

Comprehensive Curriculum

Grade 8 Social Studies

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**Grade 8
Social Studies
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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 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)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
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)
Places and Regions	
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)
Physical and Human Systems	
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)

GLE #	GLE Text and Benchmarks
Environment and Society	
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)
Economics	
Fundamental Economics Concepts	
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)
History	
Louisiana History	
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (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 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)

Provide students with a map of the world that possesses major longitudinal lines and outlines of the continents. 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 (perimeters 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 the 0 degrees longitude and 180 degrees longitude and its effects on time.

Have the 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) 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

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

http://aa.usno.navy.mil/faq/docs/world_tzones.html

<http://www.maps.com/reference/thematic/timeclock/>

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

Provide the 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
- Texas, Arkansas, Mississippi

Provide the 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.
- 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,)
- Unique features and regions: Using a legend, identify locations such as Mt. Driskill, Dolet Hills, Nacogdoches Wold / Kisatchie Wold, Kisatchie National Forest, Chalk Hills, Salts Domes (Five Islands), cheniers, delta, barrier islands, spillways and basins, oxbow lakes (e.g., Cane River, False River) and other pertinent features such as state parks, Florida Parishes, Acadiana, and CENLA (e.g., Louisiana Department of Tourism, Cultural Regions).

Expanded Activity: Provide students (individual or small group) 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. The 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 each individual or small group provide their directions to another group (include starting point, but omit destination). Allow the students to trace the route via the directions given (written or oral) and conclude as to what the final destination may be.

Activity 3: Off the Charts (GLEs: 4, 42, 78, 80)

Provide students with a graphic organizer (chart format, see example). Using a variety of sources (student research or teacher provided), collect data regarding either the collection of natural resources by commodity and/or annual sales totals derived from those Louisiana resources. Students will record the statistics in the appropriate rows/columns. A higher order thinking activity would require the students to denote statistical totals from selected past years (e.g., 1970, 1980, 1990, 2000). The students would be asked to determine if any trends exist (increases, decreases in amounts of availability or sales) and offer an explanation as to the cause of the trend. Additionally, students should predict the economic consequences (e.g., supply and demand, scarcity) and alternatives if a problem should exist. Using the latest statistics, students will create a pie chart or bar graph indicating the percent of total collection and/or total sales represented by each of the selected resources.

(Sample) Louisiana’s Natural Resources Collections

Natural Resource	1960	1980	2000	Trend (+ / -)
Oil				
Gas				
Minerals				
Timber				

Print Resources

Louisiana almanacs or atlases

Activity 4: Population Trends (GLEs: 4, 9, 10)

Provide two graphic organizers 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) representing two separate time periods (e.g., 1900, 2000). Option: Divide the students into groups of three or four; then assign each group an ethnic group. Students would construct one chart designed to reflect the ethnic group’s population for a designated era and a separate chart to reflect contemporary statistics. The students would be asked to construct a

basic timeline of events and a narrative that may explain the population trend(s) observed. The charts may include the formats 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.

Resources

Louisiana almanacs

U.S. Census

Louisiana Census

Archives

Activity 5: Louisiana Location (GLEs: 1, 2, 3, 4)

Have students work in teams to find several locations around the globe and have them calculate current times in different places (e.g., have students create an imaginary itinerary for a dream vacation leaving Louis Armstrong International Airport in New Orleans for any destination they wish. The dream vacations should include a total of four destinations, each in a different time zone. Have them calculate arrival times, departure times, and what time it is in Louisiana during those arrivals and departures. (*Mini-activity*)

Expanded Activity: Then have students create a travel brochure for Louisiana, designed to make Louisiana appealing to a wide variety of tourists. Their brochure should include the following, in no particular order:

- creation of a map showing major landforms and geographic features, places, and bodies of water/waterways
- narrative describing the route from the students' parish to New Orleans and/or Baton Rouge, with highlighting using colored markers or pencils on the map showing the routes to follow
- chart that organizes the geographical information of the state and communicates, "Where to Go in Louisiana and How to Get There," detailing methods and routes of transportation to at least five distinct geographical areas of the state

Activity 6: Louisiana Real Estate (GLEs: 2, 6, 15, 16)

Provide the students (*individual or small group*) with a basic (full page) physical map of Louisiana featuring unidentified major waterways (i.e., rivers, bayous, lakes) that existed in the 1800's (Avoid man-made lakes – i.e, Toledo Bend). The map may also include cities /towns such as Shreveport (Shreve Town, 1836-39), New Orleans (Nouvelle-Orleans, 1718), Natchitoches (1714), Baton Rouge (1719), New Iberia (Nouvelle Iberia, 1779), Lake Charles (Charleston, 1861), Alexandria (1785), Monroe (Prairie de Canots, 1780; Fort Miro, 1790). Selected geographic features (e.g., Nacogdoches and Kisatchie Wolds, Chalk Hills, coastal prairies, delta) and resources (e.g., alluvial land, natural springs, forest, fur bearing animals) may be emphasized (with a legend) in selected areas of the map.

Provide the students with a scenario dating back to either the late 1700's or early 1800's. "You have been selected by a group of immigrants arriving in New Orleans (*teacher can assign a specific trait: farmers, craftsmen, fishermen*) to assist them in starting a settlement in Louisiana. Your first task is to complete the map by labeling the rivers and waterways indicated on the map. (*Cities could be listed with their original names or French names and students could be asked to provide the current (updated) names.*) Second, select a specific area of the state that you feel would accommodate your group as a settlement. Third, provide your group with 1) a map indicating the location of the settlement, 2) a description of the geographic area (*i.e., directions from New Orleans, major waterway(s), geographic features and resources*), 3) an explanation why this would be an appropriate location for the settlement (*e.g., alluvial land for farming, access to fishing, lumber for craftsmen, trade potential*), 4) advise the immigrants of possible problems and obstacles that may exist (1700's, 1800's).

Activity 7: Physical and Human Phenomena of Louisiana (GLEs: 5, 6, 10)

Have class members examine a physical map of Louisiana and discuss its physical features. Have students identify where the largest percentage of people might live and offer ideas about why they think people settled there. Project a population distribution map of Louisiana. Have students analyze the accuracy of their predictions.

Have students identify the population demographics of Louisiana by creating a pictograph that represents distinguishing characteristics of five to seven specific areas of Louisiana. Each area should have a distinct picture or icon to represent it (*e.g., Provide students with the 2000 Census as a resource and establish a "one symbol = 50,000 people" guideline.*). Students should be thoughtful in their design of pictographs, as these are representative of larger ideas. To complete their pictographs, they should include a brief narrative that explains the relevance of each selected symbol. These should be presented to the class as the basis for a class discussion on the 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*).

Activity 8: Rivers and Roads (GLEs: 6, 9)

1. Provide students with a map outline of Louisiana with the following rivers and bayous (Mississippi, Red, Lafourche, Pearl, Teche, Sabine and Calcasieu). Have the 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, 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. (See Activity 7 for founding dates.)

2. 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.

3. In addition to the selected historic routes, now have students draw (possibly a new map for portfolio) several major modern highways such as interstates (i.e., 10, 12, 20, 49, 55)*, U.S. highways (i.e., 65, 90, 165, 167, 190), and any major state highways especially local highways (i.e., LA 1, 6, 182). Again, have students label one city/town on the highways identified.

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

Activity 9: Physical Change (GLEs: 7, 8)

Divide students into pairs or teams to develop questions and answers addressing physical process/natural disasters and its 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.

Expanded Activity: Create a wall chart or use *Inspiration*® software to list how humans have created environmental problems in Louisiana. Have students brainstorm ways to correct these problems.

Activity 10: Vanishing Habitat (GLEs: 7, 8, 9, 17)

Introduce the term *habitat* to the 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 the 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 the 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 the 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. (This activity can be adjusted to reflect local wildlife or habitat concerns.)

Divide students into small groups and provide a contemporary situation of vanishing habitat that may exist in Louisiana (e.g., eroding wetlands, loss of forest, pollution of lakes, urban/suburban development in nature areas, increase of wildlife presence in residential areas). In a chart form, have the 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.

A culminating class discussion should ask the students to explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana.

Activity 11: Cultural Diffusion, Diversity, and Louisiana Heritage (GLEs: 12, 75, 81)

Divide students into the following groups: Germans, Acadians, Irish/Scots, French, Spanish, Anglo/Americans, and Native Americans. Have students research their group and identify why they came, where they settled, and their contribution to Louisiana. 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). They should then role-play with their classmates questions and answers related to this information.

Then have the class use this information to create a wall mural entitled “Louisiana Heritage.” Or alternatively each group or individual could 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.)

Have students create a model, either individually, in groups, or as a class, that gives a student-generated explanation of what cultural diffusion is (e.g., different colored pieces of glass to create a mosaic, etc.). Then have students create a chart that shows the five to seven causes and effects of cultural diffusion in Louisiana, as well as the effects of cultural diversity in Louisiana.

Activity 12: Roots (GLEs: 11, 12, 75, 81)

Provide students with three maps, the first illustrating 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.

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?

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.

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 Louisiana’s aboriginal people that are still evident in our contemporary society.

Additional Activity: Focus on Louisiana’s modern era immigrants (i.e., Laotians, Vietnamese, Croatians, Italians, Cubans, Haitians). Similar map exercises could be administered or a timeline indicating events that encouraged the migration to Louisiana could be made.

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 the 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.
- 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, 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

- Activity 5: Students create a travel brochure to attract tourists to Louisiana. The brochure must include a map with major landforms and geographic features, a narrative describing a route from the students' parish to New Orleans and Baton Rouge, and a chart of "Where to Go in Louisiana and How to Get There." Using the Rubistar website, <http://rubistar.4teachers.org/index.php>, create a rubric for assessing the brochure.
- Activity 8: Have students write a narrative (Theme: From the Bayous to the Byways) explaining the trends that have occurred in the development of Louisiana's towns and communities. Students should include the economic impact, cultural influences, and the developmental impact these transportation improvements have had on Louisiana. (Ideally dates of cities/towns origin or incorporation may provide a more dramatic effect.)
Rubric:
 - explanation for relationship of cities and their respective waterways
 - drawing conclusion as to why cities flourished as land routes were established
 - narrative theme Bayous to Byways: explain trends for development of Louisiana towns, economic impact, cultural influences, and developmental impact.
- Activity 10: In groups of three to four, have students create a presentation on vanishing habitat. 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)

GLE #	GLE Text and Benchmarks
Geography	
Physical and Human Systems	
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana past and present (G-1C-M6)
Environment and Society	
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
Civics	
Structure and Purpose of Government	
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
International Relationships	
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)
Economics	
Fundamental Economic Concepts	
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)

GLE #	GLE Text and Benchmarks
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 productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
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)
Individuals, Households, Businesses, and Governments	
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)
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)
The Economy as a Whole	
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)
History	
Historical Thinking Skills	
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
Louisiana History	
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)

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: Local, National, and Global Interdependency (GLE: 13)

Give students the following graphic organizer to help them track their understanding and analysis of interdependency:

Economic Interdependence			
	Colonial	Antebellum	Modern
Local			
National			
Global			

After a brief discussion in which the instructor facilitates student compilation of seven to ten characteristics that distinguish each era (e.g., colonial, antebellum, and modern), the instructor can continue to facilitate a discussion in which students determine which phrase best fits which column and row in the chart—high, medium, and low in relation to interaction.

After debate and discussion, ask students what changes they see between eras. Collectively, have them compile a list for each era describing the factors that contribute to economic interdependence at the local, national, and global levels. (For instance, easier access to a variety of transportation modes allows greater access to goods outside of Louisiana.)

Activity 2: Ancient Economics (GLEs: 13, 65, 78)

Introduce the following historical conclusion about Poverty Point: The Poverty Point Culture of Louisiana dates back over 3,000 years. It is believed that Poverty Point was part of a large trade network that extended from its North Louisiana location to distant areas including the Great Lakes and Appalachian regions. Archaeologists support this conclusion based on artifacts of foreign origin that were discovered at the Epps, Louisiana, site.

Have students review the information on the chart below (or map representing the information):

<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

Have the students (individual or small group) respond/brainstorm (using *Inspiration*[®] software) to the following questions:

- Why would the Poverty Point people be interested in obtaining these types of materials? From other locations?
- How would the Poverty Point inhabitants acquire these foreign materials?
- What would be some possible goods the Poverty Point inhabitants would be able to trade that people from other areas of the continent would be interested in obtaining?
- How does the example of trading for goods practiced by the Poverty Point people illustrate economic interdependence?
- What is one modern-day example of economic interdependence on the a) international level, b) national level, c) state level, and d) local level? Describe your example.

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

Activity 3: Natural Resources (GLEs: 16, 79)

Ask students to define the natural resources of Louisiana using a graphic organizer. Have students list five to ten natural resources they are familiar with and classify each as above/below ground; renewable/nonrenewable; biological/mineral. Then, have students identify resources found in Louisiana showing location on a map.

Then have students work in pairs or small groups to do one of the following:

- create a collage of Louisiana product labels
- create a poster of Louisiana industries
- write a summary of current event articles on Louisiana trade/commerce

Have students visit an Internet site such as <http://www.rigmuseum.com/> for reliable information on a specific natural resource in Louisiana: petroleum, as presented by the International Petroleum Museum and Exhibition in Morgan City, Louisiana. Then facilitate as students construct a timeline—either as a class or in small groups—that shows how this resource has shaped Louisiana’s history.

Expanded Activity: Using teacher directed websites, have students complete a similar graphic organizer on selected natural resources of Louisiana. Assign a resource per small group with each group posting their findings on a wall chart.

Origin to Market

	Alligator Hide	Oil	Timber
Parish/Region Resource was harvested/extracted			
Initial \$ value of raw product per unit			
3 steps in processing raw to finished product (possibly location)	1. 2. 3.	1. 2. 3.	1. 2. 3.
Typical location where finished product is marketed			

Once several selected resources have been researched, have students draw conclusion (e.g., which resources are exported and which are for domestic use, location of processing).

Activity 4: Scarcity of Resources: Personal and Societal Levels (GLE: 42)

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.
- City Council Members: Question other groups and facilitate a consensus.

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 5: Making Effective Economic Decisions (GLEs: 42, 43, 44)

Have students make a list of the top five items or experiences that they would most like to receive as a birthday gift. Individually, each item should not exceed a set dollar figure (e.g., \$100.00). Then have students draw envelopes from a box. These envelopes will contain pretend money, in \$20.00, \$50.00, and \$100.00 denominations—one bill per envelope.

Then ask students to discuss and write an informal essay in which they:

- 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
- 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

Ask the students to consider the additional costs of their alternatives against additional benefits and determine what is most effective economic decision.

Expanded Activity: 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 to provide responses to the following situations.

<i>Situation</i>	<i>Conservation Plan</i>	<i>Consequences</i>
Decorative outdoor fountains attracts tourist, but use 1,000s of gallons / day		
Increase in watering lawns		
Water consumption increasing at water park attraction		
Record sales increase at ice house, so is water consumption		
<i>Other plans to conserve water</i>	<i>Consequences</i>	

Activity 6: Pick a Car, Any Car (GLEs: 43, 44)

Have the students review the following chart accompanied by the following scenario: “You have saved approximately \$5000 to use as a down payment for a new car. Like your parents, you plan to own this vehicle for at least 10 years. You have narrowed your choice to a small, but sporty SUV. Below are the three options you are considering:

	Make / Year SUV	Condition	Sticker price	Gas mi. / gallon 16 gal tank	Monthly Gas cost
# 1	Current / Gasoline	New / Excellent	\$ 24,000	18 city, 24 hwy	\$ 105.00
# 2	Current / Hybrid Gasoline/Electric	New / Excellent	\$ 30,000	40 city, 60 hwy	\$ 52.50
# 3	5 years old Gasoline	Used / Good	\$ 18,000	12 city, 18 hwy	\$ 201.25

In a constructed response format (4-point rubric), have the students discuss the following questions using economic terms:

- Make a choice of vehicle and provide three reasons why that vehicle was selected.
- Have class members share their reasons.
- Collectively record the reasons given for the students to draw conclusions. An excellent visual for recording answers would be to use *Inspiration*® software.

Activity 7: Pay Me Now or Pay Me Later (GLEs: 43, 44, 47)

In small groups, ask the students to analyze the chart below and draw three 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*).

	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.)

Activity 8: Careers, Training, and Specialization in Louisiana (GLEs: 45, 46)

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*. After giving students time to explore these publications, have students discuss what role specialization appears to play in Louisiana employment.

- 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 their group members. 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 9: A Louisiana Specialty (GLEs: 45, 52)

Share the following 1940’s business story of Andrew Higgins from New Orleans.

Andrew Higgins of New Orleans 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 that 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 had 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 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 armed forces developed a major interest in the use of a Higgins designed boat for beach landings. The government contracts included production of varied designed small boats (PT, LCMs) at average of 700 boats per month.

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

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

Pre-War Situation / Status	Possible Solution	Production benefit
There were 100 employees.		
Shortage of able working men existed due to military draft.		
Work schedule consisted of one 8-hour shift.		
One construction facility had little room for expansion.		
Work crews assigned to one boat at stationary work stations.		
Crews were currently building naval craft and pleasure boats.		
Crews worked a variety of jobs in the construction of boats from start to finish.		

Once the proposed plans are completed, have each student write a paragraph analyzing the key changes that had to be considered. In their explanation have the students address the application of the economic term *specialization* in this situation. Third, each student should conclude with selected comments on the potential advantages of specialization in this situation involving mass production and production efficiency. Assess the activity using a 4-point rubric (see *LEAP Teachers' Guide to Statewide Assessment*, p. M-92).

Provide the 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 following websites: www.higginsboat.org, <http://library.thinkquest.org/higgins>, www.ddaymuseum.org.

Activity 10: Four Corners (GLE: 49)

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 the 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*[®] software) for class viewing.

Familiarize the 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. 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 the students complete the following graphic organizer:

	Command	Market	Traditional
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.

Activity 11: Analyzing and Creating Products and Services (GLEs: 50, 52, 53, 54)

Have students, in groups of three to five, define *public sector* and *private sector*. Have them list goods and services provided by each and design a Venn diagram to show similarities/differences. The teacher may wish to supplement student discussion with the following examples of public sector expenditures:

- role of government (local, state, federal)
- tax dollars—state/federal
- national defense
- sales taxes
- public welfare
- road construction
- public safety
- state parks (recreation, historic sites, users fees)

Then have students, as representatives of the private sector, create a good or service for which they feel there is a need. The instructor should facilitate 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 We Use Advertising
- How We Are 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 students 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 12: Economic Systems and Questions (GLEs: 48, 49)

Using the following or a similar list as examples ask students to characterize and analyze their use of productive resources:

- an import car dealership
- a Chinese take-out restaurant
- a domestic commuter airline
- a mortgage banking firm
- a recycling company
- a family practice medical office

What are the productive resources in each? What types of changes in our U.S. capitalistic economy or the world economies might affect these businesses or their resources?

Give students the following statements, written on the board or in handout form, as a basis for their reasoning:

Market Economy—The people assembled in the marketplace determine the answers to the four economic questions. The consumers and producers get together to buy and sell goods and services and determine pricing with little government interference. This economic system encourages the entrepreneur to compete and take a risk in the market place. Private enterprise (capitalism) dominates.

Command Economy—Economic decisions and the four economic questions are controlled by the government or central planners. There is no input from the people—government knows what is best for everyone! Private enterprise (capitalism) is discouraged or even illegal, and a more communal system (communism) emerges.

Traditional Economy—The answers to the four economic questions remain the same for many generations, based on religion and customs—simple, unchanging, and using little technology.

Mixed Economy—A society’s economic system will blend market, command, and traditional, each to some degree. Most modern countries have a mixed economy, not a pure system. (Source: <http://www.coolbank.com/MiddleSchool/systems.htm#Market>.)

Then have each group of students assume the role of one of the businesses listed above and describe how each type of economy would affect that particular business based on the four basic economic questions: what to produce, how much to produce, how to produce, and to whom to distribute. Students will present their information in a *PowerPoint*® presentation.

Activity 13: Louisiana Historical and Economic Growth Factors (GLE: 58)

Have students brainstorm historical and economic factors that have impacted the economy. Divide the class into two groups (national and state economics). Have students design a chart listing the historical and economic factors that are related to the categories assigned for each group.

Trace the impact of the Mississippi River on the historical and economic growth and development of the United States and Louisiana. Have students survey five people to determine the impact of the oil glut and resulting crisis in the oil industry on their families. Also, survey the same people on the pros and cons of the gambling industry on Louisiana’s economy. Ask students to share results of the surveys with the class.

Divide the class into groups. Have the class debate the impact of the following on our states’ economy:

- Mississippi River
- Civil War
- Great Depression
- oil production/crisis
- mass production
- gambling industry
- government programs
- agricultural set-asides (farming community)

Activity 14, Part One: To Tax or Not to Tax (GLEs: 30, 58)

Explain the term *tariff* in the context of a tax and its effects on 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.

What effect does it have on the consumer? What effect does it have on the Louisiana grower?

Products Sold Without Tariff

Prices and Products	Consumer's Reaction	Producer's Reaction
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

Prices and Products	Consumer's Reaction	Producer's Reaction
Louisiana crawfish @ \$ 5.00 per lb		
Chinese crawfish @ \$ 5.50 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 14, Part Two: (GLEs: 37, 38, 55, 58, 59)

Now that students have a general understanding of protective tariffs, discuss / research contemporary trade agreements. Have students visit (or provide excerpts) designated websites to collect information on trade agreements such as NAFTA (1994), CAFTA (2003), and/or GATT (1947). 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 following chart below.

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

Compile the findings on a wall chart or computer graphic for viewing and further discussion. Have the students formulate an opinion as to whether these trade agreements 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 the students either:

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

Website Resources

www.wola.org/economic/cafta.htm

www.wto.org/english/thewto

www.fas.usda.gov/info/factsheets/NAFTA

Activity 15: Influences of Inflation, Unemployment, and Underemployment (GLEs: 60, 61)

Have the class identify goods/services that could be produced if the unemployed in the state/local community had jobs. As a class, list these on the board, then create a flow chart that shows the effects resulting from unemployment in a particular industry/business (e.g., *Fruit of the Loom*, oil business) on a community or state. Compare prices of goods during past time periods (such as 1933) with present prices. Discuss influences that have caused price changes, such as:

- skilled vs. unskilled labor
- gambling/sports
- unemployment
- inflation

Activity 16: Geography and Economy (GLE: 78)

Give students an outline map of Louisiana. Then have students mark the major geographical features and settlement patterns as they identify the areas of most concentrated and most sparse population. Instruct them to come up with three to five conclusive hypotheses about how Louisiana's geographic features impacted growth and historical events, settlement patterns, and economic development. They should then use print and/or Internet resources to prove or disprove those hypotheses and present them in an informal essay.

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 the 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; analyze the consequences and opportunity cost of economic decisions; analyze 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, forms of exchange.

Activity-Specific Assessments

- Activity 2: Using the information gathered during the brainstorm activity, students will write an essay. Discuss scoring rubric with students and specific requirements of the essay.

Sample Rubric for Grading Essay

Score Level	Description of Score Level
4	<ul style="list-style-type: none"> • The response demonstrates in-depth understanding of the relevant content and/or procedure. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none"> • The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student completes the most important aspects of the task accurately and communicates clearly. • The student’s logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none"> • The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none"> • The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.
0	<ul style="list-style-type: none"> • The student’s response is totally incorrect, irrelevant, too brief to evaluate, or blank.

- Activity 4: 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. Use Rubistar, which can be found at <http://rubistar.4teachers.org/index.php> as the rubric for class debate.
- Activity 5: Students will write an informal essay that includes:
 1. Item to purchase, justification for the purchase choice, and identify what is gained and lost by this decision
 2. An investment choice in the essay:
 - 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 where they might make 100 percent more, or lose everything

Ask the students to consider the additional costs of their alternatives against additional benefits and determine what is their most effective economic decision.

- Activity 16: Have students research the founding and development of New Orleans using print and other sources. Students should develop a visual and written presentation that addresses why New Orleans was of economic significance and how geography has a role in the history of the city.

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 and Foundation for Teaching Economics at 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)

GLE #	GLE Text and Benchmarks
Civics	
Structure and Purposes of Government	
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)

GLE #	GLE Text and Benchmarks
29.	Identify types of taxes collected by the local, state, and federal government (C-1A-M10)
Foundations of the American Political System	
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</i> vs. <i>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)
Roles of the Citizens	
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)
Individuals, Households, Businesses, and Governments	
56.	Identify various types of taxes and user fees, and predict their consequences (E-1B-M5)

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

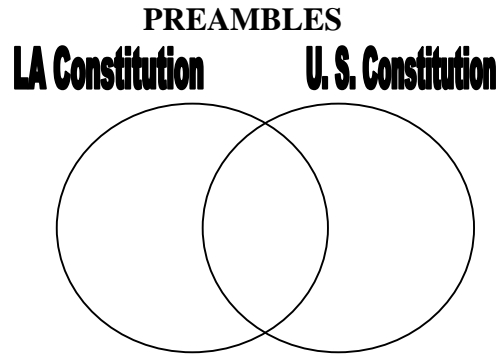
Sample Activities

Activity 1: Comparing State and Federal Preambles (GLEs: 18, 19)

Have the students read the *Preamble to the U.S. Constitution* (e.g., ABC’s Schoolhouse Rock/History Rock). Establish that the purpose of the Preamble is to describe the general purposes of government and the emphasis on “*We the people...*” as the power of the government. Have students list the purposes with a brief explanation or example (e.g., provide for the common defense). Provide the same exercise for analyzing the *Preamble to the Louisiana Constitution*.

Create a Venn diagram comparing and contrasting the preambles of the Louisiana Constitution and the U.S. Constitution. Students can use the diagram to write an essay or

create a presentation comparing and contrasting the two preambles. Emphasize the similarities (e.g., promote welfare, ensure domestic tranquility, . . .) and differences (e.g., reference to God, assure equality of rights, promote education, . . .). Guided discussion should provide opportunity for students to realize that the constitutions are intended to be broad in scope and to allow for interpretation and function as a “Living Document.”



Expanded Activity: Louisiana fact: Louisiana’s Constitution (and detailed amendments) has been rewritten (readdressed) nine times (1812, 1845, 1864, 1868, 1879, 1898, 1913, 1921, 1974), while the U.S. Constitution still exists in its original form (including deletions). Have students compare the number of amendments to the states’ constitution to that of the federal constitution.

Constitution Resources

- Louisiana Constitution: <http://senate.legis.state.la.us/Documents/Constitution/>
 U.S. Constitution: <http://www.law.cornell.edu/constitution/constitution.overview.html>
 Your Louisiana Government: An Owner’s Manual: http://www.la-par.org/State_Government.cfm

Have the students (small group activity) construct a basic chart for the purposes of providing a basic description of each core document, then comparing the similarities and differences between the federal and state documents.

	U.S. Constitution	Same or Different	Louisiana Constitution
Preamble			
# of Articles			
Categories addressed in articles			
# of Amendments			
Emphasis of Articles			

Have students draw conclusions from the information in the chart for a class discussion.

Activity 2: Louisiana and U.S. Constitutions (GLEs: 19, 22, 31)

Provide students with copies (or notable excerpts or outlines of the articles with titles) of the U.S. and Louisiana Constitutions. These may be found at:

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

U.S. Constitution: <http://www.law.cornell.edu/constitution/constitution.overview.html>

Divide the students into 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 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. 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.

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.

Sample

Two selected Principles of Government: Checks and Balances, Separation of Power
Branches of Government: Legislative Branch, Executive Branch, Judicial Branch

Action	Reaction	Branches Involved	Principle
The House and Senate passes a controversial bill.	It can be vetoed by <i>(Governor)</i> .	(Legislative and Executive)	<i>(Checks & Balances)</i>
The state Senate wants to attract more out-of-state tourists.	This effort would have to be addressed by the <i>(Lt. Governor)</i> .	(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 <i>Louisiana Supreme Court</i> .	(Executive and Judicial)	<i>(Checks & Balances)</i>

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 your community? b) addressing issues about the LEAP Test in public schools?).

Activity 3: Forms of Local Government (GLE: 21)

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

- <http://www.lpgov.org/facts.htm>
- <http://www.lpgov.org/directory/>
- 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.

Expanded Activity: (GLEs: 20, 21, 22)

Have students complete a graphic organizer that allows for categorizing of local governmental offices by branches.

Sample

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

Activity 4: State and Local Representatives (GLEs: 20, 22, 23)

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 them 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.

Activity 5: Current Representatives (GLE: 24)

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, 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 their office. Have the class create a pictorial chart for each level of government.

Activity 6: Laws and Public Policy (GLEs: 25, 26, 27)

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 who might be affected as appropriate to participate in the process. 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.

If possible, the *I'm Just a Bill* video by School House Rock, which is approximately five minutes long, would be a useful tool. School House Rock videos are available online from the Disney Store.

Activity 7: Taxes: What They Are and Why We Need Them (GLEs: 28, 29, 56)

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.

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 8: Political and Social Conflicts (GLE: 32)

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 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.

Activity 9: The Political Process (GLEs: 33, 36)

As a class, define these terms: *impeachment*, *elections*, *recall/petitions*, *constitutional amendments*, and *making laws*. Create a wall chart listing outcomes that can ensue from each of these methods of changing the political process.

Using local newspapers and the Internet, have students work as individuals, pairs, or teams to explore at least three current issues 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 five to seven specific instances of how the democratic process has been used in Louisiana to make changes of current interest (e.g., TOPS scholarships, sales taxes). 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.

Have students describe how political parties, campaigns, and elections provide opportunities for citizens to participate in government. Provide a graphic organizer for students and have them relate specific aspects of civic participation (e.g., campaign volunteers, party membership, poll watchers, etc.) to civic responsibility and the democratic process.

Activity 10: U.S. Census and the Political Process (GLE: 34)

The source for this activity is found at <http://www.congresslink.org/lessonplans/census.html>, *Congress Link Lesson Plan: The U.S. Census: Enumeration and Representation*.

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.

Then ask them 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, Constitution, 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 others in different parts of Louisiana.

Have students summarize the congressional reapportionment process. Have students use the U.S. Census website to research demographic statistics for four cities. Have them then create four graphs and charts to show the information they found and be prepared to orally explain 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, Congress, 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.

Activity 11: Electoral College (GLE: 35)

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

Election 2000

State	Number of Electoral Votes		Popular Vote	
	Bush	Gore	Bush	Gore
Alabama				
Totals				

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.

Resources

- Electoral College: <http://www.fec.gov/pages/ecmenu2.htm>
- http://www.archives.gov/federal_register/electoral_college/electoral_college.html
- http://www.archives.gov/federal_register/electoral_college/calculator.html

Expanded Activity: (GLEs: 34, 35): Provide a political map (outline of states) of the United States as well as a list of the states (alphabetically arranged) with columns indicating the population (Census 2000) and number of electoral votes in ensuing 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) state on the map.

Sample

State	Population (2000 Census)	# of Congressional Seats	# of Electoral Votes
Louisiana	4,482,646	7 House, 2 Senate	9
Texas	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 establishment)

Activity 12: Individual Rights in the Louisiana Constitution (GLE: 39)

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

Expanded Activity: (GLEs: 19, 39) Have students compare the rights specified in the U.S. Bill of Rights and Louisiana's Bill of Rights (chart form). Have students discuss the possible origin of the state's bill of rights and its significance as it relates to them.

Activity 13: 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 for 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 our 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 by 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. This website can be used by students to gain a greater understanding of the responsibilities of citizenship.

Activity 14: Taxes and User Fees (GLE: 56)

Define taxes/user fees. Using *Inspiration*[®] software or another graphic organizer have students brainstorm different types and various user fees. Assign students a tax or user fee to research. They are to 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.

Resource

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

Expanded Activity: (GLEs: 27, 30, 56) Provide the students with the following timeline (e.g., *Timeliner*[®] software) regarding the severance tax, then define the term severance tax (fee for extracting, harvesting, or mining natural resources):

- passage of the severance tax (1920-1924) by Governor John Parker
- effort to raise severance tax (1928- 1932) by Governor Huey Long
- severance tax on oil raised from 30% to 50% during 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 the students' role playing to be lobbyists opposed to the tax and legislators in favor of the tax.

Activity 15: The Kingfish (GLE: 41)

“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

Have students read the lines to *Every Man A King* (if possible play a recording of the song). Using *Inspiration*® or a web on the board, have students identify key political promises made by Senator Huey Long (D-Louisiana). Ask the students whether or not this would qualify as propaganda and why or why not?

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 (e.g., 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.

Teacher Resources

- <http://www.cagle.com> for political cartoons (Recommended for teachers only), Internet has multiple sites with lesson plans. NOTE: Caution should be taken (bookmark, directed web search) if students are assigned in searching 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 the 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 sleeved 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, major components of the U.S. political system (elections, political parties, campaigns, democratic processes, role of citizens).
- Create a timeline of historical documents: Declaration of Independence, Magna Carta, Articles of Confederation, Mayflower Compact, U.S. Constitution, Bill of Rights, Amendments, Louisiana Constitutions.

Activity-Specific Assessments

- Activity 6: 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. Have teams of students draft a bill from one of the issues presented.
- Activity 11: Have students write an editorial explaining the Electoral College vote and offering an opinion as to whether or not the system is still applicable versus a counting of the popular vote.

- Activity 13: Have students write an owner’s manual for citizenship, developing a list of do’s and don’ts for good citizenship. The manual should answer the following questions: What happens when people live in accordance with these guidelines? What happens when they don’t? In what ways does apathy or failure to act as good citizens affect our community and society? How can young people demonstrate civic responsibility?
- Activity 15: Have students read the lines to “Every Man a King” and identify key political promises made by Senator Huey Long (D-Louisiana). In a journal entry have the students answer whether or not this would qualify as propaganda, and why or why not?

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 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 of the Native Americans, the French, and the Spanish had on Louisiana’s history. This early history of Louisiana is reflected in our language, customs, and our 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 the Louisiana 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)

GLE #	GLE Text and Benchmarks
Places and Regions	
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)
Physical and Human Systems	
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)
Environment and Society	
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)
GLE #	GLE Text and Benchmark
History	
Historical Thinking Skills	
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)

GLE #	GLE Text and Benchmark
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)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
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: Louisiana’s Native Americans (GLEs: 11, 12, 70, 78)

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.

Have each group consider the following historical questions (add others):

- Where did this people live?
- How did they get their food?
- How did they interact with the environment?
- What were the main features of their culture?

- What were the effects of cultural diffusion and cultural diversity on this tribe during this time period?

Have each group present its findings using appropriate visuals (e.g., maps, pictures or drawings of artifacts, *PowerPoint*[®]). Have the groups also comment on the types of sources they used and tell which were most valuable in their research. 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 2: Timeline (GLEs: 62, 63, 64, 65, 71, 76)

Divide students into groups to create a tri-level timeline covering the period 1500-1800. The top level shows a focus on Louisiana history, the middle level correlates colonial/U.S. history, and the bottom level correlates 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/Indian War ending in 1763 and the arrival of the Acadians in the 1760’s; Haitian Uprising led by Toussaint L’Ouverture and Napoleon selling Louisiana to the United States).

Activity 3: Settlement of Louisiana (GLEs: 11, 74, 75)

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. Have them 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, Europe). Have students also consider the contributions of each ethnic group to Louisiana history. Provide a basic graphic organizer that allows students to denote their findings. In addition, have students attempt to identify 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 20th century immigrants (e.g., Southeast Asians, Eastern Europeans, Cubans).

Activity 4: Louisiana’s Environment (GLEs: 14, 15)

Provide students with a physical map of Louisiana as well as a topographical map. From these maps, have students compile a list of pros and cons (benefits and challenges) of the Louisiana physical environments on inhabitants and then write a postcard to an imagined recipient in France, Spain, or Germany noting where they have chosen to settle and why. As a class, brainstorm a list of environmental modifications the settlers would attempt to perform 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 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 are asked to consider its pros and cons and whether these modifications should be eradicated (predict consequences economically and geographically).

Activity 5: Political, Social, or Economic Contexts (GLEs: 64, 76, 77)

Ask pairs of students to prepare and role-play a dialogue between a Louisiana Indian or settler of the historic period and a person of today. Some possible pairings include: (a) an Indian hunter and a game warden of today, (b) an Indian chief and a Louisiana mayor, (c) a working mother today and an Indian mother, (d) a child of today and an Indian child, (e) a leader/explorer of early settlements and a state representative today (governor, senator, etc.). During the course of these dialogues, students compare and contrast specific events and ideas from the past and present explaining, in character, political, social, or economic contexts.

Key concepts that are possible topics of dialogue would include migration of European settlers on Indian land, wars (Natchez, Chickasaw), government (Natchez class system, French Superior Council, Spanish Cabildo), and transfer of Louisiana (treaties).

Extended Activity: Provide students with a basic graphic organizer listing the colonial governments’ Superior Council and Cabildo with an additional category for Louisiana’s contemporary government. Have students compare and contrast the major differences and similarities between the three forms of government.

	Superior Council	Cabildo	Louisiana Government	Differences & Similarities
Branches or Positions		Governor, Council		
Responsibilities or Duties	Judiciary Matters			
Way of Obtaining Office			Elected by citizens	

Activity 6: Influential Figures (GLEs: 65, 66, 72, 73, 77)

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 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 for 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)

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. They may choose/be assigned the following options:

- Write a newspaper article on one of the following topics: John Law and the Mississippi Bubble, Louisiana becomes 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.
- Create a headline stating the main idea, "John Law's Mississippi Bubble Burst."
- 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 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.

Activity 8: Memoir Writing (GLEs: 6, 15, 67)

Provide students with maps of Louisiana, Spain, and France for this activity. Allow students to write as individuals, pairs, or in groups to role-play (in writing) a one- to three- paragraph "memoir" of each of the following perspectives:

- 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 environments as compared to those of Spain?
- 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 compare what is similar to the perspectives of O'Reilly and Carondelet and what is different. Then have them list and discuss how each figure represented a pro-Spanish or pro-French bias. Have students discuss the differences between opinions, propaganda, and bias and discuss how each might have affected the actions of the two figures. An additional pair to use in a compare-and-contrast format are Bienville and Miro, and major issues could

include recruiting relations with the Native Americans, slavery, recruiting settlers, foreign relations, and handling disasters and adversity.

Expand the activity to include contemporary history by comparing and contrasting the techniques and plans used by John Law's Company of the West and Huey Long's Share Our Wealth Program. A mini-lesson about Long's program would be necessary. The major emphasis would be on the use of propaganda, techniques, purposes, degree of reality / exaggeration and results.

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 the 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 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 to include: Iberville, Bienville, St. Denis, 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 power.
- Using a map of Louisiana, have students plot the routes of early explorers (LaSalle, Iberville, De Soto) and include significance of their contributions.

Activity-Specific Assessments

- Activity 1: Divide students into groups to conduct historical research, using a variety of sources, on Louisiana's Native Americans during the historical period to 1800. Each group will present an oral presentation on their findings using a presentation method (posters or *PowerPoint*®).

- Activity 6: Evaluate the product produced (e.g., trading cards). 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.
 - Using Rubistar create a rubric for assessing the brochure.
<http://rubistar.4teachers.org/index.php>

- Activity 7: Have students create a class newspaper of this time period. Assign topics for articles: John Law and the Mississippi Bubble, Louisiana becomes 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.
 - Using Rubistar create a rubric for assessing the brochure.
<http://rubistar.4teachers.org/index.php>

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 that has made an indelible impression on Louisiana which is still evident in contemporary history.

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 contemporary culture as well as the preservation of their unique ethnicity has become a cultural artifact of Louisiana's diverse history and an identifiable influence on the state's tourism trade.

References

- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website
<http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website
http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html
- Acadian History in Louisiana website
http://meme.essortment.com/acadianhistory_rubg.htm

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 aspects of the Acadians as evident in literature, preservation efforts, and influences on Louisiana.

Guiding Questions

1. Can students construct a map based on given narrative information?
2. Can students describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions?
3. Can students explain ways in which cultures have affected perceptions and uses of places or regions in Louisiana?

4. Can students explain why the Acadians settled and formed societies in specific areas of Louisiana?
5. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
6. Can students use economic concepts to explain historic and contemporary events and developments in Louisiana?
7. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
8. Can students construct a timeline of key events in Louisiana history?
9. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
10. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
11. Can students describe the causes and effects of various migrations into Louisiana?
12. Can students describe the contributions of ethnic groups significant in Louisiana history?
13. Can students describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development?
14. Can students explain cultural elements that have shaped Louisiana’s heritage?

Unit 5 Grade-Level Expectations (GLEs):

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
3.	Construct a map based on given narrative information (G-1A-M2)
Places and Regions	
5.	Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
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)
Physical and Human Systems	
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)
Economics	
Individuals, Households, Businesses, and Governments	
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)

GLE #	GLE Text and Benchmarks
History	
Historical Thinking Skills	
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)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
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)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
81.	Explain cultural elements that have shaped Louisiana’s heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

Sample Activities

Activity 1: Reflection in Time (GLEs: 62, 63, 64, 73, 74)

Divide the class into small groups providing each with enough sheets of paper to make three continuous timelines. Initially, have the students create and label two parallel timelines denoting 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). The teacher provides an “events bank” consisting of strips of paper representing selected events and dates (connections with the unit) for which students must determine the

appropriate timeline for the event. Provide an opportunity for student-generated or teacher-directed basic descriptions about the events selected.

After the timelines are constructed have the students collaborate to complete a graphic organizer (question and answer chart) to determine connections among events and the influences those events had on the migration of the Acadians. The students are to analyze and reflect on the relationships to answer the following questions:

1. Approximately how many years were the Acadians inhabitants of Acadie (Canada)? How does that compare to a) British taking control of Acadie? b) British settlers at Jamestown? c) Pilgrims at Plymouth? d) Establishment of Natchitoches? e) Establishment of New Orleans?
2. What series of events were occurring within a twenty-year period in North America that may have contributed to the expulsion of the Acadians from Acadie?
3. Which European power had control of the Louisiana colony when the major waves of Acadian immigrants arrived in Louisiana?
4. Which major event(s) had the most influence on the eventual mass migration of Acadians to Louisiana?

Potential Events Bank / Selected events may include:

North America: Acadians arrived in Acadie (1604); Settlement at Jamestown, VA. (1607), Landing of the Pilgrims at Plymouth (1620); British gained control of Acadie/Treaty of Utrecht (1713); Treaty of Halifax (1755); The Grand Derangement (1750's – 1760's), French defeat at Louisburg (1758), Battle of Quebec (1759), Treaty of Paris (1763), Americans declare independence (1776), American Revolution (1776-1781), Treaty of Paris (1783), Constitution of the United States (1789), Louisiana Purchase (1803)

Louisiana: LaSalle claims Louisiana (1682), Iberville founded the first settlement (1699), St. Denis establishes Natchitoches (1714), Bienville establishes New Orleans (1718), twenty Acadians migrated into New Orleans (1764), over a thousand Acadians migrated into Louisiana (1764-65), an additional 1600 Acadians arrived from France (1785), Treaty of San Ildefonso (1800), Louisiana Purchase (1803), Louisiana Statehood (1812).

Website Resources

- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website <http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Acadian History in Louisiana website http://meme.essortment.com/acadianhistory_rubg.htm
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html

Activity 2: The Acadian Odyssey (GLEs: 3, 5, 9, 11, 58, 65, 71, 73, 74, 75, 78)

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 references and are not inclusive*]:

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

Phase 2: 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 Falkland Islands, 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 arrive 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 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 land, serving as a military buffer, and validate unsettled territorial claims with settlers)

Locations included St. John/St. James Parishes, Attakapas region (St. Martin Parish), St. Gabriel, Vidalia (abandoned), Natchitoches (relocated to Opelousas), 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 living descendents. The area is often referred to as the Acadian Triangle.

Website References

- L'Acadie, Societe nationale de l'Acadie website
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>
- Acadian-Cajun Genealogy & History website
<http://www.acadian-cajun.com/exla.htm>
- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website
<http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Acadian History in Louisiana website
http://meme.essortment.com/acadianhistory_rubg.htm
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website
http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html
- Wetlands Acadian Cultural Center, Thibodaux, Louisiana
<http://www.nps.gov/jela/Wetlands%20Acadian%20Cultural%20Center.htm>
- LPB video: *Against the Tide: The Story of the Cajun People in Louisiana* by Zachary Richard, <http://www.lpb.org/>

Activity 3: In the Eye of the Storm – Conflict and Similarities between Cultures (GLEs: 11, 12, 58, 65, 73, 74, 75, 81)

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:

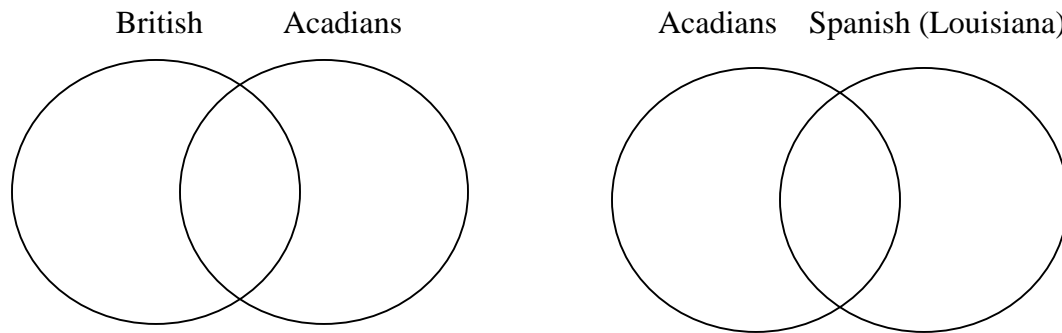
The Acadians were rounded up by British officials in the various settlements. Many witnessed their settlements and farms burned as they carried their belongings to the awaiting cargo ships. In some cases the men and boys were separated from the women and children and sent to separate destinations. British military units took offensive actions hunting and killing those who resisted and attempted to flee in 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 the students whether or not the events of the Grand Derangement could be considered the act of “ethnic cleansing.” Ask students if they can reflect on other examples in history or contemporary times in which the act of ethnic cleansing may have occurred. The third question is what would motivate a government or group to commit an effort to displace or eliminate another ethnic group.

Have the students compare and contrast the similarities between the Acadians and the British, followed by the relationship between the Acadians and the Spanish. Have students create

Venn diagrams stating the major differences and similarities. Then, have students draw conclusions as to why the British officials displaced the Acadians and why the Spanish officials in Louisiana welcomed the Acadians. Characteristics could be individually written on slips of paper and students would determine which characteristic would match the appropriate group on the Venn diagram, including those traits shared.



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.

Website References

- L'Acadie, Societe nationale de l'Acadie website
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>
- Acadian-Cajun Genealogy & History website
<http://www.acadian-cajun.com/exla.htm>
- Acadian History in Louisiana website:
http://meme.essortment.com/acadianhistory_rubg.htm
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website:
http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html
- Wetlands Acadian Cultural Center, Thibodaux, Louisiana (Retrieved on 9/9/2004):
<http://www.nps.gov/jela/Wetlands%20Acadian%20Cultural%20Center.htm>

Activity 4: The Song of the Acadians (GLEs: 12, 64, 65, 67, 75, 81)

The Acadian culture possesses authentic characteristics as well as reflects the blending of other ethnic characteristics (e.g., gumbo from African culture, accordions from German culture). As with food and music, the literature illustrating the tragedies and triumphs, the morals and humor of the Acadians are engrained in the Louisiana tapestry.

Have the students read a selection of (classic) Acadian literature or music. Using a graphic organizer, have the students interpret the literary selection. A major focus of the activity is to have the students analyze traits (values) of the Acadian culture represented in the selections. Preferably, various groups would be assigned different selections. After group presentations, students collaboratively analyze the major themes normally featured in literature (e.g., folktales, fables, satire, morals) and songs (e.g., history, celebrating life).

One of the most celebrated stories of the Acadians is that of the heroine, Evangeline. Henry Wadsworth Longfellow immortalized the Acadians in his literary work by bringing to life the plight of two young Acadian lovers separated during the Grand Derangement and destined to meet once again. Although Longfellow's literary masterpiece brought international recognition and compassion to the plight of the Acadians, a different version is embedded in the literature and hearts of the Louisiana Acadians (Cajuns). The story involves Emmeline Labiche (Evangeline) and Louis Arceneaux (Gabriel). They too were separated in the expulsion from Acadie. However, Emmeline routinely waited for Louis (pronounced Louie) beneath a majestic oak tree as new Acadian immigrants arrived at the Post des Attakapas (St. Martinville). Eventually, the separated lovers are reunited only to realize that Louis is already married. Evangeline is said to die eventually of a broken heart.

Have students read selected excerpts from Longfellow's poem *Evangeline* and compare with the local legends surrounding Emmeline Labiche of St. Martinville. Students can compare the similarities and differences in a Venn diagram. Have the students analyze why the Cajuns of Louisiana passionately embrace the local version rather than Longfellow's version (via a web organizer). How would Emmeline symbolically represent the Acadian people?

Teacher Note: Literature component provides opportunity for team teaching with reading teacher.

Activity Extensions:

- 1) Present the students with a copy of Huey Long's campaign speech for governor in 1927 given in St. Martinville. Have students note the reference to Evangeline and the local legend. Why would Long use this reference in his speech?
- 2) Examine landmarks that exist in St. Martinville, Louisiana (e.g., Evangeline Oak, St. Martin de Tours Catholic Church, Longfellow-Evangeline State Park, Statue of Evangeline). Have students provide quick facts about these landmarks. Have students analyze why the landmarks reflect Longfellow's character Evangeline rather than the local heroine Emmeline? (Possible answer: More identifiable to tourists)

Print Resources

- Brasseaux, Carl A. (1988). *In Search of Evangeline: Birth and Evolution of the Evangeline*.
- *Myth*. Thibodeaux, LA: Blue Heron Press.
- Guirard, Greg. (2001). *The Land of Dead Giants*. Canada: Friesens Corporation.
- Longfellow, Henry Wadsworth. (1847). *Evangeline, A Tale of Acadie*. Boston: William D. Ticknor & Company.
- Voorhies, Judge Felix (1907, republished 1977). *Acadian Reminiscences, The True Story of Evangeline*. Center for Louisiana Studies: University of Louisiana-Lafayette.

Website Resource

- <http://www.challenge.state.la.us/k12act/data/acad/acad.html>, *The Acadians of Louisiana, A Story to Tell*. Teacher website with multiple lessons by Sylvia S. Bienvenue (Challenge Grant).

Activity 5: The Americanization of the Acadians (GLEs: 12, 58, 63, 64, 65, 70, 75, 81)

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 WWI)
- 1921, Repeal of Act 114
- 1921, Constitutional Amendment stated languages other than English were prohibited in public schools.

Divide the students into small groups assigning 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 WWI, progressive movement for raising the standards of living); also determine if civil rights are being violated (e.g., First Amendment). Have the students brainstorm ideas on a graphic organizer (e.g., web, *Inspiration*®), followed by a class discussion.

On a separate graphic organizer, have the students reflect on the intended benefits and consequences this legislation had on the French-speaking Acadians.

Affect of Legislation on Louisiana’s Acadians

Intended Benefits	Consequences

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

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

How did these 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?

Activity Extension: Have students participate in a teacher guided search for current efforts and organizations that are actively engaged in cultural preservation. Have students describe the methods and strategies being employed (e.g., French immersion, German Fest, CODOFIL, CAFA).

Website Resources

- Confederations of Associations of Families Acadian (CAFA) website
<http://www.cafa.org/>
- Council for the Development of French in Louisiana website
<http://www.codofil.org/english/links.html>
- L'Acadie, Societe nationale de l'Acadie website
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>

Print Resource

- Kolb, Carolyn (2004). Voltz to Folsie, Huber to Oubre, German Louisiana, a creole history. *Louisiana Life*, Autumn 2004, 24(3): 44-49.

Activity 6: The Acadian Legacy (GLEs: 12, 64, 66, 70, 72, 75, 81)

Using a *PowerPoint*[®] slide, have students identify contemporary artifacts as evidence of cultural diffusion of the Acadians (e.g., architecture, food, art). Have students identify famous Acadians past and present that are associated with the image of Louisiana. Have students create a trading card that includes a picture and biography of famous Acadians. A similar activity may be extended to include local ethnic groups in the school community.

The Louisiana Acadian flag was designed by Thomas J. Arceneaux to commemorate the 200th anniversary of the Acadian Exile. The symbolism represented in the flag's design provides a comprehensive view of the history of the Acadians. Have the students view a color photo (or coloring sheet with instructions on color scheme) or a facsimile of the Louisiana Acadian Flag. Initially have students attempt to match a meaning to the symbol and colors of the flag. After the brainstorming session, inform the students of the official translation and reflect on the major events being represented. A brief translation is:

- Three silver fleurs-de-lis on a blue field represent the French origin of the Acadians. The fleur-de-lis is a symbol of the kings of France.

- A gold tower on a red field pays homage to the Spanish who provided opportunities for the Acadians to settle in Louisiana.
- A gold star on a white field represents “Our Lady of the Assumption,” Patroness of the Acadians. This reflected their Catholic faith. Another interpretation is that the star is a reminder of the efforts of the Acadian volunteers in removing the British from areas adjacent to the Spanish Louisiana border (e.g., Baton Rouge, Mobile, Pensacola) under Spanish Louisiana Governor Galvez.

Activity Extension: Have students create a flag design to represent the history of their community.

Website Resources

- Information based on references from the Lafayette Travel Commission website http://www.lafayettetravel.com/culture/history/acadian_flag.cfm
- Other resources for the Louisiana Studies Curriculum <http://www.madere.com/history.html#005>
- Acadian Museum, Erath, Louisiana <http://www.acadianmuseum.com/museum.html>
- Acadian Memorial, St. Martinville <http://www.acadianmemorial.org/english/index.html>

Print Resources

- *Acadie Tropicale* (A poetry anthology). Center for Louisiana Studies, University of Louisiana at Lafayette.
- Ancelet, Barry J. *Cajun Music: Its Origins and Development*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Ancelet, Barry Jean. (1994). *Cajun and Creole Folktales*. Jackson: University Press of Mississippi.
- Ancelet, Barry Jean, Jay Edwards, & Glen Pitre. (1991). *Cajun Country*. Jackson: University Press of Mississippi.
- Brasseaux, Carl A. (1992). *Acadian to Cajun: Transformation of a People, 1803-1877*. Jackson: University Press of Mississippi.
- Brasseaux, Carl A. (1987). *The Founding of New Acadia: The Beginnings of Acadian life in Louisiana, 1765-1803*. Baton Rouge, LA: Louisiana State University Press.
- Brasseaux, Carl A., “*Scattered to the Wind*”: *Dispersal and Wanderings of the Acadians, 1755-1809*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Conrad, Glenn R., *The Cajuns: Essays on Their History and Culture*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Lindahl, C., Owens, M., & Harvison, C. R. (1997). *Swapping Stories: Folktales from Louisiana*. Jackson, MS: University Press of Mississippi.
- Stacey, Truman. (1990). *Louisiana’s French Heritage*. Lafayette, LA: Acadian House Publishing.

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 the 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 Acadians and British, Acadians and Spanish. Benefits and consequences of legislation on Louisiana's Acadians.

Activity-Specific Assessments

- Activity 4: Have students read selected excerpts from Longfellow's poem, *Evangeline*, and compare with the local legends surrounding Emmeline Labiche of Attakapas (St. Martinville). Students can compare the similarities and differences in a Venn diagram. Have the students analyze why the Cajuns of Louisiana passionately embrace the local version rather than Longfellow's version (via a web organizer). How would Emmeline symbolically represent the Acadian people?
- Activity 4: Have the students read a selection of (classic) Acadian literature or music. Using a graphic organizer, have the students interpret the literary selection. A major focus of the activity is to have the students analyze traits (values) of the Acadian culture represented in the selections. After group presentations, students collaboratively analyze the major themes normally featured in literature (e.g., folktales, fables, satire, morals) and songs (e.g., history, celebrating life).
- Activity 6: The Louisiana Acadian flag was designed by Thomas J. Arceneaux to commemorate the 200th anniversary of the Acadian Exile. The symbolism represented

in the flag's design provides a comprehensive view of the history of the Acadians. Have the students view a color photo (or coloring sheet with instructions on color scheme) or a facsimile of the Louisiana Acadian Flag. Have students match a meaning to the symbol and colors of the flag. Students should present their findings in a *PowerPoint*[®] presentation.

Louisiana History

Unit 6: Louisiana Becomes a State

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 describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana?
4. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
5. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?
6. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
7. Can students characterize and analyze the use of productive resources in an economic system?
8. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?

9. Can students explain reasons for trade between nations and the impact of international trade?
10. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
11. Can students construct a timeline of key events in Louisiana history?
12. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
13. Can students interpret a political cartoon?
14. Can students propose and defend potential solutions to past and current issues in Louisiana?
15. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
16. Can students describe leaders who were influential in Louisiana's development?
17. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
18. Can students describe the contributions of ethnic groups significant in Louisiana history?
19. Can students trace and describe various governments in Louisiana's history?
20. Can students explain how Louisiana's natural resources have shaped its history?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
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 perceptions and uses of places or regions in Louisiana (G-1B-M4)
Physical and Human Systems	
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)

GLE #	GLE Text and Benchmarks
Economics	
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)
Fundamental Economic Concepts	
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)
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
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)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Governments	
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)
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)
History	
Historical Thinking Skills	
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)
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)
Louisiana History	
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

GLE #	GLE Text and Benchmarks
	(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)
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 state heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

Sample Activities

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

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) to events in the United States as to encompass the years between 1826 to 1860. Electronic references include www.enlou.com/time/timetimelineindex.htm, <http://lsm.crt.state.la.us> (homepage).

Activity 2: The Louisiana Purchase (GLEs: 58, 65, 66, 72, 73, 75, 78)

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

Provide students with a basic graphic organizer that examines cause and effects that may have influenced negotiations between the representatives of France and the United States.

Chain Reaction: Events Related to Louisiana Purchase

ACTION	REACTION	
	Napoleon (<i>France</i>)	Jefferson (<i>United States</i>)
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 western United States)</i>
France regains possession of Louisiana	<i>(Desire to establish Louisiana as a major trading port in North America for the benefit/profit of France)</i>	<i>(Fear of losing “right of deposit” in New Orleans cutting off profitable trade routes for western U.S. farmers)</i>
Haitian Revolt	<i>(Preoccupied / discouraged interest in Louisiana due to military losses/expense [e.g., rise of insurgents, yellow fever])</i>	<i>(Either concern U.S. regarding increased military presence of French troops in Western Hemisphere or negotiate with France to give up on Louisiana, i.e. sell New Orleans)</i>
War between France and England	<i>(Need to raise money, lose distractions in North America)</i>	<i>(Opportunity to purchase New Orleans)</i>

(sample answers for key concept rubric)

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.

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: 11, 12, 65, 70, 73, 74, 76, 81)

Have students imagine they are reporters covering the proceedings of the Louisiana Purchase. Divide the class into small groups to cover various topics (e.g., Jefferson vs. Congress, Livingston and Monroe’s role, Napoleon’s military concerns, U.S. access to New Orleans, the French perspective).

Have each group develop a list of questions that need to be answered in reporting. Questions should cover the causes, effects, and impacts of the event selected. Using a variety of sources, have students research the answers to these questions (e.g., references from the findings of the Corps of Discovery also known as Lewis and Clark’s expedition, letters from Livingston and Monroe). This activity will be presented as an informative news story that answers *who, what, why, where, and when* questions. Award a “Jefferson Prize” to the best articles.

A higher order extended activity would 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 as “The Americanization of Louisiana.” Have students complete (teacher guided) the following graphic organizer to encourage further discussion and reflection.

Compare and Contrast: The Americanization of Louisiana

	Louisiana	United States	Conflict/Results
Government	<i>(Superior Council / Cabildo)</i>	<i>(Constitutional)</i>	<i>(State constitution)</i>
Political Units	<i>(Church parishes)</i>	<i>(Counties)</i>	<i>Parish governments</i>
Religion	<i>(Catholic influenced)</i>	<i>(Protestant)</i>	<i>Religious tolerance</i>
Ethnicity	<i>(Multicultural)</i>	<i>(Anglo)</i>	<i>Division of New Orleans/ migration patterns in Louisiana (North/South)</i>
Other *			

* Law: Napoleonic vs. English Common, Land Surveys: Arpent (river front) vs. township grids; Official language: Predominance of French vs. English; Migration patterns: French in New Orleans and south, Anglo Protestant in North Louisiana.

(sample answers)

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: the Creoles, the Caddo Indians, and the newly arrived American planters and settlers. Have them debate their interests and discuss their language and cultural barriers. Have students consider the selected groups’ livelihood, status, and possible political views of that era.

Website Resources

- <http://publications.neworleans.com/lalife/22.4.-AUREVOIR.html>.
- <http://lsm.crt.state.la.us/cabildo/cab4.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: 12, 66, 72, 73)

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 denoting 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) regarding Louisiana’s transition from French/Spanish colony to territory to state.

Activity 5: Battle of New Orleans Geography (GLEs: 2, 6, 77, 78)

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 the students compare their plan with that of the historic course of events that unfolded during the Battle of New Orleans.

Website Resources

- <http://www.nps.gov/jela/Chalmette%20Battlefield.htm>,
- http://www.lib.utexas.edu/maps/national_parks/jean_lafitte_park.98PDF,
- <http://atneworleans.com/body/battlefield.htm>

Print Resource

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

Activity 6: The Battle of New Orleans (GLEs: 2, 62, 68, 69, 73, 77)

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 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.

Have half the students create a political cartoon to depict events of the Battle of New Orleans and the other half show how history would have changed if the Battle of New Orleans had had a different outcome or had never taken place. These cartoons should be presented for classmates and interpreted to determine how the students' ideas are similar and different.

Website Resources

- <http://www.nps.gov/jela/Chalmette%20Battlefield.htm>
- www.lib.utexas.edu/maps/national_parks/jean_lafitte_park.98PDF
- <http://atneworleans.com/body/battlefield.htm>

Print Resource

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

Activity 7: Plantation Economy (GLEs: 13, 15, 42, 48, 49, 51, 52, 53, 57, 58, 62, 69, 70, 75, 80)

Have students explore the history of sugar cultivation and/or cotton production. Ask the 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 production and slave labor.

Resources

- <http://www.lsuagcenter.com/Subjects/sugarcane/history.asp>, *Account by Etienne de Bore of the History of Sugar Cultivation in Lower Louisiana, 1803*.
- <http://www.sec.state.la.us/museums/cotton/cotton-index.htm> - Louisiana Cotton Museum in Lake Providence, LA
- Norbert Rillieux
<http://www.princeton.edu/~mcbrown/display/rillieux.html>
http://www.princeton.edu/~mcbrown/display/rillieux_biography.html

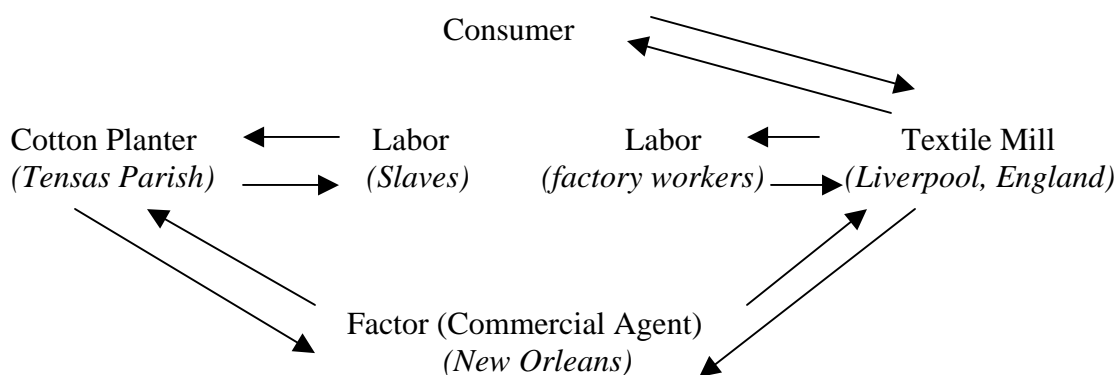
Ask the students to complete the graphic organizer with teacher assistance regarding the four basic economic questions as applicable to the plantation economy.

Market Economy

Economic Questions	Sugarcane	Cotton
1. What to produce?		
2. How to produce it?		
3. How much to produce?		
4. Who gets what is produced?		

And/or have students create a circular flow chart illustrating economic exchanges between the entities as well as the role of a factor (commercial agent).

Sample:



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 series of timelines and/or graphic organizers 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 triangle 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.

Ask students to discuss and examine the following relationships during the era of plantation economy:

- homes to rivers
- plantations to U.S. economy
- planter to slaves
- planters to government
- property owners to voters
- slavery to democracy
- slave labor to economy

- planters to education
- slaves to education
- planter to abolitionists
- slaves to abolitionists
- steamboat to plantation economy

Then have students debate how the above relationships may or may not have “ripple effects” on current issues in Louisiana and what potential solutions they might pose for any current issues.

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 8: Reflection on African American History (GLEs: 70, 75, 81)

Louisiana has a 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. Of particular interest to historians is the perceived contradiction of Louisiana’s African American slaveholders. The use of teacher guided research from primary and secondary sources reflecting the unique characteristics of Louisiana’s people during the antebellum period should be inserted at least as mini-lessons (biographies, trading cards, Did You Know Facts). An instructional note would be to revisit the topics of slavery and the Free People of Color population as presented in this unit in a compare-and-contrast venue to the presentation of information in the next unit (e.g., *Jim Crow Laws, sharecroppers*).

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 2nd 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 9: Claim to Fame: Role-playing Historical Figures in Louisiana History (GLEs: 66, 72)

Have students research and present a role-play for each of the following:

- Napoleon
- 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 each student or group consider the following questions (add others):

- 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?
- What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?
- What direction does this figure think Louisiana should take in terms of the economy?

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 least critical figure in Louisiana history.

Activity 10: Steamboats (GLEs: 9, 13, 51, 57, 58, 79)

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 the port of New Orleans. Have them discuss how the Mississippi River and other waterways have shaped Louisiana history as natural resources (label map of navigable rivers, 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. Teachers should 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 them construct a series of one to three different advertisements 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. These can be constructed as individuals or as a group and should be presented for critique by the class.

Website Resources

- Steamboats: www.steamboats.com/museum.html and www.steamboats.org/ehistory.htm
- Henry Shreve: archive.nesa.uiuc.edu/cyberia/riverweb/projects/ambot/tech/tech7.htm and 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 the 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 3: 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 as “The Americanization of Louisiana.” Have students complete (teacher guided) the following graphic organizer to encourage further discussion and reflection.

Compare and Contrast: The Americanization of Louisiana

	Louisiana	United States	Conflict/Results
Government	<i>(Superior Council / Cabildo)</i>	<i>(Constitutional)</i>	<i>(State constitution)</i>
Political Units	<i>(Church parishes)</i>	<i>(Counties)</i>	<i>Parish governments</i>
Religion	<i>(Catholic influenced)</i>	<i>(Protestant)</i>	<i>Religious tolerance</i>
Ethnicity	<i>(Multicultural)</i>	<i>(Anglo)</i>	<i>Division of new Orleans/ migration patterns in Louisiana (North/South)</i>
Other *			

* Law: Napoleonic vs. English Common, Land Surveys: Arpent (river front) vs. township grids, Official language: Predominance of French vs. English, Migration patterns: French in New Orleans and south, Anglo Protestant in North Louisiana
(sample answers)

Have students respond to a constructive response item requiring the students to describe four major transitions that took place in the Americanization of Louisiana. Assess with a four-point rubric.

- 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 a) on the outcome of the War of 1812? and b) on the United States’ relationships with the citizens of Louisiana and nations abroad?
- Activity 7: Have students complete a series of timelines and/or graphic organizers encompassing the evolution of the institution of slavery in the United States and relate 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.

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 us about the perceptions of people of 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 describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?
4. 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?
5. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
6. Can students explain reasons for trade between nations and the impact of international trade?
7. Can students construct a timeline of key events in Louisiana history?
8. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
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 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?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
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)
Physical and Human Systems	
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)
Civics	
Foundations of the American Political System	
35.	Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
Economics	
Fundamental Economic Concepts	
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)
Individuals, Households, Businesses, and Governments	
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)
The Economy as a Whole	
60.	Define <i>inflation</i> and <i>unemployment</i> in terms of an economic system as a whole (E-1C-M2)
History	
Historical Thinking Skills	
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)

GLE #	GLE Text and Benchmarks
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)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
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)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

Sample Activities

Activity 1: Louisiana Civil War Timeline of Causes and Effects (GLEs: 62, 63, 77)

Have students throughout the unit 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 complete graphic organizers with selected topics to emphasize specific cause and effects. Appropriate topics would include the debate over secession, occupation resulting in two state governments, relocation of the state capital, and key Louisiana battles (e.g., Port Hudson’s surrender) to national events (e.g., fall of Vicksburg).

Activity expansion (mini-review of American History key concepts): 1) Have students create a chart identifying the major political differences between the interests of the northern and southern states (see sample). Have students analyze the relationship with the eventual act of secession.

Political Differences

	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 for it raised prices</i>	<i>Supported to help Northern factories</i>	<i>e.g., Tariff of Abominations / Nullification Crisis</i>
Taxes for Internal Improvements (e.g., canals, roads)	<i>Opposed, believed it not directly benefited the Southern states, relied on water routes</i>	<i>Supported, improve interstate trade</i>	<i>e.g., failure to pass Henry Clay's American System</i>
National Bank	<i>Opposed, disapproved of banks' strict loan/credit policies for land purchases</i>	<i>Supported, strict policies provided a stable economy</i>	<i>President Jackson's opposition, eventual closure</i>

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

2) Have students create a chart on issues that created tension regarding the balance of congressional power between the Northern and Southern delegations in an attempt to increase their influences in the federal government. Have students analyze its relationship with the eventual act of secession.

Political Differences

Events	Southern Interest	Northern Interest	Results
State representation, Constitutional Convention	<i>One house, votes based on population</i>	<i>One state, one vote</i>	<i>Great Compromise</i>
Counting population for House seats (inclusion of slaves) Constitutional Convention	<i>Desire to increase population counts to gain more House seats</i>	<i>Opposed to count slaves as population</i>	<i>3/5^{ths} Compromise</i>
Missouri statehood	<i>Add Missouri as a "slave state"</i>	<i>Opposed, disrupted balance in Congress</i>	<i>Missouri Compromise: Missouri and Maine, 36°30"</i>
California statehood	<i>Opposed to free state status</i>	<i>Favored new state, motivated by Gold Rush</i>	<i>Compromise of 1850</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.

Higher Order Thinking Activity: Have students reflect on the following Constitutional debates: Hartford Convention and the Nullification Crisis (common theme of secession). Point out that the Constitution does not address secession; however, the Declaration of Independence makes a reference to changing government. Have the 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)

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 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 a Union or Confederate strategist. 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., Farragut’s Union naval offensive towards New Orleans, Bank’s Union Army’s attempt to capture Port Hudson, CSA’s Taylor’s defensive plans on the Teche and Red River Campaigns, campaign on the occupation of Baton Rouge).

Review activity: 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 a journal entry 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: 13, 42, 51, 52, 58, 60, 79)

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 ways the Union forces could disrupt the trade and ways Louisiana traders could find alternative routes to avoid possible Union capture. Have students brainstorm (e.g., *Inspiration*[®]) on how the economic consequences naval blockades (on local waterways, in the Gulf) will affect the local economy and the war effort (e.g., scarcity, inflation, supply/demand, unemployment).

Activity 4: Civil War Trading Cards (GLEs: 66, 70, 73, 77)

Providing 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)

Ask students to pretend to be a person living in New Orleans during Union occupation 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). The teacher should describe the possible consequences 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 these points of view: woman of social status, Union soldier, a free person of color, a secessionist, a non-secessionist (Unionist), a slave, or a Confederate soldier.

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

References for American Civil War in Louisiana activities

Websites

- <http://www.confederatemuseum.com/>
- <http://www.crt.state.la.us/crt/tourism/civilwar/civilwar.htm>
- <http://www.earthstation9.com/index.html?louisia2.htm>
- <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 East, C. Touchtone, Simon & Schuster: New York.
- Raphael, M.R., (1990). *The Battle in the Bayou Country*, 4th ed., Harlo Press: Detroit
- Richard, Jr., A.C. & Richard, M.M.H. (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)

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 application of high-ranking Confederate officials for a presidential pardon. Then have them 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. They should use the format of a memo to the president dated December 1863.

Suggested reference for Lincoln's Ten Percent Plan:

McCrary, P. (1978). *Abraham Lincoln and Reconstruction: The Louisiana Experiment*. Princeton University Press: Princeton.

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. Students should create a “rule book” outlining the specifications of the Military Reconstruction Plan as implemented in Louisiana.

Higher Order Thinking Activity: 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: Early Congressional Legislation and the Reconstruction Acts (GLEs: 64, 65, 69, 73, 76)

After reading about the following pieces of legislation, students engage in a debate in which they rank order these in importance, most significant to least significant, to Louisiana’s past and present as well as the legislation’s political, social, and economic relevance to Louisiana. This rationalization can be delivered orally or in writing.

- 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, 72, 74, 75, 76, 77)

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

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

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)

Have students complete the following graphic organizer:

Effects of Reconstruction on Louisiana’s African American Population

	Positive Effects	Negative Effects	Overall Outcome
Free People of Color	<i>Political offices Voting privileges</i>	<i>Privileges (political and social) ended after Reconstruction</i>	<i>Loss of privileges and struggle for equality</i>
Freedmen	<i>Freedom Voting privileges</i>	<i>Lack of education, forced into labor roles</i>	<i>Continued poverty and segregation</i>

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

Suggested resources for African Americans in Louisiana during Reconstruction:

Print Resources

- Brasseaux, C.A., Fontenot, K.P., & Oubre, C.F. (1994). *Creoles of Color in the Bayou Country*. University Press of Mississippi: Jackson.
- 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.
- 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*. Auburn, N.Y., Derby and Miller. Republished 2nd 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

- http://www.publicbookshelf.com/public_html/The_Great_Republic_By_the_Master_Historians_Vol_III/
- <http://lsm.crt.state.la.us/cabildo/cab11.htm>
- <http://www.louisianahistory.org/video/index.html>

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

After reading about Rutherford B. Hayes and Samuel J. Tilden, 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 that compares and contrasts this election with the election of 2000 with Albert Gore, Jr., and George W. Bush.

Activity Extension: 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 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 the 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 from this era in history comparing Louisiana Historical Events and United States Historical Events.
- Have students write journal entries with the following topics: political differences between 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: 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 a journal entry 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 4: Providing a list of key persons, places, and things regarding the American Civil War in Louisiana, have students research and create “trading cards” (i.e., *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]). Each student would present a brief explanation of the information collected on his/her topic.
- Activity 6: 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. Students should create a “rule book” outlining the specifications of the Military Reconstruction Plan.
- Activity 8: Have students create a Venn diagram reflecting the similarities and differences in the lives between the slave and the sharecropper. Have students assume the role of a manager for a local office of the Freedmen’s Bureau. 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.

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 that influenced Louisiana and the continued struggle over civil rights. 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 environments on its inhabitants?
5. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?
6. Can students evaluate a type of tax in a historical context?
7. Can students analyze how the democratic process has been used to institute change in Louisiana?
8. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?

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

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
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)
Environment and Society	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)

GLE #	GLE Text and Benchmarks
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)
Civics	
Structure and Purposes of Government	
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
Foundations of the American Political System	
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)
Roles of the Citizen	
40.	Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
Economics	
Fundamental Economic Concepts	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Governments	
52.	Explain how supply and demand affect prices (E-1B-M1)
55.	Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)
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)
History	
Historical Thinking Skills	
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, bias (H-1A-M4)

GLE #	GLE Text and Benchmarks
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)
Louisiana History	
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)

Have students write a series of formal political statements as if they were Bourbons (Redeemer-Democrats) in the 1880's–1890's that reflect what they believe to be appropriate for Louisiana and why, as well as how, they might feel about Francis T. Nicholls as governor and how they might feel about the Louisiana Lottery as it related to government revenue and public funding.

After presenting their statements, ask them to discuss the causes and effects of 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: 32, 40, 62, 63, 64, 65, 66, 69, 73, 75)

As a review exercise, provide the students with key federal and state legislation involving civil rights issues (e.g., 13th, 14th, and 15th Amendments and the Louisiana Constitution of 1868). Have the 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 a graphic organizer outlining the basic tactics used by the Bourbon Democrats for the disfranchisement of the freedmen (Republican vote). (Teacher note: *equate the terms Bourbons and Redeemers with the old Democrats and the former political elite.*)

Bourbon Democrat Plan for Disfranchisement of Freedmen (Republican Vote)

<i>Voter Eligibility</i>	<i>Tactic for Ineligibility</i>	<i>Side effects</i>
Property owner	<i>Freedmen unlikely to own property</i>	<i>Eliminate most freedmen</i>
Literacy Test	<i>Most freedmen were uneducated (former slaves), test usually interpretation of the Constitution</i>	<i>Eliminated most freedmen and most poor whites (small farmers)</i>
Poll Tax	<i>Usually associated with large property owners</i>	<i>Eliminate lower economic classes of African Americans and whites</i>
Grandfather Clause	<i>Eliminated practically all African Americans</i>	<i>Made some exceptions for poor whites</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 the students with a scenario involving the Comité 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?

Higher Order Extended Activity: 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.

Resource

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

Activity 3: The Populists and the Farmers' Union (GLEs: 27, 33, 55, 58, 67, 68)

Provide a graphic organizer stating the planks (goals) of the Populists' political platform (e.g., shorter work days), giving a brief description of its benefits, and telling which groups of Louisiana's population would most benefit from it. Teachers should direct students to consider the possible uniting of freedmen and poor whites sharing common economic disadvantages and how this would concern the Bourbon Democrats.

Have students create either political slogans, campaign signs, and/or political cartoons in support or opposition to the Farmers' Union or the People's Party, the Populists.

After presenting these mini-projects, ask students to discuss in particular what these economic changes would mean to the citizens of Louisiana and how democratic change occurred in Louisiana as a result of this party.

Activity 4: Labor Conflict (GLEs: 51, 52, 65)

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 the students with two reasonable demands and one unreasonable demand by the laborers. Have the students dialogue for 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 5: Agriculture, Industrial Progress, and Healthcare Progress (GLEs: 9, 16, 58, 62, 63, 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 during the war.

Activity 6: The Progressive Movement and Louisiana’s Governors (GLEs: 62, 66, 70, 72, 76)

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).

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 the students secure an artifact to be displayed on the timeline or wall (e.g., copy of a picture, cartoon, headline).

Activity 7: New Conveniences (GLEs: 9, 64)

Have the students list via web (e.g., *Inspiration*[®]) the inconveniences of life in rural Louisiana (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*, 2nd 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 8: Changes in Louisiana (GLEs: 30, 70, 77)

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, 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 9: The Rise of Huey Long (GLEs: 63, 64, 65, 66, 67, 68, 72, 73, 76)

In addition to the presentation of accurate facts regarding the political life and influences of Huey Long on Louisiana, select one or more activities to expand the students’ knowledge concerning Long’s legacy.

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., Flood of 1927, Great Depression, and Populist movement) 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, textbooks) for Louisiana as well as a column recognizing his political abuses (e.g., impeachment, defying 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

- <http://www.ssa.gov/history/longsen.html>
- <http://www.sec.state.la.us/60.htm>
- <http://www.pbs.org/kenburns/hueylong/>
- <http://www.pbs.org/kenburns/hueylong/educators/>

Activity 10: The Effects of the Great Flood of 1927 (GLEs: 2, 6, 7, 8, 14, 15, 58, 62, 64, 65, 70, 73, 78)

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 avert water 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*[®]) 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, a rise in flood-induced diseases, and health issues. The effects of the flood forced many of Louisiana's poor to the status of destitute.

Have the students analyze the flood's effects on economics (prior to the Great Depression) and politics (election of Huey Long as governor). Provide the 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 directed flooding. Many of Louisiana's flood victims blamed the federal government for the levee construction as well as felt abandoned by the state and federal governments in the aftermath of the flood. Provide the 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 to why Huey Long's popularity may have escalated because of this crisis.

Extension Activity: 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 for electronic research.

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

- <http://www.dailyworld.com/news/floodof1927/>
- <http://www.pbs.org/wgbh/amex/flood/timeline/index.html>
- <http://www.mvd.usace.army.mil/MRC-History-Center/gallery/flood/flood2.html>

Activity 11: Altering Louisiana’s Environment: Cause and Effects (GLEs: 2, 6, 7, 8, 14, 15, 17, 64, 69, 78)

Have students list the ways in which the state has tried to control “Mother Nature” (e.g., building dams, diverting rivers, draining swamps, etc.) and have them discuss whether we have been successful in our efforts. Challenge the students with cause-and-effect situations such as channeling the Mississippi River through New Orleans for commerce via levees and control structures as a casual factor, while effects may include diminishing wetlands along the southwestern coastline of Louisiana (e.g., other topics may include local concerns such as altering dams, spillways, man-made lakes, deep water ports, reforestation, mining). Discuss their observations.

Have students formulate a plan for a specific cause and effect relationship. If possible, have the students perform a fact-finding (mini-research) search for basic economic and geographic facts on their topics. Opposing points of view could be given equal consideration (e.g., pros and cons list). Discuss what this would mean for the future of the region in regards to the economy and environment.

As a class, students should suggest one to three specific recommendations with justifications they could make to the U.S. Army Corps of Engineers to address the selected situation.

Teacher Note: Allow the students to use their imagination and problem solving skills in an effort to recognize that economic and environmental decisions have both positive and negative consequences. Use references from the Flood of 1927 lesson and activities in illustrating these points.

Activity 12: The Great Depression and the New Deal (GLEs: 27, 58, 65, 73)

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 the 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 the students apply the 3Rs to the state and national economy.

Provide an opportunity for the 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 artifacts, 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,
- the relationship between the events of the era and Huey Long's political ascension.

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 the 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 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, the effects of the Great Depression and the New Deal in Louisiana.

Activity-Specific Assessments

- Activity 2: Provide the students with a scenario involving the Comité 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? Why does this landmark case emphasize the power of the United States Supreme Court?
- Activity 7: 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
- Activity 9: 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.
- Activity 12: Provide an opportunity for the 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.

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 explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?

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

Unit 9 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
Places and Regions	
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)
Physical and Human Systems	
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)

GLE #	GLE Text and Benchmarks
Geography	
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)
Environment and Society	
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
Civics Structure and Purpose of Government	
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.	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)
Foundations of the American Political System	
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)
Roles of Citizens	
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)
Economics	
Fundamental Economics Concepts	
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)
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)
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)
Individuals, Households, Business, and Government	
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)

GLE #	GLE Text and Benchmarks
Geography	
History	
Historical Thinking Skills	
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)
Louisiana History	
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)
80.	Trace the state’s economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)

Sample Activities

Activity 1: Louisiana During World War II (GLEs: 6, 9, 16, 45, 53, 58, 62, 65, 66, 70, 73, 78)

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 for 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 boat, 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).

Extended Activity: 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 living 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 D-Day Museum in New Orleans. Provide the students with a set of questions related to the various exhibits then have the students complete a scavenger hunt as they explore the D-Day 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

- http://www.crt.state.la.us/crt/tourism/lawwii/Maneuvers/Studying_War.htm
- <http://www.army.mil/cmh-pg/photos/WWII/Preps/WW2-Prep.htm>
- <http://www.press-herald.com/echoes/2004/0123echoes.html>
- http://www.ddaymuseum.org/education_teachers.html
- <http://www.crt.state.la.us/crt/tourism/lawwii/>

Activity 2: Louisiana’s Governors (Long or Anti-Long) (GLEs: 62, 63, 66, 70, 72, 73, 76)

Huey Long’s political machine continued well after the Kingfish’s death. Many state level candidates were labeled as a 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). On the timeline note whether the governor 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).

Teacher’s Note: Have students analyze what defined a Long or Anti-Long candidate and the duration in which Huey Long’s influence had on Louisiana politics. The timeline can be a collaborative effort of students (groups) displayed in the room or hall.

* *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.*

Print Resource

- Parent, W. (2004). *Inside the Carnival, Unmasking Louisiana Politics*. Louisiana State University Press: Baton Rouge.

Website Resources

- <http://www.sos.louisiana.gov/65.htm>
- <http://www.enlou.com/time/timelineindex.htm>

Extension Activity: Have students create a Venn diagram or a chart that compares and contrasts the governorships of Huey Long to that of his brother Earl Long. Then have the students create a separate chart that compares Earl Long to Robert Kennon, his successor in 1952. Then have students analyze their major contributions and shortfalls of their administrations.

Print Resources

- 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

- <http://www.sos.louisiana.gov/65.htm>
- <http://www.enlou.com/time/timelineindex.htm>

Activity 3: Postwar Economy (GLEs: 13, 16, 48, 53, 58, 79)

Have students create a map showing the distribution of petroleum in the state. Then have students explain how a major natural resource, petroleum, helped shape Louisiana's history and create economic growth that resulted in a shift from agriculture to industry. They should also consider how/where petroleum contributed to economic interdependence at the local, national, and global levels. Then they should write a description of what present-day Louisiana might be like had petroleum *not* been a natural resource.

An extended activity may include a graphic organizer indicating the trend of the harvesting and mining of Louisiana's natural resources from the early 1900's through the 1970's. Resources could include timber (e.g., pine, hardwood, cypress), petroleum, sulfur, salt, agriculture products, fur and hides. Students can chart the percentages of production to illustrate the increases occurring during this time period. Assign small groups one of the following questions: How did the increase of collecting and selling natural resources affect Louisiana's economy (e.g., more jobs, more industry, more railroads and highways, more state revenue)? What are negative effects of the major increase in production (e.g., environmental issues, DDT and the pelican population, near extinction of habitats and wildlife: alligators, cypress forest, wetlands)? As a higher order activity have students evaluate past and present conservation as well as preservation practices related to Louisiana's natural resources.

Print Resources

- Calhoun, M. & McGovern, B., (2002). *Louisiana Almanac, 2002-2003 Edition*. Pelican Publishing Company: Gretna, LA.
- Barataria–Terrebonne National Estuary, (1996, 2001). *Haunted Waters, Fragile Lands* (Video). Cote Blanche Productions: New Orleans.

Website Resource

- <http://educators.btnep.org/>

Activity 4: Cultural Change (GLE: 64)

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 and AIDS epidemic may be shaping modern Louisiana culture.

Website Resources

- <http://www.unitedstreaming.com>
- <http://www.louisianahayride.com/>
- <http://www.si.edu/>

Activity 5: Civil Rights in Louisiana (GLEs: 33, 40, 41, 70, 73, 77)

Have students role play as newspaper reporter and write an article tracing the history of race relations in Louisiana from *Plessy v. Ferguson* to *Brown v. Board of Education*. As a review, have students compare (e.g., 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 unrest [e.g., Norman Rockwell's painting titled *The Problem We All Live With* (Ruby Bridges), photo of the "cheerleaders" taunting students and officials in the Orleans public schools, and citizens participating in the Baton Rouge Bus Boycott, and the Bogalusa Civil Rights March). Allow the students an opportunity to reflect on the images and provide an explanation of the visuals in context with the 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

- <http://www.bgsu.edu/departments/acs/1890s/plessy/plessy.html>
- <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm>
- <http://www.lib.lsu.edu/special/exhibits/boycott/>
- <http://www.southerninstitute.info/>

Activity 6: Louisiana’s Constitution (GLEs: 18, 19, 32, 39, 63, 64, 76)

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 the students complete a graphic organizer (e.g., Inspiration©) indicating major changes addressed in the 1974 Louisiana Constitution. Higher order thinking activity would require the students to compare the evolvement and changes (graphic organizer) to the United States Constitution and the Louisiana State Constitution of 1974.

	U.S. Constitution	Louisiana Constitution
Year of Ratification	<i>1788</i>	<i>1974</i>
# of Revisions		
# of Amendments		
Unique differences		

Ask the 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 the students determine the percent of votes or procedure needed to ratify a new constitution or approve a new amendment having the school represent the state, the faculty members the legislators, while the student population represents state voters.

Website Resources

- http://www.archives.gov/national_archives_experience/charters/constitution.html
- <http://senate.legis.state.la.us/Documents/Constitution/Default.htm>

Activity 7: The Superdome and Economic Development (GLEs: 28, 42, 44, 51, 67, 68, 69, 80)

When the doors of the Louisiana Superdome were opened to the public on August 3, 1975, many were amazed and nicknamed it the “8th 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 interpret 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

- <http://www.superdome.com/site.php>

Activity 8: Suburban Growth (GLEs: 10, 58, 64, 69, 80)

Discuss with students community growth after World War II. Ask students to questions grandparents, parents or neighbors who have lived in the community for a long period of time about how the 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 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.

An alternative project 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 for 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

- <http://www.crt.state.la.us/crt/ocd/hp/economicdev.htm>
- <http://www.led.state.la.us/overview/profile.aspx>
- http://www.preservationdirectory.com/downtownandmainstreet_la.html
- <http://www.crt.state.la.us/crt/ocd/hp/lmsintro.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 the 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: 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 1926-1972, Louisiana Constitutions, hometown).
- Graphic organizers: compare major precedents set by Supreme Court decisions on Plessy and Brown, major changes to 1974 Louisiana Constitution.
- Maps: Louisiana military bases, distribution of petroleum in Louisiana, Louisiana's natural resources 1900's-1970's.

Activity-Specific Assessments

- Activity 1: 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 for war production (e.g., petroleum, labor force, agricultural production).
- Activity 4: 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 and AIDS epidemic may be shaping modern Louisiana culture.

- Activity 5: Exhibit a visual representing the unrest (e.g., Norman Rockwell’s painting titled *The Problem We All Live With* (Ruby Bridges), photo of the “cheerleaders” taunting students and officials in the Orleans public schools, and citizens participating in the Baton Rouge Bus Boycott, and the Bogalusa Civil Rights March). Allow the students an opportunity to reflect on the images and provide an explanation of the visuals in context with the lesson objectives. Ask students, in groups, to create a newscast that could have aired on the evening news addressing one of these events.
- Activity 7: When the doors of the Louisiana Superdome were opened to the public on August 3, 1975, many were amazed and nicknamed it the “8th 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 interpret for opinion, propaganda, or bias.

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 how or why specific regions are changing as a result of physical phenomena?
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 analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables?
4. Can students describe factors that contribute to economic interdependence at the local, national, and global levels, as related to Louisiana's past and present?
5. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?
6. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
7. Can students analyze the distribution and uses of Louisiana's natural resources?
8. Can students identify a contemporary Louisiana geographic issue and research possible solutions?
9. Can students identify current government leaders at the state, local, and national levels in the United States?
10. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?

11. Can students evaluate a type of tax in a historical context?
12. 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?
13. Can students explain how U.S. foreign policy has affected Louisiana?
14. Can students explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?
15. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
16. Can students explain how supply and demand affect prices?
17. Can students identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market?
18. Can students describe historic and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation?
19. Can students explain the meaning of various economic indicators that help describe the state of an economy?
20. Can students construct a timeline of key events in Louisiana history?
21. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
22. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
23. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
24. Can students analyze given source material to identify opinion, propaganda, or bias?
25. Can students interpret a political cartoon?
26. Can students propose and defend potential solutions to past and current issues in Louisiana?
27. Can students describe leaders who were influential in Louisiana's development?
28. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
29. Can students explain how Louisiana's natural resources have shaped its history?
30. Can students trace the state's economic development and growth toward economic diversity?

Unit 10 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
Places and Regions	
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)
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)

GLE #	GLE Text and Benchmarks
Geography	
Physical and Human Systems	
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 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)
Environment and Society	
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)
Civics	
Structure and Purpose of Government	
24.	Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
International Relationships	
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)
Roles of the Citizen	
41.	Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
Economics	
Fundamental Economic Concepts	
45.	Analyze the role of specialization in Louisiana's economy (E-1A-M4)
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)

GLE #	GLE Text and Benchmarks
Geography	
GLE #	GLE Text and Benchmarks
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Government	
52.	Explain 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 differences 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)
The Economy as a Whole	
59.	Explain 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)
History	
Historical Thinking Skills	
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)
Louisiana History	
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)

GLE #	GLE Text and Benchmarks
Geography	
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
GLE #	GLE Text and Benchmarks
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, 63, 65, 79)

Have students create an economic timeline from 1970–1994 that shows the rise and fall of oil prices. Then, have students create a two-column chart labeled “Cause” and “Effect” and sort ideas listed below 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.

- 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

To conclude the discussion, have students work in teams to create a group summary statement that answers the following questions:

- 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 history?
- How will CAFTA affect Louisiana? Pros and cons.
- How will the disappearance of Louisiana’s wetlands affect our state’s economy?

Extension Activity: Have students select another resource (e.g., sugarcane, cotton, timber) and apply the appropriate aforementioned questions and tasks.

Additional Activity: Have students examine the following political scenario. The students assume the role of campaign speech writers for a candidate. 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 are to prepare a one to 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 as to its impact on Louisiana. *Teacher Note:* Alternative activity is to have students complete a graphic organizer regarding the description, influence, and political view.

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–June) based on oil prices (e.g., \$22 / barrel) may experience a drop in the market (e.g., \$16 barrel). The revenue lost in this scenario is \$4 a barrel. Therefore for every 100 barrels produced, the budget shortfall is \$400, not to mention that production declines. The consequence is budget cuts for education and health care. Often other programs are provided a fixed funding budget (earmarked) with only a few areas such as education and health susceptible to the budget cuts. The difference is adjusted the following year (budget cuts or increase). Support or oppose the described policy in an economic context.

Higher Order Thinking Activity Extension. 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. Ask students the following question: What are some things you feel the state should provide (free) to its residents? Ask the students how the state purchases these services? Then have the 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)

Print Resources

Calhoun, M.& McGovern, B. (2003). *Louisiana Almanac, 2002-2003 Edition*. Pelican Publishing Company: Gretna, LA.
 Historical Gas Severance Tax Rates.

Website Resources

- http://www.dnr.state.la.us/SEC/EXECDIV/TECHASMT/data/facts_figures/LA_severance_tax_rates.pdf
- Louisiana Department of Revenue: <http://www.rev.state.la.us/>
- Military Officers Association of America (MOAA) Tax Guide (by State): <http://www.moaa.org/taxguide/default.asp>
- <http://www.lmoga.com/history.htm>
- <http://www.lmoga.com/industryoverview.html>
- <http://www.crt.state.la.us/crt/profiles/industry.htm>
- <http://www.leeric.lsu.edu/le/cover/lead054.htm>
- http://www.dotd.louisiana.gov/programs_grants/loop/loop.shtml
- <http://www.enlou.com/time/timelineindex.htm>

Activity 2: Economic Development (GLEs: 64, 69, 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 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 our state's forests

After projecting all of 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 for 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 National Football League to allow New Orleans to host the Superbowl.
- Present a proposal for New Orleans to host the National Democratic or Republican conventions.

Website Resources

- <http://www.alligatorfur.com/>
- <http://www.dnr.state.la.us/sec/execdiv/tehasmt/teacher/index.htm>
- [http://www.rev.state.la.us/forms/publications/ar\(10_02\).pdf](http://www.rev.state.la.us/forms/publications/ar(10_02).pdf)

Activity 3: Environmental Issues and Economic Development (GLEs: 7, 9, 14, 17, 53, 58, 67)

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 that of Microsoft is looking for a corporate site. 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 the ideal location 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 an ideal place for this corporation to locate and still protect both environmental and corporate interests.
- Team 3 represents a nonprofit agency that helps with *historic preservation* and renovation of landmarks, architecture, and historic sites in Louisiana. Its objective is to determine, present, and defend a location, if anywhere, in Louisiana that would be ideal for this corporation to locate and still protect historic and corporate interests.
- Team 4 represents a local 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 for relocation 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, if anywhere, they would choose as their corporate headquarters.

Following 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

- [http://www.rev.state.la.us/forms/publications/ar\(10_02\).pdf](http://www.rev.state.la.us/forms/publications/ar(10_02).pdf)

Activity 4: Political Trends (GLEs: 41, 66, 68, 72)

As a class, create a timeline that shows the terms of the following figures:

- Russell Long
- John Breaux
- J. Bennett Johnson
- Mary Landrieu
- David Treen
- Edwin Edwards
- Charles “Buddy” Roemer
- Murphy “Mike” Foster
- Kathleen Babineaux Blanco
- David Vitter

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

- <http://www.enlou.com/people/peopleindex.htm>

Activity 5: Present Louisiana Government and Economy (GLEs: 10, 13, 24, 27, 55, 59, 66, 73)

Have students create a chart that identifies current government leaders at the local, state, and national levels in the United States. Then discuss how public policies are formed, including the role of lobbyists, special interest groups, and constituents.

Have students use current issues from newspaper and/or online news sources to come up with working definitions of the following economic indicators: GDP, CPI, stock market index, rate of unemployment, and inflation. Then have them determine what those economic indicators showed prior to 9/11 and in the aftermath.

Have students create a chart showing the population and other geographic characteristics of the United States and Louisiana from 1950 to the present, showing rates of decrease and increase of economic variables. Have the class discuss what demographic trends in Louisiana suggest about the future of its economy.

As a class, discuss and come to consensus about the current state of the economy in the world, the nation, and Louisiana, describing the factors that contribute to economic interdependence.

Then have students draft a plan for changing minimum wage policy. This plan should include how the change might affect the economy and to which government leader they might present their plan and how.

Print Resource

- Hancock, H.J. (1998). *Your Louisiana Government: An Owner's Manual*. Public Affairs Research Council: Baton Rouge, LA.

Website Resources

- http://www.la-par.org/State_Government.cfm
- <http://www.legis.state.la.us/>
- <http://www.lpgov.org/>
- <http://www.ncee.net/resources/>

Activity 6: Louisiana Preservation and Prospects (GLEs: 15, 16)

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

- <http://www.btnep.org/>
- <http://www.lapage.com/crt/>
- <http://www.lapreservationalliance.org/>
- <http://www.crt.state.la.us/crt/parks/default.htm>

Activity 7: Cultural Diffusion: Louisiana, The Melting Pot (GLEs: 11, 12, 45, 48, 51, 54, 58, 74, 75, 81)

Have the students select a Louisiana festival and create either a brochure or advertisement flyer 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 for in the state's economy.

Should the state government invest money to promote tourism or rely on the private sector to market and provide tourism services? Graph pros and cons.

Extended activity: Have students compare general traits between immigrants of the 1700's and 1800's and those of the 1900's. Students should review a census or research immigration in 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 present evidence of cultural diffusion in Louisiana today that reflects the contributions of the ethnic groups featured.

Website Resources

- http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.10_Festivals.html
- <http://www.louisianafolklife.org/>
- http://www.louisianovoices.org/edu_home.html
- <http://www.crt.state.la.us/crt/tourism/tourism.htm>
- <http://lsm.crt.state.la.us/cabildo/cab8.htm>
- <http://www.leeric.lsu.edu/le/cover/lead095.htm>
- <http://www.lapage.com/crt/>
- <http://www.louisianalife.com/>

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 the 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: 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 (Louisiana political leaders, economic timeline from 1970-to the present time on the rise and fall of oil prices).
- Graphic organizers: Create a cause and effect graphic on Louisiana's economy, create a chart of current government leaders at local, state, and national levels, to compare traits of immigrants between 1700-1800, 1800-1900, and 1900-2000.

Activity Specific Assessments

- Activity 1: 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.
- Activity 4: Have students choose a Louisiana political figure from this era (1970 to the present) 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.
- Activity 6: 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
 - celebrate historic places and parks to visit
 - highlight cultural qualities of life such as art, music, sports