestown

TB 7, 16, 264-277

TWE T16, T261, T264

AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

House of Burgesses

TB 271-272, 280, 287

TWE T271, T272

AS

private ownership of land

TB 269

TWE T269

AS

introduction of slavery

TB 272

TWE T272

AS

arrival of women and families

TB 268, 269, 271

TWE

AS

**b.** Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, the leadership of William Bradford.

TB 280-287

TWE T280-T287

- AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram
- 9: Find the Facts – Life in the New England Colonies

founding and development of the Plymouth settlement

- TB 280-287
- TWE T280-T287
- AS 9: Comparing and Contrasting Early English Colonies – Venn Diagram

practice of self-government established by the Mayflower Compact

- TB 280
- TWE T280
- AS 9: Find the Facts – Life in the New England Colonies

religious freedom

- TB 278-279, 282
- TWE
- AS

contributions of Native Americans, including Chief Massasoit and Squanto

- TB 266-267, 281-282
- TWE T266, T267, T281
- AS

leadership of William Bradford

- TB 281
- TWE T280, T281
- AS

**c. Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.**

- TB 278-289, 290-298, 300-308, 309-321, 328, 340
- TWE T278-T289, T290-T298, T300-T308, T309-T321, T328, T340
- AS 9: Find the Facts – Life in the New England Colonies
- 9: Summarizing – Life in the Southern Colonies

physical geography

- TB 284, 293, 294, 296, 297, 299-300, 305, 308, 309-310, 340
- TWE T271, T272, T284, T290, T296, T297, T299, T300, T304, T305, T309, T340
- AS

religion

- TB 278-279, 282, 283, 285, 288-289, 294, 295, 298, 300, 328
- TWE T278, T279, T283, T288, T289, T294, T296, T297

AS

education

TB

TWE

AS

economy

TB 284-285, 286, 293, 296, 297, 298, 299-300, 302-303, 305, 306-308, 309-314, 317-318, 333-334, 347

TWE T267, T270, T284-T287, T290, T291, T294, T298, T299, T301, T302, T305, T328, T333, T334, T347, T386

AS 9: Find the Facts – Life in the New England Colonies

9: Summarizing – Life in the Southern Colonies

government

TB 264, 280, 285, 287, 292, 294, 296, 297, 300, 302-303, 306-307

TWE T264, T271, T280, T282, T300

AS 9: Find the Facts – Life in the New England Colonies

9: Summarizing – Life in the Southern Colonies

**d.** Explain the contributions of key individuals and groups to the foundation of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams, Anne Hutchinson, William Penn, Edward Winslow, William Bradford, John Winthrop, John Rolfe, and Pocahontas.

TB 259, 267-268, 270-271, 273, 276-283, 288-290, 294-297, 358, 466, 521

TWE T257, T258, T265, T267, T268, T270, T276, T277-T281

AS

Pilgrims

TB 279-281

TWE T279

AS

Puritans

TB 258, 278-279, 281, 282, 283, 288-289, 290, 295, 358

TWE T258, T278, T279

AS

Quakers

TB 294, 295, 296, 277, 521

TWE T294, T296, T384

AS



John Smith

TB 267-268, 276  
TWE T265, T268, T276  
AS

Roger Williams

TB 283, 295  
TWE T283  
AS

Anne Hutchinson

TB 283, 288-289, 295  
TWE T283, T288, T289  
AS

William Penn

TB 295, 296, 297, 466  
TWE T295  
AS

Edward Winslow

TB 281  
TWE  
AS

William Bradford

TB 257, 281  
TWE T257, T280, T281  
AS

John Winthrop

TB 282  
TWE  
AS

John Rolfe

TB 259, 270-271, 273, 276  
TWE T270  
AS

Pocahontas

TB 259, 267, 273, 276-277  
TWE T267, T270, T277

AS

**e.** Identify the locations of the colonies and lands inhabited by Native Americans, and explain how location, environment, and resources affected changes and development over time.

TB 5, 256, 261, 263, 266-268, 273, 275, 276-277, 281-283, 286, 289, 291-293, 295, 300-301, 339

TWE T260, T266, T273, T282, T286, T291, T339

AS 6: Culture Regions Data Table

**f.** Analyze the causes, interactions, and consequences related to triangular trade, including the forced migration of Africans through the transatlantic trade of enslaved people and experiences of the Middle Passage.

TB 7, 125, 313-316, 319

TWE T7, T118, T125, T314-T316, T334

AS 9: Outlining Informational Text

**g.** Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.

TB 108-109, 175-189, 261, 267-277, 281-286, 289, 291-297, 299-301, 304-321, 339

TWE T2, T5, T7, T108, T109, T112, T119, T161, T176, T177, T187, T245, T266, T267, T269, T270, T272, T273, T276, T277, T281, T282, T284-T286, T288, T289, T297, T309-T317, T339

AS 6: Culture Regions Data Table

6: Analyzing a Primary Source: George Catlin's Letter

9: Outlining Informational Text

large landowners

TB 119, 299-300, 305, 308, 310, 317

TWE T119, T305, T310, T319

AS

farmers

TB 270-271, 274, 281, 284, 293, 294, 296, 297, 305, 306-307, 309, 310, 317

TWE T284, T297, T309, T310

AS

artisans

TB 285, 293, 296, 317, 318

TWE T285, T317, T318

AS

women

TB 108-109, 261, 267, 268, 272, 273, 319  
TWE T108, T109, T112, T267, T270, T276, T277, T288, T289  
AS

children

TB 261, 268, 273, 309, 319  
TWE  
AS

indentured servants

TB 269-271, 311-312  
TWE T269, T311, T312  
AS 9: Outlining Informational Text

enslaved people

TB 7, 272, 293, 294, 296, 300, 304, 305, 308, 313-321  
TWE T7, T272, T305, T313-T321  
AS 9: Outlining Informational Text

Native Americans

TB 5, 175-189, 256, 261, 263, 266-268, 273, 275, 276-277, 281-283, 286, 289, 291-293, 295, 300-301, 339  
TWE T2, T5, T7, T161, T176, T177, T187, T245, T266, T273, T276, T277, T281, T282, T286, T288, T339  
AS 6: Culture Regions Data Table  
6: Analyzing a Primary Source: George Catlin's Letter

**h.** Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon's Rebellion, and King Philip's (Metacom) War.

TB 234, 281, 286, 293, 201, 339, 430  
TWE T281, T286, T301, T339  
AS 9: Summarizing – Life in the Southern Colonies

1621 Autumn Harvest Celebration

TB 281  
TWE T281  
AS

French and Native American trade of fur

TB 234, 286, 293, 301, 430  
TWE T286

AS

Bacon's Rebellion

TB 301

TWE T301

AS 9: Summarizing – Life in the Southern Colonies

King Philip's (Metacom) War

TB 286

TWE T286

AS

**6.10 Analyze the growth and development of colonial Louisiana.**

**a.** Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.

TB 220-253

TWE T220-T247, T426-T453

AS 12: False Statements Made True

12: Colonist Revolt of 1768 Table

founding of Natchitoches

TB 236-237, 253

TWE T236, T237, T428

AS

founding of New Orleans

TB 220, 221, 237, 242, 245

TWE T221, T242

AS

Treaty of Fontainebleau

TB 344, 432, 433

TWE T432

AS 12: False Statements Made True

Third Treaty of San Ildefonso (This 1800 treaty is covered in Grade 7.)

TB

TWE

AS

**b.** Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians,

and explain how individuals and groups interacted and contributed to the development of Louisiana.

TB 117, 124-125, 128-129, 141, 225-233, 236-237, 239, 243, 249-253, 426-427, 444, 451, 452

TWE T117, T122-T125, T131, T248-T253, T450-T452

AS 5: Cultural Expression Words and Puzzles

12: Immigrants in the Louisiana Colony: Map and Data Table

#### French

TB 225-233, 236-237, 239, 243, 249-253

TWE T249, T250-T253

AS

#### Spanish

TB 225, 426-427, 452-453

TWE T452-T453

AS

#### Africans

TB 124-125, 444, 448-449

TWE T118, T122, T123, T125, T448, T449

AS

#### Acadians

TB 117, 124, 180, 451

TWE T117, T122-T124, T437, T451

AS 5: Cultural Expression Words and Puzzles

12: Immigrants in the Louisiana Colony: Map and Data Table

#### Germans

TB 128, 141, 251

TWE T122, T123, T127, T251

AS

#### Canary Islanders/Islenos

TB 128-129, 452

TWE T128, T452

AS 12: Immigrants in the Louisiana Colony: Map and Data Table

#### Haitians

TB 125, 448

TWE T125

AS

**c.** Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.

TB 225, 229-247, 252, 435-440, 444-446, 449-453

TWE T234-T236, T240, T241, T243, T435

AS

physical geography and climate

TB 225, 230, 231

TWE T110, T114, T230

AS

economic activities

TB 232, 234-238, 240-242, 252, 435, 437, 438, 440

TWE T234, T235, T236, T240, T241, T435, T438

AS

culture and customs

TB 108-143, 239, 249-253, 446, 450-453

TWE T111, T112, T114, T115, T120, T124, T128, T130-T132, T142

AS

government

TB 229-233, 240-241, 243, 244-247, 426-427, 435-440, 444-445, 449

TWE T243, T435-T440

AS

**d.** Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.

TB 127, 220-222, 225, 227-233, 235, 236, 238, 240-242, 244-246, 250-252, 258, 436-438, 444, 445, 448

TWE T6, T36, T220, T221, T227, T230, T232, T233, T241, T244, T251, T435-T440

AS 12: Colonist Revolt of 1768 Data Table

Napoleonic Code

TB

TWE

AS

Code Noir

TB 252, 444, 445

TWE T252  
AS

Jean-Baptiste Le Moyne de Bienville

TB 220-221, 227, 227, 228-233, 236, 238, 242, 244-246, 252  
TWE T220, T221, T227, T230, T232, T233, T244  
AS

John Law

TB 240-242, 250-251  
TWE T241, T251  
AS

King Louis XIV

TB 36, 222, 225, 228, 235, 240, 258  
TWE T6, T36, T222  
AS

Alejandro O'Reilly

TB 436-438  
TWE T436-T438  
AS

**e. Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.**

TB 127, 445, 448  
TWE T445  
AS

**f. Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.**

TB 220-253, 256-321, 426-453  
TWE T220-T253, T256-T321, T426-T453  
AS

### **6.11 Analyze the causes, course, and consequences of the American Revolution.**

**a. Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening.**

TB 44-45, 222, 330-332, 387  
TWE T40, T43, T44, T45, T331, T332  
AS 10: John Locke and the Origin of Government

Ancient Greece

TB  
TWE T40, T43  
AS

Roman Republic

TB  
TWE  
AS

Judeo-Christian tradition

TB  
TWE  
AS

English rule of law and the Magna Carta

TB 44-45  
TWE T44, T45  
AS

Enlightenment philosophies

TB 222, 330-331, 387  
TWE T331  
AS 10: John Locke and the Origin of Government

Great Awakening

TB 332  
TWE T332  
AS

**b. Explain the causes and effects of the French and Indian War.**

TB 324-325, 338-347, 351, 361, 377, 430-433  
TWE T324, T325, T327, T338-T347, T429, T430-T432  
AS 10: Map of the French and Indian War  
10: British Legislation and the Colonies

**c. Analyze the role and importance of key events and developments leading to the American Revolution, including end of Salutary Neglect by King George III, French and Indian War, Proclamation of 1763, Acts of 1764–1773 (Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental Congress, Restraining Acts, the seizure of firearms, and Second Continental Congress.**

TB 324-325, 335, 337-356, 360-364, 368-369, 374, 377, 384-385, 398, 430-433, 472, 510



TWE T324, T325, T327, T338-T347, T348-T352, T360, T362-T364, T369, T375, T429, T430-T432

AS 10: Map of the French and Indian War  
10: The Boston Massacre  
10: British Legislation and the Colonies  
11: Cause and Effect  
12: False Statements Made True

#### end of Salutary Neglect by King George III

TB 335  
TWE T335  
AS

#### French and Indian War

TB 324-325, 338-345, 346-347, 430-433, 510  
TWE T324, T325, T327, T338-T347, T429-T432  
AS 10: Map of the French and Indian War  
12: False Statements Made True

#### Proclamation of 1763

TB 346, 347, 361, 433, 510  
TWE T346, T433  
AS 10: British Legislation and the Colonies

#### Sugar Act

TB 347, 361  
TWE  
AS

#### Stamp Act

TB 337, 348-351, 353, 356, 361, 363  
TWE T348-T352  
AS 10: British Legislation and the Colonies

#### Quartering Act

TB 361  
TWE T360  
AS

#### Townshend Acts

TB 352-353, 354, 355, 356, 360-361, 363  
TWE T352, T360  
AS 10: British Legislation and the Colonies

#### Tea Act

- TB 355, 356, 359, 361
- TWE T355, T356
- AS 10: British Legislation and the Colonies

#### Boston Massacre and the death of Crispus Attucks

- TB 353, 354, 359
- TWE T327, T353, T354, T356, T358
- AS 10: The Boston Massacre

#### Boston Tea Party

- TB 357, 359, 361, 362
- TWE T327, T357, T358, T361
- AS

#### Coercive (Intolerable) Acts

- TB 360, 361, 362, 363, 364
- TWE T360, T361, T364
- AS 10: British Legislation and the Colonies

#### First Continental Congress

- TB 362-364, 472
- TWE T362, T363
- AS

#### Restraining Acts

- TB
- TWE
- AS

#### seizure of firearms

- TB 364, 368-369, 374
- TWE T364, T369
- AS 11: Cause and Effect

#### Second Continental Congress

- TB 375, 376, 377, 384, 385, 398
- TWE T375, T385
- AS 11: Cause and Effect

**d.** Explain how key ideas expressed in historical works influenced the American Revolution, including “taxation without representation is tyranny” (James Otis), John Dickinson’s Letters from a Farmer in Pennsylvania, Patrick Henry’s “Give Me Liberty or Give Me Death” speech, Thomas Paine’s Common Sense, and the Declaration of Independence: “all men are created equal, ... endowed by their Creator with certain unalienable rights, ... among these are life, liberty, and the pursuit of Happiness,” and “the consent of the governed.”

TB 7, 222, 337, 348, 352, 362, 365, 371, 381, 385-388, 486-487

TWE T31, T352, T364, T365, T371, T385-T389, T487, T521

AS 11: Analyzing a Primary Source Document: The Declaration of Independence

“taxation without representation is tyranny” (James Otis)

TB 348

TWE

AS

John Dickinson’s Letters from a Farmer in Pennsylvania

TB 352, 362

TWE T352

AS

Patrick Henry’s “Give Me Liberty or Give Me Death” speech

TB 362, 365

TWE T364, T365

AS

Thomas Paine’s Common Sense

TB 369, 371, 381

TWE T371, T381

AS

Declaration of Independence: “All men are created equal, ... endowed by their Creator with certain unalienable rights, ... along these are life, liberty, and the pursuit of Happiness,” and “the consent of the governed”

TB 8, 222, 337, 385-388, 486-487

TWE T8, T385-T389, T487, T521

AS 11: Analyzing a Primary Source Document: The Declaration of Independence

**e.** Explain efforts to mobilize support for the American Revolution by individuals and groups, including the Minutemen and Committees of Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).

TB 348-350, 356, 358, 362, 369, 371-374, 388

TWE T326, T349, T356, T388

AS 11: Cause and Effect

#### Minutemen

TB 368-369, 372-374  
TWE T372-T374  
AS 11: Cause and Effect

#### Committees of Correspondence

TB 356  
TWE T356  
AS

#### Sons of Liberty (Samuel Adams, John Hancock, Paul Revere)

TB 326, 348, 349, 350, 358, 362, 369, 371, 388  
TWE T326, T349, T388  
AS

**f.** Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for and against independence from Britain.

TB 384, 408, 525  
TWE T384, T408, T410  
AS

#### viewpoints of Loyalists

TB 384, 408, 525  
TWE T384, T398, T408  
AS

#### viewpoints of Patriots

TB 384  
TWE T384, T398, T410  
AS

**g.** Compare and contrast the American colonies and British in the American Revolution, including leadership, military power, recruitment, alliances, population, and resources, and evaluate their strengths and weaknesses.

TB 368-369, 372-374, 376-379, 383, 389-405, 408-409, 417-418  
TWE T390-T392, T393-T401, T404, T405, T409, T413, T414, T416-T418  
AS

#### leadership

TB 368-369, 372-374, 376-379, 389, 390-405, 409-414, 416-418  
TWE T392, T394, T395, T404, T405, T413, T414, T416, T418  
AS

military power

TB 377-379, 389, 390-391, 393, 394, 398, 399, 404-405, 408-409, 412, 414, 416  
TWE T391, T392, T396, T399, T400, T409, T411  
AS

recruitment

TB 368-369, 373-374, 383, 397  
TWE T397  
AS

alliances

TB 402-403, 405, 408, 417-418  
TWE T401, T417, T418  
AS

population

TB  
TWE T391  
AS

resources

TB 376, 383, 389, 390  
TWE T390, T400  
AS

**h.** Explain the significance and outcome of key battles and turning points during the American Revolution, including the Battles of Lexington and Concord (1775), creation of the Continental Army and appointment of George Washington as Commander in Chief (1775), Battles of Trenton and Princeton (1776–1777), Battle of Saratoga (1777), encampment at Valley Forge (1777–1778), Franco-American alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.

TB 337, 358, 368-369, 372-374, 376-377, 379, 383, 394-397, 399-405, 417-419, 422-423  
TWE T369, T372-T375, T383, T389, T394-T397, T399-T402, T404, T417-T419, T422, T429  
AS 11: Revolutionary War Animated Map  
11: “Who” Am I?  
11: Revolutionary War Timeline

Battles of Lexington and Concord (1775)

TB 337, 358, 368-369, 372, 373, 374, 383  
TWE T369, T372-T377, T379  
AS

Creation of the Continental Army and appointment of George Washington as Commander in Chief (1775)

TB 376-377, 379

TWE T376, T377, T379

AS

Battles of Trenton and Princeton (1776-1777)

TB 383, 394-397

TWE T394-T397, T402

AS

Battle of Saratoga (1777)

TB 383, 399-402

TWE T399-T402

AS

Encampment at Valley Forge (1777-1778)

TB 403-405

TWE T402, T404

AS

Franco-American alliance (1778)

TB 402-403, 405, 408, 417-418

TWE T401, T417, T418

AS

Battle of Yorktown (1781)

TB 417-419

TWE T417-T419

AS

Treaty of Paris of 1783

TB 422-423

TWE T422, T429

AS

**i.** Explain the contributions of women to the American Revolution, including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatly, and Betsy Ross.

TB 406-407, 467, 522, 524

TWE T403, T406, T407, T522, T524

AS

Abigail Adams

TB 406, 524

TWE T406, T407, T524

AS

Mercy Otis-Warren

TB 407

TWE T406, T407

AS

Mary Ludwig Hays

TB 407

TWE T407

AS

Deborah Sampson

TB 407

TWE T407

AS

Phillis Wheatly

TB 522

TWE T522

AS

Betsy Ross

TB 406, 467

TWE T406, T407

AS

**j.** Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).

TB 427, 440-443

TWE T440-T443

AS 12: Create a Historical Marker for Bernardo de Gálvez

Bernardo de Galvez

TB 427, 440, 442-443

TWE T440-T443

AS 12: Create a Historical Marker for Bernardo de Gálvez

Battle of Lake Pontchartrain (1779)

TB  
TWE  
AS

Battle of Baton Rouge (1779)

TB 442  
TWE T443  
AS

**k.** Explain the role of espionage during the American Revolution, including the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark, Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain (Benedict Arnold).

TB 371, 379, 401 414-415, 420-421  
TWE T415, T420, T421  
AS

Nathan Hale

TB 420  
TWE T420, T421  
AS

Culper Spy Ring

TB 420-421  
TWE  
AS

John Clark

TB 420  
TWE T421  
AS

Enoch Crosby

TB 421  
TWE T421  
AS

Nancy Hart

TB 421  
TWE T421  
AS

James Armistead Lafayette



TB 421  
TWE T421  
AS

Benedict Arnold

TB 371, 379, 401, 414-415, 421  
TWE T415  
AS

**6.12 Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.**

**a.** Explain the purpose and importance of the Articles of Confederation.

TB 456-457, 460-463  
TWE T457, T460-T63  
AS 13: Frayer Diagram: The Articles of Confederation

**b.** Describe the development of various state Constitutions, and the effects of early abolitionists on the development of state government, including Olaudah Equiano, Benjamin Banneker, and Elizabeth Freeman.

TB 458, 521-523  
TWE T458, T523  
AS

Olaudah Equiano

TB 458, 523  
TWE T458, T523  
AS

Benjamin Banneker

TB 523  
TWE T523  
AS

Elizabeth Freeman

TB  
TWE  
AS

**c.** Explain the ideas and events leading to the ratification of the Constitution of the United States, including inadequacies of the Articles of Confederation and Shays Rebellion.

TB 462-465, 470  
TWE T460, T462-T465, T468  
AS 13: Frayer Diagram: The Articles of Confederation

inadequacies of the Articles of Confederation

TB 462-463, 465, 470

TWE T462, T463, T465, T468

AS 13: Frayer Diagram: The Articles of Confederation

Shays Rebellion

TB 464-465, 470

TWE T460, T464, T465

AS

**d.** Evaluate the major issues debated at the Constitutional Convention, including the key characteristics and features of the Articles of Confederation, the division and sharing of power between the federal and state governments (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

TB 456-457, 462-463, 465, 468, 470-475, 478-479, 484-485

TWE T22, T31, T37, T456, T457, T460, T463, T465, T468, T472-T474

AS 2: Distribution of Power

13: Frayer Diagram: The Articles of Confederation

13: Frayer Diagram: The Great Compromise

key characteristics and features of the Articles of Confederation

TB 456-457, 462-463, 465, 470

TWE T457, T460, T463, T465, T468

AS 13: Frayer Diagram: The Articles of Confederation

division and sharing of power between the federal and state governments (federal system)

TB 478-479, 484-485

TWE T22, T37

AS 2: Distribution of Power

Great Compromise

TB 473, 474

TWE T468, T472, T473

AS 13: Frayer Diagram: The Great Compromise

slavery (Three-Fifths Compromise)

TB 474, 475

TWE T468, T474

AS

**e.** Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention and development of the U.S. government, including John Adams,

Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, William Patterson, Roger Sherman, George Washington, and James Wilson.

TB 31, 457, 469-473, 477, 480, 482  
TWE T31, T469-T473, T503, T507  
AS 2: Quotation on Government

John Adams

TB 31, 469  
TWE T32  
AS

Benjamin Franklin

TB 336-337, 457, 469, 470  
TWE T336, T337, T503  
AS

Alexander Hamilton

TB 470, 478, 507  
TWE T507  
AS

Thomas Jefferson

TB 469  
TWE  
AS

James Madison

TB 470-472, 478, 482  
TWE T31, T470, T471, T507  
AS 2: Quotation on Government

George Mason

TB 469, 470, 479, 480  
TWE T31  
AS

William Patterson

TB 469  
TWE  
AS

Roger Sherman

TB 469, 473

TWE T386  
AS

George Washington

TB 465, 469, 470, 472, 477  
TWE T469  
AS

James Wilson

TB 469, 470  
TWE  
AS

**f.** Explain the importance of ideas expressed in the Preamble to the Constitution of the United States, including the purpose and responsibilities of government and the concept of self-government.

TB 475-476, 488  
TWE T37, T488  
AS

**g.** Explain the significance of the Commerce Clause, including its role in establishing a constitutional relationship between Native Americans and the U.S. government.

TB 514  
TWE  
AS

**h.** Evaluate the arguments of Federalists and Anti-Federalists on the ratification of the Constitution expressed in the Federalist Papers and the writings of the Anti-Federalists.

TB 477-481  
TWE T471, T477, T478, T479, T485  
AS 2: Quotation on Government  
13: Summarizing: The Constitution of the United States

Federalist Papers

TB 478  
TWE T471, T477-T479  
AS 2: Quotation on Government

writings of the Anti-Federalists

TB 479-480  
TWE T477-T479, T485  
AS

i. Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the first ten amendments.

TB 480, 482-483, 484, 486-487, 504

TWE T31, T482, T483, T485

AS

j. Analyze the key principles of government established by the Constitution of the United States, including federalism (enumerated, reserved, and concurrent powers), individual rights, judicial review, limited government, popular sovereignty and consent of the governed, rule of law, separation of powers, and a system of checks and balances.

TB 470-472, 478-480, 482-485, 494, 496

TWE T22, T30, T37, T467, T471, T484, T489

AS 2: Branches of the United States National Government

2: Distribution of Power

2: Quotation on Government

2: Types of Democracy

13: Summarizing: The Constitution of the United States

federalism (enumerated, reserved, and concurrent powers)

TB 39, 478, 479, 484-485

TWE T22, T39, T484, T489

AS 2: Distribution of Power

13: Summarizing: The Constitution of the United States

individual rights

TB 480, 482-483, 484

TWE

AS 13: Summarizing: The Constitution of the United States

judicial review

TB 496

TWE T496

AS

limited government

TB 484

TWE

AS

popular sovereignty

TB 484

TWE T484

AS 13: Summarizing: The Constitution of the United States

consent of the governed

TB 484

TWE

AS

rule of law

TB 484

TWE T30, T484

AS 13: Summarizing: The Constitution of the United States

separation of powers

TB 471, 472, 484

TWE T471

AS 2: Branches of the United States National Government

2: Quotation on Government

system of checks and balances

TB 470, 471, 478, 484, 494, 496

TWE T471

AS 2: Branches of the United States National Government

2: Quotation on Government

**k.** Explain the structure and processes of the United States government as outlined in the Constitution of the United States, including the branches of government, how a bill becomes a law at the federal level, and the process for amending the United States Constitution.

TB 35, 488-496

TWE T35, T471, T481, T483, T488-T491

AS 2: Branches of the United States National Government

2: Quotation on Government

13: How a Bill Becomes a Law

branches of government

TB 35, 488-496

TWE T35, T471, T488, T489, T491-T494

AS 2: Branches of the United States National Government

2: Quotation on Government

how a bill becomes a law at the federal level

TB 490

TWE T490

AS 13: How a Bill Becomes a Law

process for amending the United States Constitution

TB 481

TWE T481, T483

AS

**I.** Explain the structure, powers, and functions of the branches of the United States federal government (legislative, executive, and judicial), and describe the qualifications, roles, and responsibilities of elected and appointed government officials.

TB 37, 489-491, 492-494, 495-497

TWE T35, T37, T488-496

AS 2: Branches of the United States National Government

2: Quotation on Government

legislative branch

TB 37, 489-491

TWE T35, T489-T491

AS 2: Branches of the United States National Government

2: Quotation on Government

executive branch

TB 37, 492-494

TWE T35, T492-T494

AS 2: Branches of the United States National Government

2: Quotation on Government

judicial branch

TB 37, 495-497

TWE T35, T494-T496

AS 2: Branches of the United States National Government

2: Quotation on Government