



# Comprehensive Curriculum

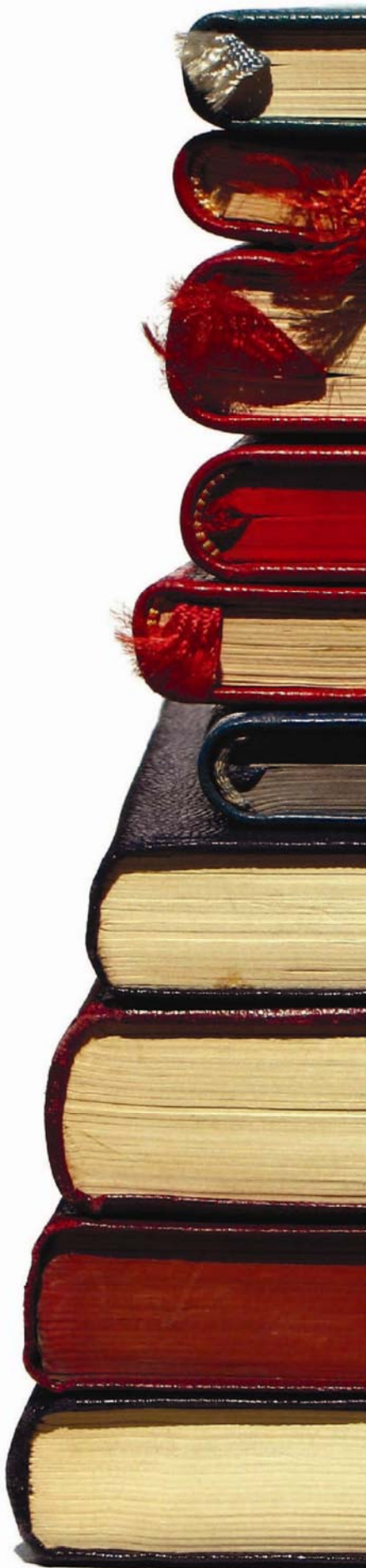
Revised 2008

## Grade 8 Social Studies



Louisiana Department of  
**EDUCATION**

Paul G. Pastorek, State Superintendent of Education



**Grade 8  
Social Studies**

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## ***Louisiana Comprehensive Curriculum, Revised 2008*** **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

### **District Implementation Guidelines**

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

### **Implementation of Activities in the Classroom**

*Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum.* Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

### **New Features**

*Content Area Literacy Strategies* are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



**Grade 8**  
**Louisiana History**  
**Unit 1: Louisiana's Physical and Cultural Geography**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on how geography has affected the development of Louisiana. It has determined the climate and the natural resources available. The utilization of the state's resources and the livelihood of its inhabitants are all directly affected by geography. Louisiana reflects a multicultural tapestry of cultural heritage, blending the traditions and celebrations of its diverse people.

**Student Understandings**

Students understand that knowledge of geography is essential for understanding the development of Louisiana. Students recognize that the topography, climate, and resources of Louisiana have influenced the lifestyle and work of its inhabitants. Students explore the many ethnic groups that have contributed to Louisiana's diverse culture. Students compare and contrast Louisiana's physical and cultural regions.

**Guiding Questions**

1. Can students use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places?
2. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
3. Can students construct a map based on narrative information?
4. Can students construct a chart or diagram to display geographical information in an organized way?
5. Can students describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions?
6. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
7. Can students explain how or why specific regions are changing as a result of physical phenomena?
8. Can students identify and describe factors that cause a Louisiana region to change?

9. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in Louisiana?
10. Can students describe the causes and effects of cultural diffusion and effects of cultural diversity in Louisiana?
11. Can students describe the contributions of ethnic groups significant in Louisiana history?
12. Can students explain cultural elements that have shaped Louisiana’s state heritage?

**Unit 1 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
1.	Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places (G-1A-M2)
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
3.	Construct a map based on given narrative information (G-1A-M2)
4.	Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)
<b>Places and Regions</b>	
5.	Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
6.	Describe ways in which location and physical features have influenced historical events in LA and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
7.	Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)
8.	Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in Louisiana (G-1B-M4)
<b>Physical and Human Systems</b>	
10.	Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
11.	Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12.	Describe the causes and effects of cultural diffusion and effects of cultural diversity in Louisiana (G-1C-M5)

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Environment and Society</b>	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life.
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
17.	Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)
<b>History</b>	
<b>Louisiana History</b>	
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
81.	Explain cultural elements that have shaped Louisiana’s state heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

*Teacher Note: As with the economics and civics, the geography GLEs should be reinforced and integrated within the context of Louisiana History.*

### Sample Activities

#### Activity 1: Telling Time (GLE: 1)

Materials List: world map with longitudinal lines and continent outlines

Provide students with a map of the world that has major longitudinal lines and outlines of the continents ([http://aa.usno.navy.mil/faq/docs/world\\_tzones.html](http://aa.usno.navy.mil/faq/docs/world_tzones.html)). Have students label the major continents (review). Students should correctly label the prime meridian and international dateline as well as offer a brief description of which continents these lines intersect (note Greenwich and its significance). Several examples of standard time zones (parameters of longitude) with a given time should be noted in the continental United States (e.g., Eastern time at 7:00 PM, Central time at 6:00 PM, Mountain time at 5:00 PM, and Pacific time at 4:00 p.m.). Have students determine if a pattern exists (standard time changes every 15 degrees longitude, regression of hours from east to west). Once the pattern is acknowledged, have students fill in the remaining time zones on the map with attention given to 0 degrees longitude and 180 degrees longitude and its effects on time.

Have students place selected cities (e.g., New Orleans, LA; San Francisco, CA; New York City, NY; Denver, CO; Paris, France; Rome, Italy; Bombay, India; Tokyo, Japan; Sidney, Australia; Bagdad, Iraq; Cairo, Egypt; Lima, Peru) on the map in their approximate locations. Provide a scenario for students that involves making telephone

calls from their hometown to several destinations (selected cities) and denote the time in Louisiana and in the selected cities (AM or PM).

*Teacher Note: This activity may provide teachers with an opportunity to assess basic map skills such as identification of continents, oceans, location of absolute points (latitude/longitude), and/or use of the compass rose.*

## Map Resources

### Time Zone Maps

World Time Zone Map with current time (12 hour format) and major cities

<http://www.worldtimezone.com/>

World Map of Time Zones – outline of countries and continents

[http://aa.usno.navy.mil/faq/docs/world\\_tzones.html](http://aa.usno.navy.mil/faq/docs/world_tzones.html)

<http://aa.usno.navy.mil/graphics/TimeZoneMap2004.pdf>

Additional Resources: *Source: Louisiana Region 8 Teaching and Learning Center*

This site has posted the Eighth Grade Comprehensive Curriculum with some additional blackline masters and websites.

[http://mcschools.net/~tltc/cc\\_project/index.html](http://mcschools.net/~tltc/cc_project/index.html)

## Activity 2: Identifying Louisiana's Geographic Features (GLEs: 2, 3)

Materials List: map of southern half of the United States, Louisiana waterway map, Louisiana road map, atlas, Louisiana hurricane evacuation routes map

Throughout the year students should construct maps with topics such as parishes and parish seats, regions of Louisiana, major cities of Louisiana, major battle sites, major landforms, etc.

Provide students with a map of the southern half of the United States, and have them draw a compass rose and locate the following:

- Louisiana
- Gulf of Mexico
- Sabine River, Pearl River, Mississippi River (and designated boundaries)
- 33 degrees north latitude, 31 degrees north latitude, 94 degrees west longitude
- Texas, Arkansas, Mississippi

A map of the southern half of the United States can be obtained from

[http://www.ngdc.wvu.edu/projects/maps/la\\_ms\\_al\\_statsgo\\_sand\\_probable.pdf](http://www.ngdc.wvu.edu/projects/maps/la_ms_al_statsgo_sand_probable.pdf)

Provide students with various maps of Louisiana for inclusion in a portfolio and have them identify the following:

- Waterways: Mississippi River, Red River, Atchafalaya River, Sabine River, Pearl River, Calcasieu River, Ouachita River, Vermilion River, Lake Pontchartrain, Toledo Bend, Lake Maurepas, Lake Calcasieu, Bayou Teche, Bayou Lafourche, Intracoastal Waterway.

A Louisiana Waterways Map can be found at [http://www.louisiana101.com/map\\_rivers.html](http://www.louisiana101.com/map_rivers.html) and <http://geology.com/state-map/louisiana.shtml>

- Land regions: Using a legend (e.g., color code), students should represent the major land regions of Louisiana (i.e., Mississippi Floodplain, Terraces, Marshes, Red River Valley, Hills region).

A Louisiana land regions map can be found at the following site:  
[http://www.louisianafolklife.org/LT/Maps/creole\\_maps\\_subregions.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_subregions.html)

Provide students (individuals or small groups) with a road map of Louisiana (e.g., atlas, foldable), which illustrates various major transportation routes (e.g., I-49, U.S. 190, LA Hwy. 1). Offer several scenarios (one per student or small group) involving a starting point (e.g., Lake Charles) and a destination (Monroe or Poverty Point [Epps]). Challenge students to find the most feasible route (i.e., time, distance) between the two locations. Students are to write the “best” directions in a narrative format denoting cardinal and intermediate directions, distance between relevant points (using scale), landmarks (communities, points of interest, highway numbers), but omit naming the final destination (students are not to share any information with other groups). After every individual or small group has completed its task, have them provide their directions to another group (include starting point, but omit destination). Allow students to trace the route via the directions given (written or oral) and conclude what the final destination may be. These websites have maps of Louisiana highways:

[http://www.milebymile.com/maps/Louisiana\\_road\\_map.pdf](http://www.milebymile.com/maps/Louisiana_road_map.pdf) and  
<http://www.sitesatlas.com/Flash/USCan/static/LAFH.htm>

Make a list of problems encountered in the mass evacuations from Southern Louisiana during Hurricanes Katrina and Rita. Provide students with a hurricane evacuation scenario. Have them write a narrative for a safe evacuation route from their home to a safer city during a hurricane evacuation. Students will use city maps and a Louisiana map with evacuation routes to plan their evacuation route. The route will be drawn on a map. Students will write a narrative explaining the route and why it was chosen using highway numbers and cardinal directions. These websites have Louisiana hurricane evacuation maps:

<http://www.dotd.state.la.us/maps/>  
<http://www.ohsep.louisiana.gov/evacinfo/stateevacrtes.htm>

Additional Map Resources:

A Louisiana outline map is available at:

<http://www.enchantedlearning.com/usa/states/louisiana/outline/map.GIF>

A fully zoomable Louisiana road map is available at:

[http://www.dotd.state.la.us/maps/2004\\_Official\\_Louisiana\\_Highway\\_Map.PDF](http://www.dotd.state.la.us/maps/2004_Official_Louisiana_Highway_Map.PDF)

Louisiana Waterways

<http://www.enlou.com/places/water.htm>

The official State of Louisiana website will contain a large amount of the information required to identify the above items.

The Louisiana Map web site will allow students to locate most of the information required. Though it will require the viewing of several different maps.

<http://www.louisiana.gov/wps/portal/>

Louisiana Map: The official geospatial portal for Louisiana

<http://www.lamap.doa.louisiana.gov/>

### Activity 3: Population Trends (GLEs: **4, 10**)

Materials List: Population Trends BLM, Louisiana almanacs, U.S. Census, Louisiana Census

Provide a graphic organizer that would allow students to record the population of one or more selected ethnic groups in Louisiana (i.e., African American, American Indian, Asian, Hispanic), during three separate time periods (e.g., 1940, 1980, 2000). Option: Divide students into groups of three or four, then assign each group an ethnic group. Students will construct one chart designed to reflect the ethnic group's population for a designated era and a separate chart to reflect contemporary statistics. Students will write a narrative that may explain the population trend(s) observed. The charts may be in the format of a bar graph or population pyramid (male/female, age). Population demographics may be included as well as comparisons between U.S., state, and parish statistics. See the Population Trends BLM and the sample below.

#### Population Trends

	1940	1980	2000
White			
African American			

Students should maintain a social studies *learning log* ([view literacy strategy descriptions](#)). Explain that explorers have always kept logs of their observations, thoughts, and reflections. This log will enable them to record their thoughts and document what they have learned. In their social studies *learning log* students should write their narratives concerning population trends.

Profile of General Demographic Characteristics from 2000 Census for Louisiana

<http://mcdc2.missouri.edu/webrepts/sf3pros/laindex.html>

Historical Census Statistics on Population Totals By Race, 1790 to 1990, and By Hispanic Origin, 1970 to 1990, For The United States, Regions, Divisions, and States:

<http://www.census.gov/population/www/documentation/twps0056.html>

#### **Activity 4: Where Has the Population Gone? (GLEs: 4, 8, 10)**

Materials List: physical map of Louisiana, Where Has the Population Gone? BLM, sticky notes, colored markers/pencils

Have students view a physical map of Louisiana and label the following parishes using a sticker (e.g., sticky note): East Baton Rouge, Livingston, Orleans, Plaquemines, St. Bernard, and St. Tammany. Provide students with the Where Has the Population Gone? BLM. Explain to students how a pictograph depicts symbols (whole or portion) to represent the population as units (i.e., 50,000 people per unit). Provide the students with the 2000 Census data regarding the populations of the selected parish groupings (i.e., East Baton Rouge – Livingston – St. Tammany @ 695,934 and Orleans - Plaquemines – St. Bernard @ 578,660). Have the students create basic symbols to represent every unit of 50,000 people denoted for the parish groupings (EBR-Livingston-St. Tammany with 13.9 symbols and Orleans-Plaquemines-St. Bernard with 11.5 symbols). The 2000 Census website will provide the needed figures:

<http://quickfacts.census.gov/qfd/states/22000.html>.

Provide students with a description of Hurricane Katrina’s path and its devastation on Southeast Louisiana. Provide students with the Census population estimates for 2006 of the same parish groupings (i.e., East Baton Rouge – Livingston – St. Tammany @ 774,483 and Orleans - Plaquemines – St. Bernard @ 261,414). Have students create a pictograph representing the post-Katrina population estimates for the parish groupings (EBR-Livingston-St. Tammany with 15.5 symbols and Orleans-Plaquemines-St. Bernard with 5.2 symbols). Have students reflect on the results.

Have students revisit the map of Louisiana. Students should label each parish within a grouping (i.e., EBR-Livingston-St. Tammany and New Orleans-Plaquemines-St. Bernard) with two different colors indicating which parishes experienced a population increase or decrease. Have student reflect on the proximity of the parishes to each other and relative to the devastated areas.

Using the *RAFT* ([view literacy strategy descriptions](#)) writing activity, have students summarize and synthesize their reflections concerning the population shifts depicted in the pictograph.

*RAFT* is an acronym in which:

- R - stands for assuming a Role
- A - stands for selecting an Audience to address
- F - stands for choosing a Format in which to write
- T - stands for a Topic

The *RAFT* strategy integrates reading and writing in a creative way. Students take the information obtained through reading and create a new product that demonstrates their knowledge and understanding of the content.

Have students select an option from the chart below and create a basic media product regarding the effects the population shift has had on any of the following:

- a) displaced population and the existing residents
- b) economy of the two areas
- c) possible short term and long term effects

### **RAFT Options for Population Shifts**

	<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Option 1	Regional newspaper reporter	Subscribers in Southeast Louisiana	Newspaper article	Population shift & its effects
Option 2	News network anchor	National television audience	Oral presentation	Population shift & its effects
Option 3	Documentary film writer	Educators, business people	<i>PowerPoint</i> ® presentation	Population shift & its effects

Allow time for students to share their *RAFT* assignments with a partner or the whole class. Students should include accurate and logical information in their *RAFT*s based upon the content they have learned.

Louisiana state map sites:

[http://www.netstate.com/states/maps/la\\_maps.htm](http://www.netstate.com/states/maps/la_maps.htm)

2000 Census information:

<http://quickfacts.census.gov/qfd/states/22000.html>

### **Activity 5: Louisiana’s Personality: Regional Characteristics (GLE: 5)**

Materials List: Louisiana’s Regional Characteristics: *Anticipation Guide* BLM, Louisiana’s Regional Characteristics: *Graphic Organizer* BLM, reference materials (e.g., internet search, atlas, Louisiana magazines – *Louisiana Life*)

Have students complete an *anticipation guide* ([view literacy strategy descriptions](#)). (See Louisiana’s Regional Characteristics: *Anticipation Guide* BLM.) An *anticipation guide* can be used to assess students’ knowledge before a lesson is taught. An *anticipation guide* can be structured as a series of statements that are in an agree or disagree format to gather prior knowledge. The guide sets a purpose for reading. After reading, students refer back to the guide to see if their opinions have changed.

Before moving on to the next part of the assignment, have students discuss their answers in small groups. If students have differences in opinions on the *anticipation guide*, encourage them to search for the correct answers as they do the next part of the assignment. Provide students (in small groups) with one of five graphic organizers based on maps of the five major Louisiana regions. (See Louisiana’s Regional Characteristics: *Graphic Organizer* BLM.) Maps may represent Louisiana regions as Sportsman’s Paradise or Upland South, Crossroads, Cajun Country or Acadian Parishes, Plantation Country or Florida Parishes, and Greater New Orleans regions. Discuss with students the diversity found in Louisiana, including the various ethnicities of its residents, the topography of its land, and the variety of its resources. Place an emphasis on the uniqueness of its regions. The following website has a map of Louisiana regions: <http://landmarks.lsu.edu/map.html>

Using the *graphic organizer* BLM, have students list the parishes included in their assigned region. Using selected resources, have students fill in characteristics that best describe their assigned region. Among the characteristics, students should include major physical features, festivals, landmarks, religion, music, and food. Each group is to create a three-to-five sentence narrative similar to a voice-over used in a tourism radio advertisement. Have students present their narrative to the class (if possible, with musical background representative of their region).

After class presentations have students revisit the *anticipation guide* to see if their answers have changed.

### **Activity 6: Rivers and Roads (GLE: 2, 6, 8)**

Materials List: outline map of Louisiana, map of Louisiana highways (U.S., Louisiana and Interstate)

Students will use various maps in this activity. Major Louisiana rivers, bayous, cities, and roadways can be identified on maps from the following website: <http://geology.com/state-map/louisiana.shtml>

Provide students with a map outline of Louisiana with the following rivers and bayous (Mississippi, Red, Lafourche, Pearl, Teche, Sabine and Calcasieu). Have students label the rivers/bayous as well as locate the cities of Natchitoches, Shreveport, Monroe, Alexandria, Baton Rouge, New Orleans, Houma/Thibodaux, St. Martinville/New Iberia, and Lake Charles. Have students write an explanation of the relationship of these cities to the rivers/bayous (i.e., transportation). Emphasis is placed on the fact that early settlements were located on major waterways.

Using the same or a similar map, assist students in identifying the following major historic roadways such as El Camino Real (LA 6, Hwy 90 / Natchitoches to San Antonio to Mexico City), Old Spanish Trail (U.S. 90, Hwy 182 / New Orleans to New Iberia to Toomey / Sabine River), and Nolan's Trace (U.S. 84 / Natchez to Texas). Using an atlas have students denote one-to-two major cities on these routes not already listed as a river city (e.g., Crowley, Lafayette). Have students draw conclusions as to why these cities flourished after the routes were established.

In addition to the selected historic routes, now have students draw (possibly a new map for portfolio) several major modern highways such as interstates (e.g., 10, 12, 20, 49, 55, 59)\*, U.S. highways (e.g., 61, 65, 90, 165, 167, 190), and major state and local highways (e.g., LA 1, 6, 182). Again, have students label one city/town on the highways identified. Have students draw conclusions as to why these cities flourished after interstates were established.

*\*Teacher Note: Denote to students that interstate highways are numbered with even numbers on east-to-west routes and odd numbers on north-to-south routes.*

Additional Resources:

Source: Louisiana Region 8 Teaching and Learning Center:

[http://mcschools.net/~tltc/cc\\_project/index.html](http://mcschools.net/~tltc/cc_project/index.html)

A fully zoomable Louisiana road map is available at:

[http://www.dotd.state.la.us/maps/2004\\_Official\\_Louisiana\\_Highway\\_Map.PDF](http://www.dotd.state.la.us/maps/2004_Official_Louisiana_Highway_Map.PDF)

Louisiana state map sites:

[http://www.netstate.com/states/maps/la\\_maps.htm](http://www.netstate.com/states/maps/la_maps.htm)

2000 Census information:

<http://quickfacts.census.gov/qfd/states/22000.html>

### Activity 7: Physical Change (GLEs: 7, 8)

Use the *SQPL* (*student questions for purposeful learning*) ([view literacy strategy descriptions](#)) strategy. Generate a statement from the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge. Present the statement to students. Students will then pair up to generate two or three questions they would like answered. The class then shares questions which are recorded on the board. Questions that were in more than one group are highlighted. Add questions to be sure all gaps are filled. Students are now ready to find the answers to their questions. As content is covered stop periodically so groups can convene to determine if their questions have been answered. Students should write the questions and answers in their social studies *learning log*.

Prior to teaching the content on coastal erosion, do a *SQPL* using the following statement: Coastal erosion will never affect my life.

Divide students into pairs or teams to develop questions and answers addressing physical processes/natural disasters and their impact on coastal erosion. Content could include wetlands, Mississippi River, Atchafalaya River, flooding, hurricanes, and the Gulf of Mexico. In a class discussion, have students come to a consensus about how and why specific regions change as a result of physical phenomena.

Then, have students work in pairs or teams to identify and describe three-to-five factors that cause a Louisiana region to change. They should articulate these factors in an informal narrative, again presented in class discussion, as an opportunity to increase and modify understanding.

Additional Resources:

*Source: Louisiana Region 8 Teaching and Learning Center:*

[http://mcschools.net/~tltc/cc\\_project/index.html](http://mcschools.net/~tltc/cc_project/index.html)

A fully zoomable Louisiana road map is available at:

[http://www.dotd.state.la.us/maps/2004\\_Official\\_Louisiana\\_Highway\\_Map.PDF](http://www.dotd.state.la.us/maps/2004_Official_Louisiana_Highway_Map.PDF)

Students should type their directions and landmarks into MS Word documents.

Below is a link to state map sites:

[http://www.netstate.com/states/maps/la\\_maps.htm](http://www.netstate.com/states/maps/la_maps.htm)

Below are some links to Louisiana coastal wetland sites, Louisiana coastal area, Louisiana ecosystem restoration, facts and information about the Louisiana coastal area:

<http://www.lca.gov/index.aspx>

Louisiana Coast – Hurricane Information Center, includes maps and a kid’s corner

<http://www.lacoast.gov/>

America's Wetland Foundation – News, events, and educational information. Counts down how many square yards of Louisiana wetlands have been lost since January 1, 2007:

<http://www.americaswetland.com/>

### **Activity 8: Vanishing Habitat (GLEs: 7, 8, 9, 14, 17)**

Materials List: Vanishing Habitat BLM, Changing Louisiana Regions BLM

Introduce the term *habitat* to students with the emphasis on a location (e.g., marsh, forest) that enables fauna to maintain life (food, shelter) and reproduce (nesting). The term *migration* should be introduced with examples of migratory wildlife (e.g., Canadian geese, hummingbirds) and migratory routes (e.g., river routes from Canada to Louisiana, Gulf Coast from Louisiana to Central America). Have students line up on one side of an area designated as Canada or Northern U.S., to represent Canadian geese. The teacher will place sheets of paper on the opposite side of the room to represent the favorable habitat areas in Louisiana (place one to two sheets less than the number of students participating). Have students walk across the room and stand on a sheet of paper (one person per sheet). Explain that populations are supported by the existing habitat; therefore, the one or two students without a sheet of paper represent a loss in the population due to overpopulation/diminishing habitat and are temporarily eliminated from the activity. Have students “fly” back to the other side of the room (Canada) with backs turned away from Louisiana. Teacher removes an additional two to four sheets of paper. Ask the students to turn around and “fly” back to Louisiana. The students will realize a shortage in habitat has occurred. Ask students to draw a conclusion about vanishing habitat and its future consequences for Louisiana. (This activity can be adjusted to reflect local wildlife or habitat concerns.)

Have students *brainstorm* ([view literacy strategy descriptions](#)) factors that cause a Louisiana region to change (Possible causes: hurricanes, deforestation, urbanization, drilling and mining of natural resources, introduction of non-native fauna and flora, building of dams, forest fires, dredging of a deep water canal to an inland port). From the list choose factors that are specific to the eroding of wetlands. Next divide students into small groups and provide a contemporary situation of vanishing habitat that may exist in Louisiana (e.g., eroding wetlands, loss of forests, pollution of lakes, urban/suburban development in nature areas, increase of wildlife presence in residential areas, inland canals allowing salt water intrusion, industrial and agricultural waste in local rivers, the depletion of nonrenewable resources, wasteful and inefficient extraction and use of resources). In a chart form, have students identify the situations threatening wildlife habitat, threats to wildlife, habitat characteristics being diminished, reasons habitat is being altered, predictions for wildlife population, and possible solutions to support the threatened habitat and wildlife. Each group can offer a mini-presentation to the class. This activity can be enriched with guest speakers (e.g., Louisiana Wildlife and Fisheries agent, forest rangers) and/or directed Internet research of bookmarked sites (See Vanishing Habitat BLM.).

In a culminating class activity, have students create a cause/effect chart that explains ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (Examples: building of levees and dams, over hunting/fishing, deforestation, suburban expansion in wildlife habitat). (See Changing Louisiana Regions BLM.)

**Activity 9: Cultural Diffusion, Diversity, and Louisiana Heritage (GLEs: 12, 75, 81)**

Materials List: Louisiana Settlers BLM, bulletin board paper, markers

Begin this activity with a teacher-led discussion on the topic, “What is cultural diffusion?” Make a list of student responses on the board.

Divide students into the following groups: Germans, Acadians, Irish/Scots, French, Spanish, Anglo/Americans, African Americans, Native Americans, and other groups pertinent to the local area. Have students research their group and identify why they came, where they settled, and their contributions to Louisiana (See Louisiana Settlers BLM). As a part of their presentation, students are to construct a handout that lists the contributions of these ethnic groups, their significance in Louisiana history, and cultural elements that have shaped Louisiana’s heritage (e.g., festivals, music, dance, food, languages). Each group should make an oral presentation of their findings and conclude with a question and answer session.

Then have the class use this information to create a wall mural entitled “Louisiana Heritage.” Alternatively each group or individual could use the above research material to design and present a logo and flyer for an imagined Louisiana Heritage Festival. The logo and flyer should seek to represent Louisiana’s diversity and rich heritage and culture (If resources are available, students may want to pursue hosting a festival of this sort with food, etc.).

Louisiana population and heritage links:

The following website contains information on antebellum immigration to Louisiana from Europe, Latin America, and the Caribbean, and slaves brought to Louisiana from other parts of the United States or smuggled in from Africa and the West Indies, all of which contributed to Louisiana’s growth: <http://lsm.crt.state.la.us/cabildo/cab8.htm>.

### Activity 10: Roots (GLEs: 3, 11, 12, 75)

Materials List: world map, Louisiana map, colored markers, Map 1: Migratory Routes of Early Immigrants BLM, Map 2: Louisiana Settlement by Early Immigrants BLM, Map 3: Native Americans of Louisiana BLM, Map 4: Modern Era Immigrants BLM

Provide students with four maps. The first map should illustrate Louisiana in proximity to Africa, Europe, and Nova Scotia (e.g., map should clearly show Louisiana) on a world map as well as other continents and countries. The second and third maps should consist of an outline of the state of Louisiana. The fourth map should illustrate Louisiana in proximity to Laos, Vietnam, Croatia, Italy, Cuba, Haiti, and Mexico. The following websites have maps that can be used for this activity:

World map: <http://www.worldbookonline.com/wb/Home>,

World political map: [http://www.eduplace.com/ss/maps/pdf/world\\_country.pdf](http://www.eduplace.com/ss/maps/pdf/world_country.pdf)

Map 1: Have the students trace the basic migratory routes of the early immigrants (i.e., Acadians from Nova Scotia, Africans from West Africa via Caribbean, Islenos from Canary Islands, Irish from Ireland, Germans from German states, French from France). Provide students with a graphic organizer that would allow for responses to the following questions:

- a) What were the “Push/Pull” factors (cause/attraction) that encouraged the selected groups to migrate to Louisiana?
- b) What was a major strength or contribution the selected groups provided in developing colonial Louisiana?

The following website has several Louisiana maps that can be used for this activity:

<http://geology.com/state-map/louisiana.shtml>

Ethnic Group Locales:

[http://www.louisianafolklife.org/LT/Maps/creole\\_maps\\_major\\_ethnic.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html)

Nine Major Cultural Subregions:

[http://www.louisianafolklife.org/LT/Maps/creole\\_maps\\_subregions.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_subregions.html)

(Refer to Map 1: Migratory Routes of Early Immigrants BLM)

Map 2: Have students indicate on the Louisiana map the vicinity of the state where the selected groups initially settled. Introduce the terms cultural diversity and diffusion. Using a graphic organizer, have students respond on behalf of each selected group to the following:

- a) Identify some of the differences that existed among the immigrants of Louisiana.
- b) Describe one or more influences the selected groups have had on Louisiana’s cultural tapestry.

The following website has a world political map:

[http://www.eduplace.com/ss/maps/pdf/world\\_country.pdf](http://www.eduplace.com/ss/maps/pdf/world_country.pdf)

(Refer to Map 2: Louisiana Settlement by Early Immigrants BLM)

Map 3: Have students indicate on an outline map of Louisiana the location of the original Native American tribes (in one color) and indicate the existing tribes and their locale (different color). Using a graphic organizer, have students list examples of cultural influences on Louisiana's aboriginal people that are still evident in our contemporary society.

The following websites have information on Native American tribes of Louisiana:

<http://www.native-languages.org/louisiana.htm>, <http://www.indianaffairs.com/tribes.htm>  
<http://www.eatel.net/~wahya/tribes.html>

Native American Locales:

[http://www.louisianafolklife.org/LT/Maps/creole\\_maps\\_native\\_amer.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_native_amer.html)

(Refer to Map 3: Native Americans of Louisiana BLM)

Map 4: On a world map, have students focus on Louisiana's modern era immigrants (i.e., Laotians, Vietnamese, Croatians, Italians, Cubans, Haitians, Hispanics). Similar map exercises could be administered, or a timeline indicating events that encouraged the migration to Louisiana could be made. (Refer to Map 4: Modern Era Immigrants BLM)

Additional Resources:

A Louisiana outline map resource is available at

[http://www.netstate.com/states/maps/la\\_maps.htm](http://www.netstate.com/states/maps/la_maps.htm).

A world map resource is available at

<http://www.gamedesign.jp/flash/worldmap/worldmap.html>.

### **Activity 11: Location, Location, Location: Pros and Cons (GLE: 15)**

Materials List: Louisiana map, map of New Orleans, Opinionnaire on the Location of Louisiana BLM, Pro/Con List for the Location of New Orleans BLM

Begin this activity with an *opinionnaire* ([view literacy strategy descriptions](#)). This provides students with an opportunity to reflect on what they already know and their attitudes about the topic to be discussed (See Opinionnaire on the Location of New Orleans BLM and sample below.).

**Opinionnaire on the Location of New Orleans**

After each statement circle either A (agree) or D (disagree)

1. Bienville, one of the early founders of French Louisiana, made the decision to locate the settlement of New Orleans between the Mississippi River and Lake Pontchartrain. This was an economically sound decision.	A	D
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After a class discussion on the responses from the *opinionnaire*, have students refer to a Louisiana map and a map of New Orleans to complete the Pro/Con List for the Location of New Orleans BLM. (See sample of the BLM below.) After the completion of the Pro/Con list, have students revisit their *opinionnaire* to see if their opinions have changed and why.

**Pro/Con List for the Location of New Orleans**

List benefits of the New Orleans' location	List consequences of the New Orleans' location

Students can get additional information on the location of the city in their textbooks, World Book online, encyclopedias, and online searches.

Have the students write a summary from the information gathered in the list above.

Have students expand on this activity by assigning parishes from the different regions in Louisiana. Have students include additional aspects of Louisiana's physical environment as they research their assigned parish. Students should include how climate and temperature have affected plant and animal life in this parish. They should include the major crops that are grown in this area and indicate why they grow well and why other crops do not grow well.

**Resources:**

A map of New Orleans is available at

<http://www.mapquest.com/maps/map.adp?city=New+Orleans&state=LA>.

Louisiana outline map resources are available at

[http://www.netstate.com/states/maps/la\\_maps.htm](http://www.netstate.com/states/maps/la_maps.htm).

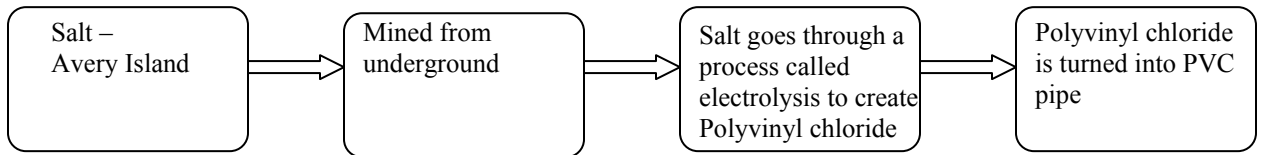
**Activity 12: Louisiana Resources (GLEs: 3, 16)**

Materials List: Louisiana map, map of New Orleans, A Flowchart of a Louisiana Natural Resource BLM

As a class, create a symbol map of Louisiana resources with a legend representing the chosen resources and a compass rose. Louisiana resources may include: timber, seafood,

oil, natural gas, sulphur, crops, lignite, limestone, salt. Then, have students complete the following:

1. From an historical perspective, reflect on how goods were transported in earlier days.
2. Identify ways in which resources are transported today from their original locations.
3. Have students create flowcharts that include where the natural resource originates, how it is processed, and its final product. The following is an example of one of them:



(Refer to A Flowchart of a Louisiana Natural Resource BLM)

**Resources:**

Louisiana Department of Natural Resources: <http://dnr.louisiana.gov/>

Louisiana Department of Natural Resources, Teachers, Students, and Kids: <http://dnr.louisiana.gov/teach.ssi>

LSU Ag Center – Louisiana’s Forest Products Industry: [http://www.lsuagcenter.com/en/environment/forestry/forest\\_products/Primary\\_Forest/](http://www.lsuagcenter.com/en/environment/forestry/forest_products/Primary_Forest/)

**Sample Assessments**

**General Guidelines**

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work on all activities via teacher observation, group discussion, and journal entries.

**General Assessments**

- Have students label maps with Louisiana geographic features covered in this unit. Other concepts to include: map key, map symbols, distance scale, compass rose, cardinal directions, and intermediate directions.

- Have students properly identify and utilize different types of maps (i.e., physical, political, polar view, distribution, economic, historical).
- Have students label a world map with concepts such as: hemisphere, equator, latitude, longitude, North Pole, South Pole, Prime Meridian, Tropics, International Date Line, U.S. time zones.
- Have students do journal writing on selected topics such as traveling through time zones, traveling through the regions of Louisiana, effects of coastal erosion, or the contributions of the various ethnic groups in Louisiana
- Have students create a pictograph, pie graph, bar graph, and line graph with concepts from this unit.

### **Activity-Specific Assessments**

- Activities 5, 6, and 9: Have students write a narrative (Theme: From the Bayous to the By-ways) explaining the trends that have occurred in the development of Louisiana's towns and communities (See Rubric for this assessment.).
- Activity 7: Choose one physical process/natural disaster that impacts coastal erosion. This content could include discussion of wetlands, Mississippi River, Atchafalaya River, flooding, hurricanes, or the Gulf of Mexico. Write a paragraph explaining how this particular physical process or natural disaster has changed a specific region of Louisiana.
- Activity 8: Students are to create a presentation on vanishing habitats. They are to address situations threatening wildlife habitat and the wildlife threatened, habitat characteristics being diminished, the reasons for the habitat being altered, and predictions for wildlife populations/solutions.

**Grade 8**  
**Louisiana History**  
**Unit 2: Economics in Louisiana**

**Time Frame:** Approximately four weeks



**Unit Description**

Louisiana's early economic system involved simple trade of basic items of goods and services such as furs, tools, and labor. Today's economic system involves complex interactions of individuals, businesses, banks, and government agencies. Natural resources, capital resources, and human resources all contribute to the interdependent economy of Louisiana today. Basic economic concepts and decision-making skills are applied in the study of economic systems in Louisiana.

**Student Understandings**

Students identify basic economic concepts and how they are used to explain Louisiana's economy. Students understand that Louisiana's natural resources, capital resources, and human resources have contributed to the development of an interdependent economy. Students develop the knowledge of how economic institutions function in Louisiana.

**Guiding Questions**

1. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana past and present?
2. Can students analyze the distribution and uses of Louisiana's natural resources?
3. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?
4. Can students explain how effective economic decisions require comparing the additional costs of alternatives with additional benefits?
5. Can students explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions?
6. Can students analyze the role of specialization in Louisiana's economy?
7. Can students use a variety of resources to research education and training for jobs and careers?
8. Can students cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities and which skills/knowledge would enhance particular career prospects?

9. Can students describe how the four basic economic questions are answered in traditional versus command versus market economies?
10. Can students describe how supply and demand affects prices?
11. Can students explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States?
12. Can students explain the difference between private goods/services and public goods/services and give examples of each?
13. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
14. Can students identify the meaning of various economic indicators that help describe the state of an economy?
15. Can students describe the influence/impact of inflation or unemployment on different groups of people?
16. Can students describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, and economic development?
17. Can students explain how Louisiana’s natural resources have shaped its history?

**Unit 2 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Civics</b>	
<b>Structure and Purpose of Government</b>	
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
<b>International Relationships</b>	
37.	Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)
38.	Explain how U.S. foreign policy has affected Louisiana (e.g., severance tax) (C-1C-M2)
<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
42.	Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
43.	Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2)
44.	Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)
45.	Analyze the role of specialization in Louisiana’s economy (E-1A-M4)
46	Use a variety of resources to research education and training for jobs and careers (E-1A-M5)
47	Cite examples of how skills/knowledge and technical training increase personal

GLE #	GLE Text and Benchmarks
	productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)
49.	Describe how the four basic economic questions are answered in <i>traditional</i> versus <i>command</i> versus <i>market</i> economies (E-1A-M6)
50.	Describe institutions, (e.g., banks, government agencies, large companies, and small businesses) that make up economic systems (E-1A-M7)
51.	Use economic concepts (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M9)
<b>Individuals, Households, Businesses, and Governments</b>	
52.	Describe how supply and demand affect prices (E-1B-M1)
53.	Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)
54.	Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3)
55.	Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>The Economy as a Whole</b>	
59.	Identify the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)
60.	Define <i>inflation</i> and <i>unemployment</i> in terms of an economic system as a whole (E-1C-M2)
61	Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2)

*Teacher Note: As with the geography and civics, the economic GLEs should be reinforced and integrated within the context of Louisiana history.*

### Sample Activities

#### Activity 1: Economic Indicators (GLE: 59)

Materials List: Vocabulary Self-Awareness Chart BLM

Throughout this economic unit have students maintain a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Provide the students with a list of economic terms such as: *GDP, CPI, stock market indices, rate of unemployment, rate of inflation, scarcity, opportunity cost, cost/benefits, choice/trade-offs, specialization, supply/demand,*

goods/services, trade agreements, minimum wage, as well as other economic terms. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask the students to rate their understanding of a word using a + for understanding, a √ for limited knowledge, or a - for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these economic indicators. The goal is to replace all the check marks and minus signs with a plus sign. (See Vocabulary Self-Awareness Chart BLM and sample below.)

Economic Indicator	+	√	-	Explanation	Example
GDP					
CPI					
scarcity					

Resources:

Economics Education Web

The following website contains suggested evidence of student learning and activities, based on *A Framework for Teaching Basic Concepts*, National Council on Economic Education, 1995: <http://ecedweb.unomaha.edu/elelearn.cfm>.

**Activity 2: Scarcity of Resources: Personal and Societal Levels (GLEs: 42, 44)**

Have students role-play a city council meeting called to allocate a budget of \$100,000. Students should represent the following groups to explain why money should be allocated as they ask:

- Police Group: Buy four police cars at \$25,000 each.
- Senior Citizens Group: Repair two senior citizen centers at \$50,000 each.
- Community Center Group: Construct new tennis complex at \$50,000 and renovate swimming pool at \$50,000.
- Tourism Group: Fund a summer theater festival and community art show to bring tourists into the area.

Have students debate their causes at the individual, group, and societal levels and come to a consensus by making a choice on how to spend money. They should be able to describe trade-offs and opportunity cost.

**Activity 3: Making Effective Economic Decisions (GLEs: 42, 43, 44)**

Materials List: Making Effective Economic Decisions BLM

Provide the students with the following scenario:

Louisiana has experienced an abnormal seasonal drought that is depleting water sources. Your community is having difficulty in replenishing potable water at the

current rate of consumption. You are asked to serve on a citizen’s committee to provide suggestions for conserving the town’s water supply.

The students are placed in small groups with a *graphic organizer* ([view literacy strategy descriptions](#)) to provide responses to the following situations. (See Making Effective Economic Decisions BLM and sample below.) Allow time for student groups to debate and discuss their responses as a whole class.

<i>Situation</i>	<i>Conservation Plan</i>	<i>Consequences</i>
Decorative outdoor fountains attract tourists, but use 1,000s of gallons/day.		
Home owners have increased lawn watering due to the drought.		

**Activity 4: Pay Me Now or Pay Me Later (GLEs: 43, 44, 47)**

Materials List: Pay Me Now or Pay Me Later BLM

Have students continue working on their *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)) (See Activity 1 BLM). Provide the following terms for students to add to their vocabulary chart: opportunity cost, choice/trade-offs, cost/benefits

In small groups, ask students to analyze the chart below and draw basic conclusions (e.g., the correlation of education and earnings, the widening step increases between 10 years/20years and possible reasons for increase [e.g., promotions], as well as, investments and outcomes), and potential earnings. Record the students’ observations. Have the students describe (analyze) their findings in economic terms (*i.e., opportunity cost, choice/trade-offs, cost/benefits*) (See the Pay Me Now or Pay Me Later BLM and sample below).

	High School Graduate	Vocational Certification	University Degree
Average number of years beyond high school	0	2	4
\$ investment prior to entering workforce (fulltime)	\$ 0	\$ 3,000	\$ 40,000
Entry level annual salary	\$ 12,000	\$ 22,000	\$ 30,000
Annual salary after 10 years	\$ 18,000	\$ 35,000	\$ 55,000
Total earnings after 20 years	\$ 300,000	\$ 570,000	\$ 850,000

(Statistics are estimated averages and should be updated and reflective of regional or state averages.)

For information on the above salaries, see Salary.Com:

[http://www.salary.com/learning/layouthtmls/leal\\_display\\_nocat\\_Ser285\\_Par409.html](http://www.salary.com/learning/layouthtmls/leal_display_nocat_Ser285_Par409.html)

Have students review the chart and answer the following questions:

1. What is the relationship between education and earnings?
2. Why is there such a large increase between years 10 and 20?
3. What could have caused these increases?

Have students write their observations in their social studies *learning log* ([view literacy strategy descriptions](#)) using economic terms covered in this activity.

**Activity 5: Careers, Training, and Specialization in Louisiana (GLEs: 45, 46)**

Materials List: copies of the employment/ help wanted section of a Louisiana newspaper and of a wider circulation newspaper such as *The New York Times* or *The Washington Post*, Job Search BLM, Careers BLM

Provide copies of the employment/help wanted section of a Louisiana newspaper and perhaps a paper with a wider circulation, such as *The New York Times* or *The Washington Post*. In addition to the employment/help wanted section in newspapers, students could use Yahoo! HotJobs: <http://hotjobs.yahoo.com/jobs/> and/or CityNews: <http://www.citynews.com/>.

Have half of the class research local jobs and half the class research out-of-state jobs. Each student will fill out the Job Search BLM concerning their job (See sample below).

Type of Job:	Information About the Job
Qualifications needed (Example: education, experience, skills, etc.)	
Starting salary or range	

After completing the researching of an occupation and completing the Job Search BLM, place students in groups to share their findings. Be sure to put several students who researched Louisiana jobs in each group. Have students complete a *process guide* ([view literacy strategy descriptions](#)) concerning specialization in Louisiana employment (See the Careers BLM and sample below).

What jobs/careers require special training?
What percentage of the employment section, roughly, is devoted to the larger specializations? What needs does that speak to in Louisiana?
What jobs might you come to Louisiana for specifically?
What jobs might you have to leave Louisiana to secure?

Using newspapers/magazines, ask students in groups to cut out five advertisements for different career opportunities/job openings per group. Using these advertisements,

students will participate in a job fair, complete with an interview process that they will role-play with other members in their group. To prepare for these interviews, have students research three sources of their own determination to learn about education and training for these jobs and careers. An annotated list of these resources should be submitted as part of their “interview” process, as well as an informal written discussion of how skills/knowledge and technical training increase personal productivity and career opportunities and which skills/knowledge would enhance their particular career prospects.

### **Activity 6: Four Basic Economic Questions (GLE: 49)**

Materials List: Four Basic Economic Questions BLM, *Inspiration*<sup>®</sup> software (optional), Economic Systems BLM, Advantages/Disadvantages of Each Economic System BLM

Add to the economics *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart or review the following economic terms from the chart: supply and demand, free enterprise, consumer choices.

Initially, have students become familiar with the four basic economic questions:

- Question # 1: What to produce?
- Question # 2: How to produce it?
- Question # 3: How much to produce?
- Question # 4: Who gets what is produced?

Have students address a basic scenario like baking cookies for a school fund raiser and apply the four basic economic questions. Record the answers (if available, use *Inspiration*<sup>®</sup> software) for class viewing.

Familiarize students with the terms *traditional economic system*, *command economic system* (government control), and a *market economic system* on a graphic organizer featuring: term, definition, and example/application (See Economic Systems BLM).

Have them circle or denote which system exists in the USA /Louisiana.

- *Command (controlled) system*: Government controls the factors of production and use.
- *Traditional system*: Economic decisions based on customs, beliefs, and norms.
- *Market (capitalism) system*: Individuals own the factors of production and make their own economic decisions.

Have students complete the following *graphic organizer* ([view literacy strategy descriptions](#)) (see Four Basic Economic Questions and sample below):

<b>Four Basic Economic Questions</b>	<b>Command</b>	<b>Market</b>	<b>Traditional</b>
1. What to produce?			
2. How to produce it?			
3. How much to produce?			
4. Who gets what is produced?			

Suggest a few scenarios involving these or similar commodities: energy source (fuel), vehicles, and food. Emphasis should be placed on the application or non-application of terms such as supply and demand, free enterprise, and consumer choices. Have students list the advantages and/or disadvantages of each system on the Advantages/Disadvantages of Each Economic System BLM.

**Resources**

Definition and examples of Command Economy:

<http://www.answers.com/topic/planned-economy>

[http://www.investorwords.com/951/command\\_economy.html](http://www.investorwords.com/951/command_economy.html)

Definition and examples of Market Economy:

<http://usinfo.state.gov/products/pubs/market/>

<http://www.answers.com/topic/market-economy>

Definition and examples of Traditional Economy:

<http://www.answers.com/topic/traditional-economy>

**Activity 7: Public and Private Services (GLE: 54)**

Materials List: Public and Private Sector BLM

Have students define *public sector* and *private sector* in their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Have students complete the *graphic organizer* ([view literacy strategy descriptions](#)) to distinguish between public and private services.

Have students complete the Public and Private Sector BLM. Provide them with services. They are to decide if each is a public service or a private service, and list an advantage and disadvantage of each one. Finally, have students determine an alternate service (If it is a public service, what would be the alternate private service?) (See BLM and sample below).

Service	Public	Private	Advantage	Disadvantage	Alternate Service
City Bus	√		Low Cost	Wait time, seat availability, follows bus route	Taxi
Parish School					
5 Star Hotel					

After completing and sharing information for this BLM, have students revisit their *vocabulary self-awareness chart* to determine if their opinions on their knowledge of public sector and private sector have changed.

**Activity 8: Analyzing and Creating Products and Services (GLEs: 50, 53)**

After students have developed an understanding of public and private sectors, have them act as representatives of the private sector and create a good or service for which they feel there is a need. The instructor should serve as a facilitator for each group of entrepreneurs as they write a business prospectus that includes the following headers:

- What Makes Our Product/Service Desirable?
- What Affects Our Pricing (supply and demand)?
- How Do We Use Advertising?
- How Are We Affected by Competition?
- Summary Statement: Factors Affecting Production and Allocation of Goods/Services in Louisiana and the United States

After students present their products and their business prospectuses to the class, remind them that they are thinking as a small business at this stage of their planning. Then create a web that describes the following institutions that make up economic systems and the possible relationships with their small businesses:

- banks
- government agencies
- large companies
- other small businesses

**Activity 9: To Tax or Not to Tax (GLEs: 30, 55, 58)**

Materials List: To Tax or Not To Tax BLM, Vocabulary Self-Awareness Chart

Have students define *tariff* and *tax* in their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart.

Explain the term *tariff* in the context of a tax and its effects on the prices of imported goods from the perspective of the consumer. As a class, explore the use of tariffs throughout the history of Louisiana to determine the need for such a tax.

Provide the example(s) of crawfish (e.g., domestic @ \$ 5.00/lb. versus Chinese imported crawfish @ \$ 2.00/lb.), sugar, foreign automobiles, fruit, electronics, etc. Have students draw conclusions as to why the foreign product (i.e., crawfish) can be sold cheaper than the Louisiana-grown product. (See the To Tax or Not to Tax BLM and sample below.) What effect does it have on the consumer? What effect does it have on the Louisiana grower?

**Products Sold Without Tariff**

<b>Prices and Products</b>	<b>Possible Consumer's Reaction</b>	<b>Possible Producer's Reaction</b>
Louisiana crawfish @ \$ 5.00 per lb.		
Chinese crawfish @ \$ 2.00 per lb.		

If a tariff is placed on the Chinese crawfish, how will that affect prices? What is the intent of the tariff regarding consumer response?

**Products Sold With Tariff**

<b>Prices and Products</b>	<b>Consumer's Reaction</b>	<b>Producer's Reaction</b>
Louisiana crawfish @ \$ 5.00 per lb		
Chinese crawfish @ \$ 8.00 per lb		

*Teacher Note: The activity should be adjusted to reflect products of the respective regions of the state.*

Instruct the students to take a stand on either supporting import tariffs or opposing import tariffs. Have them write “a letter to the editor” expressing their opinion and a justification for their stance. Students might be further motivated if they are to assume the roles of either a consumer or producer (but not assigned a political position on the issue). Assess the editorial using a 4-point rubric (see *Teachers’ Guide to Statewide Assessment*, p. M-92).

**Activity 10: Trade Agreements (GLEs: 37, 38, 57)**

Materials List: Trade Agreements BLM, Alliances and International Organizations BLM, Internet

Now that students have a general understanding of protective tariffs, discuss/research contemporary trade agreements. Have students visit (or provide excerpts from) designated websites to collect information on trade agreements such as GATT (1947), NAFTA (1994), CAFTA (2003). Have students in small groups research an assigned trade agreement (possibly subdivide research effort by categories on the following *graphic organizer*) and complete their portion of the *graphic organizer* ([view literacy strategy descriptions](#)) below (See Trade Agreements BLM).

<b>Trade Agreement</b>	<b>GATT</b>	<b>NAFTA</b>	<b>CAFTA</b>
<b>Official Title</b>			
<b>Participating Nations</b>			
<b>Basic Terms of the Agreement</b>			
<b>Economic Benefits</b>			
<b>Economic Set-backs</b>			

Have students list reasons for trade between nations. In a class discussion, have students determine the impact of international trade on Louisiana and the United States.

Have students identify various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (See the Alliances and International Organizations BLM and sample below).

<b>Trade Agreement</b>	<b>NATO</b>	<b>United Nations</b>	<b>OPEC</b>
<b>Official Title</b>			
<b>Participating Nations</b>			

Compile the findings on a wall chart or computer graphic for viewing and further discussion. Have students formulate an opinion as to whether these trade agreements and alliances are beneficial to the U.S. and Louisiana. Provide additional information for students on any effects these trade agreements have had on their region (e.g., increase in exporting of oil field equipment, relocation of textile manufactures). Have students do one of the following:

- participate in a prepared (moderated) debate
- write a script/outline of key issues they would emphasize if they could film a documentary on the subject
- create a 10-slide *PowerPoint*® presentation expressing their opinions on these trade agreements

**Activity 11: Inflation and Unemployment (GLEs: 60, 61)**

Materials List: 3x5 index cards

To develop students' knowledge of key terms, have them create *vocabulary cards* ([view literacy strategy descriptions](#)) for the following economic terms: *inflation* and *unemployment* (See sample card below). Distribute 3x5 inch index cards to each student for each key term and ask them to follow directions in creating the cards. On the board write the word “inflation” in the middle of the card. Guide students to provide a definition and to write it in the appropriate space. Next, invite students to list a cause of inflation and to write it in the appropriate place. Then have students list an effect of inflation and write it in the appropriate place. Finally, create a simple illustration for the term. Guide the students to follow the same steps with the word “unemployment.” In preparation for quizzes and other class activities, allow time for students to review these key terms with a partner using their *vocabulary cards*.

<b>Definition:</b> An increase in prices of goods and services.	<b>Cause:</b> High Prices
<b>\$ ↑</b>	<b>Effect:</b> Change in spending habits
<b>Inflation</b>	

As a class, create a flow chart that shows the effects resulting from unemployment in a particular industry/business (e.g., *Fruit of the Loom*<sup>®</sup>, oil business) on a community or state. Next, have the students list factors that contribute to this situation. The students will then write a paragraph on the cause and effect of inflation and unemployment on a community (e.g., consumers, business owners).

These paragraphs can be written in the social studies *learning log* ([view literacy strategy descriptions](#)).

**Activity 12: How Sweet It Is! Supply and Demand (GLEs: 43, 44, 52)**

Materials List: Scenario 1: Supply and Demand BLM, Scenario 2: Supply and Demand BLM, Equilibrium BLM, Making Economic Choices BLM

Introduce the concept of *supply and demand*. The law of supply shows the quantities that will be sold at a particular price. The producer supplies more at a higher price because selling a higher quantity at a higher price enhances profits. The law of demand states the higher the price, the lower the quantity demanded. The quantity of a good purchased at a higher price is less because, due to the higher cost, the demand is less. People avoid buying at a higher cost.

Have a class discussion about a supermarket determining the amount of bananas to order to sell in the store.

- What are some of the factors that assist the supermarket in making this decision?
- What would the supermarket do if their banana supplier had a natural disaster that destroyed their crop and the price of bananas went up?
- What would happen if a star athlete announced that bananas are the key to his athletic success?

Revisit the terms supply and demand. Have students add these terms to their *vocabulary self-assessment* ([view literacy strategy descriptions](#)) chart. Discuss the students' definitions and help them to gain a clearer understanding of these terms. Do a supply and demand simulation.

Example of a simulation:

Collect data from the students using the following questions. How many of you would purchase a candy bar if it was priced at 5 cents? at ten cents? at 50 cents? at \$1.00? at \$5.00? Create a chart using data from their answers.

Sample Demand Chart: (Class of 25)

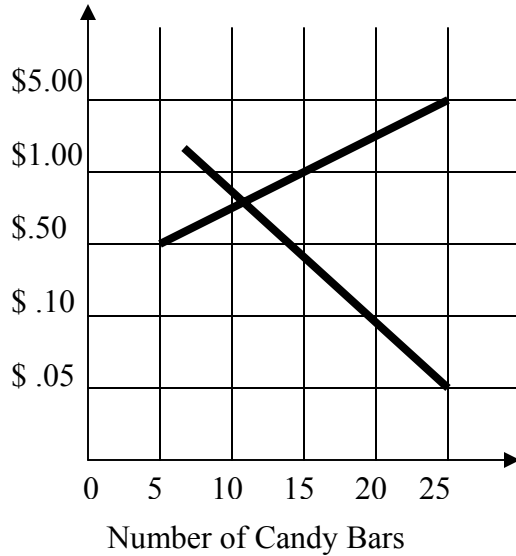
Price	Number of Students
5¢	25
10¢	25
50¢	14
\$1.00	6
\$5.00	0

If a candy supplier was selling chocolate bars to the class and wanted to make a profit, how many would be supplied at 5 cents? at 10 cents? at 50 cents? at \$1.00? at \$5.00? Create a chart using this data.

Sample Supply Chart

Price	Number of Candy Bars
5¢	0
10¢	0
50¢	5
\$1.00	15
\$5.00	25

Sample Equilibrium Chart:



The supply and demand curves intersect at around 75 cents. This would be the price that would satisfy the supplier and the buyer.

Present the following case study to the students.

**Scenario 1**

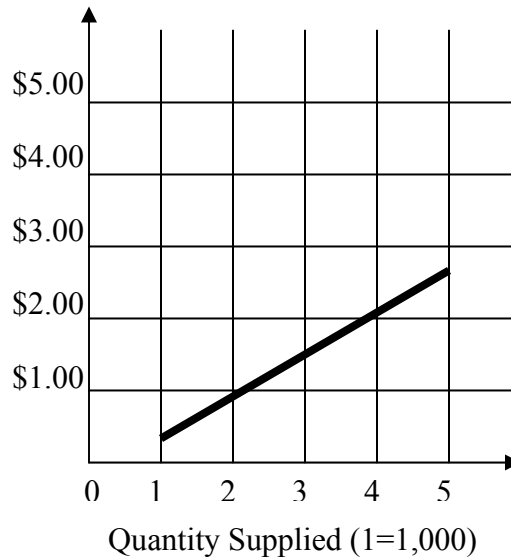
A local bakery in Central Louisiana has become well known for its “Authentic Louisiana Pecan Pralines.” The bakery has made a business agreement with a regional supermarket chain to sell Louisiana pralines in its bakery sections. In an effort to meet this demand and maintain the integrity of the product, the local bakery contracted the purchase of peeled Louisiana grown pecans with a local wholesale distributor. The following chart depicts the production and sales of the “Authentic Louisiana Pecan Pralines” during its first year of statewide sales (See Scenario 1: Supply and Demand BLM).

Table 1: Supply Schedule of Pralines

Price per Praline	Quantity Supplied
<b>\$ .50</b>	<b>1,000</b>
<b>\$ 1.00</b>	<b>2,000</b>
<b>\$ 1.50</b>	<b>3,000</b>
<b>\$ 2.00</b>	<b>4,000</b>
<b>\$ 2.50</b>	<b>5,000</b>

Have students design a chart labeling the axis with prices (y-axis) and quantity supplied (x-axis) of pralines. Have the students plot the figures to create a supply curve.

Praline Supply Curve



Ask the students to describe the relationship between the price of the pralines and the quantity being produced (supplied) by the bakery.

**Scenario 2**

During the second year of the enterprise, the state’s pecan growers experience a series of unfavorable weather events creating a shortage of available pecans. This phenomenon resulted in higher prices for Louisiana peeled pecans. Therefore, the bakery raised the price of their pralines to compensate for the increased prices in Louisiana pecans (See Scenario 2: Supply and Demand BLM).

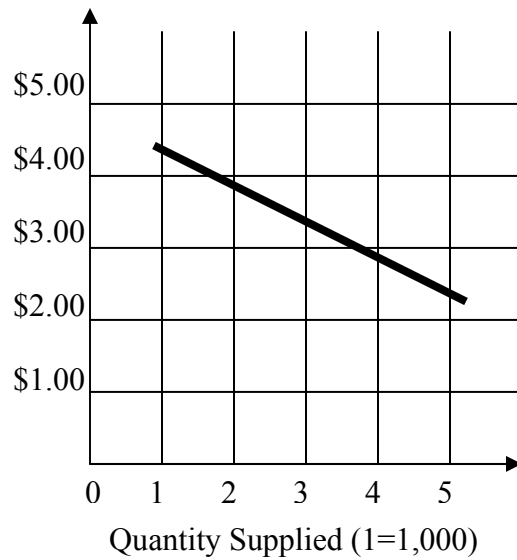
Have students design a chart labeling the x-axis with prices and y-axis with quantity demanded. Have students plot the figures to create a demand chart.

Table 2: Demand Schedule of Pralines

Price per Praline	Quantity Supplied
<b>\$ 4.50</b>	<b>1,000</b>
<b>\$ 4.00</b>	<b>2,000</b>
<b>\$ 3.50</b>	<b>3,000</b>
<b>\$ 3.00</b>	<b>4,000</b>
<b>\$ 2.50</b>	<b>5,000</b>

Have students design a chart labeling the axis with prices (y-axis) and quantity supplied (x-axis) of pralines. Have the students plot the figures to create a supply chart.

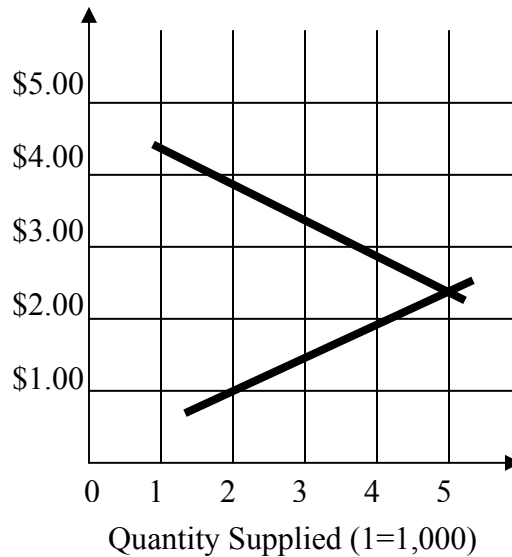
Demand Curve



Ask the students to describe the relationship between the price of the pralines and the quantity being demanded by the bakery.

Have the students compare the charts and determine an equilibrium between supply and demand (e.g., \$ 2.50 @ 5,000) (See the Equilibrium BLM).

Equilibrium



Next, have students complete a chart listing possible options the bakery could choose and the cost and benefits (See the Making Economic Choices BLM and sample below).

Choice(s)	Benefits
What are the two (2) choices the bakery can make regarding the rising prices?	What are the possible benefits associated with: Choice 1: Choice 2:
	Costs
	What are possible economic costs associated with: Choice 1: Choice 2:

The idea for this activity was obtained from the following websites:

- <http://www.netmba.com/econ/micro/supply/curve/>
- <http://www.netmba.com/econ/micro/demand/curve/>
- <http://www.investopedia.com/university/economics/economics3.asp>

**Activity 13: Hurricane Katrina (GLEs: 42, 51)**

Materials List: RAFT Options for Housing Shortage BLM

The aftermath of Hurricane Katrina left the cities of New Orleans and Baton Rouge with a housing shortage. Using economic knowledge, explain the concepts of limited resources, scarcity, and supply/demand using the following *RAFT* ([view literacy strategy descriptions](#)) assignment (See the *RAFT* Options for Housing Shortage BLM and sample below). Allow time for students to share their *RAFT* assignments with a partner or the whole class. Students should include accurate and logical information in their *RAFT*s based on content they have learned about Katrina and its economic aftermath.

	Role	Audience	Form	Topic
Option 1	College Student	Newspaper Readers	Classified Ad	Searching for Affordable Housing

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

### General Assessments

- Journal writing on teacher-selected topics should include: supply and demand in a competitive market system, factors that affect the production and distribution of goods and services, taxes and user fees and predicting their consequences, reasons for trade between nations, analysis of the consequences and opportunity cost of economic decisions, and analysis of the role of specialization in the economic process.
- Complete graphic organizers to track understanding and analysis of key economic concepts. Examples: interdependency, costs and benefits, career opportunities, economic systems, forms of business ownership, productive resources, supply and demand, types of taxes, and user fees.
- Role-play various economic situations: scarcity of resources, making effective economic decisions, producers and consumers, and forms of exchange.

### Activity-Specific Assessments

- Activity 2: Evaluate student participation in the role-play and debate activity. Students must debate their cause at the individual, group, and societal levels and come to a consensus by making a choice on how to spend money. They should be able to describe trade-offs and opportunity cost.
- Activities 2 and 3: Have students make a list of the top five items or experiences that they would most like to receive as a birthday gift. Assign each child \$100 as a birthday gift. Have the students write an informal essay in which they would:
  - articulate what they want to buy at that moment with the money they possess, why they might make that choice, and what is gained and lost by that decision, or
  - articulate what choice they would make if they could invest the money they received in:

- a conservative investment, where they were almost sure to make 25 percent more and lose nothing
  - a more risky investment where they might make 50 percent more or lose 50 percent
  - a very long shot investment where they might make 100 percent more, or lose everything
- 
- Activity 5: Have students choose a career and write an essay explaining why that career was chosen. Students should include qualifications, skills, education, starting salary, benefits, and job location in their discussion.
  - Activities 9 and 13: Evaluate constructed responses using a 4-point rubric. This rubric will be used to assess the letter to the editor in Activity 9, and the *RAFT* in Activity 13. (See Sample Rubric for Grading Essays BLM.)

*Teacher Note: Multiple activities and lesson plans for many of the GLEs are available on the following websites: National Council on Economic Education at [www.econedlink.org](http://www.econedlink.org) and Foundation for Teaching Economics at <http://www.fte.org/teachers/lessons/lessons.htm>.*

**Grade 8**  
**Louisiana History**  
**Unit 3: Louisiana's Government**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit focuses on Louisiana governmental practices that are rooted in the state's rich cultural heritage. The influences of former French, Spanish, and British rule have left an imprint on Louisiana's contemporary governmental customs and traditions. The retention of parishes as political subdivisions and the customs of Napoleonic Law are evidence of Louisiana's diverse past and embedded legacies. The cadre of Louisiana state constitutions has reflected these cultural and political influences. Louisiana politics has contributed a dynamic venue in which to study the evolution of American government.

The state constitution explains the powers and the purpose of Louisiana state and local government. Like the federal government, Louisiana has executive, legislative, and judicial branches. These branches carry the authority to make and enforce laws and to settle disputes about these laws. Taxes are a major source of the revenue needed to carry out governmental programs. The role of citizens in Louisiana is based on their rights and responsibilities in a democratic society.

**Student Understandings**

Students understand that our democratic form of government is rooted in the cultural heritage of both our state and our nation. Students describe the organizational structure of state and local government in Louisiana. The rights and responsibilities of citizens of Louisiana and our nation are major concepts explored.

**Guiding Questions**

1. Can students identify the powers of state government as defined in the Louisiana Constitution?
2. Can students describe the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution?
3. Can students identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch?
4. Can students describe the various forms of local government in Louisiana?
5. Can students describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana?

6. Can students identify current government leaders at the state, local, and national levels in the United States?
7. Can students list and apply criteria for evaluating rules and laws?
8. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?
9. Can students identify types of taxes collected by the local, state, and federal government?
10. Can students explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution?
11. Can students analyze how the democratic process has been used to institute change in Louisiana?
12. Can students describe the role of the Electoral College and how Louisiana participates in that system?
13. Can students describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels?
14. Can students identify various types of taxes and user fees and predict their consequences?

**Unit 3 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Civics</b>	
<b>Structure and Purposes of Government</b>	
18.	Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)
19.	Describe the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
20.	Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)
21.	Describe the various forms of local government in Louisiana (C-1A-M5)
22.	Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6)
23.	Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6)
24.	Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
25.	Explain how a bill becomes law at the state level (C-1A-M7)
26.	List and apply criteria for evaluating rules and laws (C-1A-M7)
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
28.	Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)

29.	Identify types of taxes collected by the local, state, and federal government (C-1A-M10)
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
<b>Foundations of the American Political System</b>	
31.	Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)
32.	Describe various peaceful ways of resolving political or social conflicts, including <i>majority vote vs. consensus</i> (C-1B-M4)
33.	Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
34.	Explain how the U.S. Census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6)
35.	Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
36.	Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6)
<b>Roles of the Citizens</b>	
39.	Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
40.	Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
41.	Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
<b>Economics</b>	
<b>Individuals, Households, Businesses, and Governments</b>	
56.	Identify various types of taxes and user fees, and predict their consequences (E-1B-M5)
<b>History</b>	
<b>Historical Thinking Skills</b>	
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M3)
68.	Interpret a political cartoon (H-1A-M4)

*Teacher Note: As with the geography and economics, the civics GLEs should be reinforced and integrated within the context of Louisiana History.*

### Sample Activities

#### Activity 1: Civics Vocabulary (GLEs: 19, 20, 22, 27, 28, 30, 31, 32, 36, 40, 41, 67)

Materials List: Vocabulary Self-Awareness Chart BLM

Throughout the civics unit, have students maintain a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Provide the students with a list of civics vocabulary such as *lobbying, severance tax, political parties, campaigns, propaganda, checks and balances, separation of power, executive branch, legislative branch, judicial branch, impeachment, recall, amendments, majority vote vs. consensus, popular sovereignty, federalism, judicial review, and preamble*. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask the students to rate their understanding of a word using a + for understanding, a √ for limited knowledge, or a - for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these vocabulary terms. The goal is to replace all the check marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and the sample below.)

Civics Vocabulary	+	√	-	Explanation	Example

#### Activity 2: Powers of the National and State Governments (GLE: 18)

Materials List: Exclusive Powers of the National and State Governments BLM, Word Grid BLM, Internet

Have the students define the word *federalism* in their *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Then, using the information found in Ben’s Guide to U.S. Government for Kids, Exclusive Powers of the National and State Governments at: <http://bensguide.gpo.gov/6-8/government/federalism2.html>, have students complete the Exclusive Powers of the National and State Governments BLM *split-page notetaking activity* ([view literacy strategy descriptions](#)). (See BLM and sample below.)

State Powers	
National Powers	
Shared Powers	

Ask the students to complete a *word grid* ([view literacy strategy descriptions](#)) on powers of government after finishing the *split-page notetaking activity*. (See Word Grid BLM.)

After completing the *word grid* have students review concepts by having an oral discussion using their answers. Have students refer to their *vocabulary self-awareness* chart to evaluate their definitions of the term *federalism*.

**Activity 3: Louisiana and U.S. Constitutions (GLEs 19, 31)**

Materials List: Branches of Government BLM, Principles of Government BLM

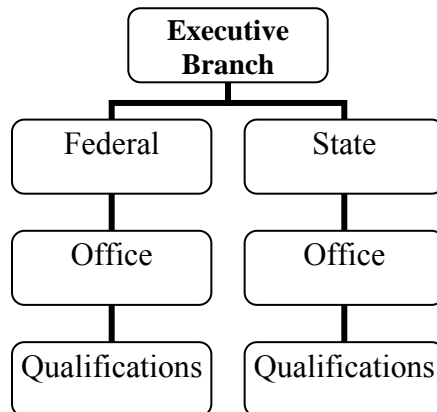
Begin this lesson with the following questions:

- What is the relationship between state and federal governments in the U.S.?
- How are they similar?
- How are they different?
- Who has more power?

Provide students with copies (outlines of the articles with titles or notable excerpts is recommended) of the U.S. and Louisiana Constitutions. These may be found at:  
<http://senate.legis.state.la.us/Documents/Constitution/> (Louisiana Constitution)  
<http://www.law.cornell.edu/constitution/constitution.overview.html> (U.S. Constitution)  
<http://bensguide.gpo.gov/> (Ben’s Guide to U.S. Government for Kids)

Divide the students into the following groups: executive branch, legislative branch, and judicial branch. Have students compare and contrast their assigned branch of government in both the Louisiana Constitution and the U.S. Constitution. Have students create and present this information in a *graphic organizer* ([view literacy strategy descriptions](#)) that demonstrates and details the relationships among the three branches of government and compares the state and national powers, articulating the relationship between the Louisiana Constitution and the U.S. Constitution. (See the Branches of Government BLM and sample below.) In their presentation, students should be sure to articulate the principles of government, such as checks and balances and separation of powers, that are reflected in both constitutions.

**Branches of Government**



Follow-up activity should include a graphic organizer with scenarios or examples for students to distinguish the principles of government being exercised and the branches involved. (See the Principles of Government BLM and sample below.)

<b>Action</b>	<b>Reaction</b>	<b>Branches Involved</b>	<b>Principle</b>
The House and Senate pass a controversial bill.	It can be vetoed by ( <u>Governor</u> ).	(Legislative and Executive)	( <i>Checks and Balances</i> )
The state Senate wants to attract more out-of-state tourists.	This effort would have to be addressed by the ( <u>Lt. Governor</u> ).	(Legislative and Executive)	( <i>Separation of Power</i> )
A decision by the Secretary of State regarding an election is challenged.	The lawsuit would be reviewed by the ( <u>Louisiana Supreme Court</u> ).	(Executive and Judicial)	( <i>Checks and Balances</i> )

On the above chart, the two principles selected were checks and balances, and separation of power. The three branches involved were the state’s legislative, executive, and judicial branches. The format may also be used to review different scenarios with federal branches of government.

Additional scenarios could be addressed in a similar format regarding popular sovereignty (e.g., voting for amendments), limited government (e.g., Bill of Rights), and federalism (e.g., What level of government is responsible for: a) establishing a post office in the community? b) addressing issues about the LEAP Test in public schools?).

Conclude this activity with the following questions:

- What are the purposes of the Louisiana Constitution? (*preamble*)
- What is the relationship between the Louisiana Constitution and the U.S. Constitution? (*similarities and differences, federalism relationship, U.S. Constitution’s supremacy*)

**Activity 4: Forms of Local Government (GLEs: 21, 22)**

Materials List: chart or poster paper, Local Government BLM

Have students create a large chart showing the various forms of local government in the state of Louisiana (See the example below). Divide students into groups and have them research the various forms of government using the following websites:

<http://www.lpgov.org/directory/>  
[http://www.la-par.org/State\\_Government.cfm](http://www.la-par.org/State_Government.cfm)

Have students fill in information on the type of government and which Louisiana parishes and cities fall into the various categories.

**Examples:**

<b>Parish</b>	<b>Parish Government</b>
Acadia	Policy Jury
Caddo Parish	Parish Administrator/Commission-Administration
East Baton Rouge	Mayor-President/Metropolitan Council
Iberia Parish	Parish President – Parish Council
Lafayette Parish	City/Parish President – Consolidated Government
Terrebonne Parish	Parish President/Parish Council – Consolidated Government
<b>City</b>	<b>City Government</b>
Crowley	Mayor/City Council
Baton Rouge	Mayor-President/Metropolitan Council
New Iberia	Mayor/City Council
Lake Charles	Mayor/City Council

Police Jury Association of Louisiana, Parish Government Structure:

<http://www.lpgov.org/>

State and Local Government on the Net:

<http://www.statelocalgov.net/state-la.cfm>

Have students complete a graphic organizer that allows for the categorizing of local governmental offices by branches (See sample below and Local Government BLM).

Local Government

<b>Office</b>	<b>Major Responsibility</b>	<b>Branch of Government</b>
Mayor	<i>(City administrator)</i>	<i>(Executive)</i>
Police Jury or Parish Council		
District Attorney and local judges		

**Activity 5: State and Local Representatives (GLEs: 20, 22, 23)**

Materials List: chart or poster paper, colored markers

Have students participate in a mock campaign to be key leaders/representatives at the state and local levels. First, help students to create a class bulletin board or graphic organizer that identifies the structures and powers of the three branches of the state government, the limits of those powers, and the key positions within each branch.

Then, drawing from a variety of state and local positions listed on slips of paper and contained in a hat or box, have students first research the qualifications, terms of office, powers, and limitations of their political position. They will then create a campaign poster and flyer that describe the form of local government they will be joining and its powers/responsibilities and limits of power. Have students also present at least three key issues that, should they be elected, they can influence to effect change for the good in their local government or state.

Note: Modify this activity during election years, identifying and describing actual state or national offices, candidates, parties, and platforms.

**Activity 6: Current Representatives (GLE: 24)**

Materials List: Internet (optional), printed websites, chart or poster paper, pictures of various government officials (local, state, and national)

Web-based scavenging-to-learn hunt: Give students photos or textual clues that will help them identify specific current government leaders at the state, local, and national levels in the United States. Using a variety of news websites and, in particular, the website Info Louisiana (<http://www.state.la.us/>), have students research current local, state, and national representatives. Have them gather and identify pictures, then match the pictures to the office. Have the class create a pictorial chart for each level of government. If students are unable to use the Internet, print website pages for students to complete this assignment.

**Activity 7: Laws and Public Policy (GLEs: 25, 26, 27)**

Materials List: *I'm Just a Bill* video by School House Rock (optional)

Have students review current school rules and discuss why the school requires these rules. Then have students list the top ten laws they think govern their lives everyday in their parish (e.g., speeding, seatbelt, gun permits). Then, have the class discuss why laws are needed, comparing and contrasting the school and the community.

Have students work in pairs to determine an issue for which they feel a law must be made or changed for the betterment of their community and/or state. When this collection of potential laws is posted for the whole class, have students list and apply criteria for evaluating rules and laws. After evaluating these laws, they should identify two that they will put through a simulation of moving from a bill to a law at the state level. Have them draft the bill and then adopt various roles as legislative representatives, constituents who might be affected by these laws, lobbyists (both pro and con), and special interest groups that might be affected by these laws. As students engage in this process, they should also create for reference a chart that represents the process by which a bill becomes a law.

An exemplary web resource for learning the value of rules is *The Paper Clip Game for Learning the Value of Rules*, available online at:  
[http://eduref.org/cgi-in/printlessons.cgi/Virtual/Lessons/Social\\_Studies/Civics/CIV0023.html](http://eduref.org/cgi-in/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0023.html)

If possible, use the *I'm Just a Bill* video by School House Rock, which is approximately five minutes long. It is a useful tool.

### **Activity 8: Taxes: What They Are and Why We Need Them (GLEs: 28, 29, 56)**

Materials List: Taxes BLM

Have students complete the Taxes BLM chart identifying types of taxes collected by the local, state, and federal governments (See BLM).

Lead a class discussion on taxes and why they are needed, and help students list various taxes and the purposes of these taxes, noting which are local, state, and federal taxes. Students should be clear at this point about the difference between taxes and various user fees and should predict consequences as appropriate. From this list, have the class make a web of services that are available because of taxes.

### **Activity 9: Political and Social Conflicts (GLE: 32)**

Materials List: Vocabulary Self-Awareness BLM, newspaper articles

Have students add the following terms to their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart: *picketing*, *boycotting*, *lobbying*, *negotiations*, and *majority vote vs. consensus* (See Activity 1 and Vocabulary Self-Awareness BLM).

Have students use the newspaper to identify at least five current political and social conflicts. Then, using a graphic organizer of their own design and working in teams, students will *brainstorm* ([view literacy strategy descriptions](#)) ways to resolve each political and/or social conflict. Their graphic organizers should include, but do not need to be limited to, the following terms: *picketing*, *boycotting*, *lobbying*, *negotiations*, and *majority vote vs. consensus*. Have students dramatize the most important problem and conflict resolution that they have identified in these various situations.

After completing this activity have students refer back to their *vocabulary self-awareness* chart to determine if their understanding of the vocabulary has changed.

Note: The teacher may select a historical event (e.g., Baton Rouge Bus Boycott, March on Washington, Kent State, Vietnam protests) and ask students to identify the tactics used. Have students analyze whether the identified tactics were successful.

### **Activity 10: The Democratic Process (GLE: 33)**

Materials List: Vocabulary Self-Awareness BLM, local newspapers, Internet (optional)

Have students add the following terms to their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart: *impeachment, elections, recall/petitions, constitutional amendments, making laws*.

Create a wall chart listing outcomes that can ensue from each of these methods of changing the political process.

Using local newspapers, the Internet, or printed websites, have students work as individuals, pairs, or teams to explore a current issue in Louisiana that might be addressed by any of the aforementioned political processes. Have students research and determine the best democratic process to deal with the issue and present their ideas for discussion and debate among their classmates.

Give students two-to-three specific instances of how the democratic process has been used in Louisiana to make changes of current interest (e.g., TOPS scholarships, sales taxes, elections, recall of public officials, amending of the state constitution). In small groups, students examine and debate these instances and determine which of these methods have been most effective in Louisiana history, preparing to compare their discussion findings with those of the other groups.

After completing this activity have students refer back to their *vocabulary self-awareness* chart to determine if their understanding of the vocabulary has changed.

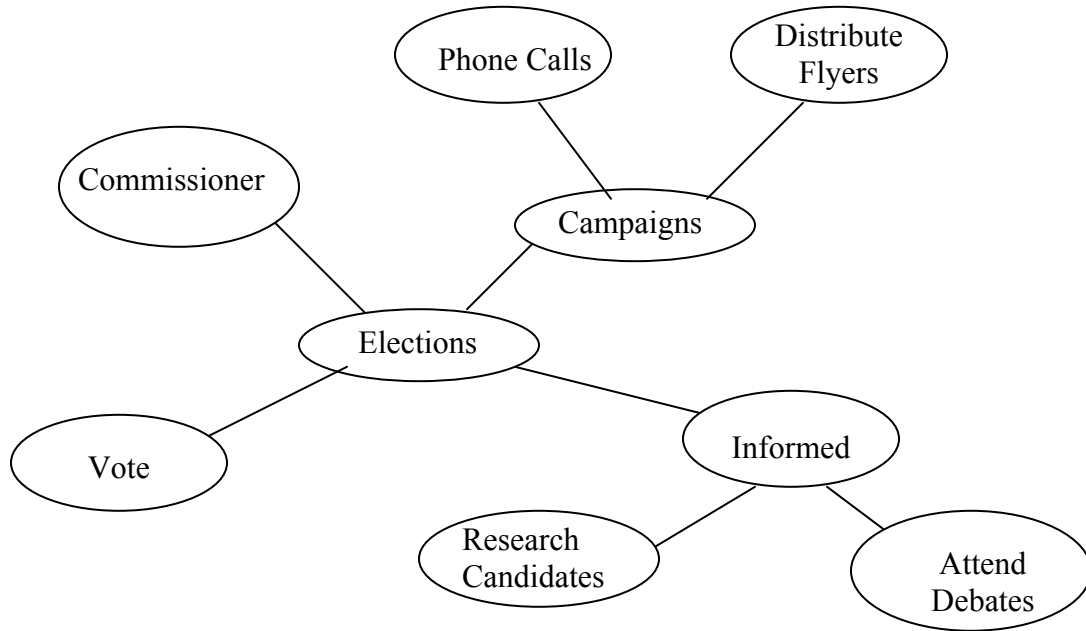
### **Activity 11: The Political Process (GLE: 36)**

Materials List: social studies *learning log*, PBS lessons on elections on the Internet

Have students *brainstorm* ([view literacy strategy descriptions](#)) ways citizens can participate in government as part of their civic responsibility. Create a chart with ideas generated by students. Have students describe how political parties, campaigns, and elections provide opportunities for citizens to participate in government. Have students relate specific aspects of civic participation (e.g., campaign volunteers, party membership, poll watchers, etc.) to civic responsibility and the democratic process in a

class discussion. In their social studies *learning log* ([view literacy strategy descriptions](#)) have students create a situation in which they can participate in the election process. Encourage them to use the terminology that was generated in the brainstorm activity and the class discussion.

Sample Brainstorm Web:



The following website from PBS has lesson plans that are organized by grade level and topic. A variety of civics topics are covered through the large list of lesson plans.

<http://www.pbs.org/elections/kids/educators.html>

### Activity 12: U.S. Census and the Political Process (GLE: 34)

Materials List: Internet (optional) or printed website materials

Have students first identify the section in the U.S. Constitution that orders enumeration and the section that mandates how the numbers of U.S. Representatives are set for the country and for the state (U.S. Constitution, Article 1, Section 2, Clause 3,

<http://www.house.gov/house/Constitution/Constitution.html>).

Then, ask students to determine their congressional district, the U.S. Representative for their district, and how many U.S. Representatives Louisiana has. Have students use CongressLink's Glossary ([http://www.congresslink.org/print\\_teaching\\_glossary.htm](http://www.congresslink.org/print_teaching_glossary.htm)), the U.S. Constitution ([http://www.law.cornell.edu/constitution/constitution\\_overview.html](http://www.law.cornell.edu/constitution/constitution_overview.html)), and related websites to list this information and to list the five statistical areas the census measures. Have students examine tables and maps to find and compare the information for their city and three other cities in different parts of Louisiana.

Have students summarize the congressional reapportionment process. Have them use the U.S. Census website to research demographic statistics for four cities. Then, have them create four graphs and charts to show the information they found. They should be prepared to explain orally the reapportionment process and to discuss how census information could be used by the following groups: businesses, families, schools, students, minority groups, state and local governments, and members of Congress.

Have students create a chart to facilitate this discussion and show how the U.S. Census is important to different groups of people and how the groups might be able to use the information to their benefit.

Apportionment population and the number of representatives by state, Census 2000:  
<http://www.census.gov/population/cen2000/tab01.pdf>

United States congressional apportionment:  
[http://en.wikipedia.org/wiki/United\\_States\\_Congressional\\_apportionment](http://en.wikipedia.org/wiki/United_States_Congressional_apportionment)

Office of the Clerk, U. S. House of Representatives:  
<http://clerk.house.gov/>

U. S. Census: Congressional Apportionment--Historical Perspective:  
<http://www.census.gov/population/www/censusdata/apportionment/history.html>

The Senate and the United States Constitution:  
[http://156.33.195.33/artandhistory/history/common/briefing/Constitution\\_Senate.htm](http://156.33.195.33/artandhistory/history/common/briefing/Constitution_Senate.htm)

### **Activity 13: Electoral College (GLEs: 34, 35)**

Materials List: Election 2000 BLM, U.S. political map, Electoral Vote BLM

Prior to teaching the content on the Electoral College, do an *SQPL* ([view literacy strategy descriptions](#)). Before exploring the topic of the Electoral College, state the following: *The Electoral College is no longer necessary*. Have students turn to a partner and think of one good question they have about the statement. Gather students together and share questions; then, write their questions on the board. After students have presented their questions, contribute other questions to the list. Students should search for the answers to the questions as they read and learn about the Electoral College. Periodically pause during the lesson and ask students to determine which *SQPL* questions have been answered. At the conclusion of the lesson, have students share their answers.

Provide students with a variety of sources concerning the United States Electoral College and the 2000 presidential election. Have students create a chart that displays the Electoral College and popular vote for Bush and Gore in the 2000 election (See Election 2000 BLM).

Ask students to write a brief paragraph explaining (a) how Gore won the popular vote, but did not become president, and (b) what role Louisiana played in the election. Then have students engage in a debate over whether to keep, change, or end the Electoral College.

Provide a U. S. political map with an outline of the states (see: [http://en.wikipedia.org/wiki/United\\_States\\_Congressional\\_apportionment](http://en.wikipedia.org/wiki/United_States_Congressional_apportionment)), as well as a list of the states (alphabetically arranged) with columns indicating the population (Census 2000) and the revised number of electoral votes assigned to states for the 2004 and 2008 presidential elections. Students (individual or small group) may research Internet sites for data. Have students place the total number of electoral votes within (or line drawn to) the states on the map (See the sample below of the Electoral Vote BLM).

<b>State</b>	<b>Population (2000 Census)</b>	<b># of Congressional Seats</b>	<b># of Electoral Votes</b>
<b>Louisiana</b>	4,482,646	7 House, 2 Senate	9
<b>Texas</b>	21,779,893	32 House, 2 Senate	34

Have students deduce how the number of electoral votes each state possesses is derived, the importance of the Census, and why presidential campaigns tend to focus on some states more than others.

In an election year, post a wall map or electronic representation prior to the election and as a post-election evaluation (blue and red states).

Follow-up by having the students explain the Electoral College vote and offer an opinion as to whether or not the system is still applicable versus a counting of the popular vote (offer a mini-lesson on the purpose of the Electoral College).

Create a T-chart listing reasons for or against keeping the existing Electoral College to aid in the discussion.

Teacher Note: The 2000 election's electoral votes assigned to the states were based on the 1990 census. The 2004 Presidential election was based on the 2000 census. Because of population gains, Florida had 25 electoral votes in the 2000 Presidential election, but had 27 in the 2004 election. Texas had 32 votes in 2000 and 34 in 2004. Mississippi had 7 in 2000, but only 6 in 2004 because of a very small increase in its population. Louisiana had 9 electoral votes in 2000 and also in 2004. However, since the exodus of so many people from LA due to the 2005 hurricanes, if the state does not have a major increase in its population by 2010, LA could possibly lose an elector (due to its possible loss of a U. S. Representative). The District of Columbia is a special case. It has no U. S. Representatives (has one non-voting delegate in the House) or U. S. Senators, but 3 electoral votes (U. S. Constitutional Amendment 23, ratified in 1961).

Resources:

U.S. Electoral College – frequently asked questions, 2004 presidential election, how electors vote, teaching resources, Electoral College calculator, historical election results, voting resources:

[http://www.archives.gov/federal\\_register/electoral\\_college/electoral\\_college.html](http://www.archives.gov/federal_register/electoral_college/electoral_college.html)

A History of the Electoral College:

<http://www.fec.gov/pdf/eleccoll.pdf>

What is the Electoral College? Origin, pros and cons, number of votes per state:

<http://www.votescount.com/books/elecoll.htm>

**Activity 14: Individual Rights in the Louisiana Constitution (GLEs: 19, 39)**

Have students research the individual rights guaranteed in the Louisiana Constitution and then create a Louisiana Bill of Rights outlining these individual rights.

Louisiana Constitution of 1974: <http://senate.legis.state.la.us/Documents/Constitution/>

Have students compare the rights specified in the U.S. Bill of Rights and Louisiana’s Bill of Rights (see chart below). Have students discuss the possible origin of the state’s Bill of Rights and its significance as it relates to them.

Identified Rights	
U.S. Bill of Rights	Louisiana Bill of Rights

**Activity 15: Citizen Influence on Government (GLE: 40)**

This activity is based in part on ideas from:

<http://www.goodcharacter.com/ISOC/Citizenship.html>.

As a class, discuss ways citizens can monitor what is happening in government/politics. Using the Internet and newspapers, have students research articles about local/state/national government activities. Have students share these articles in a class discussion on monitoring of government/politics and explain how citizens can organize, monitor, or influence government and politics.

Divide students into groups to prepare presentations on the following topics:

- Write a letter to the editor of your newspaper about a problem in the community that needs to be addressed—low voter registration and turnout. Lay out a plan for rectifying the problem that addresses the necessity of being

informed, recognizing propaganda, and knowing the voting issues. Have the group present the plan to the staff (e.g., class).

- Have students write a speech describing the essential balance of rights and responsibilities in democracy. They should try to convince fellow classmates that in a democracy the preservation of our rights depends on our exercise of responsibility. The speech should address ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels.
- Have students write an owner's manual for citizenship, developing a list of do's and don'ts for good citizenship. Have them make oral reports to the class addressing the following questions:
  - What happens when people live in accordance with these guidelines?
  - What happens when they do not?
  - In what ways does apathy or failure to act as good citizens affect our community and society?
  - How can young people demonstrate civic responsibility?

**Website Resource:**

*The Responsibilities of Citizenship*, available online at:

[http://odur.let.rug.nl/~usa/GOV/ch7\\_p2.htm](http://odur.let.rug.nl/~usa/GOV/ch7_p2.htm). This website can be used by students to gain a greater understanding of the responsibilities of citizenship.

**Activity 16: Taxes and User Fees (GLEs: 28, 30, 56)**

Materials List: Vocabulary Self-Awareness BLM, Internet, *Inspiration*® software (optional), chart or poster paper

Define *taxes* and *user fees* in the *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Using *Inspiration*® software or another graphic organizer, have students *brainstorm* ([view literacy strategy descriptions](#)) different types of taxes and various user fees. Assign students a tax or user fee to research. They should identify the source of each and evaluate why the tax or user fee is necessary. Students will post their findings on a wall chart. After all taxes and user fees have been placed on the chart, an oral debate on the necessity of collecting this tax should be conducted.

Provide students with the following timeline regarding the severance tax, then define the term *severance tax* (fee for extracting, harvesting, or mining natural resources) in the *vocabulary self-awareness* chart:

- passage of the severance tax under Governor John Parker (1920-1924)
- effort to raise severance tax under Governor Huey Long (1928- 1932)
- severance tax on oil raised from 30% to 50% during the administration of Edwin Edwards (1972-76).

Have the students determine the benefits (e.g., revenue) and consequences (e.g., discourage drilling) that the severance tax may have on the Louisiana economy. Students

should identify which groups/parties would favor this tax (e.g., middle class citizens) and those who would be opposed (e.g., oil companies). The ideas could be displayed via *Inspiration*® or through students’ role playing as lobbyists opposed to the tax and legislators in favor of the tax.

**Resource:**

Louisiana Department of Revenue, <http://www.rev.state.la.us/>

**Activity 17: The Kingfish (GLEs: 36, 41, 67, 68)**

Materials List: political cartoons about Huey Long

Begin this activity with the *questioning the author (QtA)* strategy ([view literacy strategy descriptions](#)). This strategy is meant to help students learn to ask and answer meaningful questions about the material they read in order to improve understanding and develop independent reading and thinking skills. Put on chart paper the types of questions that students can be expected to ask (see chart below) as they read the lyrics of Huey Long’s song, *Every Man a King*. Encourage the students to have dialogue about the song. Lead them to develop questions about Huey Long’s meaning behind the words. Invite students to add questions to the chart.

Goal	Query
Initiate discussion	What is Huey Long trying to say? What is his message? How does he propose that his plan will work?
Focus on the message	What is the purpose of this song? What is he trying to relay to the people of Louisiana and the United States?
Propaganda	Is this a form of propaganda? What is this politician trying to gain? Why does he use such words as castles and king? What does he mean by “every neighbor a friend”?

Note: Huey Long is a key figure in Louisiana History that may be a subject on the LEAP. It is recommended that he be introduced in a mini-lesson in the context of propaganda.

Have students identify key political promises made by Senator Huey Long (D-Louisiana). Introduce the term “propaganda.” Ask the students whether or not this would qualify as propaganda and why or why not?

“Why weep or slumber America  
Land of brave and true  
There’s castles, and clothing and food for all  
All belongs to you  
Ev’ry man a king, ev’ry man a king  
For you can be a millionaire  
But there’s something belonging to others  
There’s enough for all people to share  
When its sunny June and December too  
Or in the winter time or spring  
There will be peace without end  
Every neighbor a friend  
with ev’ry man a king.”

by Huey Long

If possible, have students view a political cartoon about Huey Long or an appropriate related theme (e.g., FDR, Flood of 1927, Louisiana Hayride). Emphasis should be placed on the purpose of propaganda (i.e., to influence) and the types of propaganda (e.g., bandwagon, plain folks, glittering generality).

Provide a mini-lesson on Huey Long’s contributions as Louisiana’s governor and his Share Our Wealth program with emphasis on the Kingfish’s “politikin” techniques. Have students created a political poster, brief speech, or campaign song that would illustrate a propaganda technique.

Have students identify current political campaigns through commercials, newspaper advertisements and billboards. What are the current issues in these campaigns? Can the students identify propaganda in these campaigns? Keep a wall chart available throughout the election year for students to add this information as it is identified. Have periodic discussions on what students have discovered in their campaign quest. In their social studies *learning log* ([view literacy strategy descriptions](#)) have students write their thoughts about the campaign process. Have them identify a favorite candidate, the campaign tactic that drew them to that candidate and the current political issues. Include their thoughts on being an informed political citizen.

**Teacher Resources:**

- See <http://www.cagle.com> for political cartoons (recommended for teachers only). The Internet has multiple sites with lesson plans. NOTE: Caution should be taken (bookmark, directed web search) if students are assigned to search the Internet for propaganda.

- Video clips from *Louisiana Boys Raised On Politics* – LPB, Great American Speeches – The History Channel.

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

### General Assessments

- Journal writing on selected topics: patriotism, due process of law, how a bill becomes a law, principles of the constitution, Electoral College, U.S. Census and reapportionment of districts, citizen involvement in government.
- Compare and contrast using a graphic organizer: systems of government (Democracy, Monarchy, Oligarchy, Totalitarian/Authoritarian/Dictatorship), the relevance and relationships between historical (core) documents (e.g., federal and state constitutions/amendments).
- Create charts for the following concepts: identifying government leaders and representatives at local, state, and national level (include roles and responsibilities, qualifications, terms of office); identifying various taxes and their purposes; and major components of the U.S. political system (elections, political parties, campaigns, democratic processes, role of citizens).

### Activity-Specific Assessments

- Activity 2: Have students create a Venn diagram illustrating powers granted to the national government, powers granted to the state government and powers shared by both.
- Activity 3: Have students create a Venn diagram comparing the Louisiana branches of government with the federal branches of government (See Branches of Government Venn BLM).

- Activity 4: Have students assume the role of someone running for an office and create a campaign speech outlining a platform that will enhance their chances of being elected to the position.
- Activity 8: Using the RAP method for completing a constructed response, have students respond to the following question: How would the lives of American citizens change if no one paid taxes?
  - R—*Restate* the question in the form of a direct answer.
  - A—*Add* supporting details to justify the answer.
  - P—*Provide* a concluding sentence.

**Grade 8**  
**Louisiana History**  
**Unit 4: Early Peoples of Louisiana and a Meeting of Different Worlds**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit focuses on the historical eras beginning with Louisiana’s first inhabitants and extending through the Louisiana Purchase. Exploration of the arrival of the Europeans and their struggle to gain control of North America and the Mississippi River is included.

**Student Understandings**

Students recognize the influences of cultural diffusion as evidence of the contributions the Native Americans, the French, and the Spanish had on Louisiana’s history. This early history of Louisiana is reflected in its language, customs, and government today. Students analyze the cause and effect of European exploration and colonization on Louisiana’s history, economy, government, and geography. Students identify and describe the impacts of various ethnic groups who migrated to Louisiana during the colonial period. Students understand the significance of important events and key people during this period and their impact on Louisiana today.

**Guiding Questions**

1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
2. Can students explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana?
3. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
4. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?
5. Can students analyze the benefits and challenges of Louisiana’s physical environments on its inhabitants?
6. Can students construct a timeline of key events in Louisiana history?
7. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?

8. Can students compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts?
9. Can students analyze how a given historical figure influenced or changed the course of Louisiana’s history?
10. Can students analyze given source material to identify opinion, propaganda, or bias?
11. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
12. Can students describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana?
13. Can students describe leaders who were influential in Louisiana’s development?
14. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
15. Can students describe the causes and effects of various migrations into Louisiana?
16. Can students describe the contributions of ethnic groups significant in Louisiana history?
17. Can students describe major conflicts in the context of Louisiana history?
18. Can students describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, and economic development?

**Unit 4 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Places and Regions</b>	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
<b>Physical and Human Systems</b>	
11.	Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12.	Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
<b>Environment and Society</b>	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain

GLE #	GLE Text and Benchmarks
	plants) (G-1D-M2)
<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
<b>Louisiana History</b>	
71.	Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72.	Describe leaders who were influential in Louisiana's development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana's history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

### Sample Activities

#### Activity 1: Ancient Economics (GLEs: 13, 51, 78)

Materials List: printed copies of passage from *Poverty Point*® by Jon Gipson, Poverty Point Trade BLM, Poverty Point: An Economic Legacy BLM

Introduce students to facts and descriptions of Poverty Point and its culture dating back to 3,000 years ago. One of the historical traits of this ancient culture was the large trade network potential which ranged from present-day North Louisiana to different regions

that included the Great Lakes and Appalachian Mountains. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students read excerpts from Jon L. Gipson’s *Poverty Point: A Terminal Archaic Culture of the Lower Mississippi Valley* (See Poverty Point Trade BLM and sample below).

<b>Poverty Point Trade</b>	
<b>Split-Page Notetaking</b>	
<b>Questions</b>	<b>Details</b>
<p>1. <i>Long Distance Trading – How were these early people able to trade with people from far away?</i></p> <p>2. <i>Exchange of Goods – What types of goods were exchanged in trading at Poverty Point?</i></p> <p>3. <i>Specialization at Poverty Point – What was a specialized skill from the Poverty Point era?</i></p> <p>4. <i>Economic Legacy – What allowed the people of Poverty Point to thrive economically?</i></p>	

Instructions (*small group or individual settings*):

1. **Pre-Reading:** Prior to reading the passage, have students develop a question for each of the four sub-headings. This procedure serves as an anticipatory guide.
2. **Active Reading:** As students read the passage, have them identify and write details that would address their questions (anticipatory set).
3. **Post-Reading:** Based on the questions and answers developed, have students write a summary consisting of approximately twelve (12) words using a minimum of one to two economic terms (*e.g., supply / demand, scarcity, choice/tradeoffs, cost/benefits, specialization, opportunity cost, import / export, consumers / producers*). This summary can be written in the students’ social studies *learning logs* ([view literacy strategy descriptions](#)).
4. **Reflection:** In an oral discussion, have the students draw conclusions about the economic, geographical and historical significance of the trade network associated with Poverty Point.

**Note:** The passage can be extended to increase participation and coverage on the topic by assigning additional selected sections to small groups. Additional content on Poverty Point may be obtained via <http://www.crt.state.la.us/archaeology/POVERPOI/trade.htm>. The following text is based on Gipson, Jon L., (1999) *Poverty Point, Anthropological Study Series*, Department of Culture, Recreation and Tourism – Louisiana Archaeological

Survey and Antiquities Commission. Electronic version available at <http://www.crt.state.la.us/archaeology/POVERPOI/culture.htm>.  
(See Poverty Point: An Economic Legacy BLM.)

### Poverty Point: An Economic Legacy

#### Long Distance Trade

Artifacts indicate that a vast network of trade existed over 3,000 years ago in association with the Poverty Point Culture. The Poverty Point civilization once existed near the present-day community of Epps, Louisiana in East Carroll Parish. The relics and remains of this ancient community provide evidence that items were traded between the Northeast Louisiana civilization and other groups ranging in distances of up to 1,400 miles. Artifacts including foreign materials such as flint, copper, soapstone, gemstones, ironstone, and crystal quartz have been found at the East Carroll site. The origins of these materials can be traced to regional locations in the Upper Ouachita, Ozarks, Appalachians, and Great Lakes (See Figure 1).

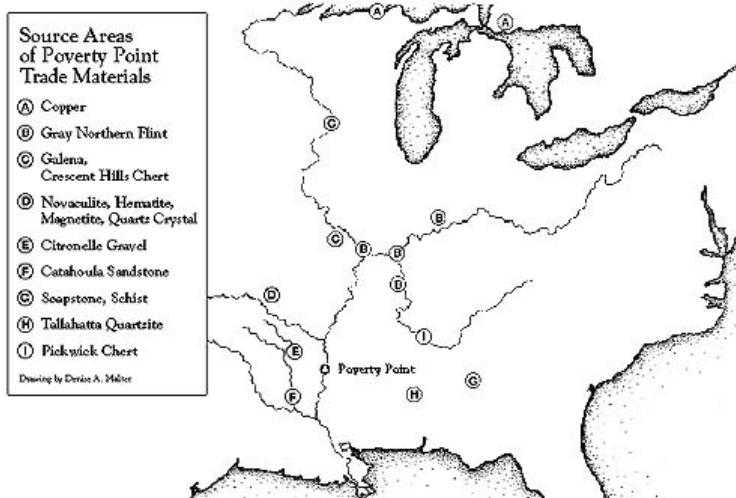
Figure 1

<i>Artifacts found</i>	<i>Uses by Poverty Point People</i>	<i>Place of Origin</i>
Copper	Assorted tools	Great Lakes region
Flint	Spearheads / hoes	Ohio River valley
Soapstone	Pots /Bowls	Appalachian Mountains
Gemstones	Jewelry	Ozark, Ouachita Mountains

#### Exchange of Goods

The high concentration of artifacts consisting of foreign rocks provides evidence that an active trade network existed between the inhabitants of Poverty Point and distant communities. The foreign objects, including flint and copper, provided the Poverty Point inhabitants with materials of better quality for use as tools, while other ornate rocks served aesthetic and decorative functions. According to Jon L. Gipson, author of *Poverty Point*, the foreign rocks were “highly desired and the large quantities that were circulated show that demand was high and supply and exchange systems efficient” (p. 23). The simple economic principles of supply and demand in combination with scarcity of select materials encouraged the long distance trading between the various ancient communities (See Figure 2).

Figure 2



### Sources of Poverty Point Trade Materials

Drawing by Denise A. Malter, Courtesy of Louisiana Division of Archaeology  
Graphic retrieved from Louisiana Archaeology Poverty Point Trade and Symbolic Objects: <http://www.crt.state.la.us/archaeology/POVERPOI/trade.htm>

### Specialization at Poverty Point

Artifacts indicate ornamental jewelry was valued by the inhabitants of Poverty Point. It is believed these relics had aesthetic and symbolic significance. Specific objects are believed to have been crafted at Poverty Point and have been found at archaeological sites throughout the probable trade network. One relic believed to originate from the skilled craftsmen of Poverty Point was the Fat-Bellied Jasper Owl Pendants. According to Jon Gipson, this symbolic ornament was circulated across the Gulf Coast from western Louisiana to central Florida. Additional artifacts such as pendants in geometric shapes resembling animals, especially birds, were crafted at Poverty Point and circulated throughout the trading network (See Figure 3).

Figure 3



### Stone Ornaments: Pendants, Beads, Effigies, Fat-Bellied Owls

Graphic Courtesy of Louisiana Division of Archaeology  
Graphic retrieved from Louisiana Archaeology Poverty Point Trade and Symbolic  
Objects: <http://www.crt.state.la.us/archaeology/POVERPOI/trade.htm>

### **Economic Legacy**

According to Gipson, “Because Poverty Point culture is defined in terms of stone tools and trade rocks, it really represents a technological and economic pattern more than a social and political one” (p. 3). One can conclude that the geographic bond of these distant trading partners was the Mississippi River and its vast system of connected waterways. The Poverty Point site was accessible and possibly was a major crossroads for traders. This assumption may be supported by the archaeological findings indicating that the largest collection of foreign rock artifacts are found at the Poverty Point site, then at other sites of participating trade partners. Once again, history indicates that exploration and exchange between various and different groups of people were motivated by economic needs and wants.

### **Resources on Poverty Point**

Poverty Point Expedition and Poverty Point Anthropological Series # 7 from the Division of Archaeological Studies Louisiana Department of Culture, Recreation, and Tourism  
Poverty Point State Historic Site:

<http://www.lastateparks.com/>

Poverty Point Earthworks: Evolutionary Milestones of the Americas:

[http://www.lpb.org/programs/povertypoint/pp\\_transcript.html](http://www.lpb.org/programs/povertypoint/pp_transcript.html)

### **Activity 2: Louisiana’s Native Americans (GLEs: 11, 12, 70, 78)**

Materials List: Process Guide BLM, teacher-created map of Louisiana, Internet

Divide students into groups to conduct historical research using a variety of sources on Louisiana’s Native Americans during the historical period to 1800. The website <http://www.louisiana101.com/hotlinks.html> includes links to Internet resources on tribes in Louisiana (e.g., Natchez, Tunica, Houma, Chitimacha, Caddo, Coushatta, Choctaw, Atakapa) and is a good starting place for research.

After completing the research, have students complete the following *process guide* ([view literacy strategy descriptions](#)) concerning Louisiana’s Native Americans (See the Process Guide BLM).

Have each group present its findings using appropriate student-made visuals (e.g., maps, pictures or drawings of artifacts, *PowerPoint*<sup>®</sup>). Have the groups also comment on the types of sources they used and tell which were most valuable in their research. The teacher should create a state map and allow students to create a symbol (with tribe name) to represent a unique quality of the tribe (e.g., Caddo: rider on horseback, Natchez: flatheads or “Great Sun,” Atakapa: warrior). Students could expand on the relationships

they perceive would have existed between the tribes considering their geographic proximities and characteristics.

**Activity 3: Timeline (GLEs: 62, 63, 71, 76)**

Divide students into groups to create a tri-level timeline covering the period 1500-1800. The top level will focus on Louisiana history, the middle level will correlate with colonial/U.S. history, and the bottom level will correlate with significant items in world history. For the Louisiana section, have students include early French and Spanish explorers (e.g., Desoto, LaSalle, Iberville), colonial governors (e.g., Bienville, Cadillac, Ulloa, O'Reilly, de Galvez, Miro), treaties (e.g., Fontainebleau, San Ildefonso), and important dates in the colonial government. Have students annotate these entries to indicate their significance in Louisiana history.

Have students design maps with keys/legends depicting the routes of the early French and Spanish explorers. Have them explain why they think the explorers took the routes they did.

Have students describe possible cause/effect or push/pull factors between events in similar time periods among the timelines (world, U.S., Louisiana) (e.g., French and Indian War ending in 1763 and the arrival of the first Acadians in the 1760's; Haitian uprising led by Toussaint L'Ouverture and Napoleon selling Louisiana to the United States).

**Activity 4: Settlement of Louisiana (GLEs: 11, 74, 75)**

Materials List: map of Louisiana, colored stickers, Ethnic Settlement of Louisiana BLM, Internet

Use a chart to plot place of origin/place of settlement of different groups who settled in Louisiana. Using a large Louisiana map and colored stickers, have students plot the areas of settlement for the various groups. In their social studies *learning log* ([view literacy strategy descriptions](#)) have students write annotations to explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians, Africans, French, Spanish, Anglos) settled in specific areas of Louisiana and what the causes and effects (push/pull factors) were of those migrations. Have students use a map to chart the various routes the immigrants traveled before arriving in Louisiana (e.g., Africans through the West Indies, Acadians via the eastern seaboard, West Indies, and Europe). Have students also consider the contributions of each ethnic group to Louisiana history. Provide a basic *graphic organizer* ([view literacy strategy descriptions](#)) that allows students to denote their findings (See the Ethnic Settlement of Louisiana BLM). In addition, have students attempt to identify the legacies of these ethnic groups as evidence of cultural diffusion. The activity could be expanded (or reinforced in a future unit) by

having students research or compare similar questions about twentieth century immigrants (e.g., Southeast Asians, Eastern Europeans, Cubans).

**Activity 5: Louisiana’s Environment (GLEs: 14, 15)**

Materials List: Pros and Cons of Louisiana’s Environment BLM, maps of Louisiana

Provide students with a physical map of Louisiana as well as a topographical map: <http://geology.com/state-map/louisiana.shtml>. From these maps, have students compile a *graphic organizer* ([view literacy strategy descriptions](#)) listing pros and cons (benefits and challenges) of the Louisiana physical environment on its inhabitants and then write a postcard to an imagined recipient in France, Spain, or Germany noting where they have chosen to settle and why (See Pros and Cons of Louisiana’s Environment BLM).

As a class, *brainstorm* ([view literacy strategy descriptions](#)) a list of environmental modifications the settlers would attempt to make on Louisiana landforms, natural resources, and plant and animal life. From that list, divide students into information exploration teams to find out more about these and other modifications. Have students write a companion piece to the preceding postcard, but this time they will analyze, evaluate, and predict future consequences of these modifications in a letter to future Louisiana inhabitants.

In addition to the aforementioned activity, the teacher should note contemporary environmental modifications (e.g., levees [river systems], spillways [Bonnet Carre, Atchafalaya], dams [Toledo Bend, Vidalia], weirs [wetlands], and reforestation). Students will be asked to consider their pros and cons and whether these modifications should be eradicated. Students should predict economic and geographic consequences that could occur with the eradication of these environmental modifications.

**Activity 6: Influential Figures (GLEs: 65, 66, 72, 73)**

Create a wall of early influential figures. Have students work in pairs and select from the following list a figure for which they will create a trading card. The trading card will include a picture and the contributions of that figure. Each trading card will, on one side, analyze how this person influenced or changed the course of Louisiana’s history. On the other side, students will write as if they are that person, or are quoting that person, in reference to the causes, effects, or impact of a historical event that occurred in Louisiana during that person’s lifetime. Have each pair of students present their trading cards to the class.

- Robert Cavelier, Sieur de La Salle
- Henri de Tonti
- Pierre le Moyne, Sieur d’Iberville
- Jean Baptiste le Moyne, Sieur de Bienville
- Antoine Crozat

- Louis Juchereau de St. Denis
- Antoine de Lamothe, Sieur de Cadillac
- John Law
- Jean-Jacques-Blaise d'Abbadie
- Antonio de Ulloa
- Charles Philippe Aubry
- Alejandro O'Reilly
- Luis de Unzaga Amezaga
- Bernardo de Galvez
- Esteban Rodriguez Miro
- Francois-Louis Hector, Baron de Carondelet et Noyelles
- Don Andre Almonester y Roxas
- Etienne de Bore

**Activity 7: Extra, Extra, Read All About It! (GLEs: 73, 77)**

Materials List: Spanish Colonial Era/French and Indian War BLM

Have students work as a newsroom staff to construct a newspaper based on the Spanish colonial era and the French and Indian War with appropriate detailing and illustrations to support their text. Assign students to the following:

- Write a newspaper article on one of the following topics: John Law and the Mississippi Bubble, Louisiana becoming a Spanish Colony, the Treaty of Paris, the Treaty of Fontainebleau, the Acadians as new colonists, the Rebellion of 1768, Alejandro O'Reilly's arrival, Spanish aid to the Americans, Galvez, the French and Indian War.
- Write an editorial for each of the following:
  - as a settler attracted to Louisiana by John Law's propaganda;
  - as an Acadian, newly settled in the territory, your reasons and challenges in locating here;
  - as a French official, representing the king, who refuses help to the French of Louisiana;
  - as a Creole French colonist, an argument for rebellion against Ulloa;
  - as a Spanish official, an argument that the colonists' rebellion against the Spanish would be treason.

When complete, have students create multiple copies to evaluate, self-edit, and perhaps distribute to other classes/students.

To review the concepts presented in this lesson, have students complete a *split-page notetaking* ([view literacy strategy descriptions](#)) activity with information they obtained from the class newspaper (See the Spanish Colonial Era/French and Indian War BLM).

Spanish Colonial Era/French and Indian War	
Split-Page Notetaking	
John Law	
Mississippi Bubble	
Louisiana as a Spanish Colony	

Have students pair up to share information gathered in the *split-page notetaking* activity. Remember to remind students to take advantage of the way the notes are organized when they study. By covering one column students can use the information in the other column to recall the covered information.

### Activity 8: Memoir Writing (GLEs: 6, 15)

Materials List: maps of Louisiana, Spain, and France

Provide students with maps of Louisiana, Spain, and France for this activity. See the following websites for these maps:

Louisiana State Map Collection <http://geology.com/state-map/louisiana.shtml>

Map of Spain <http://www.map-of-spain.co.uk/>

Map of France <http://www.map-of-france.co.uk/>

Allow students to write a one- to three- paragraph “memoir” from each of the following perspectives:

- Have students write as if they were Carondelet. Why did he seek support among the Indian tribes and improve safety of New Orleans? What locations and physical features affected historical events and settlement for the French? What were the benefits and challenges of the Louisiana environments as compared to those of France?
- Have students write as if they were O’Reilly looking back at his mission to remove (resist) French power and French law from this now-Spanish colony. What did he do, and why did he do it? What locations and physical features affected historical events and settlement for the Spanish? What were the benefits and challenges of the Louisiana environment as compared to those of Spain?
- Have students compare similarities and differences in the perspectives of Carondelet and O’Reilly. Then, have them list and discuss how each figure represented a pro-French or pro-Spanish bias. Have students discuss the differences between opinions, propaganda, and bias, and discuss how each might have affected the actions of these two figures. An additional pair of figures to use in a compare-and-contrast format are Bienville and Miro. Major issues could include relations with the Native Americans, slavery, recruiting settlers, conducting foreign relations, and handling disasters and adversity.

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.

### General Assessments

- Using a map of Louisiana, plot the settlement of ethnic groups in Louisiana and include a chart of their contributions and legacies (cultural diffusion).
- Role-play interactions between various groups and individuals during this era. Historical figures should include: Iberville, Bienville, St. Denis, and Native Americans.
- Create a timeline of colonial governors (include major contributions).
- Create a graphic organizer showing cause and effect of transferring Louisiana from one power to another.
- Using a map of Louisiana, have students plot the routes of early explorers (LaSalle, Iberville, De Soto) and include the significance of their contributions.

### Activity-Specific Assessments

- Activity 1: Using the information gathered during the *split-page notetaking* activity concerning Poverty Point, have students write an essay utilizing economic vocabulary in connection with the Poverty Point culture. Discuss a scoring rubric with students and specific requirements of the essay (See the Sample Rubric for Grading Essay BLM).
- Activity 2: Have the students choose one of Louisiana's Native American tribes and write a paragraph analyzing why the tribe chose a particular area to settle in Louisiana.
- Activity 3: Have students choose a time period from the timeline created in Activity 3 and write a news article describing events that were occurring in Louisiana, the United States, and the world during that time period.

**Grade 8**  
**Louisiana History**  
**Unit 5: The Acadian Odyssey**

**Time Frame:** Approximately one week



**Unit Description**

This unit focuses on the Acadians as an example of a people with a distinct history and culture who have made an indelible impression on Louisiana that is still evident.

The plight of the Acadians and the remnants of their unique culture have attracted attention from historians, preservationists, and tourists. The effort to preserve their unique language and customs has brought international attention to Louisiana. The influence of the Acadians on Louisiana's culture as well as the desire to preserve their unique ethnicity is a part of Louisiana's diversity and an identifiable influence on the state's tourism trade.

**Student Understandings**

Students understand the push/pull factors related to the migration of the Acadians to Louisiana. Students describe the basic history of the Acadians as it relates to Louisiana. Students analyze the unique cultural offerings of the Acadians as evident in literature, preservation efforts, and influences on Louisiana.

**Guiding Questions**

1. Can students construct a map of the Acadian odyssey based on given narrative information?
2. Can students explain ways in which cultures have affected perceptions and uses of places or regions in Louisiana?
3. Can students explain why the Acadians settled and formed societies in specific areas of Louisiana?
4. Can students analyze the causes, effects, or impact of the Acadian migration to Louisiana?
5. Can students describe the causes and effects of various migrations into Louisiana?
6. Can students describe the contributions of ethnic groups (e.g., the Acadians) significant in Louisiana history?
7. Can students explain cultural elements that have shaped Louisiana's heritage?

**Unit 5 Grade-Level Expectations (GLEs):**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
3.	Construct a map based on given narrative information (G-1A-M2)
<b>Physical and Human Systems</b>	
11.	Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
<b>History</b>	
<b>Historical Thinking Skills</b>	
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
<b>Louisiana History</b>	
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
81.	Explain cultural elements that have shaped Louisiana’s heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

**Sample Activities**

**Activity 1: The Acadian Odyssey (GLEs: 3)**

Materials List: outline map that includes Nova Scotia, eastern seaboard of the United States, western coast of Europe, basic Caribbean Islands, and northern Gulf Coast including Louisiana; colored pencils; basic outline map of Louisiana

Provide students with an unlabeled map including the outlines of Nova Scotia, the eastern seaboard of the United States, western coast of Europe, basic Caribbean Islands, and northern Gulf Coast (including Louisiana). Read a narrative illustrating the various destinations and incidents experienced by the various groups of Acadians expelled by the British. Have students draw and label (brief description or fact) the basic routes taken by the Acadians. Create visual effects by coloring each phase of the migration in different colors

Basic narration may include (note that dates are for approximate reference and are not inclusive):

Phase 1: French settlers left the Vendee Region of France to settle in Acadie (Nova Scotia) – 1604. The Grand Derangement or expulsion of the Acadians occurred in 1755).

Phase 2: Beginning in 1755, Acadian families were separated and shipped to various destinations including seven British American colonies (Connecticut, New York, Pennsylvania, Maryland, Massachusetts, South Carolina, Georgia), the French Caribbean (Antilles, Martinique, St. Domingue), Canadian territories (Quebec, New Brunswick, Prince Edward Island, Nova Scotia), England, and France (also, the Falkland Islands and French Guiana).

Phase 3: The first Acadian refugees arrived in New Orleans from New York – 1764. The next small group of Acadians arrived from the West Indies and Maryland – 1765. Acadians began arriving in Louisiana in larger numbers from the British American colonies (i.e., Maryland and Pennsylvania) the Antilles (Caribbean), and Nova Scotia – 1763-1767. Acadians arrived in Louisiana from France – 1785-90.

Phase 4: (requires a basic outline map of Louisiana). Have students locate the initial settlements of the Acadians in Louisiana. Note that the Spanish Louisiana government provided provisions and land grants for settlement in specific areas of the state. After plotting the specified locations, ask students why the Spanish officials would have placed the Acadian settlers in these locations (e.g., occupy wilderness and territorial perimeters by developing the land, serving as a military buffer, and validate unsettled territorial claims with settlers).

Acadian settlement locations should include St. John and St. James Parishes, the Attakapas region (St. Martin Parish), St. Gabriel, Vidalia (abandoned), Natchitoches (settlers relocated to Opelousas), and the Bayou Lafourche area.

In conclusion, have the students draw a triangle on their maps using Cameron (south of Lake Charles), Bayou Lafourche, and south of Alexandria as the three reference points. Inform the students that this area of the map represents the area of Louisiana with the largest concentration of Acadian settlements and their living descendents. The area is often referred to as the Acadian Triangle.

### **Website References**

- Acadian-Cajun Genealogy and History website:  
<http://www.acadian-cajun.com/exla.htm>
- Acadian History in Louisiana website:  
[http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)
- LPB video: *Against the Tide: The Story of the Cajun People in Louisiana* by Zachary Richard: <http://www.lpb.org/>
- Outline Maps – Houghton Mifflin Education Place – Classroom Resources:  
<http://www.eduplace.com/ss/maps/>
- World Atlas.Com – Outline Maps:  
<http://www.graphicmaps.com/webimage/testmaps/maps.htm>
- Outline Map Printouts – EnchantedLearning.Com:  
<http://www.enchantedlearning.com/geography/outlinemaps/>

**Activity 2: In the Eye of the Storm – Conflict and Similarities between Cultures**  
(GLEs: 11, 65, 74, 81)

Materials List: A Comparison of Cultures BLM

Prior to teaching the content on the expulsion of the Acadians from Acadie, do an *SQPL* ([view literacy strategy descriptions](#)). Make a statement about the exclusion of the Acadians from Acadie before the topic is explored. State the following: The expulsion of the Acadians from Acadie was an act of ethnic cleansing. Have students turn to a partner and think of one good question they have about the statement. Gather students together and share questions, writing their questions on the board. After students have presented their questions, the teacher should contribute questions to the list. Students should search for the answers to the questions as they read about the expulsion of the Acadians from Acadie. Pauses could be taken periodically to check which questions have been answered. To conclude the activity, have students share their answers.

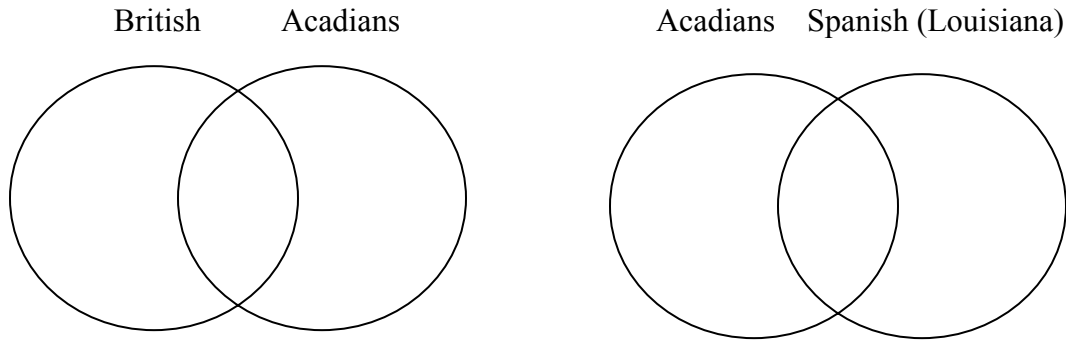
Provide students with a narration or reading selection accompanied by a visual (e.g., print or illustration) describing the events of the Acadian expulsion from Acadie (The Grand Derangement) by the British officials. Sample narrative:

The Acadians were rounded up by British officials in the various settlements. Many witnessed their settlements and farms burned as they carried their belongings to the waiting cargo ships. In some cases the men and boys were separated from the women and children and sent to separate destinations. British military units took offensive action, hunting and killing those who resisted or attempted to flee into the local wilderness. Many Acadians were indentured to farmers in the British American Middle Colonies, while others were sent to servitude and slavery in the southern colonies. Often the Acadians perished on board ships that were denied entry to ports or on extended voyages.

*- based on sources from the aforementioned resources*

Ask students whether or not the events of the Grand Derangement could be considered an act of “ethnic cleansing.” Ask students if they can reflect on other examples in history or contemporary times where ethnic cleansing may have occurred. The third question is what would motivate a government or group to displace or eliminate another ethnic group.

Have students compare and contrast the similarities between the Acadians and the British, followed by the Acadians and the Spanish. Have students create Venn diagrams stating the major differences and similarities. Then, have students draw conclusions as to why British officials displaced the Acadians and why Spanish officials in Louisiana welcomed the Acadians. Characteristics could be written on slips of paper and students could determine which characteristic matched the appropriate group on the *graphic organizer* ([view literacy strategy descriptions](#)), including those traits shared (See A Comparison of Cultures BLM and the sample below).



Characteristics may include:

British Officials: Protestant, English-speaking, desire to control Canadian territory, rival with France, competition for French Quebec, desire loyal Anglo colonists, benefit/control colonial economy

Acadians: French-speaking, Catholic, economically independent, politically neutral, self-sufficient/isolationist

Spanish Officials: Catholic, recognize French language (law/business), allies of France, offering land grants/provisions, multicultural, tolerant, desire settlers for frontier, liberal economic market.

After completing the *graphic organizer*, have students share answers in an oral discussion.

### Website References

- L'Acadie, Societe nationale de l'Acadie website:  
<http://www.snacadie.org/SNA/index.cfm>
- Acadian-Cajun Genealogy and History website:  
<http://www.acadian-cajun.com/exla.htm>
- Acadian History in Louisiana website:  
[http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website:  
<http://ccet.louisiana.edu/>
- Wetlands Acadian Cultural Center, Thibodaux, Louisiana:  
<http://www.nps.gov/jela/wetlands-acadian-cultural-center.htm>
- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website:  
<http://www.nps.gov/jela/>

### Activity 3: The Americanization of the Acadians (GLEs: 64, 65, 81)

Materials List: Affect of Legislation on Louisiana’s Acadians BLM

Provide the following facts to the students:

- 1915—State Education Committee banned the French language in public schools (Corporal punishment was allowable to deter the act of speaking French).
- 1916—Compulsory attendance: all Louisiana children must attend school until the age of 16 years.
- 1918—Louisiana Legislative Act 114 stated that German could not be spoken on streets, taught in schools, or printed in newspapers (Reaction to German aggression in World War I).
- 1921—Repeal of Act 114 .
- 1921—Constitutional amendment stated languages other than English were prohibited in public schools.

Divide students into small groups, assigning to them a position on the laws. Have half of the groups provide justifications for the laws, while the other half argues against the laws. Remind students of the time frame in history and the events that may have motivated the legislative decisions (e.g., strong anti-immigration sentiments nationwide, fear and anger toward the Germans regarding World War I, progressive movement for raising the standard of living); and determine if civil rights are being violated (e.g., First Amendment). Have students *brainstorm* ([view literacy strategy descriptions](#)) ideas on a graphic organizer (e.g., web, *Inspiration*®), followed by a class discussion.

On a separate *graphic organizer* ([view literacy strategy descriptions](#)) have students reflect on the intended benefits and consequences this legislation had on the French-speaking Acadians (See the Affect of Legislation on Louisiana’s Acadians BLM).

Ask students if the results identified on the chart are applicable to other ethnic groups in Louisiana (e.g., Germans, Native Americans, Italians, and Southeast Asians).

Using the information added to the chart, have students respond to the following questions:

- How did the above legislative laws affect the ethnic cultures generations later?
- Describe the opportunity cost in economic and cultural terms of these legislative decisions.
- Should efforts be made to preserve or revive the cultural traits of unique ethnic cultures in Louisiana?

### Website Resources

- Confederations of Associations of Families Acadian (CAFA) website  
<http://www.cafa.org/>
- Council for the Development of French in Louisiana (CODOFIL) website  
<http://www.codofil.org/english/links.html>

### Print Resource

- Kolb, C. (2004). Voltz to Folse, Huber to Oubre, German Louisiana, a Creole History, *Louisiana Life*, 24, 44-49.

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.

### General Assessments

- Use a map of Louisiana to plot settlement of the Acadians and include a chart of their contributions and legacies.
- Create a timeline of major events between the years of 1600 and 1812 that are pertinent to the unit. One timeline should reflect events occurring in North America (Canada / British Colonies / United States) and the second timeline should denote events in Louisiana (colony to statehood).
- Graphic organizers: Compare and contrast similarities between the Acadians and the British, the Acadians and the Spanish. Discuss the benefits and consequences of legislation on Louisiana's Acadians.

### Activity-Specific Assessments

- Activity 1: Have students construct a timeline of events from the Acadian Odyssey.
- Activity 2: Write a narrative from the point of view of a thirteen-year-old expelled from Nova Scotia. Include events from the expulsion, voyage, and later settlement/relocation.
- Activity 3: Have students research current efforts and organizations that are actively engaged in cultural preservation. Have students create a poster or *PowerPoint*® describing the methods and strategies being employed in the preservation efforts (e.g., French immersion, German Fest, CODOFIL, CAFA).

## Louisiana History

### Unit 6: The Early American Era of Louisiana

**Time Frame:** Approximately four weeks



#### Unit Description

This unit involves the historic eras from the Louisiana Purchase through the antebellum period. Unit lessons should emphasize the integration of key concepts from social studies strands of economics, civics, and geography within the historical context in addition to Historical Thinking Skills to study this period in Louisiana's history.

#### Student Understandings

Students understand the cause and effect of the Louisiana Purchase. Students identify and describe the efforts and consequences involved in the transition of Louisiana from a European colony to an American state (Americanization). Students explain the impact of the Battle of New Orleans on the newly created state of Louisiana and the United States. Students describe how the diverse cultures in Louisiana often had differing goals and interests, which sometimes led to conflict and compromise. Students understand the development and characteristics of the plantation economy in antebellum Louisiana.

#### Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana?
3. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
4. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?
5. Can students characterize and analyze the use of productive resources in an economic system?
6. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
7. Can students explain reasons for trade between nations and the impact of international trade?
8. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?

9. Can students construct a timeline of key events in Louisiana history?
10. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
11. Can students propose and defend potential solutions to past and current issues in Louisiana?
12. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
13. Can students describe leaders who were influential in Louisiana’s development?
14. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
15. Can students describe the contributions of ethnic groups significant in Louisiana history?
16. Can students trace and describe various governments in Louisiana’s history?
17. Can students explain how Louisiana’s natural resources have shaped its history?

**Unit 6 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
<b>Places and Regions</b>	
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
<b>Physical and Human Systems</b>	
12.	Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>Individuals, Households, Businesses, and Governments</b>	
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth,

GLE #	GLE Text and Benchmarks
	interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
<b>Louisiana History</b>	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

### Sample Activities

#### Activity 1: Timeline (GLEs: 62, 73, 76)

Materials List: Internet access optional

Have students construct a timeline that traces major events in Louisiana’s history from 1800 to 1825 (e.g., *Haitian Revolt*, *Louisiana Purchase*, *governments [territorial, Republic of West Florida]*, *statehood*, *War of 1812/Battle of New Orleans*). For each notation on the timeline, an annotation that provides a brief description of that event and the government in place at the time should be included, as well as an explanation of each event’s importance in Louisiana history. It is recommended that students keep this timeline and add to it for subsequent units in order to gain a more complete perspective of Louisiana history. Repeat the activity as the unit progresses to describe major events (parallel) in Louisiana history to events in the United States, encompassing the years between 1826 to 1860. Electronic references include the Louisiana State Museum <http://lsm.crt.state.la.us> (homepage).

**Activity 2: The Louisiana Purchase (GLEs: 65, 73, 78)**

Materials List: outline map of major waterways of the U.S., Chain Reaction BLM

Initially, have students trace and label on an outline map the major waterways of the continental interior of the United States, including the Mississippi and its tributaries. In a *brainstorming* ([view literacy strategy descriptions](#)) activity (e.g., *Inspiration*<sup>®</sup> software), have students determine the importance of the rivers from both geographical and economic factors. Target the class discussion to the pivotal role New Orleans (trade center) played in the Louisiana Purchase negotiations.

Provide students with a basic *graphic organizer* ([view literacy strategy descriptions](#)) that examines causes and effects that may have influenced negotiations between the representatives of France and the United States. See the Chain Reaction BLM and sample below.

**Chain Reaction: Events Related to Louisiana Purchase**

ACTION	REACTION	
	Napoleon Bonaparte (France)	Thomas Jefferson (United States)
Increased use of New Orleans as a port of trade	<i>(Potential for collecting and trading resources from North American interior)</i>	<i>(The continued use of New Orleans as a trading port for the western United States)</i>

Have students write a speech as a supporter for either the interests of Thomas Jefferson or Napoleon. This should be a defense of the choice made regarding the Louisiana Purchase to someone who might be critical of his choice (e.g., Why would Jefferson want the United States to buy the property? Why would Napoleon be willing to sell?). Have students describe these leaders, and describe and explain the importance of this event in the development of Louisiana.

**Web Resource**

- Outline map of the waterways of the United States:  
<http://www.mapsofworld.com/usa/usa-river-map.html>

**Print Resource**

- Richard, Carl J. (1995). *The Louisiana Purchase*, Louisiana Life Series, No. 7. The Center for Louisiana Studies, University of Louisiana–Lafayette.

**Activity 3: The Americanization of Louisiana (GLEs: 12, 65, 72, 73)**

Materials List: The Americanization of Louisiana RAFT BLM, Compare and Contrast BLM, an outline map of the Louisiana Purchase

To review the proceedings of the Louisiana Purchase, have the students complete a *RAFT* ([view literacy strategy descriptions](#)) writing activity. Divide the class into small groups and assign a *RAFT* option to each group. See the Americanization of Louisiana RAFT BLM and sample below.

	<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Option 1	News Reporter	United States Newspaper Readers	Front Page Newspaper Article	Jefferson vs. Congress
Option 2	News Reporter	United States Newspaper Readers	Front Page Newspaper Article	Livingston and Monroe's Role in the Louisiana Purchase

After completing the writing assignments, have students share their information through a Special News Report. Set up a table with a television news background with news anchors representing each of the five options on the BLM. Have each representative read his or her article. Since this will be done with a live audience, leave time for audience questions.

Next, have the students reflect on the impact the U.S. acquisition of Louisiana will have on its multi-cultural and multi-international population. Title the reflection exercise "The Americanization of Louisiana." Have students complete (teacher guided) a *graphic organizer* ([view literacy strategy descriptions](#)) to encourage further discussion and reflection. See Compare and Contrast BLM and sample below.

	<b>Louisiana</b>	<b>United States</b>	<b>Conflict/Results</b>
<b>Government</b>	<i>(Superior Council / Cabildo)</i>	<i>(Constitutional)</i>	<i>(State constitution)</i>
<b>Political Units</b>	<i>(Church parishes)</i>	<i>(Counties)</i>	<i>Parish governments</i>

All students should complete a map outline of the land acquired through the Louisiana Purchase and overlay/compare it with the present U.S. states. Have students note geographic features (i.e., Great Plains, Rocky Mountains, Native American nations, vagueness of boundaries), in addition to specific states eventually established after U.S. possession. Create teams representing three specific groups living in Louisiana at the time of the Louisiana Purchase (e.g., the Creoles, the Caddo Indians, the Acadians, and the newly arrived Anglo-American planters and settlers). Have student teams debate their interests and discuss their language and cultural barriers. Then, have students consider the selected groups' livelihood, status, and possible political views of that era.

**Website Resources**

- The Cabildo, The Louisiana Purchase: <http://lsm.crt.state.la.us/cabildo/cab4.htm>
- Louisiana Purchase Map: <http://worldatlas.com/aatlas/infopage/louisianapurchase.htm>

### Print Resources

- Ambrose, S. (1996). *Undaunted Courage: Meriwether Lewis, Thomas Jefferson and the Opening of the American West*. Touchstone, New York: N.Y.
- Center for Louisiana Studies (1998). Labbe, D. (ed.). *The Louisiana Purchase and Its Aftermath, 1800-1830*, The Louisiana Purchase Bicentennial Series in Louisiana History, University of Louisiana-Lafayette.
- Cerami, C. (2003). *Jefferson's Great Gamble: The Remarkable Story of Jefferson, Napoleon and the Louisiana Purchase*. Sourcebooks.
- Devoto, B. (1997) *The Journals of Lewis and Clark*, Mariner Books.
- Richard, Carl J. (1995). *The Louisiana Purchase*, Louisiana Life Series, No. 7. The Center for Louisiana Studies, University of Louisiana–Lafayette.

### Activity 4: Panel Discussion (GLEs: 66, 72, 73)

Have students participate in a panel discussion with topics ranging from requirements for statehood to the various Louisiana gubernatorial administrations that assisted Louisiana in the transition from colony to state. Use the following information to guide the panel discussion.

First, have students construct a chart to display the requirements that Louisiana had to meet to become a state. Second, have students anticipate potential problems that might have occurred with this political activity considering Louisiana's colonial government. Third, create a class timeline of the dates and events leading to Louisiana's acceptance of statehood. Fourth, students should analyze the significance of the gubernatorial administrations of William C. C. Claiborne (American) and Jacques Villere (Louisiana French Creole) regarding Louisiana's transition from French/Spanish colony to U. S. territory to state.

After the panel discussion, have students summarize the discussion in a *story chain* ([view literacy strategy descriptions](#)). Put students in groups of five. On a sheet of paper, ask the first student to write the following opening sentence for the story chain: "A territory must have at least 60,000 residents before Congress will allow it to become a state." The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story similar to this: "Louisiana reached the 60,000 residents in 1809 and sent a request to Congress for statehood." The paper is passed again to the right to the next student who writes the third sentence of the story similar to this: "Governor Claiborne opposed statehood because he wanted more Americans to reside in the territory before it became a state." The paper is now passed to the fourth student who writes the fourth sentence with a statement similar to this: "In 1811, Congress admitted Louisiana as the eighteenth state." The fifth student concludes the story similar to this: "The statehood

bill was signed on February 16, 1811, by President James Madison, with the official date of statehood being April 30, 1812.” Conclude the activity by having students read the final versions in each group. Students should listen for accuracy in their classmates’ story chain.

### **Activity 5: The Battle of New Orleans (GLEs: 2, 62, 73, 77, 78)**

Materials List: map of the plains of Chalmette

Have students study a basic map of the plains of Chalmette and its proximity to the Mississippi River, Lake Borgne, Lake Pontchartrain and New Orleans. Provide a scenario of the British battle plan for the invasion of New Orleans. Have students identify the physical features of the area and develop a battle plan (role play as military advisors to Jackson) to counter the anticipated British offensive. Have students prepare a short report analyzing the effects of the physical geography on the battle accompanied with a basic map denoting their defense. Have students compare their plan with that of the historic course of events that unfolded during the Battle of New Orleans.

Next, ask students to assume the role of either Major General Sir Edward Pakenham or Major General Andrew Jackson at the Battle of New Orleans. After reviewing maps and reading about the battle, students will create a timeline of the battle, which they will use to write a series of diary entries (historical fiction primary source) from December 1814 through January 1815 detailing Pakenham’s or Jackson’s experiences and expressing what the general’s opinions were on the major events of this extended battle.

Assign the students the task of writing a short news article (e.g., live report, newspaper) on a specific event from the timeline. The news story should cover the most relevant storyline of the series of events, provide a specific location, names of pertinent people, and possible unique details for high interest. Topics could include the previous skirmishes, concerns about New Orleans’s loyalty to the U.S. war effort, how this battle opened acceptance for Louisiana to be part of the nation, Jackson declaring martial law, the major battle, Jean Lafitte’s involvement, and additional side stories (the Highlanders, Pakenham’s demise, the buccaneers, role of African Americans). The activity may conclude with either a short newscast or a one-time edition of a class newspaper.

#### **Website Resources**

- Chalmette Battlefield: <http://atneworleans.com/body/battlefield.htm>

#### **Print Resource**

- Powell, A. Casey (1995). *Louisiana at the Battle of New Orleans*, 3<sup>rd</sup>. Eastern National Park & Monument Association.

**Activity 6: Plantation Economy (GLEs: 13, 48, 51, 57, 58, 62)**

Materials List: Market Economy BLM, Flow Chart BLM

Have students explore the history of sugar cultivation and/or cotton production. Ask students to consider the role of productive resources in this form of agriculture and to consider why the physical environment of Louisiana (e.g., climate, soil) was beneficial to sugar cane and cotton production. Teachers should include opportunities to examine contributions from innovators such as Etienne de Bore, Norbert Rillieux, and Eli Whitney, and show how they affected agricultural production and slave labor.

**Resources**

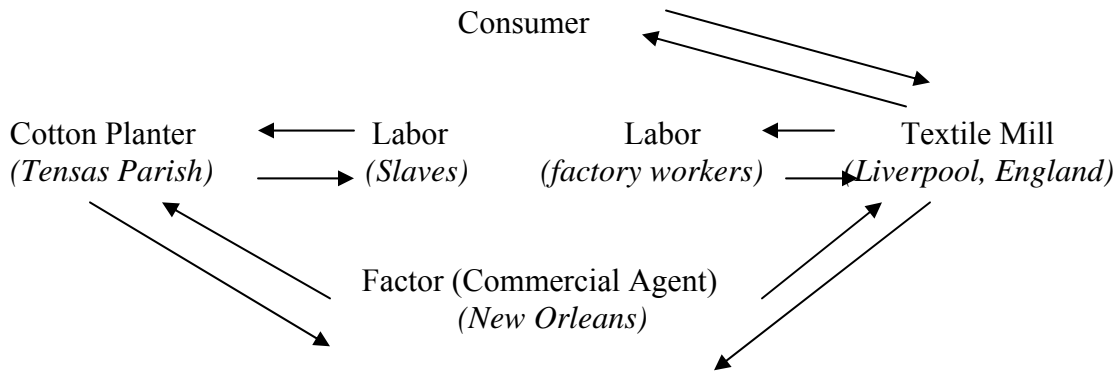
- Louisiana Cotton Museum in Lake Providence, LA:  
<http://www.sec.state.la.us/museums/cotton/cotton-index.htm>

Ask students to complete the Market Economy BLM *graphic organizer* ([view literacy strategy descriptions](#)) with teacher assistance regarding the four basic economic questions as applicable to the plantation economy. See the BLM and sample below.

**Market Economy**

Economic Questions	Sugarcane	Cotton
1. What to produce?		
2. How to produce it?		

Next, have students create a circular flow chart illustrating economic exchanges between the entities as well as the role of a factor (commercial agent). See the Flow Chart BLM and sample below.



Students can label the appropriate lines with economic terms such as goods and services, payment for services, productive services, and consumer spending. The chart can be simplified to reflect the dependency between the variables and to create scenarios of scarcity, supply and demand, crop failure, or the results of imbalances in the market system. What would be the effects on the planter, slaves, factor, and manufacturer?

Have students complete a timeline encompassing the evolution of the institution of slavery in the United States and relate it to Louisiana history. Key topics to consider would include the triangular trade, introduction of slaves to colonial Louisiana, Code Noir, slave revolts (e.g., *Pointe Coupee*), slave trade (e.g., *New Orleans market, trade ban laws*), abolition movement, and projected population according to census of slave owners and slaves.

In a teacher led discussion have students examine the following relationships during the era of plantation economy:

- homes to rivers
- plantations to U.S. economy
- planters to slaves
- planters to government
- property owners to voters
- slave labor to free labor
- slavery to democracy
- slave labor to economy
- planters to education
- slaves to education
- planters to abolitionists
- slaves to abolitionists
- steamboat to plantation economy

### Resources

- Conrad, G. & Lucas, R. (1995). *White Gold, A Brief History of the Louisiana Sugar Industry, 1795-1995*. Louisiana Life Series No. 8, The Center for Louisiana Studies, University of Louisiana – Lafayette.
- Rodrigue, J. (2001). *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana's Sugar Parishes, 1862-1880*. Louisiana State University Press, Baton Rouge.

### Activity 7: Reflection on African American History (GLEs: 70)

Materials List: a variety of resources (Internet, library resources, encyclopedias)

Using a variety of resources (Internet, library resources, encyclopedia, etc.) have students research Louisiana's unique past regarding African American history and its relationship to the institution of slavery, ranging from the Code Noir to the rights and privileges of its Free People of Color population.

Possible topics to assign:

- Code Noir
- Free People of Color
- Slave music
- Slave dances
- Jim Crow laws
- Sharecroppers
- Louisiana's African American slaveholders
- Labor systems on the plantations

Have students present their research in an oral presentation such as a *PowerPoint*® presentation. Allow time for questions after each presentation.

### Print Resources

- Berlin, I. (1974). *Slaves Without Masters, The Free Negro in the Antebellum South*, New York Press: New York.
- Brasseaux, C.A., Fontenot, K.P., & Oubre, C.F. (1994). *Creoles of Color in the Bayou Country*, University Press of Mississippi: Jackson.
- Hall, G.M., (1992). *Africans in Colonial Louisiana, The Development of Afro-Creole Culture in the Eighteenth Century*. Louisiana State University Press: Baton Rouge.
- Kein, S. (2000). *Creole, The History and Legacy of Louisiana's Free People of Color*, Louisiana State University Press: Baton Rouge.
- Mills, G.B. (2000). *The Forgotten People, Cane River's Creoles of Color*, Louisiana State University Press: Baton Rouge.
- Northup, S. (1854). *Twelve Years a Slave*. Auburn, N.Y., Derby and Miller. Republished 2<sup>nd</sup> ed. (2000). Dover Publications, Mineola, New York.
- Whitten, D.O. (1981). *Andrew Durnford: A Black Sugar Planter in Antebellum Louisiana*. Northwestern State University Press: Natchitoches, Louisiana.

### Activity 8: Claim to Fame: Role-playing Historical Figures in Louisiana History (GLEs: 66, 72)

Materials List: Internet access optional, Historical Figures Process Guide BLM

Assign each student one of the following Louisiana historical figures to research using the questions from the *process guide* below:

- Napoleon Bonaparte
- Thomas Jefferson
- Toussaint L'Ouverture
- James Monroe
- Francois Barbe-Marbois
- Robert Livingston
- William C. C. Claiborne

- Aaron Burr
- General James Wilkinson
- Philemon Thomas
- Julien Poydras
- Jean Lafitte
- Andrew Jackson

Have students complete the *process guide* ([view literacy strategy descriptions](#)). See the Historical Figures Process Guide BLM and sample below.

Historical Figure Process Guide	
Historical Figure:	
What role did this figure play in the development of Louisiana?	
What is this figure’s opinion on the question of whether Louisiana should become an American state?	

After the *process guides* have been completed have the students debate these topics in the form of a panel discussion. Then, have them determine through debate a rank order for these figures, from the most critical figure in Louisiana history to the least critical figure in Louisiana history.

**Activity 9: Steamboats (GLEs: 9, 13, 51, 57, 58, 79)**

Materials List: map of navigable rivers and bayous in Louisiana

In a class discussion, have students explain how, after the War of 1812, the growth of Louisiana was due to its importance as a conduit of goods by means of the Mississippi River, particularly through the port of New Orleans. Have them discuss how the Mississippi River and other waterways shaped Louisiana history as natural resources (label map of navigable rivers and bayous). Then, have them explain the economic impact of the steamboat on growth and economic development and its contribution to economic interdependence at the local, national, and global levels.

Provide an opportunity for the inclusion of Henry Shreve’s contributions (i.e., design of flat bottom steamboats, clearing of the Great Raft). Then, have each student construct an advertisement that would have been appropriate at the time, attempting to persuade an audience to travel by steamboat, import or export products by steamboat, or invest in a steamboat company. Allow time for advertisements to be presented for critique by the class.

In their *learning logs* ([view literacy strategy descriptions](#)) have students respond to the following question: How did the steamboat influence the economic growth and development of Louisiana and the nation?

### Website Resources

- Henry Shreve: [www.uh.edu/engines/epi1258.htm](http://www.uh.edu/engines/epi1258.htm)

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

### General Assessments

- Journal writing on selected topics: William C. C. Claiborne, Louisiana Purchase, statehood, states' rights, governments (territorial, Republic of West Florida), statehood, War of 1812 / Battle of New Orleans, right of deposit, Napoleon, Haitian Revolt, Port of New Orleans, plantation economy, institution of slavery, and/or the unique social classes and contributions of African Americans in Louisiana.
- Timeline comparing major events in Louisiana history with events in United States history and world history (i.e., Louisiana Purchase, Louisiana Statehood, Battle of New Orleans)
- Graphic organizers for comparing and contrasting Louisiana as a foreign colony and Louisiana as a state (i.e., political, social, governmental)

### Activity-Specific Assessments

- Activity 2: Using the RAP method for completing a constructed response, have students respond to the following question: What role did the Mississippi River play in the Louisiana Purchase negotiations?

R – *Restate* the question in the form of a direct answer.

A – *Add* supporting details to justify the answer.

P – *Provide* a concluding sentence.

- Activity 5: Students will write a constructive response to address the following questions:
  - Why did geographic features make New Orleans an attractive military target for the British during the War of 1812?
  - What significance did the Battle of New Orleans have:
    - on the outcome of the War of 1812?
    - on the United States' relationships with the citizens of Louisiana and nations abroad?
  
- Activity 6: Have students choose one of the following innovators: Etienne de Bore, Norbert Rillieux, or Eli Whitney. Then, have them write a paragraph analyzing how their invention affected production and slave labor.

**Grade 8**  
**Louisiana History**  
**Unit 7: Civil War and Reconstruction**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit involves the historic eras of the American Civil War through Reconstruction. Economic, civic, geographical and historical thinking skills are applicable in this unit of Louisiana's history.

**Student Understandings**

Students understand the reasons and consequences for the Louisiana Legislature's decision for secession. Students identify the major causes and effects of the American Civil War and Louisiana's involvement in the war. Students analyze the immediate effects, as well as long-term impact, of the Civil War on the land and people of Louisiana. Students compare and contrast several different reconstruction plans experienced by Louisiana. Students understand that primary source documents tell about the perceptions of the people during the time period being studied.

**Guiding Questions**

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?
4. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
5. Can students construct a timeline of key events in Louisiana history?
6. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
7. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
8. Can students propose and defend potential solutions to past and current issues in Louisiana?

9. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?

**Unit 7 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
<b>Places and Regions</b>	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
<b>Civics</b>	
<b>Foundations of the American Political System</b>	
35.	Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
42.	Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>Individuals, Households, Businesses, and Governments</b>	
52.	Explain how supply and demand affect prices (E-1B-M1)
58.	Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

<b>Louisiana History</b>	
72.	Describe leaders who were influential in Louisiana's development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana's history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

### Sample Activities

#### Activity 1: Louisiana Civil War Timeline of Causes and Effects (GLEs: 62, 77)

Materials List: Political Differences 1 BLM, Political Differences 2 BLM

Throughout this unit, have students create a series of timelines illustrating the major events on the national level and parallels in Louisiana history (e.g., events encouraging secession, events in the war, and events of the Reconstruction Era). The timeline should include a brief statement, including a title for the event and the significance of the event. Students should be encouraged to provide brief descriptions that emphasize connections or relationships (cause and effect) among the events listed.

As the unit progresses, have students record important information in a *split-page notetaking* ([view literacy strategy descriptions](#)) format emphasizing specific causes and effects. Have students use the text, Internet sources, and lectures for this topic to gather information. Model the approach by placing on the board sample split-page notes from the upcoming topic of Civil War causes and effects. Appropriate topics would include the debate over secession, Union occupation of Louisiana resulting in two separate state governments, relocation of the state capital, and key Louisiana battles (e.g., Port Hudson's surrender) related to national events (e.g., fall of Vicksburg). After researching this topic have students compare their notes with a partner, and then answer questions and provide clarification for their notes.

Provide the students with a mini-review of American History key concepts. Using the Political Differences 1 BLM, have students create a chart identifying the major political differences between the interests of the northern and southern states (see the BLM and sample below). Have students analyze the relationship to the eventual act of secession.

## Political Differences 1

	Southern Views	Northern Views	Results
Governmental Philosophies	<i>Stronger state influences (states' rights)</i>	<i>Stronger federal influences</i>	<i>e.g., Virginia/Kentucky Resolutions, Nullification Crisis</i>
Tariffs on Finished Goods	<i>Opposed because it raised prices</i>	<i>Supported; helped Northern factories</i>	<i>e.g., Tariff of Abominations / Nullification Crisis</i>

*Italics* represent possible responses. Other possible topics may include the acquisition of new territories, location of transcontinental railroads, foreign trade, and constitutional issues.

Next, have students use the Political Differences 2 BLM to create a chart about issues that created tension regarding the balance of congressional power between the Northern and Southern delegations in an attempt to increase their region's influence in the federal government (See this BLM and the sample below). Have students analyze its relationship with the eventual act of secession.

## Political Differences 2

Events	Southern Interest	Northern Interest	Results
State representation (Constitutional Convention of 1787)	<i>One house, number of votes per state based on population</i>	<i>One state, one vote</i>	<i>Great Compromise</i>
Counting population for House seats— inclusion of slaves (Constitutional Convention of 1787)	<i>Desire to increase population counts by counting slaves to gain more House seats</i>	<i>Opposed to counting slaves as population</i>	<i>3/5<sup>th</sup> Compromise</i>

*Italics* represent possible responses. Other possible topics may include Texas statehood (1845), Wilmot Proviso (1846), Kansas-Nebraska Act (1854), Dred Scott Decision (1857), Election of 1860.

Have students reflect on the following Constitutional debates: Hartford Convention and the Nullification Crisis (common theme of secession). Point out that the U. S. Constitution does not address secession; however, the Declaration of Independence makes a reference to changing government. Have students provide a stance in the Louisiana Legislature either defending or opposing the Act of Secession based on the preceding core documents.

## Activity 2: Geographical Factors in the Civil War (GLEs: 2, 6, 78)

Materials List: topographical and outline maps of Louisiana

Introduce the students to United States General Winfield Scott’s “Anaconda Plan” and its relation to Louisiana (i.e., occupying New Orleans and controlling the Mississippi River). Give students a topographical map of Louisiana and an outline map of Louisiana. Have students *brainstorm* ([view literacy strategy descriptions](#)) a list of physical features in Louisiana that might affect troop movements and battle strategies (e.g., fording waterways, marsh, rapids near Alexandria, routes for infantry [e.g., Old Spanish Trail] and naval support).

In small groups, assign students to portray either Union or Confederate strategists. Provide basic scenarios (e.g., Union forces in New Orleans want to occupy Alexandria) and encourage teams to create basic offensive and defensive plans based on the geographical features of Louisiana. As the unit progresses, test the students’ plans versus the actual efforts made by both armies (e.g., Admiral David Farragut’s Union naval offensive towards New Orleans, General Nathaniel Bank’s Union Army’s attempt to capture Port Hudson, General Richard Taylor’s Confederate Army’s defensive plans on the Teche and Red River Campaigns, campaign for the occupation of Baton Rouge).

Have students work in teams to develop a chart listing the advantages and disadvantages of a variety of geographical features in Louisiana during the Civil War. Using this information, have students write an entry in their *learning log* ([view literacy strategy descriptions](#)) describing what a general (Confederate or Union) would have planned and worried about during one of the battles or campaigns that occurred in Louisiana.

## Activity 3: Louisiana Trade (GLEs: 42, 51, 52, 58)

Materials List: map of Louisiana waterways, *Inspiration*<sup>®</sup> software (optional)

Using a map of Louisiana, have students look at the traditional trade routes for shipping goods within the state and the exporting of goods (e.g., cotton, sugarcane). Then, have them *brainstorm* ([view literacy strategy descriptions](#)) ways the Union forces could disrupt the trade, and alternative routes Louisiana traders could find to avoid possible Union capture. Have students *brainstorm* (e.g., using *Inspiration*<sup>®</sup>) on how the economic consequences of Union naval blockades (i.e., on local waterways, in the Gulf) would affect the local economy and the Union and Confederate war efforts (e.g., scarcity, inflation, supply/demand, unemployment).

#### **Activity 4: Civil War Trading Cards (GLEs: 66, 73)**

Materials List: *PowerPoint*® software (optional)

Provide a list of key persons, places, and things regarding the American Civil War in Louisiana; have students research and create “trading cards” (e.g., *PowerPoint*®) that possess prescribed components (e.g., visual [or illustration], title [catch phrase], historical facts [most significant], side note [trivia], summary statement [impact on the war]). The *PowerPoint*® or hand-drawn trading cards should be printed (one sided) on a regular sheet of paper and displayed. Each student would present a brief explanation of the information collected on his/her topic.

Possible topics may include:

Persons: Louisiana Native Guard, Richard Taylor (CSA), Nathaniel Banks (USA), P.B.S. Pinchback (La. Native Guard), Henry Watkins Allen (CSA), Francis T. Nicholls (CSA), Edmund Kirby-Smith (CSA), Alfred Mouton (CSA), David Farragut (USA), Sarah Morgan (Louisiana diarist), Washington Artillery, P.G.T. Beauregard (CSA), Corps d’Afrique, and Roberdeau Wheat and Lee’s Tigers.

Places: Fort St. Philip and Fort Jackson (naval campaign), Port Hudson (longest siege), Mansfield (Union defeat), Alexandria (burning of the city), Louisiana State University (President William T. Sherman), various state capitals (Baton Rouge, New Orleans).

Things: Great Texas Overland Expedition (Teche and Red River Campaigns), Order No. 28, Grant’s canal strategies, Bailey’s Dam.

Teachers should attempt to include local history in this activity.

#### **Activity 5: New Orleans during Union Occupation (GLEs: 64, 65, 69, 73, 77)**

Materials List: RAFT Options BLM, primary reference sources

Using a *RAFT* ([view literacy strategy descriptions](#)) writing activity, have students pretend to be a person living in New Orleans during Union occupation. Have them use the RAFT Options BLM and write journal entries describing events that may have altered their lifestyles (e.g., blockade, curfews, General Butler and the provisions of Order No. 28 during the Union’s Occupation of New Orleans in 1862) (See this BLM and the sample below). The teacher should describe the possible consequences that the occupation of the Crescent City may have had on different groups of people. Read a passage from a primary source as a reference. Write from one of the following options or points of view: a woman of social status, a Union soldier, a free person of color, a secessionist, a non-secessionist (Unionist), a slave, or a Confederate soldier.

## RAFT Options for the Union Occupation of New Orleans

	<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Option 1	Woman of Social Status	Family Members	Journal Entry	An event that altered his/her lifestyle during the Union occupation of New Orleans
Option 2	Union Soldier	Family Members	Journal Entry	
Option 3	A Free Person of Color	Family Members	Journal Entry	

Allow time for students to share their *RAFT*ed assignments with a partner or the whole class. Students should include accurate and logical information in their *RAFT*s based on content they have learned.

Have students reflect on the political, social, or economic contexts of the Union blockade of the Louisiana coast, as they understand it. They should also note how a blockade might or might not affect trade in Louisiana today. Then, have students propose and defend potential solutions to this problem.

**References for American Civil War in Louisiana Activities:****Websites**

- Confederate Memorial Hall in New Orleans: <http://www.confederatemuseum.com/>
- The Civil War in Louisiana: <http://www.crt.state.la.us/tourism/civilwar/>
- Louisiana in the American Civil War: <http://www.earthstation9.com/index.html?louisia2.htm>
- LSU Library, The United States Civil War Center  
Civil War Collections and the Civil War Book Review: <http://www.cwc.lsu.edu/>

**Print Resources**

- Cunningham, E. (1991). *The Port Hudson Campaign, 1862-1863*. Louisiana State University Press: Baton Rouge.
- Edmonds, D.C. (1988). *The Conduct of Federal Troops in Louisiana during the Invasion of 1863 & 1864*. The Acadiana Press: Lafayette, Louisiana.
- Edmonds, D.C. (1979). *Yankee Autumn in Acadiana, A Narrative of the Great Texas Overland Expedition through Southwestern Louisiana* (October-December 1863). The Acadian Press: Lafayette, Louisiana.
- Hollandsworth, Jr., J. G. (1998). *The Louisiana Native Guards, The Black Military Experience During the Civil War*. Louisiana State University Press: Baton Rouge.
- Jones, T.L. (1987). *Lee's Tigers, The Louisiana Infantry in the Army of Northern Virginia*. Louisiana State University Press: Baton Rouge.
- Morgan, Sarah (1991). *The Civil War Diary of a Southern Woman, 1842-1909*. Edited by C. Touchtone East, Simon & Schuster: New York.

- Raphael, M.R., (1990). *The Battle in the Bayou Country*, 4<sup>th</sup> ed. Harlo Press: Detroit.
- Richard, Jr., A.C. and M. M. H. Richard. (2004). *The Defense of Vicksburg, A Louisiana Chronicle*. Texas A & M University Press: College Station.
- Spedale, W.A. (1985). *The Battle of Baton Rouge*. Land & Land Publishing: Baton Rouge.
- Winters, J.D. (1963). *The Civil War in Louisiana*. Louisiana State University Press: Baton Rouge.

**Activity 6: Reconstruction Plans: Lincoln’s Ten Percent Plan, Johnson’s Plan, and Military Reconstruction (GLEs: 65, 66, 72, 73, 76)**

Before reading information on Lincoln’s Ten Percent Plan, students will generate questions they have about the topic based on an *SQPL* ([view literacy strategy descriptions](#)) prompt. Make a statement about Lincoln’s Ten Percent Plan before the topic is explored. State the following:

Lincoln’s Reconstruction Plan (Ten Percent Plan) favored Louisiana.

Have students turn to a partner and think of one good question they have about the statement. Gather students together to share their questions; then, write their questions on the board. After students have presented their questions, the teacher should add other questions to the list. Students should search for the answers to the questions as they read about Lincoln’s Reconstruction Plan. To conclude the activity, have students share their answers.

After reading about Lincoln’s Ten Percent Plan for reconstruction proposed in December of 1863, students will discuss the leniency of the program, amnesty granted to Southerners who took a loyalty oath, elimination of slavery, and the application of high-ranking Confederate officials for a presidential pardon. Then, have the students write as if they are presidential cabinet members assigned the task of suggesting reasons and possible consequences of changes they would like to make to the plan. As a format, they should write a memo to the president dated December 1863.

As a whole class activity have students review the three reconstruction plans, Lincoln’s Plan, Johnson’s Plan, and Congressional Plan, by completing a graphic organizer on the board. In three columns, have students list the highlights of each plan.

Example of graphic organizer:

Reconstruction Plans		
Lincoln’s Plan	Johnson’s Plan	Congressional Plan

Then, have students create a three-circle Venn diagram to compare and contrast Lincoln's plan for reconstruction with Andrew Johnson's plan as well as the Military Plan (Radical Republican Congressional Reconstruction Plan). Students should create a "rule book" outlining the specifications of the Military Reconstruction Plan as implemented in Louisiana.

Print Resources:

- McCrary, P. (1978). *Abraham Lincoln and Reconstruction: The Louisiana Experiment*. Princeton University Press: Princeton.
- Taylor, J. G. (1974). *Louisiana Reconstructed, 1863-1877*. LSU Press: Baton Rouge.
- Wall, B. H. (1997). *Louisiana: A History*. Forum Press, Inc.: Arlington Heights, Illinois.

### **Activity 7: Early Congressional Legislation and the Reconstruction Acts (GLEs: 65, 73, 76)**

After reading about the pieces of legislation listed below, students will engage in a debate to rank these in importance (from the most significant to the least significant) to Louisiana's past and present as well as the political, social, and economic relevance of the legislation to Louisiana. This rationalization can be delivered orally or in writing.

Legislation to be used by students in their debates include:

- Civil Rights Act
- Freedmen's Bureau Act
- Thirteenth Amendment
- Fourteenth Amendment
- Fifteenth Amendment
- Reconstruction Acts

### **Activity 8: Radical Republican Governments in the South (GLEs: 70, 76, 77)**

Have students use primary and secondary source materials to write editorials as they would have appeared in the newspapers during the age of Reconstruction on the topics below. Students should critique the causes and effects on Louisiana.

- Carpetbaggers and scalawags
- State Constitutions of 1864 and 1868
- Freedmen
- Black Code
- The Redeemers
- Riots (Mechanics Institute, Colfax, Coushatta)
- African American state officials
- Corruption of Henry Clay Warmoth (administration and impeachment)
- Sharecropping

These editorials should provide the basis for a discussion of why the Radical Republican governments were gradually overthrown and how each affected Louisiana’s reconstruction.

**Activity 9: Reconstruction and Louisiana’s African American Population (GLEs: 65, 75)**

Materials List: Effects of Reconstruction BLM

Have students complete the Effects of Reconstruction BLM *graphic organizer* ([view literacy strategy descriptions](#)) (see this BLM and the sample below):

	Positive Effects	Negative Effects	Overall Outcome
Free People of Color	<i>Political offices Voting privileges for African American males</i>	<i>Privileges (political and social) ended after Reconstruction</i>	<i>Loss of privileges and struggle for equality</i>
Freedmen			

Have students create a Venn diagram reflecting the similarities and differences in the lives between the slave and the post-Civil War sharecropper. Note that sharecroppers often became indebted to company stores (landowners) because of their questionable loan practices. Also, note that sharecroppers were inclusive of both freedmen and poor whites, thus creating a new economic demographic of labor. Have students assume the role of a manager at the local office of the Freedmen’s Bureau. After reviewing the services the Bureau provided, have students outline a strategy to assist Louisiana’s freedmen in raising their economic and social conditions. Students should critique their plan by identifying barriers to improvement.

Suggested resources for African Americans in Louisiana during Reconstruction:

**Print Resources**

- Brasseaux, C.A., K. P. Fontenot, and C. F. Oubre. (1994). *Creoles of Color in the Bayou Country*. University Press of Mississippi: Jackson.
- Conrad, G. and R. Lucas. (1995). *White Gold, A Brief History of the Louisiana Sugar Industry, 1795-1995*. Louisiana Life Series No. 8. The Center for Louisiana Studies, University of Louisiana–Lafayette.
- Kein, S. (2000). *Creole, The History and Legacy of Louisiana’s Free People of Color*. Louisiana State University Press: Baton Rouge.
- Louisiana Public Broadcasting (2003). *Louisiana: A History* (VHS/DVD series). The Foundation for Excellence in Louisiana Public Broadcasting: Baton Rouge.
- Messner, W. F. (1981). *Freedmen and the Ideology of Free Labor: Louisiana, 1862-1865*. UL-L History Series #12. Center for Louisiana Studies, University of Louisiana-Lafayette.

- Mills, G.B. (2000). *The Forgotten People, Cane River's Creoles of Color*. Louisiana State University Press: Baton Rouge.
- Northup, S. (1854). *Twelve Years a Slave*. Derby and Miller: Auburn, N.Y. Republished 2<sup>nd</sup> ed. (2000). Dover Publications: Mineola, New York.
- Richard, C.E. (2003). *Louisiana: An Illustrated History*. The Foundation for Excellence in Louisiana Public Broadcasting: Baton Rouge.
- Rodrigue, J. (2001). *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana's Sugar Parishes, 1862-1880*. Louisiana State University Press: Baton Rouge

### Website Resources

- The Great Republic By the Master Historians Vol. III:  
[http://www.publicbookshelf.com/public\\_html/The Great Republic By the Master Historians Vol III/](http://www.publicbookshelf.com/public_html/The_Great_Republic_By_the_Master_Historians_Vol_III/)
- The Cabildo – Reconstruction a State Divided:  
<http://lsm.crt.state.la.us/cabildo/cab11.htm>
- Louisiana – A History Video Clips:  
<http://www.louisianahistory.org/video/index.html>

### Activity 10: Reconstruction's End and the Election of 1876 (GLEs: 35, 64, 66, 73)

Materials List: outline map of Louisiana parishes, Elections of 1876 and 2000 BLM

After reading about Rutherford B. Hayes and Samuel J. Tilden, have students explain how and why Hayes was declared the winner of the 1876 election and then discuss what effect his election had on the end of Reconstruction in Louisiana. Then, have students create a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) that compares and contrasts this election with the election of 2000 between Albert Gore, Jr., and George W. Bush (See Elections of 1876 and 2000 BLM).

Provide students with a map outlining the parishes of Louisiana. Have students locate the “Carpetbag Parishes,” those added during Reconstruction: Acadia, Cameron, East Carroll, Grant, Iberia, Lincoln, Red River, Richland, Tangipahoa, Vernon, Webster, and West Carroll. Have students *brainstorm* ([view literacy strategy descriptions](#)) why these parishes were created from existing parishes by Reconstruction officials.

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

### General Assessments

- Have students create a timeline on the Civil War and Reconstruction comparing Louisiana Historical Events and United States Historical Events.
- Have students write journal entries with the following topics: political differences between the North and South, Louisiana secession, New Orleans during Union occupation, Civil Rights Act, Freedmen's Bureau Act, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, war's effect on Louisiana, and Reconstruction.
- Have students create graphic organizers: debate over secession; occupation resulting in two state governments; relocating state capitals; key Louisiana battles; reconstruction plans: Lincoln's Ten Percent Plan, Johnson's Plan, Military Reconstruction.

### Activity-Specific Assessments

- Activity 2: Students will write a constructive response to address the following question: How did Louisiana's geographic features affect troop movements and battle strategies during the Civil War?
- Activity 6: Review the events surrounding Lincoln's death (time frame with conclusion of war and implementation of reconstruction). Have students write a newspaper editorial as to the effects of Lincoln's death on Louisiana's re-entry to the Union.

- Activity 7: Have students choose one of the following pieces of legislation to write an editorial about how it affected Louisiana's past and present as well as the legislation's political, social, and economic relevance to Louisiana.
  - Civil Rights Act
  - Freedmen's Bureau Act
  - Thirteenth Amendment
  - Fourteenth Amendment
  - Fifteenth Amendment
  - Reconstruction Acts

**Grade 8**  
**Louisiana History**  
**Unit 8: Transitions to the Twentieth Century**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on the time period between the post Reconstruction era and the Great Depression. Among the major topics explored in this unit are the impact of the Bourbons, populism, the Flood of 1927, Huey Long, and the battle waged over civil rights in Louisiana during this period, along with the social, political, and economic reforms that attended these topics.

**Student Understandings**

Students describe ways in which the various political ideas influenced Louisiana and describe the continued struggle over civil rights in the state. Students recognize that Louisiana's natural resources became increasingly important to the state's economy. Students analyze the environmental, political, economic, and social impacts of the Flood of 1927. Students understand how the Great Depression and the New Deal affected Louisiana. Students identify and describe the changes Huey Long brought to Louisiana.

**Guiding Questions**

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students explain how or why specific regions are changing as a result of physical phenomena? Can students identify and describe factors that cause a Louisiana region to change?
4. Can students analyze the benefits and challenges of the Louisiana physical environment on its inhabitants?
5. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
6. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
7. Can students construct a timeline of key events in Louisiana history and interpret data presented in a timeline that correlates Louisiana, U.S., and world history?

8. Can students compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts?
9. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
10. Can students analyze how a given historical figure influenced or changed the course of Louisiana’s history?
11. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
12. Can students describe leaders who were influential in Louisiana’s development?
13. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
14. Can students trace and describe various governments in Louisiana’s history?
15. Can students describe major conflicts in the context of Louisiana history?
16. Can students explain how Louisiana’s natural resources have shaped its history?

**Unit 8 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
<b>Places and Regions</b>	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
7.	Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)
8.	Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
<b>Environment and Society</b>	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Civics</b>	
<b>Structure and Purposes of Government</b>	
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>Individuals, Households, Businesses, and Governments</b>	
52.	Explain how supply and demand affect prices (E-1B-M1)
58.	Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
<b>Louisiana History</b>	
72.	Describe leaders who were influential in Louisiana's development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana's history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

## Sample Activities

### Activity 1: The Bourbons and the Louisiana Lottery (GLEs: 65, 66, 72, 76, 77)

Materials List: Opinionnaire BLM

Have students complete an *opinionnaire* ([view literacy strategy descriptions](#)) about the Bourbons (Redeemer-Democrats) in the 1880's–1890's, the Louisiana Lottery, and Governor Francis T. Nicholls. Students will agree or disagree with the statement and provide a reason for their opinion (See the Opinionnaire BLM).

After discussing the *opinionnaire*, students will list reasons for the conflicts that existed between the Bourbons and Governor Nicholls over the issue of the Louisiana Lottery.

### Activity 2: The Struggle for Civil Rights (GLEs: 62, 64, 65, 66, 73, 75)

Materials List: Thirteenth, Fourteenth, and Fifteenth Amendments; Louisiana Constitution of 1868; Bourbon Democrat Plan BLM; *Inspiration*® software (optional)

As a review exercise, provide the students with key federal and state legislation involving civil rights issues (e.g., 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and the Louisiana Constitution of 1868). Have students place the selected events on a timeline with a brief description of how they contributed to establishing civil rights. As the unit progresses, have the students extend the timeline to include events that would contradict (i.e., Jim Crow Laws, convict leases) the progress of the Reconstruction era civil rights movement.

Next, students are to complete the Bourbon Democrat Plan *graphic organizer* ([view literacy strategy descriptions](#)) outlining the basic tactics used by the Bourbon Democrats for the disfranchisement of the freedmen, who accounted for the majority of the Republican vote in Louisiana. See this BLM and the sample below. (Teacher note: *equate the terms Bourbons and Redeemers with the old Democrats and the former political elite.*)

<i><b>Voter Eligibility</b></i>	<i><b>Tactic for Ineligibility</b></i>	<i><b>Side effects</b></i>
<b>Property owner</b>	<i>Freedmen unlikely to own property</i>	<i>Eliminate most freedmen from voting and holding public offices</i>
<b>Literacy Test</b>	<i>Most freedmen were uneducated (former slaves), interpretation of the Constitution test usually administered</i>	<i>Eliminated most freedmen and most poor whites (small farmers) from voting</i>

In an attempt to describe the limitations and effects of the Jim Crow segregation laws, have students brainstorm the various restrictions by using a graphic organizer (e.g., *Inspiration*®).

Provide students with a scenario involving the *Comite des Citoyens* (Citizens Committee) of challenging the segregation laws with Homer Plessy and the segregated rail cars. Have students outline a basic defense for Plessy's case. Introduce and outline the legal ramifications of the Supreme Court's landmark decision of *Plessy v. Ferguson, 1896*. Have students analyze what effect the Court's decision of "Separate, but Equal" had on the Jim Crow Laws and the laws in the United States in general. What effect did the decision have on future civil rights efforts?

### Resource

- Lofgren, C.A. (1987). *The Plessy Case, A Legal-Historical Interpretation*. Oxford University Press: New York / Oxford.

### Activity 3: Labor Conflict (GLEs: 51, 52, 65)

Materials List: colored markers

Prior to teaching the content on the labor unions, do an *SQPL* ([view literacy strategy descriptions](#)). Tell students that a statement about labor unions will be made before the topic is explored. State the following:

Labor Unions changed working conditions in the United States.

Have students turn to a partner and think of one good question they have about the statement. Gather students together and share questions, then write their questions on the board. After students have presented their questions, the teacher should contribute other questions to the list. Students should search for answers to the questions as they read about labor unions in Louisiana during the 1870s. To conclude the activity, have students share their answers.

Have students engage in a debate, set in 1911–1912, between members of a labor union threatening to strike and a river port exporter/warehouse owner. Provide students with two reasonable demands and one unreasonable demand by the laborers. Have students conduct a dialogue on a possible compromise. They should discuss how supply, demand, and prices might be affected by this strike. Add the option that the warehouse owner may consider using labor from the convict lease system. Have students discuss the moral and economic implications if this option is implemented.

**Activity 4: Agriculture, Industrial Progress, and Healthcare Progress (GLEs: 9, 58, 62, 79)**

Have students create an annotated timeline from 1880–1920 that shows the progress of agriculture and industry in Louisiana, marking key points in the development of each of the following:

- agriculture
- lumber
- oil and gas
- sulphur and salt

Have students represent each product in a different color on their timeline and also note the introduction of railroads, jetties, automobiles, airplanes, and streetcars. When presenting their timelines, students should be able to explain how these inventions promoted the progress of agriculture and industry in Louisiana. They should also discuss how competition affected supply, demand, and prices of products.

This timeline should also reflect the dates of the Spanish-American War, and students should be able to discuss how Louisiana participated in this war and how the health of Louisiana residents benefited from the studies of yellow fever after the war.

**Activity 5: The Progressive Movement and Louisiana’s Governors (GLEs: 62, 66, 70, 72, 76)**

Precede this activity with a teacher led review of the Progressive Era in the United States in general and in Louisiana specifically.

Tell students that they have been asked to create a mural (timeline) in memorial to the Progressive Era in Louisiana. This mural should reflect the major contributions of specific governors (e.g., improving living conditions of the poor, prison reform, voting rights, labor reform, the prohibition of alcohol, business regulation, and voter influence). Showing students pictures of murals from this era that are found in many United States history textbooks will assist them in visualizing what they are to do and how their completed assignment might look. Displaying the murals around the classroom in a “Gallery Walk” will further extend this culminating assignment.

**Activity 6: New Conveniences (GLEs: 9, 64)**

Materials List: Internet access optional

Have the students list via the web (e.g., *Inspiration*<sup>®</sup>) the inconveniences of life in rural Louisiana during the early 1900s (e.g., outhouses, kerosene lamps or homemade candles, home grown food sources and food preparation, no viable transportation).

Have students write a letter as a citizen of Louisiana who has migrated from a rural area into a large city in their locale of the state. In the letter, they are to try to convince a cousin who still lives in the rural area to come to the city by describing how the following new conveniences have changed and improved life:

- telephones
- gaslights and electricity
- mail service
- mail order catalogs

**Local history references that offer personal accounts of the turn of the century**

- Conrad, G. (1986). *New Iberia: Essays on the Town and Its People*, 2<sup>nd</sup> Ed. Center for Louisiana Studies: University of Louisiana-Lafayette.
- Lastrapes, P. L. (1996). *Looking Back at Washington, LA.: The Memoirs of David Jasper McNicoll*. McNaughton & Gunn, Inc: Saline, Michigan.

**Activity 7: Changes in Louisiana (GLEs: 70, 77)**

Materials List: Internet access optional

Have students work in groups to create newspaper articles that reflect the era of the 1920's and focuses on the following elements:

- **Culture—jazz, radio, movies.** Have students write advertisements and reviews, and locate sound bytes of local jazz musicians, radio shows, and movies.
- **Women's suffrage—Nineteenth Amendment.** Have students write editorials targeted at changing the conservative stance of equal rights and suffrage for women.
- **Prohibition—Eighteenth Amendment.** Have students write editorials that weigh the pros and cons for Louisiana regarding prohibition, speakeasies, moonshiners, bootleggers, and the economic issues of supply, demand, and prices.
- **Political changes.** Have students write news articles that cover the *who, what, when, where, why, and how* questions about the following topics: Governor John Parker, the severance tax, the Ku Klux Klan, and the Constitution of 1921.

Have students present their articles and create a wall of headlines reflecting the changes occurring in Louisiana.

**Activity 8: The Rise of Huey Long (GLEs: 62, 72, 73, 76)**

Materials List: various resources on the Huey Long era (pictures, film clips, newspaper articles, songs, etc.)

Begin this topic with a *split-page notetaking* ([view literacy strategy descriptions](#)) activity. Have students take notes on the following topics concerning Huey Long: hometown, education, first job, early politics, campaign strategies, positive steps as governor, opposition to Long, Long as a U. S. Senator, Long on the “national stage,” Long and Roosevelt, Long’s last days. This information will be used to create a timeline of Long’s political life. Model for students how to format their notes by placing the topic, Huey Long, at the top of their note page and then drawing a line down the page to split it into one-third/two-thirds. Next tell students to put “hometown” in the left column and specific information they find about Huey Long’s hometown in the right column. Tell students to continue with this format for the other key topics about Huey Long. When their notes are completed, remind students how to study from their notes by covering one column and using the information in the other to try to recall the covered information. Allow time for students to quiz each other over the content of their notes in preparation for tests and other class activity.

Have students create a basic timeline reflecting Huey Long’s ascension to the national political stage. Students should create parallel timelines indicating major events (i.e., Populist Movement, Flood of 1927, and Great Depression) on the state level and the national level. Students should analyze possible opportunities that made Long’s rise possible.

Using different resources (e.g., pictures, film clips, articles, anecdotes, songs) have students portray Long’s campaign style, popularity, and the opinions of his critics at both the state and national levels. Have students create a political advertisement or cartoon (propaganda) to either support or oppose Huey Long’s bid for governor or his Share Our Wealth Program. Have students briefly explain their product through role-playing, then display their work.

Provide a graphic organizer that cites Long’s political achievements (i.e., roads, bridges, free textbooks) for Louisiana as well as a column recognizing his political abuses (e.g., impeachment, defying the state constitution, personal attacks, political arm twisting). Students should describe who were likely to support Long and who were likely to oppose him and why.

Have students engage in a panel discussion on one or more of the following topics:

- Long: Hero or Demagogue
- Every Man a King or Political Pawn
- Share Our Wealth: Real or Pipedream
- Huey Long: Presidential Candidate or Caricature
- Long’s Death: Assassination or Accident

As closure to the activity, students should discuss what they perceive as a fitting epitaph to be placed on a monument to Huey Long, as well as the appropriate symbol/design for this monument.

### Print References

- Boulard, G. (2003). *Huey Long: His Life in Photos, Drawings, and Cartoons*. Pelican Publishing Company: Gretna, LA.
- Hair, W.I. (1991). *The Kingfish and His Realm: The Life and Times of Huey Long*. Louisiana State University Press: Baton Rouge.
- Kane, H.T. (1990). *Huey Long's Louisiana Hayride: The American Rehearsal for Dictatorship, 1828-1940*. Pelican Publishing Company: Gretna, LA.
- Louisiana Public Broadcasting (1991), *Louisiana Boys: Raised on Politics*. (Video)
- Pavy, D.A. (1999). *Accident and Deception: The Huey Long Shooting*. Cajun Publishing: New Iberia, Louisiana.
- Williams, T.H., (1969). *Huey Long*. Alfred A. Knopf: New York.

### Website Resources

- PBS Ken Burns American Stories Huey Long:  
<http://www.pbs.org/kenburns/hueylong/>
- PBS Huey Long for Educators:  
<http://www.pbs.org/kenburns/hueylong/educators/>

### Activity 9: The Effects of the Great Flood of 1927 (GLEs: 2, 6, 7, 8, 14, 15, 62, 64, 65, 78)

Materials List: blank Venn diagrams, parish outline state maps, colored markers

Create a timeline that indicates the climatic conditions and the sequence of physical catastrophes that resulted in 27,000 square miles being flooded. Highlight events on a map. Dates and events may include:

- December 1926 (Heavy rains in Central/Great Plains)
- February 1927 (Mississippi River and tributaries at flood stage)
- April 21, 1927 (Crevasse\* at Mounds Landing, MS, Yazoo Valley Floods)
- April 29, 1927 (Levee dynamited near St. Bernard / Plaquemines Parishes to divert water away from New Orleans)
- May 3, 1927 (Crevasse at Cabin Teele, lower Red River valley floods, Atchafalaya River overflows)
- May 13, 1927 (Crevasse at Bayou de Glaise floods Cottonport, Moreauville, Simmesport)
- May 16, 1927 (Crevasse at Melville floods Melville and Plaucheville)
- May 17, 1927 (Crevasse at Cecilia – Henderson)
- May 1927. . . Red Cross Refugee Camps established in Mansura, Marksville, Bunkie, Alexandria, Baton Rouge, Lafayette, Carencro, Opelousas and Jeanerette (segregated camps)

May 22, 1927 (Vermilion River and Bayou Teche overflow, Breaux Bridge floods)

May 23, 1927 (St. Martinville floods)

May 26, 1927 (New Iberia floods)

June – August 1927 (flood waters slowly subside, refugees leave Red Cross camps and return home)

\* Crevasse refers to a break in the levee system

Source: Conrad & Broussard (1994)

Have students examine the physical impact of The Great Flood of 1927 by shading the parishes on a state map that were inundated. Students are asked to brainstorm (e.g., *Inspiration*<sup>®</sup>) the major effects the flood had on the people (e.g., displacement, diseases) and economy (e.g., crop loss, infrastructural damages) of Louisiana.

*Teacher Notes:* Parishes flooded were Madison, Tensas, Catahoula, Concordia, Avoyelles, St. Landry, Pointe Coupee, St. Martin, Lafayette, Iberville, Iberia, St. Mary and various areas of St. Bernard and Plaquemines after the levee below New Orleans was dynamited in an effort to spare the Crescent City. The state experienced over \$100 million of economic loss and a rise in flood-induced diseases and health issues. The effects of the flood forced many of Louisiana's poor to become destitute.

Have students analyze the flood's effects on economics (prior to the Great Depression) and politics (election of Huey Long as governor). Provide students with a research opportunity or basic statistics to complete a graphic organizer regarding the economic impact the Flood of 1927 had on Louisiana. (Estimates of losses: homes damaged - 162,000; crop losses - \$102,562,395; human deaths - 300; livestock -165,298; refugees displaced - 235,554).

Arguably, many blamed the levee systems as a probable cause for the direct flooding. Many of Louisiana's flood victims blamed the federal government for the levee construction and felt abandoned by the state and federal governments in the aftermath of the flood. Provide students with a copy of Randy Newman's song, *Louisiana 1927*. Have students interpret political satire in the lyrics that may defend the perceptions of the flood victims. Relate why Huey Long's popularity may have escalated because of this crisis.

### Print Resources

- Barry, J.M. (1997). *Rising Tide, The Great Mississippi Flood of 1927 and How it Changed America*. Simon & Schuster: New York.
- Conrad, G. & Brasseaux, C. (1994). *Crevasse! The 1927 Flood in Acadiana*. The Center for Louisiana Studies: University of Louisiana at Lafayette.

### Website Resources

- PBS Fatal Flood Timeline:  
<http://www.pbs.org/wgbh/amex/flood/timeline/index.html>

### **Activity 10: The Great Depression and the New Deal (GLEs: 27, 58, 65, 73)**

Materials List: Internet access optional

Have students examine the effects of the Great Depression and the New Deal in Louisiana. Create a column on a chart listing some of the recognized causes of the Great Depression. In an adjacent column have students determine its effects on the nation's and state's economy.

President Franklin Roosevelt's New Deal program was based on three R's: Relief, Recovery, and Reform. Initially, have students apply the 3Rs strategy to the Louisiana victims of the Flood of 1927. Then, have students apply the 3Rs to the state and national economy.

Provide an opportunity for students to create period piece pictures, headlines, and statistics applicable to the Great Depression and Louisiana in an attempt to represent the hardships being experienced by Louisiana's residents. Follow this project by having students analyze why Huey Long's Share Our Wealth program appealed to Louisiana citizens. Teacher's note: If students have difficulty finding Louisiana-related sources, have them expand the search to a national search.

Have each group describe:

- basic causes of the Great Depression,
- how the Great Depression affected Louisiana,
- how the New Deal projects like the CCC and the WPA affected lives, and
- the relationship between the events of the era and Huey Long's political ascendancy.

### **Sample Assessments**

#### **General Guidelines**

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

## General Assessments

- Have students create a timeline from this era in history comparing Louisiana historical events and United States historical events.
- Have students write journal entries with the following topics: The Bourbons and the Louisiana Lottery, The Struggle for Civil Rights, Agriculture, Industrial Progress, Healthcare Progress, Huey Long, Flood of 1927, the new Louisiana State Capitol.
- Have students create graphic organizers on inconveniences of life in rural Louisiana, Huey Long's political achievements, the effects of the Flood of 1927 on Louisiana's economy, channeling the Mississippi River through New Orleans, and the effects of the Great Depression and the New Deal in Louisiana.

## Activity-Specific Assessments

- Activity 2: Provide students with brief, but informative (or research opportunities) facts regarding future acts of civil disobedience (e.g., *Brown v. Board of Education, Topeka, Kansas, 1954*, Baton Rouge bus boycott, Rosa Parks bus incident, Walgreen lunch counter sit-in in Greensboro, N.C.) to compare / contrast (Venn diagram, chart) the significance of future acts of civil disobedience.
- Activity 5: An alternate activity is to have students create a basic timeline (e.g., Wall of Fame) denoting the contributions of Louisiana's governors during the Progressive Era with an entry on their influences. Have students secure an artifact to be displayed on the timeline or wall (e.g., copy of a picture, cartoon, headline).
- Activity 9: Using <http://www.pbs.org/wgbh/amex/flood/maps/index.html>, have students find information to compare the floods of 1927 and 1993. Distribute a blank Venn diagram for students to compare the floods and also distribute blank parish maps and have them label and color the parishes affected by the floods. The following website, *Voices of the Flood*, is a good beginning point and can be found at [http://www.pbs.org/wgbh/amex/flood/sfeature/sf\\_flood.html](http://www.pbs.org/wgbh/amex/flood/sfeature/sf_flood.html) for electronic research.

**Grade 8**  
**Louisiana History**  
**Unit 9: Eras of World War II and Civil Rights**

**Time Frame:** Approximately three weeks



**Unit Description**

The historical era included in this unit ranges from the World War II Era to the early 1970's, including approval of the 1974 Louisiana Constitution. The content of this unit provides opportunities for the integration of key concepts for the standards of civics, economics, and geography.

**Student Understandings**

Students analyze the major contributions of Louisiana to World War II. Students describe how World War II led to economic growth and contributed to political and social change in Louisiana. Students realize that the struggle for civil rights led to major conflicts and changes in Louisiana.

**Guiding Questions**

1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?
3. Can students trace the state's economic development and growth toward economic diversity?
4. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?
5. Can students analyze the distribution and uses of Louisiana's natural resources?
6. Can students explain why taxes are needed and purposes for which tax monies/revenues are used?
7. Can students describe various peaceful ways of resolving political or social conflicts, including majority vote vs. consensus?
8. Can students analyze how the democratic process has been used to institute change in Louisiana?
9. Can students identify individual rights guaranteed in the Louisiana Constitution?

10. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
11. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
12. Can students construct a timeline of key events in Louisiana history?
13. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
14. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
15. Can students analyze how a given historical figure influenced or changed the course of Louisiana’s history?
16. Can students analyze given source material to identify opinion, propaganda, or bias?
17. Can students interpret a political cartoon?
18. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
19. Can students describe leaders who were influential in Louisiana’s development?
20. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
21. Can students trace and describe various governments in Louisiana’s history?
22. Can students describe major conflicts in the context of Louisiana history?
23. Can students explain how Louisiana’s natural resources have shaped its history?

**Unit 9 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>Places and Regions</b>	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in Louisiana (G-1B-M4)
<b>Physical and Human Systems</b>	
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
<b>Environment and Society</b>	
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)

GLE #	GLE Text and Benchmarks
<b>Geography</b>	
<b>Civics Structure and Purpose of Government</b>	
19.	Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
28.	Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)
<b>Foundations of the American Political System</b>	
32.	Describe various peaceful ways of resolving political or social conflicts, including <i>majority vote vs. consensus</i> (C-1B-M4)
33.	Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
<b>Roles of Citizens</b>	
39.	Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
<b>Economics</b>	
<b>Fundamental Economics Concepts</b>	
45.	Analyze the role of specialization in Louisiana’s economy (E-1A-M4)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>Individuals, Households, Business, and Government</b>	
53.	Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
68.	Interpret a political cartoon (H-1A-M4)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

GLE #	GLE Text and Benchmarks
<b>Geography</b>	
<b>Louisiana History</b>	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

### Sample Activities

#### Activity 1: Louisiana During World War II (GLEs: 6, 9, 16, 53, 58, 62, 65, 70, 73, 78)

Materials List: Internet access optional, pictures or illustrations of Louisiana during World War II

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about World War II and Louisiana. Students should receive one prompt on any given day as the topic of WWII is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they will respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day’s lesson begins. This kind of writing usually calls for students to anticipate what will be learned that day. Here are some prompts to use throughout this unit.

#### S- Special Powers

You have the power to change an event leading up to World War II. Describe what it is you changed, why you changed it, and the consequences of the change.

#### P – Problem Solving

You have learned how WWII changed life in Louisiana as well as throughout the United States. Men were drafted to fight into war leaving a void in the workplace. What was the solution to this problem?

#### A – Alternative Viewpoints

Imagine you were a parent in Louisiana during WWII. Write a description of how your life has changed because of the war.

W – What if?

What might have happened if Andrew Higgins was drafted and had not invented the Higgins boat?

N – Next

Now that WWII is over and the soldiers are returning home, what will happen next in the work force?

The teacher should allow students to write their responses within a reasonable period of time. In most cases prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should be asked to copy the prompt in their *learning logs* before writing their responses and to record the date. *SPAWN writing* should be viewed as a tool students can use to reflect on and increase their developing disciplinary knowledge and critical thinking skills. Therefore, this type of writing should not be graded, but given points for completion.

Louisiana became a hotbed of activity during World War II, ranging from the establishment of military bases in Central Louisiana to war production throughout the state. Have the students draft a memo to President Franklin Roosevelt as if they were a military adviser explaining why Louisiana would be an effective location for military training, how the state's geographic location as a port community might be advantageous in shipbuilding, and what resources would lend themselves to war production (e.g., petroleum, labor force, agricultural production). Create a map to indicate the locations of the various military training camps, flying fields, shipbuilding ports, and resource production (e.g., oil and gas). In an effort to assist students with this activity, the teacher may provide the names of the actual army bases or war production sites and allow the students to determine why these regions of Louisiana were chosen by the U.S. government for these activities.

Louisiana became a center stage for war preparation (e.g., the Louisiana War Maneuvers, establishment of army bases) and production (e.g., Higgins boats, shipbuilding, petroleum production). Have the students create a "Wall of History: Louisiana during WWII" with one-sided, one-page fact sheets (e.g., picture, illustration, trivia, facts). Students would orally present a brief description of their research findings and then display their products on the wall. Topics may include the various events (e.g., establishing and refurbishing military bases such as Camp Beauregard, Camp Claiborne, Camp Livingston, Barksdale, and Fort Polk), locations of the war games (i.e., Rapides, Vernon, Sabine, Natchitoches Parishes, and Lake Pontchartrain on the New Orleans Lakefront [where Dwight Eisenhower presided over a D-Day rehearsal]), prisoner of war camps, and people (e.g., Dwight Eisenhower, George S. Patton, Henry S. Kissinger) associated with the Louisiana Maneuvers. Additional topics may include Louisiana natives serving in the war (e.g., Major General Claire Lee Chennault and Brigadier General Wiltz Segura of the Flying Tigers), LSU as the "Ole War Skule," and the government agencies on the home front (e.g., Ration Board, Draft Board, Civil Defense).

Louisiana's citizens were active in the war effort from the perspective of serving in the military to employment in war production (e.g., Higgins Industry, shipbuilding, petroleum production). Have students conduct interviews with relatives alive during the war years (e.g., military service, childhood, home front activities, conservation efforts) or present excerpts from war memoirs of Louisiana natives.

An extension to this activity would be a field trip to The National World War II Museum in New Orleans. Provide students with a set of questions related to the various exhibits then have students complete a scavenger hunt as they explore The National World War II Museum.

### **Memoirs**

- Atkinson, C. & Tilley, K. (1990). *Camp Claiborne*. Ack Hill Publishing Co: Forrest Hill, LA.
- Barnwell, J. & Hilton, S., *Louisiana Voices: Remembering World War II*. Louisiana State University Press: Baton Rouge.
- Dean, P., Daspit, T., and Munro, P. (1998). *Talking Gumbo: A Teacher's Guide to Using Oral History in the Classroom*, T. Harry Williams Center for Oral History: Louisiana State University.
- Sanson, J.P. (1999). *Louisiana During World War II: Politics and Society, 1939-1945*. Louisiana State University Press: Baton Rouge.
- Strahan, J.E. (1998). *Andrew Jackson Higgins and the Boats That Won World War II*. Louisiana State University Press: Baton Rouge.
- Theriot, J. (2002) *To Honor Our Veterans: An Oral History of World War II Veterans from the Bayou Country Series (The Pacific War, European War, North Africa)*, CEW Publishing.

### **Website Resources**

- World War II, Preparing for battle:  
<http://www.army.mil/cmh-pg/photos/WWII/Preps/WW2-Prep.htm>
- World War II maneuvers in Louisiana:  
<http://www.beau.org/~velmer/local/ww2.html>

### **Activity 2: A Louisiana Specialty (GLEs: 45, 51, 53)**

Materials List: Higgins Boats BLM

Share the following 1940's business story of Andrew Higgins from New Orleans. Andrew Higgins was in the lumber business from 1923-1929. As the lumber industry experienced an economic decline, Higgins shifted his business efforts to the construction of specialty boats that were able to maneuver over Louisiana's marsh and swamps and proved very useful to the lumber industry. The U.S. Coast Guard and the Army Corps of Engineers contracted Higgins to provide these governmental agencies with a small fleet of these sturdy boats for navigating Louisiana's waterways. Higgins managed to convert

his slumping lumber business to a modestly successful boat building enterprise. The New Orleans-based business initially may have employed an average of 100 to 200 employees during the economic depression years of the 1930's.

As the U.S. became engaged in the European and Pacific Theaters in World War II, the U. S. Armed Forces developed a major interest in the use of a Higgins-designed boat for beach landings. The government contracts included production of a range of small boats (PT, LCMs) at an average of 700 boats per month.

Provide students with the following situations and demands Higgins may have faced in forging ahead in war production. Have students discuss and record (small groups) possible plans and decisions that would enable the Higgins Industry to meet the production demand. Have students complete the Higgins Boats BLM (See this BLM and the sample below).

**Challenge: Must increase production from constructing  
20 boats per month to 700 boats per month**

<b>Pre-War Situation / Status</b>	<b>Possible Solution</b>	<b>Production benefit</b>
There were 100 employees.		
Shortage of able working men existed due to military draft.		

Once the proposed plans are completed, have each student write a paragraph analyzing the key changes that had to be considered. In their explanations have students address the application of the economic term *specialization* in this situation. Finally, each student should conclude with selected comments on the potential advantages of specialization in this situation involving mass production and production efficiency.

Provide students with a conclusion regarding the success and impact the Louisiana-based Higgins Industry played in the outcome of World War II. Additional facts on the Higgins Industry and its association in World War II can be found at the websites below.

**Website Resources**

- The Higgins Landing Craft D-Day Project: <http://library.thinkquest.org/J0113143/>
- The National World War II Museum: <http://www.ddaymuseum.org>

**Activity 3: Louisiana's Governors (Long or Anti-Long) (GLEs: 62, 66, 72, 73, 76)**

Materials List: Internet access optional

Huey Long's political machine continued well after the Kingfish's death. Many state level candidates were labeled as Long or Anti-Long politicians. Have students create a parallel timeline of Louisiana's governors from Huey Long (1928-1932) through John

McKeithen\* (1964-1972) and major events that occurred in the United States (e.g., presidents, wars) between 1928 and 1972. On the timeline, note whether each governor during that period was referred to as a Long or Anti-Long candidate, as well as major contributions, unique attributes of each governor, and events that occurred in Louisiana during their administrations (e.g., civil rights, reforms, corruption).

\* John McKeithen was the first governor allowed by the State Constitution of 1921 to serve two consecutive terms and is labeled the last of the Long candidates.

Teacher's Note: Have students analyze what defined a candidate as Long or Anti-Long and determine the time period in which Huey Long had influence on Louisiana politics. The timeline can be a collaborative effort of students (groups) and displayed in the classroom or hallway.

Have students create a Venn diagram or a chart that compares and contrasts the governorship of Huey Long (1928-1932) to that of his brother, Earl Long (1948-1952). Then, have the students create a separate chart that compares Earl Long to Robert Kennon, his successor in 1952. Next, have students analyze the major contributions and shortfalls of their administrations.

To conclude the lesson on this era of Louisiana governors, have students participate in the *professor know-it-all* activity ([view literacy strategy descriptions](#)). Arrange students in groups of three to review information on the Louisiana governors from 1928-1972. Instruct the groups that they will be called on randomly to provide expert answers to questions from their peers about this content. Each group should generate three to five questions they might anticipate being asked and that they can ask other experts. The teacher will invite one group to the front of the class. The group will face the class and invite questions from the other groups. The groups should be encouraged to ask both factual and higher level questions that could challenge the experts. The *know-it-alls* are encouraged to collaborate and agree before answering. Groups should change about every five minutes.

### Print Resource

- Parent, W. (2004). *Inside the Carnival, Unmasking Louisiana Politics*. Louisiana State University Press: Baton Rouge.
- Kurtz, M.L. and Peoples, M.D. (1990). *Earl K. Long, The Saga of Uncle Earl and Louisiana Politics*. Louisiana State University Press: Baton Rouge.
- Liebling, A.J. (1970). *The Earl of Louisiana*. Louisiana State University Press: Baton Rouge.

### Website Resources

- Louisiana Timeline: <http://www.enlou.com/time/timelineindex.htm>
- List of Governors of Louisiana: [http://en.wikipedia.org/wiki/List\\_of\\_Governors\\_of\\_Louisiana](http://en.wikipedia.org/wiki/List_of_Governors_of_Louisiana)

#### **Activity 4: Postwar Economy (GLEs: 13, 58, 79)**

Materials List: Internet access optional

To help students comprehend the text on the postwar Louisiana economy, have them do a *DR-TA* activity ([view literacy strategy descriptions](#)). Using the textbook or other reading source from the Internet on the post-World War II Louisiana economy, take students through the following steps:

1. Introduce background knowledge. Begin the lesson with a discussion about how both the United States and Louisiana made rapid changes after World War II. Lead the students in thinking about how the economy in Louisiana might have changed after the war. Record their ideas on the board.
2. Make predictions. Ask students to think about the economy of Louisiana after the war and predict what they might discover as they read the selection. Have students write their predictions in their *learning log* ([view literacy strategy descriptions](#)).
3. Read a section of text, stopping at predetermined places to check and revise predictions. Ask students to reread their predictions. Let them know they should change their predictions, if necessary, and cite new evidence for doing so. Repeat this cycle several times as students read through the text on the economy of Louisiana after World War II. Key questions to consider are: What have you learned so far from your reading? What do you expect to read next?
4. Once the reading has been completed, use student predictions as a discussion tool. Ask students to reflect on their original predictions and track their changes as they read. Students should write statements pertaining to the changes in Louisiana's economy after World War II in their *learning logs*. In small groups, have students discuss post-war changes in Louisiana.

#### **Website Resource**

- History of Offshore Oil and Gas Development in Louisiana:  
[http://www.gomr.mms.gov/homepg/regulate/environ/louisiana\\_coast.html](http://www.gomr.mms.gov/homepg/regulate/environ/louisiana_coast.html)

#### **Activity 5: Cultural Change (GLE: 64)**

Materials List: Internet access optional

Have students participate in a teacher-guided research effort to find artifacts and descriptions of American culture of the late 1940's and 1950's. Have students write a "Week in the Life" diary exploration of an eighth grader living in post-World War II Louisiana. They should include discussions of art, radio, television and music programming (e.g., Louisiana Hayride), Cold War fears, bomb shelters, and fears of polio epidemics. After sharing these with a partner or with the class, have students extend the discussion by proposing what they feel are the most culturally influential television shows and current music, as well as how the war in Iraq, civil rights achievements, and the AIDS epidemic may be shaping modern Louisiana culture.

### Website Resources

- Louisiana Hayride: <http://www.louisianahayride.com/>
- Smithsonian: <http://www.si.edu/>

### Activity 6: Civil Rights in Louisiana (GLEs: 33, 73, 77)

Materials List: Internet access optional, pictures of civil rights events in Louisiana during the 1950's and 1960's

Have students role play as a newspaper reporter and write an article tracing the history of race relations in Louisiana from *Plessy v. Ferguson* (1896) to *Brown v. Board of Education* (1954). As a review, have students compare (e.g., using a Venn diagram) the major precedents set by the Supreme Court's *Plessy* decision and its reversal with the *Brown* case.

Exhibit a visual representing the racial unrest (e.g., Norman Rockwell's painting titled *The Problem We All Live With* [Ruby Bridges], photo of the "cheerleaders" taunting students and officials during the integration of New Orleans public schools, citizens participating in the Baton Rouge Bus Boycott, and the Bogalusa Civil Rights March). Allow students an opportunity to reflect on the images and provide an explanation of the visuals in context with lesson objectives. Ask students, in groups, to create a newscast that could have aired on the evening news addressing one of these events.

Have students close the activity with a discussion of how the Civil Rights Act of 1964 and the Voting Rights Act of 1965 demonstrate how the democratic process has been used to institute change in Louisiana. Ask them also to consider how protest against the Vietnam War affected government policies.

### Print Resources

- Bridges, Ruby (2003). *Through My Eyes: The Autobiography of Ruby Bridges*. Scholastic, Inc.
- Lofgren, C.A. (1987). *The Plessy Case: A Legal-Historical Interpretation*. Oxford Press: New York.
- Patterson, J.T. (2001). *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford Press: New York.
- Robinson, P. (2004). *A House Divided: A Study Guide on the History of Civil Rights in Louisiana (1950-1965)*, Xavier University: New Orleans. (Lesson Plans for course)

### Website Resources

- *Plessy v. Ferguson*: <http://www.bgsu.edu/departments/acs/1890s/plessy/plessy.html>
- Exploring Constitutional Conflicts – Separate But Equal? The Road to Brown <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm>

- The Baton Rouge Boycott of 1953, A Recaptured Past:  
<http://www.lib.lsu.edu/special/exhibits/boycott/>
- The Southern Institute for Education and Research, Civil Rights Education:  
<http://www.southerninstitute.info/>

**Activity 7: Louisiana’s Constitution (GLEs: 19, 32, 39, 63)**

Materials List: Comparing Constitutions BLM

The state constitution of Louisiana has an infamous reputation of being among the nation’s longest and most revised of state constitutions. Have students reflect on Louisiana’s constitutions via a timeline indicating the basic change(s) and reasons for those changes.

Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) (e.g., *Inspiration*®) indicating major changes addressed in the 1974 Louisiana Constitution. Higher order thinking activities would require students to compare the evolution and changes made in the United States Constitution and the Louisiana State Constitution of 1974. Have students complete the Comparing Constitutions BLM (See this BLM and the sample below).

	U.S. Constitution	Louisiana Constitution
Year of Ratification	<i>1788</i>	<i>1974</i>
Number of Revisions		
Number of Amendments		
Unique Differences		

Ask students to determine why the state constitution has been altered more and is lengthier than the federal constitution?

Have students hold a mock constitutional convention in which they analyze and debate individual rights guaranteed by the Louisiana Constitution, and describe and discuss various peaceful ways of resolving political or social conflicts, including majority vote versus consensus. Have students determine the percent of votes or procedure needed to ratify a new constitution or approve a new amendment. Have the school represent the state, the faculty members represent the legislators, and the student population represent state voters.

**Website Resources**

- The Constitution of the United States:  
[http://www.archives.gov/national\\_archives\\_experience/charters/constitution.html](http://www.archives.gov/national_archives_experience/charters/constitution.html)
- Louisiana Constitution of 1974:  
<http://senate.legis.state.la.us/Documents/Constitution/Default.htm>

**Activity 8: The Superdome and Economic Development (GLEs: 28, 51, 67, 68)**

When the doors of the Louisiana Superdome were opened to the public on August 3, 1975, many were amazed and nicknamed it the “8<sup>th</sup> Wonder of the World.” With construction exceeding the projected budget and a required cost of over \$164 million, the Dome had its share of critics. Have students create a political cartoon that either supports or criticizes the construction of the Louisiana Superdome. Then, have students analyze each other’s cartoons to identify and analyze them for opinion, propaganda, or bias.

After discussion of how this development may have contributed to economic growth and diversity for Louisiana, have students debate why taxes are needed for purposes such as this and how they are best used. They should also be able to use economic concepts (e.g., scarcity, opportunity cost, cost benefits) to explain this development.

**Website Resource**

- The Louisiana Superdome: <http://www.superdome.com/site.php>

**Activity 9: Suburban Growth (GLEs: 64, 69)**

Materials List: Internet access optional

Discuss with students community growth after World War II. Ask students to question grandparents, parents or neighbors who have lived in a community for a long period of time about how their community has changed. Have students tell the story of a suburban neighborhood in their community that developed after World War II and how it changed over the course of time until the present day—including interstate construction, new technology, and economic development. Have them create a storyboard that explains how the neighborhood began and changed over the course of thirty years, illustrating with pictures, drawings, and maps.

Another project that can be done is to examine the decline or renovation of downtown areas. Have students research (e.g., Chamber of Commerce, census) the characteristics of their local downtown area in the last 30 years, such as the number of businesses (increase or decline), the types of businesses, relocations of businesses (e.g., from the railroad/bayou towards interstates). Have students draw conclusions about the decline or revitalization of the downtown area from an economic and historical perspective. As a higher order activity, have students draw up proposals to reverse negative economic trends or support positive trends.

**Website Resources**

- Louisiana Economic Development: <http://www.led.state.la.us/home.aspx?ref=404>
- Preservation Directory: [http://www.preservationdirectory.com/downtownandmainstreet\\_la.html](http://www.preservationdirectory.com/downtownandmainstreet_la.html)
- Louisiana Main Street: [http://www.tpcg.org/eco\\_dev/pdf/Louisiana%20Main%20Street%20program.pdf](http://www.tpcg.org/eco_dev/pdf/Louisiana%20Main%20Street%20program.pdf)

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

### General Assessments

- Journal writing on selected topics: Louisiana war maneuvers, establishment of army bases in Louisiana, production of the Higgins boat, World War II shipbuilding in Louisiana, Dwight Eisenhower, George Patton, Major General Claire Lee Chennault, Superdome construction, civil rights in Louisiana.
- Timeline comparing major events in Louisiana history with events in United States history and world history (Louisiana governors 1928-1972, Louisiana Constitutions, hometown).
- Graphic organizers: compare major precedents set by Supreme Court decisions on *Plessy* and *Brown*, major changes to the 1974 Louisiana Constitution.
- Maps: Louisiana military bases, distribution of petroleum in Louisiana, Louisiana's natural resources early 1900's-1970's.

### Activity-Specific Assessments

- Activity 1: Have students write a newspaper article on one of the following topics: Louisiana War Maneuvers, Higgins Boat, Louisiana Natives Serving in World War II, Government Agencies on the Homefront, Prisoner of War Camps, Life on the Homefront.
- Activity 3: Have students choose a Louisiana governor between 1928 and 1972 and write a biography of his life, emphasizing his contributions to the state of Louisiana.
- Activity 4: Using a Venn diagram, have students compare and contrast the economy of Louisiana before and after World War II.

**Grade 8**  
**Louisiana History**  
**Unit 10: Louisiana Ends the Twentieth Century and Enters the Twenty-First**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on Louisiana entering the twenty-first century. The economy, education, and environment are major concepts explored.

**Student Understandings**

Students explain why a diverse economy is necessary for prosperity. Students identify that national and international markets influence Louisiana's economy. Students recognize that the economy, education, and the environment are the key issues facing Louisiana today. Students understand that Louisiana's diverse population possesses unique characteristics which provide an economic strength.

**Guiding Questions**

1. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?
2. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?
3. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
4. Can students analyze the distribution and uses of Louisiana's natural resources?
5. Can students identify a contemporary Louisiana geographic issue and research possible solutions?
6. Can students evaluate a type of tax in a historical context?
7. Can students explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana?
8. Can students explain how U.S. foreign policy has affected Louisiana?
9. Can students explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?
10. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?

11. Can students explain how supply and demand affect prices?
12. Can students describe historic and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation?
13. Can students construct a timeline of key events in Louisiana history?
14. Can students analyze how a given historical figure influenced or changed the course of Louisiana’s history?
15. Can students describe leaders who were influential in Louisiana’s development?
16. Can students explain how Louisiana’s natural resources have shaped its history?
17. Can students trace the state’s economic development and growth toward economic diversity?

**Unit 10 Grade-Level Expectations (GLEs)**

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
<b>Geography</b>	
<b>Places and Regions</b>	
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in Louisiana (G-1B-M4)
<b>Environment and Society</b>	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
17.	Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)
<b>Civics</b>	
<b>Structure and Purpose of Government</b>	
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
<b>International Relationships</b>	
37.	Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)
38.	Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2)
<b>Roles of the Citizen</b>	
41.	Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)

<b>Economics</b>	
<b>Fundamental Economic Concepts</b>	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
<b>Individuals, Households, Businesses, and Government</b>	
52.	Explain how supply and demand affect prices (E-1B-M1)
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
<b>Louisiana History</b>	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
80.	Trace the state’s economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)
81.	Explain cultural elements that have shaped Louisiana’s heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

### Sample Activities

#### Activity 1: Oil Boom to Bust (GLEs: 30, 37, 38, 51, 52, 57, 62, 79)

Materials List: Cause and Effect BLM, Process Guide BLM

Have students create an economic timeline from 1970–1994 that shows the rise and fall of oil prices. Then, have students complete a the Cause and Effect BLM *graphic organizer* ([view literacy strategy descriptions](#)) and sort ideas listed below as “Cause” or “Effect” in order to analyze and discuss Louisiana’s economy during this period using economic concepts (e.g., scarcity, inflation, opportunity cost, supply and demand, unemployment). Students may find that some terms may be used for both cause and effect, and they may come up with other effects on the economy that are not listed below.

In the discussion, have them explain the relationships among Louisiana's economy and U.S. and world economies and consider how U.S. foreign policy has affected Louisiana (See the Cause and Effect BLM).

- Organization of Petroleum Exporting Countries (OPEC)
- severance tax
- recession
- oil demand
- bankruptcies
- loss of tax income
- Persian Gulf War, 1991
- Texaco Oil Company (offshore settlement)
- NAFTA
- tariffs
- state budget projections
- Louisiana's offshore Superport

Have students work in teams to complete the *Process Guide* BLM ([view literacy strategy descriptions](#)) that includes the following questions (see this BLM):

- How has petroleum shaped Louisiana history?
- Why is it necessary to trade with other nations?
- How does supply and demand affect prices, and how do prices affect cost of living?
- What could have been done differently in Louisiana to prevent an oil bust?
- What are the pros and cons of the severance tax in Louisiana's economic history?
- How did the passage of NAFTA affect Louisiana's economy?
- How will CAFTA affect Louisiana? Give the pros and cons.
- How will the disappearance of Louisiana's wetlands affect the state's economy?

After completing the *process guide* have students share their findings. Engage the class in a discussion of the oil industry and its impact on Louisiana's economy.

Have students select another resource (e.g., sugarcane, cotton, timber) and apply the appropriate aforementioned questions and tasks.

Have students examine the following political scenario. Students will assume the role of campaign speech writers for a candidate for a public office. Assign selected groups to an incumbent or a challenger. Their job is to defend the incumbent's status quo stance regarding the situation or a challenger questioning the existing policy (fluctuating budget vs. fixed budget). Students should prepare a one or two paragraph statement for their candidate to make in public. The statement must include a brief description of the key issues and terms relevant to Louisiana's economy, and offer a political view of its impact on Louisiana.

Have students share their statements with the class.

Scenario: The Louisiana Legislature provides funding for selected programs (public education and higher education, health services, state sponsored hospitals) with severance and sales taxes. The dilemma is that this tax base fluctuates with the market (e.g., oil prices) and consumer spending (e.g., sales taxes). What has resulted in the past is that an annual fiscal budget (July 1–June 30) based on oil prices (e.g., \$22 / barrel) that may experience a drop in the market (e.g., \$16 barrel). The revenue lost in this scenario is \$6 a barrel. Therefore for every 100 barrels produced, the budget shortfall is \$600, not to mention that production declines. The consequence is budget cuts for education and health care. Often, some programs are provided with a fixed funding budget (earmarked for specific items) with only a few areas (e.g., education and health) susceptible to the budget cuts. The difference is adjusted the following year (by budget cuts or increases in funding). Students should support or oppose the described policy in an economic context.

### Print Resources

Calhoun, M. & McGovern, B. (2003). *Louisiana Almanac, 2002-2003 Edition*. Pelican Publishing Company: Gretna, LA. Teachers should check for later editions of the almanac as they become available.

### Website Resources

- Louisiana Department of Revenue: <http://www.rev.state.la.us/>
- Historical Highlights For the LA Oil and Gas Industry: <http://www.lmoga.com/history.htm>
- Louisiana Oil and Gas Overview: <http://www.lmoga.com/industryoverview.html>
- Article on Louisiana's Superport: <http://www.leeric.lsu.edu/le/cover/lead054.htm>
- Louisiana Timeline: <http://www.enlou.com/time/timelineindex.htm>

### Activity 2: Economic Development (GLEs: **80**)

Have students trace the state's economic development and growth toward diversity by discussing what impact the fur trade, tourism, and technology have had on Louisiana within the framework of the following questions:

- What economic impact does/did \_\_\_ have on Louisiana?
- What would Louisiana have been like economically without \_\_\_\_\_?

Options for discussion might include:

- Mardi Gras celebrations
- 1984 World's Fair
- Petroleum industry
- Mississippi River/ports for trade
- Gambling
- Conservation of the state's forests

- Impact of the economic boom and bust on state, parish, and local government officials

After projecting all the hypothetical scenarios for how Louisiana might have evolved differently, present students with the following choice of projects for writing proposals for future economic development in Louisiana. These proposals should be completed in teams and presented to the class.

- In 1984, New Orleans hosted the World's Fair. Present a theme and ideas for a successful World's Fair that would bring tourists to Louisiana and highlight the best of Louisiana for the world.
- Present a proposal to the International Olympic Committee for a major city in Louisiana (New Orleans, Baton Rouge, Shreveport) to be the site of a future Summer Olympic Games.
- Present a proposal to the National Football League to allow New Orleans to host the Superbowl.
- Present a proposal for New Orleans to host a National Democratic or Republican convention.

#### Website Resources

- Louisiana Economic Development: <http://www.lded.state.la.us/>

#### Activity 3: Environmental Issues and Economic Development (GLEs: 9, 14, 17, 58)

Materials List: Map of Louisiana

Provide students with a map of Louisiana and the following scenario: A new technology company that develops cutting-edge microchips and software technology to rival Microsoft is looking for a possible corporate site in Louisiana. Divide the class into teams to prepare and debate this opportunity for Louisiana from a variety of perspectives.

- Team 1 represents the *economic development company* whose objective is to present a proposal that is appealing to the technology company. The proposal explains economic incentives and the location in Louisiana that would be ideal for their corporate headquarters, production plants, and research facilities.
- Team 2 represents a coalition of people who are concerned about the potential *environmental* issues this company could pose in terms of hazardous wastes, pollutants, and protected natural habitats, particularly the coastal wetlands. Their objective is to recommend environmental protection safeguards and propose an environmentally safe location in Louisiana that would be ideal for this corporation and still protect both environmental and corporate interests.
- Team 3 represents a nonprofit agency that helps with *historic preservation* and the renovation of landmarks, architecture, and historic sites in Louisiana. Its objective is to determine, present, and defend a location in Louisiana that would be ideal for this corporation and still protect historic and corporate interests.

- Team 4 represents a local or parish parent-teacher *educational* alliance that is interested in fostering a corporate partnership between this new technology company and a local school system, in which the corporation facilitates a technology education/apprenticeship program. The objective is to convince this new company to select this parish as a location and persuade the company of the mutual benefits of such a partnership.
- Team 5 represents the corporate board of the *new technology company*. Its objectives are to request economic incentives and present requirements for determining an ideal location for the business. In addition, the team would need to weigh the concerns and discussions of the other teams and determine and defend the location in Louisiana that they would choose for their corporate headquarters.

Following the discussion, have students collectively explain and analyze factors affecting the production and allocation of goods/services in Louisiana, and come up with a list of the opinions, propaganda, or bias that each team may have shown related to their interests.

#### Website Resource

- Louisiana Economic Development: <http://www.lded.state.la.us/Louisiana>
- Department of Environmental Quality: <http://www.deq.louisiana.gov/portal/>
- Map of Louisiana with major cities: <http://www.discoverneworleans.com/maps/louisiana.html>

#### Activity 4: Political Trends (GLEs: 41, 66, 72)

Materials List: Internet access optional

As a class, create a timeline that shows the terms in office of the following figures:

- Russell Long (U. S. Senator).
- John Breaux (U. S. Representative and U. S. Senator)
- J. Bennett Johnston (U. S. Senator)
- Mary Landrieu (State Treasurer and U. S. Senator)
- David Treen (U. S. Representative and Louisiana Governor)
- Edwin Edwards (U. S. Representative and Louisiana Governor)
- Charles “Buddy” Roemer (U. S. Representative and Louisiana Governor)
- Murphy “Mike” Foster (Louisiana Governor)
- Kathleen Babineaux Blanco (Lieutenant Governor and Louisiana Governor)
- David Vitter (U. S. Representative and U. S. Senator)
- Bobby Jindal (U. S. Representative, Governor of Louisiana)

Then, have students work in pairs to choose one figure and examine how this person influenced Louisiana or aided in Louisiana’s development. After completing a brief biographical analysis of this figure, the pairs should craft a political cartoon that best

represents their political figure and their opinion of that figure. Have them present these cartoons, along with the brief biographies, for the other classmates to interpret. As closure, they should be able to explain the importance of citizens being informed on public issues, recognizing propaganda, and knowing voting issues.

#### Website Resource

- Louisiana People: <http://www.enlou.com/people/peopleindex.htm>

#### Activity 5: Louisiana Preservation and Prospects (GLEs: 15, 16)

Materials List: Internet access optional

Have students create a brochure about Louisiana that could be displayed at rest areas and welcome centers on all U.S. roadways that would attract prospective residents or tourists. These brochures should do the following:

- analyze the benefits of Louisiana's physical environments
- analyze the distribution and uses of Louisiana's natural resources
- describe economic diversity
- highlight cultural qualities of life such as art, music, sports
- celebrate historic places and parks to visit

#### Website Resources

- Louisiana Tourism Information: <http://www.lapage.com/crt/>
- Louisiana Office of State Parks:  
<http://www.crt.state.la.us/crt/parks/default.htm>
- Louisiana Travel: <http://www.louisianatravel.com/>

#### Activity 6: Cultural Diffusion: Louisiana, The Melting Pot (GLEs: 58, 74, 75, 81)

Materials List: Louisiana Festivals BLM, Internet access optional

Have the students research Louisiana festivals and complete a modified *word grid* ([view literacy strategy descriptions](#)) that identifies unique characteristics for each festival (See the Louisiana Festivals BLM). Have students get into small groups and challenge each other with questions concerning the various Louisiana festivals.

Next, have each student select one Louisiana festival and create either a brochure or advertisement promoting the festival (e.g., location, theme, brief history and origin, influence of cultural diffusion). Provide a graphic organizer (e.g., web) that allows students to illustrate the economic impact festivals and tourism have on the economies of the state and local communities. Research basic monetary gains tourism provides to the state's economy. Have students answer the following question:

Should the state government invest money to promote tourism or rely on the private sector to market and provide tourism services? Graph the pros and cons of this issue.

### **Website Resources**

- Louisiana Voices Folklife in Education Program: [http://www.louisianavoices.org/edu\\_home.html](http://www.louisianavoices.org/edu_home.html)
- Antebellum Louisiana: Immigration: <http://lsm.crt.state.la.us/cabildo/cab8.htm>
- Louisiana Tourism Information: <http://www.lapage.com/crt/>
- Louisiana Life Magazine: <http://www.louisianalife.com/>
- Louisiana Travel: <http://www.louisianatravel.com/>
- List of Louisiana Festivals: [http://en.wikipedia.org/wiki/List\\_of\\_festivals\\_in\\_Louisiana](http://en.wikipedia.org/wiki/List_of_festivals_in_Louisiana)
- Louisiana Festivals List: <http://www.louisianatravel.com/search/search.cfm?subcat=7>

### **Sample Assessments**

#### **General Guidelines**

- Use a variety of performance assessments to determine student understanding of the content.
- Select assessments that are consistent with the types of products that result from student activities, and collaboratively develop a scoring rubric with other teachers or students.
- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.

#### **General Assessments**

- Journal writing on selected topics: Louisiana oil industry, economic impact of Mardi Gras, Louisiana festivals.
- Timeline comparing major events in Louisiana history with events in United States history and world history (e.g., Louisiana political leaders, economic timeline from 1970 to the present time on the rise and fall of oil prices).
- Graphic organizer: Create a cause and effect graphic organizer on Louisiana's economy at the end of the Twentieth Century.

### Activity Specific Assessments

- Activity 1: Conduct a class poll regarding whether the residents of Louisiana would be in favor of a tax cut, renewal of current taxes, or a slight tax increase. Tally the numbers. In an essay, have the students answer the following questions:
  - What are some things you feel the state should provide (free) to its residents?
  - How does the state purchase these services?Then have students predict how their decision (according to the poll) will affect these services. Have students draw conclusions regarding the public's perception of taxes and "give-away problems," as well as political campaign promises (e.g., Huey Long's Share Our Wealth). Encourage the use of economic terms in the context of the activity (e.g., opportunity cost)
  
- Activity 5: Have students write a public service announcement for television or radio that promotes tourism in Louisiana.
  
- Activity 6: Have students compare general traits between immigrants of the 1700's and 1800's with those of the 1900's. Students should review a census or research immigration to Louisiana (past and contemporary). Among the characteristics to analyze, students should consider push/pull factors for their emigration, origins, and other traits (e.g., religion, social customs). Have students write an editorial with evidence of cultural diffusion in Louisiana today that reflects the contributions of the ethnic groups featured.