

Grade 8 Social Studies: Year-Long Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

In grade 8, students explore the economic, political, and social changes that have formed Louisiana’s identity as they learn about Louisiana’s geography, colonial Louisiana, Antebellum period, Civil War and Reconstruction Era, Jim Crow Louisiana, Civil Rights Era and modern day Louisiana. The [key themes](#) in grade 8 highlight the connections among the [GLEs](#) that students should make as they develop and express informed opinions about the grade 8 claims.

Grade 8 Content	Grade 8 Claims	A u g	S e p t	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Louisiana’s Identity: This is Louisiana	How does physical geography impact a state’s cultural and economic identity?	X	X								
Louisiana: Settlement and Colonial Legacy	What is the legacy of settlement and colonization on an area’s identity?		X	X	X						
19th Century Louisiana: A State in Conflict	What is the legacy of conflict and resolution on a state’s identify?				X	X	X				
Louisiana: An Identity in Transition	What is the impact of populism and power on a state’s identity?						X	X			
20th Century Louisiana: A Changing Identity	How do economic, social, and political changes of the 20th century redefine a state’s identity?							X	X		

Louisiana's Identity: A Modern State	What is the role of government and economics in defining a state's identity?									X	X
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Grade 8 Social Studies: How to Navigate This Document

The grade 8 scope and sequence document is divided into 6 units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Louisiana's Identity: This is Louisiana

- [Unit One Overview](#)
- [Unit One Instruction](#)
 - [Topic One: Louisiana's Natural Resources](#)
 - [Topic Two: Coastal Erosion](#)
 - [Topic Three: Louisiana's Cultural Geography](#)
- [Unit One Assessment](#)

Unit Two: Louisiana: Settlement and Colonial Legacy

- [Unit Two Overview](#)
- [Unit Two Instruction](#)
 - [Topic One: Native American Settlement](#)
 - [Topic Two: European Exploration and Settlement](#)
 - [Topic Three: Louisiana Purchase](#)
- [Unit Two Assessment](#)

Unit Three: 19th Century Louisiana: A State in Conflict

- [Unit Three Overview](#)
- [Unit Three Instruction](#)
 - [Topic One: Statehood and Battle of New Orleans](#)
 - [Topic Two: Antebellum Period](#)
 - [Topic Three: Civil War in Louisiana](#)
 - [Topic Four: Reconstruction](#)
 - [Topic Five: Jim Crow Louisiana](#)
- [Unit Three Assessment](#)

Unit Four: Louisiana: An Identity in Transition

- [Unit Four Overview](#)
- [Unit Four Instruction](#)
 - [Topic One: Populism and the Flood of 1927](#)
 - [Topic Two: Huey Long](#)
- [Unit Four Assessment](#)

Unit Five: 20th Century Louisiana: A Changing Identity

- [Unit Five Overview](#)
- [Unit Five Instruction](#)
 - [Topic One: World War II](#)

- [Topic Two: Civil Rights](#)

- [Unit Five Assessment](#)

Unit Six: Louisiana’s Identity: A Modern State

- [Unit Six Overview](#)
- [Unit Six Instruction](#)
 - [Topic One: Louisiana’s Government](#)
 - [Topic Two: Louisiana’s Economy](#)
- [Unit Six Assessment](#)

Unit One Overview

Description: Students learn how Louisiana’s geographic features have shaped Louisiana’s cultural and economic identity.

Suggested Timeline: 6 weeks

Grade 8 Content	Grade 8 Claims
Louisiana’s Identity: This is Louisiana	How does physical geography impact a state’s cultural and economic identity?

Topics (GLEs):

1. [Louisiana’s Natural Resources](#) (8.1.1, 8.2.2-3, 8.2.10, 8.3.1-3, 8.4.1, 8.5.1)
2. [Coastal Erosion](#) (8.1.1, 8.3.1, 8.3.2, 8.3.3, 8.5.1, 8.5.2)
3. [Louisiana’s Cultural Geography](#) (8.1.1, 8.2.2, 8.4.1, 8.4.2, 8.5.2)

Unit Assessment: Students participate in a Socratic seminar in response to the question:

- How does physical geography impact a state’s cultural and economic identity?

Unit One Instruction

Topic One: Louisiana’s Natural Resources (8.1.1, 8.2.2-3, 8.2.10, 8.3.1-3, 8.4.1, 8.5.1)

Connections to the unit claim: Throughout grade 8 students explore the question “What economic, political, and social changes have formed Louisiana’s identity?” For this topic, students analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana’s natural environment, economy, and political boundaries.

Suggested Timeline: 5 class periods

Use this sample task:

- [Louisiana’s Natural Resources](#)

To explore these key questions:

- How has Louisiana’s political boundaries changed since its founding?
- How does Mississippi River create land and provide fertile soil?
- What are some natural resources that are found in Louisiana?
- How do these resources impact Louisiana’s economy?

That students answer through this assessment:

- Students use the [Library of Congress’ Analyzing Maps Teacher’s Guide](#) to analyze various maps about Louisiana’s political boundaries and engage in class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write down on sticky notes the cities closest to the coordinates given on a piece of chart paper. Collect students’ sticky notes for a grade.
- Students use physical geography maps and sources and complete [split-page notes](#) and discuss how the Mississippi River impacts Louisiana’s physical geography. Collect the [split-page notes](#) for a grade and use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students use economic maps to complete a [Louisiana Industries graphic organizer](#) and discuss how Louisiana’s physical geography shapes Louisiana’s economic identity. Collect the [Louisiana Industries graphic organizer](#) for a grade and use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response to explain how the Mississippi River has shaped south Louisiana’s physical geography and impacted Louisiana’s economic identity. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.10)

Grade 8 Instructional Task: Louisiana's Natural Resources

Unit One: Louisiana Identity: This is Louisiana, Topic One: Louisiana's Natural Resources

Description: Students investigate how the Mississippi River has given Louisiana ample renewable and nonrenewable natural resources which affect Louisiana's economy.

Suggested Timeline: 5 class periods

Materials: [Library of Congress' Primary Source Analysis worksheet](#), [French Louisiana Map](#), [Spanish Louisiana Map](#), [Louisiana Territory Map](#), [Consolidation, 1819 - 1912 Map](#), [conversation stems](#), [Latitude and Longitude Video](#), [Louisiana Latitude and Longitude Map](#), sticky notes, chart paper, [Mississippi River Drainage Basin Map](#), [Mississippi River Creating Louisiana's Coastline](#), [2017 Spring Flood Risk](#), Excerpts from [The Mississippi River Delta Basin](#), split-page notes ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#), Louisiana's Industries graphic organizer ([blank](#) and [completed](#)), [Ports in Louisiana](#), [Sugarcane Production](#), [Rice Production](#), [Seafood Production](#), [Forestry](#), [Shale Oil and Natural Gas in Louisiana](#), [Salt Domes in Louisiana](#)

Instructional Process:

1. Say "Throughout this school year we will examine how geographic, economic, political, and social changes have shaped Louisiana's identity. We will begin by examining Louisiana's geography to understand how Louisiana's physical landscape has shaped Louisiana's cultural identity. We will analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana's natural environment, economy, and political boundaries."
2. Say, "Before we can investigate Louisiana's physical landscape, we must first understand how the boundaries of Louisiana have changed over time."
3. Provide students with a copy of the [Library of Congress' Primary Source Analysis worksheet](#) and provide direction by reviewing the [Library of Congress' Analyzing Maps Teacher's Guide](#).
4. Display or provide students with individual copies of the following maps:
 - a. [French Louisiana Map](#) from *Discovering Lewis & Clark*
 - b. [Spanish Louisiana Map](#) from *Discovering Lewis & Clark*
 - c. [Louisiana Territory Map](#) from *Discovering Lewis & Clark*
 - d. [Consolidation, 1819 - 1912 Map](#) from *Discovering Lewis & Clark*
5. Instruct students to view and make observations about each map on their [Library of Congress' Primary Source Analysis worksheet](#). They should use an approach similar to the [Library of Congress' Analyzing Maps Teacher's Guide](#). Student must include the following information in their analysis:
 - a. the dates for each map
 - b. how the political boundaries of Louisiana have changed over the years
 - c. any other observations that are noteworthy to students
6. Conduct a discussion to compare the maps. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
 - a. What do the maps show?
 - b. Which country was the first to claim Louisiana?

- c. How did Louisiana’s political boundaries change since its founding the French in 1682?
 - d. What boundary remains mostly stationary after the Spanish take control of Louisiana? What establishes that boundary?
 - e. What do the differences in these maps show?
7. Project the [French Louisiana Map](#) from *Discovering Lewis & Clark* on the board. Ask, “What lands are included in this map of French Louisiana?” Support students if needed by indicating the location of the Mississippi River on the map.
 8. Project the [Spanish Louisiana Map](#) from *Discovering Lewis & Clark* on the board. Ask, “What happened to the lands west of the Mississippi River in 1763?” Support students if needed by indicating the location of the Mississippi River on the map.
 9. Project the [Louisiana Territory Map](#) from *Discovering Lewis & Clark* on the board. Ask, “What happened to the lands of Louisiana in 1803? What event happened in 1803 involving Louisiana? How does this event affect the political borders of Louisiana?”
 10. Project the [Consolidation, 1819 - 1912 Map](#) from *Discovering Lewis & Clark* on the board. Ask, “What happened to the lands of Louisiana in 1812?”
 11. Ask, “Why do you believe Louisiana’s political boundaries have changed since its founding by the French in 1682?” Instruct students to complete a 20-word GIST summary response to this question.
 12. Allow multiple students to share their GIST statements. Ask remaining students in the class to identify similarities and differences between the shared responses. Record student observations on the board for student reflection.
 13. Say, “There are several important political and physical features within Louisiana’s modern political boundaries that you should be familiar with. We will use latitude and longitude to identify some of these important features.”
 14. Watch [Latitude and Longitude Video](#) as a class to review latitude and longitude skills.
 15. Model how to estimate latitude and longitude lines between mark lines on a map (for example, how to estimate where 91.5°W in between 91°W and 92°W).
 16. Provide students with individual copies of the [Louisiana Latitude and Longitude Map](#) and sticky notes.
 17. Instruct students to practice marking latitude and longitude lines between the marked lines of latitude and longitude. Circulate the room to help students who have not previously mastered this skill.
 18. Display the following coordinates *only* for students to locate:
 - a. 29.9° N., 90.1° W. (city of New Orleans, political)
 - b. 30.5° N., 91.1° W. (city of Baton Rouge, political)
 - c. 29.5° N., 93° W. (Gulf of Mexico, physical)
 - d. 32.5° N., 93.7° W. (city of Shreveport, political)
 - e. Challenge!: 29.1° N., 89.2° W. (mouth of the Mississippi River, physical)
 19. Have students work independently or in pairs to locate these coordinates and on their [Louisiana Latitude and Longitude Map](#). Instruct students to record the features identified by the coordinates on their sticky notes and mark each feature as *political* or *physical*.
 20. Write the word *physical geography* on the board and read or project the following definitions:¹
 - a. Physical: relating to things perceived through the senses as opposed to the mind; tangible or concrete.

¹ From <https://www.google.com/#q=physical> and <https://www.google.com/search?q=geography%20definition>

- b. Geography: the study of the features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.
21. Read aloud the [first two paragraphs](#) of the meaning of *geography*.
22. Ask students: “What do these definitions have in common? How does adding the word “physical” to “geography” qualify each word’s meaning?”
23. Note student responses on the board and annotate the definitions as students share their answers.
24. Direct students to explain the meaning of *physical geography* in their own words orally or in writing and provide visual examples of physical features a geographer would study.
25. Write the word *political geography* on the board and read or project the following definitions:²
 - a. Physical: relating to boundaries, divisions, or possessions.
 - b. Geography: the study of the features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.
26. Ask students: “What do these definitions have in common? How does adding the word “political” to “geography” qualify each word’s meaning?”
27. Note student responses on the board and annotate the definitions as students share their answers.
28. Direct students to explain the meaning of *political geography* in their own words orally or in writing and provide visual examples of physical features a geographer would study.
29. Conduct a brief discussion about the role physical geography plays in the formation of political locations. Encourage students to use the [conversation stems](#) during the discussion. Record student claims on the board.
30. Instruct students to record their responses to the following questions on the appropriate sticky notes on their maps:
 - a. In what way is physical geography important to the locations of New Orleans, Baton Rouge, and Shreveport? What physical features are present at each location? (all located on rivers; Mississippi, Mississippi, Red)
 - b. What do you notice about the location of cities along rivers as opposed to the Gulf of Mexico? What is one reason for this difference in location? What common natural threat do cities in both locations share? (cities are located close to rivers but further away from the coast; soil near the coast is more permeable and less solid than soil in a floodplain; flooding)
 - c. What natural phenomenon is a threat to ecosystems and trade at the mouth of the Mississippi River and along the Gulf of Mexico? (erosion)
31. Say, “The Mississippi River flows through two of our largest cities and serves as our northeastern border for the state, impacting Louisiana’s geographic and economic identity. The Mississippi River’s annual flooding has shaped Louisiana’s geographic identity by depositing sediment, dirt suspended in river water, throughout south Louisiana. Louisiana’s many rivers, especially the including the Mississippi, Red and Atchafalaya, have flooded many times over the last few hundred years leaving Louisiana with fertile soil to grow crops. Next, we will investigate the effects of this phenomenon on Louisiana’s physical geography.”
32. Divide the class into small groups using an established classroom routine.
33. Project or provide students with access to the following maps and sources:

² From <https://www.google.com/#q=physical> and <https://www.google.com/search?q=geography%20definition>

- a. [Mississippi River Drainage Basin Map](#)
 - b. [Mississippi River Creating Louisiana's Coastline](#)
 - c. [2017 Spring Flood Risk](#)
 - d. Excerpts from [The Mississippi River Delta Basin](#)
 - e. [Land Loss in Coastal Louisiana](#) video
34. Instruct students to examine each map using an approach similar to the [Library of Congress' Analyzing Maps Teacher's Guide](#) and to read each source in groups. Provide the students with copies of [split-page notes](#) and instruct them to answer the questions as they examine the sources.
35. Conduct a class discussion about how the Mississippi River has shaped south Louisiana's physical geography. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps and sources or outside knowledge to support their answers. Possible questions:
- a. How has the Mississippi River impacted Louisiana's coastline?
 - b. What is the role of flooding in Louisiana's physical geography?
 - c. What are the various benefits of the soil deposits from the Mississippi River to our state?
 - d. What are the risks associated with settlement in some of the areas adjacent to the river?
36. Say "The location of the Mississippi River and its impact on south Louisiana's physical geography is interconnected with Louisiana's economic identity. The river, along with other natural resources, fuel much our state's economy."
37. Divide the class into small groups using an established classroom routine.
38. Project or provide students with access to the following maps and sources:
- a. [Ports in Louisiana](#)
 - b. [Sugarcane Production](#)
 - c. [Rice Production](#)
 - d. [Seafood Production](#)
 - e. [Forestry](#)
 - f. [Shale Oil and Natural Gas in Louisiana](#)
 - g. [Salt Domes in Louisiana](#)
39. Instruct students to examine each map using an approach similar to the [Library of Congress' Analyzing Maps Teacher's Guide](#) in groups. Provide the students with copies of the [Louisiana Industries graphic organizer](#) and instruct them to complete the organizer by noting the major location of each industry, the physical geography or natural resources of Louisiana that support each industry, and the effect each industry has on Louisiana's economy.
40. Once students have analyzed the sources, instruct them to discuss the question at the bottom of the [Louisiana Industries graphic organizer](#), "Where do you believe would the best place to start Louisiana's first colony in 1682?" and draft a written response in the place provided.
41. Conduct a class discussion about the connections between physical and human systems, and economics and trade. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
- a. What do the maps tell you about Louisiana's economy?
 - b. Would you describe Louisiana as being economically diverse? Why/Why not?
 - c. How do Louisiana's natural resources affect jobs in Louisiana?
 - d. How has the Mississippi River and other natural resources impacted Louisiana's economic identity?

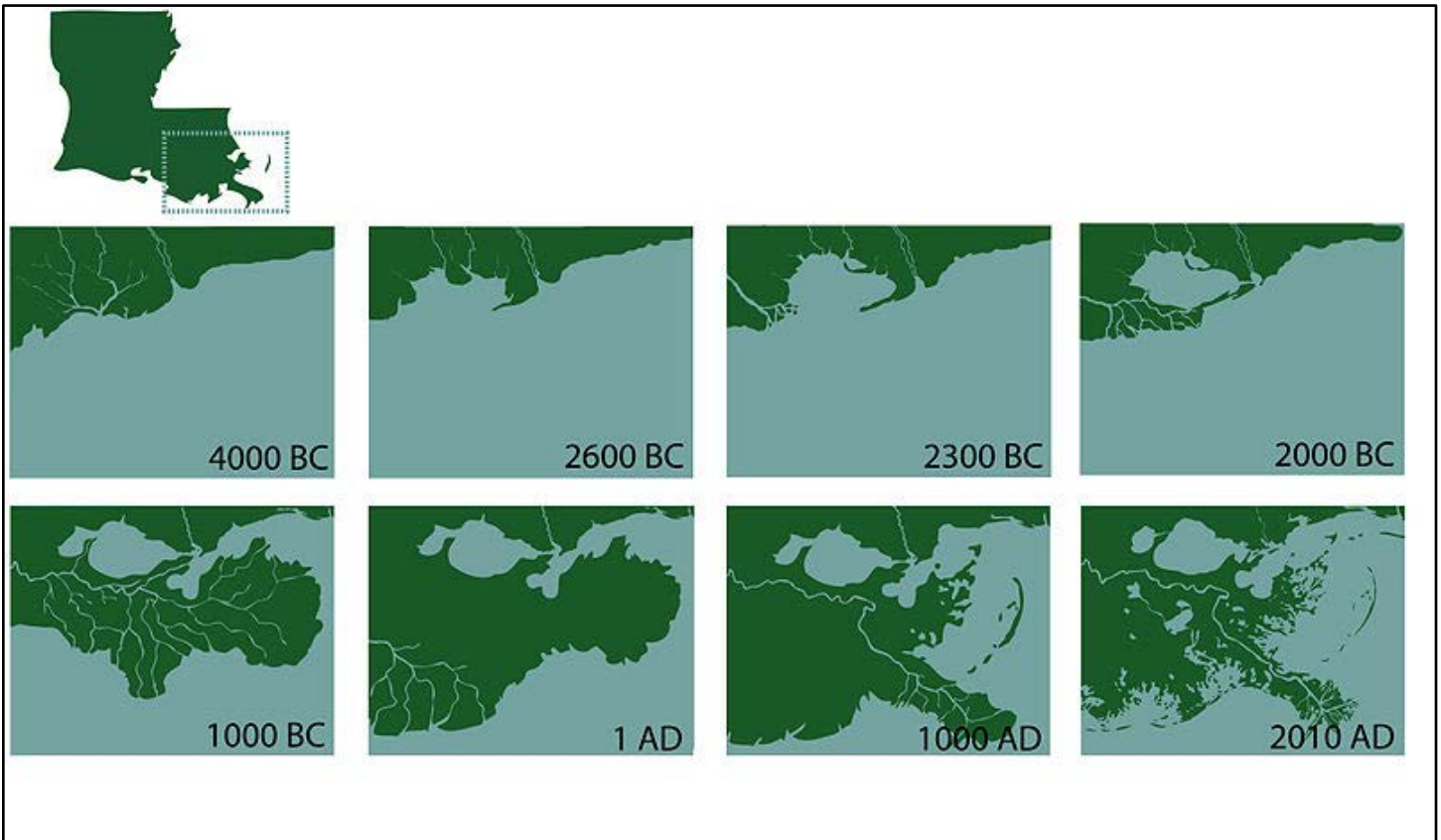
42. Conclude the discussion by having students write a response to the following question: How has the Mississippi River shaped south Louisiana’s physical geography and impacted Louisiana’s economic identity? Provide students with a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Mississippi River Drainage Basin Map



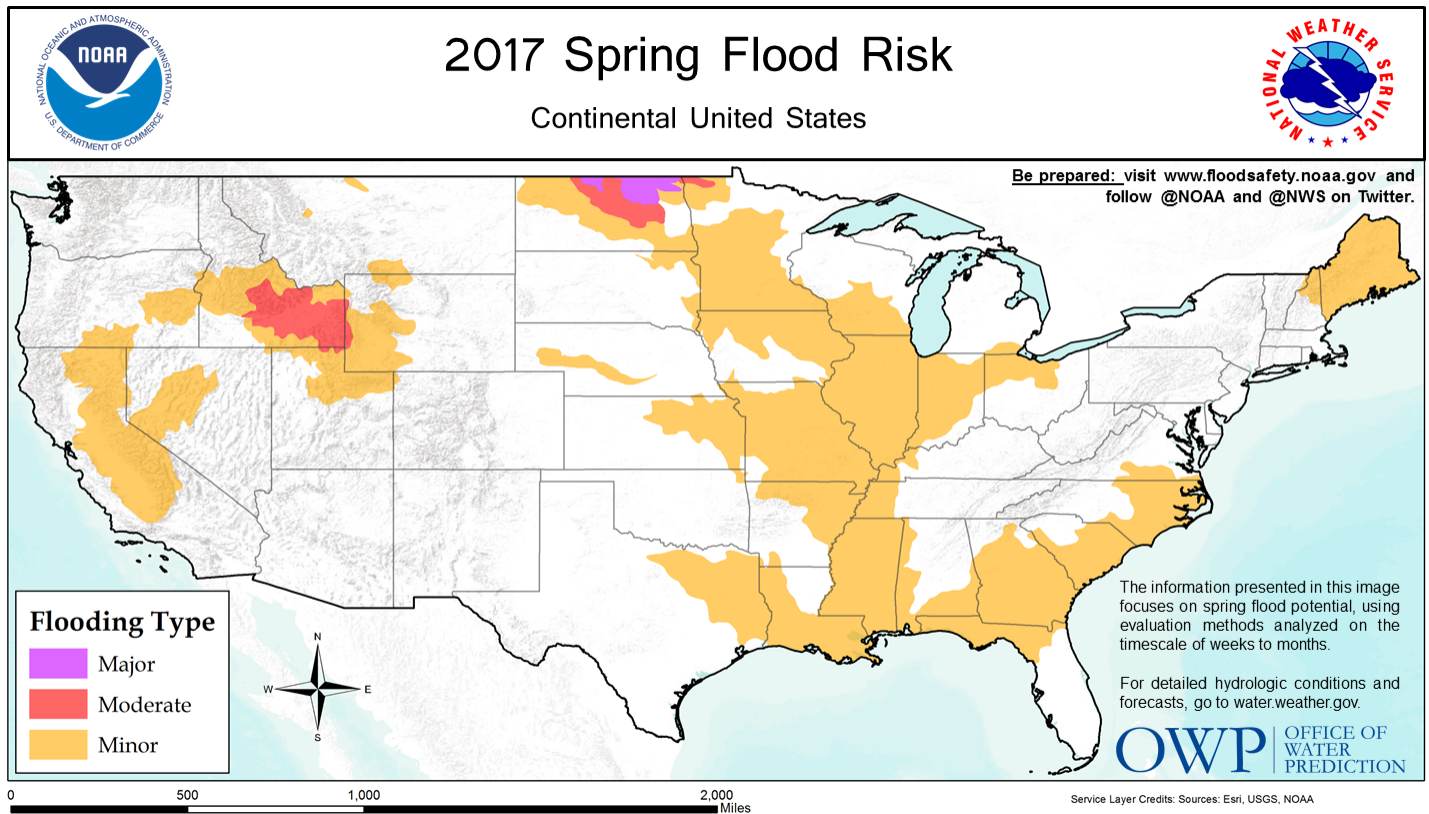
Mississippi River Drainage Basin, Image is created by U.S. Army Corps of Engineers. It is available online at <http://www.mvn.usace.army.mil/Missions/Mississippi-River-Flood-Control/Mississippi-River-Tributaries/Mississippi-Drainage-Basin/>

Mississippi River Creating Louisiana's Coastline



This map is in the public domain and is available at https://commons.wikimedia.org/wiki/File:Coastal_changediagram5.jpg Read more about this image [here](#).

2017 Spring Flood Risk



2017 Spring Flood Risk, Image is created by the National Oceanic and Atmospheric Association, Office of Water Prediction. It is available online at <http://www.nws.noaa.gov/oh/2017NHAD.html>

Excerpts from The Mississippi River Delta Basin³

EXISTING CONDITIONS AND PROBLEMS

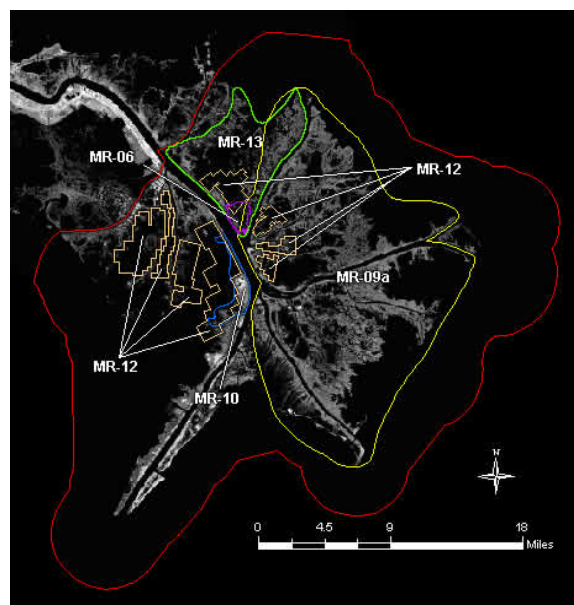
The Mississippi River has had a profound effect on the landforms of coastal Louisiana. The entire area is the product of sediment deposition following the latest rise in sea level about 5,000 years ago. Each Mississippi River deltaic cycle was initiated by a gradual capture of the Mississippi River by a distributary which offered a shorter route to the Gulf of Mexico. After abandonment of an older delta lobe, which would cut off the primary supply of fresh water and sediment, an area would undergo compaction, subsidence, and erosion. The old delta lobe would begin to retreat as the gulf advanced, forming lakes, bays, and sounds. Concurrently, a new delta lobe would begin its advance gulfward. This deltaic process has, over the past 5,000 years, caused the coastline of south Louisiana to advance gulfward from 15 to 50 miles, forming the present-day coastal plain.

For the last 1,200 years, sediment deposition has occurred primarily at the mouth of the Mississippi River's Plaquemines-Balize delta, in the area defined as the Mississippi River Delta Basin. This delta is located on the edge of the continental shelf of the Gulf of Mexico. Its bird's foot configuration is characteristic of alluvial deposition in deep water. In this configuration large volumes of sediment are required to create land area; consequently, land is being lost in this delta more rapidly than it is being created.

The Mississippi River Delta Basin comprises approximately 521,000 acres of land and shallow estuarine water area in the active Mississippi River delta. Approximately 83 percent of this area, or 420,000 acres, is open water. The 101,100 acres of land in the basin are characterized by low relief, with the most prominent features being natural channel banks and dredged material disposal areas along the Mississippi River, its passes, and man-made channels. Coastal marshes make up approximately 61,650 acres or about 61 percent of the total land area in the Mississippi River Delta Basin. Eighty-one percent of this marsh is fresh, 17 percent is intermediate, and 2 percent is brackish-saline.

The Mississippi River discharges the headwater flows from about 41 percent of the contiguous 48 states. On a long-term daily basis, discharges in the Mississippi River average 470,000 cubic feet per second (cfs). A peak discharge of approximately 1,250,000 cfs occurs on the average of once every 16 years downstream of New Orleans.

Figure MR-1, Mississippi River Delta Basin Area



Projects in the Mississippi River Delta Basin

³ This website is created and funded by The Louisiana Coastal Wetlands Planning Protection and Restoration Act Program and maintained by the USGS National Wetlands Research Center. It is available online at https://www.lacoast.gov/new/About/Basin_data/mr/#dynamics.

Suspended sediment concentrations in the river decreased markedly between 1950 and 1966. Since that time the observed decrease in the suspended sediment load has been minimal. Long-term suspended sediment loads in the river average 436,000 tons per day; they have ranged from an average of 1,576,000 tons per day in 1951 to a still considerable average of 219,000 tons per day in 1988.

Between 1974 and 1990 the land loss rate in the Mississippi River Delta Basin averaged 1,072 acres per year, or 1.69 percent of existing land area (Dunbar, Britsch, and Kemp 1992). Between the mid-1950's and 1974, the estimated land loss rate for the basin was 2,890 acres per year. This loss is the result of compaction, subsidence, hurricanes, tidal erosion, sea level rise, and human activities. The loss has been aggravated by maintenance of navigation channels and construction of canals for mineral exploration. The total land area lost in this basin over the last 60 years has been approximately 113,300 acres.

The primary wetlands loss problem facing the Mississippi River Delta Basin is that of subsidence and compaction. Unlike other areas of coastal Louisiana, the Mississippi River delta is blessed with a relative abundance of inflowing fresh water and sediments. Despite the availability of these resources, the overall growth of emergent delta has been truncated in recent history. In its present position the Mississippi River deposits sediments into much deeper water than has been the case historically. This is evidenced by the thick stratum of Holocene deltaic sediments found in the active river delta. These unconsolidated sediments are highly susceptible to compaction, reducing the life span of emergent wetlands. While the rapid emergence of wetlands can occur over large areas in the delta, these areas deteriorate in an equally rapid manner.

Human activities have aggravated land loss rates in the Plaquemines-Balize delta. The stabilization of the Mississippi River's channel has cut off seasonal sediment-laden overbank flow that once nourished adjacent wetland areas. The Mississippi River levees to the north, and associated erosion control and channel stabilization measures extending to its mouth, also preclude the possibility of a naturally occurring crevasse or change in the river's course.

Many areas of the Louisiana coast suffer from a lack of the abundant fresh water and sediment found in the Mississippi River. Since the river is no longer free to alter its course and leave its banks to inundate vast coastal areas, the effects of human and natural forces which promote wetland deterioration are compounded. In this respect the relationship between the Mississippi River and the problems facing coastal wetlands is not limited to the river's delta, but extends across the entire Louisiana coast. The lack of growth in the Mississippi River delta, on a large scale, is as much a coast-wide problem as a basin problem. This source of ample fresh water and sediment, which shaped the Louisiana coast as we know it, is no longer producing a net gain in coastal wetlands, placing the entire Louisiana coast at risk.

KEY ISSUES

In the development of major strategies for this basin, measures to accommodate deep-draft navigation access between the Mississippi River and the Gulf of Mexico were of major concern. With a significant portion of national commerce dependent upon this deep-draft navigation route, it is essential that access between the river and the gulf be maintained without significant disruption. Any major reduction in the flow of the Mississippi River will result in a reduction of the naturally maintained channel. This would in turn result in increased dredging requirements.

Other important areas of impact exist under Strategy One. One would be the deterioration and retreat of the existing delta. The presence of the Delta National Wildlife Refuge and the Pass a Loutre Wildlife Management Area in the

existing delta makes this an area of major concern for both State and Federal wildlife and fisheries authorities. Achieving a smooth transition, and a long-term net gain in acreage, from one delta area to the other is a specific concern and requires verification. The effects of the diversion in the receiving area also require study and verification. In Breton Sound, for example, a large number of oyster grounds and the Breton National Wildlife Refuge at its gulfward extent would be affected by the influx of fresh water.

Beyond these concerns a key issue to be addressed in this basin has ramifications for all of coastal Louisiana; a change in the basic philosophy for the selection and execution of environmental projects is needed. The Mississippi River, as the fifth largest drainage on earth, provides a resource of a global proportion. With a sediment output of millions of tons annually, the Mississippi River is responsible for the geology of the Louisiana coastal zone from Vermilion Bay to the Mississippi Sound. The present day utilization of this resource exhibits the manner in which the management of a significant resource to support one set of goals may lead to critical deficiencies and needs in meeting alternative goals.

Significant impacts to wetlands can be traced to existing projects intended for the protection or enhancement of long-term economic investment, both private and public. The decision to invest public funds in these projects has historically been based on the ability of the project to provide a positive level of benefit, measured in economic terms, within a relatively short project life span, traditionally 50 years. The cycles associated with natural processes and the life spans of the geologic and environmental features they produce are quite often much larger. An adjustment must be made in this basic analytic philosophy in order to select and execute environmental projects and to undertake the large measures necessary to overcome present wetland trends.

The perceived disparity between the initially analyzed, and the actual long-term, effects of existing water resources projects emphasizes the need to re-establish the essence of historically occurring natural processes. To accomplish this, a more foresighted philosophy for the recommendation, development, and execution of environmentally oriented projects is needed. Simply stated, the philosophy for successfully undertaking environmental restoration is to look beyond traditional short-term analyses of costs and benefits. The true benefits of these restoration efforts lie well beyond their immediate effects, in the long-term gains which ultimately provide the equilibrium necessary for the long-term conservation of coastal Louisiana.

Split-page Notes

Keywords/Quotations	Notes
<p>How does rain water from as far away as Montana and Pennsylvania eventually end up flowing into the Mississippi River?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How was the southeastern part of Louisiana formed?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Why is most of the land surrounding the Mississippi River prone to flooding?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What is the Mississippi River's delta basin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Why is sediment suspended in the Mississippi River so important to the physical geography of Louisiana?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>How does rain water from as far away as Montana and Pennsylvania eventually end up flowing into the Mississippi River?</p>	<p><u>Rainwater flows into the Mississippi River’s tributaries and eventually flows in the Mississippi River and out into the Gulf of Mexico.</u></p> <hr/> <hr/> <hr/>
<p>How was the southeastern part of Louisiana formed?</p>	<p><u>The Mississippi River has flooded annually for thousands of years leaving behind sediment which over time built up and created Southern Louisiana.</u></p> <hr/> <hr/>
<p>Why is most of the land surrounding the Mississippi River prone to flooding?</p>	<p><u>The land surrounding the Mississippi River is low in elevation and the Mississippi River has many tributaries which can cause flooding when they have deposit excess water into the Mississippi River.</u></p> <hr/> <hr/>
<p>What is the Mississippi River’s delta basin?</p>	<p><u>All land that surrounds the Mississippi River and drains water into the river.</u></p> <hr/> <hr/>
<p>Why is sediment suspended in the Mississippi River so important to the physical geography of Louisiana?</p>	<p><u>The Mississippi River floods parts of its basin annually and drops sediment that was suspended in the river which over thousands of years has created new land in Louisiana.</u></p> <hr/> <hr/> <hr/> <hr/>

Louisiana’s Industries Graphic Organizer

Industry	Where are the major locations in Louisiana?	How does Louisiana's physical geography or climate support this industry?	How does this industry affect Louisiana's economy?
Shipping			
Sugarcane production			
Rice production			
Seafood production			
Forestry			
Shale oil			
Salt domes			
<p>After reviewing the sources where do you believe would be the best place to start Louisiana’s first colony in 1682?</p>			

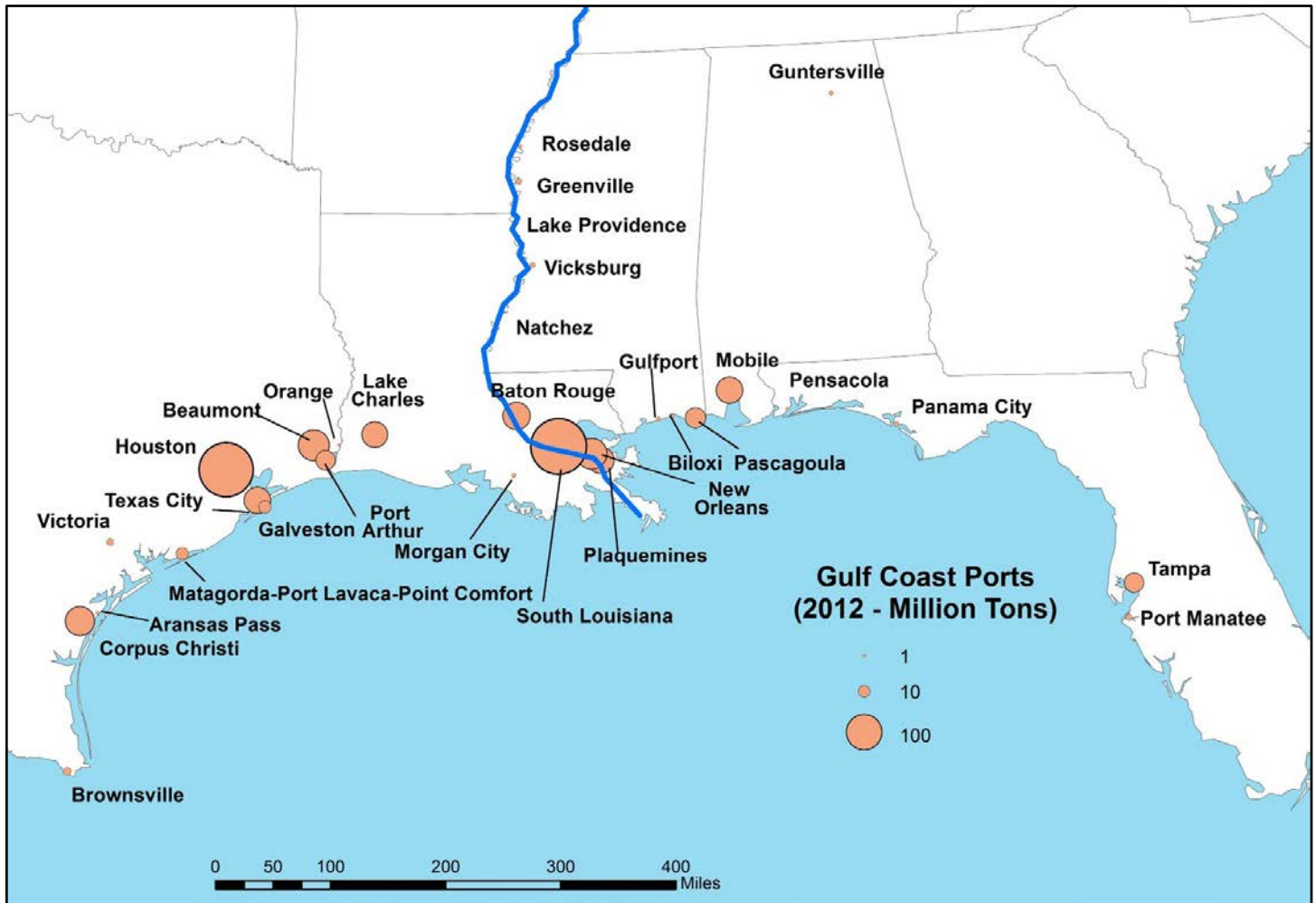
Louisiana’s Industries Graphic Organizer (Completed)

Industry	Where are the major locations in Louisiana?	How does Louisiana's physical geography or climate support this industry?	How does this industry affect Louisiana's economy?
Shipping	Along the Mississippi River in south Louisiana; mainly Baton Rouge and New Orleans	The Mississippi River’s location next to the Gulf of Mexico allows our state to have major ports.	This industry supports many jobs as well as allows for easy trade between other states and other countries.
Sugarcane production	Mainly south central Louisiana, to the west of the Mississippi River	The rich soil from years of flooding as well as the warm, subtropical climate are ideal for sugarcane growth.	This industry allows many to make a living off the land, creating jobs and a major export for Louisiana.
Rice production	Southwest and northwest Louisiana, to the west of the Mississippi river	The rich soil from years of flooding as well as the warm, subtropical climate are ideal for growing rice.	This industry allows many to make a living off the land, creating jobs and a major export for Louisiana.
Seafood production	Along the Gulf of Mexico; inland on aquaculture farms	The location adjacent to the Gulf of Mexico allows for easy access to seafood; hydropower technology provides a sustainable environment for cultivating seafood away from natural environments	This industry allows many to make a living off of fishing and farming seafood, creating jobs and a major export for Louisiana.
Forestry	Mainly in northern and central Louisiana, around the Kisatchie National Forest area	The floodplains of the Red and Sabine Rivers and the Sparta aquifer provide excellent soil and water resources that sustain the growth of the forest; Louisiana’s humid subtropical climate provides consistent and predictable rainfall that maintains the forest ecosystem	The lumber and paper industries in the northern and central part of Louisiana provide varied employment opportunities and promote shipping and trade which contribute to sustaining income levels in local communities and revenue for state and parish municipalities
Shale oil	Mainly in northern and central Louisiana	Ancient deposits from the from the paleo and pleistocene eras provide the natural resource in its present locations	Shale oil provides a synthetic alternative to the offshore oil industry; production of shale oil provides economic competition for OPEC markets and a cheaper fuel source for

			consumers
Salt domes	Mainly in northern and southern Louisiana along the northern Mississippi and Red Rivers and the Gulf Coast	Natural salinity in the Gulf and Red Rivers form salt deposits as water erodes or evaporates in Louisiana’s humid climate	Louisiana is one of the world’s leading providers of natural salt products, creating multiple employment opportunities and complementary markets for local products utilizing salt, such as Tabasco brand products.
<p>After reviewing the sources where do you believe would the best place to start Louisiana’s first colony in 1682?</p> <p><i>Having an accessible port would be a central priority for settlement in the 17th century. Access to food sources and natural building materials would also be vitally important. The optimum location for a colony would have access to the Gulf of Mexico, but inland on a river that would provide natural protection from blockading or attacking ships while also providing alluvial soil for farming, access to lumber resources, fish or seafood, and other plant and animal food sources. New Orleans is the best location for a colony, as it has access to the Gulf but is also upriver and protected, is surrounded by swamp ecosystems that provide lumber, animal and seafood resources, as well as freshwater for necessary life activities, such as cooking or bathing, and fish for additional food sources. The floodplain soil of the Mississippi delta would also provide an excellent location of farming.</i></p>			

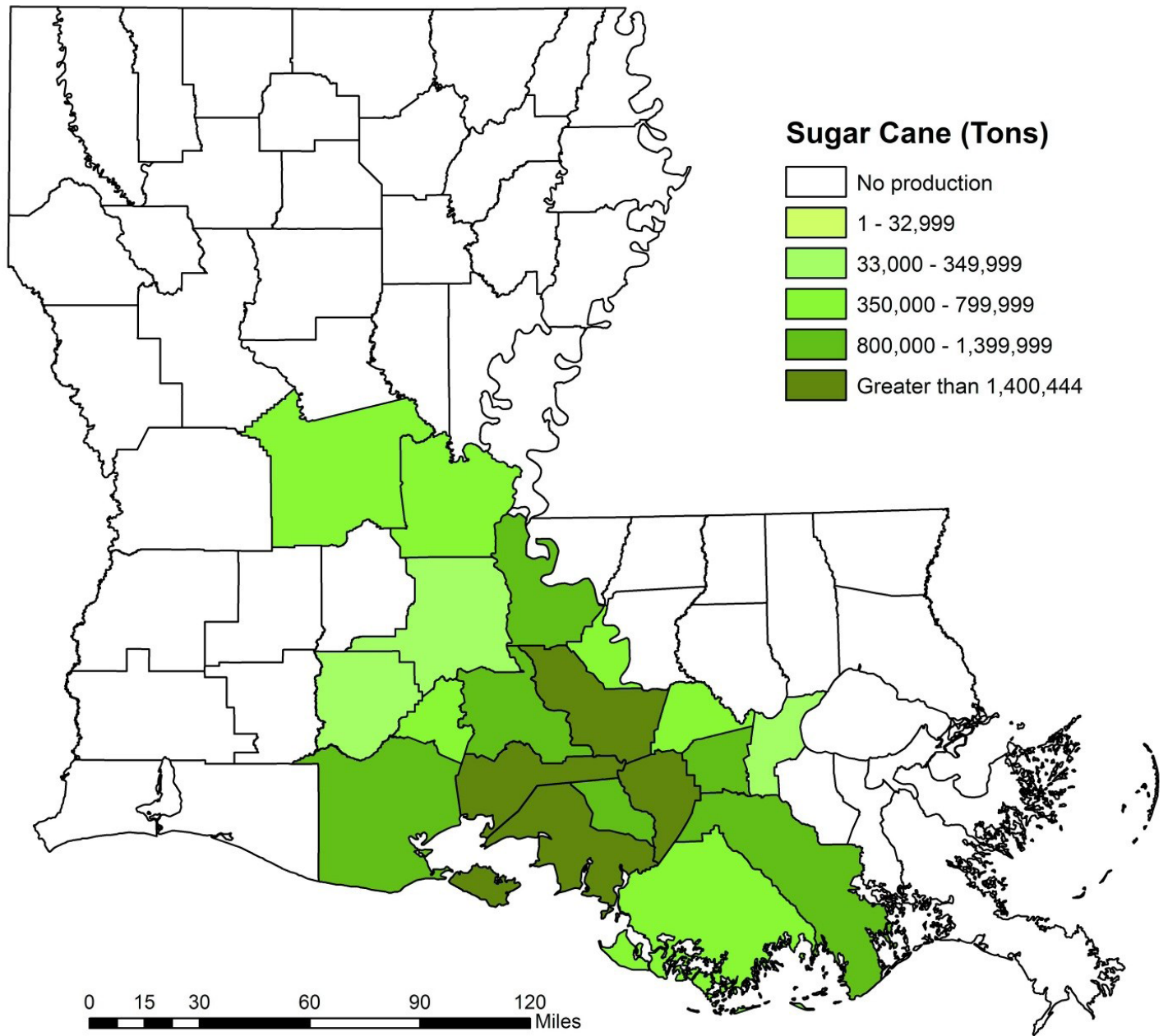
Ports in Louisiana

Louisiana has 5 major ports with 4 of those ports located on the Mississippi River.



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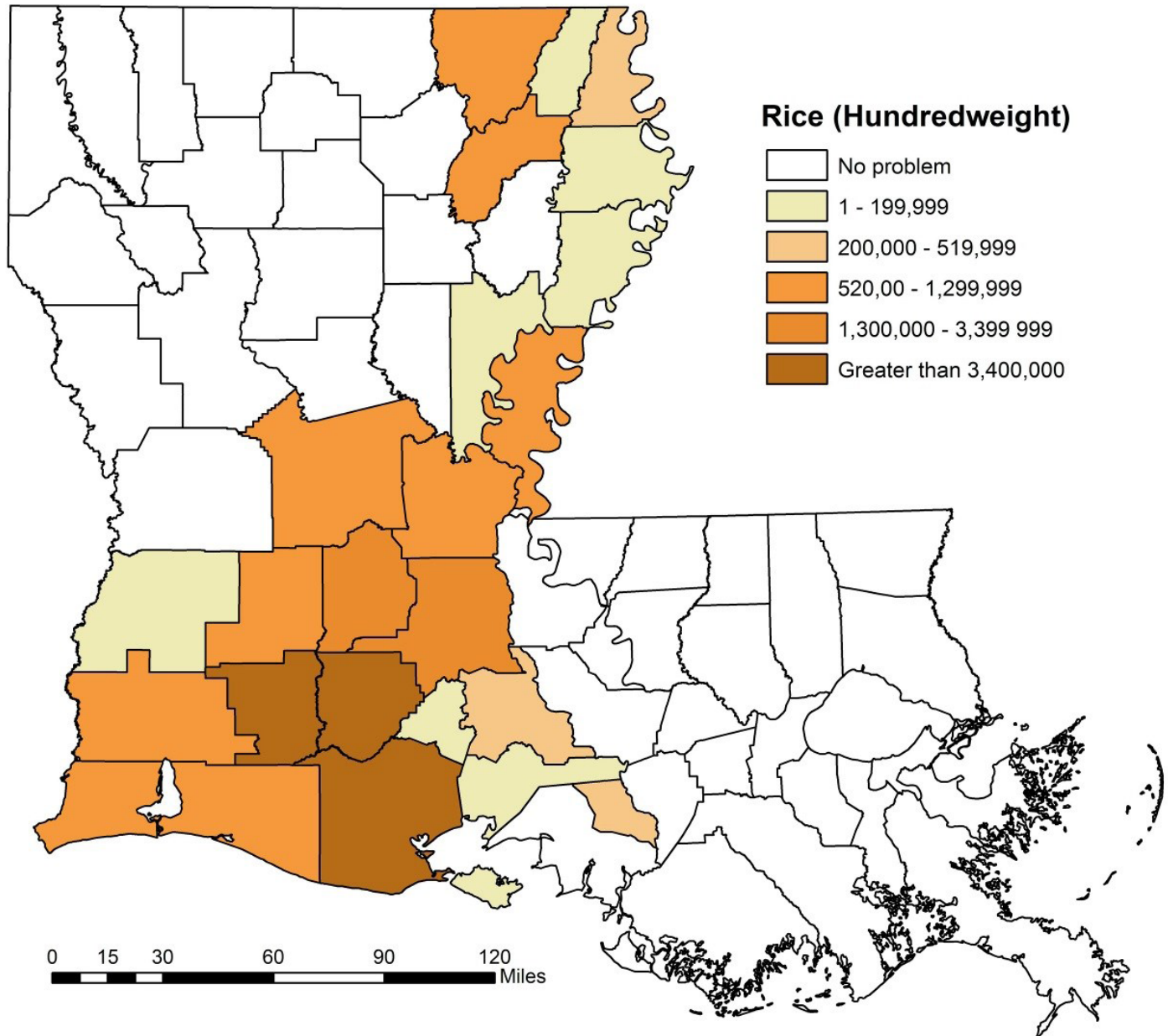
Sugarcane in Louisiana



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Rice Production

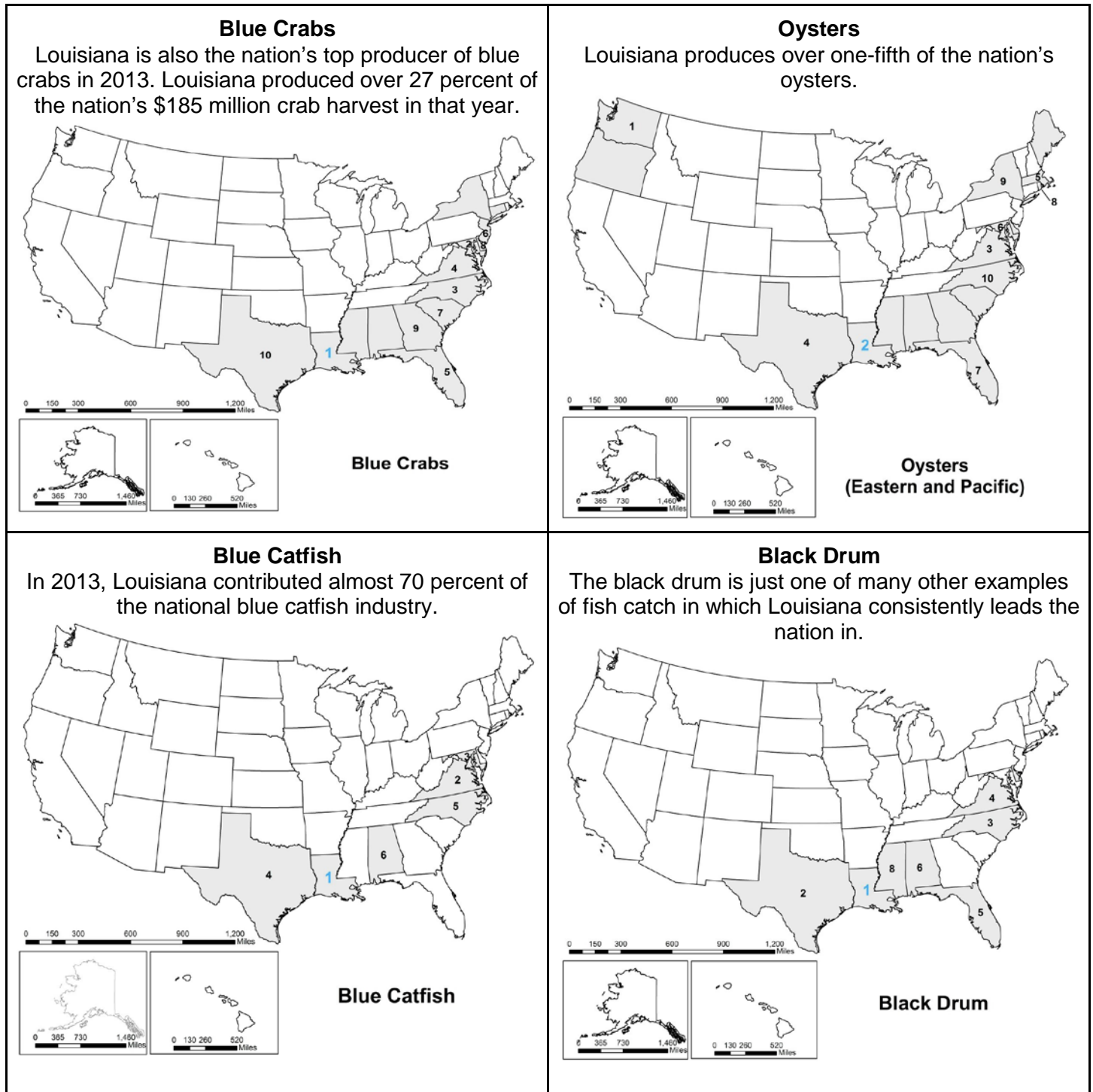
Louisiana ranks third nationally in rice production



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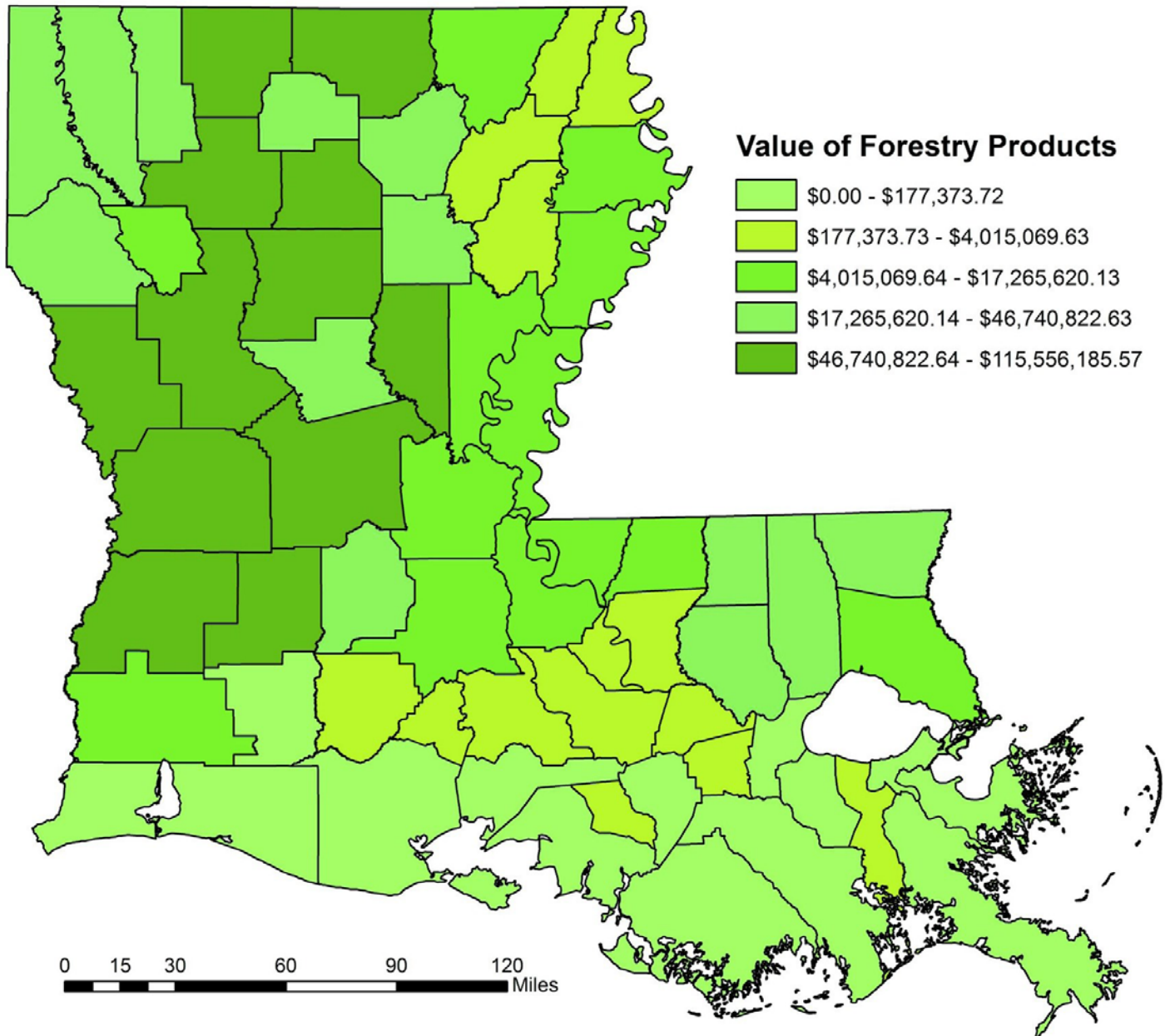
Seafood Production in Louisiana

Louisiana's climate and geography allow it to produce millions of pounds of seafood each year. Louisiana produces 85 - 95 percent of America's crawfish.



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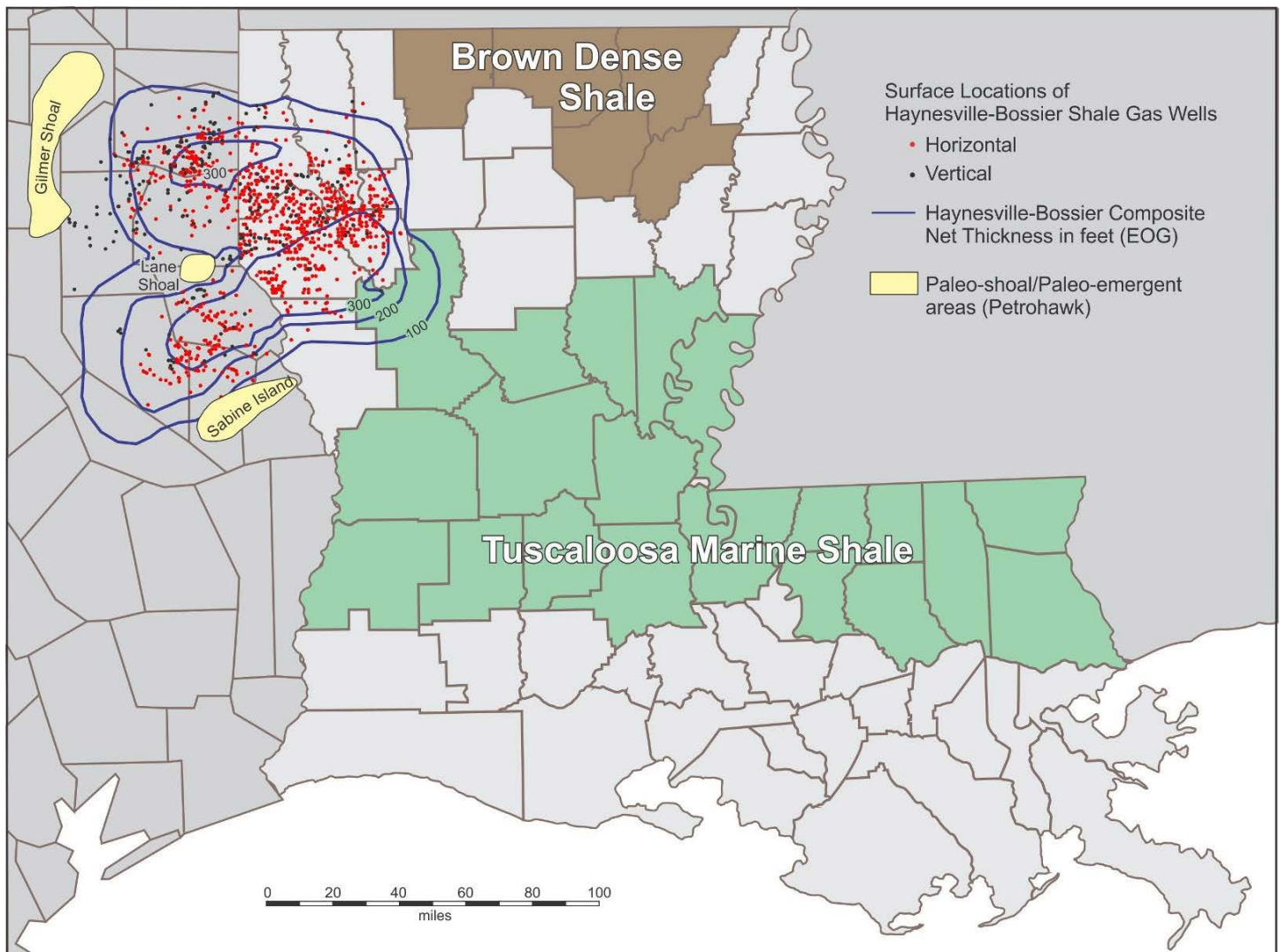
Forestry is a Major Industry in Louisiana



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Shale Oil and Natural Gas in Louisiana

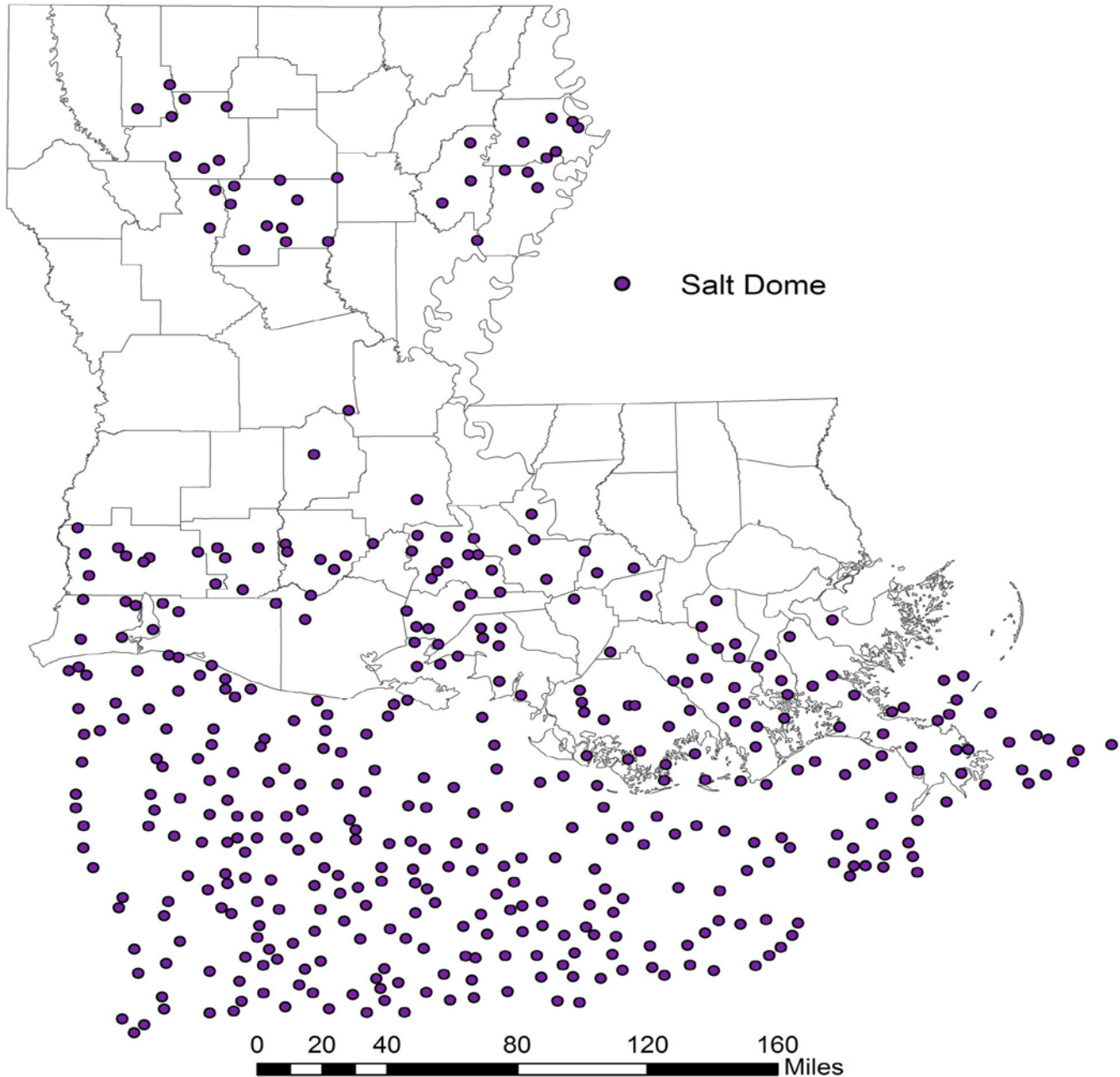
The last few years have seen the so-called “Shale Revolution” as technology has allowed for the cheap extraction of oil and gas that was previously too expensive to extract. As a result, previously-known but underutilized oil and gas fields all over the country have become the center of a booming oil and gas industry. The Haynesville-Bossier shale is the largest and most well-known of the new “plays” – the new “hot spots” of oil and gas exploration.



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Salt Domes in Louisiana

Salt domes are deep under the ground deposits of salt. To extract the salt mines must be drilled deep into the earth.



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Topic Two: Coastal Erosion (8.1.1, 8.3.1-3, 8.5.1, 8.5.2)

Connections to the unit claim: Students examine how the problem of Coastal Erosion in south Louisiana could destroy Louisiana’s geographic, cultural, and economic identities.

Suggested Timeline: 15 class periods

Use this sample task:

- [Coastal Erosion](#)

To explore these key questions:

- What is coastal erosion?
- How did the Mississippi River create the southern Louisiana coastline?
- How did humans cause coastal erosion in Louisiana?
- What is the economic impact of coastal erosion in Louisiana?
- What are some solutions to stopping coastal erosion in Louisiana?

That students answer through this assessment:

- Students analyze [Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline](#) by Merrit Kennedy from National Public Radio using the [National Archives: Analyze a Written Document](#). Collect these for a grade.
- Students analyze the video [NEED TO KNOW | Louisiana's Disappearing Delta](#), using the [National Archives: Analyze a Video](#). Collect these for a grade.
- Students annotate various sources over the many causes of coastal erosion and engage in class discussions about the topic. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students annotate various sources over the economic impact of coastal erosion and engage in class discussions about the topic. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write and deliver a presentation on the importance of coastal restoration projects to Louisiana’s economy. Collect the students’ written presentation scripts for a grade and grade their presentation using the [Multimedia Presentation Rubric](#). ([ELA/Literacy Standards](#): WHST.6-8.1a-e, SL.8.4, SL.8.5, SL.8.6)

Grade 8 Instructional Task: Coastal Erosion

Unit One: Louisiana's Identity: This is Louisiana, Topic Two: Coastal Erosion

Description: Students investigate the causes, solutions, and cultural, economic, and geographic effects Coastal Erosion will have on south Louisiana.

Suggested Timeline: 15 class periods

Materials: [Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline](#), Written Document Analysis Worksheet ([blank](#) and [completed](#)), [Louisiana Coastal Land Loss Simulation 1932-2050](#), [National Archives: Analyze a Video](#), [NEED TO KNOW | Louisiana's Disappearing Delta](#), [Louisiana Coastal Wetlands: A Resource at Risk](#), [What We've Done to the Mississippi River: An Explainer](#), [Louisiana's Disappearing Wetlands](#), split-page notes: Causes of Coastal Erosion ([blank](#) and [completed](#)) Economic Impacts of Coastal Erosion Graphic Organizer ([blank](#) and [completed](#)), [conversation stems](#), [Master Plan Consistency Guidelines](#), [Saving Coastal Louisiana: Employing a Suite of Restoration Solutions](#), [New Orleans' future depends on coastal restoration, but where's the money?](#), [Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill](#), Solutions to Coastal Erosion Graphic Organizer ([blank](#) and [completed](#)), [Multimedia Presentation Rubric](#)

Instructional Process:

1. Say: "In the previous task, we established the importance of the Mississippi River on Louisiana's geographic identity and researched how physical geography and natural resources impact our economy. In this unit, we will study explore coastal erosion, the biggest threat to this identity."
2. Explain to students that they will be analyzing *coastal erosion* in Louisiana and how it affects Louisiana's geographic, cultural, and economic identities.
3. Provide students with access to [Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline](#) by Merrit Kennedy from National Public Radio and the [Written Document Analysis Worksheet](#). Direct students to independently read the article to gather information about the severity of the situation that is coastal erosion in Louisiana.
4. Divide the class into small groups using an established classroom routine.
5. Direct students to discuss their analyses of [Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline](#) in groups and to work together to determine the central idea of the article. Then have groups share out their findings during a whole class discussion. When presenting their findings have each group provide evidence from the text which supports the author's central idea of the article.
6. Say: "Now that we have learned of the threat that coastal erosion poses to the Louisiana's coastline, we will examine the various causes of coastal erosion as well as possible solution to prevent further damage."
7. Write the word *coastal erosion* on the board and ask the students to construct their own definition of *coastal erosion*. Instruct them to use evidence from the article to support their definition.
8. Say "We are going to watch a video which will give you a visual understanding of the amount of land loss which has already occurred in Louisiana and what could eventually occur if we do not stop coastal erosion in Louisiana."
9. Watch "[Louisiana Coastal Land Loss Simulation 1932-2050](#)" for students to comprehend the concept of *coastal erosion*.

10. Conduct a brief discussion about the video. Possible questions:
 - a. How has coastal erosion already affected Louisiana?
 - b. How will coastal erosion continue to affect Louisiana?
 - c. How much land has Louisiana lost since 1932?
 - d. What part of Louisiana is most in danger from land loss?
11. Say, “Before we begin our research on coastal erosion, let’s review how the Mississippi River created land in south Louisiana and get an overview of some of the causes of the problem.”
12. Watch “[NEED TO KNOW | Louisiana's Disappearing Delta](#)” by the Public Broadcasting Service as a class beginning at 0:57. Have students complete the [National Archives: Analyze a Video](#) handout while viewing the video.
13. Conduct a brief discussion about the Mississippi River’s sediment creating the land in south Louisiana and how citizens of Louisiana have been continually trying to control the Mississippi River’s floodwaters. Possible questions:
 - a. How did river sediment create land in coastal Louisiana?
 - b. How do humans block the sediment from the marshlands?
 - c. What are the effects of blocking sediment from getting into the marshes?
 - d. Why did French colonists create levees?
 - e. How do levees help Louisiana citizens and cities?
 - f. How do levees hurt Louisiana’s coastline?
14. Say: “Now with a basic understanding of coastal erosion and how the Mississippi River has created the Louisiana coastline, we can now analyze the many manmade and natural causes of coastal erosion in detail.”
15. Provide students with access to the following documents:
 - a. [Louisiana Coastal Wetlands: A Resource at Risk](#) from the U.S. Geological Survey
 - b. [What We've Done to the Mississippi River: An Explainer](#) by Alexis C. Madrigal from *The Atlantic*
 - c. [Louisiana’s Disappearing Wetlands](#) by Deborah Dardis from *Louisiana’s Oil: understanding the environmental and economic impact*
16. Have students analyze the documents in groups. As they are analyzing the documents, instruct them to answer the following questions on the [Split-page Notes: Causes of Coastal Erosion](#):
 - a. How do manmade structures shape the Mississippi river’s path?
 - b. How do levees contribute to coastal erosion?
 - c. How does the loss of barrier islands lead to further land loss?
 - d. How does saltwater intrusion lead to land loss?
 - e. How do hurricanes cause land loss?
 - f. How can sea level rise lead to further land loss?
17. Say: “In the previous task, we examined how the Mississippi River and other natural resources impact Louisiana’s economic identity.” Ask, “What conclusions can you draw about the effects of economic impact of coastal erosion on Louisiana?”
18. Distribute a copy of the [Economic Impact of Coastal Erosion](#) handout to each student.
19. Provide students with access to the following documents:
 - a. [Louisiana Coastal Wetland Function and Values](#) from The Louisiana Coastal Wetlands Planning Protection and Restoration Act Program
 - b. [Louisiana’s Sinking Coast Is a \\$100 Billion Nightmare for Big Oil](#) by Catherine Traywick from *Bloomberg*

- c. [Coastal erosion poses multibillion-dollar risk to Baton Rouge economy, LSU study says](#) by Sam Karlin from the *Greater Baton Rouge Business Report*
20. Instruct students to read each source and complete the [Economic Impact of Coastal Erosion](#) handout.
21. Conduct a discussion over the economic impact of coastal erosion on Louisiana. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
 - a. Explain how the seafood industry will be negatively affected by coastal erosion.
 - b. How will oil companies lose money because of coastal erosion?
 - c. How will storm surges increasingly damage cities in south Louisiana?
 - d. Explain the effects of coastal erosion on Louisiana’s economy?
 - e. Why should Louisiana and the federal government fight to stop and eventually reverse coastal erosion?
22. Say: “Now we understand the causes and economic and geographical impact of coastal erosion. Your next task is to deliver a presentations in which you develop and support a claim about the economic and geographic benefits of coastal restoration projects.”
23. Distribute a copy of the [Solutions to Coastal Erosion](#) handout to each student.
24. Provide students with access to the following documents:
 - a. [Master Plan Consistency Guidelines](#) from the Coast Restoration and Protection Authority
 - b. [Saving Coastal Louisiana: Employing a Suite of Restoration Solutions](#) from Restore the Mississippi Delta
 - c. [New Orleans' future depends on coastal restoration, but where's the money?](#) by Mark Schleifstein from *The Times-Picayune*
 - d. [Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill](#) by John Snell from WVUE
 - e. Other sources of student’s choosing
25. Instruct students to read each source and complete the [Solutions to Coastal Erosion](#) handout. Once students have completed their research, direct them to write a 2 - 4 minute presentation in which they develop and support a claim about the economic and geographic benefits of coastal restoration projects. Students should use their [Economic Impact of Coastal Erosion](#) and their [Solutions to Coastal Erosion](#) handouts. Some questions to consider:
 - a. What are the solutions to coastal erosion?
 - b. Explain the cost of coastal restoration projects.
 - c. Where is the Louisiana government going to acquire the money needed for coastal restoration?
 - d. Explain how coastal restoration projects will help Louisiana’s economy.
 - e. Explain the negative effects to Louisiana’s economy if coastal restoration projects are not started and completed.
26. Provide students with a copy of the [Multimedia Presentation Rubric](#) so they understand the needed components of the presentation and the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are developing and supporting their claim.
27. Provide class time for students to present their information to the class. During the presentation, direct the audience to:
 - a. Record more detailed information about coastal restoration on the [Solutions to Coastal Erosion](#) handout.

- b. Construct one question or comment about the presenters' presentation that could challenge the claim of their presentation.
 - The teacher should have each group of presenters answer these questions and offer a rebuttal to each comment.

28. Following all of the presentations, conduct a brief discussion. Possible questions:

- a. Are coastal restoration projects vital to maintaining Louisiana's geographic and economic identity?
- b. Why are coastal restoration projects important in maintaining Louisiana's geographic and economic identity?
- c. What could be the outcome of Louisiana and the federal government not starting and completing coastal restoration projects?

Written Document Analysis Worksheet⁴

Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|-------------------------------------------------|------------------------------------|--------------------------------------------------|----------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

⁴ This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf.

Written Document Analysis Worksheet (Completed)

Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|-------------------------------------------------|------------------------------------|--------------------------------------------------|---------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input checked="" type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | <input type="checkbox"/> Other | | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

National Public Radio issued a report on their website about Louisiana's eroding coastline being a national emergency.

Observe its parts.

- Who wrote it?** Merrit Kennedy of National Public radio
Citizens of Louisiana, American politicians and Americans concerned with the threat of coastal erosion for Louisiana read this article.
- Who read/received it?**
- When is it from?** The article was written and published on April 20, 2017.
- Where is it from?** The article was written in Louisiana and published by National Public Radio (NPR).

Try to make sense of it.

- What is it talking about?** The Governor of Louisiana declared a state of emergency in Louisiana because of extreme land loss in Louisiana as a result of coastal erosion.
- Write one sentence summarizing this document.** Louisiana needs help stopping coastal erosion before more land is lost in Louisiana.
- Why did the author write it?** The author wrote this story to draw attention to the problem of coastal erosion.
- Quote evidence from the document that tells you this.** It's an effort to bring nationwide attention to the issue.
- What was happening at the time in history this document was created?** Louisiana was losing hundreds of square miles of land every few years because of coastal erosion.

Use it as historical evidence.

- What did you find out from this document that you might not learn anywhere else?** Louisiana wants to spend \$50 billion on coastal restoration and protection projects but needs financial help from the federal government to start these projects.
- What other documents or historical evidence are you going to use to help you understand this event or topic?** I will use newspapers and government studies to learn more about coastal erosion in Louisiana and restoration projects to help stop coastal erosion.



Materials created by the National Archives and Records Administration are in the public domain.

Split-page Notes: Causes of Coastal Erosion

Keywords/Quotations	Notes
How do manmade structures shape the Mississippi river's path?	<hr/> <hr/> <hr/> <hr/>
How do levees contribute to coastal erosion?	<hr/> <hr/> <hr/> <hr/>
How does the loss of barrier islands lead to further land loss?	<hr/> <hr/> <hr/> <hr/>
How does saltwater intrusion lead to land loss?	<hr/> <hr/> <hr/> <hr/>
How do hurricanes cause land loss?	<hr/> <hr/> <hr/> <hr/>
How can sea level rise lead to further land loss?	<hr/> <hr/> <hr/> <hr/>

Split-page Notes: Causes of Coastal Erosion (Completed)

Keywords/Quotations	Notes
How do manmade structures shape the Mississippi river's path?	<u>Levees force the Mississippi River's waters into the Gulf of Mexico which prevent seasonal flooding which creates land.</u>
How do levees contribute to coastal erosion?	<u>Levees prevent sediment suspended in the river from getting into the marshland during season flooding.</u>
How does the loss of barrier islands lead to further land loss?	<u>Barrier islands act as buffer which reduce the effects of waves and currents on the marshlands.</u>
How does saltwater intrusion lead to land loss?	<u>Saltwater gets into freshwater marsh and kills freshwater vegetation. When the vegetation dies the plants roots no longer hold the soil in place and erosion occurs which causes more land loss.</u>
How do hurricanes cause land loss?	<u>Hurricanes have strong winds and massive waves which causes major erosion and lead to land loss.</u>
How can sea level rise lead to further land loss?	<u>As sea levels rise water will flood low lying coastal areas which will causes miles of land loss throughout Louisiana.</u>

Economic Impact of Coastal Erosion on Louisiana

	Economic Impact of Coastal Erosion
Total value of Louisiana's wetlands	
Seafood Industry	
Housing	
Oil Industry	
Baton Rouge	
Shipping Industry	

Economic Impact of Coastal Erosion on Louisiana (Completed)

	Economic Impact of Coastal Erosion
Total value of Louisiana's wetlands	The total value of investments and infrastructure in Louisiana's wetlands exceeds \$100 billion.
Seafood Industry	16% of America's fisheries are in Louisiana. As sea level rises the seafood industry will see a long term decline in Louisiana.
Housing	Without the coastal marshes of Louisiana over 2 million people would have to relocate from their homes at a cost of billions of dollars.
Oil Industry	\$100 billion of oil companies' investments are at risk of destruction with sea level rise and land loss if coastal erosion keeps happening.
Baton Rouge	With more land loss due to coastal erosion occurring, a strong hurricane could cause Baton Rouge to lose nearly \$600 million in lost wages and \$1.8 billion in lost economic output over the next 50 years.
Shipping Industry	The shipping industry in southern Louisiana handles over \$30 billion of goods each year and that business could be in danger if coastal erosion causes the ports of Louisiana to not be protected during storm season.

Solutions to Coastal Erosion

Solution	Ways the solution benefits Louisiana Coast
Sediment Diversion	
Barrier Island Restoration	
Marsh Creation	
Shoreline Protection	
Ridge Restoration	
Oyster Reef Restoration	
Cost of Coastal Restoration Projects	

Solutions to Coastal Erosion (Completed)

Solution	Ways the solution benefits Louisiana Coast
Sediment Diversion	Diverting the Mississippi River into the marsh will allow sediment the opportunity to rebuild the marshland.
Barrier Island Restoration	Larger barrier islands will protect Louisiana’s marshes cities from hurricane’s storm surges and wave erosion.
Marsh Creation	Pumping dirt into areas and creating marshes will decrease coastal erosion and ensure cities are safer from storm surges.
Shoreline Protection	Shoreline protections are walls around marshes which prevent wave erosion from destroying the marshland.
Ridge Restoration	Creates new land by pumping sediment to the area. With trees on top of newly created marshland the chance of erosion decreases because the roots of the trees prevents erosion.
Oyster Reef Restoration	Oyster reef restoration increases the seafood population but also act as a buffer zone between waves and the marshland.
Cost of Coastal Restoration Projects	There are many restoration projects already underway. Some estimates report that all the coastal restoration projects would cost excess of \$50 billion.

Topic Three: Louisiana’s Cultural Geography (8.1.1, 8.2.2, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.5.2)

Connections to the unit claim: Students examine the different ethnic groups that live in Louisiana and examine how the physical geography of Louisiana effects Louisiana’s cultural identity.

Suggested Timeline: 4 class periods

Use this sample task:

- [Louisiana’s Cultural Geography](#)

To explore these key questions:

- How has Louisiana’s physical geography shaped its cultural geography?
- Describe the different ethnic groups that makeup Louisiana.
- How does the physical geography of Louisiana affect various ethnic groups’ cultures in Louisiana?

That students answer through this assessment:

- Students have a class discussions about how cultural geography is shaped by an area’s physical geography. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write and deliver a presentation on the different ethnic groups in Louisiana and how their culture has been affected by Louisiana’s physical geography. Collect the students’ written presentations for a grade and grade their presentations using the [Multimedia Presentation Rubric](#). ([ELA/Literacy Standards](#): WHST.6-8.2a-e, SL.8.4, SL.8.5, SL.8.6)

Grade 8 Instructional Task: Louisiana’s Cultural Geography

Unit One: Louisiana’s Identity: This is Louisiana, Topic Three: Louisiana’s Cultural Geography

Description: Students investigate how the many different ethnic groups that have shaped Louisiana’s cultural identity. Students examine how different ethnic groups have adapted to Louisiana’s physical geography and created Louisiana’s unique cultural identity.

Suggested Timeline: 4 class periods

Materials: [conversation stems](#), [Resources for Research: Louisiana’s Ethnic Groups](#), [Founding New Orleans, The Vagabond City](#), [History of New Orleans-Colonial Era](#), [French Colonial Louisiana](#), [Anglo-Americans](#), [Louisiana's Three Folk Regions](#), [Cajuns](#), [Life on the Bayou](#), [A Commentary: African Cultural Retentions in Louisiana](#), Guided Notes for Louisiana’s Ethnic Groups ([blank](#) and [completed](#))

Instructional Process:

1. Write the word *cultural geography* on the board and read or project the following definition⁵:
 - a. Cultural: relating to the ideas, customs, and social behavior of a society.
 - b. Geography: the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.
2. Review the [first two paragraphs](#) of the meaning of *geography*.
3. Ask students: “How does adding the word “cultural” to this definition qualify it?”
4. Take notes for the class or annotate the definitions as students share their answers.
5. Direct students to explain the meaning of *cultural geography* in their own words orally or in writing and provide a visual and to provide examples of things a cultural geographer would study.
6. Say, “People’s culture is greatly affected by their physical surroundings. For example many people in Louisiana eat crawfish because crawfish is plentiful in the swamps and bayous of south Louisiana.”
7. Ask, “Do you believe people in Alaska eat crawfish regularly? Why or Why not?”
8. Ask, “Do many people in Louisiana own snow skis? Why or Why not?”
9. Say: “These are just two examples of how the physical geography of an area affects the area’s culture.”
10. Conduct a discussion about how physical geography shapes cultural geography. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from outside knowledge to support their answers. Possible questions:
 - a. Who has ever eaten reindeer meat?
 - i. Why or Why not?
 - b. Why is someone from Louisiana more likely to have tried alligator than someone who lives in New York City?
 - c. Describe how the culture of someone who lives in a desert is affected by the physical geography of a desert.

⁵ From <https://www.google.com/#q=cultural> and <https://www.google.com/search?q=geography%20definition>

- d. Why do some people in South Louisiana’s wetlands build their house as much as 15 feet above the ground?
 - i. Is this an example of physical geography affecting cultural geography?
11. Say: “This discussion shows that the physical geography of an area affects its cultural geography. Now with an understanding of cultural geography and how cultural geography is shaped by physical geography, we will examine how different ethnic groups have shaped Louisiana cultural identity. You will be given a specific ethnic group that has migrated to Louisiana. You will fill out a graphic organizer that describes your ethnic group’s cultural geography and explain how that ethnic group has been shaped Louisiana’s physical geography. You will research: where the ethnic group settled, reasons for settling in that area, and how they interacted with the environment of that area. After researching your ethnic group and completing your graphic organizer your group will be responsible for making a multimedia presentation about your ethnic group so others in the class can learn from your research.”
12. Say: “Your next task is to study different ethnic group of Louisiana. Using both your knowledge of Louisiana’s physical geography and your knowledge of how culture is affected by physical geography investigate how a specific ethnic group and their culture has been affected by Louisiana’s physical geography.”
13. Divide the class into small groups using an established classroom routine.
14. Assign each group an ethnic group to research:
 - a. French
 - b. English
 - c. African-American
 - d. Cajun/Acadian
15. Explain to students how they should conduct their research (e.g., What is the process for research? What are their deliverables? What are their due dates? How will you grade their research?) and provide them with needed materials (e.g., digital access, [resources for research](#), [Guided Notes for Louisiana’s Ethnic Groups](#) (for recording their notes), etc.).
16. Instruct students to use the [resources for research](#) to investigate their groups’ ethnic group and complete the column for the ethnic group they are researching on their [Guided Notes for Louisiana’s Ethnic Groups](#) handout.
17. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.
18. Direct students to conduct their research.
19. Once students have completed their research, direct them to write a 3-5 minute presentation in which they share the following information about their assigned ethnic group:
 - a. Where the ethnic group settled?
 - b. Why they settled in that area?
 - c. How they interacted with the land they settled on?
 - d. How their culture was shaped by the physical characteristics of Louisiana?
20. Provide students with a copy of the [Multimedia Presentation Rubric](#) so they understand the needed components of the presentation.
21. Collect the written presentations to ensure the information that will be presented is accurate. Work with individual students, as needed.

22. Provide class time for students to present their information to the class. During the presentation, direct the audience to:
- Complete their [Guided Notes for Louisiana’s Ethnic Groups](#) as other groups make their presentation
23. Following all of the presentations, conduct a brief discussion. Possible questions:
- How has this ethnic group’s culture been affected by Louisiana’s physical geography?
 - Describe places you have seen in Louisiana where the ethnic group has influenced the area’s culture.

Resources for Research: Louisiana Ethnic Groups

French	English	African American	Cajun/Acadian
Founding New Orleans, The Vagabond City (paragraph 5 - paragraph 9) History of New Orleans-Colonial Era French Colonial Louisiana (paragraphs 4 and 5 of the section titled: Companies and Slavery, 1713–1729) Other approved sources	Anglo-Americans (paragraphs 1 -3 of section titled: The Antebellum Period: Divided City, Anglo Upcountry) Louisiana's Three Folk Regions (Use section titled: North Louisiana) Other approved sources	French Colonial Louisiana (paragraphs 8 and 9 of the section titled: Companies and Slavery, 1713–1729) A Commentary: African Cultural Retentions in Louisiana (paragraphs 1 -7) Other approved sources	Cajuns (Use section titled: Migration to Louisiana) Life on the Bayou Other approved sources

History of New Orleans-Colonial Era⁶

The land mass that was to become the city of New Orleans was formed around 2200 BC when the Mississippi River deposited silt creating the delta which would be New Orleans. Before Europeans founded what would become known as the city of New Orleans, the area was inhabited by Native Americans for about 1300 years. The Mississippian culture peoples built mounds and earthworks in the area. Later Native Americans created a portage between the headwaters of Bayou St. John (known to the natives as Bayouk Choupique) and the Mississippi River. The bayou flowed into Lake Pontchartrain. This became an important trade route. Archaeological evidence has shown settlement here dated back to at least 400 A.D.

French explorers, fur trappers and traders arrived in the area by the 1690s, some making settlements amid the Native American village of thatched huts along the bayou. By the end of the decade, the French made an encampment called "Port Bayou St. Jean" near the head of the bayou; this would later be known as the Faubourg St. John neighborhood. The French also built a small fort, "St. Jean" (known to later generations of New Orleanians as "Old Spanish Fort") at the mouth of the bayou in 1701, using as a base a large Native American shell midden dating back to the Marksville culture. These early European settlements are now within the limits of the city of New Orleans, though predating its official date of founding.

New Orleans was founded in 1718 by the French as *Nouvelle-Orléans*, under the direction of Jean-Baptiste Le Moyne de Bienville. After considering several alternatives, Bienville selected the site for several strategic reasons and practical considerations, including: it was relatively high ground, along a sharp bend of the flood-prone Mississippi River, which thus created a natural levee (previously chosen as the site of an abandoned Quinipissa village); it was adjacent to the trading route and portage between the Mississippi and Lake Pontchartrain via Bayou St. John, offering access to the Gulf of Mexico port of Biloxi without going downriver 100 miles; and it offered control of the entire Mississippi River Valley, at a safe distance from Spanish and English colonial settlements. From its founding, the French intended it to be an important colonial city. The city was named in honor of the then Regent of France, Philip II, Duke of Orléans. The priest-chronicler Pierre François Xavier de Charlevoix described it in 1721 as a place of a hundred wretched hovels in a malarious wet thicket of willows and dwarf palmettos, infested by serpents and alligators; he seems to have been the first, however, to predict for it an imperial future. In 1722, *Nouvelle-Orléans* was made the capital of French Louisiana, replacing Biloxi in that role.

In September of that year, a hurricane struck the city, blowing most of the structures down. After this, the administrators enforced the grid pattern dictated by Bienville but hitherto previously mostly ignored by the colonists. This grid plan is still seen today in the streets of the city's "French Quarter" (*see map*).



Plan de la Nouvelle Orleans Capitale de la Louisiane, 1728

⁶ Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](https://creativecommons.org/licenses/by-sa/4.0/). Available online at https://en.wikipedia.org/wiki/History_of_New_Orleans.

Much of the colonial population in early days was of the wildest and, in part, of the most undesirable character: deported galley slaves, trappers, gold-hunters; the colonial governors' letters were full of complaints regarding the riff raff sent as soldiers as late as Kerlerec's administration (1753–1763).

Two large lakes (in reality estuaries) in the vicinity, Lake Pontchartrain and Lake Maurepas, commemorate respectively Louis Phelypeaux, Count Pontchartrain, minister and chancellor of France, and Jean Frederic Phelypeaux, Count Maurepas, minister and secretary of state. A third body of water, Lake Borgne, was originally a land-locked inlet of the [sea](#); its name has reference to its incomplete or defective character.

Guided Notes for Louisiana’s Ethnic Groups

Characteristics	French	English	Cajun	African-American
Where did they settle?				
Why did they settle there?				
When they settled, how did they interact with the environment?				

Guided Notes for Louisiana’s Ethnic Groups (Completed)

Characteristics	French	English	Cajun	African-American
Where did they settle?	South Louisiana along the Mississippi River	North Louisiana	South central Louisiana in the bayous and swamps	South Louisiana along the Mississippi River
Why did they settle there?	They settled along a bend in the river because it had a natural levee and it was a good place for a port.	They settled north Louisiana after the Louisiana Purchase because of ample cheap land in rural north Louisiana.	The land was fertile and the climate was semi-tropical which was great for farming. The bayous and swamps of south Louisiana was filled with seafood and wild game for food.	They were forced to settle on plantations along the Mississippi River.
When they settled, how did they interact with the environment?	The French grew crops along the Mississippi River because of its rich soil and use the Mississippi River to ship their crops to sell.	Rich English settlers set up cotton plantations along major rivers. Poor English settlers set up small family farms in the upland area of north Louisiana.	They interacted with the environment by farming the land. They also hunted and fished the bayous and swamps of south Louisiana.	They used the fertile land for rice, corn, tobacco, cotton, and indigo cultivation.

Unit One Assessment

Description: Students participate in a Socratic seminar in response to the question:

- How does physical geography impact a state’s cultural and economic identity?

Suggested Timeline: 3 class periods

Student Directions: Participate in a Socratic seminar in response to the question: How does physical geography impact a state’s cultural and economic identity?

Resources:

- [Conversation stems](#)
- [Discussion tracker](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 8.1.1, 8.3.2, 8.3.3, 8.4.1, and 8.4.2. They also meet the expectations for [ELA/Literacy Standards](#): SL.8.1a-d, SL.8.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. How have different ethnic groups adapted to Louisiana’s physical geography? Provide examples
2. How does Louisiana’s physical geography affect the state’s economy?
3. How does Louisiana’s physical geography affect the state’s culture?

Use a [discussion tracker](#) to keep track of students’ contributions to the conversation and use this information to assign a grade to students.

Unit Two Overview

Description: Students learn how European settlement and colonization of Louisiana has shaped Louisiana’s identity and effected its multicultural society.

Suggested Timeline: 7 - 8 weeks

Grade 8 Content	Grade 8 Claims
Louisiana: Settlement and Colonial Legacy	What is the legacy of settlement and colonization on an area's identity?

Topics (GLEs):

1. [Native American Settlement](#) (8.1.1, 8.2.1, 8.2.2, 8.3.3, 8.4.1)
2. [European Exploration and Settlement](#) (8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.3, 8.4.1, 8.4.2, 8.7.1, 8.10.4)
3. [Louisiana Purchase](#) (8.1.1, 8.2.2, 8.2.5, 8.7.1)

Unit Assessment: Students write an essay in response to the following question: What is the legacy of settlement and colonization on an area's identity?

Unit Two Instruction

Topic One: Native American Settlement (8.1.1, 8.2.1, 8.2.2, 8.3.3, 8.4.1)

Connections to the unit claim: Students examine the economic, historical, and cultural legacy left by the Native Americans of Poverty Point.

Suggested Timeline: 4 class periods

Use this sample task:

- [Poverty Point](#)

To explore these key questions:

- How did the Mississippi River help Poverty Point flourish economically and culturally?
- What is the legacy of Native American settlement on Louisiana's identity?

That students answer through this assessment:

- Students analyze the video [Mystery in Louisiana -Poverty Point](#) using the [Mystery in Louisiana-Poverty Point Evidence Chart](#). Collect these for a grade.
- Students use their [Mystery in Louisiana-Poverty Point Evidence Chart](#) covering [Mystery in Louisiana -Poverty Point](#) and engage in a class discussions about how hunter-gatherers were able to build a permanent settlement at Poverty Point. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the video [Origins of Cities - Poverty Point](#), using the [Origins of Cities: Poverty Point Evidence Chart](#). Collect these for a grade.
- Student analyze sources about Poverty Point and complete the handout: [T-Chart: Aspects of Poverty Point's Identity](#). Collect these for a grade.
- Students use their [Aspects of Poverty Point's Identity](#) and engage in a class discussions about the economic, cultural, and geographic legacy of Poverty Point. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)

Grade 8 Instructional Task: Poverty Point

Unit Two: Louisiana: Settlement and Colonial Legacy, Topic One: Native American Settlement

Description: Students examine how Poverty Point was built by hunter gatherers and how it flourished as a culture and economic center in north Louisiana because of its proximity to the Mississippi River.

Suggested Timeline: 4 class periods

Materials: [Location Map of Poverty Point](#), [Mystery in Louisiana -Poverty Point](#), Mystery in Louisiana-Poverty Point Evidence Chart ([blank](#) and [completed](#)), [discussion tracker](#), [conversation stems](#), Origins of Cities: Poverty Point Evidence Chart ([blank](#) and [completed](#)), [Origins of Cities - Poverty Point](#), [Geographic/Historical Characteristics](#), [Cultural Characteristics](#), [Economic Characteristics](#), Aspects of Poverty Point’s Identity Graphic Organizer ([blank](#) and [completed](#)).

Instructional Process:

1. Say “In the previous unit we analyzed how Louisiana’s physical geography has shaped Louisiana’s cultural geography. In this unit we will focus on specific historic and prehistoric periods in Louisiana to investigate the legacy of settlement on an area’s identity. We will begin by exploring prehistoric, the time before writing, settlements by investigating the Poverty Point Culture located in North Louisiana.”
2. Project or provide students with a copy of the [Location Map of Poverty Point](#).
3. Conduct a brief discussion about the role physical geography played in the location of Poverty Point. Possible questions:
 - a. What makes Poverty Point’s location important?
 - b. Why do you believe Poverty Point was located adjacent to the Mississippi River?
 - c. Based on your knowledge of how physical geography shapes an area’s cultural geography, what do you believe was the basis for Poverty Point’s economy?
4. Say “As we further research Poverty Point we will be able to see if your predictions about Poverty Point were correct.”
5. Provide students with a copy of the [Mystery in Louisiana-Poverty Point Evidence Chart](#).
6. Depending on access, have the students view [Mystery in Louisiana -Poverty Point](#) in pairs or project for the entire class. Instruct the students to view the video in its entirety once, then identify the claim the video is making with a shoulder partner.
7. Instruct students to view the video again, to locate evidence that the video uses to support the claim and use their [Mystery in Louisiana-Poverty Point Evidence Chart](#) to support the claim that Poverty Point was a complex society.
8. Conduct a discussion about how a hunter-gatherer society could build a permanent city as large as Poverty Point. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the video [Mystery in Louisiana -Poverty Point](#) to support their answers. Possible questions:
 - a. What is a hunter-gatherer?
 - b. Why were most hunter-gatherers not able to settle in cities?
 - c. Why are hunter-gatherer societies usually not considered complex?
 - d. What makes Poverty Point different from most hunter-gatherer societies?
 - e. How do we know Mound A only took 30 - 90 days to build?

- f. Native Americans at Poverty Point did not have a writing system, how do archaeologists know so much about Poverty Point?
 - g. Would you consider Poverty Point culture a complex society? Why or Why not?
9. After the discussion say “Poverty Point’s placement next to the Mississippi River made it an ideal location for trade and commerce which enabled the city to survive and thrive. We will now examine what made Poverty Point a marvel of the ancient world.”
10. Provide students with the [Origins of Cities: Poverty Point Evidence Chart](#). As the students watch the following video, have them locate evidence that supports the author’s claim.
11. Project [Origins of Cities - Poverty Point](#) and view as a class to give students an overview of the legacy left behind by Poverty Point.
12. Conduct a brief discussion about Poverty Point being a major Native American trading center. Possible questions:
 - a. Why do most societies need agriculture to settle into urban societies?
 - b. Why did Poverty Point Native Americans not need agriculture to survive as an urban center?
 - c. How do archaeologists know Poverty Point was a major trade center?
 - d. What aspect of Poverty Point’s location make it ideal for a trade center?
13. Divide the class into three groups using an established classroom routine.
14. Set up three stations around the room: Geographic/Historical Characteristics of Poverty Point, Cultural Characteristics of Poverty Point, and Economic Characteristics of Poverty Point.
15. At each station place one of the following documents:
 - a. [Geographic/Historical Characteristics](#) (Station 1)
 - b. [Cultural Characteristics](#) (Station 2)
 - c. [Economic Characteristics](#) (Station 3)
16. Provide students with a copy of [Aspects of Poverty Point’s Identity](#) graphic organizer. Direct students to read each set of documents as a group and discuss how each characteristics has shaped Poverty Point’s identity. Direct students to locate and record evidence in the documents that supports the claim about Poverty Point’s identity using their [Aspects of Poverty Point’s Identity](#) graphic organizer. Rotate groups from station to station.
17. Conduct a discussion about the cultural, economic, historical, and geographical legacy of Poverty Point. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their handout, [Aspects of Poverty Point’s Identity Graphic Organizer](#) and outside knowledge to support their answers. Possible questions:
 - a. How do archaeologists know the legacy of Poverty Point?
 - b. What do you believe the earthworks at Poverty Point were intended to be used for? What evidence allowed you to come to that conclusion?
 - c. Explain how Poverty Point was able to have a complex culture while not being able to grow their own crops.
 - d. How did the area’s physical geography affect Poverty Point?
 - e. How was the Mississippi River an important aspect of daily life at Poverty Point?
 - f. How did Poverty Point’s physical geography affect its cultural geography?
 - g. If you were a Native American living at Poverty Point, what are some ways you would get food to survive?
 - h. How did Poverty Point shape Louisiana’s identity?

- i. From the information you gathered about Poverty Point, why will Europeans desire to colonize Louisiana in the 17th Century?

Location of Poverty Point



This work from the Louisiana Department of Culture, Recreation & Tourism is used with permission. The original work is available at <http://www.crt.state.la.us/dataprojects/archaeology/povertypoint/assets/poverty-point-pdf-1.03.pdf>.

Mystery in Louisiana: Poverty Point - Evidence Chart

Claim: _____

Evidence	How does this evidence support the claim?

Mystery in Louisiana: Poverty Point - Evidence Chart (Completed)

Claim: The people who lived at Poverty Point were far more complex than previously thought.

Evidence	How does this evidence support the claim?
Native Americans at Poverty Point built massive earthworks in a very short time frame.	This supports the claim that Poverty Point was more complex than previously thought because building massive earthworks in a short time frame show that over 1,000 Native Americans worked in an organized way to build these mounds in less than 90 days.
Native Americans build massive earthworks and used the earthworks as places of worship.	This supports the claim that Poverty Point was more complex than previously thought because complex societies have organized religions and build temples in the center of their civilizations for worship.
Poverty Point had an organized control system which could organize the work of thousands of citizens to build the city's earthworks and buildings.	This supports the claim that Poverty Point was more complex than previously thought because having an organized government which maintains order and control is necessary to have an advanced civilization.
Poverty Point had a unique social organization, economy, religion, politics, and worldview.	This supports the claim that Poverty Point was more complex than previously thought because even though Poverty Point was built by hunter-gatherers they had all the qualities of a complex settled civilization.

Origins of Cities: Poverty Point - Evidence Chart

Claim: Poverty Point was a major Native American Trading Center

Evidence	How does this evidence support the claim?

Origins of Cities: Poverty Point - Evidence Chart (Completed)

Claim: Poverty Point was a major Native American Trading Center

Evidence	How does this evidence support the claim?
Poverty Point was built by a hunter-gatherer society.	This provides evidence that Poverty Point was a trading center because the only way Native Americans in Poverty Point could acquire enough food to survive and thrive was by trading with other Native Americans.
Native Americans who built Poverty Point placed a major plaza at the middle of the city for trading.	This provides evidence that Poverty Point was a trading center because having a plaza gave Native Americans an area to congregate and trade with each other.
Archaeologists have found copper, mica, and steatite at Poverty Point. These materials are not naturally found in Louisiana and originated from places thousands of miles away.	This provides evidence that Poverty Point was a trading center because these objects were found at Poverty Point and were brought by traders down the Mississippi River and its tributaries to Poverty Point for trading purposes.
Poverty Point was located on the Mississippi River.	This provides evidence that Poverty Point was a trading center because water transportation was the fastest form of transportation at the time. Therefore, Poverty Point's location was ideal for a trading center.

Aspects of Poverty Point's Identity Graphic Organizer

Poverty Point's Identity: Poverty Point was an advanced civilization even though it was created by hunter-gatherers.

<i>Cultural Characteristics</i>	<i>Economic Characteristics</i>	<i>Geographic/Historical Characteristics</i>

Aspects of Poverty Point’s Identity Graphic Organizer (Completed)

Poverty Point’s Identity: Poverty Point was an advanced civilization even though it was created by hunter-gatherers.

<i>Cultural Characteristics</i>	<i>Economic Characteristics</i>	<i>Geographic/Historical Characteristics</i>
<ul style="list-style-type: none"> ● Poverty Point was the cultural capital for this region of North America. ● Archaeologists believe the mounds of Poverty Point could have been used for ceremonies because they have found remains of fire pits and postholes on the mounds. ● Archaeologists have found figurines shaped like people which could be used to honor ancestors, or for religious purposes. ● Late Archaic Native Americans were hunter-gatherers who usually never settled in big groups. Poverty Point is an exception to this because it was a major city built during this period. ● Poverty Point required a lot of work to build which shows families could have lived there for generations. ● Poverty Point Native Americans wore gorgets or ornaments which is evidence they had an advanced culture. ● Archaeologists have found beads from Poverty Point at other Native American sites in Louisiana which shows Poverty Point had a strong cultural influence on the surrounding areas. ● Archaeologists have recovered pipes made of clay and stone which could have 	<ul style="list-style-type: none"> ● Poverty Point was the center of a huge trading network. ● Poverty Point was built around many rivers but the natural ridge it was built on was not susceptible to flooding. ● Rivers were the main transportation routes for Native Americans. ● Archaeologists know Native Americans traded at Poverty Point because they have found rocks at Poverty Point which are not from Louisiana. ● These rocks originated from many different areas around central North America. ● The plaza at the center of Poverty Point probably served as a meeting place for business. ● Poverty Point had a dock so boats could stop and trade in the plaza. 	<ul style="list-style-type: none"> ● Poverty Point was built by Native Americans between 1700 B.C. and 1100 B.C. ● Poverty Point has the largest earthworks in the Western Hemisphere. ● Some Archaeologists believe it was North America’s first city. ● Native Americans at Poverty Point did not grow food or raise animals. They survived and thrived as a hunter-gatherer society. ● Poverty Point was located next to the Mississippi River for trade purposes. ● Poverty Point was built during the late Archaic Period. ● Poverty Point had abundant food resources because of nearby wetlands, woods, and rivers. Native Americans could also trade for food at Poverty Point. ● Archaeologists have found bones of many animals including deer, fish, squirrel, and turtles. This proves residents of Poverty Point ate a variety of animals to survive and that they were skilled hunters and fishers.

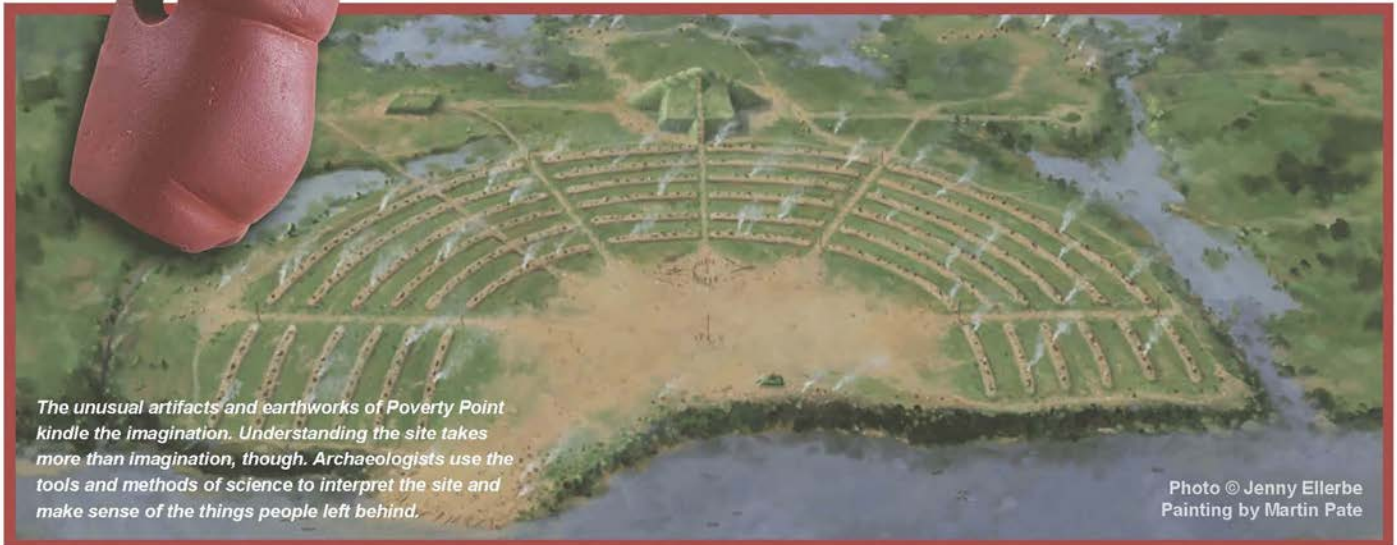
<p>been used for religious rituals or ceremonies</p> <ul style="list-style-type: none">• Archaeologists have found shards of pottery showing Poverty Point Native Americans used pottery for everyday life.		
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Geographic/Historical Characteristics



POVERTY POINT

1700 B.C. – 1100 B.C.



The unusual artifacts and earthworks of Poverty Point kindle the imagination. Understanding the site takes more than imagination, though. Archaeologists use the tools and methods of science to interpret the site and make sense of the things people left behind.

Photo © Jenny Ellerbe
Painting by Martin Pate

Poverty Point became a World Heritage Site in 2014. That honor goes only to the most exceptional places around the world. Built by American Indians 3,400 years ago, Poverty Point is unlike any other site. Its design, with multiple mounds and C-shaped ridges, is not found anywhere else. In its time, it had the largest **earthworks** in the Western Hemisphere. Many people lived, worked, and held special events at this huge site over hundreds of years. This has led some to call it North America's first city.

Archaeologists have found out that this community achieved things once thought impossible in its day and age. For example, it was at the heart of a huge trade network, the largest in North America at that time. The trade and site design are more unusual because the people did not grow crops or raise animals for food. No other hunting and gathering society made mounds at this scale anywhere else in the world. Now it is your turn to discover more about this one-of-a-kind site!

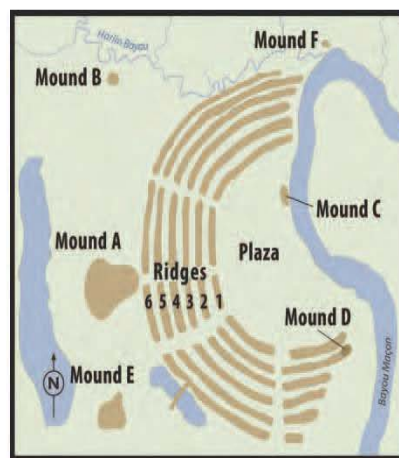
www.crt.state.la.us/cultural-development/archaeology/discover-archaeology/poverty-point/

1

Time and Place

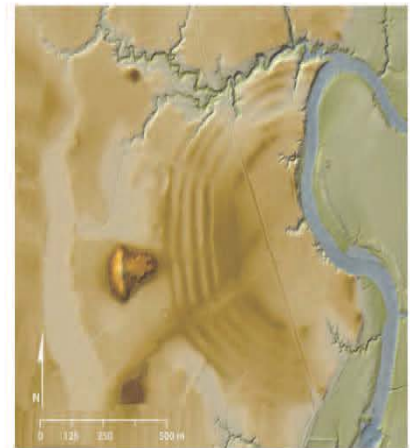
Poverty Point was built between 1700 B.C. and 1100 B.C. There was a lot going on around the rest of the world at this time. In Egypt, Queen Nefertiti and the boy pharaoh, Tutankhamen, ruled. In Britain, Stonehenge was being finished. In China, the Shang Dynasty was flourishing. In Mexico, the Olmec were rising to power. In India, the Rig Veda, the oldest of Hinduism's sacred books, was being written.

At the same time, most American Indians north of Mexico lived in small, mobile bands of hunters and gatherers. Things were different at Poverty Point. Although the people were hunters and gatherers, they lived year-round in a large community. They built earthworks and made tools and decorative objects with rocks and minerals brought from afar. Nearby sites, and even some more distant ones, from the same time period as Poverty Point reveal a strong cultural influence coming from Poverty Point.



The Poverty Point site (near left) is located near Epps, Louisiana, in West Carroll Parish. Poverty Point was the “cultural capital” of the region (far left). Other people in the region shared the Poverty Point culture, but they lived at smaller sites, built smaller mounds, and had fewer fancy artifacts than at Poverty Point.

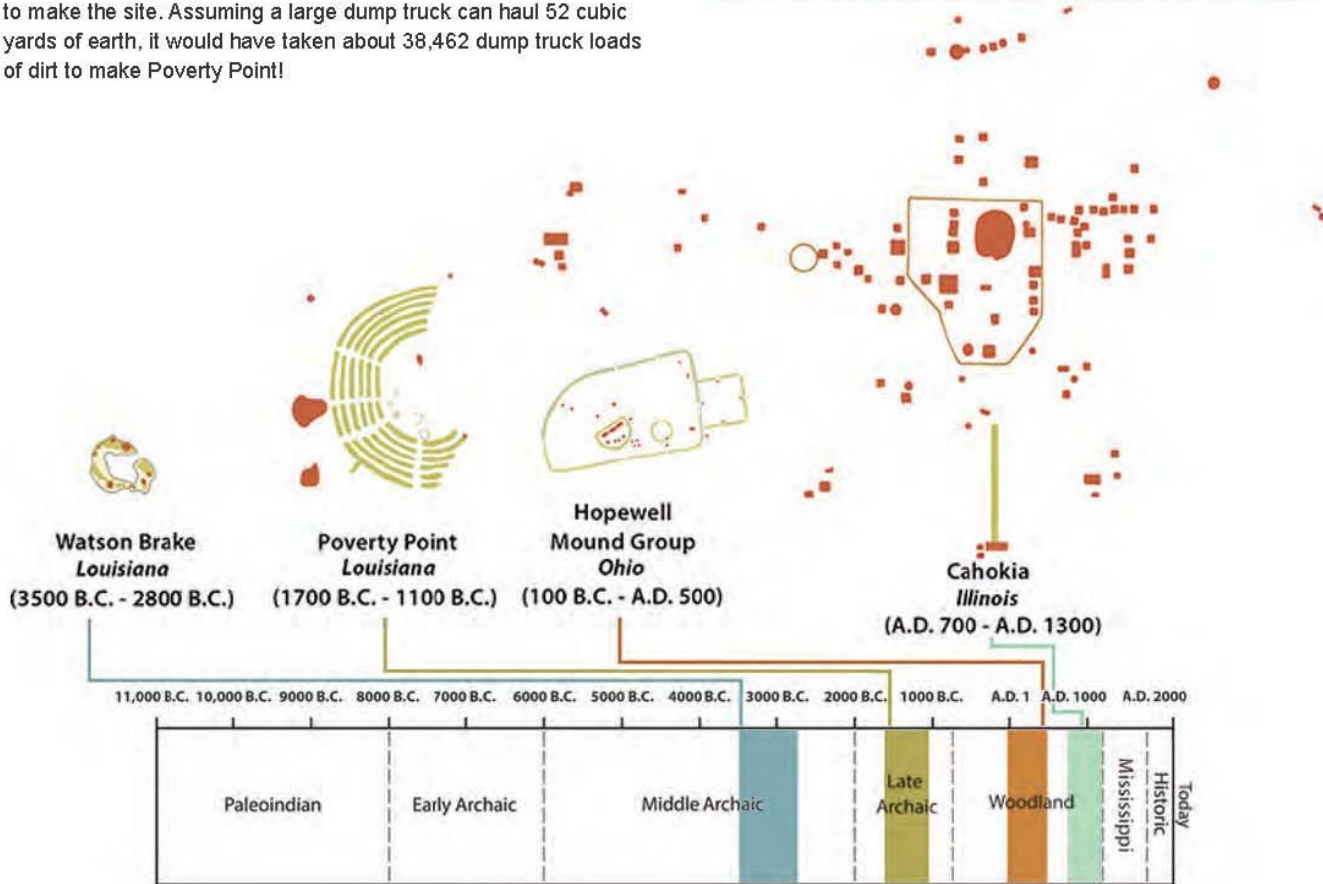
The site map to the right was created using LiDAR (Light Detection and Ranging), which is used to make highly detailed maps. This method of mapping, often done from an airplane or satellite, uses pulses of light to measure distances with great precision.



American Indians made the site's first mounds around 1700 B.C., during the **Late Archaic period**. This started an earthwork tradition at the site that lasted for about 600 years. That amounts to what we would think of today as nearly 25 generations.

In that time, people moved nearly 2 million cubic yards of earth to make the site. Assuming a large dump truck can haul 52 cubic yards of earth, it would have taken about 38,462 dump truck loads of dirt to make Poverty Point!

*Early on, archaeologists were not sure how Poverty Point fit into South-eastern prehistory. Now, archaeologists know that the site is simply extraordinary for the **Late Archaic period**. The site serves as proof that mound building in the eastern United States did not just develop from simple to more complex. The timeline below shows how the size and design of Poverty Point compares with other important mound sites in the United States. The brown shapes are mounds and the green ones are ridges.*



Like any big settlement, people likely came to the site for different reasons. Some came to exchange goods and news or to meet people. Others were attracted by the site's natural resources. Still others came to create the site's mounds and ridges or to take part in ceremonies. Most probably had deep family ties in the area.

Whatever their reasons, those who took part in life at the site would have been transformed by their time there. They were in touch with people, things, and ideas from faraway lands. They also witnessed what people could achieve when they worked together.

It is easy to see the site today and forget that people built it over several centuries. The people who made the first of the site's mounds probably could not have guessed how the site would look 600 years later. View the images below to learn more about how the site developed. Illustration credits: Herb Roe



1. Mound B is the oldest earthwork at Poverty Point. The mound even predates the site's most unique features, its C-shaped earthen ridges. At this time, people were living in the area on which they later built the ridges.



2. American Indians built Mound E shortly after finishing Mound B. They also started building the site's ridges. In the northeast part of the plaza, people started using the space where they would soon build Mound C.



3. By the time people built Mound C, trade and ceremony at the site were well under way. Upkeep of the site would have been an ongoing task.



4. American Indians built Mound A around 1350 B.C., making the mound in three stages. Mound A was the largest of the site's mounds, requiring millions of baskets of dirt to make.



5. American Indians built Mound F sometime around 1200 B.C. It was the last mound built at the site during the Late Archaic period.



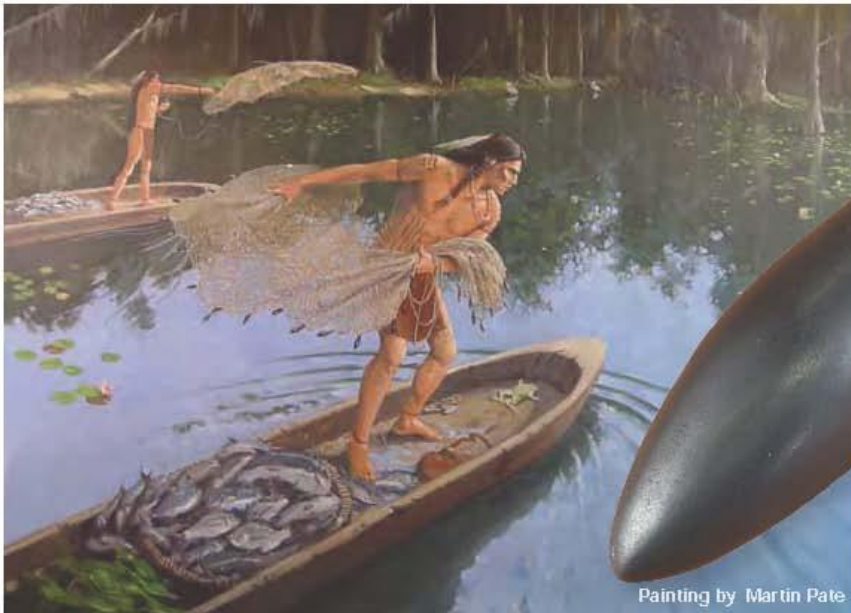
6. American Indians built Mound D around A.D. 700. It was nearly 2,000 years since the last mound was built at the site. The people who built Mound D were probably the descendants of the earlier earthwork builders.

Food

One reason people built the site where they did was because food was so abundant nearby. Natural wetlands, grasslands, woods and rivers surround the site. These areas offered people a rich and varied diet.

Archaeologists have found charred pieces of different kinds of plant foods at the site. Among other things, people gathered persimmons, pawpaws, muscadine grapes, and nuts such as pecans and black walnuts. They probably used many different kinds of herbs, too.

The soils at Poverty Point do not preserve bone well. As a result, archaeologists have not found many animal bones at the site. Those they have found show that people ate deer and lots of small animals like fish, squirrel and turtle. Overall, researchers have found more fish bones at the site than any other kind of bone. They probably used bones to make tools, but archaeologists have only found a few of them.



Painting by Martin Pate



Plummets, teardrop-shaped stone weights found at the site, may have been important fishing gear. People could have used these as weights on fishing nets. Net fishing would allow even small groups of people to catch lots of fish. Photo © Jenny Ellerbe

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7

Cultural Characteristics of Poverty Point

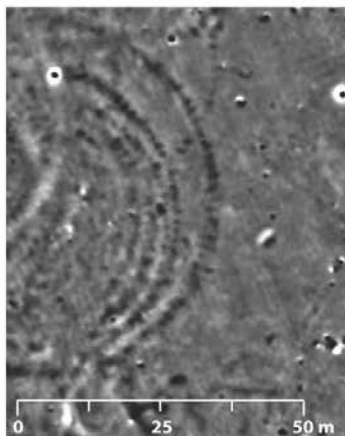
Ceremonial Life

Archaeologists know people lived at the site, but did it have a ceremonial use, too? The site's mounds, plaza and ridges offer researchers clues about ceremonial life at Poverty Point.

Many people probably assume the mounds were used for burials, but this is not true. Archaeologists have not found any prehistoric graves at the site. What they have found within some of the mounds are the remains of fire pits and possible **postholes**. These could be the remains of buildings or ceremonies that people held on the mounds.

Sometimes, clues can be where you least expect them. Though it is flat and even, the plaza offers one of the best looks at ceremonial life at the site. Here, under the plaza's surface, are hundreds of big **postholes**. American Indians once placed posts in big circles in the plaza, with some circles measuring more than 200 feet across. Some of these posts were over 2 feet in diameter.

Many of the ring-shaped features (near right) that archaeologists have found in the plaza seem to overlap. This might mean that the posts were not meant to be permanent. People seem to have pulled old posts from the ground rather than letting them rot in place.



Map credit: R. Berle Clay and Michael Hargrave

Archaeologists have not found any objects at the site that were clearly used just for ceremonies. Yet, they have had a hard time interpreting some of the things they have found, and ceremonial use cannot be ruled out. The best example of this may be the small, clay figurines archaeologists have found at the site, mostly on the earthen ridges.

The figurines show a range of body shapes. Some look like seated, pregnant women and others are slender. Most of the figurines were made without arms or legs, and the majority are missing their heads. Archaeologists have found clay heads around the site, but the number of bodies is far greater.

Poverty Point figurines could be statues of ancestors, magical charms, or even toys. Why is it so hard to tell what the figurines are meant to be? Archaeologists largely rely on patterns and context to understand the past. The figurines come in a variety of forms and have not been found with other things that give clues to their use. This makes it hard for archaeologists to interpret them.



© Jenny Ellerbe

A New Way of Life

People living at the site would have been able to get almost anything they needed through trade, including news. In fact, there were some things the site offered that could not be found anywhere else at the time. This was because the scale of Poverty Point was unmatched in its day.

In the **Late Archaic** period, most people lived in small groups. These people would have known the members of their group very well. This was not quite the case at Poverty Point. At its peak, hundreds of people lived at the site, maybe more. Poverty Point was not just a big settlement, it was a new kind of community. The people who lived and worked at Poverty Point were part of something bigger than themselves.

The amount of work needed to build the site is hard to imagine. Even harder to envision is the kind of commitment, from one generation to the next, that made the site the wonder that it is today. That commitment is part of what makes Poverty Point one-of-a-kind.



Painting by Martin Pate



Painting by Martin Pate

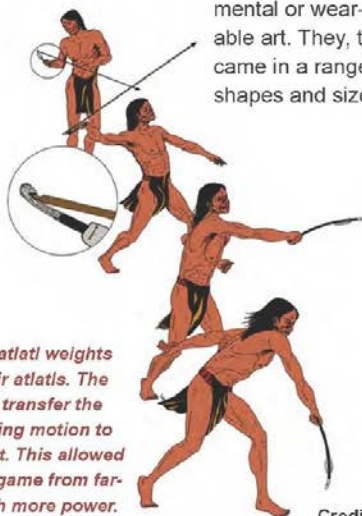
The site would have been a destination for some and a home for others. Some families could have lived there for generations. It makes sense that those families would have had a special connection to the earthworks. Yet, there is no evidence that any persons or families were privileged. Instead, people seem to have lived with one another as equals. Life at Poverty Point was a group effort that surely changed the people living there as much as the land itself.

Around the globe, anthropologists (people who study human culture) have explored the ways people trade and exchange things. What they have learned is that trade is more than just a way for people to get needed items. Trade and exchange also help shape people's social relations. Likewise, ceremonies and group construction projects form and renew social bonds between people.



Artifacts

Archaeologists have an interesting way of looking at the world. When they see a bowl, bead or stone spear point they do not just see an object, they see a piece of a story and the choices people made. The things archaeologists find are the data they work with to learn about people in the past. Take a look at some of the things found at Poverty Point — things made with purpose, skill, and maybe even affection.



Hunters attached atlatl weights to the shaft of their atlatls. The weights helped to transfer the force of the throwing motion to the spears in flight. This allowed hunters to attack game from farther away and with more power.

Atlatl Weights and Gorgets

The atlatl, or spearthrower, is an ancient tool that gave thrown spears extra power and speed. A hunter held an atlatl shaped like an oversized crochet needle in his throwing hand. He inserted the hooked end into a shallow socket in the end of the spear. He cast the spear at the target with a smooth, gliding motion, while the atlatl remained in his hand. Attaching weight to the atlatl helped make it an effective tool. American Indians made atlatl weights in many shapes and sizes.

Archaeologists have also found many flat, oblong stone artifacts at Poverty Point that they call gorgets. Gorgets are ornamental or wearable art. They, too, came in a range of shapes and sizes.



© Jenny Ellerbe

Sometimes it is hard to tell whether an object is an atlatl weight or a gorget. Both may be plain or decorated and nicely finished. They both may have holes drilled into them for attachment or repair, to bind damaged ones together and keep them intact.

Credit: Jon Gibson

Beads and Pendants

Archaeologists have found many different kinds of beads and pendants at the site. Some are made of clay and some are of rock or copper that came from far away. Similar kinds of beads have been found at other sites in Louisiana, suggesting, if not contact with the people at Poverty Point, at least a strong cultural influence from the site.



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The beads found at Poverty Point may have been decorative, but few have actual decorations on them. The bead seen here has a small bird etched onto it. Bird forms appear on several artifacts from Poverty Point. Given the great number of different kinds of birds that call Louisiana home, seasonally and year-round, this is perhaps not surprising. Even today, people from around the world visit the state for its unparalleled bird watching!

Beads and clay objects are not to scale.

Decorative Clay Objects

These clay objects (below) come in many sizes and shapes, including cube, barrel and globular designs. While similar to PPOs, they are smaller, decorated and not typically found in cooking pits. People often impressed or cut rings or grooves into them. They are some of the most unusual and beautiful artifacts found at the site and may have been made as objects of art!



© Jenny Ellerbe

Figurines

Archaeologists have found more than 100 small, clay figurines at Poverty Point. Most resemble women, and some were made to look pregnant. Some have very fine details, like hair styles, head bands or belts. Some of the faces even look like they are smiling. Often the figurines are missing their heads, but it is unclear if they were made without heads, if the heads were snapped off on purpose, or if they just broke off.



Most of the figurines have been found on the site's ridges. This is the area where people probably lived. Around the world, female figurines are common. While some think they may have been symbols of fertility or used for ritual healing, the figurines could also be meant to look like ancestors or loved ones, or could even be children's toys.

Fired Earth Objects

Archaeologists sometimes find lumps of fired earth, called daub (left half of image to the right), that reveal how people made their houses. Daub is mud that people packed against a framework of woven sticks to make the walls of a house. Packing the weave with mud gave it more support and insulation. If the structure caught fire, the daub was burnt but retained the impression of the weave — and sometimes even human palm prints!

Other bits of fired earth bear the marks of the baskets they were hauled in (right half of the image below). If clay that had been pressed against a basket was fired, the mark of the basket would be preserved. Looking at the pattern left behind, it is easy to see that people wove cane strips together to make strong baskets. On average, the baskets held about 50 pounds of dirt.



Microliths

Many of the rocks close to Poverty Point are small cobbles. These stones were used to make microliths, which are tiny stone tools. With the right technique, people could get a lot of these tools out of a single small cobble.

Archaeologists refer to some microliths by more specific names, like perforators or blades, based on the shapes of the tools or how people used them. Blades are long, thin microliths that people used for cutting, drilling and scraping. Some of the blades became tiny key-shaped tools called perforators, but whether they were purposely shaped or worn into that shape through use is not known.

American Indians probably used microliths for preparing food, making other tools from bone or wood, and engraving decorated objects. If people were actually making textiles at Poverty Point, then microliths would have also been good tools for stripping fibers from plants. Microliths were the Swiss Army knives of their day!



Owl Pendants

One of the most unusual artifact types researchers have found at the site is the red jasper "pot-bellied" owl pendant. These ground stone pendants are very rare. In fact, fewer than 30 have been found, mostly at other sites and some as far away as eastern Florida. Yet, archaeologists consider these pendants to be a classic Poverty Point artifact type.



Pipes

Archaeologists have found tubular pipes made of clay and stone at the site. Pipes like these may have been smoked for special events, like rituals or ceremonies. Or, shamans or priests may have used them as "sucking tubes" to suck illness, objects or bad spirits from people. Long after Poverty Point, American Indians sometimes smoked pipes to declare peace or war and to honor other tribal leaders. Just how far into the past these practices extend is unclear.



Plummets

These teardrop-shaped weights (right) varied in size with some over 4 inches long. People often made them out of iron-rich stones found in the Ouachita Mountains of Arkansas. There is a good chance that people used plummets as fishing net weights. Net fishing would have provided them with a lot of food in exchange for very little time and effort.

People may have also used plummets as loom weights for making textiles. These textiles would have been woven from wild plant fibers. Archaeologists have found rare **Late Archaic period** textiles at Avery Island in southern Louisiana. However, they have not yet found any at Poverty Point. This may be due to the fact that textiles simply do not preserve well.



Pottery

The people at Poverty Point were among the first in Louisiana to use pottery. Some of the pieces, or sherds, of pots and bowls found at the site are similar to ones archaeologists have found on the Gulf Coast of Florida and in the Tennessee River Valley. The people at Poverty Point probably traded for those ceramics.

American Indians also made pottery at Poverty Point. This pottery was the earliest ever made in the Lower Mississippi Valley. Poverty Point pottery was simple in design and often had no material mixed in with the clay. Some pottery had plant fibers mixed in with the clay to prevent cracking during firing. Spanish moss, which grows on some of the trees around the site, was used in this way. Firing is the process of placing the pots in or near a fire to harden them.

Even though people at Poverty Point made pottery, they tended to use stone containers more than ones made of fired clay.



Poverty Point Objects (PPOs)

Poverty Point Objects (or PPOs) are fired ceramics that were used in place of cooking stones. People made them from the fine soil found at the site and most were small enough to fit in the palm of your hand. There is evidence suggesting that the number, size and shape of PPOs determined how hot an earth oven (seen below) would get and how long it could stay hot.

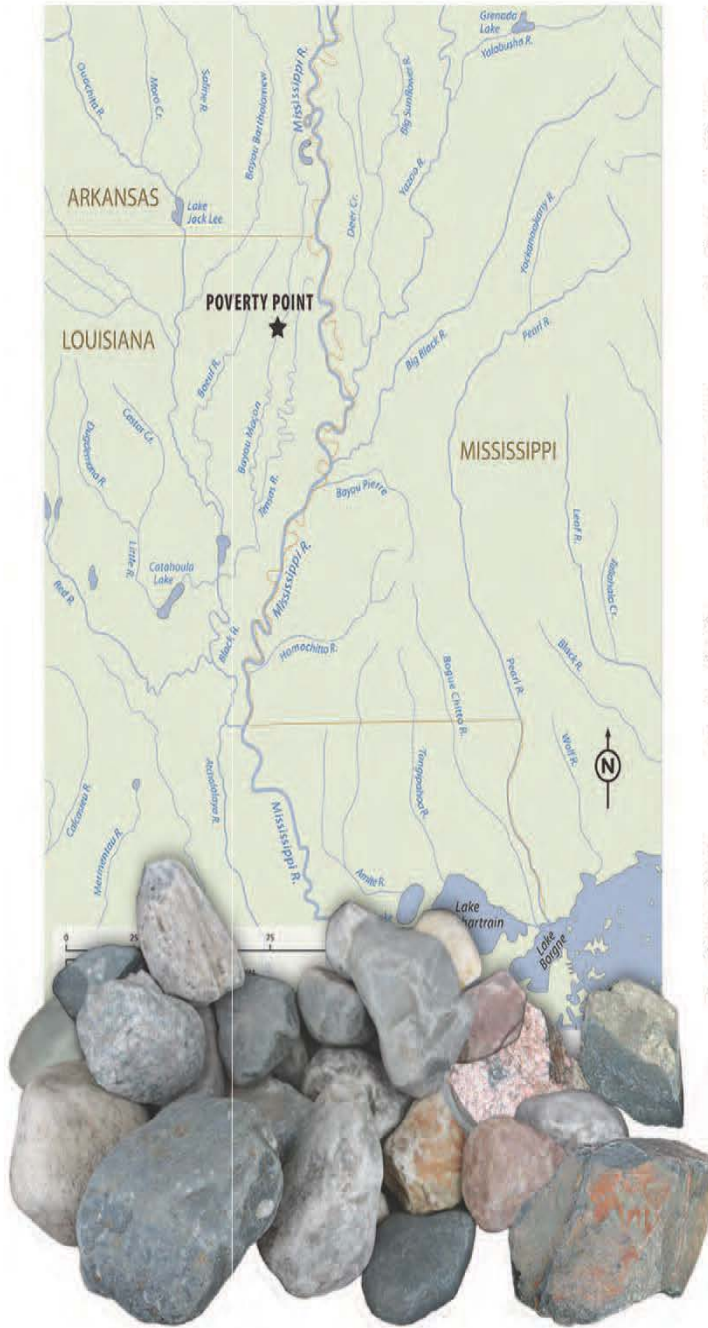
More PPOs have been found at the site than any other kind of cultural artifact. The large number of PPOs suggests that people did a lot of cooking. If people did a lot of cooking, it was probably because they had access to a lot of food. The resource-rich environments nearby would have made it easy for them to find food. People probably did not go hungry. Then again, maybe they were also being good hosts. After all, the site probably had a lot of visitors over the centuries.



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Economic Characteristics of Poverty Point



Trade and Travel

Poverty Point was at the heart of a huge exchange network. This was in no small part due to its location. American Indians built the site on Macon Ridge in northeast Louisiana. This ridge, which is naturally elevated, is surrounded by many rivers. The largest of these is the mighty Mississippi River. Directly along the eastern edge of the site flow the waters of Bayou Maçon.

Given the risk of flooding, it may seem foolish for people to have built the site near so many rivers. In reality, the elevation of Macon Ridge kept the site safe from floods. Plus, rivers were the highways of the ancient world. People used them to trade, travel and share news.

The only major drawback to living at Poverty Point was that there were no rocks near the site. This would have been a problem for people who relied on stone tools. Without trade or travel, people at Poverty Point would not have been able to make the things they needed to survive.

Archaeologists are not really sure how things like stone arrived at the site. People either brought items to the site for trade or went from the site to get them. Perhaps they did both. In any case, Poverty Point may have received over 70 tons of rocks and minerals! These materials came from as far north as Iowa and as far east as the Appalachian Mountains.

Many rivers surround Poverty Point. This would have made trade fairly easy for the people of Poverty Point. Rivers enabled them to carry things, especially heavy things like rocks, more quickly by water rather than by land. People used dugout canoes to travel and haul their goods along these waterways.

People used some of the rock from trade to make stone spear points. They also used stones and minerals to make decorative items, like the objects seen below made of lead ore called galena. They made some tools, like very small hand tools called microliths, from stone found closer to home. Soapstone bowls, however, were made elsewhere before arriving at the site. They were carved at the quarries in Georgia and Alabama before shipment.

During this time period, many people used stones for cooking. They made these stones hot in a fire and then used them as a heat source in earth ovens. Without rock, the people of Poverty Point had to come up with other ways to cook their food. One solution to this problem was right under their feet.

People used the soil on Macon Ridge to make the site's most common artifact: Poverty Point Objects (PPOs). They used these shaped wads of fired mud for cooking in earth ovens. Researchers have found PPOs as far away as Florida's Atlantic coast and throughout the Southeast. Archaeologists have traced the soil used to make some of these distant PPOs directly to Macon Ridge. People must have either gotten these items in trade or while visiting the site.



Pendant, button and cube; galena



Projectile point; gray northern flint



Tablet preform; Pickwick chert



Projectile point; Mill Creek chert



Microlith; Citronelle gravel



Atlatl weight; Catahoula sandstone



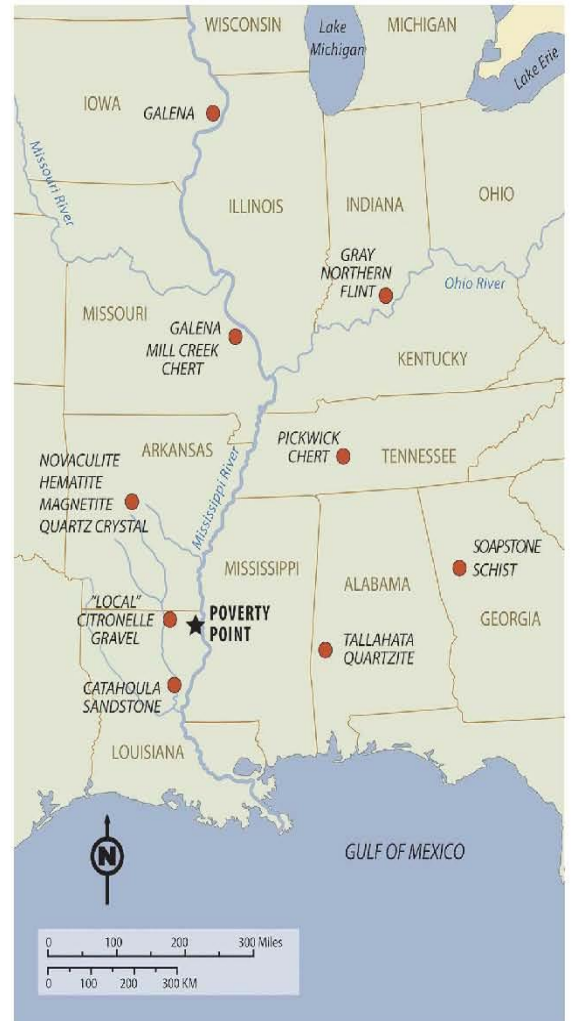
Atlatl weight; soapstone



Projectile point; Tallahata quartzite



Plummet; magnetite



The raw materials used to make many of the artifacts found at Poverty Point came from far away. The map above shows where some of these materials came from.

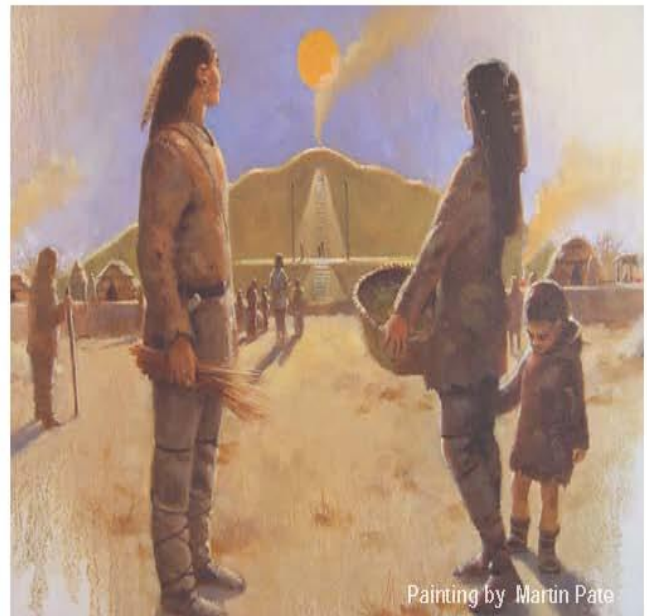
Artifacts not to scale. All artifact photos © Jenny Ellerbe

The Plaza

Though it may not look like it, people built the site's 43-acre plaza by hand just like the mounds and ridges. People started building the plaza around the same time as the site's ridges, or perhaps only slightly later. Maintaining the plaza required lots of care. People regularly filled low spots and tried to stop gullies (trenches formed from erosion) from spreading before they got too big.

The plaza's most striking features now lie beneath the surface. Hidden underground are holes filled with earth where hundreds of wooden posts once stood. Some of the holes are over 2 feet wide and their bases are 10 feet below the modern ground level. The number and closeness of the holes suggests that people reset the posts often. The posts were in circles that were up to 213 feet in diameter and may have stood 20 feet tall!

(Below) Today, white cylinders in the plaza give visitors to the site an idea of how big some of the post circles were.



Painting by Martin Pate

(Above) The wide-open plaza offered a great view of the site, which could have made it an ideal meeting place.



© Jenny Ellerbe

The Dock

The southeastern corner of the plaza slopes down to Bayou Maçon. Archaeologists call this gentle slope the dock. The dock would have provided an easy route for people to reach the site from the bayou. This was important because the bayou was used for trade, travel and fishing.

People raised the uppermost part of the dock where it intersects with the plaza. Guests walking up the slope would not be able to see the site until they reached the very top of the dock. Then, visitors would have been able to see Poverty Point in its entirety. The view surely would have left travelers in awe of the site.

(Right) Bayou Maçon viewed from the top of the slope.

(Below) The gentle rise of the dock is clearly visible from the air.



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Topic Two: European Exploration and Settlement (8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.3, 8.4.1, 8.4.2, 8.7.1, 8.10.4)

Connections to the unit claim: Students investigate the exploration, settlement, and colonization of Louisiana and consider the legacy left behind from European settlement.

Suggested Timeline: 25 class periods

Use this sample task:

- [Exploration of Louisiana](#)

Note: Instructional Process step 21: Be sure to point out the location of the Rocky Mountains and Appalachian Mountains. This will allow them to visualize the true scope of French Louisiana.

Note: Instructional Process 31: Be sure to explain what the document, [Jean-Baptiste Le Moyne, Sieur de Bienville](#), means by “fine crescent”. The document means a natural bend in the river where there is high ground.

- [Comparison of French Louisiana and Spanish Louisiana](#)

To explore these key questions:

- Explain the sequence of expeditions and how they lead to the founding of Louisiana.
- Why did La Salle claim the Mississippi River for France and name it Louisiana?
- Why was the city of New Orleans built along the Mississippi River?
- Describe the living conditions of French Louisiana.
- Describe the economics, government, and cultural legacy of French Colonial Louisiana.
- Explain the experience of enslaved Africans who arrived during French Colonial Louisiana.
- What were the causes and effects of the French and Indian War on Louisiana?
- Describe the economics, government, and cultural legacy of Spanish Colonial Louisiana.
- Explain the story of the Acadian Exile and the effects of expulsion on the southern part of Louisiana.

That students answer through this assessment:

- Students analyze the painting, [Rene-Robert Cavalier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River](#), using the [National Archives: Analyze a Photograph](#). Collect these for a grade.
- Students work to explore various documents about La Salle claiming Louisiana for France and engage in class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the map, [Early Map of New Orleans \(1728\)](#), using the [National Archives: Analyze a Map](#). Collect these for a grade.
- Students write a response to explain the contributions and legacy of French exploration on Louisiana. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students write down their own definitions of, provide examples of, and draw a visual of mercantilism. Collect these for a grade.

- Students analyze the Code Noir written in 1724 and engage in class discussions about the purposes of these laws. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students use their [Causes and Outcomes of the French and Indian War](#) handout and other documents from this lesson and engage in class discussions about the effects of the French and Indian War on Louisiana. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze their notes and sources to complete a [Venn diagram](#) comparing and contrasting French Colonial Louisiana to Spanish Colonial Louisiana. Collect these for a grade.
- Students write a response to the question: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France? Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Exploration of Louisiana

Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Two: European Exploration and Settlement

Description: Students investigate the exploration, settlement, and colonization of Louisiana.

Suggested Timeline: 10 class periods

Materials: Timeline of European Exploration of Louisiana ([blank](#) and [completed](#)), [De Soto on the Shore of the Mississippi](#), [Analyzing Photographs & Prints](#), [Early Exploration of Louisiana](#), [René-Robert Cavelier, sieur de La Salle](#), [French Colonial Louisiana](#), National Archives: Analyze a Photograph ([blank](#) and [completed](#)), [Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River](#), [Diary of Jacques de la Metairie, notary on LaSalle's voyage \(1682\)](#), [summarizing](#), [North America in 1748](#), [conversation stems](#), [Jean-Baptiste Le Moyne, Sieur de Bienville](#), [Early Map of New Orleans \(1728\)](#), National Archives: Analyze a Map ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

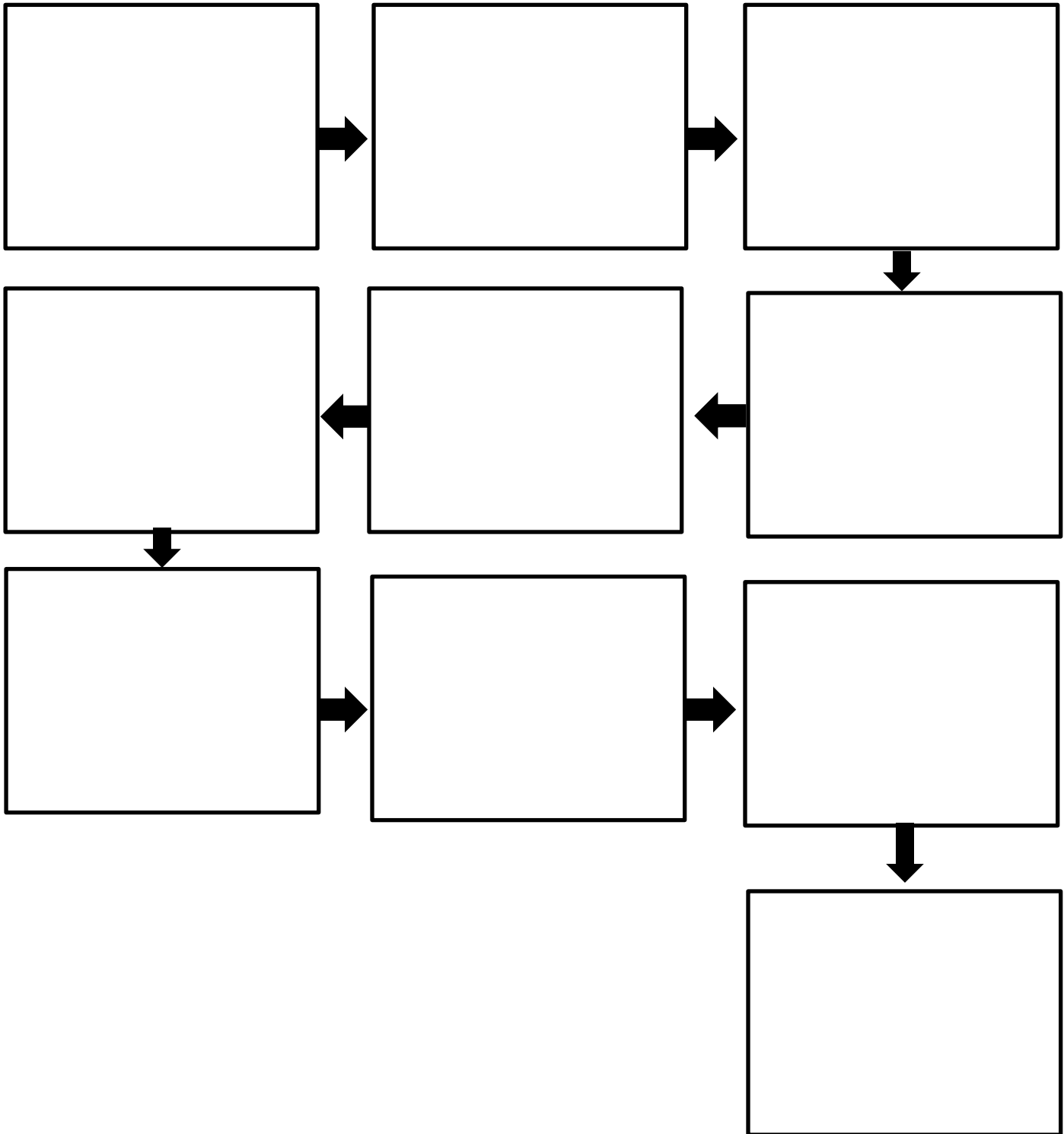
1. Say, "Now that you've learned about the greatest Native American settlement in Louisiana and evaluated whether the people who lived there were more complex than previously thought, your next task will build knowledge about the legacy of European exploration on our state."
2. Conduct a brief discussion where the students connect their understanding of physical geography to the location of the area of first settlement by European explorers. As students explain the connection write down their answers on chart paper. Keep the chart paper up in the class throughout this instructional task so the students can see that their connections were correct. Possible questions:
 - a. Which physical characteristic of Louisiana would make Louisiana enticing to European colonization?
 - b. Which physical characteristic of Louisiana gave European's access to the interior of North America?
 - c. Why were European explorers drawn to Louisiana? Give an economic reason and military reason.
3. Say "Now that we examined how physical geography will impact settlement, we can now research Louisiana's settlement and colonization. At the end of the task you can go back and see if your predictions were accurate."
4. Provide each student with a copy of the [Timeline of European Exploration of Louisiana](#).
5. Say, "As we analyze documents you will fill in the [Timeline of European Exploration of Louisiana](#) with important events. Let's start with the first European expedition to ever set foot in what we call Louisiana today, Hernando De Soto."
6. Divide the class into small groups using an established classroom routine.
7. Project or provide each group with access to [De Soto on the Shore of the Mississippi](#) by Augustus Robin.
8. Explain that the engraving depicts De Soto as the first European to reach the Mississippi River.
9. Direct them to examine each map in small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Photographs & Prints](#) have the each group to write down what they observe about the engraving. This should include:
 - a. Who are the different people in the engraving?
 - b. What are the people doing in the engraving?
 - c. What objects are in the engraving?
 - d. Describe the physical geography of the engraving.

10. Have the students reflect on the painting. Possible questions to answer:
 - a. What are the people in the background doing in the engraving? What does this tell you about European explorers?
 - b. How is De Soto portrayed in the engraving? What conclusion can be drawn about De Soto from this engraving?
 - c. How are Native Americans portrayed in the engraving? What conclusion can be drawn about Native American and European relationships at the time?
11. Have the students create questions they would like to further explore about the engraving.
12. Have them discuss their questions in their groups to see if they can answer their group members questions.
13. Provide students with access to [Early Exploration of Louisiana](#) by Michael T. Pasquier from knowlousiaiana.org.
14. Have the students read the section “Spanish Exploration in the Gulf of Mexico” independently. When students have finished reading the section, instruct them to complete the first box on the [Timeline of European Exploration of Louisiana](#) about Hernando De Soto’s expedition through the southeastern part of North America.
15. Say, “After Hernando De Soto’s failed expedition in the mid 1500’s no other European explorer stepped foot into what is today Louisiana for another 130 years. During this time the English setup the 13 British colonies, the Spanish controlled most of Central and South America, and the French settled in Canada.”
16. Have the students read the sections on French Explorations in Canada and Missionaries, Fur Traders, and Native Americans in New France independently. When students have finished reading the sections, instruct them to complete next box on the [Timeline of European Exploration of Louisiana](#) about French explorers settling in Canada. Then, have students complete the third box about French explorers trading for furs and spreading Catholicism on the timeline.
17. Say, “By the 1680’s the French were well established as fur traders in French Canada along the St. Lawrence River. Rene-Robert Cavelier, Sieur de La Salle wanted to expand France’s trade network to include the Mississippi River.
18. Provide students with access to:
 - a. [René-Robert Cavelier, sieur de La Salle](#) by Michael T. Pasquier from knowlousiaiana.org
 - b. [Early Exploration of Louisiana](#) by Michael T. Pasquier from knowlousiaiana.org
19. Direct students to read the section on the LaSalle Expeditions, 1682 - 1689 from [René-Robert Cavelier, sieur de La Salle](#) independently. When students have finished reading the section, instruct them to complete boxes 4 - 6 on the [Timeline of European Exploration of Louisiana](#) about LaSalle reaching the mouth of the Mississippi River, naming Louisiana, and LaSalle’s second voyage to Louisiana.
20. Project or provide students with access to [Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River](#) by Jean-Adolphe Bocquin.
21. Say, “Paintings were the photos of the 1680’s. We are going to analyze this painting as if it was a photograph.”
22. Have the students analyze the painting using the [National Archives: Analyze a Photograph](#) handout.
23. Divide the class into pairs using an established classroom routine.
24. Provide the students with a copy of the [Diary of Jacques de la Metairie, notary on LaSalle’s voyage \(1682\)](#).
25. Direct students to read the document in pairs and to underline key words and phrases.
26. Next, instruct students to work in pairs to rewrite the document in their own words.
27. Conduct a brief discussion about LaSalle’s ceremony claiming Louisiana for France. Instruct students to use both documents and their analyses of the documents to answer the questions. Possible questions:
 - a. Why does LaSalle want Louisiana for France?

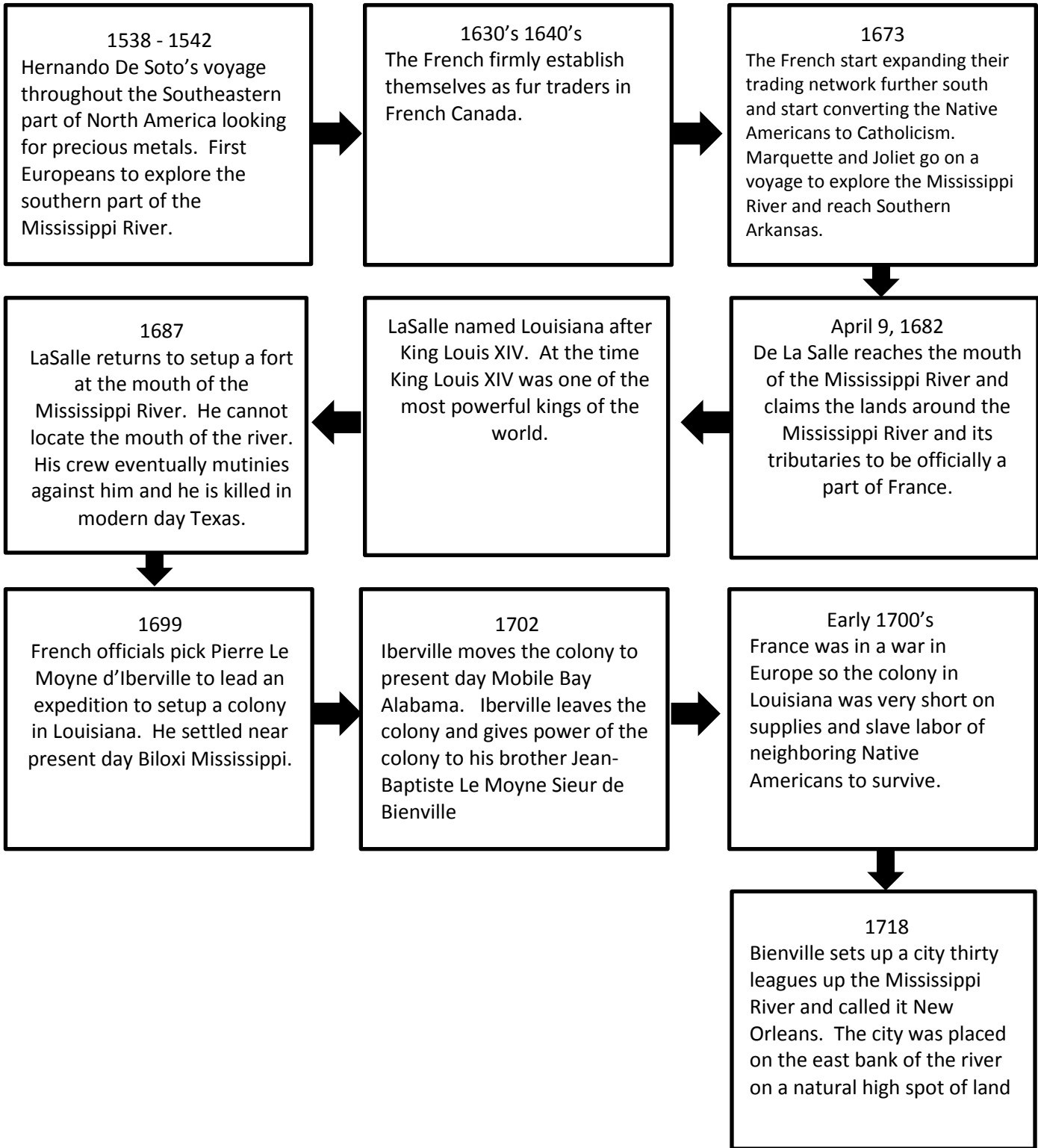
- b. What conclusions can be made about France’s views on religion based on the previous two documents? Provide evidence from the documents to support your answer.
 - c. How do French citizens view their king, King Louis XIV? Provide evidence from the documents to support your answer.
 - d. How do French explorers view Native Americans? Provide evidence from the documents to support your answer.
 - e. How will LaSalle’s claim to Louisiana eventually lead to conflict between Native Americans and the French?
28. Project or provide students with a copy of the [North America in 1748](#) map.
29. Conduct a brief discussion about the map. Possible questions:
- a. Where areas do the French claim on this map?
 - b. How would you characterize the size of the French claim?
 - c. If LaSalle claimed all the lands which waters drain into the Mississippi River, what is the extent of France’s claim in the New World?
30. As a class, conduct a discussion about the impact of LaSalle claiming Louisiana for France. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
- a. Why did LaSalle have representatives of the Catholic Church with his expedition?
 - b. Why was the ceremony to claim Louisiana for France held at the mouth of the Mississippi River?
 - c. What did France hope to gain economically and politically with the acquisition of Louisiana?
 - d. What does the 2 documents tell you about the power of King Louis XIV?
 - e. How were the Native Americans living along the Mississippi River going to be affected after LaSalle claimed Louisiana for France?
31. Say, “After the King and his ministers find out about the tragedy of LaSalle’s final expedition, they become worried that France could lose Louisiana because France did not have a fort at the mouth of the Mississippi River to protect their new lands from the Spanish and British.”
32. Have the students read the sections on French Explorations in Canada and Missionaries, Fur Traders, and Native Americans in New France from [Early Exploration of Louisiana](#) independently. When students have finished reading the section, instruct them to complete next box on the [Timeline of European Exploration of Louisiana](#) about French explorers settling in Canada. Then students can complete the third box about French explorers trading for furs and spreading Catholicism on the timeline.
33. Provide students with access to [French Colonial Louisiana](#) by Michael T. Pasquier from knowlousiaiana.org.
34. Direct students to read the sections on the First French Settlements, 1699-1713 independently. When students have finished reading the section instruct them to complete the next box on the [Timeline of European Exploration of Louisiana](#) about Iberville setting up the first settlement in Biloxi. Then have students complete box 8 about Iberville moving the colony and leaving for Europe and box 9 about the colony being short on supplies dependent on Native Americans.
35. Say, “Life in French Louisiana was extremely difficult. Iberville was not able to set up a colony on the Mississippi River like he had hoped to, so the French were settled in modern day Biloxi Mississippi. The colonists lacked supplies, and they had not set up a great trading network with Native Americans for furs. This directly impacted the economy of the colony since they need a settlement at the mouth to secure a better trading network for furs. Eventually, Bienville is able to set up a settlement on the Mississippi River.”

36. Provide the students with access to [Jean-Baptiste Le Moyne, Sieur de Bienville](#) by Michael T. Pasquier from knowlousiaiana.org.
37. Direct students to read the section titled “Later Career” independently and then complete the next box on the [Timeline of European Exploration of Louisiana](#). Note to teacher: Be sure to explain what the document means by “fine crescent.” The document means a natural bend in the river where there is high ground.
38. Project or provide students with a copy of the [Early Map of New Orleans \(1728\)](#).
39. Direct students to analyze the [Early Map of New Orleans \(1728\)](#), using the [National Archives: Analyze a Map](#) handout.
40. Say, “We now have an understanding of French exploration of Louisiana and the challenges faced by early colonists. Consider the contributions and legacy of French exploration on Louisiana. How has the French exploration of Louisiana contributed to our identity as a state?”
41. Instruct students to write a response to the following prompt: How has the French exploration of Louisiana contributed to our identity as a state? Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Timeline of European Exploration of Louisiana



Timeline of European Exploration of Louisiana (Completed)



Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River



Painting by Jean-Adolphe Bocquin. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](https://creativecommons.org/licenses/by-sa/3.0/). Available online at https://commons.wikimedia.org/wiki/File:Lasalle_au_Mississippi.jpg.

Analyze a Photograph¹

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



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¹ This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf

Analyze a Photograph (Completed) ¹

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

<input checked="" type="checkbox"/> Portrait	<input type="checkbox"/> Landscape	<input type="checkbox"/> Aerial/Satellite	<input type="checkbox"/> Action	<input type="checkbox"/> Architectural
<input checked="" type="checkbox"/> Event	<input type="checkbox"/> Family	<input type="checkbox"/> Panoramic	<input type="checkbox"/> Posed	<input type="checkbox"/> Candid
<input type="checkbox"/> Documentary	<input type="checkbox"/> Selfie	<input type="checkbox"/> Other		

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES
LaSalle French Explorers Priest Native Americans	Cross Pole with plaque Canoe Swords/ Guns	LaSalle is reading a proclamation while everyone else listens.

Write one sentence summarizing this photo.

LaSalle is reading a proclamation claiming Louisiana for France.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo? Painting by Jean-Adolphe Bocquin

Where is it from? The painting is a recreation of LaSalle claiming Louisiana for France on the Mouth of the Mississippi River.

When is it from? The painting was painted in 1870 but is depicting April 9, 1862.

What was happening at the time in history this photo was taken?
Europeans were exploring and claiming vast amount of land in North America.

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.
The painting was painted to depict the ceremony when LaSalle claims Louisiana for France.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?
I learned how Native Americans were present when LaSalle claimed Native American land for France.

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?
I will read a diary from a French explorer who was at the ceremony.

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Diary of Jacques de la Metairie, notary on LaSalle's voyage (1682)

"When we discovered three channels by which the River Colbert¹ discharges itself into the sea, we landed on the bank of the western channel about three leagues from its mouth. . . Here we prepared a column and a cross, and to the said column were affixed the arms of France with this inscription:

Louis the Great, King of France and Navarre, Reign; The Ninth April 1682

. . . after a salute of fire-arms and cries of Vive le Roi (French for "long live the king") the column was erected by De La Salle, who standing near it, said with a loud voice: 'In the name of the most high, by the grace of God, King of France . . . this ninth day of April, one thousand six hundred and eighty-two, I, in virtue of the commission of his Majesty (Louis XIV) which I hold in my hand, and which may be seen by all whom it may concern, have taken and do now take in the name of his Majesty and of his successors to the crown, possession of this country of Louisiana . . . the River Colbert¹ and rivers which discharge themselves therein². . . from the source of the great river . . . as far as the mouth at the . . . Gulf of Mexico.'

"Upon the assurance which we have received from all these nations that we are the first Europeans who have descended or ascended the River Colbert¹, hereby protesting against all those who may in future undertake to invade any or all these countries, people, or lands"

This text is in the public domain and is available online at. Available online at
<https://babel.hathitrust.org/cgi/pt?id=yale.39002006043914;view=1up;seq=48>

¹ The Mississippi River was formerly known as the Colbert River

² Rivers which flow into the Mississippi River

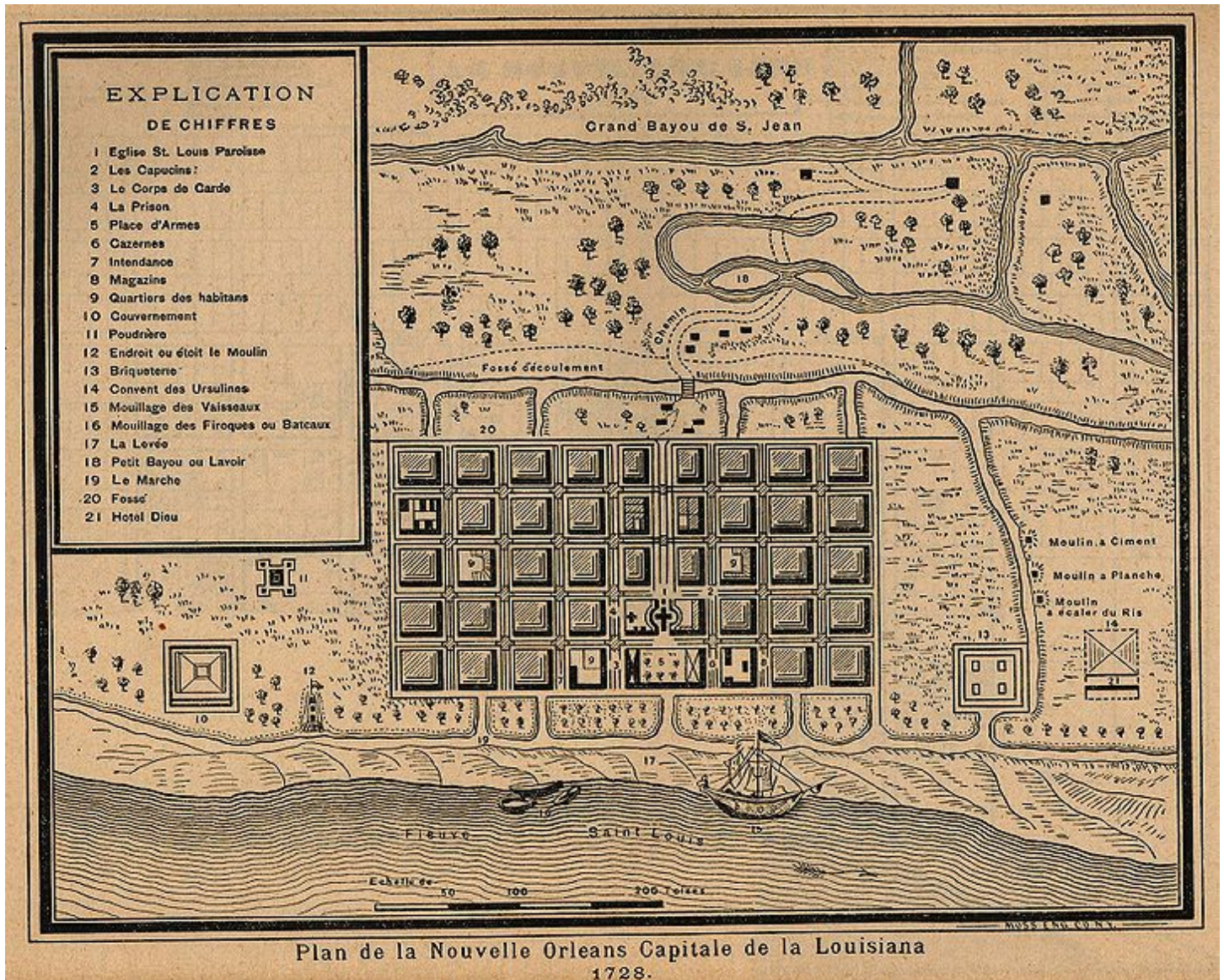
North America in 1748



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Early Map of New Orleans (1728)

Jean Baptiste Le Moyne Sieur de Bienville and architects from France planned and formed New Orleans over 100 miles from the mouth of the Mississippi River in 1718. The site for New Orleans was chosen because it was on high ground and on a bend on the river which created a natural levee.



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Analyze a Map¹

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|-----------------------------------------------|-------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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¹ This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf

Analyze a Map (Completed) ¹

Analyze a Map

Meet the map.

What is the title? **Early Map of New Orleans** Is there a scale and compass? **No**

What is in the legend? **Different locations around New Orleans**

Type (check all that apply):

<input type="checkbox"/> Political	<input type="checkbox"/> Topographic/Physical	<input type="checkbox"/> Aerial/Satellite	<input type="checkbox"/> Relief (Shaded or Raised)
<input type="checkbox"/> Exploration	<input type="checkbox"/> Survey	<input type="checkbox"/> Natural Resource	<input checked="" type="checkbox"/> Planning
<input type="checkbox"/> Land Use	<input type="checkbox"/> Transportation	<input type="checkbox"/> Military	<input type="checkbox"/> Population/Settlement
<input type="checkbox"/> Census	<input type="checkbox"/> Other		

Observe its parts.

What place or places are shown? **New Orleans and the area around the city.**

What is labeled? **Different locations around New Orleans are labeled.**

If there are symbols or colors, what do they stand for? **There are numbers and they stand for different locations around the city.**

Who made it? **N/A**

When is it from? **The map is from 1728.**

Try to make sense of it.

What was happening at the time in history this map was made?
Bienville was building New Orleans to secure a city on the Mississippi River for France.


Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.
The map was created to show the plans for building the city of New Orleans. The map is titled plans for New Orleans Bienville built New Orleans on a bend in the Mississippi River to give France a city on the river.

Write one sentence summarizing this map.
How does it compare to a current map of the same place?
The city of New Orleans has grown tremendously since it was first built.

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?
I learned New Orleans was built on naturally high ground but surrounded by swamps, bayous, and the river.

What other documents or historical evidence are you going to use to help you understand this event or topic?
I am going to use secondary sources to learn more about New Orleans.



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¹ This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf

Grade 8 Instructional Task: Comparison of French and Spanish Louisiana

Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Two: European Exploration and Settlement

Description: Students examine the economics, government, and cultural legacy of French Colonial Louisiana and Spanish Colonial Louisiana.

Suggested Timeline: 15 class periods

Materials: [Mercantilism](#), [French Colonial Louisiana](#), [Slavery in French Colonial Louisiana](#), T-chart Comparing French Louisiana and Spanish Louisiana ([blank](#) and [completed](#)), [Code Noir \(1724\)](#), [conversation stems](#), [Map of North America before the French and Indian War](#), [Map of North America after the French and Indian War](#), [Incidents leading up to the French and Indian War, 1753–54](#), [French and Indian War/Seven Years' War, 1754–63](#), [Treaty of Paris, 1763](#), Causes and Outcomes of the French and Indian War T-chart ([blank](#) and [completed](#)), [map of North America](#), [Cajuns](#), Timeline of Acadian Exile or Le Grand Derangement ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, "In the last task you examined the founding of Louisiana and learned about the legacy of exploration on French Louisiana. In this task you will compare and contrast the economic, cultural, and political legacies of French Louisiana and Spanish Louisiana. You will explore how Louisiana grew from a sparsely populated colony to a colony with a strong population dependent on plantation agriculture and slavery."
2. Write the word *mercantilism* on the board and read or project the following definition:
 - a. Economic theory where a country wants to increase exports but limit imports to create gold reserves for the country.
3. Read aloud the [first two paragraphs](#) of the meaning of *mercantilism*.
4. Ask, "What do these definitions have in common?"
5. Take notes for the class or annotate the definitions as students share their answers.
6. Provide examples of mercantilism usage in the 18th Century.
 - a. Say, "Nearly all European countries used the economic system of mercantilism. Under this economic system if you lived in a British colony you could only sell your products to Britain and buy goods from Britain. If you bought or sold to other country's merchants you could be fined or jailed. The reason for this policy was Britain only wanted to export products around the world, because when you export products your product goes up but money comes in. Britain did not want to import anything, because when you import the product come in but you have to send another country your money."
 - b. Say, "Another example of mercantilism is if you lived in the Spanish Empire in South America and you owned a silver mine. You could only buy Spanish products with your silver. This would help Spain increase its wealth."
7. Direct students to explain the meaning of *mercantilism* in their own words orally or in writing, provide examples of *mercantilism*, and provide a visual.
8. Say, "Now with an understanding of mercantilism, we can examine the culture, economics, and government of French Louisiana.
9. Divide the class into small groups using an established classroom routine.

10. Provide students with access to [French Colonial Louisiana](#) by Michael T. Pasquier from knowlouisiana.org and [Slavery in French Colonial Louisiana](#) by John C. Rodrigue from knowlouisiana.org.
11. Provide students with a copy of the [T-chart Comparing French Louisiana and Spanish Louisiana](#).
12. Direct students to read the texts aloud in their small groups, noting details about the economy, religion, government population, and use of slavery in French Colonial Louisiana. Instruct students to complete the French Louisiana side of their [T-chart Comparing French Louisiana and Spanish Louisiana](#) with the details they note as they are reading.
13. Say, “Now that you have an understanding of the economics, government, and culture of French Colonial Louisiana, you will examine the Code Noir in French Colonial Louisiana to get an understanding of the hardships faced by the first African settlers to Louisiana.”
14. Provide students with a copy of the [Code Noir \(1724\)](#).
15. Divide students into pairs using an established classroom routine.
16. Instruct pairs to read the [Code Noir \(1724\)](#), considering the following questions as they read:
 - a. How do the French view religion?
 - b. Why did the French create the Code Noir and view the Code Noir as necessary?
 - c. Why was the Code Noir demand harsh punishments on disobedient slaves?
 - d. How would slaves view the Code Noir?
17. Conduct a discussion about the legacy and reasons for implementing the Code Noir in French Louisiana. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. What does the Code Noir tell you about France’s religious views? Cite from the Code Noir.
 - b. How could the Code Noir still affect Louisiana’s religious identity?
 - c. After examining rule XIII, why would French officials not want slaves to gather together?
 - d. After examining rule XXV, why would slave owners not fear breaking the Code Noir’s rules on caring for a slave? Cite from the Code Noir.
 - e. Why did the Code Noir demand harsh punishments for slaves who strike their masters or other French colonists?
 - f. What was the ultimate goal of Code Noir?
18. Say, “As French colonists in Louisiana were trying to establish a plantation economy, France was getting ready to go to war with its most bitter rival. The French and the British were bitter rivals during the 1600’s and 1700’s. This rivalry eventually leads to the end of French Colonial Louisiana.”
19. Project or provide students with a copy of the [Map of North America before the French and Indian War](#).
20. Conduct a brief discussion about the [Map of North America before the French and Indian War](#). Possible questions:
 - a. What do you notice about this map that could cause France and Britain to go to war?
 - b. Why would France hope to keep the territory that is disputed?
 - c. Why would Britain hope to keep the territory that is disputed? (Have students reference content knowledge from 7th grade American History.)
21. Project or provide students with a copy of the [Map of North America after the French and Indian War](#).
22. Say, “Let’s consider how the same area changed after the French and Indian War. French Louisiana was divided up between Spain and Britain, and Britain took control of Canada. Both France and Britain claimed the Ohio River Valley. France wanted control the Ohio River Valley to trade for furs with Native Americans. Britain wanted

- control the Ohio River Valley so British colonists could settle there and grow crops on the river valley's fertile soil." Be sure to point to the location of the Ohio River Valley while explaining the situation.
23. Divide the class into small groups using an established classroom routine.
 24. Provide students with a copy of the following sources:
 - a. [Incidents leading up to the French and Indian War, 1753–54](#)
 - b. [French and Indian War/Seven Years' War, 1754–63](#)
 - c. [Treaty of Paris, 1763](#)
 25. Provide students with a copy of the [Causes and Outcomes of the French and Indian War T-chart](#).
 26. Instruct students to read each source in groups and discuss the various causes and outcomes of the French and Indian War. Direct students to delineate the various causes and outcomes on their [Causes and Outcomes of the French and Indian War T-chart](#).
 27. Project or provide students with a copy of [Map of North America after the French and Indian War](#).
 28. Conduct a discussion about the effects of the French and Indian War on Louisiana. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How did the French and Indian War change Louisiana?
 - b. Explain how France's fur trade will be affected because of the Treaty of Paris of 1763?
 - c. Spain and France use the economic theory of mercantilism. How will French colonists in Louisiana be affected by Spain taking over the colony?
 - d. How will New Orleans trading industry be affected by Spain taking over the city?
 - e. In your opinion, how will French colonists view Spain taking over Louisiana? Explain the reason for your opinion.
 29. Say, "France left Louisiana as a backwater colony with a very weak economy based on tobacco and indigo. However, when the Spanish takeover Louisiana they start to transform Louisiana into a highly coveted colony with a vibrant economy."
 30. Divide the class into small groups using an established classroom routine.
 31. Provide students with access to [Spanish Colonial Louisiana](#) by Charles Chamberlain and Lo Faber and [Slavery in Spanish Colonial Louisiana](#) by John C. Rodrigue from knowlouisiana.org.
 32. Say, "Before you start your next task you will need to know the definition of manumission. Manumission is the freeing of a slave by his/her slave owner."
 33. Direct students to read each source aloud with their group, noting details about the economy, religion, government population, and use of slavery in Spanish Colonial Louisiana. Instruct students to complete the Spanish Louisiana side of their [T-chart Comparing French Louisiana and Spanish Louisiana](#) with the details they note as they are reading.
 34. Say, "During Spanish rule, one of Louisiana's largest ethnic groups settled in southern Louisiana. The Cajuns arrived in Louisiana during Spanish rule and have left a lasting legacy on the culture of south Louisiana. To understand the story of the Acadian Exile from their original home in Nova Scotia Canada to south Louisiana, you have to remember that Spanish and French people were overwhelmingly catholic while the British were protestant. Also the British and French had been at odds for a long time by the mid-1700's."
 35. Project the [map of North America](#).

36. Say, “The Acadians, or Cajuns, are originally from France but moved to Nova Scotia at the time called Acadia in the 1630’s. Eventually the Acadians settled in Louisiana during Spanish rule.” Use the [map of North America](#) to indicate the physical locations of Nova Scotia and Louisiana.
37. Divide the class into small groups using an established classroom routine.
38. Provide students with access to [Cajuns](#) by Shane K. Bernard from knowlouisiana.org and with a copy of the [Timeline of Acadian Exile or Le Grand Derangement](#).
39. Direct students to read the document in small groups, stopping at the section titled, “Cajuns and the Civil War.” Instruct students to use the source to complete the [Timeline of Acadian Exile or Le Grand Derangement](#).
40. Conduct a discussion about how the migration and settlement of the Acadian ethnic groups in colonial Louisiana contributed to cooperation and conflict. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Why did the Spanish colony welcome the exiled Acadians to Louisiana?
 - b. How did this relationship benefit both the exiled Acadians as well as the Spanish colonial government?
 - c. How did restrictions on settlement cause conflict?
41. Say, “We have researched the economics, government, and culture of both French Colonial and Spanish Colonial Louisiana. In the next task, you will examine the end of Spanish Louisiana in 1800, but for now consider: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France?”
42. Instruct students to write a response to the following question: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France? Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

T-chart Comparing French Louisiana and Spanish Louisiana

Characteristics	French Louisiana	Spanish Louisiana
Economics of the colony		
Religion		
Government/ Government Actions		
Populations		
Slavery		

T-chart Comparing French Louisiana and Spanish Louisiana (Completed)

Characteristics	French Louisiana	Spanish Louisiana
Economics of the colony	<ul style="list-style-type: none"> In the beginning of the colony fur trading was the main source of income for the colony. Supplies were constantly low in the colony. By the mid 1750's the economy of Louisiana was based on plantations growing indigo which increased trade for the colony. 	<ul style="list-style-type: none"> By the end of Spanish rule Louisiana was economically prospering and growing. French rule never experienced a vibrant economy like the one the Spanish installed. Cotton and sugarcane replaced tobacco and indigo as the main cash crops of the colony. By the end of Spanish rule, New Orleans had become a center for trade in the Atlantic economy and was a commercial center for the region.
Religion	<ul style="list-style-type: none"> All colonists were catholic. Catholic missionaries converted Native Americans and slaves to Catholicism. 	<ul style="list-style-type: none"> Spain was a catholic country which helped achieve peace between the French colonists and the Spanish.
Government/ Government Actions	<ul style="list-style-type: none"> King Louis XIV gave ownership of the colony to various aristocrats. These aristocrats never cared for went to Louisiana. The colony was run by a governor and the Superior Council. 	<ul style="list-style-type: none"> The king appointed the colonial governor. French colonists revolted against the Spanish government banished the first Spanish colonial governor, Ulloa, because he imposed trade restrictions that complied with the economic theory of mercantilism. The second Spanish colonial governor, Alejandro O'Reilly re-established Spanish rule and executed the leaders of the revolt After O'Reilly re-established Spanish rule the future Spanish colonial governors embraced Louisiana creole culture and lived in harmony with the French colonists
Population/ ethnic groups	<ul style="list-style-type: none"> In 1708 only 339 people lived in the French colony. By the late 1720's there were less 2,000 people living in the colony because most settlers died when they first arrived in LA. The colony's main ethnic groups were French, German, and African 	<ul style="list-style-type: none"> The population of the territory grew considerably under Spanish rule. Between 1762 and 1770 over 5,000 Acadians, now known as Cajuns, settled in Louisiana. By the end of Spanish Colonial Louisiana the population of the colony was over 30,000.

<p>Slavery in the colony</p>	<ul style="list-style-type: none"> ● In the 1720's approximately 6,000 slaves from Africa were transported to Louisiana. ● In 1724 Louisiana officials implemented the Code Noir, Black Codes, to regulate the lives of slaves and ensure their well-being. ● Many slave owners ignored the Code Noir when it involved caring for a slave. ● Most slaves came from Senegambia region of West Africa and when they arrived in Louisiana they began to create a distinct Creole culture. ● Slave owners had to have approval of the Superior Council to free a slave. 	<ul style="list-style-type: none"> ● Thousands of enslaved Africans arrived during this period because of increased production of sugarcane and cotton plantations. By the end of Spanish rule over 13,000 slaves lived in Louisiana. ● The Spanish made manumissions, freeing of slaves, easier. Slave owners could free slaves without approval. Slave could also buy their freedom. This led to Louisiana having over 1,500 free people of color by the end of Spanish Louisiana. ● The Spanish slave codes were still inhumane but were more humane than the French Code Noir.
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Code Noir (1724)

To regulate relations between slaves and colonists, the Louisiana Code noir, or slave code, based largely on that compiled in 1685 for the French Caribbean colonies, was introduced in 1724 and remained in force until the United States took possession of Louisiana in 1803. The Code's 54 articles regulated the status of slaves and free blacks, as well as relations between masters and slaves. The entire body of laws appears below.

BLACK CODE OF LOUISIANA

I. Decrees the expulsion of Jews from the colony.

II. Makes it imperative on masters to impart religious instruction to their slaves.

III. Permits the exercise of the Roman Catholic creed only. Every other mode of worship is prohibited.

IV. Negroes placed under the direction or supervision of any other person than a Catholic, are liable to confiscation.

V. Sundays and holidays are to be strictly observed. All negroes found at work on these days are to be confiscated.

VI. We forbid our white subjects, of both sexes, to marry with the blacks, under the penalty of being fined and subjected to some other arbitrary punishment. We forbid all curates, priests, or missionaries of our secular or regular clergy, and even our chaplains in our navy to sanction such marriages. We also forbid all our white subjects, and even the manumitted or free-born blacks, to live in a state of concubinage with blacks. Should there be any issue from this kind of intercourse, it is our will that the person so offending, and the master of the slave, should pay each a fine of three hundred livres.

XII. We forbid slaves to carry offensive weapons or heavy sticks, under the penalty of being whipped, and of having said weapons confiscated for the benefit of the person seizing the same. An exception is made in favor of those slaves who are sent a hunting or a shooting by their masters, and who carry with them a written permission to that effect, or are designated by some known mark or badge.

XIII. We forbid slaves belonging to different masters to gather in crowds either by day or by night, under the pretext of a wedding, or for any other cause, either at the dwelling or on the grounds of one of their masters, or elsewhere, and much less on the highways or in secluded places, under the penalty of corporal punishment, which shall not be less than the whip. In case of frequent offences of the kind, the offenders shall be branded with the mark of the flower de luce, and should there be aggravating circumstances, capital punishment may be applied, at the discretion of our judges. We command all our subjects, be they officers or not, to seize all such offenders, to arrest and conduct them to prison, although there should be no judgment against them.

XIV. Masters who shall be convicted of having permitted or tolerated such gatherings as aforesaid, composed of other slaves than their own, shall be sentenced, individually, to indemnify their neighbors for the damages occasioned by said gatherings, and to pay, for the first time, a fine of thirty livres, and double that sum on the repetition of the offence.

XXI. Slaves who are disabled from working, either by old age, disease, or otherwise, be the disease incurable or not, shall be fed and provided for by their masters ; and in case they should have been abandoned by said masters, said slaves shall be adjudged to the nearest hospital, to which said masters shall be obliged to pay eight cents a day for the food and maintenance of each one of these slaves ; and for the payment of this sum, said hospital shall have a lien on the plantations of the master.

XXII. We declare that slaves can have no right to any kind of property, and that all that they acquire, either by their own industry or by the liberality of others, or by any other means or title whatever, shall be the full property of their masters

XXV. Slaves shall never be parties to civil suits, either as plaintiffs or defendants, nor shall they be allowed to appear as complainants in criminal cases, but their masters shall have the right to act for them in civil matters, and in criminal ones, to demand punishment and reparation for such outrages and excesses as their slaves may have suffered from.

XXVII. The slave who, having struck his master, his mistress, or the husband of his mistress, or their children, shall have produced a bruise, or the shedding of blood in the face, shall suffer capital punishment.

XXVIII. With regard to outrages or acts of violence committed by slaves against free persons, it is our will that they be punished with severity, and even with death, should the case require it.

XXIX. Thefts of importance, and even the stealing of horses, mares, mules, oxen, or cows, when executed by slaves or manumitted persons, shall make the offender liable to corporal, and even to capital punishment, according to the circumstances of the case.

XXX. The stealing of sheep, goats, hogs, poultry, grain, fodder, peas, beans, or other vegetables, produce, or provisions, when committed by slaves, shall be punished according to the circumstances of the case ; and the judges may sentence them, if necessary, to be whipped by the public executioner, and branded with the mark of the flower de luce.

XXXII. The runaway slave, who shall continue to be so for one month from the day of his being denounced to the officers of justice, shall have his ears cut off, and shall be branded with the flower de luce on the shoulder: and on a second offence of the same nature, persisted in during one month from the day of his being denounced, he shall be hamstrung, and be marked with the flower de luce on the other shoulder. On the third offence, he shall suffer death.

Historical Collections of Louisiana: Embracing Translations of Many Rare and Valuable Documents Relating to the Natural, Civil, and Political History of that State. This book is in the public domain and is available online at <http://international.loc.gov/cgi-bin/ampage?collId=rbfr&fileName=0009//rbfr0009.db&recNum=100>

Map of North America before the French and Indian War



This map is in the public domain and is available online at <http://international.loc.gov/intldl/fiahtml/map4.html>

Map of North America after the French and Indian War



This map is in the public domain and is available online at <http://international.loc.gov/intldl/fiahtml/map5.html>

Incidents leading up to the French and Indian War, 1753–54

The French and Indian War, the North American phase of the larger Seven Years' War, began after a series of incidents in the upper Ohio River valley, which the French and British governments both claimed as their territory. Military forces assembled by both imperial powers built forts in the region and attempted to capture each others' forts. These skirmishes, which included an expedition led by George Washington, ultimately led to the escalation of a wider, full-scale war between Great Britain and France.

Wanting to limit British influence along their frontier, the French built a string of forts from Lake Erie towards the forks of the Ohio (present-day Pittsburgh).

Since the colony of Virginia also claimed this region, Virginian lieutenant governor Robert Dinwiddie sent Major George Washington with a small expedition to order the removal of the French forts in late 1753. Washington arrived at Fort Le Boeuf, about 15 miles inland from present-day Erie, Pennsylvania, and delivered his message. The commander of the fort, Jacques Legardeur de Saint-Pierre, received Washington and his men courteously, but denied the validity of English claims to the contested region. Washington then returned hastily to Virginia, arriving in early 1754, and delivered the French reply to Governor Dinwiddie. Dinwiddie and the legislature agreed that French rejection of British demands constituted a hostile act, and that the French must be driven from their frontier forts on British-claimed land. Dinwiddie sent Captain William Trent of the Virginia militia to construct a fort at the strategically important forks of the Ohio River and to convince the local Indians to ally against the French. Dinwiddie also promoted Washington to the rank of Lieutenant Colonel and ordered an expedition to compel the French to surrender their forts.

While French and British officials maneuvered military forces about, they also attempted to curry favor with American Indians living in the region. The most important group, the Mingoes, were part of the Iroquois Confederation, which was allied with Great Britain. British officials claimed the Iroquois Confederacy had granted a Native American named Tanaghrisson the title of 'Half-King' over the Mingoes and other Native communities under Iroquois rule. However, many Indians in the upper Ohio Valley were concerned about British colonists encroaching upon their land, and did not acknowledge either British or Iroquois authority. Although many of them also feared French power and bore grudges against the French from previous wars, the Indians of the upper Ohio valley believed a French alliance to be the lesser of two evils. Consequently, they were amenable to supplying French forces with additional men and intelligence about British movements.

Aided by such reports, the French soon learned of the British fort that William Trent and his small group of men were constructing, and French forces moved swiftly to compel its surrender on April 17, 1754. The French destroyed the unfinished fort, building in its place the much more formidable Fort Duquesne.

Further south, George Washington, accompanied by Tanaghrisson, surprised an encampment of French soldiers in southwestern Pennsylvania on May 24, 1754. A brief fight ensued, and afterwards the wounded French leader, Ensign Joseph de Jumonville, attempted to explain through translators that the French expedition was on a peaceful mission to warn British forces about their incursions into French-claimed territory. Although accounts of the incident differ, it seems that Tanaghrisson, who bore an intense personal hatred of the French stemming from earlier war experiences, intervened in the negotiations and killed Jumonville. Expecting further French incursions, Washington then hastily constructed a fort and prepared to defend his forces, but a combined French and Indian force forced his surrender on July 3.

Once he heard of Washington's defeat, Lieutenant-Governor Dinwiddie immediately passed on the news to his superiors in London and called for aid from neighboring colonies. Only North Carolina responded, but refused to make any expenditures outside its own borders. However, British Prime Minister Thomas Pelham-Holles, Duke of Newcastle, reacted swiftly to the news, and planned a quick strike against the French forts before they could be reinforced. King George II approved Newcastle's plan to send General Edward Braddock to quickly seize French frontier forts.

Other political leaders wanted a bigger war, and so they publicly announced Newcastle's plans and changed the original plan so that Braddock would command more forces and order the fractious North American colonies to provide additional support against the French. Once the plans had been publicly announced, the French government moved quickly to dispatch reinforcements to North America and further pursued negotiations to diplomatically isolate the British government by winning over its traditional European allies. Once military forces were under way, war was inevitable.

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French and Indian War/Seven Years' War, 1754–63

The French and Indian War was the North American conflict in a larger imperial war between Great Britain and France known as the Seven Years' War. The French and Indian War began in 1754 and ended with the Treaty of Paris in 1763. The war provided Great Britain enormous territorial gains in North America, but disputes over subsequent frontier policy and paying the war's expenses led to colonial discontent, and ultimately to the American Revolution.

The French and Indian War resulted from ongoing frontier tensions in North America as both French and British imperial officials and colonists sought to extend each country's sphere of influence in frontier regions. In North America, the war pitted France, French colonists, and their Native allies against Great Britain, the Anglo-American colonists, and the Iroquois Confederacy, which controlled most of upstate New York and parts of northern Pennsylvania. In 1753, prior to the outbreak of hostilities, Great Britain controlled the 13 colonies up to the Appalachian Mountains, but beyond lay New France, a very large, sparsely settled colony that stretched from Louisiana through the Mississippi Valley and Great Lakes to Canada. (See Incidents Leading up to the French and Indian War and Albany Plan)

The border between French and British possessions was not well defined, and one disputed territory was the upper Ohio River valley. The French had constructed a number of forts in this region in an attempt to strengthen their claim on the territory. British colonial forces, led by Lieutenant Colonel George Washington, attempted to expel the French in 1754, but were outnumbered and defeated by the French. When news of Washington's failure reached British Prime Minister Thomas Pelham-Holles, Duke of Newcastle, he called for a quick undeclared retaliatory strike. However, his adversaries in the Cabinet outmaneuvered him by making the plans public, thus alerting the French Government and escalating a distant frontier skirmish into a full-scale war.

The war did not begin well for the British. The British Government sent General Edward Braddock to the colonies as commander in chief of British North American forces, but he alienated potential Indian allies and colonial leaders failed to cooperate with him. On July 13, 1755, Braddock died after being mortally wounded in an ambush on a failed expedition to capture Fort Duquesne in present-day Pittsburgh. The war in North America settled into a stalemate for the next several years, while in Europe the French scored an important naval victory and captured the British possession of Minorca in the Mediterranean in 1756. However, after 1757 the war began to turn in favor of Great Britain. British forces defeated French forces in India, and in 1759 British armies invaded and conquered Canada.

Facing defeat in North America and a tenuous position in Europe, the French Government attempted to engage the British in peace negotiations, but British Minister William Pitt (the elder), Secretary for Southern Affairs, sought not only the French cession of Canada but also commercial concessions that the French Government found unacceptable. After these negotiations failed, Spanish King Charles III offered to come to the aid of his cousin, French King Louis XV, and their representatives signed an alliance known as the Family Compact on August 15, 1761. The terms of the agreement stated that Spain would declare war on Great Britain if the war did not end before May 1, 1762. Originally intended to pressure the British into a peace agreement, the Family Compact ultimately reinvigorated the French will to continue the war, and caused the British Government to declare war on Spain on January 4, 1762, after bitter infighting among King George III's ministers.

Despite facing such a formidable alliance, British naval strength and Spanish ineffectiveness led to British success. British forces seized French Caribbean islands, Spanish Cuba, and the Philippines. Fighting in Europe ended after a failed Spanish invasion of British ally Portugal. By 1763, French and Spanish diplomats began to seek peace. In the resulting

Treaty of Paris (1763), Great Britain secured significant territorial gains in North America, including all French territory east of the Mississippi river, as well as Spanish Florida, although the treaty returned Cuba to Spain.

Unfortunately for the British, the fruits of victory brought seeds of trouble with Great Britain's American colonies. The war had been enormously expensive, and the British government's attempts to impose taxes on colonists to help cover these expenses resulted in increasing colonial resentment of British attempts to expand imperial authority in the colonies. British attempts to limit western expansion by colonists and inadvertent provocation of a major Indian war further angered the British subjects living in the American colonies. These disputes ultimately spurred colonial rebellion, which eventually developed into a full-scale war for independence.

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Treaty of Paris, 1763

The Treaty of Paris of 1763 ended the French and Indian War/Seven Years' War between Great Britain and France, as well as their respective allies. In the terms of the treaty, France gave up all its territories in mainland North America, effectively ending any foreign military threat to the British colonies there.

During the war, British forces had scored important overseas victories against France: not only had the British conquered French Canada, they also won victories in India, and captured French island colonies in the Caribbean. In March of 1762, French King Louis XV issued a formal call for peace talks.

The British Government was also interested in ending the war. The Seven Years' War had been enormously expensive, and the Government had to finance the war with debt. Creditors were beginning to doubt Great Britain's ability to pay back the loans it had floated on financial markets. In addition, British King George II had died in 1760, and his successor George III was more amenable to ending the war.

Initial attempts at negotiating a peace settlement failed, and instead French and Spanish diplomats signed the Family Compact, a treaty that brought Spain into the war against Britain. British Prime Minister Lord Bute continued secret and informal talks with French diplomat Étienne-François de Stainville, duc de Choiseul, and they came to an unofficial agreement in June, 1762. Bute promised fairly generous terms, and the two countries agreed to an exchange of ambassadors in September.

By the time the formal negotiations began, the situation had changed. News had reached Europe of the British capture of Havana, and with it the Spanish colony of Cuba. Spanish King Charles III refused to agree to a treaty that would require Spain to cede Cuba, but the British Parliament would never ratify a treaty that did not reflect British territorial gains made during the war.

Facing this dilemma, French negotiator Choiseul proposed a solution that redistributed American territory between France, Spain and Great Britain. Under Choiseul's plan, Britain would gain all French territory east of the Mississippi, while Spain would retain Cuba in exchange for handing Florida over to Great Britain. French territories west of the Mississippi would become Spanish, along with the port of New Orleans. In return for these cessions, along with territory in India, Africa, and the Mediterranean island of Minorca, France would regain the Caribbean islands that British forces had captured during the war. The British Government also promised to allow French Canadians to freely practice Catholicism and provided for French fishing rights off Newfoundland.

Choiseul preferred to keep the small Caribbean islands of Martinique, Guadeloupe, and St. Lucia rather than hold on to the vast territory stretching from Louisiana to Canada. This decision was motivated by the fact that the islands' sugar industry was enormously profitable. In contrast, Canada had been a drain on the French treasury. The loss of Canada, while lamentable to French officials, made sense from a mercantile perspective.

The diplomats completed their negotiations and signed the preliminary Treaty of Paris on November 3, 1762. Spanish and French negotiators also signed the Treaty of San Ildefonso at the same time, which confirmed the cession of French Louisiana to Spain.

Although British King George III and his ministers were in favor of the treaty, it was unpopular with the British public.

However, the treaty contained enough concessions to war hawks that the British Parliament ratified the Treaty of Paris by a majority of 319 to 64, and the treaty went into effect on February 10, 1763.

For Anglo-American colonists, the treaty was a theoretical success. By confirming the conquest of Canada and extending British possessions to the Mississippi, the colonists no longer had to worry about the threat of a French invasion. For the American Indians in what had been frontier territory, the treaty proved disastrous. They could no longer pursue what had been a largely effective strategy of playing the French and British against each other to extract the most favorable terms of alliance and preserve their lands against encroachment by Anglo-American colonists.

Despite what seemed like a success, the Treaty of Paris ultimately encouraged dissension between Anglo-American colonists and the British Government because their interests in North America no longer coincided. The British Government no longer wanted to maintain an expensive military presence, and its attempts to manage a post-treaty frontier policy that would balance colonists' and Indians' interests would prove ineffective and even counterproductive. Coupled with differences between the imperial government and colonists on how to levy taxes to pay for debts on wartime expenses, the Treaty of Paris ultimately set the colonists on the path towards seeking independence, even as it seemed to make the British Empire stronger than ever.

This document is created by the Office of the Historian. It is available online at <https://history.state.gov/milestones/1750-1775/treaty-of-paris>.

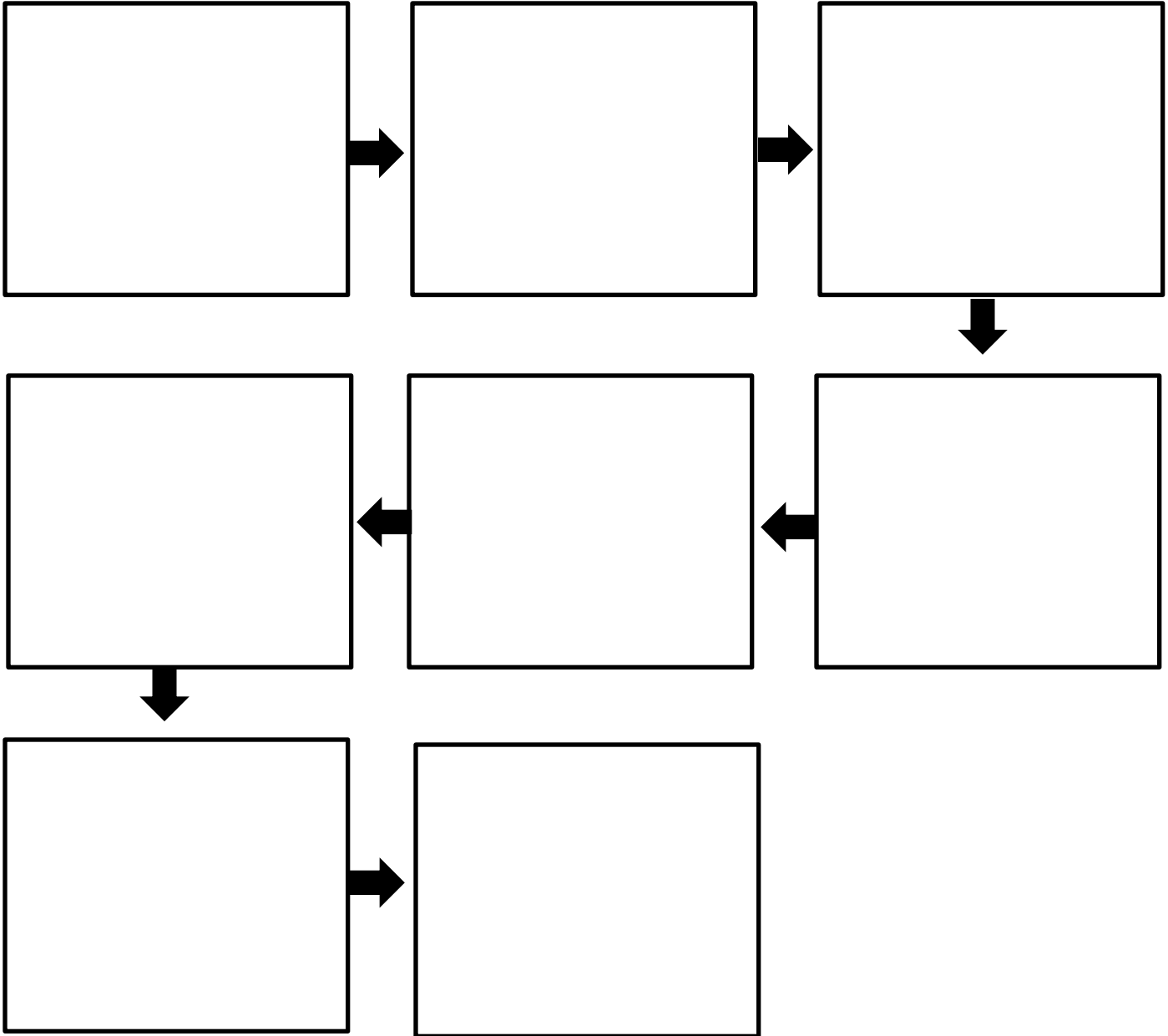
Causes and Outcomes of the French and Indian War

Causes of the French and Indian War	Outcomes of the French and Indian War

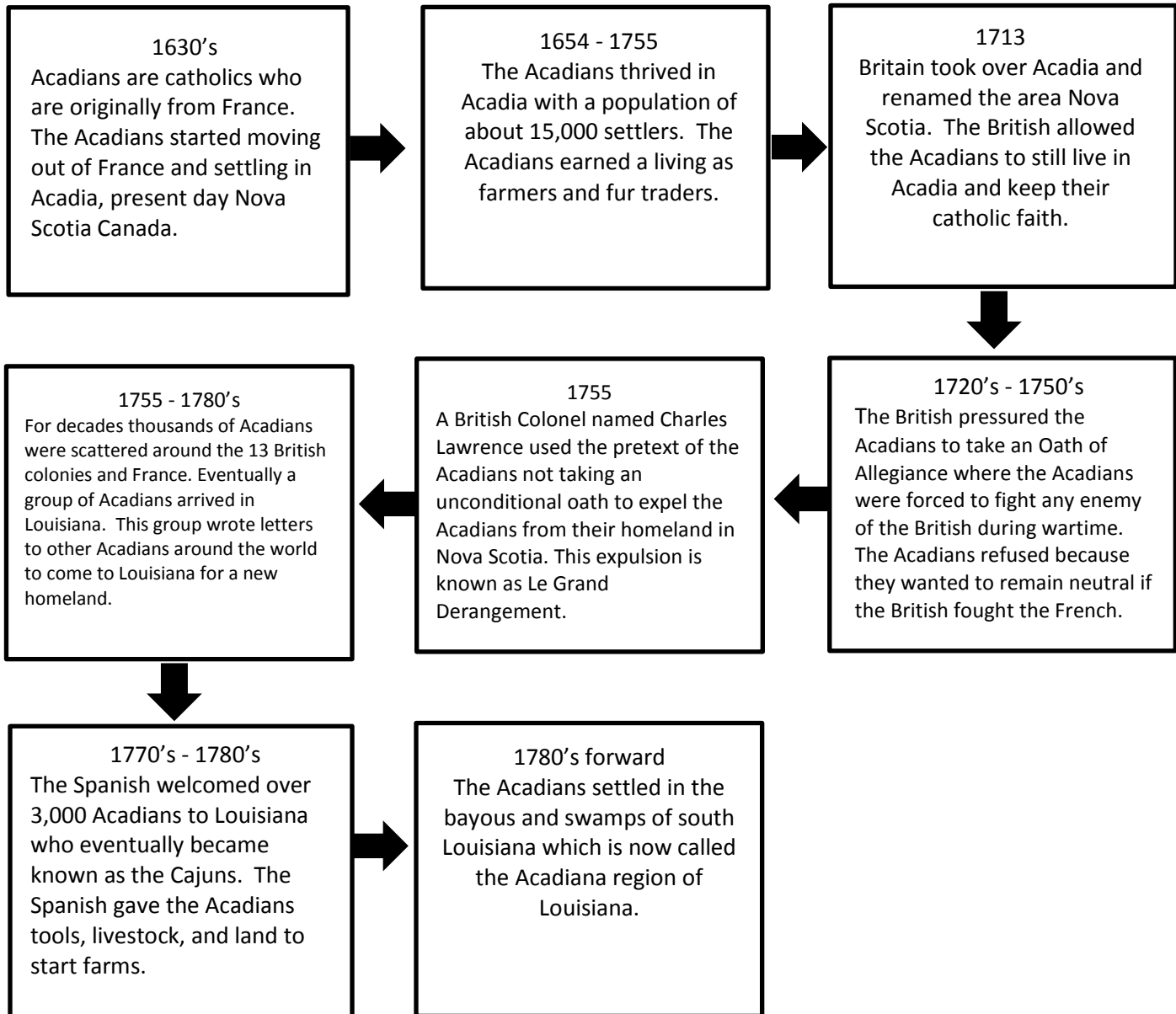
Causes and Outcomes of the French and Indian War (Completed)

Causes of the French and Indian War	Outcomes of the French and Indian War
<ul style="list-style-type: none"> ● Both France and England claimed the Ohio River Valley. ● France and Britain both started building forts in the Ohio River Valley to protect their claims to the region. ● France and Britain both tried to capture the other sides forts in the Ohio River Valley. These skirmishes eventually led to the French and Indian War. ● France allied with Spain and Native American allies and England allied with the Native Americans of the Iroquois Confederacy. 	<ul style="list-style-type: none"> ● The French and Indian War ended with British victory and French defeat. ● The war ended with the signing of the Treaty of Paris of 1763. ● The Treaty of Paris of 1763 had the following terms: <ul style="list-style-type: none"> ○ France gave up all territories in North America except for a few islands in the Caribbean ○ Britain gained all of Canada, the Ohio River Valley, and all French land east of the Mississippi River. ○ Spain lost Florida but gained all French land west of the Mississippi River and New Orleans. ● American colonists became angry with Britain over new taxes to pay for debts caused by the war. These tensions escalated for the next 13 years eventually leading to the American Revolution.

Timeline of Acadian Exile or Le Grand Derangement



Timeline of Acadian Exile or Le Grand Derangement (Completed)



Topic Three: Louisiana Purchase (8.1.1, 8.2.2, 8.2.5, 8.7.1)

Connections to the unit claim: Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

Suggested Timeline: 5 class periods

Use this sample task:

- [Louisiana Purchase](#)

To explore these key questions:

- Why did Spain give Louisiana back to France?
- Why did Napoleon Bonaparte of France want Louisiana?
- Why did Thomas Jefferson want to acquire New Orleans and Louisiana from France?
- What were the opinions of Louisiana Purchase from people around the United States?
- What is the legacy of the Louisiana Purchase on the United States?

That students answer through this assessment:

- Students use their [split-page notes](#) handout to engage in class discussions about reasons why Napoleon wanted Louisiana and why he eventually lost interest in the colony. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#) using a [SOAPSTone](#) graphic organizer. Collect these for a grade.
- Students use the [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#) and their [SOAPSTone](#) graphic organizer to engage in class discussions about reasons why Thomas Jefferson wanted to acquire New Orleans from France. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response defending either Griswold's or Madison's opinion of the Louisiana Purchase while explaining the legacy of the Louisiana Purchase on Louisiana and the United States. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): WHST.8.2a-e, WHST.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Louisiana Purchase

Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Three: Louisiana Purchase

Description: Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

Suggested Timeline: 5 class periods

Materials: [Spanish Colonial Louisiana](#), split-page notes ([blank](#) and [completed](#)), [conversation stems](#), [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#), SOAPStone graphic organizer ([blank](#) and [completed](#)), [Louisiana Purchase](#), [Louisiana Purchase \(1803\)](#), [Representative Roger Griswold Speech to Congress](#), [Letter from James Madison to Robert Livingston](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, “During this task, you will examine the events that lead to the end of Spanish Louisiana, the French taking over Louisiana again, and the eventual sale of Louisiana to the United States in order to understand America’s acquisition of Louisiana. Then you will investigate different perspectives on the Louisiana Purchase and the legacy of this acquisition on both America and Louisiana’s identities. By 1800 a man named Napoleon Bonaparte had taken over power of the French government.”
2. Provide students with access to [Spanish Colonial Louisiana](#) by Charles Chamberlain and Lo Faber and a copy of the [split-page notes](#).
3. Direct students to read paragraph 5 of the section titled “1795–1803: Economic Transformation and Spain’s Farewell” independently. This paragraph begins with, “But even as Spanish Louisiana.” Instruct students to record notes on the transfer of Louisiana from Spain to France (questions 1 and 2) on their [split-page notes](#).
4. Say, “As you read Napoleon forced the Spanish king to give Louisiana back to France because he had great plans for Louisiana and France’s other important colony, Saint Domingue. Saint Domingue is half an island in the Caribbean that France used as a sugarcane plantation colony. During this time, sugarcane was one of the most valuable cash crops in the world.”
5. Conduct a discussion about the reasons why Napoleon wanted Louisiana and why he eventually lost interest in the colony. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. If you were a slave owner in Louisiana would the slave revolt in Saint Domingue scare you? Why or Why not?
 - b. Besides no longer needing Louisiana anymore, why would Napoleon be willing to sell Louisiana to the United State by 1803?
 - c. What economic opportunities that were afforded to Louisiana’s unique geography did America want to control?
 - d. If you were a farmer in Ohio near the Ohio River, why would you want the United States to control Louisiana and especially New Orleans?
6. Conduct a brief discussion about what America would gain from controlling New Orleans. Say, “Thomas Jefferson wanted to buy New Orleans from the French in 1803. Why would Jefferson want the United States to control New Orleans?”

7. Record student responses on the board or chart paper.
8. Provide students with a copy of the [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#) and the [SOAPSTone graphic organizer](#).
9. Say, “As you read this letter you will use the [SOAPSTone graphic organizer](#) which is a mnemonic device to help you analyze literary nonfiction. Read over the graphic organizer to see the different aspects you will use to analyze Jefferson's letter.”
10. Provide time for students to independently review the graphic organizer.
11. Read the first sentence of the [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#) aloud to the class and then model the SOAPSTone strategy.
12. Say, “After reading the first sentence I want to consider the speaker and his point of view in writing this letter. Jefferson is writing to Livingston, and it is evident from this first sentence that he is very concerned that France has taken control of Louisiana. Jefferson writes, ‘The cession of Louisiana & the Floridas by Spain to France works most sorely on the US.’ This shows his concern over Louisiana being controlled by France.”
13. Model how to complete the S for Speaker on the [SOAPSTone graphic organizer](#).
14. Direct students to read the [Letter from Thomas Jefferson to Robert Livingston, April 18, 1802](#) independently and continue to identify each of the aspect of SOAPSTone as they read and record their information on their [SOAPSTone graphic organizer](#). For more information about this strategy see: [SOAPSTone](#).
15. Conduct a discussion about the reasons Thomas Jefferson wanted to acquire New Orleans from the French. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. What was Thomas Jefferson’s tone in the letter to Robert Livingston? What does that tell you about his feelings toward France controlling Louisiana?
 - b. Why did Thomas Jefferson want to buy New Orleans?
 - c. According to the letter, describe the relationship between France and the United States up to this point.
 - d. According to the letter, what was Thomas Jefferson’s goal for Robert Livingston?
16. Provide students with access to [Louisiana Purchase](#) by Gaye Wilson from Monticello.org.
17. Have students independently read the section of the document titled: Negotiations. As they are reading the section of the document, have them complete questions 3 through 5 on their [split-page notes](#) covering the transfer of Louisiana from Spain to France.
18. Project or provide students with a copy of the [Louisiana Purchase \(1803\)](#) map.
19. Ask, “What geographical advantages would this land acquisition add to the United States?”
20. Ask, “What would be some potential drawbacks to this acquisition?”
21. Say, “The Louisiana Purchase was significant event for America. It was the first time the U.S. bought land from a foreign nation. The Louisiana Purchase doubled the size of the U.S. In 1803, but most lands east of the Mississippi River were still sparsely populated. Some politicians felt America did not need all this land.”
22. Divide the class into pairs using an established classroom routine.
23. Provide students with a copy of:
 - a. [Representative Roger Griswold Speech to Congress](#)
 - b. [Letter from James Madison to Robert Livingston](#)
24. Have students reads both documents in pairs, noting the different perspectives on the Louisiana Purchase.
25. Conduct a brief discussion about the different perspectives on the Louisiana Purchase. Possible questions:
 - a. What is Roger Griswold’s opinion about the Louisiana Purchase?

- b. What aspects of Griswold’s speech reveal his perspective?
 - c. What is James Madison’s opinion about the Louisiana Purchase?
 - d. What aspects of Madison’s letter reveal his perspective?
 - e. Are you more inclined to agree with Griswold or Madison? Why?
26. Instruct students to write a response in which they defend a claim in support of either Griswold’s or Madison’s opinion of the Louisiana Purchase while explaining the legacy of the Louisiana Purchase on Louisiana and the United States. Students should use evidence from the task and their knowledge of social studies to develop and support their claim. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Split-page Notes

Keywords/Quotations	Notes
Why did Napoleon want to take Louisiana back from the Spanish?	<hr/> <hr/> <hr/>
Why did Napoleon decide to sell Louisiana to the United States?	<hr/> <hr/> <hr/>
What lands did Jefferson originally approve Monroe and Livingston to buy from France? How much could they offer France for these lands?	<hr/> <hr/> <hr/> <hr/> <hr/>
What was Napoleon's counter offer to Livingston and Monroe?	<hr/> <hr/> <hr/> <hr/>
How much land did Livingston and Monroe buy from France?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Split-Page Notes (Completed)

Keywords/Quotations	Notes
Why did Napoleon want to take Louisiana back from the Spanish?	<u>Napoleon wanted to turn Louisiana into a wheat producing colony to provide food for his sugarcane producing economy of St. Domingue.</u>
Why did Napoleon decide to sell Louisiana to the United States?	<u>Napoleon’s army sent to St. Domingue failed to stop the slave rebellion so Napoleon no longer needed Louisiana anymore. Therefore, he decided to sell Louisiana to the United States.</u>
What lands did Jefferson originally approve Monroe and Livingston to buy from France? How much could they offer France for these lands?	<u>Jefferson originally only approved the acquisition of New Orleans and pieces of Florida for \$10 million.</u>
What was Napoleon’s counter offer to Livingston and Monroe?	<u>Napoleon was willing to sell all of the Louisiana territory for \$15 million.</u>
How much land did Livingston and Monroe buy from France?	<u>America acquired 827,000 square miles with the Louisiana Purchase which doubled the size of the United States.</u>

Letter from Thomas Jefferson to Robert Livingston, April 18, 1802

The cession of Louisiana & the Floridas by Spain to France works most sorely on the US. on this subject the Secretary of state has written to you fully. . . There is on the globe one single spot, the possessor of which is our natural & habitual enemy. It is New Orleans, through which the produce of three eighths of our territory must pass to market, and from its fertility it will long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. Her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. Not so can it ever be in the hands of France. . . It (is) impossible that France and the US can continue (to be) friends when they meet in so irritable a position. . . The day that France takes possession of New Orleans . . . it seals the union of two nations who in conjunction can maintain exclusive possession of the ocean from that moment we must marry ourselves to the British fleet & nation. We must turn all our attentions to a maritime force, for which our resources place us on very high ground: and having formed and cemented together a power which may render reinforcement of her settlements here impossible to France. . . This is not a state of things we seek or desire. . .

If France considers Louisiana however as indispensable for her views she might perhaps be willing to look about for arrangements which might reconcile it to our interests. If any thing could do this it would be the ceding to us the island of New Orleans and the Floridas. This would certainly in a great degree remove the causes of jarring & irritation between us, and perhaps for such a length of time as might produce other means of making the measure permanently conciliatory to our interests & friendships. It would at any rate relieve us from the necessity of taking immediate measures for countervailing such an operation by arrangements in another quarter. . . I have no doubt you have urged these considerations on every proper occasion with the government where you are (France). . . Perhaps nothing since the revolutionary war has produced more uneasy sensations through the body of the nation (than France taking over Louisiana). Notwithstanding temporary bickerings have taken place with France, she (France) has still a strong hold on the affections of our citizens generally.—I have thought it not amiss, by way of supplement to the letters of the Secretary of state, to write you this private one to impress you with the importance we affix to this transaction. . .

Thomas Jefferson

This Letter was created by Thomas Jefferson. April 18, 1802. It is available online at
<https://founders.archives.gov/documents/Jefferson/01-37-02-0220>

SOAPSTone

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	Who is the Speaker ?	<ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed?
O	What is the Occasion ?	<ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text.
A	Who is the Audience ?	<ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?
P	What is the Purpose ?	<ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message?
S	What is the Subject ?	<ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?
T O N E	What is the Tone ?	<ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?

SOAPSTone (Completed)

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	<p>Who is the Speaker?</p> <ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed? 	<p>The speaker is the third president, Thomas Jefferson. Thomas Jefferson seems worried about France controlling Louisiana. The text, perhaps nothing since the revolutionary war has produced more uneasy sensations through the body of the nation (than France taking over Louisiana), shows his concern.</p>
O	<p>What is the Occasion?</p> <ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text. 	<p>The letter was written in April of 1802. President Jefferson wrote this letter to Robert Livingston the minister of France to express his worry of France taking over Louisiana and with the hope Livingston can convince France to sell New Orleans and Florida to America. Evidence from the letter to support this: "If anything could do this it would be the ceding to us the island of New Orleans and the Floridas. This would certainly in a great degree remove the causes of jarring & irritation between us, and perhaps for such a length of time as might produce other means of making the measure permanently conciliatory to our interests & friendships."</p>
A	<p>Who is the Audience?</p> <ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience? 	<p>Thomas Jefferson is writing the letter to Robert Livingston, the American minister to France.</p>
P	<p>What is the Purpose?</p> <ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message? 	<p>The author's purpose for writing this letter is to show concern for France taking over Louisiana. Evidence from the letter to support this: "The cession of Louisiana & the Floridas by Spain to France works most sorely on the US."</p>
S	<p>What is the Subject?</p> <ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference? 	<p>The author is very direct expressing the subject of the letter. The subject of the letter is his concern France controls Louisiana and his hope that Livingston can acquire New Orleans for economic purpose. Evidence from the letter to support this: "There is on the globe one single spot, the possessor of which is our natural & habitual enemy. It is New Orleans, through which the produce of three eighths of our territory must pass to market, and from its fertility it will long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance."</p>
TONE	<p>What is the Tone?</p> <ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? 	<p>The author's tone is one of concern and fear. Jefferson would read this letter with a tone of fear of France having a strong presence on the continent of North America. Evidence from the letter to support this: "Notwithstanding temporary bickerings have taken place with France, she (France) has still a strong hold on the affections of our citizens generally.—I have thought it not amiss,</p>

	<ul style="list-style-type: none">• What details “tell” the author’s feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?	by way of supplement to the letters of the Secretary of state, to write you this private one to impress you with the importance we affix to this transaction.”
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Louisiana Purchase (1803)



Map by William Morris. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](https://creativecommons.org/licenses/by-sa/3.0/). Available online at https://upload.wikimedia.org/wikipedia/commons/5/57/Louisiana_Purchase.png

Representative Roger Griswold, a Federalist who opposed the Louisiana Purchase, gave a speech to Congress in 1803.

It is, in my opinion, scarcely possible for any gentleman on this floor to advance an opinion that the President and Senate may add to the members of the union by treaty whenever they please, or, in the words of this treaty, may incorporate in the union of the United States a foreign nation who, from interest or ambition, may wish to become a member of our government. Such a power would be directly repugnant to the original compact between the states, and a violation of the principles on which that compact was formed.

The incorporation of a foreign nation into the Union, so far from tending to preserve the Union, is a direct inroad upon it. It destroys the perfect union contemplated between the original parties, by interposing an alien and a stranger to share the powers of government with them . . .

This subject was much considered during the last session of Congress, but it will not be found . . . that any individual entertained the least wish to obtain the province of Louisiana. Our views were then confined to New Orleans and the Florida, and, in my judgment, if would have been happy for the country if they were still confirmed within those limits. The vast and unmanageable extent which the accession of Louisiana will give to the United States; the consequent dispersion of our population; and the destruction of that balance which it is so important to maintain between the Eastern and Western states, threatens, at no very distant day, the subversion of our Union.

Author: Roger Griswold. Annals of Congress, 8th Congress, 1st session, Volume 1. This document is in the public domain and is available online at <https://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=013/llac013.db&recNum=228>

James Madison to Robert Livingston, July 29, 1803

Dear Sir

. . . The purchase of Louisiana in its full extent, tho' not contemplated is received with warm, & in a manner universal approbation (approval). The uses to which it may be turned, render it a truly noble acquisition. Under prudent management it may be made to do much good as well as to prevent much evil. By lessening the military establishment . . . it will answer the double purpose of saving expense & favoring liberty. This is a point of view in which the Treaty will be particularly grateful to a most respectable description of our citizens. It will be of great importance also to take the regulation & settlement of that Territory out of other hands (French hands), into those of the U. S. who will be able to manage both for the general interest & conveniency. By securing also the exclusive jurisdiction (control) of the Mississippi to the mouth, a source of much perplexity (confusion) . . . is effectually cut off.

Author: James Madison. This document is in the public domain and is available online at
https://cdn.loc.gov/service/mss/mjm/25/25_0781_0784.pdf

Unit Two Assessment

Description: Students write an essay in response to the following question: What is the legacy of settlement and colonization on an area's identity?

Suggested Timeline: 5 class periods

Student Directions: Students write an essay in response to the following question: What is the legacy of settlement and colonization on an area's identity? Note: students should consider the economic, political, and cultural legacies of exploration and colonization on Louisiana.

Resources:

- [Social Studies Extended Response Checklist](#)
- [Aspects of Poverty Point's Identity](#)
- [Timeline of European Exploration of Louisiana](#)
- [T-chart Comparing French Louisiana and Spanish Louisiana](#)
- [Causes and Outcomes of the French and Indian War T-chart](#)
- [Timeline of Acadian Exile or Le Grand Derangement](#)
- [split-page notes](#)
- [SOAPStone Graphic Organizer](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs: 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, and 8.4.2. They also meet the expectations for [ELA/Literacy Standards](#): WHST.6-82a-f, WHST.6-8.5, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10

Use the [LEAP Assessment Social Studies Extended Response Rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Three Overview

Description: Students consider the legacy of conflict and resolution on a state’s identity by exploring Louisiana’s development from a small European agrarian and trading colony into a segregated Southern state with an economy still dependent on trade and agriculture.

Suggested Timeline: 9 weeks

Grade 8 Content	Grade 8 Claims
19th Century Louisiana: A State in Conflict	What is the legacy of conflict and resolution on a state’s identify?

Topics (GLEs):

1. [Statehood and Battle of New Orleans](#) (8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.2.5, 8.3.2, 8.3.3, 8.7.1, 8.7.2)
2. [Antebellum Period](#) (8.1.1, 8.2.5, 8.2.6, 8.4.3, 8.7.2)
3. [Civil War in Louisiana](#) (8.1.1, 8.1.2, 8.2.5, 8.2.6, 8.10.1)
4. [Reconstruction](#) (8.1.1, 8.2.5, 8.2.6, 8.10.3)
5. [Jim Crow Louisiana](#) (8.1.1, 8.2.5, 8.2.6, 8.10.1)

Unit Assessment: Students participate in a Socratic seminar in response to the question: What is the legacy of conflict and resolution on a state’s identify?

Unit Three Instruction

Topic One: Statehood and Battle of New Orleans (8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.7.1, 8.7.2)

Connections to the unit claim: Students research the growth and development of Louisiana after the Louisiana Purchase and how the War of 1812, specifically the Battle of New Orleans, left a lasting legacy on Louisiana.

Suggested Timeline: 15 class periods

Use this sample task:

- [Territorial Period and Statehood](#)
- [Battle of New Orleans](#)

To explore these key questions:

- Describe the struggle for Louisiana to define its borders and become a state in 1812?
- How did New Orleans economically and geographically develop during the early 1800's?
- How were the people of Louisiana affected by the War of 1812, specifically the Battle of New Orleans?
- What was the lasting impact the Battle of New Orleans had on Louisiana and its citizens?

That students answer through this assessment:

- Students complete a graphic organizer over the Territorial Period of Louisiana and engage in class a discussions about the topics. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students complete a split-page notes over Louisiana's first constitution and the process of statehood and engage in class a discussions about these topics. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response describing how the territorial period affected the economic, cultural, and political identity of Louisiana. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students write down their own definitions of, provide examples of, and draw a visual of impressment. Collect these for a grade.
- Students complete a timeline over the Battle of New Orleans and analyze a map of the Battle of New Orleans. Students then engage in class a discussions about the Battle of New Orleans. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students complete the [Battle of New Orleans](#) sample assessment task set.
- Students analyze primary sources over the outcomes of the Battle of New Orleans and engage in a class discussion about the cultural legacy of the Battle of New Orleans. Use a [discussion tracker](#) to keep track of

students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)

Grade 8 Instructional Task: Territorial Period and Statehood

Unit Three: 19th Century Louisiana: A State in Conflict, Topic One: Statehood and Battle of New Orleans

Description: Students examine the Territorial Period of Louisiana by examining how cultural, economic, and political events shaped Louisiana’s emerging identity.

Suggested Timeline: 5 class periods

Materials: [Louisiana Purchase and the Territorial Period](#), [Louisiana - The Maritime Heritage Project](#), Territorial Period of Louisiana Graphic Organizer ([blank](#) and [completed](#)), [conversation stems](#), [How Louisiana Became a State](#), split-page notes ([blank](#) and [completed](#)), [Constitution of the State of Louisiana \(1812\)](#), [Louisiana Latitude and Longitude Map](#), [Louisiana Map 1814](#), [State and Territories of the United States of America May 12 1812 to June 4 1812](#), [excerpt from the Constitution of the United States](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, “The Louisiana Purchase may have brought Louisiana under control of the United States, but it also brought conflict. In this task, you will explore the many conflicts faced by Louisiana immediately after the Louisiana Purchase, including the process of Louisiana becoming a state and the mixing of cultures into the American system.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students access to [Louisiana Purchase and the Territorial Period](#) by Peter J. Kastor from knowlouisiana.org and [Louisiana - The Maritime Heritage Project](#) by D. Blethen Adams Levy from the Maritime Heritage Project.
4. Provide students with a copy of the [Territorial Period of Louisiana](#) graphic organizer.
5. Direct student to read [Louisiana Purchase and the Territorial Period](#) up to the section titled “The War of 1812” as well as the “New Orleans and American Annexation” section from [Louisiana - The Maritime Heritage Project](#) in their small groups.
6. Instruct students to complete the [Territorial Period of Louisiana](#) graphic organizer as they read, noting the different boundary disputes, troubles with ethnic relations, and economic growth during the Territorial Period.
7. Conduct a discussion about Louisiana’s territorial period. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their graphic organizer and outside knowledge to support their answers. Possible questions:
 - a. Why were the boundaries of Louisiana unclear during Louisiana’s territorial period?
 - b. Explain the evolution of race relations from Louisiana’s colonial period through the territorial period.
 - c. Why was Louisiana’s population booming immediately after the Louisiana Purchase?
 - d. Why would the U.S. government be worried about French and Spanish Louisianians participating in American self-government?
 - i. Note: Have the students focus on how the colonial governments of Louisiana were drastically different from the American governmental system.
8. Say, “By 1810, Louisiana met all the qualifications to be admitted as a state. However, the process of becoming a state was a long and complicated process.”
9. Divide the class into small groups using an established classroom routine.

10. Provide students access to the “Congressional Volleys” section of [How Louisiana Became a State](#) by Ron Chapman from *Louisiana Life Magazine* and a copy of the [split-page notes](#).
11. Direct students to read the text in groups and record details about how Louisiana became a state on their [split-page notes](#).
12. Say, “Now let’s examine Louisiana’s Constitution of 1812.”
13. Provide students with a copy of the excerpts from [Constitution of the State of Louisiana \(1812\)](#), the [Louisiana Map 1814](#), and access to the [Louisiana Latitude and Longitude Map](#).
14. Have the students read the first excerpt from [Constitution of the State of Louisiana \(1812\)](#) independently and use the [Louisiana Latitude and Longitude Map](#) and the [Louisiana Map 1814](#) to plot the description of the boundaries of the state of Louisiana as it is described in the [Constitution of the State of Louisiana \(1812\)](#).
15. Ask, “How do the boundaries outlined in the [Constitution of the State of Louisiana \(1812\)](#) align with the 1814 map and our current boundaries? How do they differ?”
16. Provide students with a copy of the [State and Territories of the United States of America May 12 1812 to June 4 1812](#) map.
17. Instruct students to review the map, noting the surrounding territories.
18. Provide students with a copy of the [excerpt from the Constitution of the United States](#).
19. Instruct students to read Article I from the [Constitution of the State of Louisiana \(1812\)](#) and [excerpt from the Constitution of the United States](#) independently.
20. Ask, “Does Article I from the [Constitution of the State of Louisiana \(1812\)](#) comply with the [excerpt from the Constitution of the United States](#)?”
21. Conduct a discussion about Louisiana’s Constitution of 1812 and the process of statehood. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their graphic organizer and outside knowledge to support their answers. Possible questions:
 - a. Why should Congress decide which territories in America can become a state? How could this lead to dissension between parts of America?
 - b. Describe how the boundaries of Louisiana were defined in Louisiana’s constitution. How could this lead to future problems with the Spanish who own Texas?
 - c. How were Free People of Color treated in this constitution? How could this lead to future conflicts in Louisiana?
22. Instruct students to write response to the following question: How did the territorial period affect the economic, cultural, and political identity of Louisiana? Students should use all sources from this task, their completed graphic organizer, and their completed split-page notes. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Territorial Period of Louisiana

Boundary Disputes	Troubled Ethnic Relations	Economic Growth

Territorial Period of Louisiana (Completed)

Boundary Disputes	Troubled Ethnic Relations	Economic Growth
<ul style="list-style-type: none"> ● The treaty which authorized the sale of the Louisiana Purchase did not set clear boundaries of Louisiana. ● The eastern and western borders of Louisiana were not settled upon between the U.S. and Spain until 1819. ● In 1804, Congress divided up the Louisiana Purchase into smaller land masses to more easily govern the vast Louisiana Purchase. What became modern day Louisiana was called the Territory of Orleans. ● When Louisiana became a state in 1812, it was made up of the land called the Territory of Orleans and minor changes to its borders lasted until 1819. 	<ul style="list-style-type: none"> ● All white Louisianians were granted U.S. citizenship immediately after the Louisiana Purchase. Some Americans were scared that Louisianians were not capable of being Americans who govern themselves. ● Many French Louisianians only spoke French and often were at odds with the newly arriving Anglo-Americans during the territorial period. ● Free People of Color lost many rights under the American control of Louisiana. New Orleans had many prosperous Free People of Color and many still thrived in American controlled Louisiana despite their loss of some rights. ● In 1811, more than 80 slaves revolted their treatment in American Louisiana and started the biggest slave uprising American history. ● White Louisianians supported the U.S. federal government's relocation of Native Americans. During the territorial most Native Americans were forced off their lands in Louisiana. 	<ul style="list-style-type: none"> ● American acquisition of Louisiana proved to drastically increase Louisiana's economy. By 1810, New Orleans had a population of over 10,000 which made it the 5th biggest city in America. ● New Orleans economy revolved around the Port of New Orleans. After the Louisiana Purchase goods from the interior of America were brought down the Mississippi River and shipped around the world. ● After the Louisiana Purchase, the port of New Orleans increased the economy of New Orleans and increased growth in other fields such as shipbuilding and repair. ● By 1820, Louisiana was the major center of trade for all goods produced in the interior of America.

Split-page Notes (Completed)

Questions	Notes
<p>Who did the United States Congress allow and not allow the right to vote in Louisiana when Louisiana was becoming a state?</p>	<p><u>Only white men were allowed to vote in Louisiana. Women and free people of color were denied suffrage by the United States Congress.</u></p> <hr/> <hr/>
<p>Described the process of Louisiana becoming a state.</p>	<p><u>U.S. Congress had to approve Louisiana becoming a state, then the citizens of Louisiana had to write a constitution, next the U.S. Congress had to approve Louisiana's constitution, and finally President James Madison had sign Louisiana's statehood into law.</u></p> <hr/> <hr/>
<p>Why was April 30, 1812 chosen for Louisiana to officially become the 18th state of America?</p>	<p><u>Louisiana's official date of statehood was chosen to be April 30, 1812 because it marked the ninth anniversary of the Louisiana Purchase</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Constitution of the State of Louisiana 1812 (Excerpt)

We, the Representatives of the People of all that part of the Territory or country ceded under the name of Louisiana, by the treaty made at Paris, on the 30th day of April 1803, between the United States and France, contained in the following limits, to wit; beginning at the mouth of the river Sabine, 'thence by a line to be drawn along the middle of said river, including all its islands, to the thirty second degree of latitude—thence due north to the Northernmost part of the thirty third degree of north latitude—thence along the said parallel of latitude to the river Mississippi— thence down the said river to the river Iberville, and from thence along the middle of the said river and lakes Maurepas and Pontchartrain to the Gulf of Mexico—thence bounded by the said Gulf to the place of beginning, including all Islands within three leagues of the coast—in Convention Assembled by virtue of an act of Congress, entitled “an act to enable the people of the Territory of Orleans to form a constitution and State government and for the admission of said State into the Union on an equal footing with the original States, and for other purpose: “ In order to secure to all the citizens thereof the enjoyment of the right of Life, Liberty and property, do ordain and establish the following constitution or form of government, and do mutually agree with each other to form ourselves into a free and independent State, by the name of the State of Louisiana.

Article I

Sect. 8th. In all elections for Representatives every free white male citizen of the United States, who at the time being, hath attained to the age of twenty-one years and resided in the county in which he offers to vote one year not preceding the election, and who in the last six months prior to the said election, shall have paid a state tax, shall enjoy the right of an elector: provided however that every free white male citizen of the United States who shall have purchased land from the United States, shall have the right of voting whenever he shall have the other qualifications of age and residence above prescribed—Electors shall in all cases, except treason, felony, breach of surety of peace, be privileged from arrest during their attendance at, going to or returning from elections.

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Louisiana Map 1814



This map is in the public domain and is available online at <https://commons.wikimedia.org/wiki/File:LouisianaMap1814.jpg>.

States and Territories of the United States of America May 12 1812 to June 4 1812



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Constitution of the United States of America (Excerpt)

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 4.

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

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https://en.wikisource.org/wiki/Constitution_of_the_United_States_of_America.

Grade 8 Instructional Task: Battle of New Orleans

Unit Three: 19th Century Louisiana: A State in Conflict, Topic One: Statehood and Battle of New Orleans

Description: Students examine the causes and outcomes of the Battle of New Orleans to understand how the Battle of New Orleans shaped Louisiana’s emerging cultural identity.

Suggested Timeline: 10 class periods

Materials: [Impressment of American Sailors](#), [War of 1812 - 1815](#), The War of 1812 Graphic Organizer ([blank](#) and [completed](#)), [conversation stems](#), [The Battle of New Orleans \(Part 2\)](#), Timeline of the Battle of New Orleans ([blank](#) and [completed](#)), [Map of Battle of New Orleans](#), [Celebration in New Orleans after Victory](#), [Excerpts from a letter from Laura Eugenie Florian to Lydia Latrobe Roosevelt](#), [Battle of New Orleans](#) assessment set

Instructional Process:

1. Ask students to recall what they know about the tensions between America and Britain leading up to 1812. Direct them to reference their prior knowledge and content learned in grade 7.
2. Say, “At the same time Louisiana was becoming a state, America went to war with Britain once again. The War of 1812 and the most famous battle of the war, the battle of New Orleans, left a lasting legacy on Louisiana and its citizens. In this task, you will examine the causes of the War of 1812, the major battles before the Battle of New Orleans, and the outcomes of that battle to understand how the conflict and resolution shaped Louisiana’s emerging cultural identity.”
3. Divide the class into small groups using an established classroom routine.
4. Provide students access to [Impressment of American Sailors](#) from The Mariner’s Museum and a copy of [War of 1812 - 1815](#) from Office of the Historian, Bureau of Public Affairs.
5. Provide students with a copy of [The War of 1812 Graphic Organizer](#).
6. Direct students to read both sources with their small group. Instruct students to work in their group to summarize the causes, key events, and status of the war before the Battle of New Orleans using their [The War of 1812 Graphic Organizer](#).
7. Ask students to discuss the following question in their groups, “What was the status of the war before the Battle of New Orleans?”
8. Say, “By 1814, the War of 1812 had no clear winner. The British sent an army and a fleet of ships to New Orleans with the hopes of capturing the city to help turn the tide of the war. Eventually the Americans and British met at the Battle of New Orleans which has become the most famous battle of the War of 1812. The American general at the Battle of New Orleans was Andrew Jackson, and this battle would soon make him an American hero, propelling him to eventually become President.”
9. Divide the class into small groups using an established classroom routine.
10. Provide students a copy of [The Battle of New Orleans \(Part 2\)](#).
11. Direct students to read this source in groups and work together to complete a [Timeline of the Battle of New Orleans](#).

12. Say, "You have an understanding of the events surrounding the Battle of New Orleans. In the next part of this task you will examine how Andrew Jackson's American army of 5,000 would kill or wound over 2,000 of 8,000 British troops while the Americans only lost 8 men."
13. Project on the board or provide students with a copy of the [Map of Battle of New Orleans](#).
14. Direct students to analyze the map independently. Instruct students to write down their opinions on why the Americans were able to win the Battle of New Orleans and the British were doomed to lose the battle.
15. Conduct a discussion about the Battle of New Orleans. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their timeline, map, and outside knowledge to support their answers. Possible questions:
 - a. How did the smaller skirmishes before the major Battle of New Orleans help Jackson's troops win the battle?
 - b. What gave the Americans the strategic advantage in the battle?
 - c. What gave the British the strategic disadvantage in the battle?
 - d. How could General Pakenham have changed his plans to help the British win the battle?
 - e. If you were a citizen of New Orleans, describe how you felt after hearing news of Jackson's victory.
16. Say, "New Orleans was now safe from the British. Andrew Jackson became a national hero and New Orleans citizens were elated that their town would not be taken over by the British."
17. Say, "The irony of the battle is that the War of 1812 was technically over on December 24, 1814. On December 24, the British and Americans agreed to end the war by signing the Treaty of Ghent, but news of the peace treaty took months to reach America. So the Americans or British in New Orleans had no idea that both countries had agreed to end the war with no true winner. Even though the war ended without a winner, the war of 1812, especially the Battle of New Orleans, changed the relationship between Americans and Louisianians."
18. Divide the class into small groups using an established classroom routine.
19. Provide students with copies of [Celebration in New Orleans after Victory](#) and [Excerpts from a letter from Laura Eugenie Florian to Lydia Latrobe Roosevelt](#).
20. Direct students to read the letter and examine the engraving in their small groups.
21. Once students have finished examining the sources, instruct students to discuss the following questions in their small groups:
 - a. How did Louisiana citizens view the victory at the Battle of New Orleans?
 - b. How did Louisiana citizens view the Americans who came to New Orleans to help save the town?
 - c. What is the cultural legacy of the Battle of New Orleans?
22. Conduct a discussion about the cultural legacy of the Battle of New Orleans. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their timeline, map, and outside knowledge to support their answers. Possible questions:
 - a. Describe the mood in New Orleans after the Battle of New Orleans.
 - b. How did the Battle of New Orleans help change Louisianians view of the Louisiana Purchase?
 - c. How do wars help bring people together?
 - d. How did the victory at the Battle of New Orleans help Louisiana assimilate into the culture of the United States?
 - i. Provide students with a definition of assimilate - blending cultures.
 - e. What is the cultural legacy of the Battle of New Orleans?
23. Have students complete the [Battle of New Orleans](#) assessment task set.

War of 1812–1815⁷

As an important neutral trading nation, the United States became ensnarled in the European conflict that pitted Napoleonic France against Great Britain and her continental allies.



War of 1812

In 1806 France prohibited all neutral trade with Great Britain and in 1807 Great Britain banned trade between France, her allies, and the Americas. Congress passed an embargo act in 1807 in retaliation, prohibiting U.S. vessels from trading with European nations, and later the Non-Intercourse Acts, aimed solely at France and Britain. The embargo and non-intercourse act proved ineffective and in 1810 the United States reopened trade with France and Great Britain provided they ceased their blockades against neutral trading. Great Britain continued to stop American merchant ships to search for Royal Navy deserters, to impress American seamen on the high seas into the Royal Navy, and to enforce its blockade of neutral commerce. Madison made the issue of

impressment from ships under the American flag a matter of national sovereignty—even after the British agreed to end the practice—and asked Congress for a declaration of War on Great Britain on June 1, 1812. Many who supported the call to arms saw British and Spanish territory in North America as potential prizes to be won by battle or negotiations after a successful war.

Pro-British Federalists in Washington were outraged by what they considered Republican favoritism toward France. The leading Republican, Thomas Jefferson responded, that “the English being equally tyrannical at sea as he [Napoleon] is on land, and that tyranny bearing on us in every point of either honor or interest, I say ‘down with England.’” The United States declared the war on Britain. After Napoleon’s disastrous Russian campaign of 1812, the British concentrated on the American continent, enacting a crippling blockading of the east coast, attacking Washington and burning the White House and other Government buildings, and acquiring territory in Maine and the Great Lakes region. American forces, however, won important naval and military victories at sea, on Lake Champlain, and at Baltimore and Detroit. Canadians defeated an American invasion of Lower Canada. By 1814 neither side could claim a clear victory and both war weary combatants looked to a peaceful settlement.

Under the mediation of the Czar of Russia, Great Britain and the United States came together in the summer of 1814 to negotiate the terms of peace. On Christmas Eve British and American negotiators signed the Treaty of Ghent, restoring the political boundaries on the North American continent to the status quo ante bellum, establishing a boundary commission to resolve further territorial disputes, and creating peace with Indian nations on the frontier. As the Ghent negotiations suggested, the real causes of the war of 1812, were not merely commerce and neutral rights, but also western expansion, relations with American Indians, and territorial control of North America.

⁷ This text is created by Office of the Historian, Bureau of Public Affairs, United States Department of State. It is available online at <https://history.state.gov/milestones/1801-1829/war-of-1812>.

The War of 1812 Graphic Organizer

Causes of the War of 1812	Key Events of the War of 1812	Status Before the Battle of New Orleans

The War of 1812 Graphic Organizer (Completed)

Causes of the War of 1812	Key Events of the War of 1812	Status Before the Battle of New Orleans
<ul style="list-style-type: none"> ● The British navy were impressing thousands of American sailors to serve in the British navy to help fight Napoleon in the Napoleonic Wars. ● June 1st, 1812, President James Madison asked Congress to approve a declaration of War against Britain over the issue of impressments. 	<ul style="list-style-type: none"> ● By 1812, Britain had defeated Napoleon in Europe and focused on defeating the Americans in the War of 1812. ● Britain blockaded the eastern coast of America, invaded Washington D.C., and burned the White House. ● America unsuccessfully tried to invade British Canada. 	<ul style="list-style-type: none"> ● By 1814 both sides could not claim victory in the war and the war was at the moment a stalemate.

The Battle of New Orleans (Part 2)

by Jason Wiese

THNOC curator and associate director of the Williams Research Center

The advance ships from the British fleet had arrived off the mouth of the Mississippi at the same time American General Andrew Jackson reached New Orleans on December 1, 1814. The British flagship HMS Tonnant anchored a week later near Ship Island, some eighty-five miles from the city. Due to a sandbar at the mouth of the Mississippi River, and the shallowness of the inland waterways, large British warships could get no closer to the city. Even so, British morale was high, despite the uninviting terrain and difficulties ahead. Little new information had come in about New Orleans's defenses except that they consisted mostly of militia and volunteers. British naval and army commanders began planning their approach to the city, which required the capture or destruction of the American gunboats sighted in nearby Lake Borgne.

The naval Battle of Lake Borgne on December 14 ended with the capture of all five American gunboats and one dispatch vessel, the Alligator. The first battle of New Orleans had been won by the British. When news of the battle reached New Orleans the following day, December 15, panic gripped the city.

Jackson was beginning to have his doubts about the loyalty of the local citizenry—and these doubts, along with the signs of panic, led him to declare martial law, even though he had no legal authority to do so. A strict curfew was implemented, and hunting guns and other weapons were taken from households for military use.

On the afternoon of December 23, news arrived that hit like a thunderbolt: the British had landed in force downriver. Jackson's response was immediate. He said, "By the eternal, they shall not rest on our soil." He would attack them that very night.

Sometime after noon on December 23, the outposts alerted the British camp that a body of American horsemen was approaching down the river road. About two hundred brightly dressed cavalry advanced in loose formation, but they quickly retreated after the British formed a line of defense and fired a volley at them. The British veterans were not at all impressed by this first look at the Americans, and the incident only reinforced their general impression that they would meet no determined resistance. Yet at about seven that night, after dark, they discovered that they were quite mistaken.

As most of their comrades gathered around campfires, or slept, the guards near the river watched what they supposed to be an American merchant schooner glide down the river and anchor opposite the Villeré plantation. They called out to the sailors aboard, but got no response, until the schooner suddenly opened fire on them. This was the USS Carolina, and her cannons were the prearranged signal for an all-out attack. While the deadly cannonade pounded the British camp, the forward guard posts heard the telltale rumble of horses and marching feet approaching through the darkness from upriver.

The Americans came on in two columns. For almost two and a half hours, the fight raged, with men fighting hand-to-hand, and the Americans briefly penetrating British defenses. The tide was turned as British reinforcements finally began to arrive, and at length the Americans were driven off. Both sides suffered losses.

On Christmas Day, word quickly spread that General Pakenham had finally arrived to take charge of the army. Sir Edward was a young man—only thirty-six—but he was a distinguished veteran of Wellington’s Peninsular army, which had faced the soldiers of Napoleonic France. It’s hard to know what he thought or felt upon reaching his army at last, but he immediately set about solving the problems that he found on his arrival. His first order of business was to end the constant harassment from the Carolina, and if possible, to destroy her consort farther up the river, the USS Louisiana. The first part was duly accomplished at daylight on December 27 when British gunners firing heated shot succeeded in starting a fire aboard the Carolina. She blew up after her crew had evacuated to the opposite shore. The other American schooner escaped upstream, and would remain a threat in the days to come. .

The way to New Orleans was barred by a thousand-yard-long fortified wall of earth, with cannons strategically placed at points along it. Pakenham and his officers put the infantry regiments under whatever cover they could find, before riding back and forth to examine the barrier as best they could. One of the engineers climbed a tree with a spyglass, and discovered the additional obstacle of a water-filled canal in front of the wall. To make matters worse, the surviving gun-schooner was anchored in the river in a position to rake any army that dared to approach the American position. After long consideration, Sir Edward ordered his army to return to its downriver encampment. Rather than throwing away his best infantry regiments in a frontal attack on such a strong position, Pakenham chose to bring up cannons to hammer the American line first with artillery to open a breach for his troops to pour through.

Having settled on what he felt was the most sensible plan of attack, on December 29 Pakenham ordered his engineers and artillerymen to construct forward gun batteries about 700 to 800 yards from Jackson’s line, on the grounds of the Bienvenue plantation. There was no cover out in the bare cane fields, so they used sugar casks filled with dirt as makeshift protective barriers.

As the gun crews crept up into position before dawn on New Year’s Day, the infantry regiments took up a position behind them, in readiness for the opportunity to storm any opening in the rampart. A heavy fog obscured the Americans until it burned off at nine o’clock; then the British gun crews promptly opened fire. Colonel Alexander Dickson of the Royal Artillery observed that the first salvos “put the Enemy into a visible confusion, but they very soon put their people under cover of the parapets, and opened from all their Guns in reply.” American shot soon plowed through the makeshift British batteries, killing gunners, but still Dickson’s men kept up a brisk fire. For over two and a half hours, this artillery duel raged, while thousands of red-coated infantry eagerly waited for the cannons to open the way to New Orleans and glory.

At length, however, the British guns fell silent, having run out of ammunition, while the American cannons continued to hammer away. Pakenham’s own army—again forced to retire from the battlefield and return to camp— was tremendously demoralized by these setbacks and had reached a crisis point. They were essentially stuck between the river and swampy woods, and facing superior artillery. Pakenham knew he could not honorably or safely retreat to seek battle on better terms elsewhere; the only way out was forward, to New Orleans. With the support of his veteran officers, he opted to make an all-out attack when expected reinforcements from General John Lambert’s brigade arrived in a few days. He began planning a multi-pronged assault on both banks of the Mississippi.

Meanwhile, Jackson did what he could to prepare his men for the coming assault. On January 3 he was reinforced by over 2,300 Kentucky militiamen, but they were ill-equipped. Later that day Jackson wrote: “not more than one third of them are armed, and those very indifferently. I have none here to put into their hands. I can, therefore, make no very useful disposition of them.” Already he’d had to deal with a rumored plan to surrender the city by threatening to burn New Orleans to the ground rather than let the redcoats have it. Worse, he was tired, having slept and eaten very little. Though history would later overlook it, Jackson was quite ill at the time; not only had he picked up a case of dysentery on his march to New Orleans from Mobile, but he was also suffering chronic pain from two pistol balls lodged in his body from duels—one near his heart and the other in his arm. In a dispatch dated January 3, Jackson requested that the Secretary of War replace him with “some proper officer to take command of the army here, when my want of health, which I find to be greatly impaired, shall oblige me to retire from it.” But there was no one else on the scene, and Jackson retained the sole command of the American side throughout the crisis.

On the British side, in the coming days, preparations for the grand assault went forward on all fronts, but morale was not at all what it had been. Finally, in the wee hours of January 8, the wary but determined regiments quietly moved forward to their assigned positions. All around in the darkness, in the freezing early morning air, a good many men wondered how much longer they had to live. Not many of them knew it, but an epic tragedy had begun to unfold. The British were running out of supplies and time, and the Americans would only get stronger. The sky was showing signs of the coming dawn, and the attack had to be made now. At Sir Edward’s signal, a blue rocket soared above the battlefield, and the regiments all rose as one to advance.

Everyone saw them, the American line included. Jackson and his officers watched one rocket soar up near the woods to their left, and then another answering flare from near the river at their right. Jackson turned to one of his aides and said, “I believe that is their signal to advance.” Soon enough, through the fog and gloom, the approaching ranks of red-coated infantry could be seen advancing in columns. The Americans opened up on them almost immediately. Some British soldiers stumbled over the small irrigation ditches as the crackle of American muskets and rifles was joined by the tremendous booming flashes of cannon fire. Numbers of men began to fall, jerked backwards by hails of iron and lead, sometimes crying out. Through the smoke and horrendous noise, they took a terrible beating, but still the regiments continued to advance, right into the teeth of the American batteries. Pakenham’s artillery commander, Alexander Dickson, could see that they had got off too late, instead of exploiting the darkness. He wrote: “When the firing first Commenced there was rather too much light, that is to say if the attack had been a little earlier it would have been better, as the Enemy could not have directed their fire with such certainty, for although as I moved forward, in the first instance I only saw the Enemies fire by the Flashes, Still the troops in motion were perfectly visible.”

The intense fire of American artillery and small arms quickly halted the main British attack. Cannon shot and musket balls tore through the advancing ranks, killing General Samuel Gibbs and badly wounding General John Keane. Their loss left the attacking brigades leaderless, and some men fled while others waited in vain for orders. The Ninety-third Sutherland Highlanders bravely marched across the battlefield to aid Gibbs’s column, drums beating and bagpipes wailing, very distinctive in their red coats and tartan trousers. General Pakenham cheered them on as he rode toward the front to personally assume command. He saw clearly what was happening, and he did what was expected of him. But as he tried to rally his men, a burst of American grapeshot knocked him off his horse, badly mangling his leg. His staff quickly found

him another mount and helped him into the saddle, but he was soon hit again, and that time his wounds proved to be fatal.

The battered remnants of the British expedition were now commanded by Major General John Lambert, who quickly decided—despite a successful assault on the west bank of the river—that his force was now too weak to capture New Orleans. After discussions with his surviving officers, Lambert gave the order to retreat, and sent a flag of truce to the American lines to request a ceasefire, so that the wounded and dead could be collected. British casualties numbered over two thousand men. The Battle of New Orleans was over, and incredibly, the British army, the best trained and most powerful in the world, had lost. The victors were a ragtag force of local and state militias, regular US troops, free men of color, Choctaw Indians, and Baratarian pirates. It was then, and remains to this day, one of the greatest upsets in military history.

General Andrew Jackson

The forty-seven-year-old Andrew Jackson was an unknown factor to both Louisianans and the British. A tall, rugged man of Scotch-Irish ancestry, Jackson had a quick temper and a fierce loyalty to his friends and family. He wasn't formally trained like military officers of today, and prior to entering the militia, he'd had a career as a lawyer, judge, and politician in the frontier settlements of Tennessee. His hawk-like eyes suggested a personality that was pitiless and inflexible. The Creek Indians—on whom he had honed his skills as a soldier—had a name for him: "Sharp Knife." His men called him "Old Hickory" because he was as tough and reliable as the wood of a hickory tree.

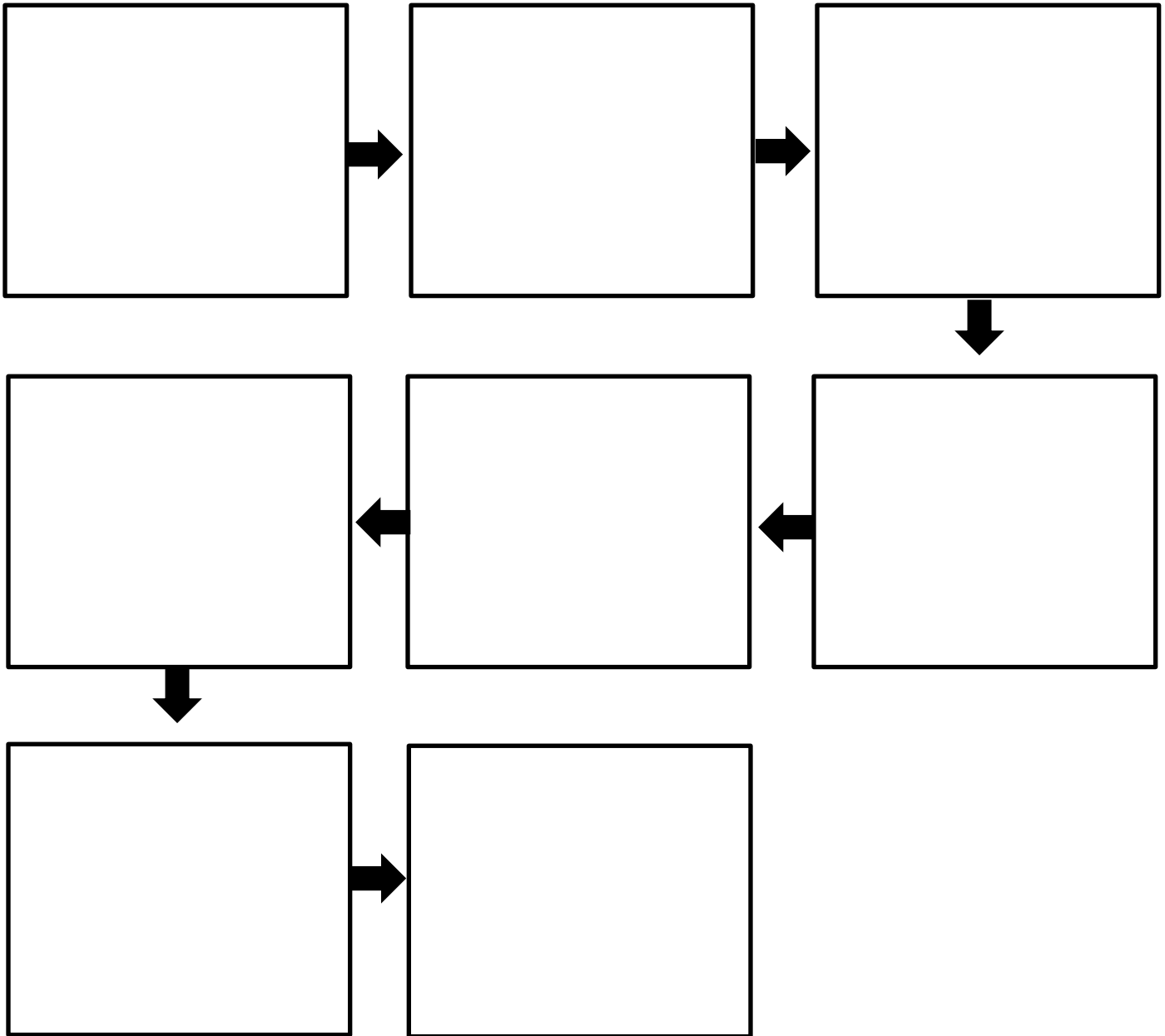
Jackson essentially learned how to be a soldier on the job and in the saddle during the Creek War of 1813–14, much as he had learned to be a circuit judge riding alone in the wilderness from settlement to settlement as a young man. What he may have lacked in formal training, Jackson made up for in determination and unusually sound instincts. His strategy of carrying the war to the enemy and beating him on his own ground brought the Creek War to an end in March 1814, and earned him a promotion into the regular US Army. In his new job, Jackson became responsible for the security of what was then the southwestern corner of the United States, including New Orleans. In the end, the Creek War provided Jackson with valuable training for the impending British invasion of Louisiana.

Jackson's dislike of redcoats went back to his boyhood in the Carolinas. A popular story relates an incident during the Revolutionary War: a young Andrew Jackson refused to polish a British officer's boots, and for his disobedience he received sword cuts to his face. The deaths of his brothers and mother during the war left him an orphan, and he nursed a deep hatred of the British years later, as a man.

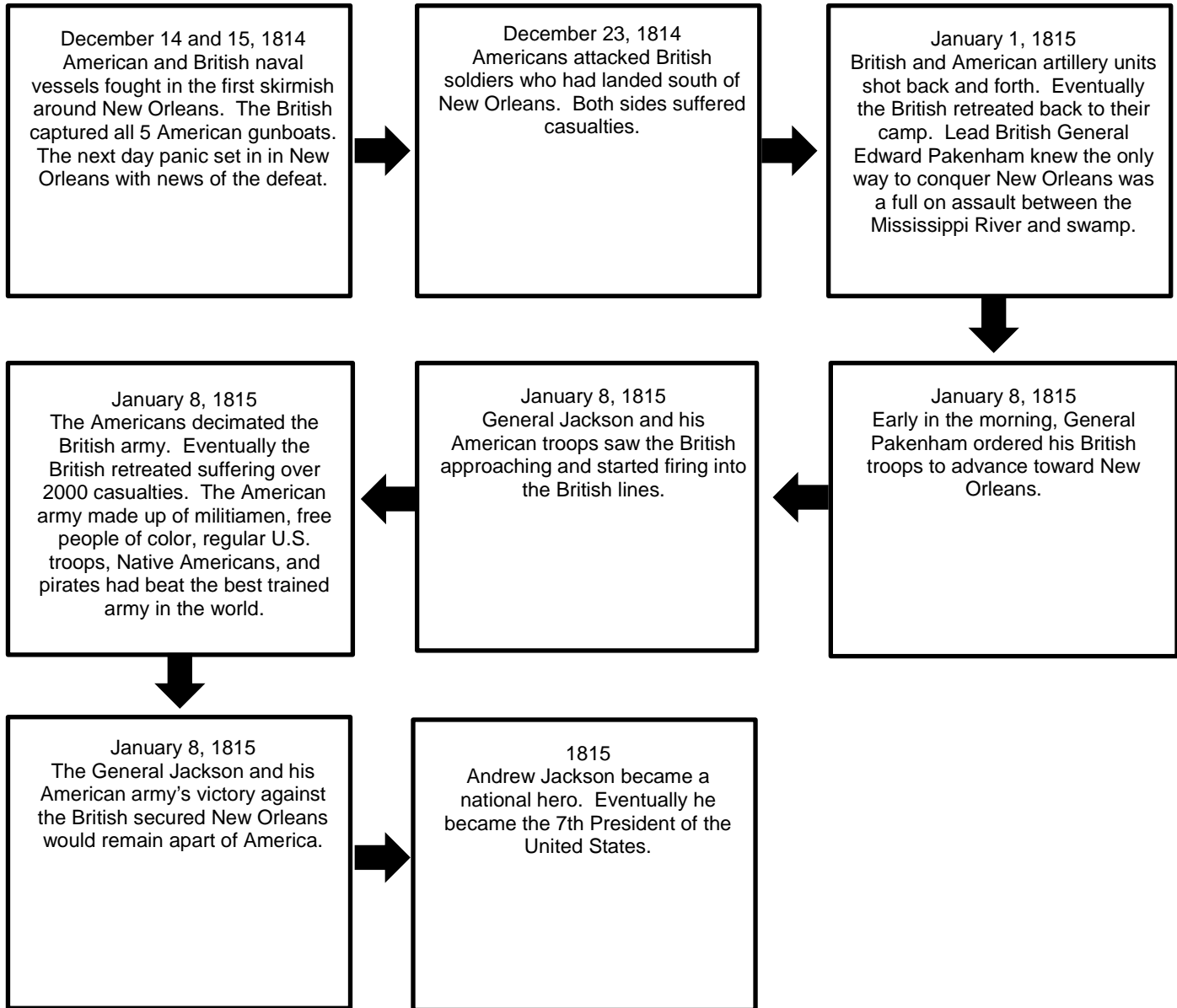
Jackson's victory made him into an American icon, and eventually got him elected as our seventh president. But beyond that, Jackson's successful defense of New Orleans, at the far edge of a young but growing United States, put the world on notice that this critical port, and the control of the Mississippi River, would remain in American hands.

The Battle of New Orleans (part 2) by Jason Wiese; Licenses to Historic New Orleans Collection. Available online at:
http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_BattleOfNewOrleans.pdf

Timeline of the Battle of New Orleans

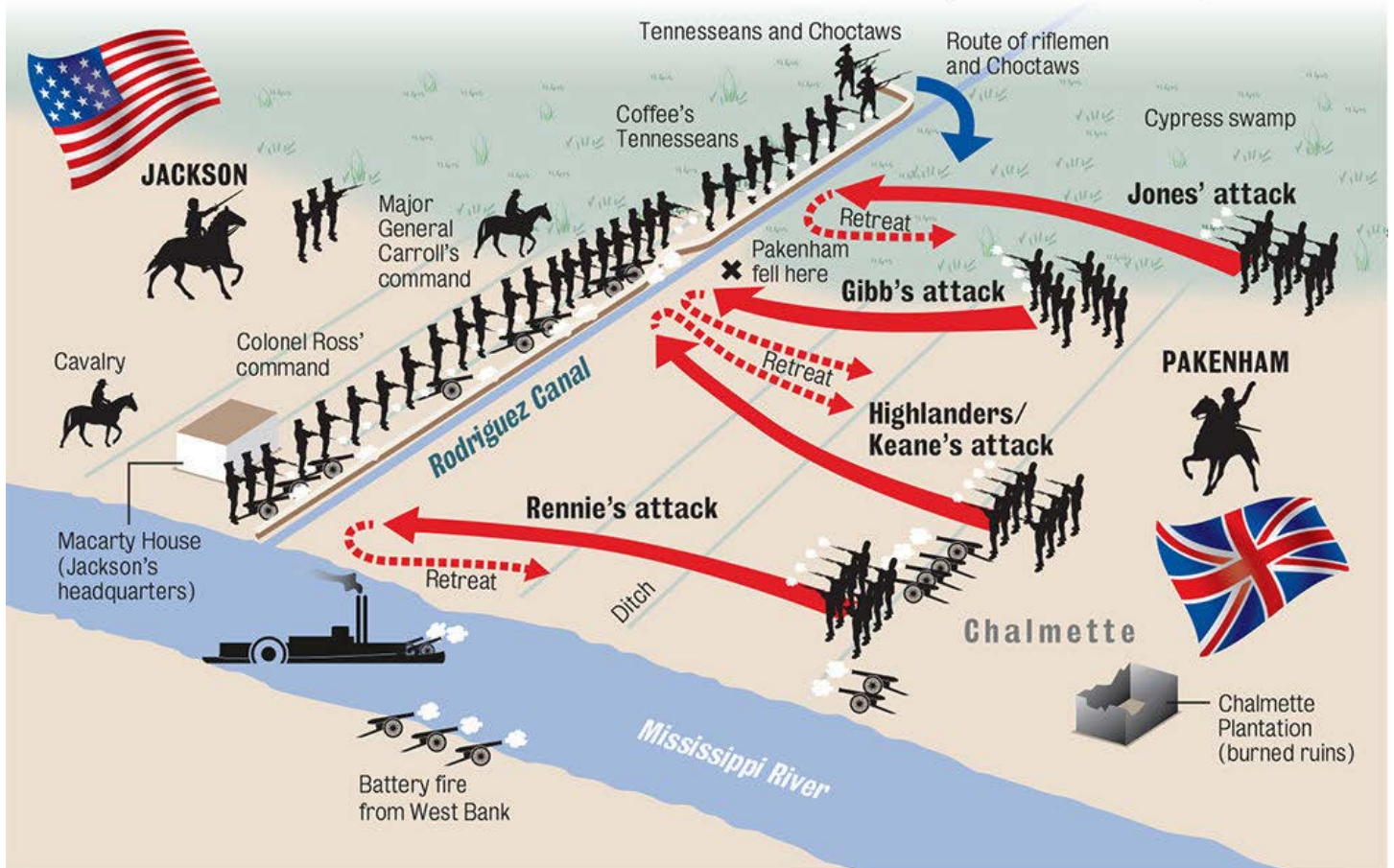


Timeline of the Battle of New Orleans (Completed)



Map of the Battle of New Orleans

BATTLE OF NEW ORLEANS, JAN. 8, 1815

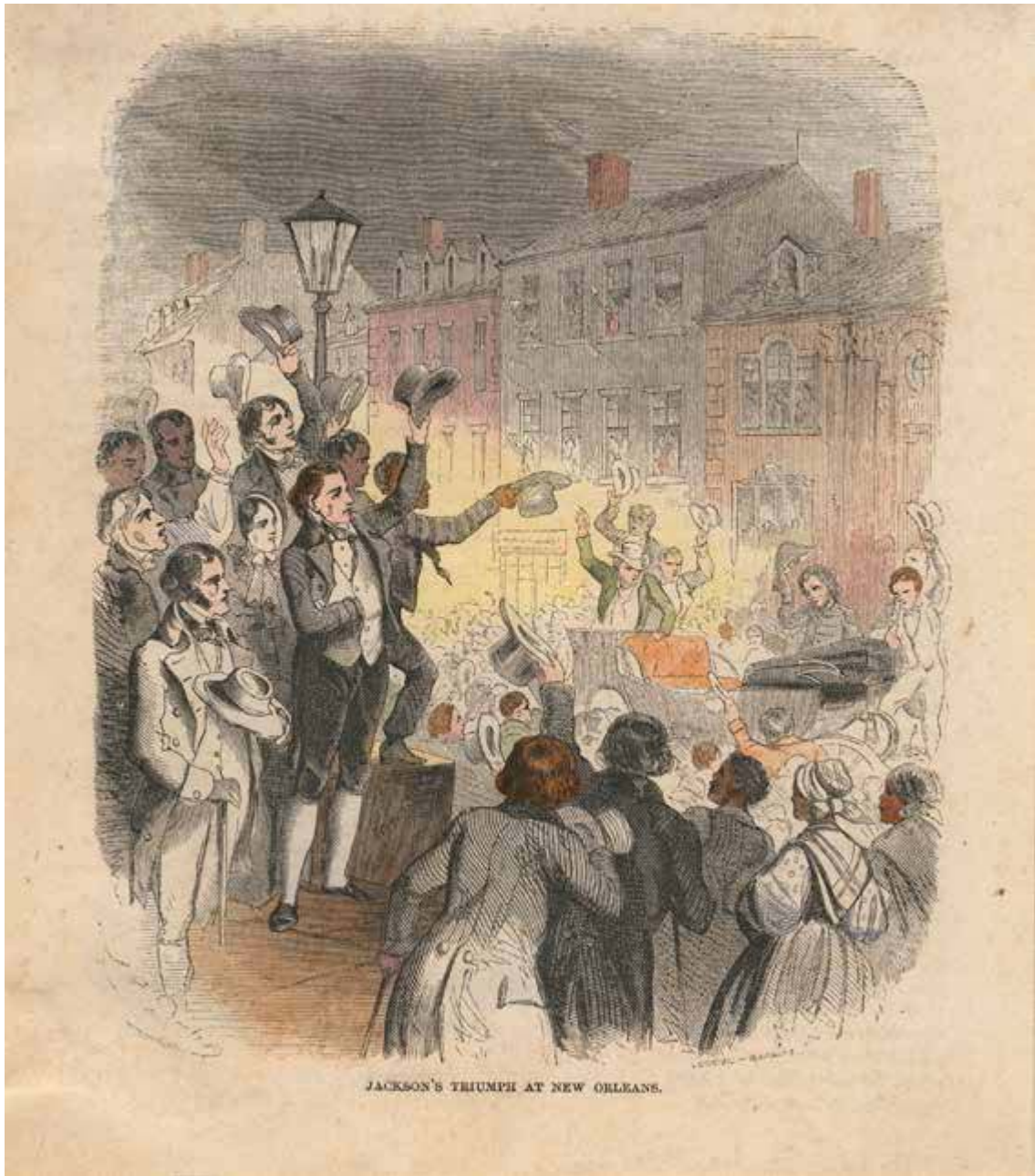


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http://www.nola.com/festivals/index.ssf/2015/01/at_battle_of_new_orleans_bicen.html

Celebration in New Orleans after Victory



Jackson's Triumph at New Orleans; ca. 1855; hand-colored wood engraving by Lossing-Barrit. Available online at http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_BattleOfNewOrleans.pdf

Excerpts from a letter from Laura Eugenie Florian to Lydia Latrobe Roosevelt

January 9, 1815

What a moment is this My sweetest Mrs. Roosevelt for y[ou]r distant friends! An invading enemy at our gates seeking admission & our hitherto peaceable citizens uninured to the hardships of war now exposed to all its horrors in defense of all they hold most dear—their liberty, their families & property. . . . The enemy have now been nearly a month in this quarter. They entered by the lakes in barges built for the purpose & attacked half a dozen gunboats stationed at the bay St Louis. A most noble resistance was made but the in equity of numbers was so great 200 against 2500 that their making any at all may be considered an act of desperation. They were all young men who had never yet had an opportunity of standing fire & now when their courage was first put to the test, were firmly determined not to cede even to a superior enemy or sell their lives as dearly as possible. The last gunboat which surrendered was commanded by a Capt[ai]n Jones who behaved like a perfect hero—with one arm fractured & a wound in his breast he still disputed every inch of plank, calling his men to fight on, till overpowered by numbers & loss of blood he sunk & was necessitated to order the flag to be lowered. The consternation & distress spread in Town by this fatal news you may readily conceive. . . .

Gen. Jackson whom we may regard as the savior of Louisiana, who alone has possessed talents to unite the jarring interests of the different sects & nations which compose our population, & oppose an enemy formed of regular troops long experienced in the fatigues, the privations & above all the art of war, soon joined the invaders at the head [of] all the Militia & of the few Tennesseans who had then arrived to our assistance. . . .

The Tennesseans particularly have inspired the Creoles & indeed all the inhabitants here with such an idea of their valor that I believe they will live long in their memory Yesterday was witness to the next & last engagement—to describe the incessant & tremendous roar of cannons & musketry with which we were awoke before sunrise would be impossible. Imagine claps of thunder, while the echo prolongs the sound undyingly till another clap overpowers the roar of that & continues increasingly till a third & so on. Or rather fancy the grating of an immense wheel—but no, I can convey no idea to you which can in the smallest degree give an accurate conception of the sound with which our ears were assailed. The carnage was indeed terrible. The enemy advancing on the plain were cut off by dozens, while those who first attempted entering within our entrenchments were made prisoners. . . . The number is so great that the General has been compelled to retain some at the camp for there is in Town neither places to put them nor men sufficient to guard them. It is calculated that the British must have lost yesterday 2000 men while the utmost extent of ours did not exceed 8 or 10 killed & 30 wounded. This is almost incredible but when we reflect on the eminent disadvantages under which they fought, immediately under the fire of our batteries, our men protected by these batteries, the account does not appear so entirely improbable. . . .

We are still in ignorance of the number of the Invaders. Some suppose they are not more than 7000 strong, others imagine they have at least 10,000. Our troops increase daily in number—we have about 12,000 & expect more. Jackson has displayed hitherto as much prudence as courage, forbearing to attack the enemy, rightly considering that the lives of so many citizens, each important to his family, were not carelessly & desperately to be hazarded. It is said that he is now waiting for a reinforcement of regulars to attack in turn. . . . The town is as quiet & tranquil as if inhabited by shades & spectres instead of man. . . . We have [been] busy since the commencement of the war here making lint for the wounded,

shirts, pantaloons & blanket coats for the Kentuckians & Tennesseans One of our negro girls is this moment returned from the garrison where she has been [carrying] broth from Mama for the wounded, crying & sobbing as if her heart would break at the state of the wounded who were brought in yesterday. Blankets, mattresses, pillows have been sent from almost every house for their use, & I assure you if the bravery of our Men is to be commended, the humanity of the ladies deserves no less praise. I speak not this from ostentation for heaven knows I have nothing to give but the labor of my hands, & while I can help to make shirts & pantaloons (which by the bye is to me quite a new accomplishment), I judge not others what better they have to bestow. . . .

Laura Eugenie Florian Letter to Lydia Latrobe Roosevelt; January 9, 1815; letter written by Laura Eugenie Florian. Available online at http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_BattleOfNewOrleans.pdf

Topic Two: Antebellum Period (8.1.1, 8.2.5, 8.2.6, 8.4.3, 8.7.2)

Connections to the unit claim: Students examine the cultural, economic, and political legacy of Antebellum Louisiana.

Suggested Timeline: 7 class periods

Use this sample task:

- [Antebellum Period](#)

To explore these key questions:

- How did the Cotton Gin transform the Southern United States?
- Describe life on a plantation for a slave.
- What is the lasting legacy of the plantation system on Louisiana?
- What is the cultural legacy of the Antebellum Period on Louisiana?
- What is the economic legacy of the Antebellum Period on Louisiana?

That students answer through this assessment:

- Students watch the video [How the Cotton Gin Changed America](#) and engage in class discussions about how cotton gin affected the United States. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the newspaper article [When Cotton Was King](#) and answer guiding questions about the article. Collect these for a grade.
- Students respond to the prompt: New Orleans was destined to be the center of the slave trade in the Southern United States. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students analyze the drawing article [Congo Square](#) and answer guiding questions about the article. Collect these for a grade.
- Students analyze the document, [Life on a Southern Plantation, 1854](#) and answer guiding questions about the article. Collect these for a grade.
- Students analyze various sources about life for a slave during the Antebellum Period in Louisiana and engage in class discussions about this topic. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students complete the [Louisiana Economy During the Antebellum Period](#) task set.

Grade 8 Instructional Task: Antebellum Period

Unit Three: 19th Century Louisiana: A State in Conflict, Topic Two: Antebellum Period

Description: Students examine the cultural, economic, and political legacy of Antebellum Louisiana by analyzing and researching various primary sources from the era.

Suggested Timeline: 7 class periods

Materials: [first two paragraphs](#) of the meaning of *antebellum*, [How the Cotton Gin Changed America](#), [When Cotton Was King](#), [Sale of Estates, Pictures and Slaves in the Rotunda, New Orleans \(1842\)](#), [A Slave-Pen at New Orleans—before the Auction](#), [The Slave Auction \(Excerpt\)](#), split-page notes ([blank](#) and [completed](#)), [Congo Square](#), [Life on a Southern Plantation, 1854](#), [conversation stems](#), [Cityscape of New Orleans \(1851\)](#), [LEAP Assessment Social Studies Extended Response Rubric](#), [Louisiana Economy During the Antebellum Period](#) task set

Instructional Process:

1. Say, “In the previous task, we examined the legacy of Louisiana becoming a part of the American system and its citizens assimilating into American culture. During the early 1800’s New Orleans had a booming economy based on trade of agricultural products, mainly sugarcane and cotton. Sugarcane and cotton were grown on huge plantations which used slave labor to grow these crops. During the early 1800’s in Louisiana there were very few rich people who controlled plantations. Over 95% of Louisiana citizens were farmers who could never afford a slave. During this task we are going to examine those extremely rich 5% of Louisianians who profited from slave labor and research how their cruel forced labor system led to conflict in Louisiana and eventually will lead to the most destructive war in American history.”
2. Write the word *antebellum* on the board and read or project the following definition:⁸
 - a. before or existing before a war, especially the American Civil War; prewar:
3. Read aloud the [first two paragraphs](#) of the meaning of *antebellum*.
4. Ask students: “What do these definitions have in common?”
5. Take notes for the class or annotate the definitions as students share their answers.
6. Direct students to explain the meaning of *antebellum* in their own words orally or in writing and provide a visual.
7. Say, “The period from 1812 to 1861 was called the antebellum period. The antebellum period is the time in American and Louisiana history when the plantation agriculture system was at its highest. For south Louisiana the main cash crop was sugarcane. While north Louisiana the main cash crop was cotton. For all other parts of the southern United States the main cash crop was cotton as well. When the founding fathers were writing the United States Constitution they thought slavery would eventually die out; however, in 1793 a man named Eli Whitney invented a new machine called the cotton gin that, and that invention changed everything.”
8. Say, “In this task, you will explore the relationship between cash crops and the institution of slavery. As you watch the video, note the effect of market demand of cash crops on the demand for slavery.”
9. Watch “[How the Cotton Gin Changed America](#)” by Discerning History as a class.
10. After viewing the video, conduct a discussion. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the video to support their answers. Possible questions:

⁸ From <http://www.dictionary.com/browse/antebellum?s=t>

- a. What was the effect of the weakening tobacco market on slavery?
 - b. With a decrease in the price for slaves, what was the vision for the future of slavery in America?
 - c. What were the specific problems associated with growing cotton and how did that affect production?
 - d. How did Eli Whitney's cotton gin affect production of the crop?
 - e. What was the effect of increased production on slavery?
11. Provide students with access to [When Cotton Was King](#) by Gene Dattel from *The New York Times*.
 12. Read the aloud the first two paragraphs of [When Cotton Was King](#) while students follow along. Support student understanding by providing alternate words or definitions of complex vocabulary, e.g. eradicating, anachronism.
 13. Ask students to provide a one sentence summary of the first two paragraphs.
 14. Continue to read aloud [When Cotton Was King](#), pausing to support students with complex vocabulary and ideas and to gauge student understanding by asking students to summarize or paraphrase content.
 15. Have students answer the following questions in writing. Ensure students accurately use quoted evidence from the article to support their responses.
 - a. Why would the Founding Fathers not have foreseen the Civil War?
 - b. How did Eli Whitney's cotton gin change the legacy of the South during the Antebellum Period?
 - c. What key details support or elaborate on the relationship between cotton and slavery presented in "When Cotton Was King"?
 16. Conduct a brief discussion about the relationship between cotton and slavery. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the video and source to support their answers. Use the questions from step 15 to prompt discussion.
 17. Say, "With the inventions of the Cotton Gin, the value for slaves increase dramatically. Slaves could be bought all around the Southern United States. However, the slave trade was centered around one key Southern city."
 18. Provide students with a copy of:
 - a. [Sale of Estates, Pictures and Slaves in the Rotunda, New Orleans \(1842\)](#)
 - b. [A Slave-Pen at New Orleans—before the Auction](#)
 - c. [The Slave Auction \(Excerpt\)](#)
 - d. [Cityscape of New Orleans \(1851\)](#)
 19. Direct student to read and analyze the sources. Have students recall what they learned about the geography of Louisiana regarding the Mississippi River and New Orleans and consider the impact that geography would have on the city during the height of the slave trade.
 20. Instruct students to respond in writing to the following prompt: Was New Orleans destined to be the center of the slave trade in the Southern United States? Use evidence from the task and your knowledge of social studies to develop and support your explanation. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.
 21. Say, "Trade in New Orleans centered around transporting goods on the Mississippi River using a new method of transportation."
 22. Divide the class into small groups using an established classroom routine.
 23. Provide students access to [Antebellum Louisiana III: Urban Life](#) from the Louisiana Department of Culture and Recreation and a copy of the [split-page notes](#).
 24. Have students read the first paragraph and the section titles "Transportation" in groups. Instruct students to record key details about New Orleans and transportation during the Antebellum Period on their [split-page notes](#).

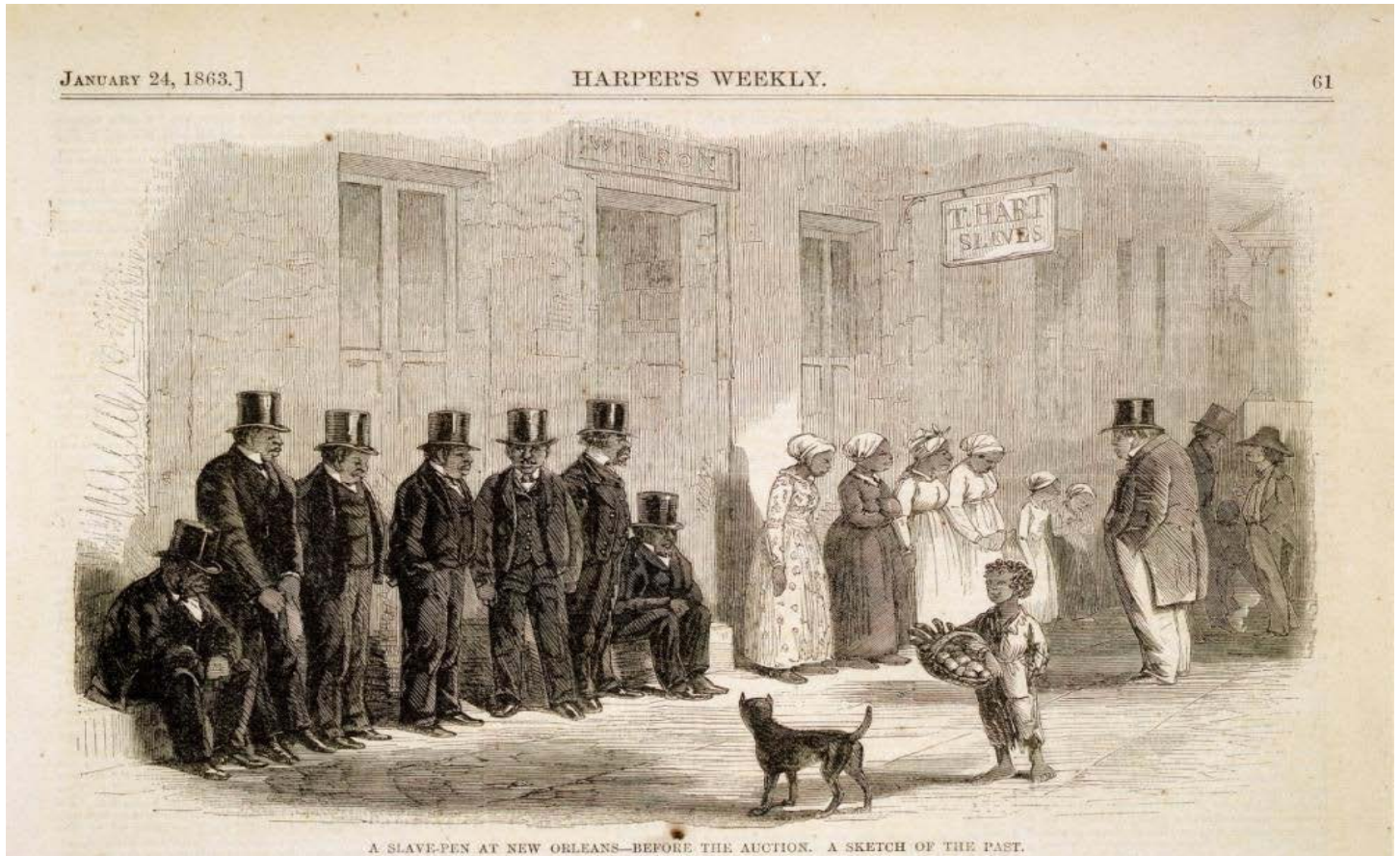
25. Project or provide students with a copy of [Congo Square](#).
26. Say, “New Orleans’ economy was thriving during the Antebellum Period, and many different ethnic groups lived in the city. The city had a thriving culture, and included the culture of African-American slaves. The main meeting point in New Orleans at that time for slaves was Congo Square. Slaves would meet at Congo Square which was on the outskirts of the French Quarter every Sunday to see family members, buy food, socialize, play music, and dance.”
27. Direct students to analyze the image in pairs or small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress’ Analyzing Photographs and Prints Teacher’s Guide](#) or a mnemonic device such as [OPTIC](#) to support their examination.
28. Have students answer the following questions in writing:
 - a. Why did slaves value their time at Congo Square?
 - b. Why would most slave owners around the Southern United States not let slaves congregate like they did at Congo Square?
29. Say, “Most slaves around Louisiana faced extreme hardships and endured harsh treatments on plantations around the Southern United States and Louisiana.”
30. Divide the class into small groups using an established classroom routine.
31. Provide the students access to [Life on a Southern Plantation, 1854](#) from Eyewitness to History.
32. Have the students read the document in groups and answer the following questions in writing. Ensure students use quoted evidence from the document to support their responses.
 - a. Why did slave owners and overseers, the men who whip the working slaves, constantly use violence against slaves?
 - b. Describe the psychological effects of the institution of slavery had on African-Americans.
 - c. Despite the horrendous conditions African-American slaves had to endure, why did Southern slave owners resist any challenge to the institution of slavery?
 - d. This account was written about a plantation in Mississippi, what conclusions can you draw about life for slaves in Louisiana?
33. Provide students access to [Antebellum Louisiana II: Agrarian Life](#) from the Louisiana Department of Culture, Recreation, and Tourism and a copy of the [split-page notes](#).
34. Direct students to read both the “Sugar” and “Slaves” sections of the text in groups. Instruct students to click on the images as they read the text and to take notes on the life of slaves in Louisiana on their [split-page notes](#).
35. Conduct a discussion about life of a slave in Louisiana during the Antebellum Period. Encourage students to use the documents from this task, [When Cotton Was King](#) and [Life on a Southern Plantation, 1854](#), their [split-page notes](#) and the [conversation stems](#) during the discussion and ensure students provide evidence from the, documents and outside knowledge to support their answers. Possible questions:
 - a. How did the Cotton Gin transform the Southern United States?
 - b. Explain how the value of slaves changed after Eli Whitney’s invention?
 - c. Why did slave owners use violence against slaves?
 - d. What does the harsh treatment of slaves tell you about the biggest fear of a slave owner?
 - e. Explain why many Americans in the Northern United States opposed slavery while most white Southerners supported slavery. How could this divide lead to conflict?
36. Have students complete the [Louisiana Economy During the Antebellum Period](#) task set.

Sale of Estate, Pictures, and Slaves in the Rotunda, New Orleans (1842)



Sale of Estates, Pictures and Slaves in the Rotunda, New Orleans; 1842; The Historic New Orleans Collection, 1974.25.23.4, available at: <http://hnoc.minisisinc.com/thnoc/catalog/1/34408>

A Slave-Pen at New Orleans—before the Auction



A Slave-Pen at New Orleans—before the Auction; January 24, 1863; The Historic New Orleans Collection, 1958.43.24. Available online at: <http://hnoc.minisisinc.com/thnoc/catalog/1/4083>

The Slave Auction (excerpts)
by John Theophilus Kramer

A SLAVE AUCTION! Great God in heaven! a SLAVE AUCTION! And that man upon the platform is the auctioneer! What a noise is going on outside of the doors! There will, surely, enter a troop of men, women and children. How will they find places amongst the spectators of the tragedy which will soon commence?—for every chair is occupied. . . . A gentleman is entering. The auctioneer hastens to receive him with distinction, and conducts him to the chair behind the desk. The stranger is an American gentleman, and owner of the slaves who are now to be sold at auction. He owns a beautiful plantation, about forty miles from the city, near the railroad. He intends to run as a political candidate; he needs, therefore, money. He says he is “truly sorry” to be obliged to sell his slaves at auction. . . . While we were regarding the man behind the desk, we never perceived that the doors were re-opened, and that a large number of people had entered the hall. There are men, women and children, and some babies upon their mothers’ arms. Their color differs from that of the ladies and gentlemen sitting upon the chairs. Some are black as ebony, some brown, some yellow. There is also a beautiful young girl, nearly white, and you would readily infer that she is of Spanish or French blood. Not one among all of these poor creatures will raise his or her head and eyes, to take a glance at the sitting assemblage. Some poor girls are weeping audibly, and all are looking sad—sad—sad! . . . But, you will say, are they not tolerably well dressed? And who would say that their bodies have been worn out by hard labor, or by the effect of hunger? No; it seems rather that their master had treated them kindly, that they have seen but little trouble, but few hard times. Why then are they looking grave and distressed, as if some heavy misfortune had befallen them? Their knees tremble, as if they had the foreboding of some awful calamity! Yes, indeed, they have cause to tremble—they will not do wrong if they cover their eyes (which are not their own)—they may bend down their heads in deep mourning; for—reader! these one hundred and forty-nine human souls shall be sold to-day as so many heads of cattle! . . .

The auctioneer stands upon the platform: he is ready to sell any of these to the highest bidder for gold, silver, or approved paper. . . .

No. 1. Harvey, field hand, about twenty years old. “Come up here, my boy! There you are—bon! A capital boy! Ladies and gentlemen, look here at this healthy child! Can any darkey upon God’s beautiful earth beat him? Wouldn’t he whip Hercules, if that personage should happen to be present? What a splendid fellow he is! The gentleman who will buy Harvey will draw a lucky number. Who is going to bid? Go ahead, gentlemen! Here is a capital opportunity.”

“Eight hundred dollars.”

“Pshaw! Eight hundred dollars? Why, twice as much shall never buy him; he is fully worth two thousand dollars. Who will bid more?” . . .

“Twelve hundred and fifty.”

“There is a generous gentleman! Sir, take my best wishes for your welfare!” . . .

“Fourteen hundred.”

“Fourteen—thank you, sir, thank you! Fourteen hundred dollars! Fourteen hundred! Fourteen—Gentlemen, bid more, if you please! Fourteen hundred dollars for Harvey are nothing. Fourteen—”

“And fifty.”

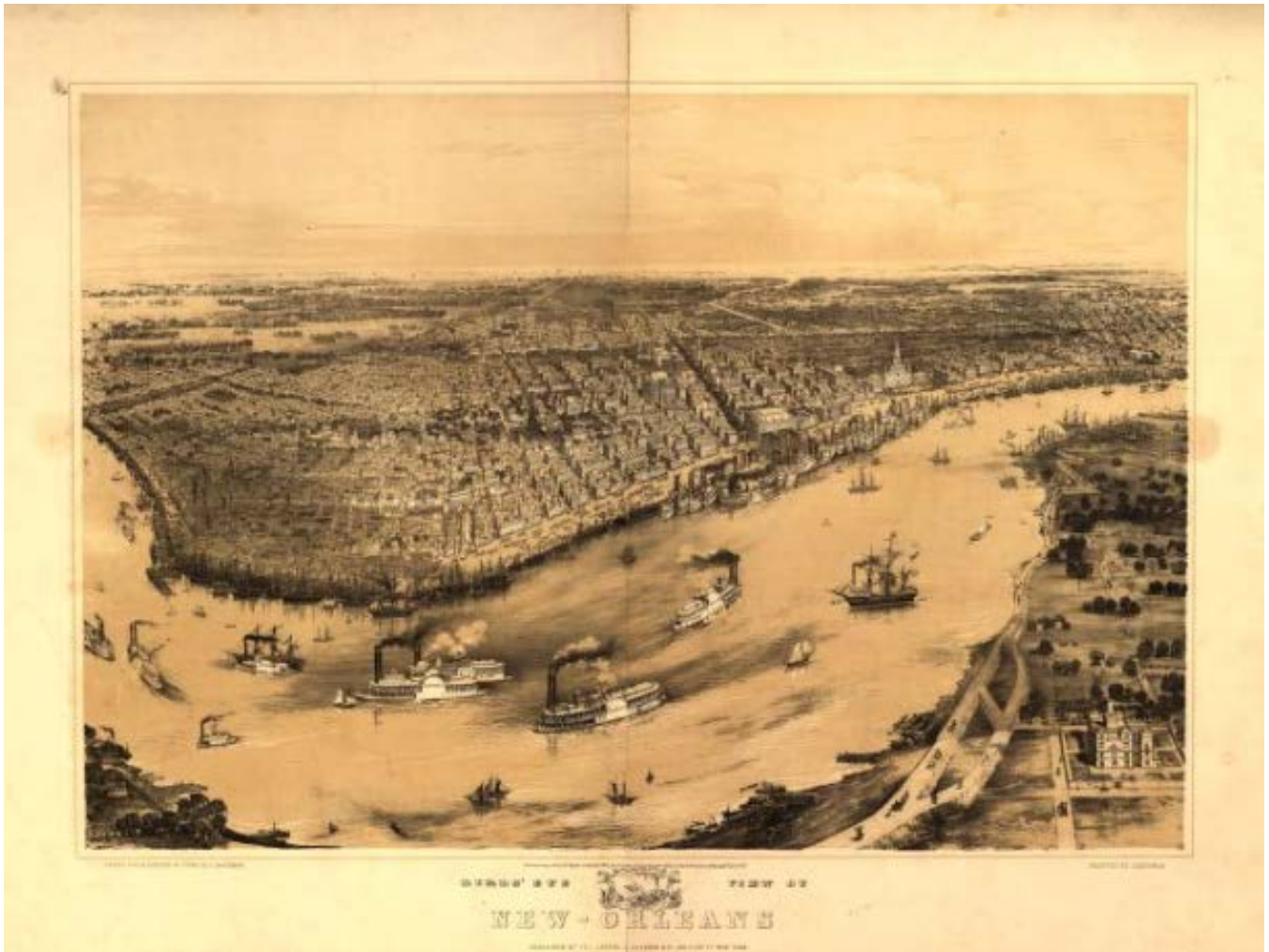
“Fourteen hundred and fifty dollars for a boy who is worth two thousand! Gentlemen, here is a good chance to improve property! Whoever will buy Harvey, shall own a fortune. . . . Fourteen hundred and fifty dollars for the negro

boy Harvey, the best field hand and the most gentle boy amongst all the darkeys in the United States! Going—for the first—second—who will say more? Fourteen hundred and fifty dollars—going—going—going—gone!”

The Slave Auction (excerpts); Author: John Theophilus Kramer, Boston: Robert Folger Wallcut, 1859. This work is from the Historic New Orleans Collection and is used with permission. Available online at:

http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_PurchasedLives.pdf

Cityscape of New Orleans (1851)



Author of Drawing: J Bachman, Titled: Birds' eye view of New-Orleans, This image is in the public domain and is available online at: <https://www.loc.gov/resource/g4014n.pm002401/>

Split-page Notes

Keywords/Quotations	Notes
<p>Why was New Orleans the 4th port in the world in value of exports?</p>	<hr/> <hr/> <hr/>
<p>How did steamboats help the Southern economy?</p>	<hr/> <hr/> <hr/>
<p>Why was cotton considered king in Louisiana?</p>	<hr/> <hr/> <hr/>
<p>Describe the daily life of a slave on a plantation in Louisiana.</p>	<hr/> <hr/> <hr/>
<p>Despite living in constant fear of violence, how did some slaves resist their oppression?</p>	<hr/> <hr/> <hr/>
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Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>Why was New Orleans the 4th port in the world in value of exports?</p>	<p><u>New Orleans was an extremely profitable port because its strategic location on the Mississippi River. Plantations owners from around the United States would use New Orleans to export their cotton around the world.</u></p> <hr/> <hr/>
<p>How did steamboats help the Southern economy?</p>	<p><u>Steamboats were the main source of transporting goods and people throughout the Southern United States. By 1850 3,000 steamboats docked in New Orleans every year.</u></p> <hr/> <hr/>
<p>Why was cotton considered king in Louisiana?</p>	<p><u>By 1860, Louisiana grew almost 1/3 of all the cotton exports in the United States which made Louisiana plantation owners some of the wealthiest people in the world.</u></p> <hr/> <hr/>
<p>Describe the daily life of a slave on a plantation in Louisiana.</p>	<p><u>Slaves worked from sunrise to sundown. Slaves worked in many different areas on the plantation. Some slaves were domestic servants while others were skilled craftsmen but most were field workers.</u></p> <hr/> <hr/>
<p>Despite living in constant fear of violence, how did some slaves resist their oppression?</p>	<p><u>Many slaves worked slower, broke tools, injured farm animals, stole from the plantation owner, and some slaves even poisoned the overseer or plantation owner.</u></p> <hr/> <hr/> <hr/> <hr/>

Congo Square



This image is in the public domain and is available online at: <https://commons.wikimedia.org/wiki/File:Congo-early.gif>

Topic Three: Civil War in Louisiana (8.1.1, 8.1.1, 8.2.5, 8.2.6, 8.10.1)

Connections to the unit claim: Students examine the causes of the conflict between the northern United States and southern United States to understand the legacy the Civil War had on Louisiana.

Suggested Timeline: 12 class periods

Use this sample task:

- [Louisiana’s Decision to Secede](#)
- [Civil War in Louisiana](#)

To explore these key questions:

- How did the issue of state rights and slavery divide the country in half?
- Why did Louisiana secede from the Union?
- Why was the Union capture of New Orleans a key piece to the Union winning the Civil War?
- What were the effects of the Civil War on Louisiana?
- What was the legacy of the Civil War on Louisiana?

That students answer through this assessment:

- Students in writing disprove the theory by some historians that the Civil War was more about state’s rights than slavery. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students analyze various sources about the causes of the Civil War and the reasons Louisiana seceded from the Union and engage in class discussions about these topic. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze various sources about the North’s strategy to win the war, how the North’s strategy to win the war effects on New Orleans, and New Orleanians reaction to Union capture and engage in class discussions about these topic. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze documents then respond in writing to the possible legacy of General Butler’s Women’s Order. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students write a response to a prompt on the legacy of the Civil War on Louisiana. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Louisiana’s Decision to Secede

Unit Three: 19th Century Louisiana: A State in Conflict, Topic Three: Civil War in Louisiana

Description: Students examine the causes of the conflict between the northern United States and southern United States and construct a timeline of events. Students also investigate the legacy of the Civil War on Louisiana.

Suggested Timeline: 3 class periods

Materials: [Trigger Events of the Civil War](#), [Louisiana’s Secession from the Union](#), Build Up to the Civil War ([blank](#) and [completed](#)), [Louisiana’s Ordinance of Secession](#), [Excerpts from an Address to the Texas Secession Convention Given by Commissioner George Williamson of Louisiana on February 11, 1861](#), Louisiana Secedes Graphic Organizer ([blank](#) and [completed](#)), [conversation stems](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

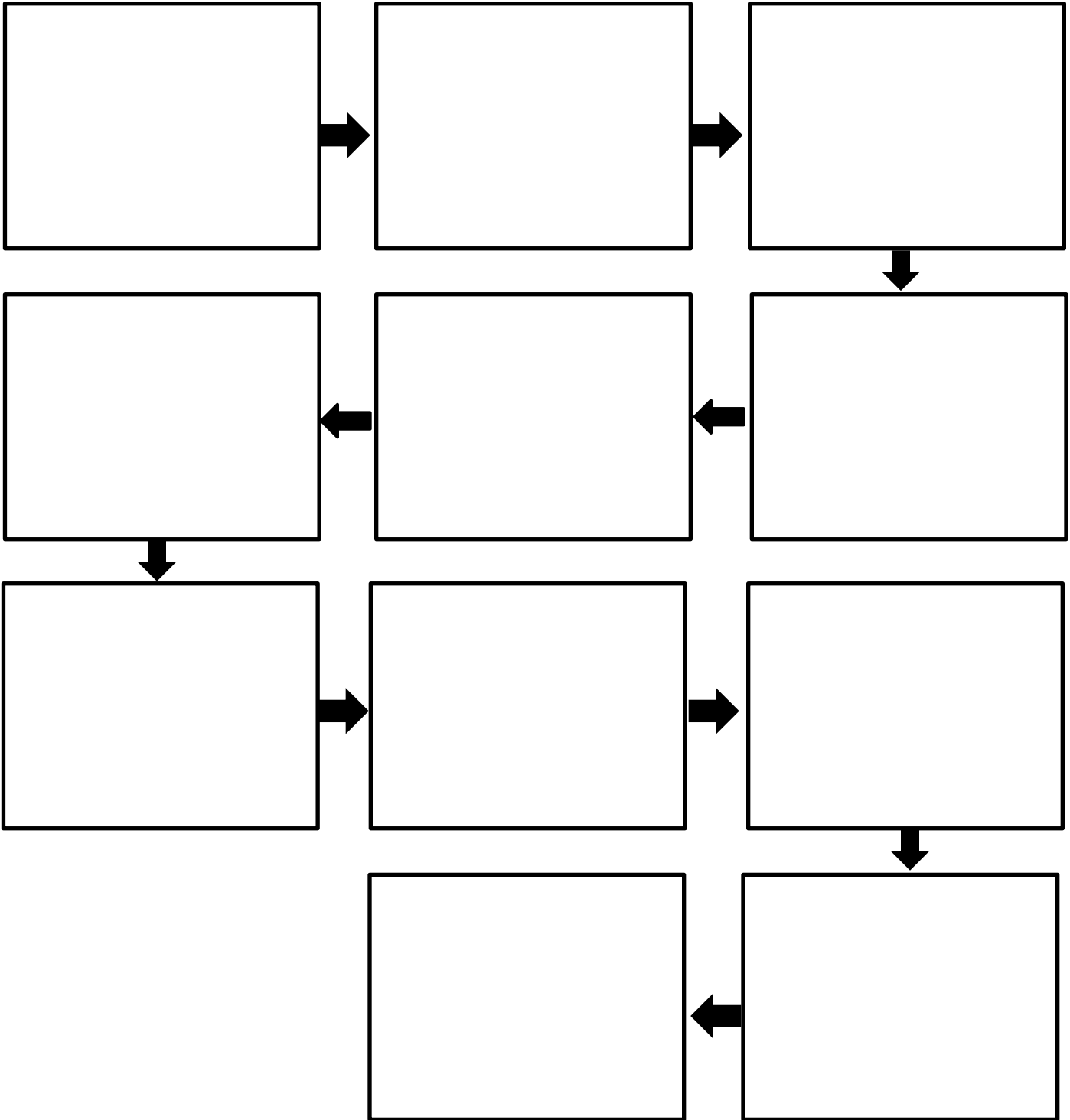
Instructional Process:

1. Say, “In the previous task you examined the plantation system in Antebellum Louisiana. In this task you will investigate how slavery and the issue of state’s rights ripped the country apart in a brutal conflict and how the Civil War destroyed Louisiana’s Antebellum culture. The disputes between the North and South could be traced back to the writing of the U.S. Constitution. Northerners did not want to count slaves for representation in Congress while the Southerners wanted to count slaves for representation. They eventually compromised and counted slaves as $\frac{3}{5}$ of a person. The issue of slavery and disputes between the North and South started in 1787, and the Civil War was not caused by any one event; it was a slow build up that eventually ripped apart the country. Let’s examine that slow build up before we start examining the Civil War in Louisiana.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with access to [Trigger Events of the Civil War](#) from Civil War Trust and [Louisiana’s Secession from the Union](#) by John M. Sacher from knowlouisiana.org.
4. Provide students with a copy of the [Build Up to the Civil War](#) handout.
5. Instruct the students to read the following sections from [Trigger Events of the Civil War](#) in groups:
 - a. 1820 The Missouri Compromise
 - b. 1850 The Compromise of 1850
 - c. 1852 *Uncle Tom’s Cabin*
 - d. 1854 - 1861 Bleeding Kansas
 - e. 1857 *Dred Scott v. Sanford*
 - f. 1859 John Brown’s Raid
 - g. 1860 Abraham Lincoln’s Election
6. Instruct students to record key events from their reading in boxes 1- 7 of their [Build Up to the Civil War](#) handout.
7. Direct students to read “The Secession Convention” from [Louisiana’s Secession from the Union](#) in groups.
8. Instruct students to record key events from their reading in boxes 8-10 of their [Build Up to the Civil War](#) handout.
9. Direct students to read “1861 The Battle of Fort Sumter” from [Trigger Events of the Civil War](#) in groups.
10. Instruct students to record key events from their reading in box 11 of their [Build Up to the Civil War](#) handout.
11. Have students respond in writing to the following prompt: Some historians assert that the Civil War was more about state’s rights than slavery. How do the sources we have read contradict this claim? Use evidence from the

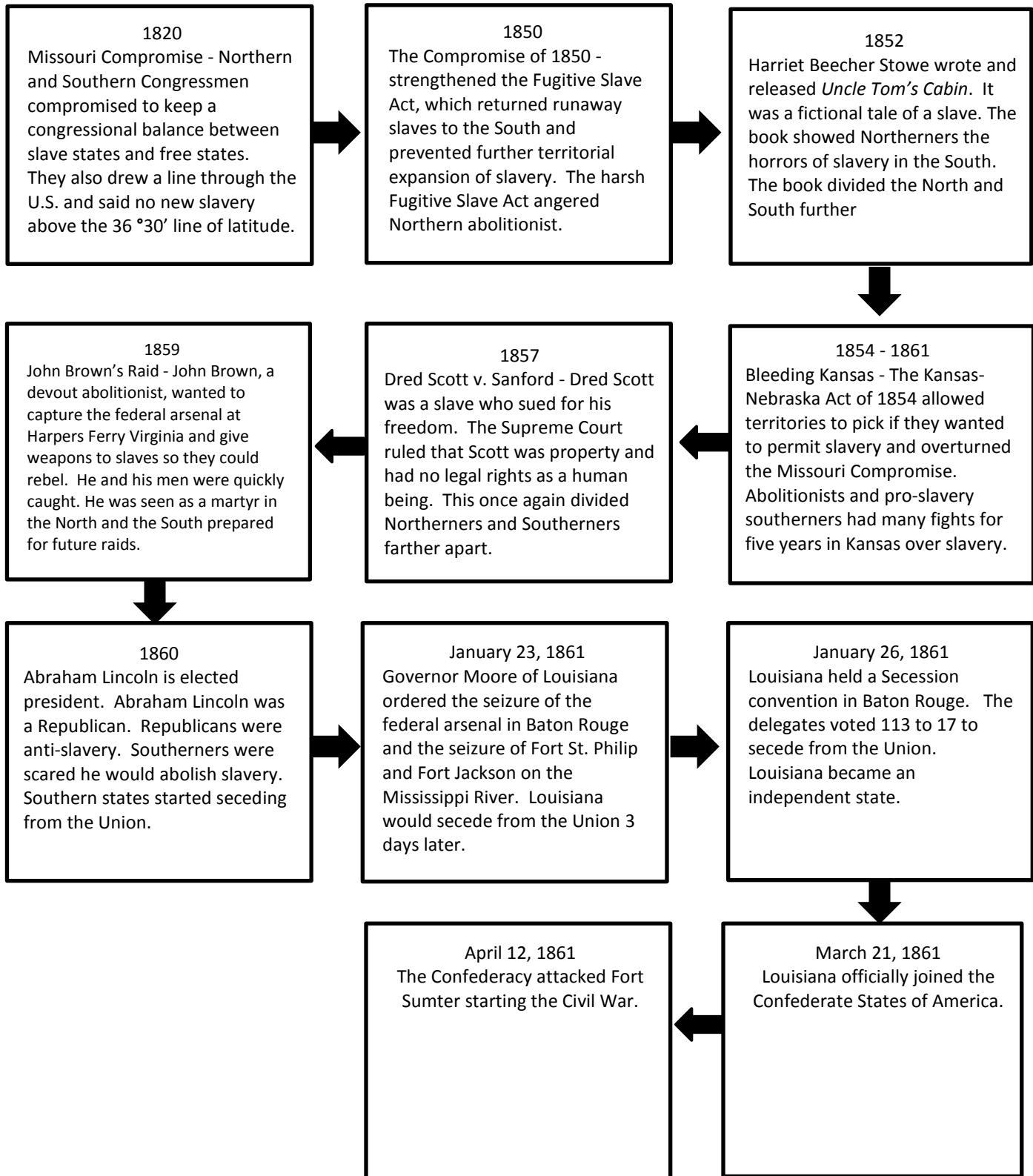
task and your knowledge of social studies to support your response. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

12. Say, “Now that you understand the causes of the Civil War, in the next part of the task you will investigate why Louisiana seceded from the Union and entered into a brutal conflict with the United States.”
13. Divide the class into small groups using an established classroom routine.
14. Provide students a copy of [Louisiana’s Ordinance of Secession](#), [Excerpts from an Address to the Texas Secession Convention Given by Commissioner George Williamson of Louisiana on February 11, 1861](#), and the [Louisiana Secedes Graphic Organizer](#).
15. Have students read these two documents in groups and use the [Louisiana Secedes Graphic Organizer](#) to analyze and synthesize what they learn from each document with the knowledge they gained so far in the task and draw conclusions about Louisiana’s decision to secede.
16. Conduct a discussion about the build up to the Civil War and the reasons Louisiana decided to secede from the Union. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their timeline, graphic organizer, the documents, and outside knowledge to support their answers. Possible questions:
 - a. How did the institution of slavery help start the Civil War?
 - b. What caused Louisiana to call for a secession convention and break away from the Union?
 - c. What were the economic reasons Louisiana seceded from the Union?
 - d. Why did Louisiana join the Confederate States of America?
 - e. How did Louisianians view the United States Government in 1861?

Build Up to the Civil War



Build Up to the Civil War (Completed)



Louisiana's Ordinance of Secession

We, the people of the State of Louisiana, in Convention assembled, do declare and ordain, and it is hereby declared and ordained, That the ordinance passed by us in Convention on the 22nd day of November, in the year Eighteen hundred & Eleven, whereby the Constitution of the United States of America, and the amendments of the said Constitution, were adopted; and all laws and ordinances by which the State of Louisiana became a member of the Federal Union be and the same are hereby repealed and abrogated; and that the union now subsisting between Louisiana and other States under the name of "The United States of America" is hereby dissolved. We do further declare and ordain, That the State of Louisiana hereby resumes all rights & powers heretofore delegated to the Government of the United States of America; That her citizens are absolved from all allegiance to said Government; and that she is in full possession and exercise of all those rights of sovereignty which appertain to a free and independent State. We do further declare and ordain, That all rights acquired and vested under the Constitution of the United States, or any act of Congress, or treaty, or under any law of this State, and not incompatible with this Ordinance, shall remain in force, and have the same effect as if this Ordinance had not been passed.

Adopted in Convention at Baton Rouge the 26th of January 1861.

Broadside by Pessou and Simon; The Historic New Orleans Collection, 86-2251-RL. Available online at:
http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

Excerpts from an Address to the Texas Secession Convention Given by Commissioner George Williamson of Louisiana on February 11, 1861

Although Louisiana and Texas had already seceded from the Union at the time of Williamson’s address, the objectives of his speech were to emphasize the primary importance of slavery to the economic prosperity and political unity of the South as well as loyalty to the Confederacy for its survival against the “hostile treachery of abolitionism.”

Louisiana invites you to a candid consideration of her acts in resuming the powers delegated to the government of the late United States, and in providing for the formation of a confederacy of “The States which have seceded and may secede.” . . . The character and pursuits of her people, her immense agricultural wealth, her large banking capital, her possession of the great commercial metropolis of the South, . . . present facts sufficient . . . [to show] she did not take these grave steps for light and transient causes. She was impelled to this action to preserve her honor, her safety, her property and the free institutions so sacred to her people. She believed the federal agent had betrayed her trust, had become the facile instrument of a hostile people, and was usurping despotic powers. . . .

The people of Louisiana were unwilling to endanger their liberties and property by submission to the despotism of a single tyrant. . . . Insulted by the denial of her constitutional equality by the non-slave-holding States, outraged by their contemptuous rejection of proffered compromises, and convinced that she was illustrating the capacity of her people for self-government by withdrawing from a union that had failed, without fault of hers, to accomplish its purposes, she declared herself a free and independent State. . . . History affords no example of a people who changed their government for more just or substantial reasons. Louisiana looks to the formation of a Southern confederacy to preserve the blessings of African slavery, and of the free institutions of the founders of the Federal Union, bequeathed to their posterity. As her neighbor and sister State, she desires the hearty co-operation of Texas in the formation of a Southern Confederacy. . . . Both States have large areas of fertile, uncultivated lands, peculiarly adapted to slave labor; and they are both so deeply interested in African slavery that it may be said to be absolutely necessary to their existence, and is the keystone to the arch of their prosperity. Each of the States has an extended Gulf coast, and must look with equal solicitude to its protection now. . . .

The people of Louisiana would consider it a most fatal blow to African slavery, if Texas either did not secede or having seceded should not join her destinies to theirs in a Southern Confederacy. If she remains in the union the abolitionists would continue their work of incendiarism and murder. . . . The people of the slaveholding States are bound together by the same necessity and determination to preserve African slavery. The isolation of any one of them from the others would make her the theatre for abolition emissaries from the North and from Europe. Her existence would be one of constant peril to herself and of imminent danger to other neighboring slave-holding communities. . . . [Louisiana’s] interests are identical to Texas and the seceding States. . . . Taking [the constitution of the late United States] as the basis of our new government we hope to form a slave-holding confederacy that will secure to us and our remotest posterity the great blessings its authors designed in the Federal Union. With the social balance wheel of slavery to regulate its machinery, we may fondly indulge the hope that our Southern government will be perpetual.

from Journal of the Secession Convention of Texas, 1861; Edited from the Original in the Department of State by Ernest William Winkler, State Librarian (pages 120–123); Austin, Texas: Austin Printing Company, 1912.

This document is used with permission from the Historic New Orleans Collection and is available online at:

http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

Louisiana Secedes Graphic Organizer

<p>What are the citizens of Louisiana dissolving themselves of?</p>	
<p>When Louisiana secedes, which rights and laws remain in place?</p>	
<p>If Louisiana wants to keep the rights, freedoms, and most laws of the United States in place, then why would it secede from the Union?</p>	
<p>What did George Williamson mean when he said “She was impelled to this action to preserve her honor, her safety, her property and the free institutions so sacred to her people”?</p>	
<p>Why does George Williamson want Texas to secede and join the Confederacy?</p>	
<p>What does George Williamson fear if Texas stays with the Union?</p>	
<p>After reading George Williamson’s speech to the Texas Secession Convention, what do you believe is the main reason the Southern states seceded? What does this tell you about the Southern economy?</p>	

Louisiana Secedes Graphic Organizer (Completed)

<p>What are the citizens of Louisiana dissolving themselves of?</p>	<p>The citizens of Louisiana are dissolving themselves from any association with the United States.</p>
<p>When Louisiana secedes, which rights and laws remain in place?</p>	<p>All rights given to the citizens of Louisiana by the U.S. constitution remain in place and all laws which are compatible with Louisiana’s secession order.</p>
<p>If Louisiana wants to keep the rights, freedoms, and most laws of the United States in place, then why would it secede from the Union?</p>	
<p>Louisiana broke away because they were afraid the United States would outlaw slavery which they viewed that law passed by Congress as unconstitutional because Congress would be exerting too much power over the states.</p>	
<p>What did George Williamson mean when he said “She was impelled to this action to preserve her honor, her safety, her property and the free institutions so sacred to her people?”</p>	<p>The Confederate states which seceded were trying to preserve the institution of slavery which the Southern economy and culture revolved around.</p>
<p>Why does George Williamson want Texas to secede and join the Confederacy?</p>	<p>Texas has “large areas of fertile, uncultivated lands, peculiarly adapted to slave labor.” Therefore Texas must protect slavery by seceding and joining the Confederate States of America which share the interests of Texas.</p>
<p>What does George Williamson fear if Texas stays with the Union?</p>	<p>Williamson fears the abolitionists from the North could destroy Texas’ economy and way of life by outlawing slavery.</p>
<p>After reading George Williamson’s speech to the Texas Secession Convention, what do you believe is the main reason the Southern states seceded? What does this tell you about the Southern economy?</p>	
<p>Southern states seceded to protect the institution of slavery. This tells you that the Southern economy was dependent on slave labor.</p>	

Grade 8 Instructional Task: Civil War in Louisiana

Unit Three: 19th Century Louisiana: A State in Conflict, Topic Three: Civil War in Louisiana

Description: Students examine the legacy the Civil War had on Louisiana.

Suggested Timeline: 9 class periods

Materials: [Civil War Louisiana](#), [The Civil War](#), split-page notes ([blank](#) and [completed](#)), [General Scott's Anaconda Plan](#), [Farragut's fleet passing the forts below New Orleans](#), [National Archives: Analyze a Photograph](#), [New Orleans fears being Captured](#), [New Orleans prepares for Capture](#), [New Orleans Women disrespect Union Soldiers](#), [Union General Benjamin Butler's Woman's Order](#), [General P.G.T. Beauregard Response to Butler's Woman's Order](#), [Siege of Port Hudson](#), [African-Americans in the Civil War](#), [Picture of the aftermath of the Battle of Baton Rouge](#), [Picture of Atlanta, Georgia in Ruins after the Civil War](#), [Picture of Richmond, Virginia after the Union burned the Town](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, "With an understanding of why Louisiana seceded from the Union, in this task you will examine the impact of the Civil War on Louisiana. At the end of the task you will be asked to write about the legacy of conflict between the North and the citizens of Louisiana with an emphasis on how this might affect future relations between the two."
2. Divide the class into small groups using an established classroom routine.
3. Provide students access to [The Civil War](#) from the Louisiana Department of Culture, Recreation and Tourism and [Civil War Louisiana](#) by John M. Sacher from knowlouisiana.org.
4. Provide students with a copy of the [split-page notes](#).
5. Direct student to read "The Importance of Louisiana" from [The Civil War](#) and "The Capture of New Orleans" from [Civil War Louisiana](#) in groups and have them answer the questions on the [split-page notes](#).
6. Say, "The North's plan to win the war put Louisiana at risk of invasion since the Union saw New Orleans as a major target to capture. The Union's desire to capture and control New Orleans left a legacy of distrust and bitterness between the citizens of New Orleans and the North."
7. Divide the class into small groups using an established classroom routine.
8. Provide students with a copy of:
 - a. [General Scott's Anaconda Plan](#)
 - b. [Farragut's fleet passing the forts below New Orleans](#)
 - c. [New Orleans fears being Captured](#)
 - d. [New Orleans prepares for Capture](#)
9. Have students read and analyze these documents in groups and then discuss the following questions:
 - a. Why is New Orleans important to the Union and Confederacy?
 - b. What do New Orleans citizens fear?
 - c. Why would the citizens of New Orleans burn their own supplies

10. Conduct a discussion about the North’s strategy to defeat the Confederacy, the effects on New Orleans, and the reactions of New Orleanians to capture. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the, documents and outside knowledge to support their answers. Possible questions:
 - a. Why did the North want to blockade Southern ports?
 - b. How would this help the Union win the Civil War?
 - c. Why did General Scott’s Anaconda Plan call for the capture of the Mississippi River? How would this help the Union win the Civil War?
 - d. How was New Orleans’ economy affected by the Union blockade?
 - e. Why did the Union try to capture New Orleans?
 - f. Why did New Orleanians burn cotton bales and sink ships?
 - g. Why were African slaves excited the Union captured New Orleans?
 - h. Describe the emotions of New Orleanians when the Union captured New Orleans.
11. Say, “After Farragut’s capture of New Orleans, the city was controlled by Union General Benjamin Butler. New Orleans citizens strongly supported the Confederacy and were often very disrespectful to Union soldiers. Butler eventually became the most hated man in New Orleans when he passed his infamous Woman’s Order.”
12. Provide students with a copy of:
 - a. [New Orleans Women disrespect Union Soldiers](#)
 - b. [Union General Benjamin Butler’s Woman’s Order](#)
 - c. [General P.G.T. Beauregard Response to Butler’s Woman’s Order](#)
13. Instruct students to respond in writing to the following prompts:
 - a. Was General Butler to cruel to the women of New Orleans? Defend your opinion with evidence from the sources.
 - b. How could Butler’s Woman’s Order left a legacy of conflict between the citizens on New Orleans and the United States Army.
 - i. Use evidence from the task and your knowledge of social studies to develop and support your explanation. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.
14. Say, “As Butler was becoming one of the most hated men in Louisiana history, the Union was still trying to finish the conquest of the Mississippi River to cut the Confederacy in half. After capturing Baton Rouge, Union General Farragut headed north on the Mississippi River to Port Hudson, Louisiana. At the same time Union General Ulysses S. Grant headed south on the Mississippi River to attempt to capture Vicksburg, Mississippi. The stretch between Port Hudson, Louisiana and Vicksburg, Mississippi was the only spots on the Mississippi River the Confederacy controlled. If the Confederacy lost these two towns the Union would control all of the Mississippi River and cut the South in half. The Union put both towns under siege. A siege is when an army surrounds a town or city and cuts off all supplies to the opposing soldiers in the town or city.”
15. Provide students with access to [Siege of Port Hudson](#) by Justin A. Nystrom from knowlouisiana.org and a copy of the [split-page notes](#).
16. Have students read “Second Assault” from [Siege of Port Hudson](#) in groups and record details on their [split-page notes](#).
17. Say, “After Port Hudson fell thousands of slaves who worked the fields surrounding Port Hudson were freed. Thousands of freedmen, or former slaves, volunteered to serve in the Union army. On January 1, 1863 Abraham Lincoln issued the Emancipation Proclamation which freed all slaves in Confederate controlled areas. These

newly freedmen knew if the North won the Civil War slavery would end in the South. Therefore, thousands of newly freed African-Americans signed up to serve in the Union army. These African-Americans were considered some the best fighters the Civil War produced.”

18. Provide students access to [African-Americans in the Civil War](#) by Justin A. Nystrom from knowlouisiana.org.
19. Have students read paragraphs 7 - 9 “The Native Guards in the Union Army” from [African-Americans in the Civil War](#) in groups and record details on the last questions of their [split-page notes](#).
20. Say, “By the end of 1863 the Union controlled the entire Mississippi River and was ravaging the Confederacy. Despite grave loses, the war lasted another year and a half, and eventually the Confederate General Robert E. Lee was forced to surrender to Union General Ulysses S. Grant on April 9, 1865 at Appomattox Court House Virginia. The South had lost the war, and much of its economy and infrastructure was in ruins. In total over 600,000 Americans died in the Civil War.”
21. Project or provide students with copies of the following images:
 - a. [Picture of the aftermath of the Battle of Baton Rouge](#)
 - b. [Picture of Atlanta, Georgia in Ruins after the Civil War](#)
 - c. [Picture of Richmond, Virginia after the Union burned the Town](#)
22. Conduct a brief discussion about the scale of destruction left by the Civil War. Possible questions:
 - a. What do these images show about the scale of destruction left by the war?
 - b. In the end the Union was preserved, but at what price?
 - c. What is the legacy of this conflict on Louisiana and the South?
 - d. What will need to be resolved to move forward?
23. Say, “The images you just analyzed show the scale of destruction left by the Civil War. The North saved the Union and brought the rebelling southern states back into the Union; however, the North would have to reconstruct the South to ensure their economy, infrastructure were repaired. Also the North would have to supervise the South to ensure newly freed African-Americans were given rights and were safe from violence.”
24. Instruct students to respond in writing to the following prompt: What is the legacy of the Civil War on African-Americans in Louisiana, Citizens of Louisiana, and Union soldiers occupying Louisiana? Use evidence from the task and your knowledge of social studies to develop and support your explanation. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Split-page Notes

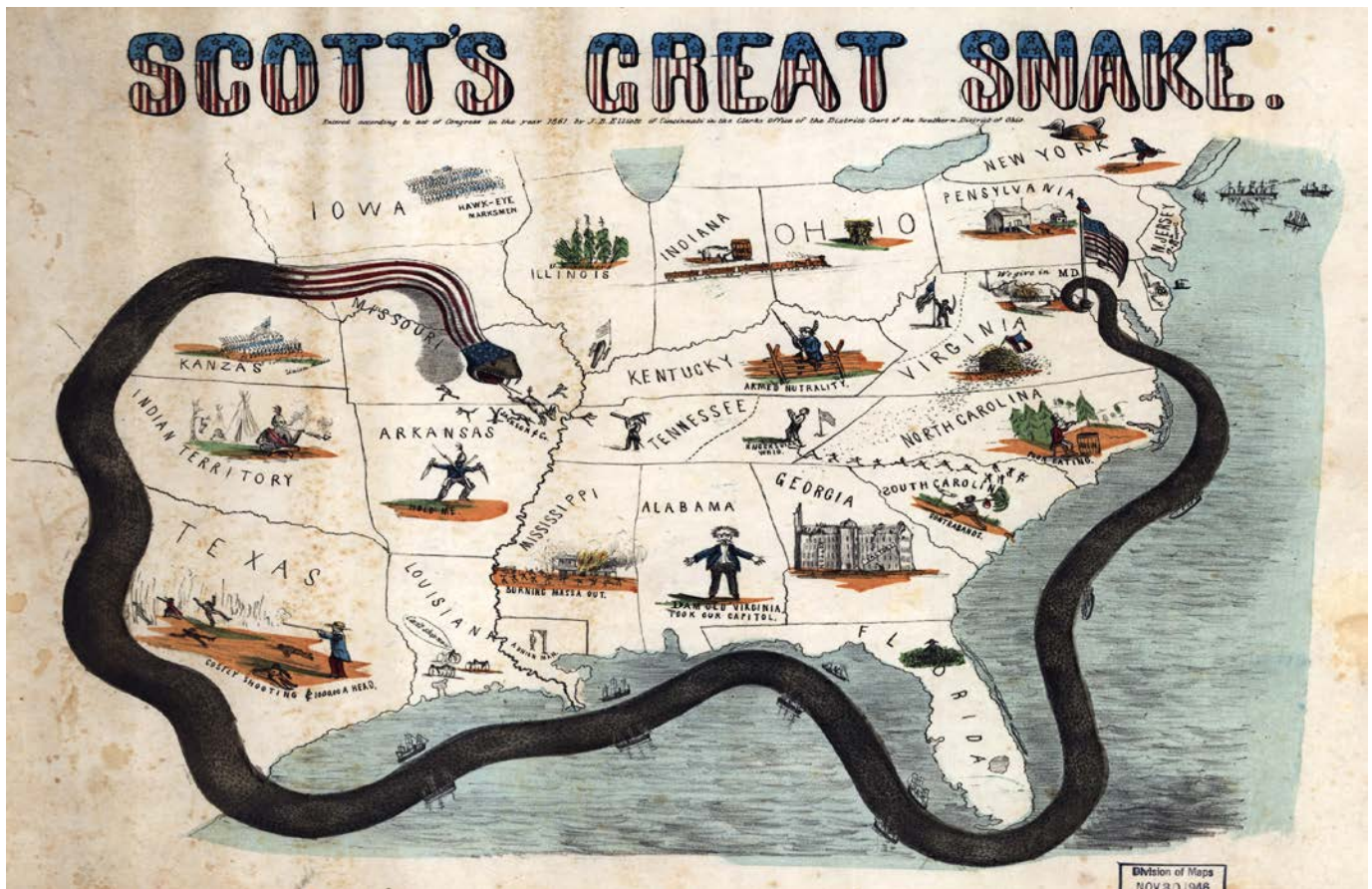
Keywords/Quotations	Notes
Why did the Union see the capture of New Orleans and the Mississippi River as vital to Union victory?	<hr/> <hr/> <hr/> <hr/>
Describe the Union capture of New Orleans in April of 1862.	<hr/> <hr/> <hr/> <hr/>
Why did Confederate soldiers surrender at Port Hudson? Why is the surrender of Port Hudson and Vicksburg significant?	<hr/> <hr/> <hr/> <hr/>
Describe the effects of African-Americans joining the Union army on the future of Louisiana.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>Why did the Union see the capture of New Orleans and the Mississippi River as vital to Union victory?</p>	<p><u>New Orleans was a vital port used by the Confederacy for shipping supplies around the South. New Orleans was the South’s leading producer of naval ships and manufactured goods needed for the Confederate war effort. With control of New Orleans the Union cut severely hurt the Confederates ability to supply its army. The Mississippi River was the main transportation route for the Confederacy if the Union controlled the river it would divide the Confederacy in half.</u></p>
<p>Describe the Union capture of New Orleans in April of 1862.</p>	<p><u>Union Admiral David Farragut’s Union ships ran past the two forts protecting New Orleans and the poorly trained Confederate troops in New Orleans left the city. The Union navy easily docked in New Orleans and captured the South’s biggest manufacturing and port city.</u></p>
<p>Why did Confederate soldiers surrender at Port Hudson? Why is the surrender of Port Hudson and Vicksburg significant?</p>	<p><u>Confederate soldiers lacked supplies and food at Port Hudson. When Confederates in Vicksburg surrendered the Confederates at Port Hudson knew their fight was hopeless and surrendered. With the surrender of Vicksburg and Port Hudson the Union army controlled the entire all transportation and cross points on the Mississippi River.</u></p>
<p>Describe the effects of African-Americans joining the Union army on the future of Louisiana.</p>	<p><u>Over 180,000 African-Americans served in the Union army. These men proved to be very good soldiers. Many African-American soldiers learned vital skills in the Union army including reading and writing skills as well as an understanding of the political process. These men made up the leadership class of African-Americans after the Civil War. They also helped get African-Americans citizenship, political power, and voting rights after the war. Without these men serving in the Union army those rights granted to African-Americans after the war may not have passed in the U.S. government.</u></p>

General Scott's Anaconda Plan

Union General Winfield Scott's plan for winning the Civil War was to blockade Confederate ports. This would prevent the South from selling cotton to European countries or receiving supplies from other countries. His plan also called for surrounding the South and invading up the Mississippi River from the Gulf of Mexico and down the Mississippi River from Kentucky. He hoped the Union could cut the south in half by controlling the Mississippi River. New Orleans was a key city the Union wanted to control. This picture describes Scott's plan for Union victory.



This image is in the public domain and is available online at: <https://commons.wikimedia.org/wiki/File:Scott-anaconda.jpg>

Farragut's Fleet passing the forts below New Orleans

Capturing New Orleans was a key part of General Scott's Anaconda Plan. New Orleans was the center for trade and commerce for the Confederacy. Union General Farragut was in charge of capturing New Orleans. The image below is a picture from a battle on the Mississippi River below New Orleans. Once Farragut got his ships past Fort Jackson and Fort St. Philip, he was able to capture New Orleans easily.



Farragut's fleet passing the forts below New Orleans; between 1863 and 1867; oil on canvas by Mauritz Frederik De Haas; The Historic New Orleans Collection, 1974.80. Available online at: http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

New Orleans Fear being Captured

The double blockade—blockade above and blockade below [the Mississippi River]—struck death to the commerce of New Orleans, a city created and sustained by commerce alone. . . . The crescent bend of the river upon which the city stands, a waving line seven miles in extent, used to display the commercial activity of the place to striking advantage. Cotton ships, eight or ten deep; a forest of masts, denser than any but a tropical forest; steamboats in bewildering numbers, miles of them, puffing and hissing, arriving, departing, and threatening to depart, with great clangor of bells and scream of whistles; cotton-bales piled high along the levee, as far as the eye could reach; acres and acres covered with hogsheads of sugar; endless flotillas of flat-boats, market-boats, and timber rafts; gangs of negroes at work upon every part of the levee, with loud chorus and outcry; and a constant crowd of clerks, merchants, sailors, and bandanna-crowned negro women selling coffee, cakes, and fruit. It was a spectacle without parallel on the globe, because the whole scene of the city's industry was presented in one view.

What a change was wrought by the mere announcement of the [Union] blockade! The cotton ships disappeared; the steamboats were laid away in convenient bayous, or departed up the river to return no more. The cotton mountains vanished; the sugar acres were cleared. The cheerful song of the negroes was seldom heard, and the grass grew on the vacant levee. The commerce of the city was dead; and the forces hitherto expended in peaceful and victorious industry, were wholly given up to waging war upon the power which had called that industry into being, defended it against the invader, protected and nourished it for sixty years, guiltless of wrong. . . .

We return to the morning of April 24th [1862], on which the Union fleet ran past the forts [Jackson and St. Philip]. . . .

At half-past nine in the morning, . . . the bell of one of the churches, which had been designated as the alarm bell, struck the concerted signal of alarm—twelve strokes four times repeated. . . . There was a wild rush to the newspaper bulletin-boards.

“IT IS REPORTED THAT TWO OF THE ENEMY’S GUN-BOATS HAVE SUCCEEDED IN PASSING THE FORTS.”

This was all that came over the wires before Captain Farragut cut them; but it was enough to give New Orleans a dismal premonition of the coming catastrophe. The troops flew to their respective rendezvous. The city was filled with rumors. The whole population was in the streets all day. . . .

. . . At half-past two, [Confederate] General Lovell arrived, bringing news that the Union fleet had passed the forts, destroyed the Confederate gun-boats, and was approaching the city. Then the panic set in. Stores were hastily closed, and many were abandoned without closing. People left their houses, forgetting to shut the front-door, and ran about the streets without apparent object. There was a fearful beating of drums. . . .

Excerpts from pages 64–67 of *General Butler in New Orleans; Being a History of the Administration of the Department of the Gulf in the Year 1862 (People’s Edition)*; by James Parton; New York: Mason Brothers, 1864; Library of Congress. Available online at: http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

New Orleans prepare for Capture

[On April 24] the famous burning of cotton and ships began. Fifteen thousand bales of cotton on the levee; twelve or fifteen cotton ships in the river; fifteen or twenty river steamboats; an unfinished ram of great magnitude; the dry-docks; vast heaps of coal; vaster stores of steamboat wood . . . whatever was supposed to be of use to Yankees; all was set on fire, and the heavens were black with smoke. . . . And, as if this were not enough, the valiant governor of Louisiana [Thomas Overton Moore] fled away up the river in the swiftest steamboat he could find, spreading alarm as he went, and issuing proclamations, calling on the planters to burn every bale of cotton in the state, which the ruthless invaders could reach. . . .

Except that a white flag or rag was hung from many of the houses, and, in some instances, a torn and faded American flag, a relic of better times, there was little to remind the [Union] voyagers that they were in an enemy's country. Here and there a white man was seen waving a Union flag; and occasionally a gesture of defiance or contempt was discerned. The negroes who were working in the fields in great numbers—gangs of fifty, a hundred, two hundred—these alone gave an unmistakable welcome to the [Union] ships. They would come running down to the levee in crowds, hoe in hand, and toss their battered old hats into the air, and shout, sing and caper. . . .

. . . On a plantation near by thirty plows were going, and two hundred negroes came to the shore in the highest glee, to greet the ships. "Hurrah for Abraham," cried one. . .

[The Union fleet came] round the bend at noon, into full view of the vast sweep of the Crescent City. What a scene! Fires along the shore farther than the eye could reach; the river full of burning vessels; the levee lined with madmen, whose yells and defiant gestures showed plainly enough what kind of welcome awaited the [Union] newcomers. A faint cheer for the Union, it is said, rose from one part of the levee, answered by a volley of pistol-shots from the by-standers. . . . The banks, the stores, all places of business were closed in the city. . . .

Excerpts from pages 68–69 of *General Butler in New Orleans; Being a History of the Administration of the Department of the Gulf in the Year 1862 (People's Edition)*; by James Parton; New York: Mason Brothers, 1864; Library of Congress. Available online at: http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf.

New Orleans Women Disrespect Union Soldiers

New Orleans women continually disrespected Union soldiers during the Union's occupation of New Orleans. Most Louisianians remained strongly loyal to the Confederacy despite the Union taking over much of Louisiana. Many New Orleans women would blatantly disrespect Union soldiers with some even spitting on Union soldiers.

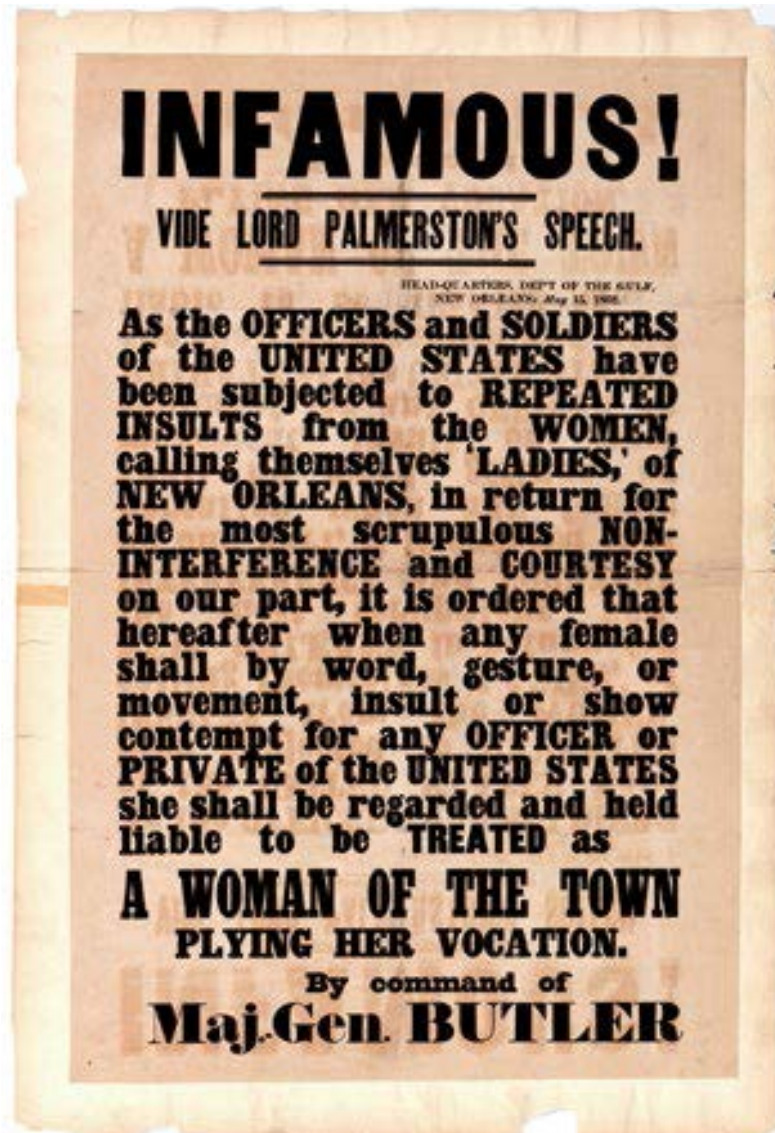


The Ladies of New Orleans before General Butler's Proclamation; After General Butler's Proclamation from Harper's Weekly; July 12, 1862. Available online at:

http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

Union General Benjamin Butler's Woman's Order

General Butler responded to New Orleans women's disrespect by passing his infamous Woman's Order.



Broadside Protesting General Order No. 28, the "Woman's Order"; May 15, 1862; broadside by the United States Army, Department of the Gulf, author; The Historic New Orleans Collection, 99-276-RL. Available online at:

http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_CivilWar.pdf

Confederate General P.G.T. Beauregard Response to Butler's Woman's Order

The women of New Orleans were outraged at Butler's Woman's Order. New Orleanians were so mad that they started calling him "Beast." General Butler became one of the most hated men in the history of New Orleans. Confederate men were also outraged at Butler's Woman's Order and they used his order to rally support for the Confederate cause. One man in particular who was mad over Butler's Woman's Order was Confederate General P.G.T. Beauregard who was a native of Louisiana.

Men of the South! shall our mothers, our wives, our daughters and our sisters, be thus outraged by the ruffianly soldiers of the North, to whom is given the right to treat, at their pleasure, the ladies of the South as common harlots? Arouse friends, and drive back from our soil, those infamous invaders of our homes and disturbers of our family ties.

G. T. BEAUREGARD.
General Commanding.

Response of Confederate General G. T. Beauregard to General Butler's General Order No. 28, The Gilder Lehrman Collection. Available online at: <https://www.gilderlehrman.org/history-by-era/american-civil-war/resources/confederate-reaction-%E2%80%9Cbeast%E2%80%9D-butler%E2%80%99s-orders-1862>

Picture of the aftermath of the Battle of Baton Rouge



This image is in the Public Domain and available online at: <https://commons.wikimedia.org/wiki/File:DamageatBatonRouge1862.jpg>

Picture of Atlanta Georgia in Ruins after the Civil War



This image is in the Public Domain and available online at:

https://commons.wikimedia.org/wiki/File:Atlanta_first_union_station_in_ruins_1864.jpg

Picture of Richmond Virginia after the Union burned the Town



This image is in the Public Domain and available online at: https://commons.wikimedia.org/wiki/File:Richmond_Civil_War_ruins.jpg

Topic Four: Reconstruction (8.1.1, 8.2.5, 8.2.6, 8.10.3)

Connections to the unit claim: Students examine the period of Reconstruction and its lasting effects on Louisiana.

Suggested Timeline: 7 class periods

Use this sample task:

- [Reconstruction](#)

To explore these key questions:

- Describe Presidential Reconstruction and Congressional Reconstruction.
- What were the economic, political, and social effects of the two different plans of Reconstruction?
- How did African-Americans gain political power in Louisiana during Reconstruction?
- How did white Louisianians respond to African-American citizenship?
- How did white Louisianians view carpetbaggers and scalawags during Reconstruction?
- What is the legacy of the Compromise of 1877 on Louisiana's social identity?

That students answer through this assessment:

- Students complete the Reconstruction Venn diagram and engage in a class discussions comparing and contrasting Presidential and Radical Reconstruction. Then discuss how black codes affected African-Americans in Louisiana. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the document, [Black Codes from St. Landry Parish \(1865\)](#), and engage in a class discussions about how Presidential Reconstruction freed the South to pass black codes. Then discuss how black codes affected African-Americans in Louisiana. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze various sources and engage in class discussions about how Radical Reconstruction laws reshaped Louisiana's legacy. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response to the following prompt: Was Reconstruction a success or failure regarding African-Americans in Louisiana? Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Reconstruction

Unit Three: 19th Century Louisiana: A State in Conflict, Topic Four: Reconstruction

Description: Students examine the period of Reconstruction and its lasting effects on Louisiana by researching the events of Reconstruction and their effects on different ethnic groups in Louisiana.

Suggested Timeline: 7 class periods

Materials: [Reconstruction](#), [Presidential Reconstruction](#), [Radical Reconstruction](#), Presidential and Radical Reconstruction Venn Diagram ([blank](#) and [completed](#)), [Harper’s Ferry Newspaper depiction of the Freedmen’s Bureau](#), [Freedmen’s Bureau issuing rations to the Old and Sick](#), [White Southerners view of the Freedmen’s Bureau](#), Comparing Images Graphic Organizer ([blank](#) and [completed](#)), [Black Codes from St. Landry Parish \(1865\)](#), [The Civil Rights Act of 1866](#), [14th and 15th Amendments of the United States Constitution](#), [conversation stems](#), [The First Vote](#), [Portrait of Distinguished Members of Louisiana’s 1868 Constitutional Convention](#), [The White League and the Battle of Liberty Place \(1874\)](#), [White League and KKK make an Alliance](#), [Compromise of 1877](#), split-page notes ([blank](#) and [completed](#))

Instructional Process:

1. Say, “In the last task you examined the political, social, and economic effects in the debate over slavery that lead to the most destructive war in American history. Remember, your task is to understand the legacy of conflict and resolution on a state’s identify. In this task we will explore the resolution of the conflict as well at its impact on Louisiana. We will do this by examining the period of Reconstruction in Louisiana and evaluating whether the plans worked in Louisiana.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with a copy of:
 - a. [Reconstruction](#) from USHistory.org
 - b. [Presidential Reconstruction](#) from USHistory.org
 - c. [Radical Reconstruction](#) from USHistory.org
 - d. the [Presidential and Radical Reconstruction Venn diagram](#)
4. Direct students read and analyze the documents in groups. As they are reading the documents, have them compare and contrast Presidential Reconstruction and Radical Reconstruction [Presidential and Radical Reconstruction Venn diagram](#).
5. Conduct a discussion comparing and contrasting Presidential and Radical Reconstruction. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their [Presidential and Radical Reconstruction Venn diagram](#), the documents, and outside knowledge to support their answers. Possible questions:
 - a. Why did former Confederates approve of Presidential Reconstruction and disapprove of Radical Reconstruction?
 - b. What would have happened to African-Americans in Louisiana if Radical Republicans did not take over Reconstruction from Andrew Johnson?
 - c. Why would Radical Republicans want to punish the South for starting the Civil War?
 - d. Why would African-Americans in the South overwhelmingly support Republican candidates during Reconstruction?

6. Say, “With a solid understanding of both plans for Reconstruction, we can now investigate the different events of Reconstruction to better understand the legacy of conflict and resolution on Louisiana. In 1865 Congress created the Freedmen’s Bureau to help newly freed slaves and poor whites in the South. The Freedmen’s Bureau would give newly freedmen food and provide teachers for African-American children.”
7. Divide the class into small groups using an established classroom routine.
8. Provide students with a copy of :
 - a. [Harper’s Ferry Newspaper depiction of the Freedmen’s Bureau](#)
 - b. [Freedmen’s Bureau issuing rations to the Old and Sick](#)
 - c. [White Southerners view of the Freedmen’s Bureau](#)
 - d. the [Comparing Images Graphic Organizer](#)
9. Have the students analyze the drawings and compare and contrast the different perspectives using the [Comparing Images Graphic Organizer](#).
10. Conduct a brief discussion about how Johnson’s plan for Reconstruction allowed Southern states to pass black codes. Possible questions:
 - a. After analyzing the drawing, [Harper’s Ferry Newspaper depiction of the Freedmen’s Bureau](#), what role did the Freedmen’s Bureau play in race relations?
 - b. How did the Freedmen’s Bureau help the South after the Civil War?
 - c. After analyzing the drawing, [White Southerners view of the Freedmen’s Bureau](#), how did Southerners view Andrew Johnson and Republicans in Congress?
 - d. Describe race relations in Louisiana and in the Southern United States during Reconstruction.
11. Say, “When Johnson became President he was very lenient on the South. He stood back while Southern states started passing black codes which restricted the rights of freedmen.”
12. Provide students a copy of the [Black Codes from St. Landry Parish \(1865\)](#).
13. Have the students independently read the document. As they read, instruct students to answer the following questions in writing:
 - a. How did Presidential Reconstruction allow black codes to be passed?
 - b. How did black codes affect African-Americans in Louisiana?
14. Conduct a discussion on how Johnson’s plan for Reconstruction allowed Southern states to pass black codes. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Why would St. Landry Parish create the black codes?
 - b. Why would St. Landry Parish officials want freedmen to stay on the plantations they worked as slaves? Think about the economics of the South.
 - c. How did Presidential Reconstruction allow for the passing of black codes all throughout Louisiana and the South?
15. Say, “As Republicans in Congress were allowing Johnson to control Reconstruction, they were becoming angry at the handling of Reconstruction because former Confederate officials were getting elected to the state and national legislatures, and the South was passing black codes restricting the rights of freedmen. Northern Republicans were not going to sit back and allow this to happen. So they began over-riding President Johnson’s veto with a 2/3rd vote, and in 1867 they impeached Johnson. In 1866 Radical Republicans in Congress were able to pass the Civil Rights of 1866, and they were also able to get the U.S. to pass the 14th and 15th Amendments to the Constitution. In 1868 former Union General Ulysses Grant became president.”

16. Divide the class into small groups using an established classroom routine.
17. Provide students with a copy of:
 - a. [The Civil Rights Act of 1866](#)
 - b. [14th and 15th Amendments of the United States Constitution](#)
18. Have the students read and analyze these documents in groups. Instruct students to discuss the answers to the following questions in their group:
 - a. How did these new laws affect African-Americans in Louisiana?
 - b. How will former Confederates react to these new laws?
19. Conduct a discussion about how Radical Reconstruction laws reshaped Louisiana’s legacy. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How did the Civil Rights Act of 1866 and the 14th and 15th Amendments change life for African-Americans?
 - b. With African-Americans becoming citizens and having their voting rights protected, how will this change political power in Louisiana?
 - c. How will white Louisianians view these new laws?
 - d. What will happen to the black codes passed throughout Louisiana with the passage of these new laws?
 - e. How will race relations be affected by these new laws?
20. Say, “After the passage of the Civil Rights Act of 1866 and the 14th and 15th Amendments, Republicans passed the Military Reconstruction Act of 1867 which sent the military into the South to ensure African-Americans were getting the rights of U.S. citizenship. In 1868 Louisiana held a constitutional convention to rewrite the state’s constitution and abolish black codes.”
21. Project the following images:
 - a. [The First Vote](#)
 - b. [Portrait of Distinguished Members of Louisiana’s 1868 Constitutional Convention](#)
22. Have the students analyze the drawings and make connections between these two drawings and the 14th and 15th Amendments and the Civil Rights Acts of 1866 by answering the following questions:
 - a. How did 14th Amendment, 15th Amendment, and Civil Rights Act of 1866 setup the creation of these two drawings?
 - b. How has the political system changed in Louisiana?
23. Conduct a brief discussion about the change of the role of African-Americans in government during Radical Reconstruction. Possible questions:
 - a. After viewing these two images, what is the political legacy of the 14th Amendment, 15th Amendment, and Civil Rights Act of 1866?
 - b. How did Radical Reconstruction change the role of African-Americans in the political system of Louisiana?
 - c. How would white Louisianians view African-American voting rights and African-Americans gaining political power?
 - d. How would some white Louisianians react to the change of the role of African-Americans in the political system?
24. Say, “During Reconstruction African-Americans did gain some political power such as being voted into the Louisiana Legislature. An African-American man named P.B.S. Pinchback was elected to and appointed president

of the Louisiana State Senate. When the Lieutenant governor died, Pinchback took over the role of Lieutenant Governor. Then as the Governor of Louisiana was facing impeachment charges, P.B.S. Pinchback took over as Governor of Louisiana during the impeachment trial. Even though P.B.S. Pinchback only served for a little over a month, he became America’s first black governor. Many white Louisianians were extremely angry over African-Americans gaining political power. Some formed white supremacy groups with the goal of stopping African-Americans from voting by using violence. One white supremacist group called the White League even tried to take over the state government in Louisiana by force.”

25. Divide the class into small groups using an established classroom routine.
26. Provide students with a copy of:
 - a. [The White League and the Battle of Liberty Place \(1874\)](#)
 - b. [White League and KKK make an Alliance](#)
27. Have the students analyze these sources in groups. Instruct students to discuss the answers to the following questions in their group:
 - a. Why did white Louisianians feel threatened by African-Americans attaining equal rights?
 - b. What did white supremacist groups hope to accomplish by violating African-American rights?
28. Conduct a brief discussion about the rise of white supremacy groups during Reconstruction. Possible questions:
 - a. What caused the rise of white supremacy groups during Reconstruction?
 - b. What was the goal of white supremacy groups during Reconstruction?
 - c. How did African-Americans respond to the rise of white supremacy groups?
29. Say, “During Reconstruction, white supremacist groups formed and used violence as a way to intimidate African-Americans to not vote. White supremacists groups like the White League would use any means necessary to ensure African-Americans would be too scared to use their voting rights. Northern Republicans sent the military into the South in 1867 to ensure African-Americans got equal rights; however, the military would remain in the South over the next 10 years, and Republicans in Congress would have to continually strive to ensure African-Americans could use their newly acquired rights. After 10 years of Reconstruction Northern Republicans agreed to withdraw the military from the South. It was a part of the deal that made up the Compromise of 1877.”
30. Divide the class into small groups using an established classroom routine.
31. Provide students access to [The Compromise of 1877](#) from the UNC School of Education.
32. Provide students with a copy of the [split-page notes](#).
33. Have students read the document in groups and record key details on their [split-page notes](#).
34. Say, “After President Hayes withdrew the military from the South, Southern Legislatures including Louisiana’s legislature started passing laws which disenfranchised, or took away the voting rights of, African-Americans and legally separated the races. This started the Jim Crow Era of Louisiana. Before we start examining the Jim Crow Era in Louisiana History, you will write a response where evaluate the success of Reconstruction in Louisiana.”
35. Direct students to write a response to the following prompt: Was Reconstruction a success or failure in regards to African-Americans in Louisiana? Use evidence from the task and your knowledge of social studies to develop and support your explanation. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Reconstruction⁹



National Archives

Andrew Johnson was the only Southern Senator to remain loyal to the Union during the Civil War. As a reward, the pro-war Southern Democrat was appointed as military governor of Tennessee, and later asked to join Abraham Lincoln's ticket as vice-presidential candidate.

Slavery, in practical terms, died with the end of the Civil War. Three Constitutional amendments altered the nature of African-American rights. The Thirteenth Amendment formally abolished slavery in all states and territories. The **FOURTEENTH AMENDMENT** prohibited states from depriving any male citizen of equal protection under the law, regardless of race. The **FIFTEENTH AMENDMENT** granted the right to vote to African-American males. Ratification of these amendments became a requirement for Southern states to be readmitted into the Union. Although these measures were positive steps toward racial equality, their enforcement proved extremely difficult.

The period of **PRESIDENTIAL RECONSTRUCTION** lasted from 1865 to 1867. Andrew Johnson, as Lincoln's successor, proposed a very lenient policy toward the South. He pardoned most Southern whites, appointed provisional governors and outlined steps for the creation of new state governments. Johnson felt that each state government could best decide how they wanted blacks to be treated. Many in the North were infuriated that the South would be returning their former Confederate leaders to power. They were also alarmed by Southern adoption of Black Codes that sought to maintain white supremacy. Recently freed blacks found the postwar South very similar to the prewar South.

RECONSTRUCTION refers to the period following the Civil War of rebuilding the United States. It was a time of great pain and endless questions. On what terms would the Confederacy be allowed back into the Union? Who would establish the terms, Congress or the President? What was to be the place of freed blacks in the South? Did Abolition mean that black men would now enjoy the same status as white men? What was to be done with the Confederate leaders, who were seen as traitors by many in the North?

Although the military conflict had ended, Reconstruction was in many ways still a war. This important struggle was waged by radical northerners who wanted to punish the South and Southerners who desperately wanted to preserve their way of life.



Library of Congress LC-USZ62-175(5-1)

This drawing of African American soldiers returning to their families in Little Rock, Arkansas, after the war captures the exuberant spirit of many former slaves upon gaining their freedom. They were soon to find out that freedom did not necessarily mean equality.

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The Ku Klux Klan was co-founded by former Confederate cavalry general, Nathan Bedford Forrest. He later tried to disband the group when they became too violent.

The CONGRESSIONAL ELECTIONS OF 1866 brought RADICAL REPUBLICANS to power. They wanted to punish the South, and to prevent the ruling class from continuing in power. They passed the MILITARY RECONSTRUCTION ACTS OF 1867, which divided the South into five military districts and outlined how the new governments would be designed. Under federal bayonets, blacks, including those who had recently been freed, received the right to vote, hold political offices, and become judges and police chiefs. They held positions that formerly belonged to Southern Democrats. Many in the South were aghast. President Johnson vetoed all the Radical initiatives, but Congress overrode him each time. It was the Radical Republicans who impeached President Johnson in 1868. The Senate, by a single vote, failed to convict him, but his power to hinder radical reform was diminished.

Not all supported the Radical Republicans. Many Southern whites could not accept the idea that former slaves could not only vote but hold office. It was in this era that the Ku Klux Klan was born. A reign of terror was aimed both at local Republican leaders as well as at blacks seeking to assert their new political rights. Beatings, lynchings, and massacres, were all in a night's work for the clandestine Klan. Unable to protect themselves, Southern blacks and Republicans looked to Washington for protection. After ten years, Congress and the radicals grew weary of federal involvement in the South. The WITHDRAWAL OF UNION TROOPS IN 1877 brought renewed attempts to strip African-Americans of their newly acquired rights.

Presidential Reconstruction¹⁰

In 1864, Republican Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his Vice Presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.

Johnson, like Lincoln, had grown up in poverty. He did not learn to write until he was 20 years old. He came to political power as a backer of the small farmer. In speeches, he railed against "SLAVEOCRACY" and a bloated "Southern aristocracy" that had little use for the white working man.

The views of the Vice President rarely matter too much, unless something happens to the President. Following Lincoln's assassination, Johnson's views now mattered a great deal. Would he follow Lincoln's moderate approach to reconciliation? Would he support limited black suffrage as Lincoln did?

Would he follow the Radical Republicans and be harsh and punitive toward

the South?



White House

Andrew Johnson, the 17th President of the United States, was pro-slavery throughout his career in the Senate and as the Military Governor of Tennessee.



Riots rocked New Orleans on July 30, 1866, when a convention met to stop Louisiana's Black Codes from taking effect. Official reports listed 37 dead and 146 wounded, but witnesses claimed that the tolls were much higher.

Johnson believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. At one point in 1866 he told a group of blacks visiting the White House that they should emigrate to another country.

He also gave amnesty and pardon. He returned all property, except, of course, their slaves, to former

Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Confederate officials and owners of large taxable estates were required to apply individually for a Presidential pardon. Many former Confederate leaders were soon returned to power. And some even sought to regain their Congressional seniority.

Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were persecuted. By 1866, 7,000 Presidential pardons had been granted. Brutal beatings of African-Americans were frequent. Still-powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the BLACK CODES. Some states

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required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.



These cartoons by Thomas Nast show Columbia granting pardons to high-ranking Confederate leaders (which allowed them the full privileges of citizenship), but denying the vote to a crippled African American Civil War veteran.

In South Carolina, African-Americans had to pay a special tax if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public facilities. The FREEDMAN'S BUREAU, a federal agency created to help the transition from slavery to emancipation, was thwarted in its attempts to provide for the welfare of the newly emancipated. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.

Andrew Johnson's policies were initially supported by most Northerners, even Republicans. But, there was no consensus as to what rights African-Americans received along with Emancipation. Yet a group of Radical Republicans wanted the rights promised in the Declaration of Independence extended to include all free men, including those who were formerly slaves. A political power struggle was in the offing.

Radical Reconstruction¹¹



In Baltimore on May 19, 1870, 20,000 participants celebrate the ratification of the 15th Amendment.

The Radical Republicans believed blacks were entitled to the same political rights and opportunities as whites. They also believed that the Confederate leaders should be punished for their roles in the Civil War. Leaders like Pennsylvania REPRESENTATIVE THADDEUS STEVENS and Massachusetts SENATOR CHARLES SUMNER vigorously opposed Andrew Johnson's lenient policies. A great political battle was about to unfold.

Americans had long been suspicious of the federal government playing too large a role in the affairs of state. But the Radicals felt that extraordinary times called for direct intervention in state affairs and laws designed to protect the emancipated blacks. At the heart of their beliefs was the notion that blacks must be given a chance to compete in a free-labor economy. In 1866, this activist Congress also introduced a bill to extend the life of the Freedmen's Bureau and began work on a CIVIL RIGHTS BILL.

President Johnson stood in opposition. He vetoed the Freedmen's Bureau Bill, claiming that it would bloat the size of government. He vetoed the Civil Rights Bill rejecting that blacks have the "same rights of property and person" as whites.

Moderate Republicans were appalled at Johnson's racism. They joined with the Radicals to overturn Johnson's Civil Rights Act veto. This marked the first time in history that a major piece of legislation was overturned. The Radicals hoped that the Civil Rights Act would lead to an active federal judiciary with courts enforcing rights.

Congress then turned its attention to amending the Constitution. In 1867 they approved the far-reaching Fourteenth Amendment, which prohibited "states from abridging equality before the law." The second part of the Amendment provided for a reduction of a state's representatives if suffrage was denied. Republicans, in essence, offered the South a choice — accept black enfranchisement or lose congressional representation. A third clause barred ex-Confederates from holding state or national office.

Emboldened by the work of the Fourteenth Amendment and by local political victories in the 1866 elections, the Republicans went on to introduce the Reconstruction Act of 1867. This removed the right to vote and seek office by "leading rebels." Now the SOUTHERN UNIONISTS — Southerners who supported the Union during the War — became



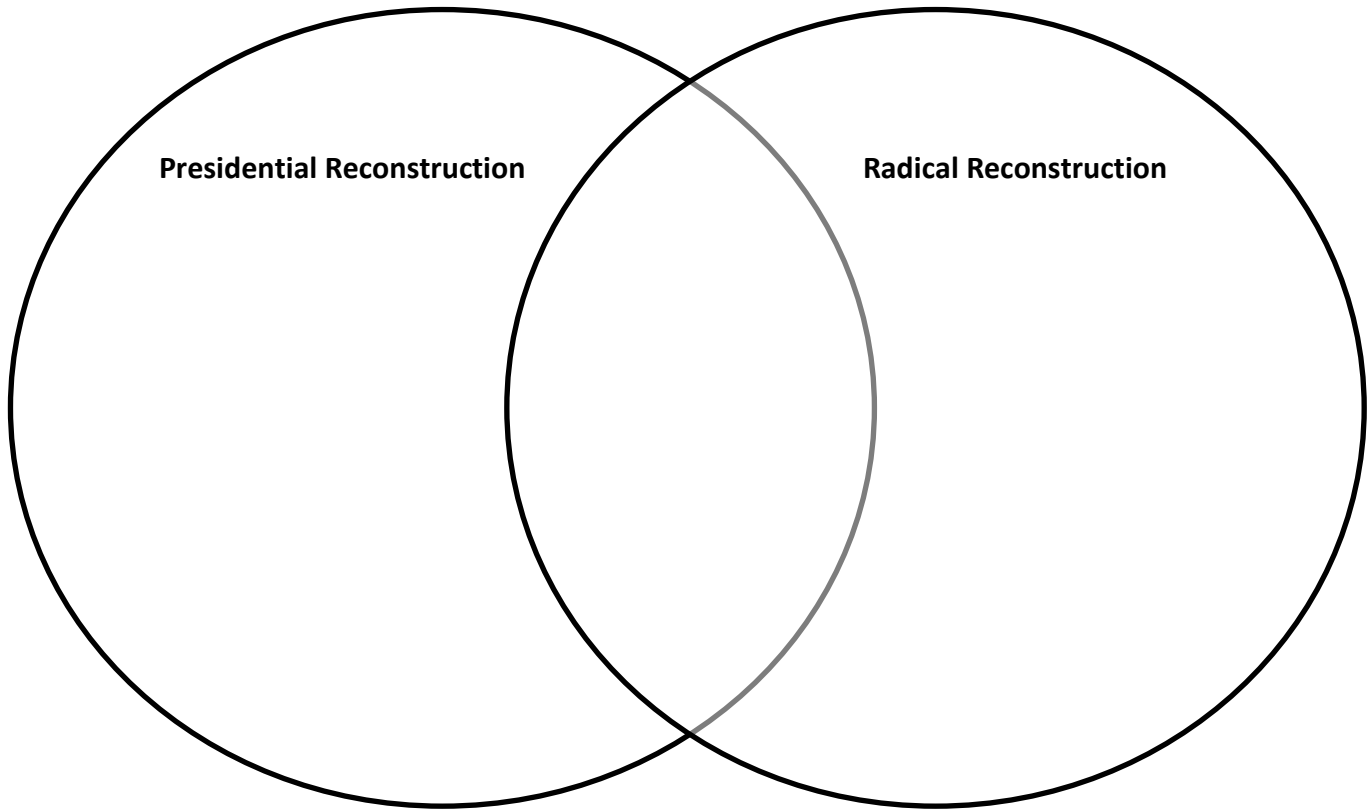
Hiram Revels of Mississippi was elected Senator and six other African Americans were elected as Congressmen from other southern states during the Reconstruction era.

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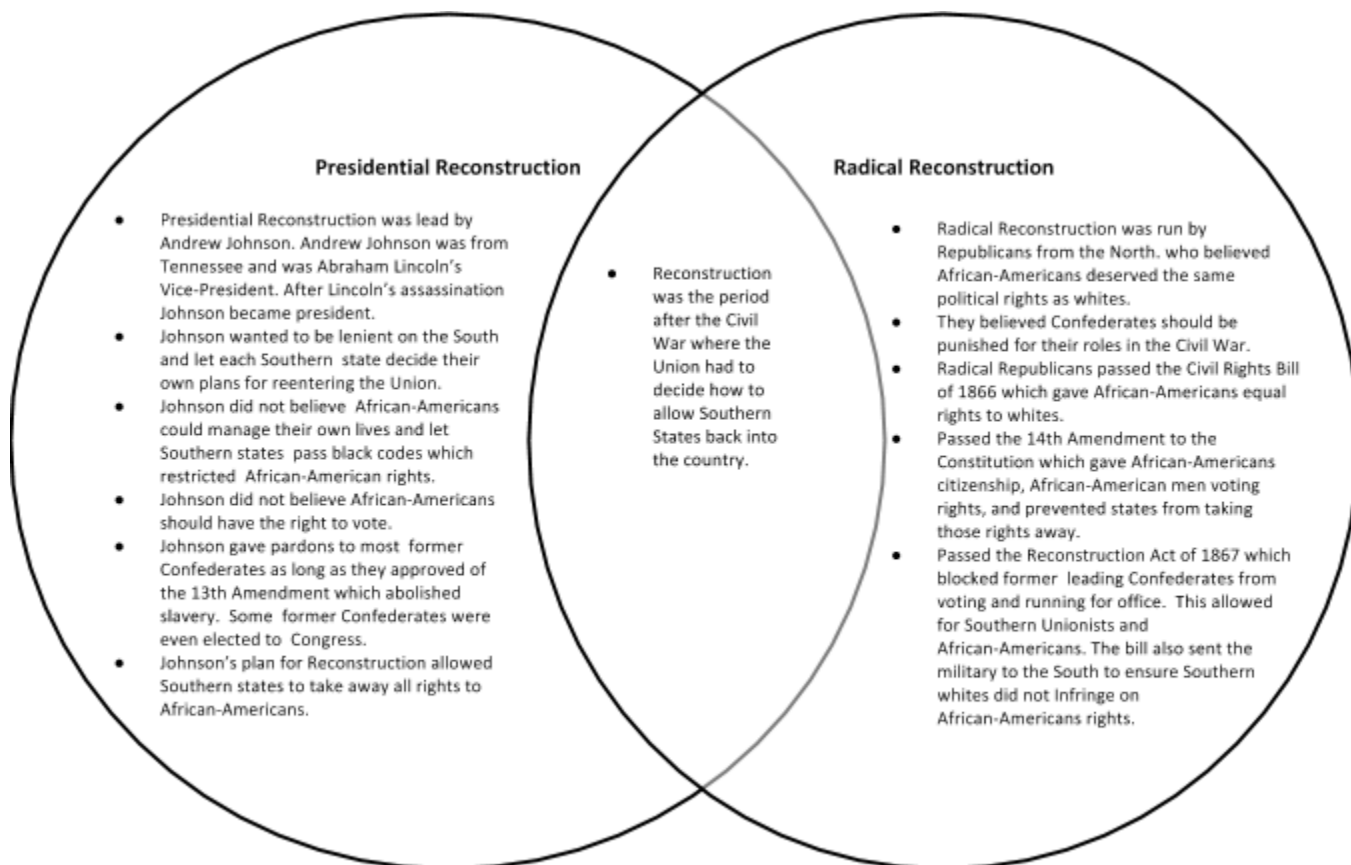
the new Southern leadership. The Reconstruction Act also divided the South into five military districts under commanders empowered to employ the army to protect black property and citizens.

The first two years of Congressional Reconstruction saw Southern states rewrite their Constitutions and the ratification of the Fourteenth Amendment. Congress seemed fully in control. One thing stood in the way — it was President Johnson himself. Radical leaders employed an extraordinary Constitutional remedy to clear the impediment — Presidential impeachment.

Compare and Contrast: Presidential and Radical Reconstruction Venn Diagram



Compare and Contrast: Presidential and Radical Reconstruction (Completed)



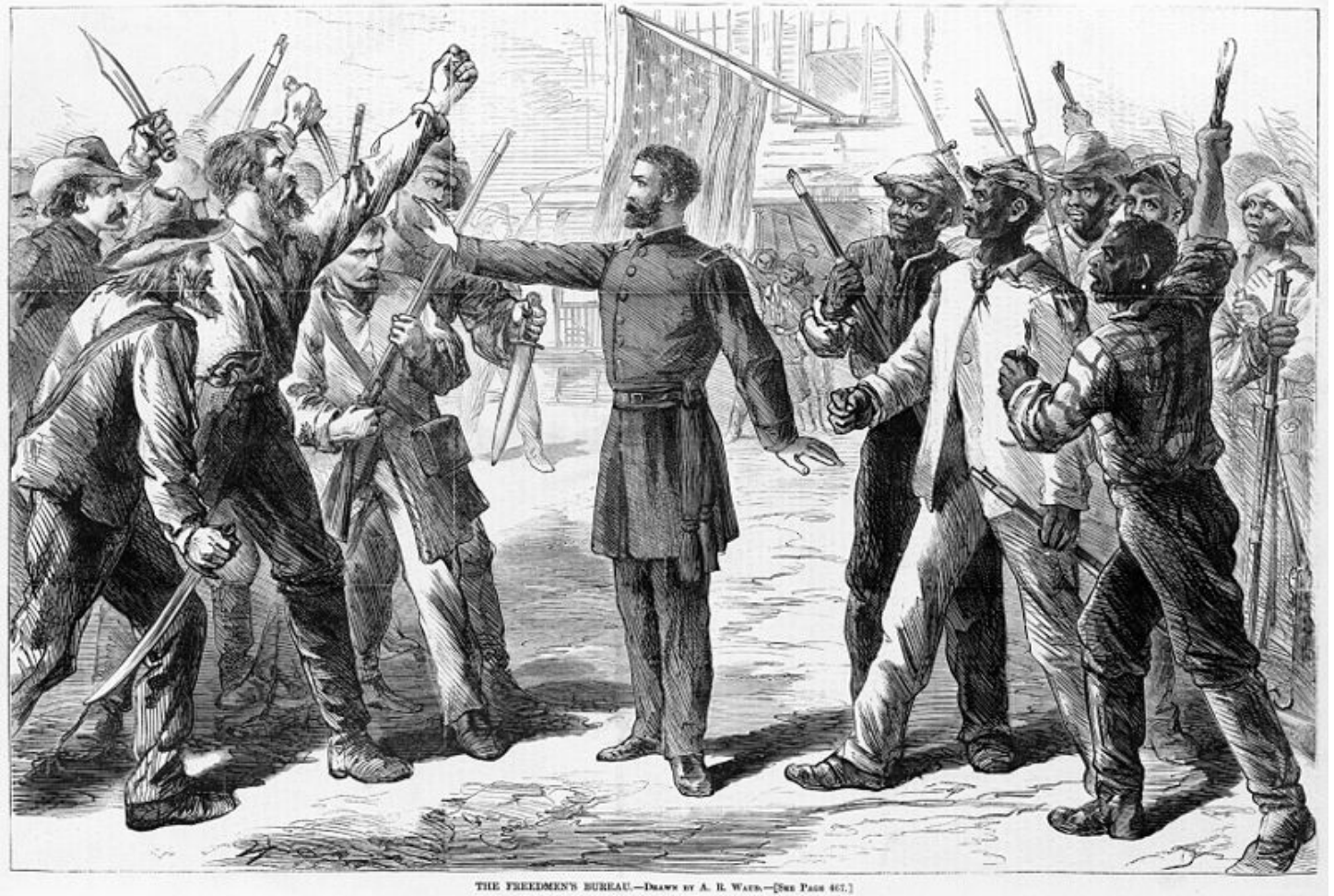
Comparing Images: The Freedmen’s Bureau

Title	Harper’s Ferry Newspaper depiction of the Freedmen’s Bureau	Freedmen's Bureau issuing rations to the Old and Sick	White Southerners view of the Freedmen’s Bureau
What information does the title of the drawing provide?			
What is the main subject of the drawing? Write a one sentence summary.			
What parts of the drawing seem important?			
What aspects of the drawing reveal its point of view or purpose?			
What conclusion(s) can be drawn about the meaning of the drawing as a whole?			

Comparing Images: The Freedmen’s Bureau (Completed)

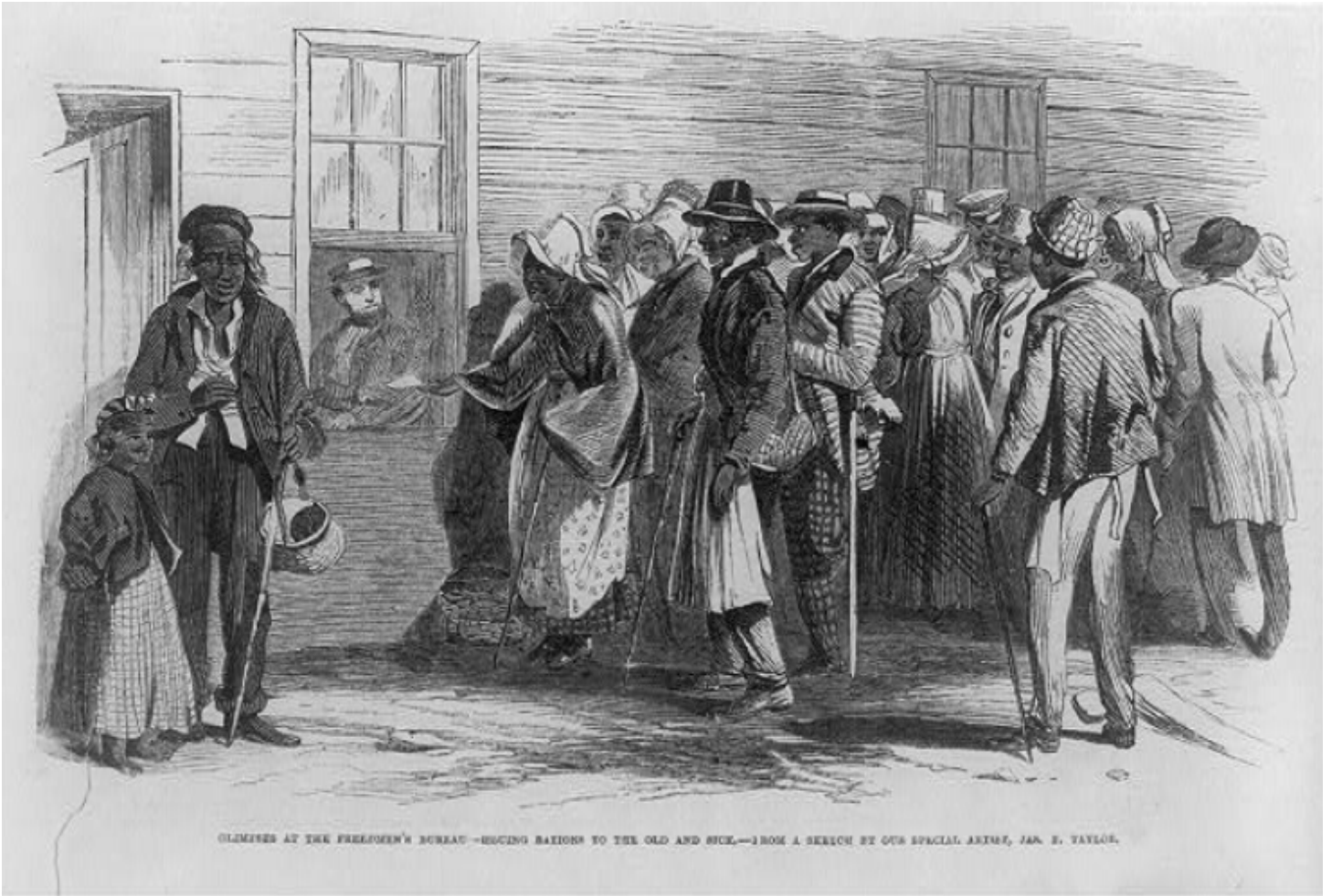
Title	Harper’s Ferry Newspaper depiction of the Freedmen’s Bureau	Freedmen's Bureau issuing rations to the Old and Sick	White Southerners view of the Freedmen’s Bureau
What information does the title of the drawing provide?	The title explains the drawing is about the Freedmen’s Bureau.	The title explains that the Southern states were in need of food after the Civil War.	The title explains that this drawing will show how Southern whites viewed the Freedmen’s Bureau.
What is the main subject of the drawing? Write a one sentence summary.	The drawing shows a Union soldier stopping whites and African-Americans from attacking each other.	The drawing shows how the Freedmen’s Bureau provided food to elderly and sick African-Americans during Reconstruction.	The main subject of the drawing is that white Southerners were working to rebuild but the Freedmen’s Bureau allowed African-Americans to remain idle and not work.
What parts of the drawing seem important?	The important parts of the drawing are the whites and African-Americans both holding weapons and the Union soldier stopping them from fighting.	An important part of the drawing is the lengthy line waiting for food which shows how bad the South needed help during Reconstruction.	An important part of the drawing is the white southerners working a farm and chopping wood while an African-American is relaxing because of the help of the Freedmen’s Bureau.
What aspects of the drawing reveal its point of view or purpose?	The Union soldier appears to be in charge which shows the Freedmen’s Bureau had a purpose of keeping order in the South.	The length of the line of African-Americans waiting for food which is be given out by one member of the Freedmen’s Bureau shows how much help the South needed during Reconstruction.	The insulting drawing of an African-American shows that the drawer did not view African-Americans in a good light.
What conclusion(s) can be drawn about the meaning of the drawing as a whole?	The Freedmen’s Bureau help keep peace in the South after the Civil War is a conclusion that can be drawn about the drawing.	The Freedmen’s Bureau had a lot of people to help in the South because of the length of people waiting for food.	White Southerners did not like the Freedmen’s Bureau helping African-Americans to better themselves.

Harper's Ferry Newspaper depiction of the Freedmen's Bureau



This image is in the Public Domain and available online at: https://en.wikipedia.org/wiki/File:Freedman_bureau_harpers_cartoon.jpg

Freedmen's Bureau issuing rations to the Old and Sick



This image is in the Public Domain and available online at: <https://www.loc.gov/resource/cph.3a38220/>

White Southerners view of the Freedmen's Bureau

THE FREEDMAN'S BUREAU!

AN AGENCY TO KEEP THE **NEGRO** IN IDLENESS AT THE **EXPENSE** OF THE WHITE MAN.
 TWICE VETOED BY THE **PRESIDENT**, AND MADE A LAW BY **CONGRESS**.
SUPPORT CONGRESS & YOU SUPPORT THE NEGRO. SUSTAIN THE PRESIDENT & YOU PROTECT THE WHITE MAN

IN THE SWEAT OF THY FACE SHALT THOU EAT THY BREAD

Freedman's Bureau! Negro Estimate of Freedom!

CONGRESS, IN JULY, 1865, VOTED THE **NEGRO TROOPS \$300** Each as a Bounty

THE SAME CONGRESS IN AUG, 1865, VOTED THE **WHITE Veterans \$100** Each as a Bounty.

THE NEGRO GETS 1860; the WHITE SOLDIER, 1860 to 65—ALL of the WHITE Soldiers served THREE Years; most of the NEGROES over TWO Years.

APPROPRIATED BY CONGRESS, JULY, 1865, To Support the Freedman's Bureau **\$6,944,500**

Commissions and Clerks for Negroes	\$200,000
Printing for Negroes	65,000
Shoes and Wood for Negroes	15,000
Clothing for Negroes	1,700,000
Food for Negroes	5,000,000
Medicine for Negroes	500,000
Relief Pass for Negroes	1,200,000
Relief Markets & School Houses for Negroes	500,000
TOTAL	\$6,944,500

APPROPRIATED BY CONGRESS, FOR THE WHITE MAN, **HEAVY TAXES, HARD LABOR**

What is to do you for 'me to work as long as day make does appropriations.

THE WHITE MAN MUST WORK TO KEEP HIS CHILDREN AND PAY HIS TAXES

For 1864 and 1865, the FREEDMAN'S BUREAU cost the Tax-payers of the Nation, at least **TWENTY-FIVE MILLIONS OF DOLLARS.** For 1866, THE SHARE of the Tax-payers of Pennsylvania will be about **ONE MILLION OF DOLLARS.** **GEAR!** is FOR the Freedman's Bureau. **CLYMER** is OPPOSED to it.

This image is in the Public Domain and available online at: https://en.wikipedia.org/wiki/File:Freedman%27s_bureau.jpg

Black Codes of St. Landry Parish (1865)

An ordinance relative to the police of negroes recently emancipated within the parish of St. Landry.

Whereas it was formerly made the duty of the police jury to make suitable regulations for the police of slaves within the limits of the parish; and whereas slaves have become emancipated by the action of the ruling powers; and whereas it is necessary for public order, as well as for the comfort and correct deportment of said freedmen, that suitable regulations should be established for their government in their changed condition, the following ordinances are adopted, with the approval of the United States military authority commanding in said parish,

SECTION 1. Be it ordained by the police jury of the parish of St. Landry, That no negro shall be allowed to pass within the limits of said parish without a special permit in writing from his employer. Whoever shall violate this provision shall pay a fine of two dollars and fifty cents, or in default thereof shall be forced to work four days on the public road, or suffer corporeal punishment as provided hereinafter.

SECTION 2. Be it further ordained, That every negro who shall be found absent from the residence of his employer after 10 o'clock at night, without a written permit from his employer, shall pay a fine of five dollars, or in default thereof, shall be compelled to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 3. Be it further ordained, That no negro shall be permitted to rent or keep a house within said parish. Any negro violating this provision shall be immediately ejected and compelled to find an employer; and any person who shall rent, or give the use of any house to any negro, in violation of this section, shall pay a fine of five dollars for each offence.

SECTION 4. Be it further ordained, That every negro is required to be in the regular service of some white person, or former owner, who shall be held responsible for the conduct of said negro. But said employer or former owner may permit said negro to hire his own time by special permission in writing, which permission shall not extend over seven days at any one time. Any negro violating the provisions of this section shall be fined five dollars for each offence, or in default of the payment thereof shall be forced to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 5. Be it further ordained, That no public meetings or congregations of negroes shall be allowed within said parish after sunset; but such public meetings and congregations may be held between the hours of sunrise and sunset, by the special permission in writing of the captain of patrol, within whose beat such meetings shall take place. This prohibition, however, is not intended to prevent negroes from attending the usual church services, conducted by white ministers and priests. Every negro violating the provisions of this section shall pay a fine of five dollars, or in default thereof shall be compelled to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 6. Be it further ordained, That no negro shall be permitted to preach, exhort, or otherwise declaim to congregations of colored people, without a special permission in writing from the president of the police jury. Any negro violating the provisions of this section shall pay a fine of ten dollars, or in default thereof, shall be compelled to work ten days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 11. Be it further ordained, That it shall be the duty of every citizen to act as a police officer for the detection of offences and the apprehension of offenders, who shall be immediately handed over to the proper captain or chief of patrol.

SECTION 14. Be it further ordained, That the corporeal punishment provided for in the foregoing sections shall consist in confining the body of the offender within a barrel placed over his or her shoulders, in the manner practiced in the army, such confinement not to continue longer than twelve hours, and for such time within the aforesaid limit as shall be fixed by the captain or chief of patrol who inflicts the penalty.

Excerpts from “Ordinance No. 35” (The Black Code of the Parish of Saint Landry, 1865) from Senate Executive Documents for the First Session of the Thirty-Ninth Congress of the United States of America, 1865–1866, Washington, DC: Government Printing Office, 1866.

Available online at: http://www.hnoc.org/sites/default/files/lesson_plans/Reconstruction%20-%20FINAL%20proof.pdf

The Civil Rights Act of 1866

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons born in the United States and not subject to any foreign power, excluding Indians not taxed, are hereby declared to be citizens of the United States; and such citizens, of every race and color, without regard to any previous condition of slavery or involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall have the same right, in every State and Territory in the United States, to make and enforce contracts, to sue, be parties, and give evidence, to inherit, purchase, lease, sell, hold, and convey real and personal property, and to full and equal benefit of all laws and proceedings for the security of person and property, as is enjoyed by white citizens, and shall be subject to like punishment, pains, and penalties, and to none other, any law, statute, ordinance, regulation, or custom, to the contrary notwithstanding.

Excerpt from United States Statutes at Large, Thirty-Ninth Congress of the United States of America, Volume 14, 1865–1867, Session One (1865–66), Chapter 31; April 12, 1866. This document is from the Historic New Orleans Collection and is used with their permission. Available online at: http://www.hnoc.org/sites/default/files/lesson_plans/Reconstruction%20-%20FINAL%20proof.pdf

14th and 15th Amendments to the United States Constitution

14th Amendment

Section 1: All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment

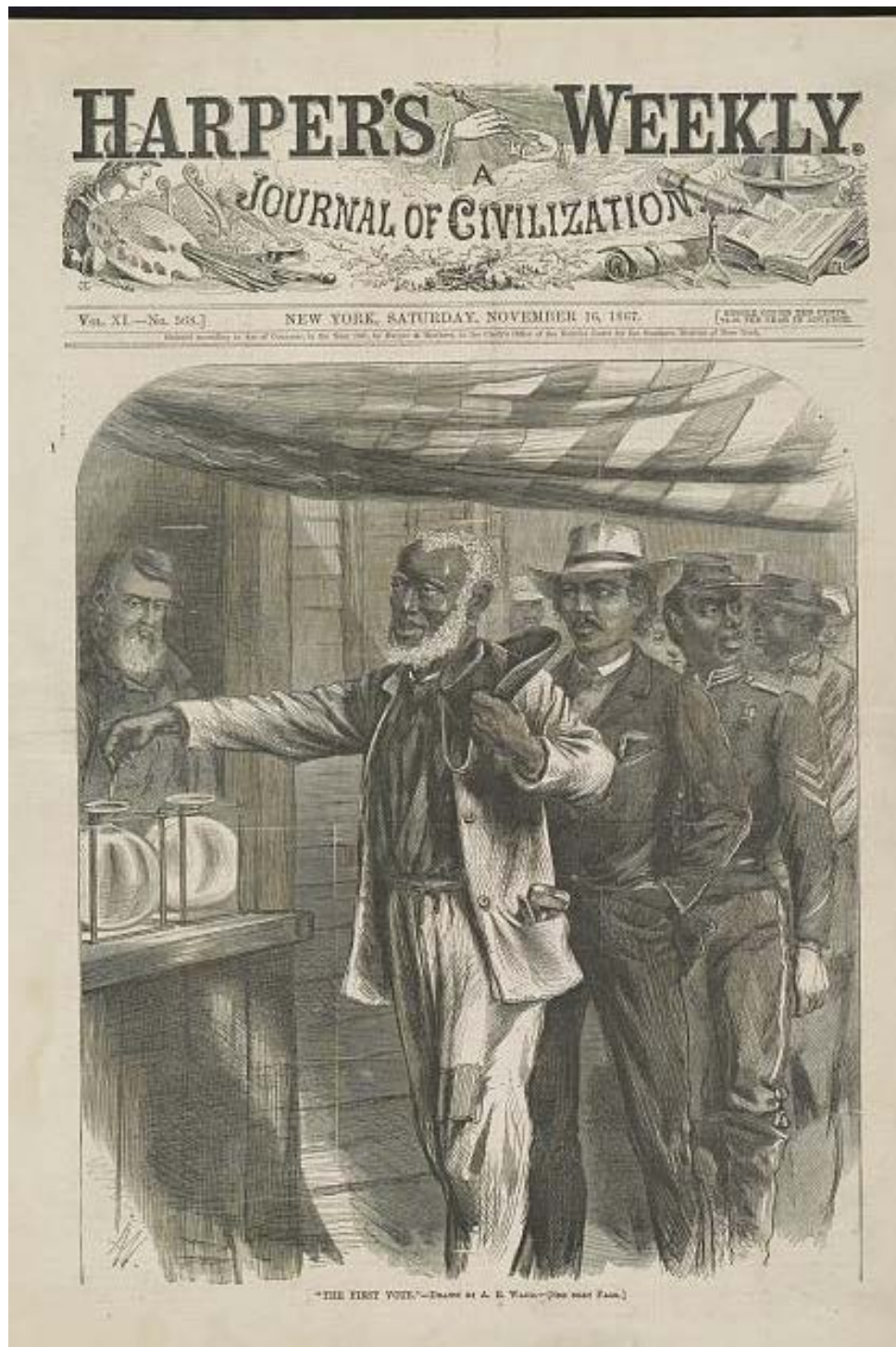
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation

Excerpt from the United States Constitution. This document is in the public domain and is available online at:

<https://www.archives.gov/founding-docs/amendments-11-27>

The First Vote



This image is in the public domain and is available online at: <https://www.loc.gov/pictures/resource/ppmsca.37947/>

Portrait of Distinguished Members of Louisiana's 1868 Constitutional Convention



Extract from the Reconstructed Constitution of the State of Louisiana with Portraits of the Distinguished Members of the Convention and Assembly; 1868; The Historic New Orleans Collection, 1979.183. Available online at:

http://www.hnoc.org/sites/default/files/lesson_plans/Reconstruction%20-%20FINAL%20proof.pdf

The White League and the Battle of Liberty Place (1874)

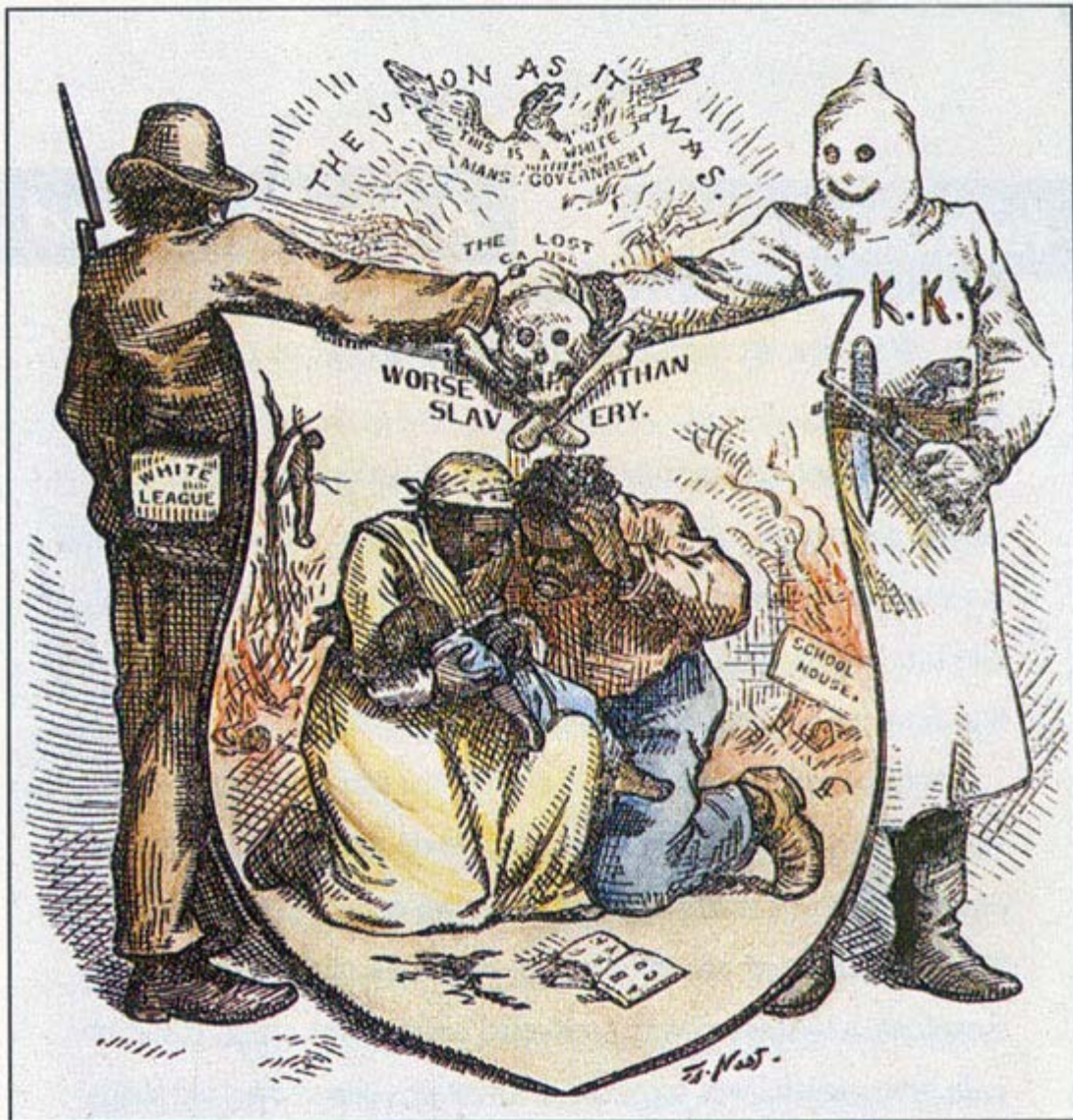
The White League is an organization which exists in New Orleans, and contains at least from twenty-five hundred to three thousand members, armed, drilled, and officered as a military organization. Organizations bearing the same name extend throughout many parts of the State. It was pretended that this organization in the city was simply as a volunteer police-force, the regular police being inefficient; that it has no connection with associations of the same name in other parts of the State, and that these latter are large political clubs without military organization or arms. A brief examination and a brief cross-examination effectually dispelled this pretension. Several of its members and officers were examined before the committee. So far as was shown, this organization in no single instance performed police functions. Its organization, equipment, drill, and discipline were wholly military. Its name was not appropriate to a volunteer police, but was appropriate to an association designed to put the whites of the State into power by force. It had cannon. On the 14th of September, 1874, it rose upon and attacked the police of the city, the pretext of the attack being the seizure of arms which it had imported from the North, and having defeated them with considerable slaughter, it took possession of the State-house, overthrew the State government, and installed a new governor in office, and kept him in power until the United States interfered. This rising was planned beforehand. Its commanding officer, Ogden, published an elaborate and pompous report of his military movements, in which he expresses his thanks to his aids and other officers for their important and valuable services before and during the day of the action. . . .

The White League of New Orleans itself was and is a constant menace to the republicans of the whole State. Its commander can, in a few hours, place bodies of men, armed and drilled, in any of the near parishes, or those on the coast, or into Mississippi, Alabama, or Texas. It doubtless contains many persons of property and influence. It also contains many persons of very different character. It would be desirous and able to overthrow the State government at any time, if not prevented by the power of the United States. They still retain more than 1,000 stand of arms, taken from the State on September 14, and never returned. We cannot doubt that the effect of all these things was to prevent a full, free, and fair election, and to intimidate the colored voters and the white republicans. . . .

The overthrow of the State government by the White League on the 14th of September; the turning out large numbers of parish officials in the country, compelling them to flee for their lives; . . . these things in a community where there is no legal punishment for political murder, must, in the nature of things, have filled with terror a people timid and gentle like the colored population of Louisiana, even if we had not taken abundant evidence as to special acts of violence and crime and their effects on particular neighborhoods.

Excerpts from Reports of Committees of the House of Representatives for the Second Session of the Forty-Third Congress, 1874–75; Washington, DC: Government Printing Office, 1875. This document is used with permissions from the Historical New Orleans Collection and is available online at: http://www.hnoc.org/sites/default/files/lesson_plans/Reconstruction%20-%20FINAL%20proof.pdf

White League and KKK make an Alliance



This image is in the public domain and is available online at:
https://en.wikipedia.org/wiki/File:White_League_and_KKK_Thomas_Nast.jpg

Topic Five: Jim Crow Louisiana (8.1.1, 8.2.5, 8.2.6, 8.10.1)

Connections to the unit claim: Students research the social and political conflicts of Jim Crow Louisiana and its legacy on African-American rights.

Suggested Timeline: 4 class periods

Use this sample task:

- [Jim Crow Louisiana](#)

To explore these key questions:

- Explain the legacy of sharecropping on poor people in Louisiana.
- How did Jim Crow laws separate the races and turn African-Americans into second class citizens?
- Explain how Louisiana’s literacy tests, poll tax, and grandfather clause disenfranchised African-Americans in Louisiana.
- How did Plessy v. Ferguson affect life in Jim Crow Louisiana?
- Explain the social, political, and economic changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era.?

That students answer through this assessment:

- Students analyze the [Majority Opinion in Plessy v. Ferguson \(1896\)](#) and engage in class discussions about how Plessy v. Ferguson reshaped the legacy of Louisiana. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze documents and engage in class discussions about Jim Crow laws turned African-Americans into second class citizens and reshaped the social and political legacy of Louisiana. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response explaining the social, political, and economic changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Jim Crow Louisiana

Unit Three: 19th Century Louisiana: A State in Conflict, Topic Five: Jim Crow Louisiana

Description: Students research the social, political, and economic legacy of Jim Crow laws in Louisiana on African-Americans by analyzing documents and artifacts.

Suggested Timeline: 4 class periods

Materials: [Sharecropping](#), split-page notes ([blank](#) and [completed](#)), [Majority Opinion in Plessy v. Ferguson \(1896\)](#), [conversation stems](#), [Jim Crow in Louisiana](#), [Excerpts from Louisiana’s State Constitution of 1898](#), [Jim Crow Laws in Louisiana](#), Jim Crow Laws in Louisiana Graphic Organizer ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, “During Reconstruction in Louisiana African-Americans had few resources and most did not have a strong education. African-Americans were freed from slavery, but they did not have a lot of economic opportunities. Former plantation owners still owned most of the land in Louisiana, and they still wanted African-Americans to work their lands. This resulted in a new farming system in Louisiana.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with access to [Sharecropping](#) by Gerald D. Jaynes from *Encyclopedia Britannica* and a copy of the [split-page notes](#).
4. Have students read paragraphs 2-3 of the document in groups and record key details about sharecropping on their [split-page notes](#).
5. Say, “After President Rutherford Hayes withdrew the military from the South, Southern legislatures started passing laws which turned African-Americans into second class citizens. These new “Jim Crow” laws legally separated the races and disenfranchised African-American men. The Plessy v. Ferguson Supreme Court case legitimized these laws. In this case, Homer Plessy, an African-American man who bought a ticket on a white only railroad car, refused to leave the white only railroad car and was arrested. He filed a lawsuit that asserted that white only railroads cars violated his civil rights. The Supreme Court’s ruling changed life in Louisiana for the next 70 years.”
6. Provide students with a copy of the [Majority Opinion in Plessy v. Ferguson \(1896\)](#).
7. Have the students independently read and analyze the document. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the document to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
 - a. What does the Supreme Court rule in Plessy v. Ferguson about state legislature passing laws segregating the races?
 - b. What does the Supreme Court say about how African-Americans should feel about legal segregation?
 - c. What does the Supreme Court say the role of the Constitution is in regard to equality of the races?
8. Conduct a discussion about how Radical Reconstruction laws reshaped Louisiana’s legacy. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How would Plessy v. Ferguson allow for racial segregation in the South for the next 70 years?

- b. Explain how the Supreme Court justifies the legality of the separation of the races.
 - c. Does the Supreme Court believe laws segregating races makes African-Americans inferior? Why or Why not? Cite evidence from the source.
 - d. How does the Supreme Court believe African-Americans should get social equality?
 - e. Does the Supreme Court believe African-Americans have equal rights during this time? How is their view wrong?
9. Say, “After Plessy v. Ferguson set a national precedent about segregation, Louisiana’s legislature started implementing their views of racial segregation.”
10. Divide the class into small groups using an established classroom routine.
11. Provide students access to [Jim Crow in Louisiana](#) by Nikki Brown from knowlouisiana.org and as copy of the [split-page notes](#).
12. Have students read “Institutionalizing Jim Crow” form [Jim Crow in Louisiana](#) in groups and record key details about Jim Crow Laws in Louisiana on their [split-page notes](#).
13. Provide students with a copy of:
 - a. [Excerpts from Louisiana’s State Constitution of 1898](#)
 - b. [Jim Crow Laws in Louisiana](#)
 - c. [Jim Crow Laws in Louisiana Graphic Organizer](#)
14. Have the students independently read the documents and record how each law disproportionately affected African-Americans and forced them into second class citizenship on their [Jim Crow Laws in Louisiana Graphic Organizer](#).
15. Conduct a discussion about Jim Crow laws turned reshaped the social and political legacy of Louisiana. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Which Article and Section of Louisiana’s State Constitution of 1898 is considered the Poll Tax Section?
 - b. Which Article and Section of Louisiana’s State Constitution of 1898 is considered the Literacy Test Section?
 - c. Which Article and Section of Louisiana’s State Constitution of 1898 is considered the Grandfather Clause?
 - d. Why is disenfranchisement, losing voting rights, so harmful to African-Americans?
 - e. How did Jim Crow Laws hurt African-Americans psychologically?
 - f. Why did white Louisianians overwhelmingly support Jim Crow Laws?
 - g. Why were some African-Americans scared to challenge the Jim Crow system?
16. Instruct students to write a response to the following prompt: Explain how the social and political changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era violated African-Americans rights as citizens of the United States. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Split-page Notes (Completed)

Keywords/Quotations	Notes
Describe the system of sharecropping.	<p><u>After the abolition of slavery the system of sharecropping was established throughout the South. The system worked by poor farmers, mainly African-Americans, would lease farmland and be supplied with tools, seeds, clothing, and food by white land owners. The poor farmer could not pay for these items so they would pay back their debt to the landowner after their crops were harvested. Most sharecroppers could never pay back their debts and were tied to land because of their debts.</u></p> <hr/>
How did white Democrats disenfranchise African-Americans during the Jim Crow period?	<p><u>White Louisianians passed law that implemented poll taxes, literacy tests, and passed laws preventing African-Americans from registering to vote.</u></p> <hr/>
Describe different types of Jim Crow laws in Louisiana.	<p><u>State and local governments passed laws segregating trains, restaurants, nightclubs, streetcars, hotels, and even cemeteries. African-Americans and whites were outlawed from marrying or living together.</u></p> <hr/>
How did white Louisianians ensure racial oppression of African-Americans was not challenged?	<p><u>Lynchings of African-Americans increased dramatically during the Jim Crow Period. Lynchings and the threat of lynchings ensured African-Americans did not protest Jim Crow laws in Louisiana.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Majority Opinion in Plessy v. Ferguson (1896)

The object of the [Fourteenth] Amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social . . . equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation, in places where they are liable to be brought into contact, do not necessarily imply the inferiority of either race to the other, and have been generally . . . recognized as within the competency of the state legislatures in the exercise of their police power. . .

We consider the underlying (error) of [Plessy's] argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is . . . because the colored race chooses to put that construction upon it. . .

The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals. . .

Legislation is powerless to eradicate racial instincts, or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the constitution of the United States cannot put them upon the same plane.

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Excerpts from Louisiana's State Constitution of 1898

ARTICLE 197

Every male citizen of this State and of the United States, native born or naturalized, not less than twenty-one years of age, and possessing the following qualifications, shall be an elector, and shall be entitled to vote at any election in the State by the people, except as may be herein otherwise provided.

SEC. 3. He shall be able to read and write, and shall demonstrate his ability to do so when he applies for registration, by making, under oath administered by the registration officer or his deputy, written application therefore, in the English language, or his mother tongue, which application shall contain the essential facts necessary to show that he is entitled to register and vote, and shall be entirely written, dated and signed by him, in the presence of the registration officer or his deputy, without assistance or suggestion from any person or any memorandum whatever, except the form of application hereinafter set forth; provided, however, that if the applicant be unable to write his application in the English language, he shall have the right, if he so demands, to write the same in his mother tongue from the dictation of an interpreter; and if the applicant is unable to write his application by reason of physical disability, the same shall be written at his dictation by the registration officer or his deputy, upon his oath of such disability... .

SEC. 4. If he be not able to read and write, as provided by Section three of this article, then he shall be entitled to register and vote if he shall, at the time he offers to register, be the bona fide owner of property assessed to him in this State at a valuation of not less than three hundred dollars on the assessment roll of the current year in which he offers to register, or on the roll of the preceding year, if the roll of the current year shall not then have been completed and filed, and on which, if such property be personal only, all taxes due shall have been paid. The applicant for registration under this section shall make oath before the registration office or his deputy, that he is a citizen of the United States and of this State, over the age of twenty-one years; that he possesses the qualifications prescribed in section one of this article, and that he is the owner of property assessed in this State to him at a valuation of not less than three hundred dollars, and if such property be personal only, that all taxes due thereon have been paid.

SEC. 5. No male person who was on January 1st, 1867, or at any date prior thereto, entitled to vote under the Constitution or statutes of any State of the United States, wherein he then resided, and no son or grandson of any such person not less than twenty-one years of age at the date of the adoption of this Constitution, and no male person of foreign birth, who was naturalized prior to the first day of January, 1898; shall be denied the right to register and vote in this State by reason of his failure to possess the educational or property qualifications prescribed by this Constitution; provided, he shall have resided in this State for five years next preceding the date at which he shall apply for registration, and shall have registered in accordance with the terms of this article prior to September 1, 1898, and no person shall be entitled to register under this section after said date.

ARTICLE 198

No person less than sixty years of age shall be permitted to vote at any election in the State who shall not, in addition to the qualifications above prescribed, have paid on or before the 31st day of December, of each year, for the two years preceding the year in which he offers to vote, a poll tax of one dollar per annum, to be used exclusively in aid of the public schools of the parish in which such tax shall have been collected; which tax is hereby imposed on every male

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resident of this State between the age of twenty-one and sixty years. Poll taxes shall be a lien only upon assessed property, and no process shall issue to enforce the collection of the same except against assessed property.

ARTICLE 200

No person shall vote at any primary election or in any convention or other political assembly held for the purpose of nominating any candidate for public office, unless he is at the time a registered voter. And in all political conventions in this State the apportionment of representation shall be on the basis of population...

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Jim Crow Laws in Louisiana

1894: Intermarriage between white persons and persons of color prohibited.

1894: Railroads Depots must provide equal but separate waiting rooms for the white and colored races. "No person shall occupy the wrong room." Law must be posted in a conspicuous place. Penalty: Persons who insist on entering the improper place may be fined \$25 or imprisoned up to 30 days. Agents failing to enforce the law guilty of misdemeanor, punishable by a fine of \$25 to \$50.

1898: General Assembly to establish free public schools for the white and colored races.

1902: All streetcars must provide separate but equal accommodations. Penalty: Passengers or conductors not complying could receive a fine of \$25 or imprisonment up to 30 days. A railway company that refused to comply could receive a fine of \$100, or imprisonment between 60 days and six months.

1908: Unlawful for whites and blacks to buy and consume alcohol on the same premises. Penalty: Misdemeanor, punishable by a fine between \$50 to \$500, or imprisonment in the parish prison or jail up to two years.

1912: Building permits for building Negro houses in white communities, or any portion of a community inhabited principally by white people, and vice versa prohibited. Penalty: violators fined from \$50 to \$2,000, "and the municipality shall have the right to cause said building to be removed and destroyed."

1914: All circuses, shows and tent exhibitions required to provide two ticket offices with individual ticket sellers and two entrances to the performance for each race.

1918: Provided for the segregation of the races in all municipal, parish and state prisons.

1921: Prohibited Negro and white families from living in the same dwelling place.

1921: Called for separate, free public schools for the education of white and black children between the ages of six and eighteen years.

This document is in the Public Domain and is available online at:

<http://www.findingsources.com/sitebuildercontent/sitebuilderfiles/jimcrowlawslouisiana.pdf>

Jim Crow Laws in Louisiana Graphic Organizer

Directions: Explain how each law disproportionately affected African-Americans and forced them into second class citizenship.

Article 197 Section 3 of Louisiana's State Constitution of 1898	Article 197 Section 4 of Louisiana's State Constitution of 1898	Section 5 of Article 197 of Louisiana's State Constitution of 1898
Article 198 of Louisiana's State Constitution of 1898	1898: General Assembly to establish free public schools for the white and colored races.	1912: Building permits for building Negro houses in white communities, or any portion of a community inhabited principally by white people, and vice versa prohibited.

Jim Crow Laws in Louisiana Graphic Organizer (Completed)

Directions: Explain how each law disproportionately affected African-Americans and forced them into second class citizenship.

Article 197 Section 3 of Louisiana’s State Constitution of 1898	Article 197 Section 4 of Louisiana’s State Constitution of 1898	Section 5 of Article 197 of Louisiana’s State Constitution of 1898
<p>At this time in history, African-American illiteracy was higher than whites because when African-Americans were enslaved they were not allowed to learn how to read or write. African-Americans who could read or write were given harder passages to write on so government officials could prevent African-Americans from registering to vote. Therefore this law disproportionately hurt African-Americans.</p>	<p>This law required all voters to own land have paid taxes on that land. African-Americans were disproportionately hurt by this law because most African-Americans could not afford to buy land or pay taxes on land that they did own.</p>	<p>This law allows anyone the right to vote if that person could vote or their grandfather could vote before January 1st, 1867. African-Americans on January 1st, 1867 were already U.S. citizens but most had not been allowed to register to vote. Therefore, white Louisianians could use this article to register to vote if they did not own land or were illiterate but African-Americans could not because their grandfathers were not allowed to vote on January 1, 1867.</p>
<p>Article 198 of Louisiana’s State Constitution of 1898</p>	<p>1898: General Assembly to establish free public schools for the white and colored races.</p>	<p>1912: Building permits for building Negro houses in white communities, or any portion of a community inhabited principally by white people, and vice versa prohibited.</p>
<p>This law required Louisianians to pay a tax to vote. Most African-Americans were very poor during the Jim Crow period therefore if they qualified to vote under Article 197 of the Louisiana Constitution but couldn’t afford to pay the tax then they lost the right to vote.</p>	<p>During the Jim Crow period, most white public schools were better equipped with supplies, teachers, and better buildings than African-American schools. This hurt many African-Americans from getting a better education in Louisiana.</p>	<p>This law prevented African-Americans from living in areas with white people. This forced African-Americans to live in communities together that often had subpar public services.</p>

Unit Three Assessment

Description: Students participate in a Socratic seminar in response to the question: What is the legacy of conflict and resolution on a state's identity?

Suggested Timeline: 4 class periods

Student Directions: Participate in a Socratic seminar in response to the question: What is the legacy of conflict and resolution on a state's identity?

Resources:

- [Conversation stems](#)
- [Discussion tracker](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 8.1.1, 8.1.2, 8.2.5, 8.2.6, 8.4.3, 8.10.1. They also meet the expectations for [ELA/Literacy Standards](#): SL.8.1a-d, SL.8.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. How did the Battle of New Orleans affect the cultural legacy of Louisiana?
2. Explain the plantation system and its effects on Louisiana.
3. Explain how the cotton gin leads to conflict in Louisiana.
4. How did the steamboat revolutionize Louisiana and especially New Orleans?
5. Why did Louisiana secede from the Union?
6. What were the effects of secession on Louisiana's legacy?
7. How did the Civil War lead to conflict in Louisiana?
8. How did Reconstruction period attempt to resolve racial problems in Louisiana?
9. How did Reconstruction help perpetuate racial problems in Louisiana?
10. Explain how Plessy v. Ferguson and Jim Crow Laws lead to conflict in Louisiana?
11. Explain how Jim Crow Laws lead to political and social injustice in Louisiana.

Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students.

Unit Four Overview

Description: Students learn how populist ideals grew in popularity during the time of the “Solid South.” Students also explore how a charismatic politician was able to become governor in Louisiana during the late 1920’s through mid-1930’s as well as the legacy he left behind on our state.

Suggested Timeline: 4 weeks

Grade 8 Content	Grade 8 Claims
Louisiana: An Identity in Transition	What is the impact of populism and power on a state's identity?

Topics (GLEs):

1. [Populism and the Flood of 1927](#) (8.1.1, 8.2.5, 8.2.7, 8.3.2, 8.4.3, 8.10.3)
2. [Huey Long](#) (8.1.1, 8.2.5, 8.2.7)

Unit Assessment: Students engage in a [philosophical chairs debate](#) to answer the questions:

- Huey Long’s time as a prominent politician of Louisiana was a positive event in the state’s history. Do you agree or disagree?
- Populism and power had a positive impact on Louisiana's identity. Do you agree or disagree?

Unit Four Instruction

Topic One: Populism and the Flood of 1927 (8.1.1, 8.2.5, 8.2.7, 8.3.2, 8.4.3, 8.10.3)

Connections to the unit claim: Students examine the rise of populism in Louisiana during the late 19th Century and early 20th Century and its effects on Louisiana’s political, social, and economical legacy. Students also examine how the Flood of 1927 helped promote populist ideals in Louisiana.

Suggested Timeline: 5 class periods

Use this sample task:

- [Populism in Louisiana](#)
- [Economic Changes in early 20th Century Louisiana](#)
- [Flood of 1927](#)

To explore these key questions:

- How did the Bourbon Democrats acquire and keep power in Louisiana during the late 19th Century?
- Why were poor Louisianians drawn to the Populist Party during the late 19th and early 20th Centuries?
- How did the expansion of the railroad affect Louisiana’s economy?
- What is the economic legacy of the oil and gas industry in Louisiana?
- How did the Flood of 1927 economically and politically affect Louisiana?

That students answer through this assessment:

- Students analyze the documents [Bourbon Louisiana](#) and [Populism](#) and engage in class discussions about why poor farmers in Louisiana started backing Populists candidates in the 1880’s. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the documents [Maps Showing the Progressive Development of U.S. Railroads - 1830 to 1950](#) and [1902: Oil is discovered in Louisiana](#) and engage in class discussions about how the railroad and oil/gas industry will transform Louisiana. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a pro-populist speech explaining how the Populist Party could help Louisianians after the flood of 1927. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Populism in Louisiana

Unit Four: Louisiana: An Identity in Transition, Topic One: Populism and the Flood of 1927

Description: Students examine the rise of populism in Louisiana during the late 19th Century and early 20th Century and its effects on Louisiana’s political legacy.

Suggested Timeline: 2 class periods

Materials: [Bourbon Louisiana](#), split-page notes ([blank](#) and [completed](#)), [Populism](#), [Excerpts from the Louisiana Populist](#), [conversation stems](#)

Instructional Process:

1. Say, “During the late 19th Century and early to mid-20th Century in Louisiana Democrats ruled Louisiana’s government. The Republican Party in Louisiana was mainly made up of African-Americans and a few white Louisianians. However, as we learned in the previous unit, African-Americans were disenfranchised during the Jim Crow Era which made it impossible for Republican candidates to be elected to any office in Louisiana. A group of Democrats called Redeemers or Bourbon Democrats controlled Louisiana’s government during the late 19th Century and early 20th Century. The term “Bourbon Democrats” was phrased because these Democrats had such a stranglehold on Louisiana’s government that they basically ruled Louisiana like King Louis XIV who was from the Bourbon royal family in France.”
2. Provide students with access to [Bourbon Louisiana](#) by Justin Nystrom from knowlouisiana.org.
3. Direct students to read “Bourbon” Defined,” “The Bourbon-Ring Alliance,” and “Chief Objectives” from [Bourbon Louisiana](#) in groups. As they are reading the document, have students analyze the text using [split-page notes](#).
4. Say, “As a result of Bourbon Democrats not listening or helping the poor of Louisiana a wave of populism started spreading across Louisiana in the 1880’s.”
5. Provide students access to [Populism](#) by Samuel C. Hyde from knowlouisiana.org.
6. Direct students to read “The Rise of the Populist Party” and the section titled “The Rise and the Fall of the Populist Party” from [Populism](#) in groups. As they are reading the document, have them analyze the text using [split-page notes](#).
7. Say, “Populist goals were centered around helping the common man. This can be most evidently seen in the newspaper the Louisiana Populist.”
8. Divide the class into small groups using an established classroom routine.
9. Provide students with a copy of the [Excerpts from the Louisiana Populist](#).
10. Instruct each group to read and analyze the newspaper excerpts. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the newspaper excerpts to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
 - a. How do the Populist portray their political party?
 - b. Describe how the Populist view the Bourbon Democrats. Provide evidence from the newspaper to support your answer.
 - c. Why would small farm owners support the Populist Party?
 - d. Why would bankers usually vote against Populist candidates?

- e. Would the Populist message be attractive to some Louisiana? Who would be attracted by this message?
What part of the Populist message would they find appealing?
11. Conduct a discussion about why poor farmers in Louisiana started backing Populists candidates in the 1880's. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
- a. Explain Bourbon Democrats corruption during this time period.
 - b. How was the Louisiana Lottery Company?
 - c. Explain how prisoners were treated inhumanely during this period.
 - d. Why did poor farmers want to organize a new Populist Party?
 - e. What is the Populist Party?
 - f. What are the goals of the Populist Party? Why would Bourbon Democrats be against those goals?
 - g. Why were small farmers supportive of Populist ideals?
 - h. Explain how the Gubernatorial election of 1896 was stolen from the Populist Party by the Bourbon Democrats.
 - i. How did the Bourbon Democrats stop the expansion of the Populist Party after the elections of 1896?
 - j. What effects did the Populist Movement have on the further disenfranchisement of African-Americans in the mid 1890's?

Split-page Notes (Completed)

Keywords/Quotations	Notes
Who were the Bourbon Democrats in Louisiana?	<u>They were a political group of Democrats who controlled politics in Louisiana from the 1880's through the end of the 1900's.</u>
What were the principles of the Bourbon Democrats in Louisiana?	<u>Bourbon Democrats hoped to return Louisiana to a social, and economic culture similar to Antebellum Louisiana where the rich could exploit non-whites to get a cheap labor force with no rights to produce crops for the agrarian elites of Louisiana.</u>
Explain the Bourbon Democrats many forms of corruption in Louisiana.	<u>Agrarian elites and the ruling faction of New Orleans organized the Louisiana Lottery which made millions which it gave to charitable organizations to ensure favors for the Bourbons. The Louisiana Lottery paid very little taxes compared to its profits and used its profits to buy political support. Bourbons defunded and destroyed Louisiana's public school system because it wanted Louisiana to be uneducated which would provide cheap agricultural labor. Louisiana implanted the Louisiana Convict Lease System which leased convicts in the state penitentiary to rich well connected elites. Convicts were treated horribly in this system. Death rates for convicts was upwards of 20 percent per year which was worse than the death rates for slaves during the Antebellum Period.</u>
Why were poor Louisianians drawn to Populist ideals?	<u>Poor farmers in Louisiana felt that the elites of the Bourbon Democrats did not care about their plight. While Populist candidates wanted reforms which would enable small farmers to become economically more stable and eventually prosper in Louisiana.</u>
How did Bourbon Democrats prevent Populists from gaining political power in Louisiana?	<u>Bourbon Democrats rigged elections to ensure Populist candidates would not be elected to state or federal governmental positions. An example of this can be seen in the Gubernatorial Election of 1896. During this election in many predominantly African-American parishes not a single vote was casted for the Populist candidate despite overwhelming African-American support for Populist ideals. After this election Bourbon Democrats changed Louisiana's Constitution to further secure political power into the elite of Louisiana</u>

Excerpts from the Newspaper: The Louisiana Populist published June 5, 1896

All men who recognize the necessity for reform should join the People's party. . .

All money should be full legal tender whether it suits the bankers or not. . .

To fund a debt is only another way of robbing the people slowly, but surely. . .

Let us march in solid phalanx (close formation of soldiers) against the common enemy - the Republican-Democratic Machine. . .

If every man who complains of money being scarce would vote the Populist ticket we would carry the nation by an immense majority. . .

The man who gives or offers bribes to juries, voters, or officials is the agent of the devil. . .

Put in from now until the national and state conventions meet on organizing. Never stop until a Populist club flaunts its banner to the breeze in every voting precinct. Populists must be represented on the board of election managers or be counted out. . .

The corruption of voters is one of the most serious questions now before the American people. He who offers a bribe is a meaner man and a worse enemy to liberty and patriotism than he who accepts. The one is a strong, the other a weak scoundrel. . .

If the farmer is not watchful, the weeds will choke out his small grain. So it is with the people in politics; it is a continual warfare against class legislation, which destroys all popular rights. Save the crop, farmers, or it will be useless to plant another year. . .

The earth is the primary source of subsistence. Labor the primary source of production. Transportation the means of distributing property. Money is the medium for exchanging values. These four propositions cover the whole field of human exertion. These principles are fundamental. All the rest are matters of detail. . .

It seems that the (Bourbon) Democrats are working to impress the Populists that their (the Populists) leaders have sold out. Surely no one will pay attention to this, it is done to weaken us and strengthen themselves of course. Could it be true . . . that we have sold (out) a party that promises so much to the people and is only the true party there is? No I say away with such an impression. . .

No, Democrats all we want is justice -- give it to us and we will be satisfied. We carried the parish, and will have the offices.

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Grade 8 Instructional Task: Economic Changes in early 20th Century Louisiana

Unit Four: Louisiana: An Identity in Transition, Topic One: Populism and the Flood of 1927

Description: Students examine the industrial improvements of early 20th Century Louisiana and their impact on Louisiana's economic identity.

Suggested Timeline: 1 class period

Materials: [Maps Showing the Progressive Development of U.S. Railroads - 1830 to 1950](#), [Library of Congress' Analyzing Maps Teacher's Guide](#), [map analysis worksheet](#), [1902: Oil is discovered in Louisiana](#), [conversation stems](#)

Instructional Process:

1. Say, "During the late 19th Century as Populist ideals were gaining strength in Louisiana, a major economic shift was taking place in Louisiana. Railroad lines became more common in Louisiana which brought an end to the steamboat era in Louisiana. In this task you will explore the benefits and drawbacks of these new industries on Louisiana's economy and environment."
2. Divide the class into small groups using an established classroom routine.
3. Provide students access to [Maps Showing the Progressive Development of U.S. Railroads - 1830 to 1950](#) from the Central Pacific Railroad Photographic History Museum.
4. Direct students to examine the maps from 1860, 1870, 1880, 1890, and 1950 in pairs or small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Maps Teacher's Guide](#) or the [map analysis worksheet](#) to support their examination.
5. Have students answer the following questions orally or in writing. Ensure students use evidence from the maps to support their responses.
 - a. How did the development of railroads economically benefit Louisiana residents?
 - b. How would railroads affect Louisiana's steamboat industry?
6. Say, "In 1902 Louisiana's first oil well was placed in Jennings, Louisiana. Soon after, the oil and gas industry would start to dominate Louisiana's economy. This industry would grow to be the one of the greatest factors in our economy and environment."
7. Provide students access to [1902: Oil is discovered in Louisiana](#) by *The Times-Picayune*.
8. Direct students to read and analyze this document and its photographs in groups.
9. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the article to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
 - a. What are the economic benefits of the expansion of the oil industry in Louisiana?
 - b. How did the oil industry alter Louisiana's environment?
 - c. Explain the environmental effects of the expansion of the oil industry in Louisiana.
10. Conduct a discussion about how the railroad and oil/gas industry will transform Louisiana. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How did the expansion of railroad lines affect the steamboat industry?
 - b. Why would people rather use railroads than steamboats?

- c. How did the oil and gas industry improve Louisiana's economy?
- d. Think back to unit 1 about Louisiana's geography. What were the environmental costs of the oil and gas industry in Louisiana?
- e. Describe the pros and cons of having a booming oil and gas industry in Louisiana.
- f. How would Populist view the oil and gas industry's operations in Louisiana?

Grade 8 Instructional Task: Flood of 1927

Unit Four: Louisiana: An Identity in Transition, Topic One: Populism and the Flood of 1927

Description: Students research how the Flood of 1927 helped promote populist ideals in Louisiana and how the Flood of 1927 led to rise of the most famous Populist in Louisiana history.

Suggested Timeline: 2 class periods

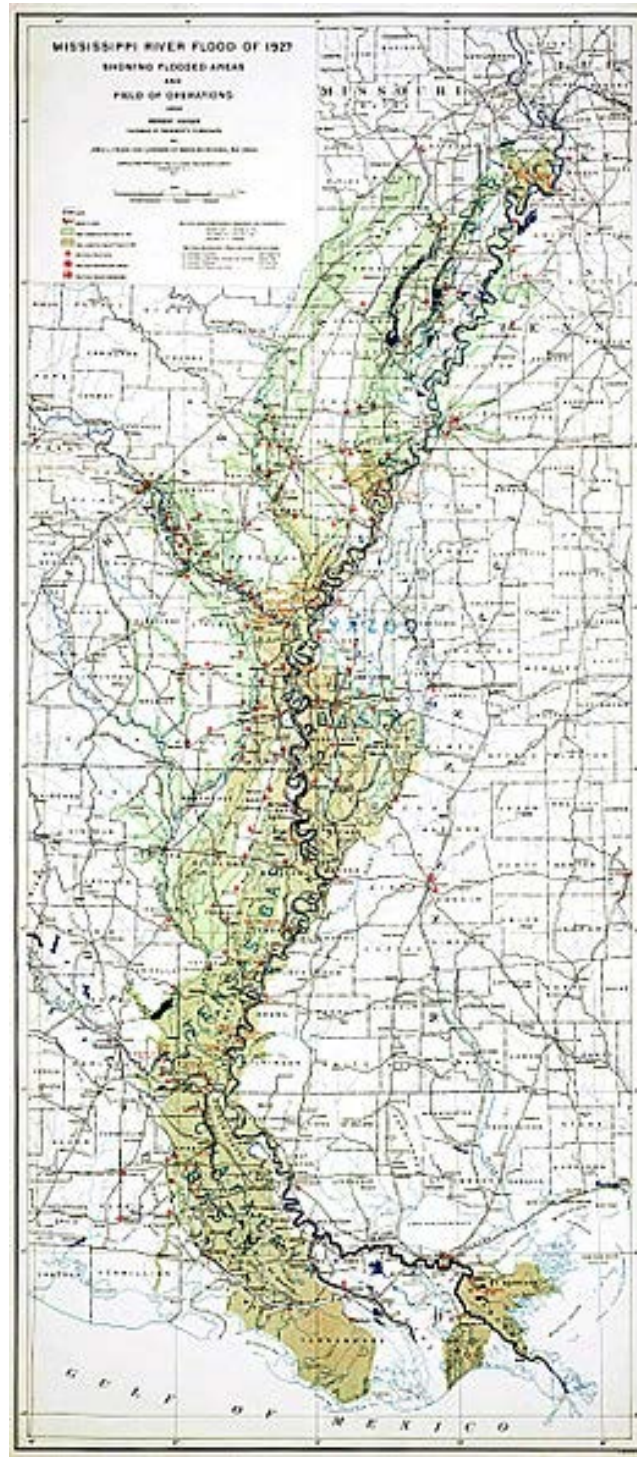
Materials: [Mississippi River Flood of 1927 map](#), [Library of Congress' Analyzing Maps Teacher's Guide](#), [map analysis worksheet](#), [Great Flood of 1927](#), split-page notes ([blank](#) and [completed](#)), [Great Flood of 1927 - All Images](#), [Library of Congress' Analyzing Photographs and Prints Teacher's Guide](#), [National Archives: Analyze a Photograph](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, "In 1927 the worst flood in American history occurred. The Mississippi River flooded and displaced over 900,000 people and remained in flood stage for 153 days. This flood not only economically hurt Louisiana but it will also politically change Louisiana."
2. Divide the class into small groups using an established classroom routine.
3. Project and enlarge or provide students with a copy of the [Mississippi River Flood of 1927 map](#).
4. Have students examine the map in small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Maps Teacher's Guide](#) or the [map analysis worksheet](#) to support their examination.
5. Conduct a brief discussion about the location of the flooding and the impact on Louisiana's economy. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
 - a. Which areas of Louisiana are flooding?
 - b. Which economic staple of Louisiana will be most affected by the Flood of 1927?
6. Provide students with access to [Great Flood of 1927](#) by Jim Bradshaw from knowlouisiana.org and a copy of the [split-page notes](#).
7. Direct students to read the document in groups. As they are reading the document, have them record key details about the Flood of 1927 on their [split-page notes](#).
8. Provide students with access to the following images [Great Flood of 1927 - All Images](#) from knowlouisiana.org.
9. Have students examine the photographs in small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Photographs and Prints Teacher's Guide](#) to support their examination.
10. Conduct a brief discussion about the cultural and economic impact of the Flood of 1927. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
 - a. Which group of Louisianians is being most affected by this flood?
 - b. Which group of Louisianians is not being affected by this flood?
 - c. How did the federal government help the citizens of Louisiana?
 - d. Describe the economic and environmental cost of the flood of 1927.

11. Say, “Consider what you learned about the Populist message in earlier in this unit as well as how the Flood of 1927 impacted both the economy and citizens of Louisiana.”
12. Ask, “How would the Flood of 1927 been politicized? What is the political legacy of the Flood of 1927?”
13. Instruct students to write a pro-populist speech explaining how the Populist Party could help Louisianians affected by the Flood of 1927 in its aftermath. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Mississippi River Flood of 1927 map



This image is in the public domain and is available online at https://upload.wikimedia.org/wikipedia/commons/8/8c/1927_LA_Flood_Map.jpg.

Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>Describe the environmental conditions which caused the Flood of 1927.</p>	<p><u>Months of heavy rains fell throughout the interior of North America which caused the Mississippi River to slowly rise and crest at one of its highest points ever in the Spring of 1927.</u></p>
<p>Why did the Louisiana Government decide to blow up the levees south of New Orleans? How would people of south of New Orleans eventually politically react to this event?</p>	<p><u>Fear of the Mississippi River levees breaking just north of New Orleans and completely flooding the city caused New Orleans politicians to persuade the governor of Louisiana to blow up the levees south of New Orleans to ease pressure on levees north of New Orleans and prevent New Orleans from being flooded. This event would ensure poor Louisianians south of New Orleans to turn against the political elite of Louisiana.</u></p>
<p>What is the economic, cultural, and political legacy of the Flood of 1927?</p>	<p><u>The flood caused over 400,000,000 million dollars of damage. Many thousands of African-Americans who were drove off their farm lands because of the flood left Louisiana for cities in the Northern United States to find a better economic life. The flood caused many Louisiana citizens to begin to reject the Democratic elite of Louisiana. The flood allowed a Populist Democrat named Huey Long to be elected governor which would drastically change Louisiana politically.</u></p>

Topic Two: Huey Long (8.1.1, 8.2.5, 8.2.7)

Connections to the unit claim: Students examine the rise of Huey Long to prominence in Louisiana, compare and contrast Long’s Share Our Wealth Plan to Franklin Roosevelt’s New Deal, and investigate Long’s assassination and legacy in Louisiana in order to answer the unit claim question: What is the impact of populism and power on a state's identity?

Suggested Timeline: 11 class periods

Use this sample task:

- [Huey Long](#)

To explore these key questions:

- Why did Huey Long’s populist message resonate with Louisiana citizens?
- How was Huey Long able to acquire so much power in Louisiana’s government?
- Why were the Anti-Longs opposed to Huey Long’s agenda?
- How did the Great Depression shape Huey Long’s Share Our Wealth Plan and Franklin Roosevelt’s New Deal?
- What is Huey Long’s legacy on Louisiana?

That students answer through this assessment:

- Students analyze the speech, [Excerpts from Huey Long’s “Every Man a King” Speech](#), using the handout: [SOAPSTone](#). Collect these for a grade.
- Students write a response to the following prompt: Which plan would more likely help the American poor? Long’s Share Our Wealth Plan or Roosevelt’s New Deal? Compare and contrast the two plans and then develop and support a claim about which would be more effective. Use evidence from the task and your knowledge of social studies to develop and support your claim. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students complete the [Huey Long’s Political Legacy](#) assessment set.

Grade 8 Instructional Task: Huey Long

Unit Four: Louisiana: An Identity in Transition, Topic Two: Huey Long

Description: Students examine the rise of Huey Long to prominence in Louisiana. Students compare and contrast Long’s Share Our Wealth Plan and Franklin Roosevelt’s New Deal. Then students examine Long’s assassination and his lasting legacy on Louisiana.

Suggested Timeline: 11 class periods

Materials: [Huey P. Long Jr.](#), [Great Depression in Louisiana](#), split-page notes ([blank](#) and [completed](#)), [Political Cartoon of Huey Long’s Textbook Program](#), [Postcard of Louisiana State Capitol Building and the Huey P. Long Bridge](#), [Huey Long’s Share Our Wealth Speech](#), [Overview of Huey Long’s Share Our Wealth Plan](#), [Overview of the New Deal](#), [Excerpts from Huey Long’s “Every Man a King” Speech](#), SOAPStone ([blank](#) and [completed](#)), Venn diagram ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#), [Huey Long’s Political Legacy sample](#) assessment task set

Instructional Process:

1. Say, “In the last few tasks you examined the rise of Populism in Louisiana and how the Flood of 1927 politically changed Louisiana. In this this task, you will examine the immediate effects of the political changes caused by the Flood of 1927 and investigate the most successful Populist candidate in Louisiana history. This Populist Democrat is also one of the most controversial Louisiana politicians ever--Huey Long.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with access to [Huey P. Long Jr.](#) by Edward F. Haas from knowlouisiana.org.
4. Direct students to read the text in groups. Ask groups to answer the following questions in writing:
 - a. Describe Huey Long’s tenure as governor.
 - b. Why did Huey Long run for U.S. Senate in 1930?
 - c. What was Huey Long’s Share Our Wealth Plan?
 - d. Describe the assassination of Huey Long.
5. Say, “Huey Long came in power in Louisiana at the start of the Great Depression. Great Depression was a period of time when America was gripped with a severe economic downturn. Huey Long wanted to help Louisiana citizens hurting from the depression by building up Louisiana’s infrastructure, which included roads, bridges, in response to Flood of 1927 better levees. These building projects throughout Louisiana offered jobs to those struggling during the depression.”
6. Provide students with access to [Great Depression in Louisiana](#) by Matthew Reonas from knowlouisiana.org and a copy of the [split-page notes](#).
7. Direct students to read “Depression-Era Louisiana” in groups. As they are reading the text, have them record key details about the Great Depression in Louisiana on their [split-page notes](#).
8. Say, “Huey Long portrayed himself as a populist who wanted to help the poor of Louisiana. He ensured all Louisiana school children were given free textbooks, because before this time period school children had to buy their own textbooks. Huey made sure roads, bridges, and levees were built all throughout Louisiana.”
9. Divide the class into small groups using an established classroom routine.
10. Provide students with a copy of the [Political Cartoon of Huey Long’s Textbook Program](#).

11. Direct them to examine the political cartoon in small groups. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Political Cartoons Teacher's Guide](#) to support their examination. Or provide them with the following questions:
 - a. How is Governor Long portrayed in this political cartoon? Support your opinion with evidence from the cartoon.
 - b. How does the cartoonist view Huey Long? Support your opinion with evidence from the cartoon.
 - c. What does this cartoon say about the economic situation in Louisiana?
12. Provide students with a copy of [Postcard of Louisiana State Capitol Building and the Huey P. Long Bridge](#).
13. Direct students to analyze the postcard in groups. As each group is analyzing the postcard have the groups focus on answering the following questions:
 - a. How does this postcard portray Huey Long? Support your opinion with evidence from the postcard.
 - b. How does this postcard portray Huey Long's Populist ideals? Support your opinion with evidence from the postcard.
14. Say, "As Huey Long gained power in Louisiana there were many Louisiana citizens who did not agree with his politics or his stranglehold on Louisiana's government. This group of people were called the Anti-Longs. Despite his many critics, Huey Long was elected to the United States Senate in 1930 and was sworn into the Senate in 1932 after finishing his term as Louisiana's governor. Long had aspirations to be the President of the United States. He unveiled his Share Our Wealth Plan to help the country get out of the Great Depression. Huey Long was known for being a flamboyant speaker. After he introduced his Share Our Wealth Plan he started giving speeches in support of his new plan."
15. Watch [Huey Long's Share Our Wealth Speech](#) as a class.
16. Conduct a brief discussion about Huey Long's speech. Possible questions:
 - a. Describe Huey Long's mannerism during his speech. Why would he give a speech this way?
 - b. Explain how Huey Long felt about the richest people in America. What did he believe they should do to help the poor?
 - c. Describe how the poor would be helped under the Share Our Wealth Program.
 - d. In your opinion, which groups of Americans would support and oppose the Share Our Wealth Plan.
17. Provide students with a copy of [Excerpts from Huey Long's "Every Man a King" Speech](#) and the [SOAPSTone](#) graphic organizer.
18. Direct students to read Huey Long's speech independently and then analyze the purpose and tone of Long's speech using the [SOAPSTone](#) graphic organizer.
19. Say, "Huey's Share Our Wealth Plan was at odds with fellow democrat and President of the United States Franklin Roosevelt's plan for getting out of the Great Depression, which he called the New Deal. Huey Long's Share Our Wealth plan wanted to tax the very rich of the United States at very high rates and use that money to help the poor of America."
20. Provide students with access to following documents:
 - a. [Overview of Huey Long's Share Our Wealth Plan](#)
 - b. [Overview of the New Deal](#) from *Encyclopedia Britannica*.
21. Instruct the students to write a response to the following prompt: Which plan would more likely help the American poor? Long's Share Our Wealth Plan or Roosevelt's New Deal? Compare and contrast the two plans and then develop and support a claim about which would be more effective. Use evidence from the task and your knowledge of social studies to develop and support your claim.

22. Provide students with a copy of the [Venn diagram](#) handout to use during pre-writing and the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.
23. Say, “On September 10, 1935 at the height of his power over Louisiana, Huey Long was assassinated by Dr. Carl Weiss, a political enemy, in the new state capitol of which Huey Long oversaw the building. Despite his death Huey Long’s legacy lived on in Louisiana. You will explore this legacy in the final part of this task.”
24. Have students complete the [Huey Long’s Political Legacy sample](#) assessment task set.

Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>Describe life in Louisiana during the Great Depression.</p>	<p><u>Life in rural Louisiana was already very hard before the Great Depression with most small farmers living in poverty. However, during the Great Depression the price of crops fell causing some to go into extreme poverty with many families losing their farms to foreclosures. New Orleans was the South's biggest industrial center and during the Great Depression production declined rapidly with tens of thousands citizens of New Orleans becoming unemployed.</u></p>
<p>How did Huey Long help Louisiana residents during the Great Depression?</p>	<p><u>Huey Long as governor had the legislature invest money into Louisiana's infrastructure which led to jobs and increased industry in Louisiana.</u></p>

Political Cartoon of Huey Long's Textbook Program

A cartoon from Huey Long's Louisiana Progress newspaper depicts how children were sent home if they did not have the required textbooks.

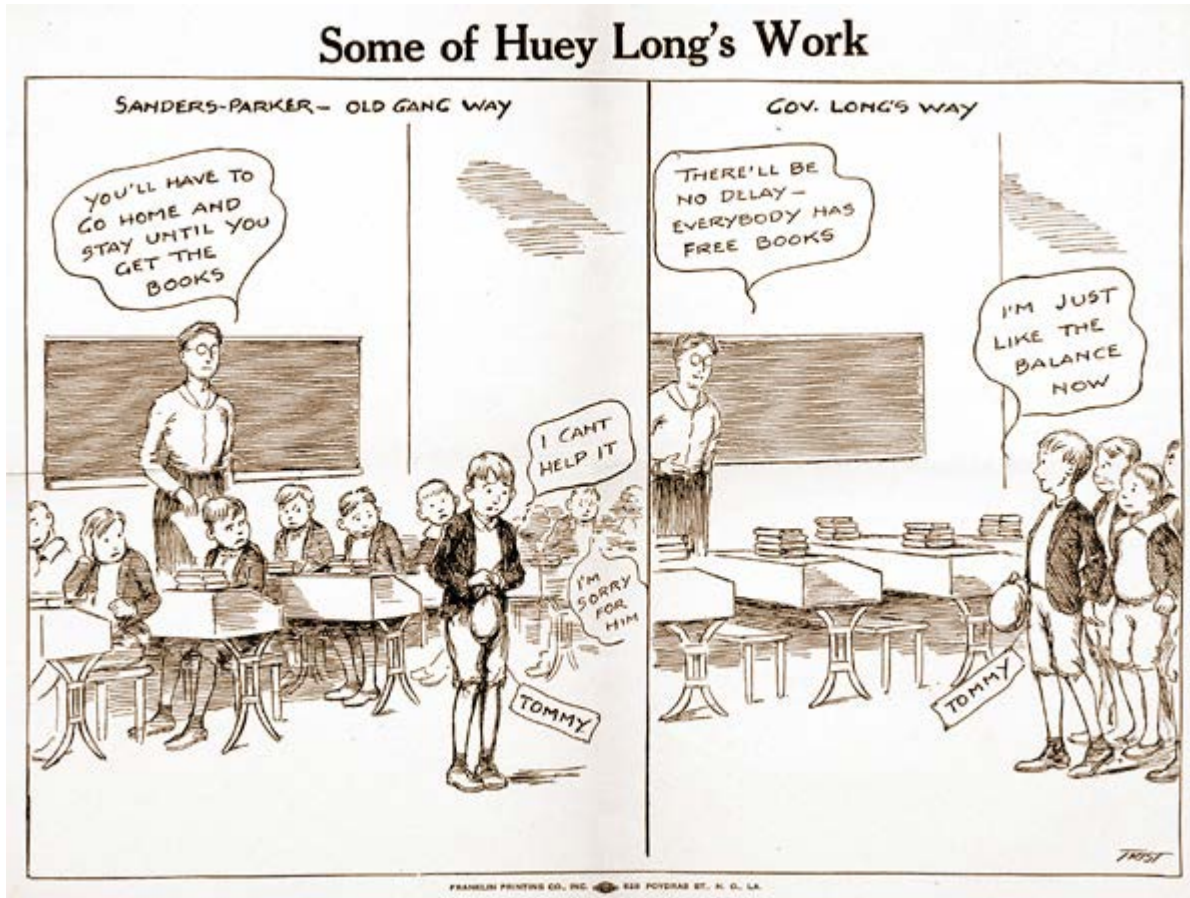
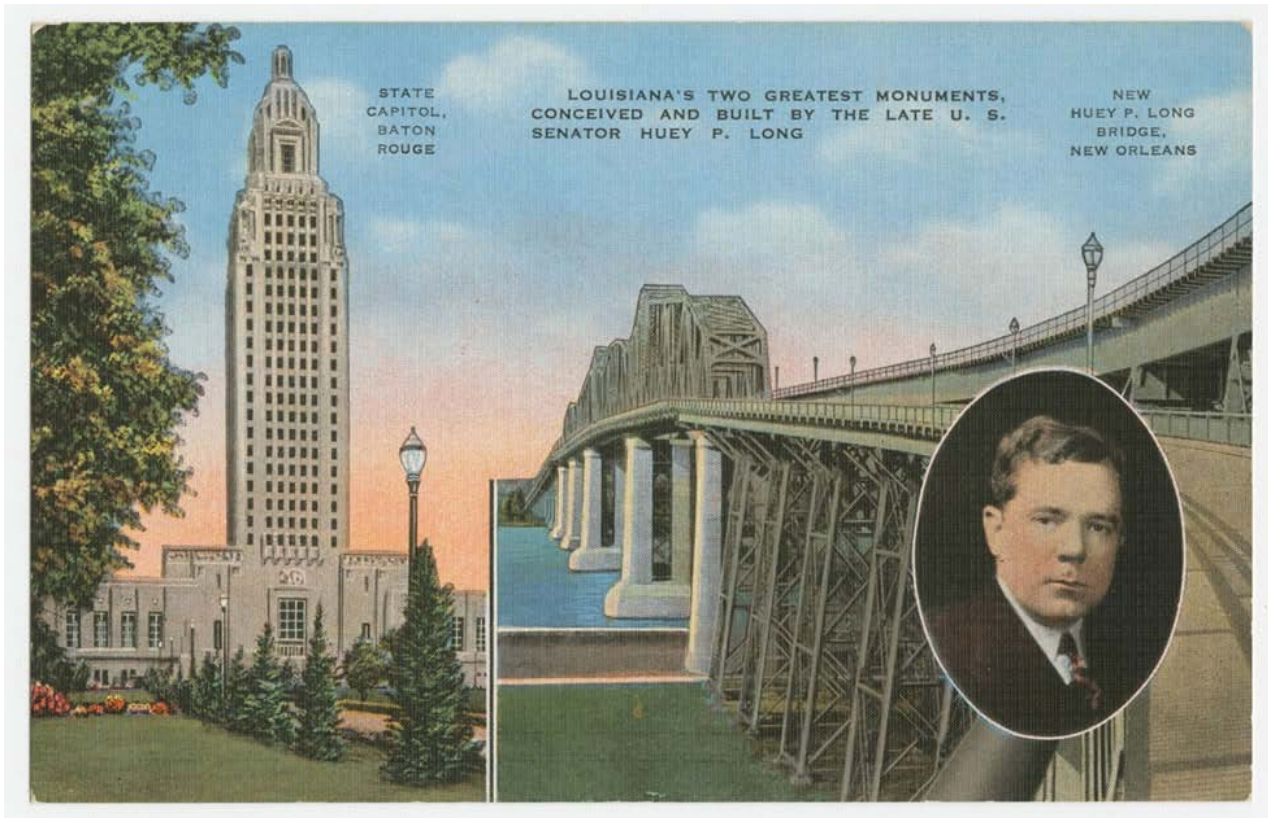


Image available online at: <http://www.hueylong.com/programs/education.php>

Postcard of Louisiana State Capitol Building and the Huey P. Long Bridge



Postcard of Louisiana State Capitol Building and the Huey P. Long Bridge; Milwaukee, WI: E. C. Kropp, [1936]; The Historic New Orleans Collection, 86-2186-RL. Available online at: <http://hnoc.minisisinc.com/thnoc/catalog/2/3049>

Excerpts from Huey Long's "Every Man a King" Speech

It is not the difficulty of the problem which we have; it is the fact that the rich people of this country—and by rich people I mean the super-rich—will not allow us to solve the problems, or rather the one little problem that is afflicting this country, because in order to cure all of our woes it is necessary to scale down the big fortunes, that we may scatter the wealth to be shared by all of the people.

Is that right of life, my friends, when the young children of this country are being reared into a sphere which is more owned by 12 men than it is by 120 million people?

But the Scripture says, ladies and gentlemen, that no country can survive, or for a country to survive it is necessary that we keep the wealth scattered among the people, that nothing should be held permanently by any one person, and that fifty years seems to be the year of jubilee in which all property would be scattered about and returned to the sources from which it originally came, and every seventh year debt should be remitted.

So, we have in America today, my friends, a condition by which about ten men dominate the means of activity in at least 85 percent of the activities that you own. They either own directly everything or they have got some kind of mortgage on it, with a very small percentage to be excepted. They own the banks, they own the steel mills, they own the railroads, they own the bonds, they own the mortgages, they own the stores, and they have chained the country from one end to the other until there is not any kind of business that a small, independent man could go into today and make a living, and there is not any kind of business that an independent man can go into and make any money to buy an automobile with; and they have finally and gradually and steadily eliminated everybody from the fields in which there is a living to be made, and still they have got little enough sense to think they ought to be able to get more business out of it anyway.

It is necessary to save the government of the country, but is much more necessary to save the people of America. Now, we have organized a society, and we call it "Share Our Wealth Society," a society with the motto "every man a king." Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices and ipse dixit of the financial martyrs for a living. What do we propose by this society? We propose to limit the wealth of big men in the country. . . . We do not propose to divide it up equally. We do not propose a division of wealth, but we propose to limit poverty that we will allow to be inflicted upon any man's family. We will not say we are going to try to guarantee any equality, or \$15,000 to families. No; but we do say that one third of the average is low enough for any one family to hold, that there should be a guaranty of a family wealth of around \$5,000; enough for a home, an automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children. . . . We have to limit fortunes. Our present plan is that we will allow no one man to own more than \$50 million. . . . Another thing we propose is old-age pension of \$30 a month for everyone that is sixty years old.

We will limit hours of work. There is not any necessity of having overproduction. I think all you have got to do, ladies and gentlemen, is just limit the hours of work to such an extent as people will work only so long as is necessary to produce enough for all of the people to have what they need.

We will not have any trouble taking care of the agricultural situation. All you have to do is balance your production with your consumption. You simply have to abandon a particular crop that you have too much of, and all you have to do is store the surplus for the next year, and the government will take it over.

Get together in your community tonight or tomorrow and organize one of our Share Our Wealth societies.

If you do not understand it, write me and let me send you the platform; let me give you the proof of it.

We have got a little button that some of our friends designed, with our message around the rim of the button, and in the center "Every man a king." . . .

Share Our Wealth societies are now being organized, and people have it within their power to relieve themselves from this terrible situation.

Delivered in a national radio address on February 23, 1934; reproduced from Robert C. Byrd, *Classic Speeches, 1830–1993*, vol. 3 of *The Senate, 1789–1989* (1994). Available online at:
http://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_HueyPLong.pdf

SOAPStone (Completed)

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	Who is the Speaker ? <ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed? 	The speaker is Huey Long. The speaker is trying to promote his Share Our Wealth Plan to help poor Americans. Evidence from the text which corroborates his point of view is "Share Our Wealth societies are now being organized, and people have it within their power to relieve themselves from this terrible situation."
O	What is the Occasion ? <ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text. 	The speech was given in 1934 during the Great Depression in America. The speech was written to promote Huey Long's plan to help the poor. Evidence from the text which corroborates the cause of the speech is "No; but we do say that one third of the average is low enough for any one family to hold, that there should be a guaranty of a family wealth of around \$5,000; enough for a home, an automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children."
A	Who is the Audience ? <ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience? 	Huey Long is addressing the common American and encouraging them to support his plan of action. This can be seen when Huey says "Get together in your community tonight or tomorrow and organize one of our Share Our Wealth societies."
P	What is the Purpose ? <ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message? 	The author wants to encourage more Americans to support the Share Our Wealth Plan. This can be seen when Huey says "Share Our Wealth societies are now being organized, and people have it within their power to relieve themselves from this terrible situation." The message of the speech is that too few rich people control the economy of America. This can be seen when Huey says "So, we have in America today, my friends, a condition by which about ten men dominate the means of activity in at least 85 percent of the activities that you own."
S	What is the Subject ? <ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference? 	The subject of the speech is to promote Huey Long's Share Our Wealth plan by providing examples of how the superrich control the economic affairs of America and the common man should have more economic opportunities. This message is seen in the speech when Huey says "we propose to limit poverty that we will allow to be inflicted upon any man's family." The author thoroughly explains the subject of his speech. The reader does not have to make an inference.
TONE	What is the Tone ? <ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone? 	The author is very passionate about his subject. If I were reading the passage aloud as Huey Long would read it, I would have to express my true concern for the poor of America. His passion for the subject is evident when he says "But the Scripture says, ladies and gentlemen, that no country can survive, or for a country to survive it is necessary that we keep the wealth scattered among the people, that nothing should be held permanently by any one person."

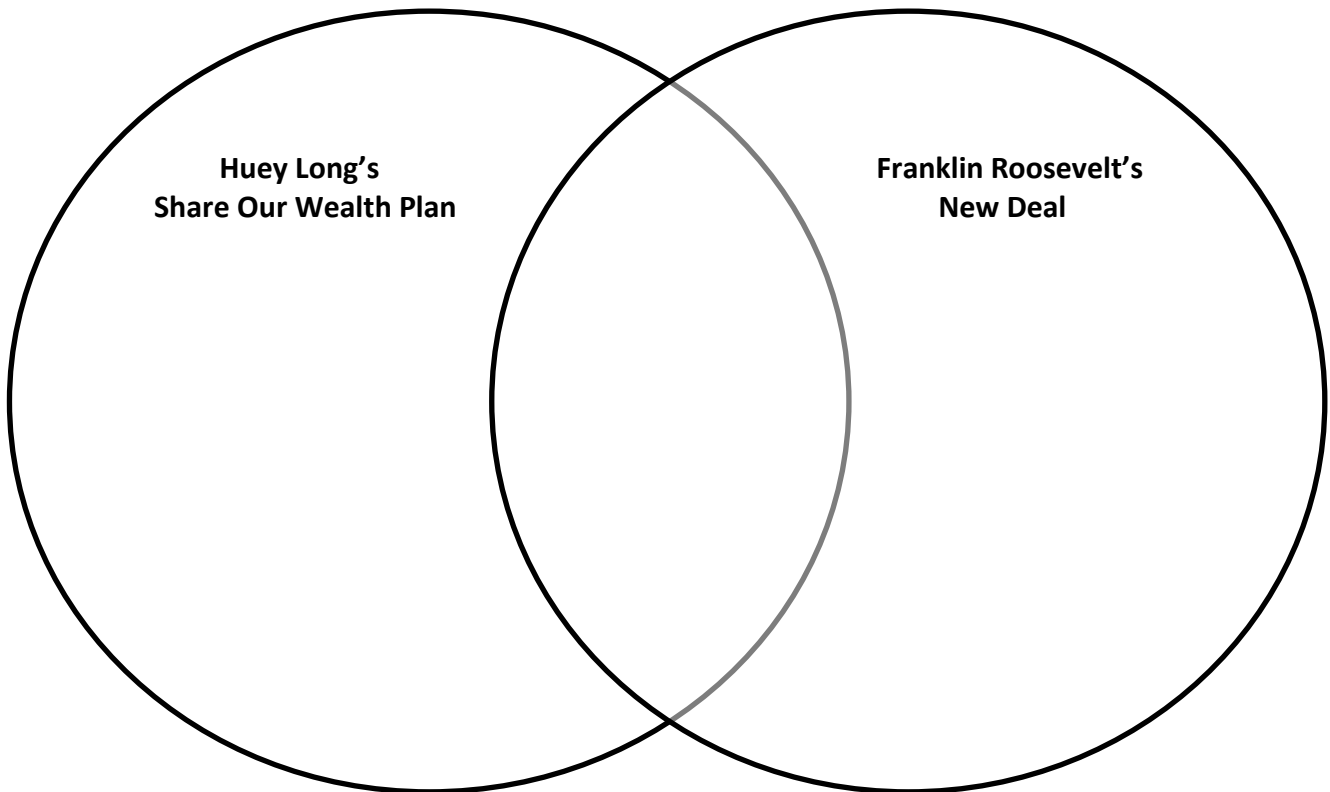
Overview of Huey Long's Share Our Wealth Plan

Here is the whole sum and substance of the share-our-wealth movement:

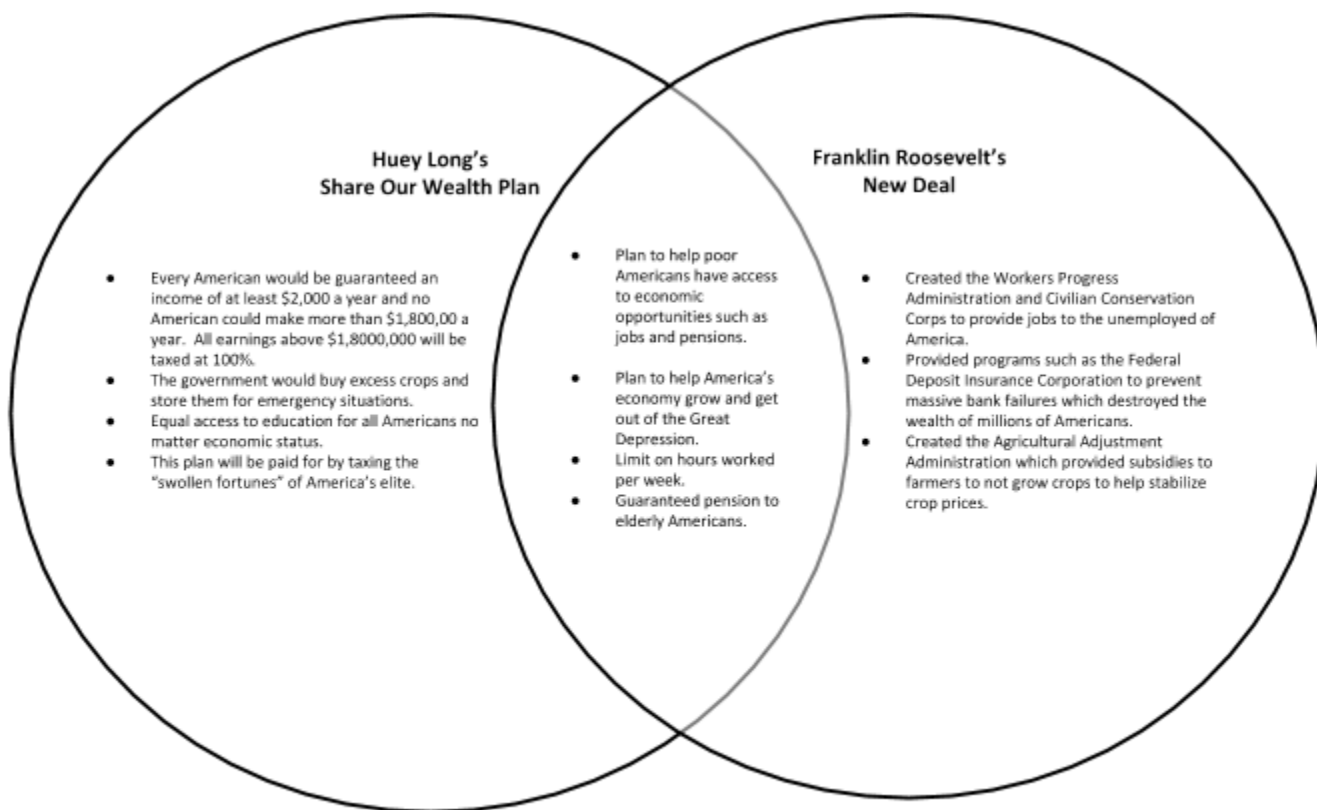
1. Every family to be furnished by the Government a homestead allowance, free of debt, of not less than one-third the average family wealth of the country, which means, at the lowest, that every family shall have the reasonable comforts of life up to a value of from \$5,000 to \$6,000. No person to have a fortune of more than 100 to 300 times the average family fortune, which means that the limit to fortunes is between \$1,500,000 and \$5,000,000, with annual capital levy taxes imposed on all above \$1,000,000.
2. The yearly income of every family shall be not less than one-third of the average family income, which means that, according to the estimates of the statisticians of the United States Government and Wall Street, no family's annual income would be less than from \$2,000 to \$2,500. No yearly income shall be allowed to any person larger than from 100 to 300 times the size of the average family income, which means that no person would be allowed to earn in any year more than from \$600,000 to \$1,800,000, all to be subject to present income-tax laws.
3. To limit or regulate the hours of work to such an extent as to prevent overproduction; the most modern and efficient machinery would be encouraged, so that as much would be produced as possible so as to satisfy all demands of the people, but to also allow the maximum time to the workers for recreation, convenience, education, and luxuries of life.
4. An old-age pension to the persons over 60.
5. To balance agricultural production with what can be consumed according to the laws of God, which includes the preserving and storage of surplus commodities to be paid for and held by the Government for the emergencies when such are needed. Please bear in mind, however, that when the people of America have had money to buy things they needed, we have never had a surplus of any commodity. This plan of God does not call for destroying any of the things raised to eat or wear, nor does it countenance wholesale destruction of hogs, cattle, or milk.
6. To pay the veterans of our wars what we owe them and to care for their disabled.
7. Education and training for all children to be equal in opportunity in all schools, colleges, universities, and other institutions for training in the professions and vocations of life; to be regulated on the capacity of children to learn, and not on the ability of parents to pay the costs. Training for life's work to be as much universal and thorough for all walks in life as has been the training in the arts of killing.
8. The raising of revenue and taxes for the support of this program to come from the reduction of swollen fortunes from the top, as well as for the support of public works to give employment whenever there may be any slackening necessary in private enterprise.

Senator Huey P. Long, Statement of the Share Our Wealth Movement, May 23, 1935. In Congressional Record, 74th Cong., 1st sess., Vol. 79, 8040-43.

Share Our Wealth and New Deal Venn Diagram



Share our Wealth and New Deal Venn Diagram (Completed)



Unit Four Assessment

Description: Students engage in a Philosophical Chairs Debate to answer the questions:

- Huey Long’s time as a prominent politician of Louisiana was a positive event in the state’s history. Do you agree or disagree?
- Populism and power had a positive impact on Louisiana's identity. Do you agree or disagree?

Suggested Timeline: 4 class periods

Student Directions: Participate in a Philosophical Chairs Debate in response to the questions:

- Huey Long’s time as a prominent politician of Louisiana was a positive event in the state’s history. Do you agree or disagree?
- What was the impact of Populism and power on a state’s identity?

Resources:

- Notes and handouts from unit 4
- [Conversation stems](#)
- [Discussion tracker](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 8.1.1, 8.2.5, 8.2.7. They also meet the expectations for [ELA/Literacy Standards](#): SL.8.1a-d, SL.8.4, SL.8.6.

Learn more about how to conduct a philosophical chairs debate by accessing the [philosophical chairs debate one-pager](#).

Use a [discussion tracker](#) to keep track of students’ contributions to the conversation and use this information to assign a grade to students.

Unit Five Overview

Description: Students explore the social and political changes to Louisiana during WWII as well as the social and political struggle of African-Americans in Louisiana during the Civil Rights Era to understand the impact of these changes on Louisiana’s identity.

Suggested Timeline: 4 weeks

Grade 8 Content	Grade 8 Claims
20th Century Louisiana: A Changing Identity	How do economic, social, and political changes of the 20th century redefine a state’s identity?

Topics (GLEs):

1. [World War II](#) (8.1.1, 8.2.5, 8.2.8, 8.7.1, 8.8.2, 8.9.3, 8.10.3)
2. [Civil Rights](#) (8.1.1, 8.1.2, 8.2.9, 8.8.1, 8.8.2)

Unit Assessment: Students write a multiparagraph essay to answer the unit claim: How do economic, social, and political changes of the 20th century redefine a state's identity?

Unit Five Instruction

Topic One: World War II (8.1.1, 8.2.5, 8.2.8, 8.7.1, 8.8.2, 8.9.3, 8.10.3)

Connections to the unit claim: Students examine World War II by exploring how the war redefined Louisiana’s social and economic identity.

Suggested Timeline: 7 class periods

Use this sample task:

- [World War II](#)

To explore these key questions:

- How did the roles of women in Louisiana change during World War II?
- How did the roles of African-Americans in Louisiana change during World War II?
- How did war propaganda shape Louisianans and Americans view of World War II?
- How did the World War II transform America and Louisiana’s economies?

That students answer through this assessment:

- Students write and deliver a presentation on their assigned World War II topics. Collect each group’s written presentation scripts for a grade and grade their presentation using the [Multimedia Presentation Rubric](#).
- Students complete [World War II Graphic Organizer](#) and analyze various sources about how Louisiana’s social and economic identity was reshaped because of World War II and engage in class discussions about these topics. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students complete [Louisiana During World War II](#) item set.

Grade 8 Instructional Task: World War II

Unit Five: 20th Century Louisiana: A Changing Identity, Topic One: World War II

Description: Students examine how different groups of Louisianians were affected by World War II and how their identity changed as a result of the war.

Suggested Timeline: 7 class periods

Materials: [Sources for Major Causes of World War II](#), [Sources for the Role of Women During World War II](#), [Sources for the Role of African-Americans During World War II](#), [Sources for the Role of War Propaganda in Shaping American's View of the War](#), [Sources for Louisiana on the Home Front during World War II](#), [Sources for the Economic and Social Outcomes of World War II](#), World War II Graphic Organizer ([blank](#) and [completed](#)), [Multimedia Presentation Rubric](#), [Gallery Walk one-pager](#), [conversation stems](#), [Louisiana During World War II](#)

Instructional Process:

1. Say "World War II was not only a major event worldwide but also helped shape Louisiana's identity. In this task you will to examine the causes, effects, and outcomes of World War II on Louisiana."
2. Divide the class into small groups using an established classroom routine.
3. Say, "For this task you will research a topic related to World War II and its impact on life in Louisiana. You will conduct research as a group and create a multimedia presentation about your topic. Once all groups have completed their multimedia presentations, each group will present their research to the class. While a group is presenting the rest of the class will take notes on their World War II graphic organizer."
4. Assign each group with one of the following topics:
 - a. Major Causes of World War II
 - b. The Role of Women During World War II
 - c. The Role of African-Americans During World War II
 - d. The Role of War Propaganda in Shaping American's View of the War
 - e. Louisiana on the Home Front during World War II
 - f. The Economic and Social Outcomes of World War II
5. Explain to students how they should conduct their research (e.g., What is the process for research? What are their deliverables? What are their due dates? How will you grade their research?) and provide them with needed materials (e.g., digital access, resources for research, [World War II Graphic Organizer](#) (for recording their notes), etc.).
6. Provide students with access to resources about each topic:
 - a. [Sources for Major Causes of World War II](#)
 - b. [Sources for the Role of Women During World War II](#)
 - c. [Sources for the Role of African-Americans During World War II](#)
 - d. [Sources for the Role of War Propaganda in Shaping American's View of the War](#)
 - e. [Sources for Louisiana on the Home Front during World War II](#)
 - f. [Sources for the Economic and Social Outcomes of World War II](#)
7. As each group is performing their research have them complete the [World War II Graphic Organizer](#) about their topic.

8. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, and how to engage in ethical use of information including create a list of sources used
9. Once students have completed their research and [World War II Graphic Organizer](#), direct them to write a 2 - 4 minute presentation and create a multimedia component so they can share their research about their assigned topic while emphasizing the lasting impact their topic had on Louisiana.
10. Provide students with a copy of the [Multimedia Presentation Rubric](#) so they understand the needed components of the presentation.
11. Collect the written presentations to ensure the information that will be presented is accurate. Work with individual students, as needed.
12. Provide class time for students to present their information to the class. During the presentation, direct the audience to complete their [World War II Graphic Organizer](#) as each topic is presented.
13. After each multimedia presentation allow students to complete a [Gallery Walk](#) so students can further examine the topic presented and complete their [World War II Graphic Organizer](#).
14. Conduct a discussion about how Louisiana's social and economic identity was reshaped because of World War II. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from their [World War II Graphic Organizer](#), documents, presentations, and outside knowledge to support their answers. Possible questions:
 - a. How did America respond to Japan's attack on Pearl Harbor? What does this say about American's feelings of nationalism?
 - b. Describe the role of Louisiana women before and after World War II.
 - c. Why would African-Americans in Louisiana volunteer for the army despite living under Jim Crow Laws?
 - d. How would African-American involvement in World War II set up the Civil Rights era in the 1950's and 1960's?
 - e. Why would the U.S. want to use propaganda to influence American citizens during World War II?
 - f. Do you believe the U.S. propaganda campaign was successful? Why or Why not?
 - g. Why would Americans ration gas, food, and other goods during World War II?
 - h. How was Louisiana's economic identity reshaped during and after World War II?
 - i. How was Louisiana's social identity reshaped during and after World War II?
15. Have students complete [Louisiana During World War II](#) sample item set.

Sources for Major Causes of World War II

- [Neutrality Acts, 1930's](#)
- [Pearl Harbor Attack](#)
- [Images of the Attack on Pearl Harbor](#)
- [Video of Franklin Roosevelt's Speech to Congress following Pearl Harbor](#)
- Other Teacher Approved Sources

The Neutrality Acts, 1930's

Introduction

In the 1930s, the United States Government enacted a series of laws designed to prevent the United States from being embroiled in a foreign war by clearly stating the terms of U.S. neutrality. Although many Americans had rallied to join President Woodrow Wilson's crusade to make the world "safe for democracy" in 1917, by the 1930s critics argued that U.S. involvement in the First World War had been driven by bankers and munitions traders with business interests in Europe. These findings fueled a growing "isolationist" movement that argued the United States should steer clear of future wars and remain neutral by avoiding financial deals with countries at war.

First Neutrality Act

By the mid-1930s, events in Europe and Asia indicated that a new world war might soon erupt and the U.S. Congress took action to enforce U.S. neutrality. On August 31, 1935, Congress passed the first Neutrality Act prohibiting the export of "arms, ammunition, and implements of war" from the United States to foreign nations at war and requiring arms manufacturers in the United States to apply for an export license. American citizens traveling in war zones were also advised that they did so at their own risk. President Franklin D. Roosevelt originally opposed the legislation, but relented in the face of strong Congressional and public opinion. On February 29, 1936, Congress renewed the Act until May of 1937 and prohibited Americans from extending any loans to belligerent nations.

Neutrality Act of 1937

The outbreak of the Spanish Civil War in 1936 and the rising tide of fascism in Europe increased support for extending and expanding the Neutrality Act of 1937. Under this law, U.S. citizens were forbidden from traveling on belligerent ships, and American merchant ships were prevented from transporting arms to belligerents even if those arms were produced outside of the United States. The Act gave the President the authority to bar all belligerent ships from U.S. waters, and to extend the export embargo to any additional "articles or materials." Finally, civil wars would also fall under the terms of the Act.

The Neutrality Act of 1937 did contain one important concession to Roosevelt: belligerent nations were allowed, at the discretion of the President, to acquire any items except arms from the United States, so long as they immediately paid for such items and carried them on non-American ships—the so-called "cash-and-carry" provision. Since vital raw materials such as oil were not considered "implements of war," the "cash-and-carry" clause would be quite valuable to whatever nation could make use of it. Roosevelt had engineered its inclusion as a deliberate way to assist Great Britain and France in any war against the Axis Powers, since he realized that they were the only countries that had both the hard currency and ships to make use of "cash-and-carry." Unlike the rest of the Act, which was permanent, this provision was set to expire after two years.

Neutrality Act of 1939

Following Germany's occupation of Czechoslovakia in March of 1939, Roosevelt suffered a humiliating defeat when Congress rebuffed his attempt to renew "cash-and-carry" and expand it to include arms sales. President Roosevelt Return to [Grade 8 Social Studies: How to Navigate This Document](#)

persisted and as war spread in Europe, his chances of expanding “cash-and-carry” increased. After a fierce debate in Congress, in November of 1939, a final Neutrality Act passed. This Act lifted the arms embargo and put all trade with belligerent nations under the terms of “cash-and-carry.” The ban on loans remained in effect, and American ships were barred from transporting goods to belligerent ports.

In October of 1941, after the United States had committed itself to aiding the Allies through Lend-Lease, Roosevelt gradually sought to repeal certain portions of the Act. On October 17, 1941, the House of Representatives revoked section VI, which forbade the arming of U.S. merchant ships, by a wide margin. Following a series of deadly U-boat attacks against U.S. Navy and merchant ships, the Senate passed another bill in November that also repealed legislation banning American ships from entering belligerent ports or “combat zones.”

Overall, the Neutrality Acts represented a compromise whereby the United States Government accommodated the isolationist sentiment of the American public, but still retained some ability to interact with the world. In the end, the terms of the Neutrality Acts became irrelevant once the United States joined the Allies in the fight against Nazi Germany and Japan in December 1941.

This document: Neutrality Acts, 1930's is created by the Office of the Historian. It is available online at <https://history.state.gov/milestones/1921-1936/neutrality-acts>.

Images of the Attack on Pearl Harbor



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https://commons.wikimedia.org/wiki/File:Pearl_Harbor_Attack,_7_December_1941_-_80-G-19942.jpg



This image is in the Public Domain and is available online at:

https://commons.wikimedia.org/wiki/Pearl_Harbor#/media/File:Burning_ships_at_Pearl_Harbor.jpg

Sources for the Role of Women during World War II

- [American Women and World War II](#)
- [American Women in World War II](#)
- [American Women in World War II: On the Homefront and Beyond](#)
- [Images of Women During World War II](#)
- [Quiz: Which Rosie are you?](#)
- Other Teacher Approved Sources

Images of Women During World War II



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https://commons.wikimedia.org/wiki/File:Wounded_on_Way_to_Hospital.jpg



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https://commons.wikimedia.org/wiki/File:Group_of_Women_Airforce_Service_Pilots_and_B-17_Flying_Fortress.jpg



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Sources for the Role of African-Americans During World War II

- [African Americans in WWII at a Glance](#)
- [African American in World War II](#)
- [World War II: Homefront Summary and Analysis](#) (Only use section titled: African-Americans and the Home Front)
- [During the War: The Home Front](#)
- [Images of African Americans in World War II](#)
- Other Teacher Approved Sources

Images of African-Americans During World War II



This Image: African-American men serving in the army is copyrighted by the National Archives. It is available online at <https://www.archives.gov/research/african-americans/ww2-pictures>



This Image: African-American pilots is copyrighted by the National Archives. It is available online at <https://www.archives.gov/research/african-americans/ww2-pictures>



This Image: African-American buying war bonds is copyrighted by the National Archives. It is available online at <https://www.archives.gov/research/african-americans/ww2-pictures>

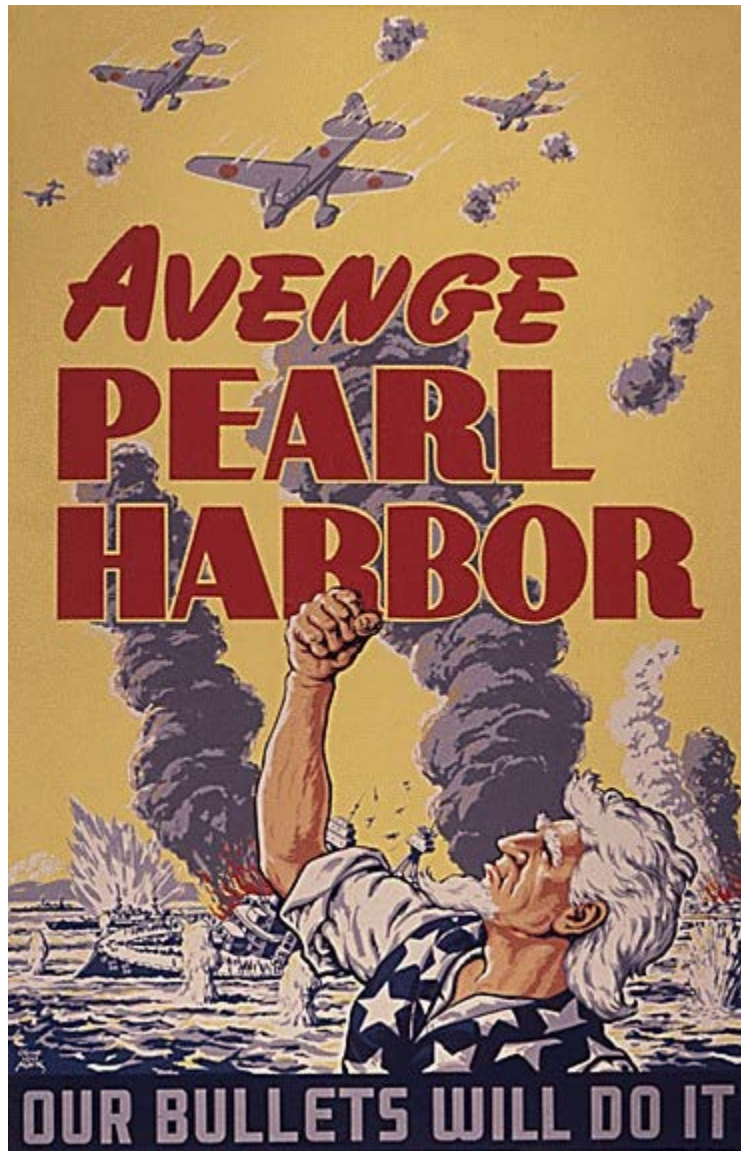


This Image: African-American men working in an airplane factory is copyrighted by the National Archives. It is available online at <https://www.archives.gov/research/african-americans/ww2-pictures>

Sources for the Role of War Propaganda in Shaping American's View of the War

- [American Propaganda During World War II](#)
- [Propaganda Posters At A Glance](#)
- [Propaganda Posters of World War II](#)
- Other Teacher Approved Sources

Propaganda Posters of World War II



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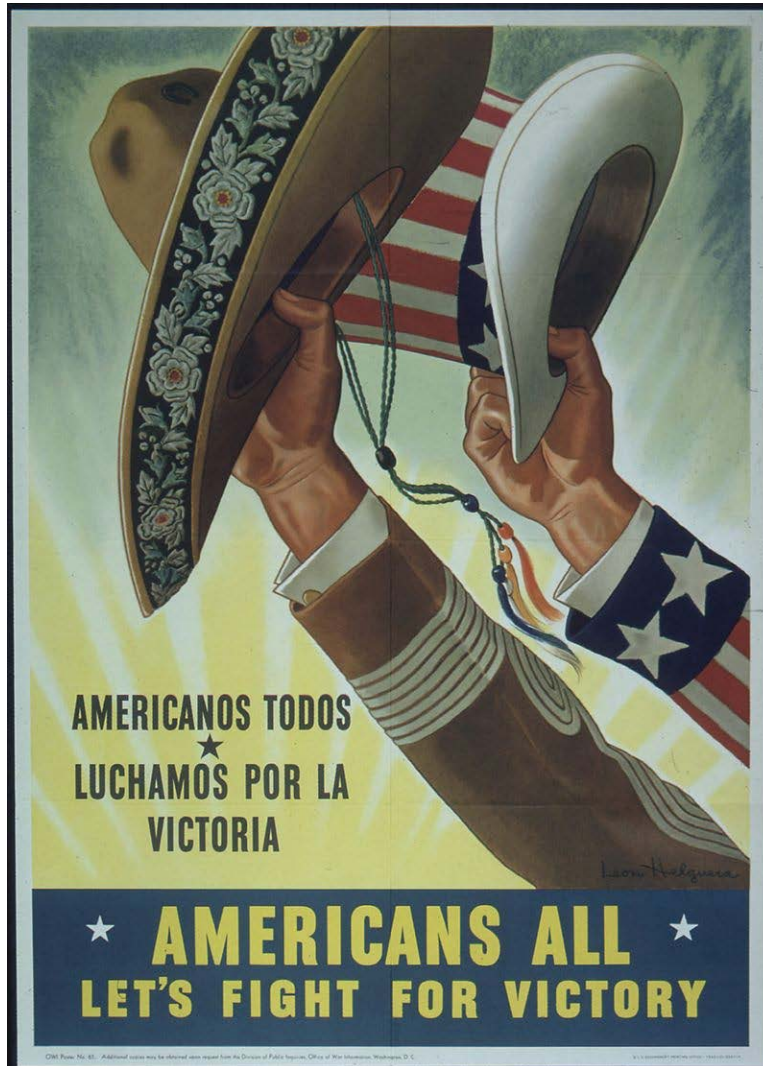
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https://commons.wikimedia.org/wiki/World_War_II_posters#/media/File:PropagandaNaziJapaneseMonster.gif



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[https://commons.wikimedia.org/wiki/World War II posters#/media/File:%22I Want You For The U.S. Army Enlist Now%22 - NARA - 513533.jpg](https://commons.wikimedia.org/wiki/World_War_II_posters#/media/File:%22I_Want_You_For_The_U.S._Army_Enlist_Now%22_-_NARA_-_513533.jpg)



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[https://commons.wikimedia.org/wiki/World_War_II_posters#/media/File:%22Americans All%22 - Lets fight for victory - NARA - 513803.jpg](https://commons.wikimedia.org/wiki/World_War_II_posters#/media/File:%22Americans_All%22_-_Lets_fight_for_victory_-_NARA_-_513803.jpg)

Sources for Louisiana on the Home Front during World War II

- [World War II](#)
- [Take a Closer Look at Ration Books](#)
- [NOLA History: Andrew Higgins, “The Man Who Won The War”](#)
- [New Orleans, Louisiana: The Higgins Boat](#)
- Other Teacher Approved Sources

Sources for the Economic and Social Outcomes of World War II

- [Remembering V-J Day](#)
- [The Post War Economy: 1945-1960](#)
- [The Civil Rights Act of 1964: A Long Struggle for Freedom \(World War II and Post War \(1940–1949\)\)](#)
- Other Teacher Approved Sources

The Civil Rights Act of 1964: A Long Struggle for Freedom (World War II and Post War (1940–1949))

In the spring of 1941, hundreds of thousands of whites were employed in industries mobilizing for the possible entry of the United States into World War II. Black labor leader A. Philip Randolph threatened a mass march on Washington unless blacks were hired equally for those jobs, stating: “It is time to wake up Washington as it has never been shocked before.” To prevent the march, which many feared would result in race riots and international embarrassment, President Franklin Roosevelt issued an executive order that banned discrimination in defense industries. His Executive Order 8802, June 25, 1941, established the Committee on Fair Employment Practices (known as FEPC) to receive and investigate discrimination complaints and take appropriate steps to redress valid grievances.

The fight against fascism during World War II brought to the forefront the contradictions between America’s ideals of democracy and equality and its treatment of racial minorities. Throughout the war, the NAACP and other civil rights organizations worked to end discrimination in the armed forces. During this time African Americans became more assertive in their demands for equality in civilian life as well. The Congress of Racial Equality (CORE), an interracial organization founded to seek change through nonviolent means, conducted the first sit-ins to challenge the South’s Jim Crow laws.

After the war, and with the onset of the Cold War, segregation and inequality within the U.S. were brought into sharp focus on the world stage, prompting federal and judicial action. President Harry Truman appointed a special committee to investigate racial conditions that detailed a civil rights agenda in its report, *To Secure These Rights*. Truman later issued an executive order that abolished racial discrimination in the military. The NAACP won important Supreme Court victories and mobilized a mass lobby of organizations to press Congress to pass civil rights legislation. African Americans achieved notable firsts—Jackie Robinson broke the color barrier in major league baseball, and civil rights activists Bayard Rustin and George Houser led black and white riders on a “Journey of Reconciliation” to challenge racial segregation on interstate buses.

This document: The Civil Rights Act of 1964: A Long Struggle for Freedom (World War II and Post War (1940–1949)) is created by the Library of Congress. It is available online at <https://www.loc.gov/exhibits/civil-rights-act/world-war-ii-and-post-war.html>

World War II Graphic Organizer

Major Causes of World War II	The Role of Women During World War II	The Role of African-Americans During World War II

The Role of War Propaganda in Shaping American's View of World War II	Louisiana's on the Home Front During World War II	The Economic and Social outcomes of World War II

World War II Graphic Organizer (Completed)

Major Causes of World War II	The Role of Women During World War II	The Role of African-Americans During World War II
<ul style="list-style-type: none"> ● Congress passed a series of acts called the Neutrality Acts which stated American would stay out of World War II. ● 1941 America was aiding the Allies by giving them supplies under the Lend Lease Program ● December 7, 1941 Japan attacked Pearl Harbor, an American naval base in Hawaii, which killed or wounded 3,700 American sailors. ● December 8, 1941 President Roosevelt asked Congress to declare war on Japan. Congress declared war and America entered World War II. 	<ul style="list-style-type: none"> ● Before World War II women did not work much out of the house. ● Once America entered the war the role of women in America and Louisiana changed dramatically. ● Over 350,000 women joined the armed forces serving as nurses, cooks, pilots, radio operators, clerical work, and numerous other jobs. ● Women started working in factories and shipyards during World War II. With the help of women workers, America doubled its industrial output by the end of the war. ● During World War II, women showed their ability to do work that was considered before the war only for men. 	<ul style="list-style-type: none"> ● By 1945 over 1.2 million African-American men were serving in the army even though they did not have Civil Rights in America. ● African-American soldiers faced discrimination in the armed forces by having to serve in segregated units. ● Thousands of African-Americans left rural areas in the South and moved to cities looking for jobs in factories. ● The government order an end to discriminatory hiring practices during the war but African-Americans still faced discrimination on the job by often getting paid less and having to serve the more menial jobs in factories.

The Role of War Propaganda in Shaping American’s View of World War II	Louisiana on the Home Front During World War II	The Economic and Social Outcomes of World War II
<ul style="list-style-type: none"> ● The American government used propaganda to persuade all Americans to help with the war effort. ● In 1942, America created the Office of War Information with the goal of producing war propaganda and spreading the government’s message ● The goal of the propaganda was to recruit soldiers, raise money for the war, unify Americans, conserve resources for the war, and increasing factory production. ● America produced many different types of propaganda including posters, comic books, leaflets, movies and radio shows. 	<ul style="list-style-type: none"> ● In 1941 the army had the largest training exercise it had ever conducted in Louisiana, called the Louisiana Maneuvers. ● Louisiana’s agricultural industry increased dramatically during the war. The army’s need for agricultural products helped struggling farmers in Louisiana. ● World War II helped to further industrialize Louisiana especially in the field of petrochemicals. ● The U.S. government issued ration books to American citizens. These books allowed Americans only a certain amount of goods that were in short supply because of the war. ● Andrew Higgins boat factory in New Orleans produced over 20,000 boats for armed forces. ● Higgins boat factory employed over 20,000 workers during peak production during the war. ● Andrew Higgins paid all his employees no matter race or gender equal pay for equal work. 	<ul style="list-style-type: none"> ● America dropped 2 atomic bombs on Japan which killed around 200,000 Japanese citizens. ● In August 1945 Japan surrendered to American which officially ended World War II. ● World War II led America’s economy to experience dramatic economic growth. This growth continued for the next 15 years after the war. America had the biggest economy in the world after World War II. ● African-American soldiers fought for their country but when they came home from the war still faced segregation and discrimination. ● After the war, African-Americans started to become more aggressive in their protest for Civil Rights.

Topic Two: Civil Rights (8.1.1, 8.1.2, 8.2.9, 8.8.1, 8.8.2)

Connections to the unit claim: Students examine how African-Americans were able to reshape Louisiana’s social and cultural identity during their fight for Civil Rights.

Suggested Timeline: 9 class periods

Use this sample task:

- [Civil Rights](#)

To explore these key questions:

- How did African-Americans returning from World War II view segregation in the South?
- Explain the cultural legacy of Jim Crow Louisiana.
- Explain how the Baton Rouge Bus Boycott affected the Civil Rights Movement nationally?
- Explain the societal and political changes caused by the Civil Rights Movement?

That students answer through this assessment:

- Students analyze the documents about the Baton Rouge Bus Boycott and engage in class discussions about how the legacy of the Baton Rouge Bus Boycott. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze primary sources about school integration in New Orleans and engage in a Socratic Seminar about how the legacy of Jim Crow Laws on the Civil Rights Movement in Louisiana. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response explaining how African-Americans changed Louisiana culturally and politically during the Civil Rights Movement. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Civil Rights

Unit Five: 20th Century Louisiana: A Changing Identity, Topic Two: Civil Rights

Description: Students examine how African-Americans were able to reshape Louisiana’s social and cultural identity during their fight for Civil Rights by completing a timeline of the Civil Rights period and participate in a Socratic Seminar on the reshaping of Louisiana’s identity because of the Civil Rights Era.

Suggested Timeline: 9 class periods

Materials: [Jim Crow in Louisiana](#), Fight for Civil Rights Timeline ([blank](#) and [completed](#)), [Baton Rouge Bus Boycott](#) by Christine Melton from *knowlouisiana.org Encyclopedia of Louisiana*, [Community Organized Free Ride](#), [Rev. T. J. Jemison with Martin Luther King, Jr.](#), [Baton Rouge Bus Stop](#), [The Free Ride System](#), [Library of Congress: Teacher’s Guide: Analyzing Photographs and Prints](#), [conversation stems](#), [Brown v. Board of Education \(1954, 1955\)](#), [New Orleans School Crisis](#), [Segregation Bills Voted in Louisiana](#), [Ruby Bridges Enters School](#), [Close Our Schools?](#), [Teens Protest Integration](#), [Demonstrators at William Frantz Elementary School](#), [Crowd Stopped Near School Board Office](#), [Key provisions of Civil Rights Act of 1964](#), [Voting Rights Act of 1965](#), [LEAP Assessment Social Studies Extended Response Rubric](#)

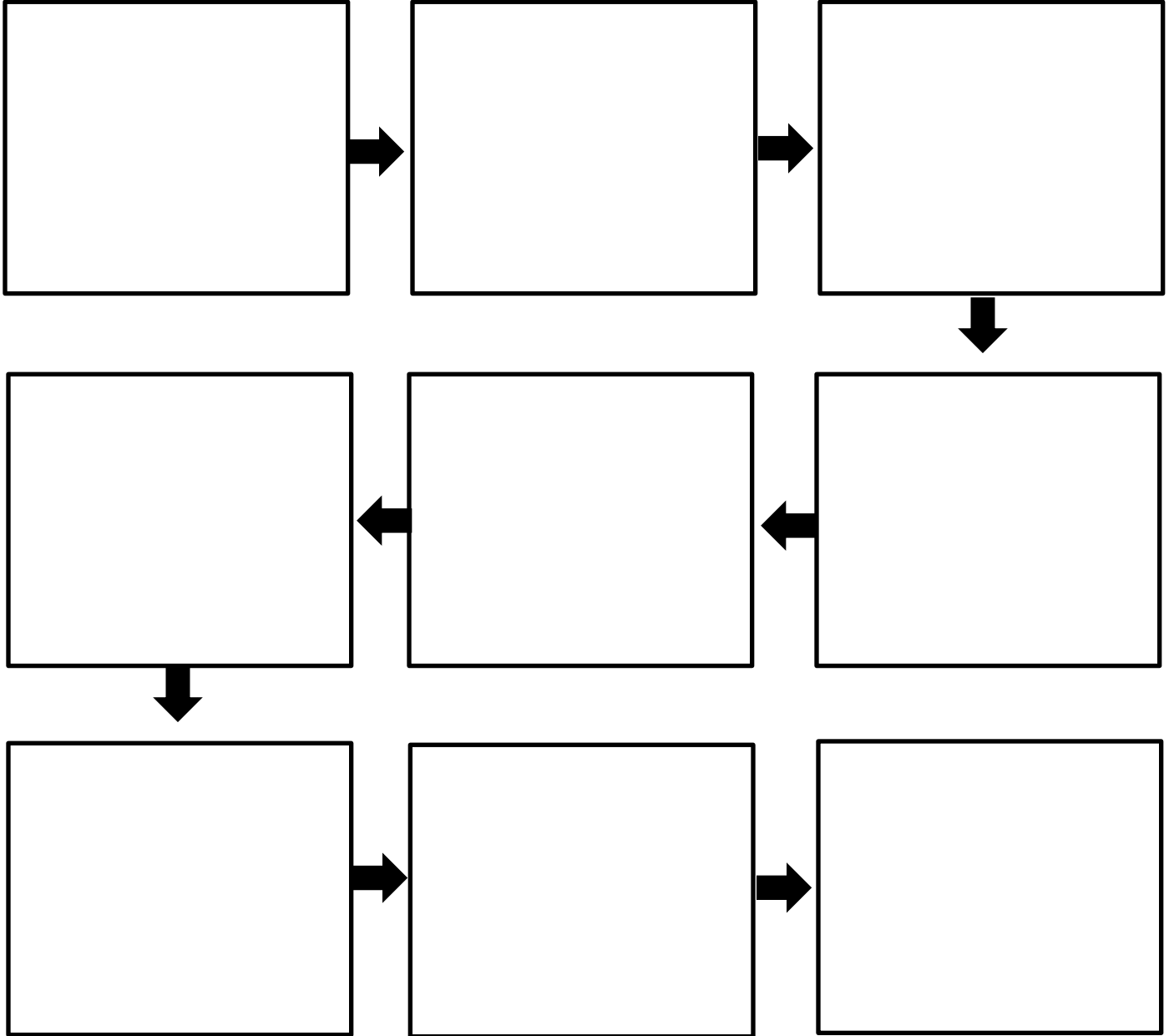
Instructional Process:

1. Say, “We have examined the discrimination and racial prejudice faced by African-Americans during Jim Crow Louisiana. In this topic we will explore how African-Americans were able to fight for Civil Rights, regain their right to vote, and end segregation in the South.”
2. Write the words *Civil Rights* on the board and read or project the following definition:
 - a. The rights of citizens to political and social freedom and equality.
3. Conduct a brief discussion about the definition of *Civil Rights*. Possible questions:
 - a. How were African-Americans denied their Civil Rights?
 - b. How had the Louisiana government prevented African-Americans from changing laws that denied their Civil Rights?
4. Say, “The fight for Civil Rights was a long process and took many decades for African-Americans to obtain their Civil Rights.”
5. Provide students access to [Jim Crow in Louisiana](#) by Nikki Brown from *knowlouisiana.org Encyclopedia of Louisiana*.
6. Provide students with a copy of the [Fight for Civil Rights Timeline](#).
7. Direct students to independently read the first 3 paragraphs of the section titled “Civil Rights Movement Builds” complete boxes 1 - 3 of the [Fight for Civil Rights Timeline](#). Box 1 should cover the NAACP in Louisiana, box 2 should cover A.P. Tureaud fighting for equal pay for all teachers, and box 3 should cover African-Americans returning from World War II.
8. Say, “The fight for Civil Rights in Louisiana helped shaped the Civil Rights Movement throughout the Southern United States. This influence can be seen in the Baton Rouge Bus Boycott of 1953.”
9. Provide students access to [Baton Rouge Bus Boycott](#) by Christine Melton from *knowlouisiana.org Encyclopedia of Louisiana*.
10. Direct students to independently read the first paragraph of the document and complete box 4 of the [Fight for Civil Rights Timeline](#) about the Baton Rouge Bus Boycott.

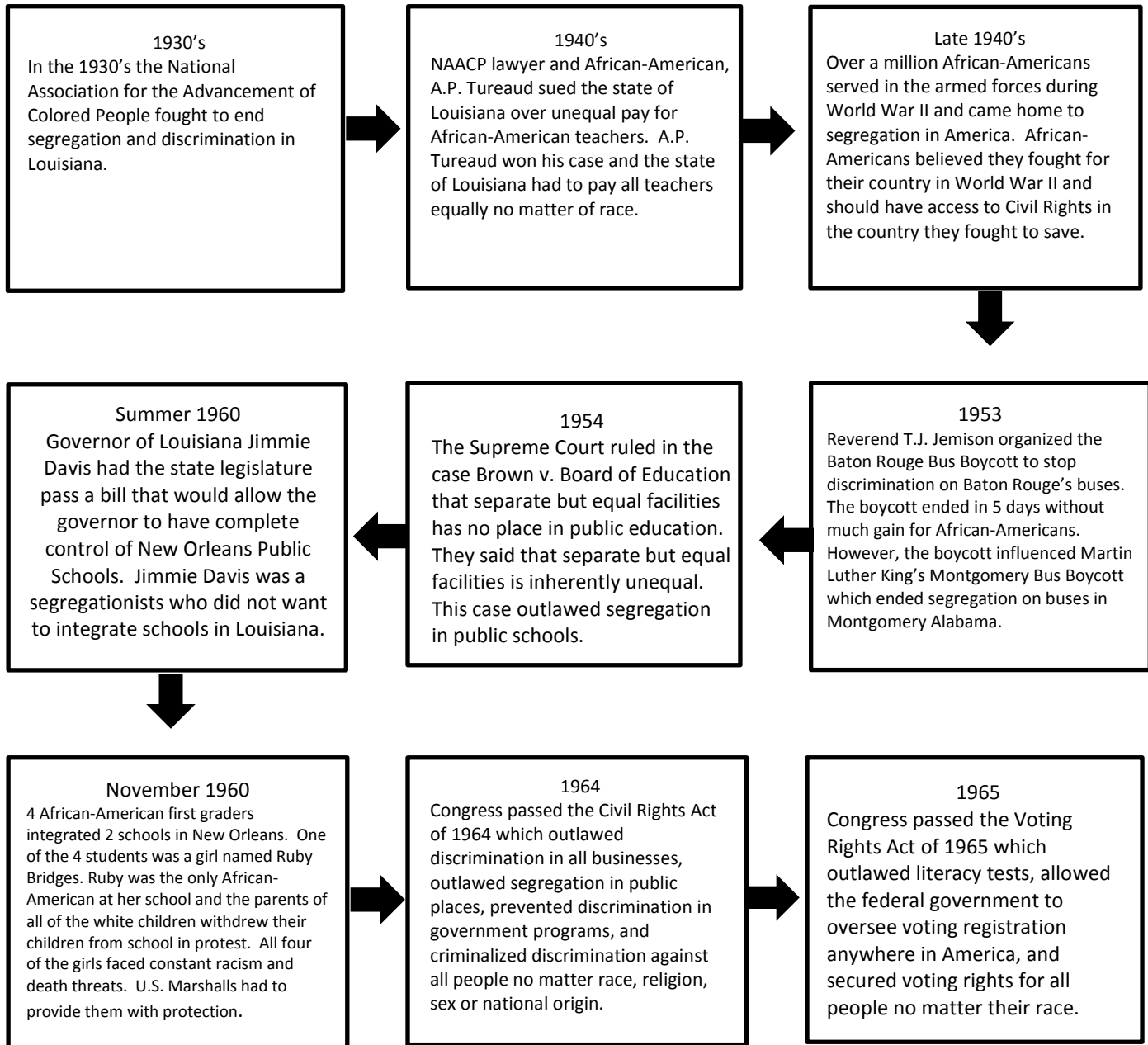
11. Divide the class into small groups using an established classroom routine.
12. Direct students to read the rest of [Baton Rouge Bus Boycott](#) as a group.
13. Provide the students access to:
 - a. [Community Organized Free Ride](#) by Ernest Ritchie from *knowlouisiana.org Encyclopedia of Louisiana*
 - b. [Rev. T. J. Jemison with Martin Luther King, Jr.](#) by Ernest Ritchie from *knowlouisiana.org Encyclopedia of Louisiana*
 - c. [Baton Rouge Bus Stop](#) by Ernest Ritchie from *knowlouisiana.org Encyclopedia of Louisiana*
 - d. [The Free Ride System](#) by Ernest Ritchie from *knowlouisiana.org Encyclopedia of Louisiana*
14. Have each group analyze the four photographs of the Baton Rouge Bus Boycott. As needed, provide students with questions similar to the observation questions from the [Library of Congress' Analyzing Photographs & Prints](#) have the each group to write down what they observe about the photographs.
15. Conduct a discussion about the legacy of the Baton Rouge Bus Boycott. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. What psychological effects did segregation on buses have on African Americans?
 - b. Why is a boycott an effective forms of protest?
 - c. How did some white Louisianians react to this protest? What does this tell you about future protests in Louisiana during the Civil Rights Era?
 - d. In your opinion, was the Baton Rouge Bus Boycott effective as it could have been? Why or Why not?
 - e. How did the legacy of the Baton Rouge Bus Boycott effect the entire Civil Rights Movement?
16. Say, "As African-Americans in Louisiana were fighting for equal rights, a Supreme Court decision would change the landscape of America's school forever."
17. Provide students with a copy of [Brown v. Board of Education \(1954, 1955\)](#) from History - Brown v. Board of Education.
18. Have students independently read the excerpt and record details in box 5 of [Fight for Civil Rights Timeline](#) handout about the Supreme Court Case of Brown v. Board of Education.
19. Say, "Brown v. Board of Education outlawed segregation in public school but in the South and in Louisiana the fight for desegregation was far from over."
20. Provide students with access to [New Orleans School Crisis](#) by Nikki Brown from knowlouisiana.org.
21. Have students independently read the "The Crisis in New Orleans Begins" section and record details about Louisiana's governor Jimmie Davis fighting to stop integration of schools in box 6 and details about the first African-American children to attend integrated schools in New Orleans box 7 of their [Fight for Civil Rights Timeline](#) handout.
22. Provide students with access to:
 - a. [Segregation Bills Voted in Louisiana](#) from *The Chicago Tribune*, Nov. 7, 1960
 - b. [Ruby Bridges Enters School](#) from knowlouisiana.org
 - c. [Close Our Schools?](#) from knowlouisiana.org
 - d. [Teens Protest Integration](#) from knowlouisiana.org
 - e. [Demonstrators at William Frantz Elementary School](#) from knowlouisiana.org
 - f. [Crowd Stopped Near School Board Office](#) from knowlouisiana.org
23. Divide the class into small groups using an established classroom routine.
24. Have students analyze the primary sources about school integration in New Orleans. As needed, provide

- students with questions similar to the observation questions from the [Library of Congress' Analyzing Photographs & Prints](#) have the each group to write down what they observe about the photographs.
25. Conduct a [Socratic seminar](#) in response to the question: What is legacy of Jim Crow Laws on the Civil Rights Movement in Louisiana? Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible guiding questions:
 - a. How has Jim Crow Laws affected the cultural legacy of Louisiana?
 - b. What was the psychological impact of Jim Crow Laws on some white people during the Civil Rights Era?
 - c. How did the Civil Rights Movement affect African-Americans view of Jim Crow Laws?
 26. Conclude the discussion by having students write an answer to Socratic seminar question.
 27. Say, "In the middle of the 1960's the United States Congress would pass to laws which would give African-Americans Civil Rights and allow African-Americans to reassert their right to vote."
 28. Provide students with access to [Key provisions of Civil Rights Act of 1964](#) from the *Richmond Times-Dispatch*.
 29. Have students independently read the document and record details about the major implications of the Civil Rights Act of 1964 in box 8 of the [Fight for Civil Rights Timeline](#) handout.
 30. Provide students with access to [Voting Rights Act of 1965](#) from the History of Federal Voting Rights Laws.
 31. Have students independently read paragraphs 3 and 4 of the first section of the document and record details about the major implications of the Voting Rights Act of 1965 in box 9 of the [Fight for Civil Rights Timeline](#) handout.
 32. Say, "The Civil Rights Act of 1964 and Voting Rights Act of 1964 assured an end to segregation in American and ensured African-Americans would become a political power again because of their renewed voting rights."
 33. Direct students to write a response explaining how African-Americans changed Louisiana culturally and politically during the Civil Rights Movement. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Fight For Civil Rights Timeline



Fight For Civil Rights Timeline (Completed)



Brown v. Board of Education (1954, 1955)¹²

The case that came to be known as Brown v. Board of Education was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were Brown v. Board of Education of Topeka, Briggs v. Elliot, Davis v. Board of Education of Prince Edward County (VA.), Boiling v. Sharpe, and Gebhart v. Ethel. While the facts of each case are different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

Although it acknowledged some of the plaintiffs'/plaintiffs claims, a three-judge panel at the U.S. District Court that heard the cases ruled in favor of the school boards. The plaintiffs then appealed to the U.S. Supreme Court.

When the cases came before the Supreme Court in 1952, the Court consolidated all five cases under the name of Brown v. Board of Education. Marshall personally argued the case before the Court. Although he raised a variety of legal issues on appeal, the most common one was that separate school systems for blacks and whites were inherently unequal, and thus violate the "equal protection clause" of the Fourteenth Amendment to the U.S. Constitution. Furthermore, relying on sociological tests, such as the one performed by social scientist Kenneth Clark, and other data, he also argued that segregated school systems had a tendency to make black children feel inferior to white children, and thus such a system should not be legally permissible.

Meeting to decide the case, the Justices of the Supreme Court realized that they were deeply divided over the issues raised. While most wanted to reverse Plessy and declare segregation in public schools to be unconstitutional, they had various reasons for doing so. Unable to come to a solution by June 1953 (the end of the Court's 1952-1953 term), the Court decided to rehear the case in December 1953. During the intervening months, however, Chief Justice Fred Vinson died and was replaced by Gov. Earl Warren of California. After the case was reheard in 1953, Chief Justice Warren was able to do something that his predecessor had not—i.e. bring all of the Justices to agree to support a unanimous decision declaring segregation in public schools unconstitutional. On May 14, 1954, he delivered the opinion of the Court, stating that "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. . ."

Expecting opposition to its ruling, especially in the southern states, the Supreme Court did not immediately try to give direction for the implementation of its ruling. Rather, it asked the attorney generals of all states with laws permitting segregation in their public schools to submit plans for how to proceed with desegregation. After still more hearings before the Court concerning the matter of desegregation, on May 31, 1955, the Justices handed down a plan for how it was to proceed; desegregation was to proceed with "all deliberate speed." Although it would be many years before all segregated school systems were to be desegregated, Brown and Brown II (as the Courts plan for how to desegregate schools came to be called) were responsible for getting the process underway.

¹² This passage is created by the Administrative Office of the U.S. Courts.. It is available online at <http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>.
Return to [Grade 8 Social Studies: How to Navigate This Document](#)

Unit Five Assessment

Description: Students write a multiparagraph essay to answer the unit claim: How do economic, social, and political changes of the 20th century redefine a state's identity?

Suggested Timeline: 5 class periods

Student Directions: Students write a multiparagraph essay to answer the unit claim: How do economic, social, and political changes of the 20th century redefine a state's identity?

Resources:

- [Social Studies Extended Response Checklist](#)
- Notes and handouts from unit 5

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs: 8.1.1, 8.2.5, 8.2.8, 8.2.9, and 8.8.1. They also meet the expectations for [ELA/Literacy Standards](#): WHST.6-8.1a-e, WHST.6-8.5, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10.

Use the [LEAP Assessment Social Studies Extended Response Rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Six Overview

Description: With a historical understanding of Louisiana, students explore the operations of Louisiana’s government and modern economy in order to understand Louisiana’s modern identity.

Suggested Timeline: 7 weeks

Grade 8 Content	Grade 8 Claims
Louisiana’s Identity: A Modern State	What is the role of government and economics in defining a state’s identity?

Topics (GLEs):

1. [Louisiana’s Government](#) (8.1.1, 8.6.1, 8.6.2, 8.6.3, 8.8.1, 8.8.2)
2. [Louisiana’s Economy](#) (8.1.1, 8.7.2, 8.9.1, 8.9.2, 8.9.3, 8.10.1, 8.10.2, 8.10.3, 8.10.4, 8.10.5)

Unit Assessment: Students participate in a Socratic seminar and write a multi-paragraph response to the question: What is the role of government and economics in defining a state’s identity? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer.

Unit Six Instruction

Topic One: Louisiana’s Government (8.1.1, 8.6.1, 8.6.2, 8.6.3, 8.8.1, 8.8.2)

Connections to the unit claim: Students examine the role of national, state, and local governments in shaping the lives of citizens in Louisiana and how residents of Louisiana shape the political identity of their state.

Suggested Timeline: 15 class periods

Use this sample task:

- [Comparing Different Levels of Government](#)
- [Role of Louisiana Citizens in Shaping our Government](#)

To explore these key questions:

- How does Louisiana’s Constitution Preamble compare and contrast to the United States’ Constitution Preamble?
- Explain the role of federalism in our federal and state government.
- Explain the structure of the federal government and state government.
- Explain different forms of local government in Louisiana.
- Explain the roles and responsibilities of a citizen of Louisiana.
- Describe how to influence governmental official.

That students answer through this assessment:

- Students analyze the documents: [Louisiana’s State Constitution of 1974 Preamble](#) and [United States Constitution Preamble](#) and complete a [Venn Diagram](#) comparing and contrasting the two preambles. Collect the Venn Diagram for a grade.
- Students complete the graphic organizer: [Federalism graphic organizer](#) and engage in class discussions about how federalism shapes Louisiana and the United States political culture. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students engage in class discussions about the different levels of government. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response explaining how different levels of government fix certain everyday problems in Louisiana. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students analyze the document: [Rights and Responsibilities of U.S. Citizenship](#) and engage in class discussions about the actions required to be a good citizen. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)

- Students conduct research to analyze an environmental issue in Louisiana and complete a [Research Organizer for an Environmental Issue](#). Collect these for a grade.
- Students analyze the document: [Louisiana Environmental Bill for Disposal of Tires \(House Bill No. 746\)](#) and engage in class discussions about the bill. Use a [discussion tracker](#) to keep track of students' contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write and propose a bill to their state legislator that addresses an environmental issue and gives possible solutions. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

Grade 8 Instructional Task: Comparing Different Levels of Government

Unit Six: Louisiana's Identity: A Modern State, Topic One: Louisiana's Government

Description: Students examine the role the national, state, and local government in shaping the lives of citizens in Louisiana.

Suggested Timeline: 10 class periods

Materials: [The Code Napoleon](#), [Common Law](#), [Louisiana Parishes and Historical Facts](#), [Louisiana State Constitution of 1974 Preamble](#), [United States Constitution Preamble](#), Preambles Venn diagram ([blank](#) and [completed](#)), [Federalism: Powers of National and State Governments](#), Federalism Graphic Organizer ([blank](#) and [completed](#)), [Louisiana's Executive Branch](#), [Louisiana's Legislative Branch](#), [Louisiana's Judicial Branch](#), 3 Branches Graphic Organizer ([blank](#) and [completed](#)), [Two Forms of Local Government in Louisiana](#), split-page notes ([blank](#) and [completed](#)), [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, "As a class, we have examined the historical legacy of Louisiana from the time of its founding up to modern day. We will now investigate how that legacy has shaped our state and local governments and how the United States Constitution and government has shaped our state's Constitution and government."
2. Say, "Let's review what we learned in unit two."
3. Ask students to recall the exploration, settlement, and colonization of Louisiana and to consider the legacy it left behind.
4. Say, "Many aspects of Louisiana's modern government reflect influences from the countries that colonized Louisiana."
5. Provide students with access to [The Code Napoleon](#) from The Constitutional Rights Foundation and [Common Law](#) from *Encyclopedia Britannica*.
6. Project and read aloud sections of [The Code Napoleon](#) and [Common Law](#) to build understanding of two of the main influences on Louisiana's government.
7. Provide students with access to [Code Napoleon A Short History Lesson](#) from LA-Legal.
8. Direct students to read the text independently, noting the main differences between Common Law and Napoleonic Code.
9. Conduct a brief discussion about the influences on Louisiana's government. Possible questions:
 - a. What is the Napoleonic Code?
 - b. What is common law and who introduced those principles to Louisiana?
 - c. How do the principles of the Napoleonic Code and common law compare?
 - d. How has the development of Louisiana's history and culture influenced the state's government?
10. Provide students with access to [Louisiana Parishes and Historical Facts](#) from Random Acts of Genealogical Kindness.
11. Direct students read the first section of the text independently, supporting students by defining "ecclesiastical" as needed.
12. Instruct students complete a quick write in response to the following question: Why is Louisiana the only state

to have parishes as our political boundaries?

13. Say, “Now that you have an understanding of the historical influences on our government, you can examine the goals of both national and state governments by analyzing the Preambles of the United States Constitution and Louisiana’s Constitution of 1974.”
14. Divide the class into small groups using an established classroom routine.
15. Provide students with a copy of the [Louisiana State Constitution of 1974 Preamble](#), the [United States Constitution Preamble](#), and the [Preambles Venn diagram](#).
16. Direct students to read both Preambles in small groups and compare and contrast the goals of each using the [Preambles Venn diagram](#).
17. Circulate the room to support student with the vocabulary in the Preambles by providing a student-friendly definition of the word or by helping students make connections between the work and what they already know.
18. Say, “With an understanding of the goals of both national and state government, we can now examine the foundations, functions, and powers of both levels of government.”
19. Write the word *federalism* on the board and read or project the following definition:
 - a. The sharing of power between one federal government and 50 state governments.
20. Read aloud the first two paragraphs of [Federalism: Powers of National and State Governments](#) by Robert Longley from *ThoughtCo* which defines the word *federalism*.
21. Direct students to explain the meaning of *federalism* in their own words orally or in writing and provide a visual.
22. Explain to students that they will be analyzing America’s federal system as the class compares the powers of the federal government to Louisiana’s state government.
23. Divide the class into small groups using an established classroom routine.
24. Provide students access to [Federalism: Powers of National and State Governments](#) by Robert Longley from *ThoughtCo*.
25. Direct students to read the text in small groups and record the source of power as well as examples of power for the federal and state governments using the [Federalism graphic organizer](#).
26. Conduct a class discussion about how federalism shapes the political culture of both Louisiana and the United States. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Why should the federal government control trade between the states?
 - b. Why would states printing and creating money cause problems?
 - c. Explain the reason both the federal government and Louisiana state government need to be able to collect taxes.
 - d. Why should states have the power to conduct elections and create schools?
 - e. How has federalism shaped Louisiana’s political system?
 - f. Why is federalism needed in our American system?
27. Say, “Now that we have an understanding about the powers given to the federal and state government, we will investigate how each level of government operates to implement and use those powers. Last year, you examined the structure of the federal government. This year we will build upon the knowledge you gained about the federal government and compare it to state and local governments.”
28. Divide the class into small groups using an established classroom routine.
29. Provide students with a copy of the [3 Branches Graphic Organizer](#) and access to:
 - a. [Louisiana’s Executive Branch](#) from Louisiana.gov

- b. [Louisiana’s Legislative Branch](#) from Louisiana.gov
 - c. [Louisiana’s Judicial Branch](#) from Louisiana.gov
30. Direct students to read the documents in groups and to record information about each branch of state government using the [3 Branches Graphic Organizer](#). (Note the federal government portion of the graphic organizer is already complete because it was covered in 7th grade American History.)
31. Provide students with a copy of [Two Forms of Local Government in Louisiana](#).
32. Direct students to read the document in groups and record [split-page notes](#) on the function of police juries and home rule charters in Louisiana local government.
33. Conduct a class discussion about the different levels of government. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
- a. In your opinion, which level of government affects your life the most? Explain your answer.
 - b. How are three levels of government similar and different? Cite specific examples.
 - c. Some people say local government representatives are the most responsive to their citizens. Why would some people believe this?
 - d. After examining Louisiana’s local government system, what are some unique features of Louisiana’s political identity?
34. Say, “Now with an understanding of the powers, functions, and organization of federal, state, and local governments, we can apply our knowledge to real-life scenarios.”
35. Project or provide students with a copy of the following everyday problems faced in Louisiana:
- a. Residents of Baton Rouge are concerned about a creek which is constantly overflowing into their neighborhood streets whenever there is a heavy rainfall.
 - b. Louisiana teachers are concerned about new curriculum standards in Louisiana not being rigorous enough for students in Louisiana.
 - c. Shrimp fishermen are concerned about oil companies digging canals in marshes in south Louisiana and destroying shrimp habitats.
36. Instruct students to use their graphic organizers and split-page notes from this task to develop and support claims in answer to the following question: Which level of government is best suited to solve this issue? Direct students to write one paragraph addressing each scenario in which they state which level of government is best suited to solve the issue and support their argument using evidence from the task and their knowledge of social studies to develop and support their explanation. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Louisiana State Constitution of 1974 Preamble

We, the people of Louisiana, grateful to Almighty God for the civil, political, economic, and religious liberties we enjoy, and desiring to protect individual rights to life, liberty, and property; afford opportunity for the fullest development of the individual; assure equality of rights; promote the health, safety, education, and welfare of the people; maintain a representative and orderly government; ensure domestic tranquility; provide for the common defense; and secure the blessings of freedom and justice to ourselves and our posterity, do ordain and establish this constitution.

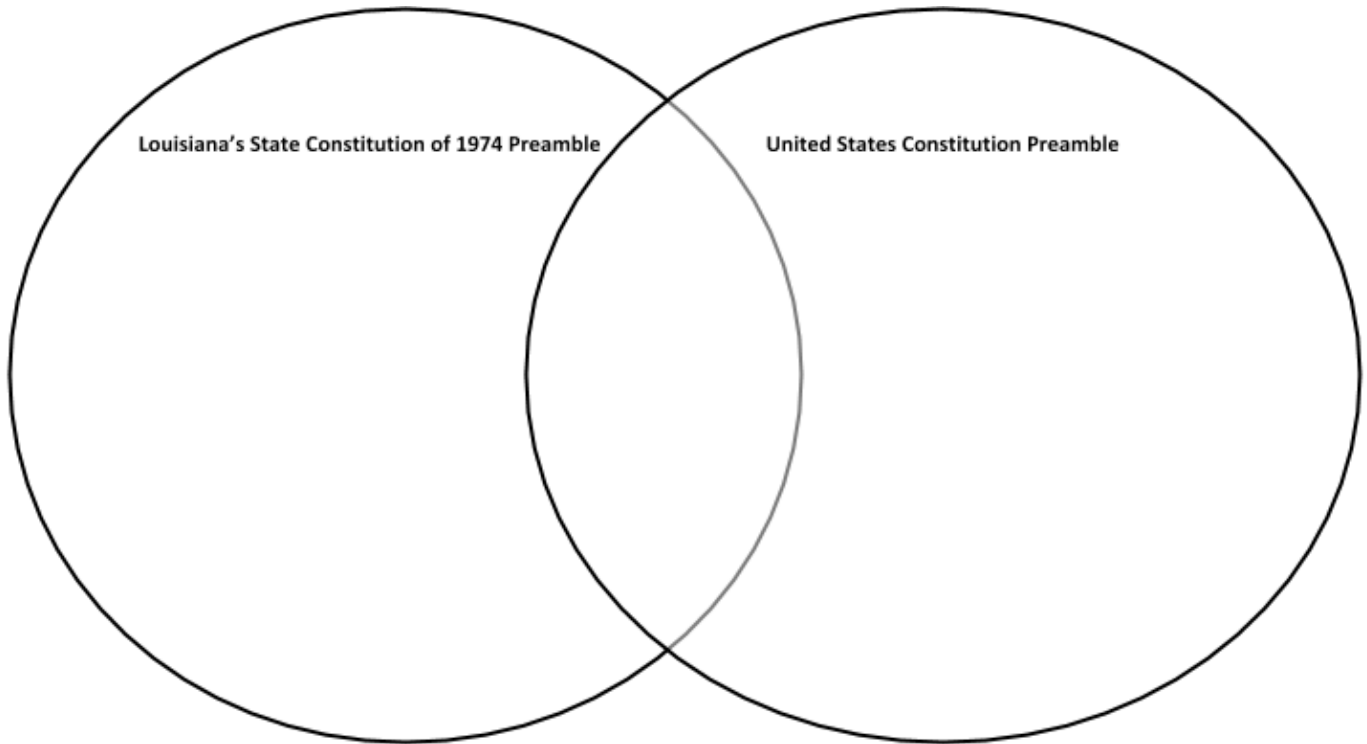
This document is in the public domain and is available online at: <http://senate.la.gov/Documents/Constitution/Article0.htm>

United States Constitution Preamble

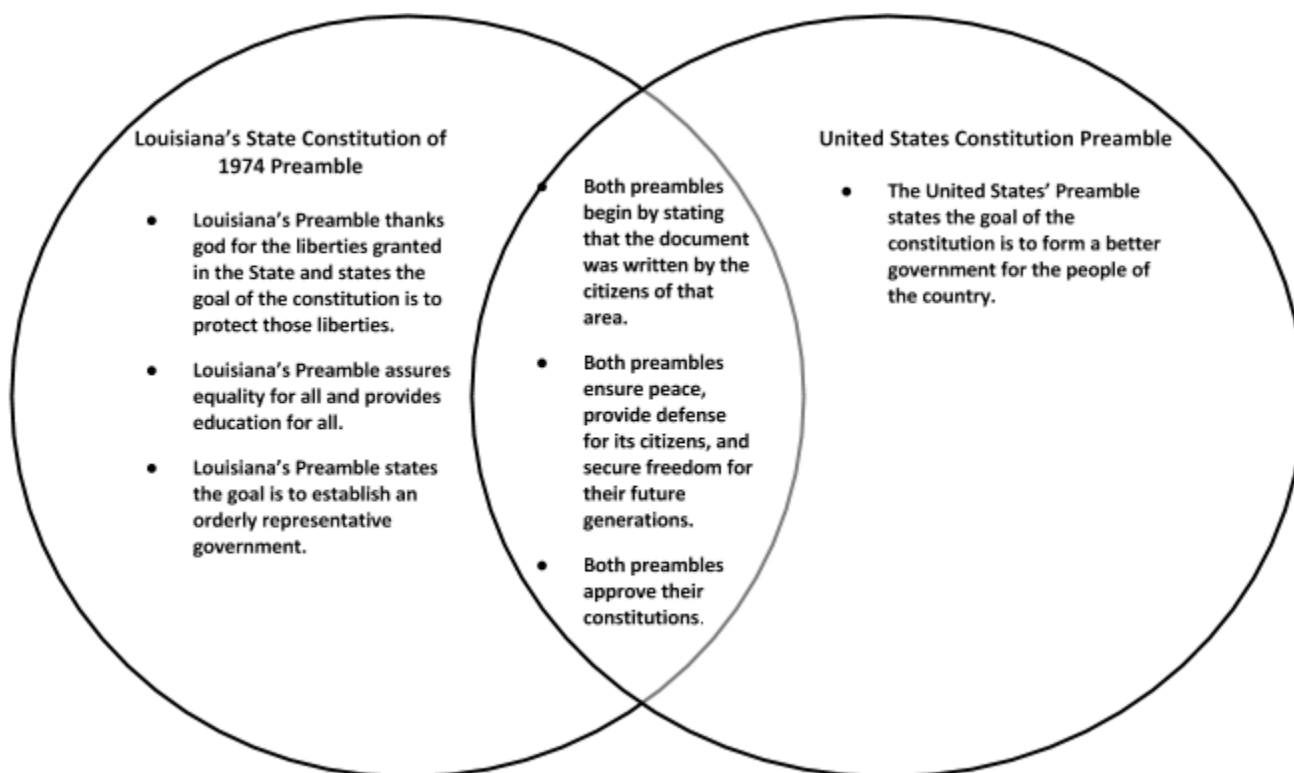
We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

This document is in the public domain and is available online at: <https://www.archives.gov/founding-docs/constitution-transcript>

Preambles Venn Diagram



Preambles Venn Diagram(Completed)



Federalism Graphic Organizer

	Federal Government	Shared	State Government
Where do they get their powers?			
Examples of powers			

Federalism Graphic Organizer (Completed)

	Federal Government	Shared	State Government
Where do they get their powers?	The U.S. Constitution gives the federal government powers to deal with national issues. For example the Commerce Clause allows the national government to pass laws concerning business operations that cross state lines.		The 10th Amendment to the U.S. Constitution grants all power not destined for the federal government or denied by the Constitution to state governments.
Examples of powers	<ul style="list-style-type: none"> ● Print Money ● Declare war ● Enter into treaties or agreements with other countries. ● Regulate commerce across state lines. 	<ul style="list-style-type: none"> ● Collecting and levying taxes ● Passing and enforcing laws ● borrowing money ● Establishing courts 	<ul style="list-style-type: none"> ● Establishing and organizing school systems ● Establishing local governments ● Conducting elections ● regulate trade inside the state ● Exercise powers not given to federal government or denied by the federal government. (For example, setting legal drinking and smoking ages.)

3 Branches Graphic Organizer

Branches	Federal Government	State Government
<p>Executive Branch</p> <p>Main job:</p>	<p>Lead by: the President</p> <p>Made up of: Vice-President and the President’s Cabinet</p> <p>How are members of the branch chosen? The President and Vice-President are chosen by the Electoral College. The President’s Cabinet is picked by the President and approved by the Senate.</p>	<p>Lead by:</p> <p>Made up of:</p> <p>How are members of the branch chosen?</p>
<p>Legislative Branch</p> <p>Main job:</p>	<p>Lead by: U.S. Congress</p> <p>Made up of: The Senate and House of Representatives</p> <p>How are members of the branch chosen? The Senate has 100 members 2 from each state who are elected by their entire state.</p> <p>The House of Representatives has 435 members who are elected from districts in each state. Representation by state is based on the state’s population.</p>	<p>Lead by:</p> <p>Made up of:</p> <p>How are members of the branch chosen?</p>
<p>Judicial Branch</p> <p>Main job:</p>	<p>Lead by: The United State Supreme Court</p> <p>Made up of: All federal courts in America.</p> <p>How are members of the branch chosen? Federal Judges are picked by the President and approved by the United States Senate.</p>	<p>Lead by:</p> <p>Made up of:</p> <p>How are members of the branch chosen?</p>

3 Branches Graphic Organizer (Completed)

Branches	Federal Government	State Government
<p>Executive Branch</p> <p>Main job: Enforce Laws</p>	<p>Lead by: the President</p> <p>Made up of: Vice-President and the President’s Cabinet</p> <p>How are members of the branch chosen? The President and Vice-President are chosen by the Electoral College. The Cabinet is picked by the President and approved by the Senate.</p>	<p>Lead by: the Governor</p> <p>Made up of: Lieutenant Governor, Secretary of State, State Attorney General, Treasurer, and other statewide officials</p> <p>How are members of the branch chosen? All main officers of the Executive Branch are elected separately in statewide elections.</p>
<p>Legislative Branch</p> <p>Main job: Make Laws</p>	<p>Lead by: U.S. Congress</p> <p>Made up of: The Senate and House of Representatives</p> <p>How are members of the branch chosen? The Senate has 100 members 2 from each state who are elected by their entire state.</p> <p>The House of Representatives has 435 members who are elected from districts in each state. Representation by state is based on the state’s population.</p>	<p>Lead by: State Legislature</p> <p>Made up of: State House of Representatives and State Senate</p> <p>How are members of the branch chosen? The Louisiana Senate has 39 members who are elected from districts within the state. The Louisiana House of Representatives has 105 members who are elected from districts within the state. Senate and House of Representatives districts are different but both based on population.</p>
<p>Judicial Branch</p> <p>Main job: Interpret Laws</p>	<p>Lead by: The United State Supreme Court</p> <p>Made up of: All federal courts in America.</p> <p>How are members of the branch chosen? Federal Judges are picked by the President and approved by the United States Senate.</p>	<p>Lead by: The Louisiana State Supreme Court</p> <p>Made up of: All state and local courts in Louisiana</p> <p>How are members of the branch chosen? All judges in Louisiana are elected from districts within the state.</p>

Two Forms of Local Government in Louisiana

Police Jury

Most Louisiana parishes are governed by a police jury. The size of a police jury is established by ordinance (local law) of the jury itself though, with some exceptions, it must have at least five but not more than 15 members or the number of members authorized for that police jury on or before May 13, 1974, whichever is greater. (R.S. 33:1221)

Generally, a police jury may exercise only those powers authorized by the constitution or by law. However, the constitution authorizes a police jury to exercise any power and perform any function necessary, requisite, or proper for the management of its affairs, not denied by general law, if the exercise of this broad authority is approved by the electors of the parish. (Const. Art. VI, §7)

The state legislature over the years has authorized police juries to act on a very long list of matters including: making regulations for its own government; making and repairing roads, bridges, and levees; maintaining banks of rivers and natural drains, drainage ditches, and canals; levying taxes for parish expenses; establishing ferries and toll bridges; and providing support for the poor and those in necessitous circumstances (R.S. 33:1236).

The police jury may enact ordinances (local laws) and provide for their enforcement by imposing fines or imprisonment.

Home Rule Charters

It is a well-recognized rule of law that local governmental subdivisions (parishes and municipalities [city governments]) are creatures of the state, may be abolished by the state, and may be vested with such powers and authority as determined by the state. . .

Without constitutional limitations, local governmental subdivisions are at the mercy of the legislature. The Louisiana Constitution, however, grants general authority to any Louisiana municipality or parish to draft, adopt, and amend a home rule charter. There are several facets of the local autonomy which comes with adopting a home rule charter. . .

First, through the charter process, the citizens select their own form of government and decide how powers and duties will be distributed in that government. . .

Second, a charter may provide the local government with the authority to exercise any power and perform any function necessary, requisite, or proper for the management of its affairs, not denied by general law or inconsistent with the constitution. (Const. Art. VI, §5) This is the reverse of the traditional understanding of local government authority under which local governments have only the power explicitly granted to them. . .

And third, the constitution grants some degree of protection from legislative interference in the exercise of power. The fact that a charter government can exercise any power not denied by general law means that a power cannot be taken away from a local government by a local law. . .

The constitution also authorizes consolidation of local governments under a single charter. . . A variety of plans of parish, municipal, and consolidated government exists under home rule charters. For example, East Baton Rouge Parish and the city of Baton Rouge have a consolidation of the city and parish government; in Orleans Parish, the parish and city (have the same boundaries) and operate under a single governing authority. . .

The following document is in the public domain and is available online at:

<http://house.louisiana.gov/slg/PDF/Chapter%203%20Part%20A%20-%20Local%20Government.pdf>

Split-page Notes (Completed)

Keywords/Quotations	Notes
<p>Describe the Police Jury form of local government in Louisiana.</p>	<p><u>Police Juries in Louisiana are groups of between 5 and 15 members who are elected by citizens of the parish and are responsible for passing local laws and governing the parish. Police Juries can pass local taxes, fix and create roads, fix drainage problems, and many other items involved in running a parish government</u></p>
<p>Describe the Home Rule Charter system for local governments in Louisiana.</p>	<p><u>Home Rule Charters in Louisiana are approved by the state legislature but operate more freely than other forms of local government. In Home Rule Charters a parish or municipality set up their form of local government. After the Home Rule Charters is approved by the local citizens, the local government can pass any laws needed to operate the local government without much state oversight. East Baton Rouge Parish made up of Baton Rouge and other areas in the parish and Orleans Parish made up of New Orleans are examples of Home Rule in Louisiana.</u></p>

Grade 8 Instructional Task: Role of Louisiana Citizens in Shaping our Government

Unit Six: Louisiana’s Identity: A Modern State, Topic One: Louisiana’s Government

Description: Students examine the impact of Louisiana citizens on the environment and our government in order to understand how citizens can shape the political identity of their state.

Suggested Timeline: 5 class periods

Materials: [Rights and Responsibilities of U.S. Citizenship](#), [conversation stems](#), resources for research, Research Organizer for an Environmental Issue ([blank](#) and [completed](#)), [Louisiana Environmental Bill for Disposal of Tires \(House Bill No. 746\)](#), [How a Bill Becomes a Law](#) flowchart, [LEAP Assessment Social Studies Extended Response Rubric](#)

Instructional Process:

1. Say, “No matter whether the level of government is local, state, or federal the most important people in shaping the government’s identity are citizens like you and me. In America’s representative democracy the citizens of Americans and Louisiana are the ones who run, influence, and shape the government. As a citizen of the United States and Louisiana you are privileged to get certain rights which are guaranteed by the United States Constitution and Louisiana State Constitution. However, certain responsibilities or things you should do because you are a citizen come with those guaranteed rights.”
2. Provide students with a copy of [Rights and Responsibilities of U.S. Citizenship](#).
3. Direct students to read the document independently and consider: What actions are required to be a good citizen?
4. Conduct a class discussion about the actions required to be a good citizen. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Describe the characteristics of a well-informed citizen.
 - b. Why should all citizens of Monroe vote in all local elections?
 - c. How does not using your right to vote hurt the American system?
 - d. How does the right of freely expressing yourself also require you to respect the beliefs of others?
 - e. Describe a good American citizen.
5. Say, “Learning about the rights and responsibilities of citizens is important; however, the most important thing is to act on what you have learned. Our next task will require everyone to actively participate in one level of government.”
6. Divide the class into pairs using an established classroom routine.
7. Conduct a discussion about the major environmental issues affecting Louisiana. Possible topics include, but are not limited to: coastal erosion, flooding, endangered animals, and introduction of invasive species to our wetlands (water hyacinth, nutria, and carp).
8. Write student ideas on a whiteboard, chart paper, or using a projection device.
9. Explain to students they will conduct research as a pair to locate an article on one of these issues.
10. Provide directions and model using a sample topic how students should conduct their research:
 - a. How they will select a topic?

- b. Where they will access articles (i.e., school library, laptops in the classroom, use a search engine to locate their article or go to a particular site/database, such as a Gale database, etc.)?
 - c. How they will determine the credibility of articles they are selecting?
 - d. How they will document the article they locate using a common format for citation?
11. Ask each pair to conduct research to find an article that addresses a current environmental issue affecting Louisiana. Provide pairs with a copy of the research organizer on the next page.
12. Provide students with a copy of the [Research Organizer for an Environmental Issue](#).
13. Guide students toward credible sources while conducting their research, such as governmental websites, educational/university websites. If your school has a librarian, work with the librarian for the best process for locating sources and creating a bibliography. Possible credible sites:
 - a. <http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/louisiana/>
 - b. <http://www.tulane.edu/~bfleury/envirobio/enviroweb.html>
 - c. <http://deg.louisiana.gov/>
 - d. <http://www.lsuagcenter.com/topics/environment>
 - e. <http://www.cdc.gov/nceh/stories/trackingla.html>
14. Once pairs have located an article, use a sample topic and article and model how to read the article and brainstorm the causes and impacts of the environmental issue as well as possible solutions.
15. Then have students read the article in pairs and list the causes, impacts, and possible solutions of the environmental issue using their [Research Organizer for an Environmental Issue](#).
16. Direct students to brainstorm at least 3 solutions and write a summary of which solution they consider most feasible and why.
17. Have students work in the same pair as the previous task.
18. Provide students with access to [Louisiana Environmental Bill for Disposal of Tires \(House Bill No. 746\)](#).
19. Define the following terminology for students: regular session, environmental, task force, enact, amend, promulgate, engrossed, and Environmental Protection Agency.
20. Direct pairs to mark or highlight the words on the bill as they are defined.
21. Then walk the whole class through the organization of the bill: the session, the bill number, and the representatives who played a part in the bill, the overview, definitions, sections, and signatures needed.
22. Next, read aloud the introduction to the bill as pairs follow along:

To amend and reenact R.S. 30:2412(4), (5), (5.1),(5.2), and (6.1) and Section 3 of Act No. 323 of the 2013 Regular Session of the Legislature and to enact R.S. 30:2412(5.3), (16.1), (24.2), and (31) and 2418(H)(10), relative to waste tires; to provide for the waste tire program; to provide for definitions; to provide for expedited approval of certain customary end-market uses; to provide for the authority of the Department of Environmental Quality; to provide for the Department of Environmental Quality's rules and regulations; to provide for the Waste Tire Program Task Force; and to provide for related matters.
23. Conduct a whole-class discussion based on the introduction. Possible questions include:
 - a. What does “relative to waste tires” mean? What is the focus of this bill?
 - b. What does this bill intend to do?
 - c. To expedite something means to speed it up or make it go more quickly. What does this bill want to expedite? How would expediting that help with the environment?

- d. When someone is given authority, it means they have the decision-making power as well as the responsibility to follow the law. Who has the authority granted by the legislature? What kind of authority do they have? Where would we find that information? 6 Grade 8: Unit 5 8.
24. Have students work with a partner to read §2418. Waste tires, Section 2, Section 3.A, and Section 3.B. 9. Conduct a whole-class discussion. Possible guiding questions include:
- a. What is the role of the Waste Tire Program Task Force?
 - b. What role do citizens play in the Waste Tire Program Task Force? What is their impact on the governmental process?
 - c. Why do we need a bill for the disposal of tires?
 - i. What would be the impact of tires being disposed however citizens were inclined?
 - ii. What harmful condition could they create? Consider wildlife.
 - iii. Are tires made of a substance that can break down? What does their make-up do to the soil, water, etc.?
 - d. What is a possible solution for the disposal of tires that you could propose to your Congressperson?
25. Project the [How a Bill Becomes a Law](#) flowchart.
26. Read aloud the steps of flowchart to students.
27. As a class, roleplay the process of how a bill becomes a law using House Bill No. 746.
- a. Assign roles to students:
 - i. Divide the room in half. Have one half be the House of Representatives and one half be the Senate.
 - ii. Designate an “Environmental Committee” (2-3 students in both sections, House and Senate)
 - iii. Designate a student to serve as the governor.
 - b. Designate areas of the room:
 - i. Designate a spot on each side for a “representative” to read the bill.
 - ii. Designate a spot for the “floor.”
 - c. Provide directions to students:
 - i. Explain to students that each chamber (House and Senate) meet and deliberate separately.
 - ii. Say, “Once a bill is proposed it is read it is introduced or read for the first time.”
 - iii. Show students where this will occur in the classroom for the House.
 - iv. Say, “Then the bill is read a second time and referred to a committee in the House.”
 - v. Say, “After the bill has gone through a committee hearing it is sent to the whole House.”
 - vi. Say, “Then, the bill is debated on the floor.”
 - vii. Show students where this will occur in the classroom for the House.
 - viii. Say, “Following the debate, the members of the House or Senate vote on the bill. Bills which receive a majority (over half) “yes” votes passes the chamber and moves to the next house, where the process repeats. If a bill passes both chambers, it goes to the governor for a signature into law. A bill is engrossed when it is officially listed as a bill and assigned a number.”
 - d. Conduct the roleplay:
 - i. Ask the House representative to read the following portion of the bill: “A permitted waste tire processing facility shall be paid a minimum of seven and a half cents per pound of waste tire material that is recycled or that reaches end market uses or per pound of whole waste tires that are recycled or that reach end market uses. A permitted waste tire processing facility shall be

entitled to fifty percent of the total payment at processing and the remaining fifty percent of the total payment once waste tire material reaches end market uses. This payment shall be made to the facility on or before the twelfth day of the month following the submission of the request for payment and shall be conditioned on the facility providing to the department any documentation, including but not limited to manifests, statements, or certified scale-weight tickets, required by law or by rules and regulations promulgated by the department.”

- ii. Allow time for students in the House to debate the bill.
 - iii. Then conduct the vote.
 - iv. If the bill passes, repeat the process with the Senate.
 - v. If the bill passes the Senate, have the governor sign the bill.
- e. Conduct a class discussion. Possible guiding questions include:
- i. Why do you think the process for how a bill becomes a law is so detailed?
 - ii. Do you think the process is beneficial to citizens or harmful? Explain.
 - iii. Who can suggest ideas for bills?
28. Direct students to write and propose a bill to your state legislator that addresses an environmental issue and gives possible solutions. Instruct students to use the sources and your knowledge of Louisiana history to write their bills. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Rights and Responsibilities of U.S. Citizenship

Rights	Responsibilities
<ul style="list-style-type: none"> ● Freedom to express yourself. ● Freedom to worship as you wish. ● Right to a prompt, fair trial by jury. ● Right to vote in elections for public officials. ● Right to apply for federal employment requiring U.S. citizenship. ● Right to run for elected office. ● Freedom to pursue “life, liberty, and the pursuit of happiness.” 	<ul style="list-style-type: none"> ● Support and defend the Constitution. ● Stay informed of the issues affecting your community. ● Participate in the democratic process. ● Respect and obey federal, state, and local laws. ● Respect the rights, beliefs, and opinions of others. ● Participate in your local community. ● Pay income and other taxes honestly, and on time, to federal, state, and local authorities. ● Serve on a jury when called upon. ● Defend the country if the need should arise.

The following document is in the public domain and is available online at: <https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities>

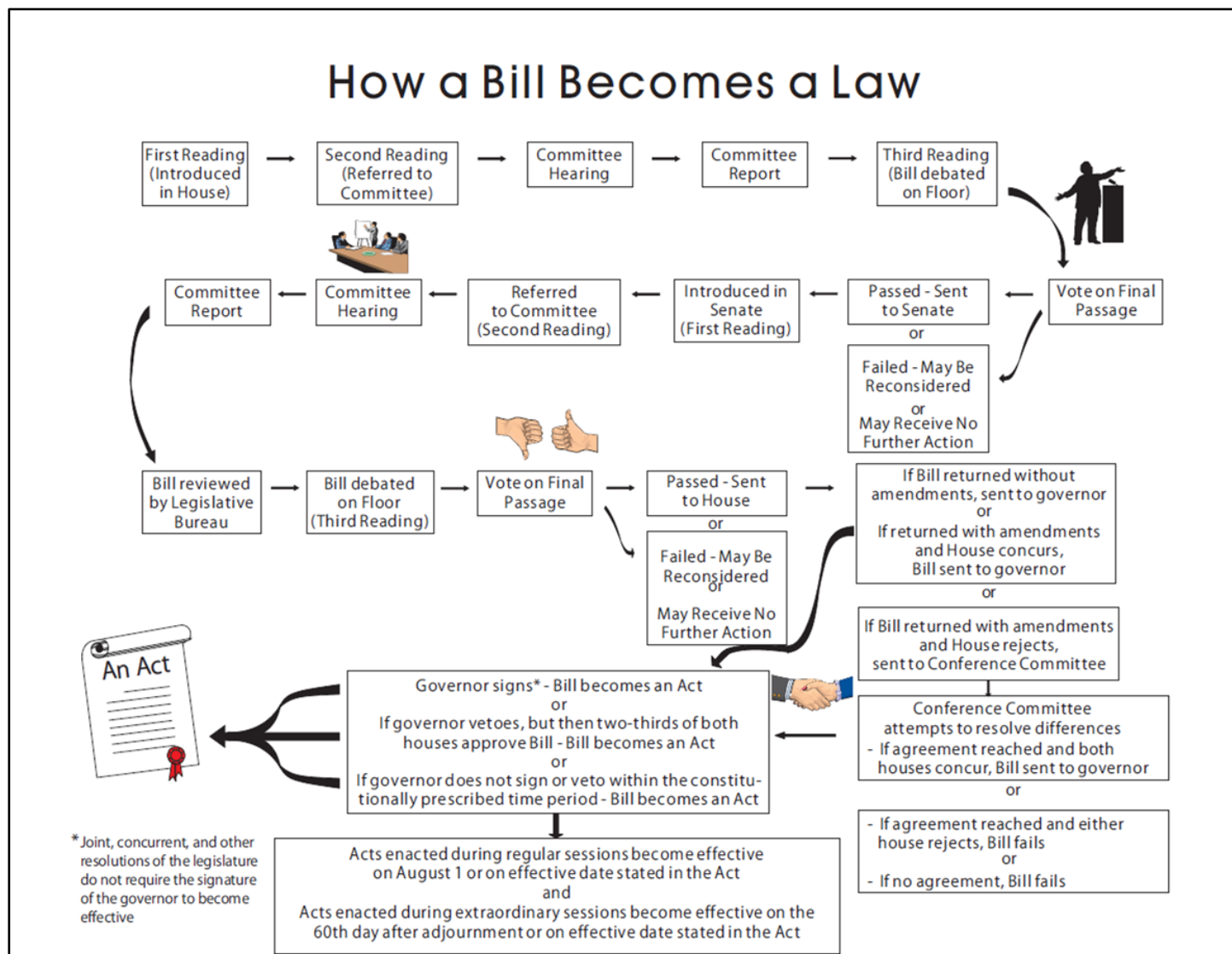
Research Organizer for an Environmental Issue

Environmental Issue	
Causes and Impacts	
Solution 1	
Solution 2	
Solution 3	
What solution do we most support and why?	

Research Organizer for an Environmental Issue (Completed)

Environmental Issue	Erosion of Louisiana’s coastline
Causes and Impacts	nutria eat marsh plants • hurricanes • man-made structures (dams, levees, canals, etc.)
	• LA is losing 25 to 35 square miles of wetlands per year • People and animals lose their homes • Less protection from storms/hurricanes • Hurts major businesses in Louisiana (oil, natural gas, fishing, etc.)
Solution 1	Create jetties or breakwater structures to allow waves to break offshore and reduce the impact of the waves as they move towards shore.
Solution 2	Relocate the Mississippi River to its normal route
Solution 3	Create sediment diversions and put dredged material where it can help build coastal land habitats
<p>What solution do we most support and why?</p> <p>Since the sediment from the Mississippi River is valuable in many ways, the most appropriate solution for helping to protect Louisiana’s wetlands is to dredge the sediment and use it to help the wetlands. The sediment from the river is picked up along the way down the river’s path; it is full of important nutrients helps make soil more fertile. Right now, the sediment from the Mississippi River is deposited into the Gulf of Mexico. If we dredge the sediment and transfer it to the wetlands, there would be two major benefits. First, the sediment would help build up the land there which creates a natural habitat as well as a barrier to hurricanes. Second, the nutrients would help to support the ecosystem of the area which would help plants, animals, and humans.</p>	

How a Bill Becomes a Law



This image is created by the Louisiana House of Representatives. It is available online at http://house.louisiana.gov/H_Citizens/pdf/HowAbill.pdf.

Topic Two: Louisiana’s Economy (8.1.1, 8.7.2, 8.9.1, 8.9.2, 8.9.3, 8.10.1, 8.10.2 8.10.3, 8.10.4, 8.10.5)

Connections to the unit claim: Students research how Louisiana’s economy and the global economy affect Louisiana’s modern identity. Students then research how their personal economic decisions and future careers are shaped by the state’s economic identity.

Suggested Timeline: 15 class periods

Use this sample task:

- [Louisiana’s Economy](#)
- [Personal Economic Choices in Louisiana](#)

To explore these key questions:

- Describe Louisiana’s diverse economy and how the global economy effects Louisiana’s economy.
- Explain how the economic concepts of inflation, unemployment, global interdependence, supply and demand, allocation, and scarcity affect Louisiana’s economic identity.
- What career options in Louisiana are you most interested in? What training or education are required for those career fields?
- Explain how trade-offs and opportunity costs relate to making personal economic decisions.

That students answer through this assessment:

- Students engage in class discussions about the effects of Chinese crawfish on Louisiana’s economic identity. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response to support their claim on whether the U.S. government should reinstate a tariff on sugar from Mexico. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): WHST.8.1a-e, WHST.5.4, WHST.8.5, WHST.8.6, WHST.8.10)
- Students write a response to the prompt: In what ways has Louisiana’s economy been affected by the global economy and in what ways has it been resilient? Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): WHST.8.2a-e, WHST.5.4, WHST.8.5, WHST.8.6, WHST.8.10)
- Students engage in class discussions about the effects of inflation on Louisiana’s economy. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response describing how specialization has influenced Louisiana’s economy through the film and video gaming industries. Give examples from each industry. Grade the written response using the [LEAP Assessment Social Studies Extended Response Rubric](#). Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. ([ELA/Literacy Standards](#): W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)

- Students engage in class discussions about the effects of unemployment on Louisiana’s economic identity. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)
- Students engage in class discussions about personal economic choices. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.8.1a-d, SL.8.3, SL.8.6)

Grade 8 Instructional Task: Louisiana's Economy

Unit Six: Louisiana's Identity: A Modern State, Topic Two: Louisiana's Economy

Description: Students investigate how Louisiana's economy has shaped our state's modern identity and how it is affected by the global economy.

Suggested Timeline: 8 class periods

Materials: [Key Industries in Louisiana](#), [Sugarcane Production](#), [Rice Production](#), [Seafood Production](#), [Forestry](#), [Shale Oil and Natural Gas in Louisiana](#), Key Industries in Louisiana Graphic Organizer ([blank](#) and [completed](#)), [first two paragraphs of the meaning of interdependence](#), [Interdependence](#), [Crawfish Wars: Cajun Country Vs. China](#), [conversation stems](#), [Feds renew tariff on frozen Chinese crawfish](#), [Louisiana congressmen ask Trump to reinstate tariff on Mexican sugar imports](#), [Louisiana sugar cane industry awaits deal on Mexican imports](#), [Lucky us: Lafayette area among areas most resistant to inflation](#)

Instructional Process:

1. Say, "In this task we are going to explore how Louisiana's economy is affected by global economic changes. But before we look at how the global economy affects Louisiana, we need to examine the sectors that makeup Louisiana's modern economy and how that shapes Louisiana's identity."
2. Divide into small groups using an established classroom routine.
3. Provide students with access to [Key Industries in Louisiana](#) from The World Trade Center in New Orleans.
4. Provide students with a copy of the following maps as well as the [Key Industries in Louisiana Graphic Organizer](#):
 - a. [Sugarcane Production](#)
 - b. [Rice Production](#)
 - c. [Seafood Production](#)
 - d. [Forestry](#)
 - e. [Shale Oil and Natural Gas in Louisiana](#)
5. Provide students with access to [Key Industries in Louisiana](#) from the World Trade Center New Orleans.
6. Direct each to group to read [Key Industries in Louisiana](#) and examine the maps. Have students individually describe the various industries as well as evaluate their impact on Louisiana's identity using the [Key Industries in Louisiana Graphic Organizer](#).
7. Say, "Louisiana has a very diverse economic identity; however, all of these economic industries are affected by global economic forces."
8. Write the word *interdependence* on the board and read or project the following definition:¹³
 - a. When two or more people or things depend on each other.
9. Read aloud the [first two paragraphs](#) of the meaning of *interdependence*.
10. Say, "'To depend' means to rely on someone or something."
11. Watch "[Interdependence](#)" (or similar) for students to consider the concept of *interdependence*.
12. Direct students to explain the meaning of *interdependence* in their own words orally or in writing and provide a visual.

¹³ From <https://www.google.com/#q=interdependence>

13. Divide the class into pairs and ask pairs to identify words and phrases related to *interdependence* (i.e., synonyms (e.g., to rely on each other) and words from the same family (e.g., *depend*, *depends*, *dependence*, *dependent*, *independent*, *depending*)).
14. Explain to students that they will be analyzing interdependence of Louisiana’s economy and the global economy.
15. Provide students access to [Crawfish Wars: Cajun Country Vs. China](#) by Donna St. George from *The New York Times*.
16. Direct students to read the article independently, stopping at the sentence, “The battle is far from over, but the Louisiana crawfish industry has won the early rounds.”
17. Conduct a class discussion about the effects of Chinese crawfish on Louisiana’s economic identity. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How are Louisiana’s and China’s seafood industries interdependent?
 - b. Is China’s production of seafood a positive or negative for Louisiana’s seafood production? Explain your answer by citing from the article.
 - c. Is China’s production of seafood a positive or negative for America’s seafood consumers? Explain your answer by citing from the article.
 - d. Why can China produce crawfish at a lower price than Louisiana’s fishermen? Is this fair? Why or Why not?
 - e. What are other industries in Louisiana that are affected by global interdependence? Explain how they affected?
18. Say, “The federal government and state government want to help American and Louisiana industries from foreign competitors and Louisiana’s crawfish industry is one of those protected industries.”
19. Provide students access to [Feds renew tariff on frozen Chinese crawfish](#) by *The Associated Press* from *The Times-Picayune*.
20. Direct students to read the article independently, identifying aspects of the text that reveal the author’s purpose.
21. Conduct a brief discussion about tariffs on Chinese crawfish. Possible questions:
 - a. What is a tariff?
 - b. How do tariffs help Louisiana businesses?
 - c. Do you believe tariffs are fair? Why or Why not?
 - d. How could tariffs in China hurt American businesses?
22. Explain tariffs to students to clarify their purpose and effects.
23. Say, “Crawfish is not the only Louisiana industry affected by global interdependence. Another concept besides “tariff” that will help us understand interdependence is “subsidy.”
24. Write the word *subsidy* on the board and read or project the following definition:
 - a. “A sum of money given by the government to an industry or business so the price of the product remains low.”
25. Say, “An example of a subsidy given by the federal government to corn farmers to ensure corn is sold to Americans at a low price.”
26. Conduct a brief discussion about the benefits and negatives of a subsidy. Possible questions:
 - a. How could a subsidy on Louisiana crawfish help crawfish farmers and help consumers of crawfish?

- b. How could a subsidy by China on Chinese crawfish hurt Louisiana crawfish farmers? Would this subsidy benefit consumers?
 - c. Explain the benefits and negatives of a subsidy.
 - d. In your opinion, should Louisiana have a subsidy on Louisiana crawfish? Why or Why not?
27. Explain to students that they will be analyzing how subsidies affect Louisiana’s economy and the global economy.
28. Provide students access to [Louisiana congressmen ask Trump to reinstate tariff on Mexican sugar imports](#) by Ted Griggs from *The Advocate* and [Louisiana sugar cane industry awaits deal on Mexican imports](#) from the *Greater Baton Rouge Business Report*.
29. Instruct students to read the articles independently and then write a one-bullet-point summary for each paragraph with a partner.
30. Instruct students to respond in writing to the following prompt: Should the U.S. government reinstate a tariff on sugar from Mexico? Use evidence from the task and your knowledge of social studies to support your answer. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.
31. Say, “Another key economic concept that affects Louisiana’s economy is inflation.”
32. Write the word *inflation* on the board and read or project the following definition:
 - a. a general increase in prices and fall in the purchasing value of money
33. Read aloud the [first paragraph](#) of the meaning of *inflation*.
34. Ask students: “What do these definitions have in common?”
35. Take notes for the class or annotate the definitions as students share their answers.
36. Direct students to explain the meaning of *inflation* in their own words orally or in writing and provide a visual.
37. Provide students access to [Lucky us: Lafayette area among areas most resistant to inflation](#) by Ken Stickney from *The Daily Advertiser*.
38. Instruct students to read the article. While students are reading the article have each student focus on the question: How does inflation affect Louisiana citizens?
39. Conduct a class discussion about the effects of inflation on Louisiana’s economy. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. How can we measure the rates of inflation?
 - b. If inflation is very low in Lafayette, what does that mean for the purchasing power of money in the Lafayette area?
 - c. Why is Lafayette’s economy resistance to high rates of inflation good for most Lafayette citizens?
 - d. Give an example of a product that faces high rates of inflation. How does that affect how people buy that product?
40. Instruct students to respond in writing to the following prompt: In what ways has Louisiana’s economy been affected by the global economy and in what ways has it been resilient? Use evidence from the task and your knowledge of social studies to support your answer. Students should be given a copy of the [LEAP Assessment Social Studies Extended Response Rubric](#) to reference as they are writing.

Key Industries in Louisiana Graphic Organizer

Industry	Description of Industry	How the industry shapes Louisiana's economic identity?
Energy		
Agribusiness (Agriculture)		
Chemicals		
Manufacturing		
Seafood		

Key Industries in Louisiana Graphic Organizer (Completed)

Industry	Description of Industry	How the industry shapes Louisiana's economic identity?
Energy	Then energy industry in Louisiana includes oil and natural gas production and 19 oil refineries.	Louisiana is known for being a world class hub for the oil and natural gas industry which provides thousands of high paying jobs to Louisiana citizens.
Agribusiness (Agriculture)	Agriculture is a key piece of Louisiana's economy. Louisiana is a national producer of sugarcane, rice, and timber.	Louisiana's rich soil left by Mississippi River flooding for thousands of years has shaped Louisiana identity as a major agricultural producer in Louisiana.
Chemicals	Louisiana is second nationally in the production of petrochemicals which is the building blocks of fertilizers and plastics.	The chemical industry employs thousands of Louisiana citizens in the over 100 major chemical plants operating in Louisiana.
Manufacturing	Louisiana has thousands of factories which produce ships, trucks, electrical equipment, glass products, and car batteries.	Louisiana's economic identity is known nationally for low taxes which help to persuade businesses to operate in Louisiana.
Seafood	Louisiana is the second biggest seafood producer in America. Louisiana accounts for 25% of America's total seafood production. Louisiana fisherman catch many different types of seafood including crabs, oysters, crawfish, shrimp, and fish.	Louisiana is known nationally for its seafood industry. Louisiana's economic identity is closely aligned to the fishing industry.

Grade 8 Instructional Task: Personal Economic Choices in Louisiana

Unit Six: Louisiana's Identity: A Modern State, Topic Two: Louisiana's Economy

Description: Students investigate different career paths offered in Louisiana and research the personal economic choices faced by Louisiana citizens to understand the impact of Louisiana's economy.

Suggested Timeline: 7 class periods

Materials: [Occupational Outlook Handbook](#), [career graphic organizer](#), "[Specialization and Trade: Because We Can't Be Good At Everything](#)", [Specialization in Louisiana](#) task, [Gov. Edwards' statement on positive July jobs numbers for Louisiana](#), [conversation stems](#), [What is Scarcity?](#), [Tradeoffs and Opportunity Costs](#), [A Quick Summary Of Supply And Demand 101](#), [Crawfish shortage means growing demand and higher prices](#)

Instructional Process:

1. Say, "Understanding Louisiana's economy supports us in understanding the personal economic choices faced by citizens of Louisiana. We will start by examining different career options available to each of you."
2. Provide students access to the [Occupational Outlook Handbook](#) from the Bureau of Labor Statistics.
3. Instruct students to research a possible career path they could be interested in pursuing. Model how to use the [Occupational Outlook Handbook](#) to research a possible career path. Direct students to research the requirements, work structure, compensation, and availability of their chose career using the [career graphic organizer](#).
4. Say, "Now that you have researched the requirements, work structure, compensation, and availability of a career, let's examine how specialization in that field could better your chances to succeed in that career field."
5. Write the word *specialization* on the board and read or project the following definition:
 - a. becoming an expert or concentrating on a particular area or skill.
6. Watch the video "[Specialization and Trade: Because We Can't Be Good At Everything](#)" by Art Carden from [learnliberty.org](#) (or similar) for students to consider the concept of *specialization*.
7. Direct students to explain the meaning of *specialization* in their own words orally or in writing and provide a visual.
8. Explain to students that they will be analyzing how specialization affects citizens in Louisiana.
9. Instruct students to analyze the sources enclosed and complete the summative performance task: [Specialization in Louisiana](#)
10. Say, "Job specialization increases our chances of finding work and preventing unemployment. People are considered unemployed when they are trying to find a job but cannot get a job."
11. Divide the class into small groups using an established classroom routine.
12. Provide students access to [Gov. Edwards' statement on positive July jobs numbers for Louisiana](#) by Nikki Henderson from [ArkLaTexhomepage.com](#).
13. Instruct students to read the article in groups. As the groups are reading the article, have each group focus on answering the question: Why would Louisiana citizens want low unemployment rates?
14. Conduct a class discussion about the effects of unemployment on Louisiana's economic identity. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
 - a. Why is Governor Edwards happy that the unemployment rate fell in Louisiana?
 - b. How does the unemployment rate judge the state of Louisiana's economy?

- c. Why would Louisiana citizens want low unemployment rates?
 - d. As you are answering this question think about how interdependence affects the economy. Why would low unemployment help the area you live in?
15. Say, “As you choose a career path to specialize in and avoid unemployment, you will earn wages for your time worked. Those wages are scarce and because of scarcity you have to make personal economic choices called trade-offs.”
16. Write the word *scarcity* on the board and read or project the following definition:
- a. the condition where everything in the world is limited.
17. Watch the video “[What is Scarcity?](#)” (or similar) for students to consider the concept of *scarcity*.
18. Direct students to explain the meaning of *scarcity* in their own words orally or in writing and provide a visual.
19. Explain to students that they will be analyzing how scarcity affects personal economic choices.
20. Say, “Since individuals can’t buy everything they want, they have to make economic choices called trade-offs. Trade-offs are anytime you choose to buy something instead of something else. When people make trade-offs, they pass up buying one item in order to buy the item they really want. The item they gave up buying is called their opportunity cost.”
21. Write the vocabulary term *opportunity cost* on the board and read or project the following definition:
- a. the alternative choice when a person is making a trade-off between two choices.
22. Read aloud the [first paragraph](#) of the meaning of *opportunity cost*.
23. Say, “The opportunity cost is the second choice when making an economic decision.”
24. Watch “[Tradeoffs and Opportunity Costs](#)” (or similar) for students to consider the concept of *opportunity cost*.
25. Direct students to explain the meaning of *opportunity cost* in their own words orally or in writing and provide a visual.
26. Explain to students that they will have opportunity costs every time they make an economic decision.
27. Say, “Trade-offs and opportunity costs are greatly affected by another major economic concept which affects personal economic choices which is the law of supply and demand. The law of supply states that when prices of products increase the amount supplied by the company that makes the product increases as well. The law of demand states that when the prices of a product increases the amount of people who want the product decreases.”
28. Watch “[A Quick Summary Of Supply And Demand 101](#)” (or similar) for students to consider the concept of supply and demand.
29. Divide the class into small groups using an established classroom routine.
30. Provide students access to [Crawfish shortage means growing demand and higher prices](#) by Jed Lipinski from the *Times-Picayune*.
31. Instruct students to read the article in groups. As they are reading each group should focus on answering the question: How did the supply and demand of crawfish in 2014 affect the price of crawfish?
32. Conduct a class discussion about personal economic choices. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
- a. How did cold weather lead to higher crawfish prices?
 - b. When crawfish prices went up in 2014, what happened to the demand for crawfish?
 - c. How does scarcity play a part in personal economic choices?
 - d. Describe a time a you made an economic trade-off. What was the opportunity cost of the trade-off?

Career Graphic Organizer

Job Title: _____	
Educational Requirements	
Training/Skills needed	
Description of normal workday	
Salary/Benefits	
Career availability in Louisiana	

Unit Six Assessment

Description:

1. Students participate in a Socratic seminar in response to the question:
What is the role of government and economics in defining a state’s identity? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer.
2. Following the seminar, write a multiparagraph essay in response to the question: What is the role of government and economics in defining a state’s identity? Use evidence gathered throughout the units and your knowledge of social studies to develop and support your opinion.

Suggested Timeline: 10 class periods

Student Directions:

- Participate in a Socratic seminar in response to the question: What is the role of government and economics in defining a state’s identity? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer.
- Following the seminar, write a multiparagraph essay in response to the question: What is the role of government and economics in defining a state’s identity? Use evidence gathered throughout the units and your knowledge of social studies to develop and support your opinion.

Resources:

- [Conversation stems](#)
- [Discussion tracker](#)
- [LEAP Assessment Social Studies Extended Response Rubric](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 8.1.1, 8.6.1, 8.6.3, 8.7.2, 8.8.1, 8.9.1, 8.9.3, and 8.10.3. They also meet the expectations for [ELA/Literacy Standards](#): SL.8.1a-d, SL.8.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. How does Louisiana’s state government define Louisiana’s identity?
2. How does the various forms of local government define Louisiana’s identity?
3. Explain how Louisiana’s economic resources and economy have shaped Louisiana’s identity.

Use a [discussion tracker](#) to keep track of students’ contributions to the conversation and use this information to assign a grade to students.

Use the [LEAP Assessment Social Studies Extended Response Rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written

Grade 8 Learning Tools

The following tools are used in multiple units throughout grade 8.

1. [Conversation stems](#)
2. [Discussion tracker](#)
3. [LEAP Assessment Social Studies Extended Response Rubric](#)
4. [Multimedia Presentation Rubric](#)
5. [SOAPStone](#)

Grades 6-8 Conversation Stems¹⁴

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What do you think about ____? • How did you answer __ [the question] __? 	
<ul style="list-style-type: none"> • What is the most important idea you are communicating? • What is your main point? 	<ul style="list-style-type: none"> • Overall what I'm trying to say is ____. • My whole point in one sentence is ____.
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Let me see if I heard you correctly. Did you say ____? • I heard you say _____. Is that correct? • Put another way, are you saying ____? 	<ul style="list-style-type: none"> • Yes/no. I said ____.
<ul style="list-style-type: none"> • Tell me more about ____ or Say more about ____. • I'm confused when you say _____. Say more about that. • Give me an example. 	<ul style="list-style-type: none"> • Sure. I said __ [restate what was said and add further explanation or examples] __. • An example is ____ because __ [explain why] __.
<ul style="list-style-type: none"> • Who can rephrase what X said? 	<ul style="list-style-type: none"> • ____ said ____.
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What in the text makes you think so? • How do you know? Why do you think that? • Explain how you came to your idea. 	<ul style="list-style-type: none"> • According to the text _____. This means _____. • If you look at _____, it says _____. This means _____. • I think _____ because _____.
Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Who can add to what X said? 	<ul style="list-style-type: none"> • Adding to what X said, _____. • I agree, and I want to add _____.
<ul style="list-style-type: none"> • Who agrees/disagrees with X? • Who wants to challenge what X said? Why? 	<ul style="list-style-type: none"> • What X said supports what I am saying because _____. • I agree/disagree with X because _____. • I see it similarly/differently because _____. • I agree/disagree with X's view that _____ because in the text, _____. • I agree that _____, but we also have to consider _____. • On one hand I agree with X that _____. But on the other hand, I insist that _____.
<ul style="list-style-type: none"> • How does that idea compare with X's idea? • What do you think about X's idea? 	<ul style="list-style-type: none"> • X's point _____ is important/flawed because _____.
<ul style="list-style-type: none"> • Whose thinking has changed as a result of this conversation? How and why has it changed? 	<ul style="list-style-type: none"> • Before I thought ____, but now I think ____ because ____. • My new thinking is ____ because _____.
<ul style="list-style-type: none"> • Now that you've heard __ [summarize the conversation so far] __, what are you thinking? What are you still wondering about? 	<ul style="list-style-type: none"> • I still think _____, but now I wonder _____.

¹⁴ Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

LEAP Assessment Social Studies Extended Response Rubric

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> ● Reflects thorough knowledge of [CONTENT] by incorporating ample, focused factual information from prior knowledge and the sources; ● Contains accurate understandings with no errors significant enough to detract from the overall content of the response; ● Fully addresses all parts of the prompt.
3	The student's response: <ul style="list-style-type: none"> ● Reflects general knowledge of [CONTENT] by incorporating adequate factual information from prior knowledge and the sources; ● Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; ● Addresses all parts of the prompt.
2	The student's response: <ul style="list-style-type: none"> ● Reflects limited knowledge of [CONTENT] by incorporating some factual information from prior knowledge and the sources; ● Contains some accurate understandings with a few errors that detract from the overall content of the response; ● Addresses part of the prompt.
1	The student's response: <ul style="list-style-type: none"> ● Reflects minimal knowledge of [CONTENT] by incorporating little or no factual information from prior knowledge and the sources; ● Contains few accurate understandings with several errors that detract from the overall content of the response; ● Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> ● Develops a valid claim that effectively expresses a solid understanding of the topic; ● Thoroughly supports the claim with well-chosen evidence from the sources; ● Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> ● Develops a relevant claim that expresses a general understanding of the topic; ● Supports the claim with sufficient evidence from the sources; ● Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> ● Presents an inadequate claim which expresses a limited understanding of the topic. ● Includes insufficient support for the claim but does use some evidence from the sources; ● Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> ● Does not develop a claim but provides evidence that relates to the topic; OR develops a substantially flawed claim with little or no evidence from the sources; ● Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, or does not address the prompt.

Multimedia Presentation Rubric

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Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
Organization and development of presentation	The presentation is organized clearly and logically so that listeners can easily identify the central ideas or claims and follow the line of reasoning; the supporting evidence is relevant and from credible sources.	The presentation is organized and has a clear central idea or claim and supporting evidence from credible sources.	The presentation has a central idea or claim and/or supporting evidence.
Multimedia components	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
Delivery of presentation	Speaker maintains consistent and appropriate eye contact, adequate volume, and clear pronunciation.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

SOAPSTone

As you read, look for these details...		How do you know? Cite specific evidence from the text.
S	Who is the Speaker ?	<ul style="list-style-type: none"> What can you tell or what do you know about the speaker that helps you understand the point of view expressed?
O	What is the Occasion ?	<ul style="list-style-type: none"> What is the time and place of the text? What caused this text to be written? Identify the context of the text.
A	Who is the Audience ?	<ul style="list-style-type: none"> To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?
P	What is the Purpose ?	<ul style="list-style-type: none"> What did the author want the audience to think or do as a result of reading this text? Why did the author write it? What is the message? How does the speaker convey this message?
S	What is the Subject ?	<ul style="list-style-type: none"> What topic, content, and ideas are included in the text? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?
T O N E	What is the Tone ?	<ul style="list-style-type: none"> What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?