

## Grade 8 Social Studies: Lear-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 economical, 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 identity?				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 War of 1812](#)
  - [Topic Two: Antebellum Period](#)
  - [Topic Three: Causes of Civil War and 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](#) a 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 an essay explaining 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)

## **Instructional Task: Louisiana's Natural Resources**

### **Unit One: Louisiana Identity: This is Louisiana, Topic 1: 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](#), [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 review 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](#)
  - b. [Spanish Louisiana Map](#)
  - c. [Louisiana Territory Map](#)
  - d. [Consolidation, 1819 - 1912 Map](#)
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:
  - (1) the dates for each map
  - (2) how the political boundaries of Louisiana have changed over the years
  - (3) any other observations that are noteworthy to students
6. As a class, 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](#) 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](#) 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](#) 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](#) 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:<sup>1</sup>
  - a. Physical: relating to things perceived through the senses as opposed to the mind; tangible or concrete.
  - 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” alter the qualify of each word’s meaning?”
23. Note student responses on the board and annotate the definitions as students share their answers.

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

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:<sup>2</sup>
  - 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” alter the qualify of 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 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 hundreds 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:
  - a. [Mississippi River Drainage Basin Map](#)
  - b. [Mississippi River Creating Louisiana’s Coastline](#)
  - c. [2017 Spring Flood Risk](#)
  - d. [The Mississippi River Delta Basin](#) (Existing Conditions and Problems and Key Issues only)
  - e. [Land Loss in Coastal Louisiana](#)
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.

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

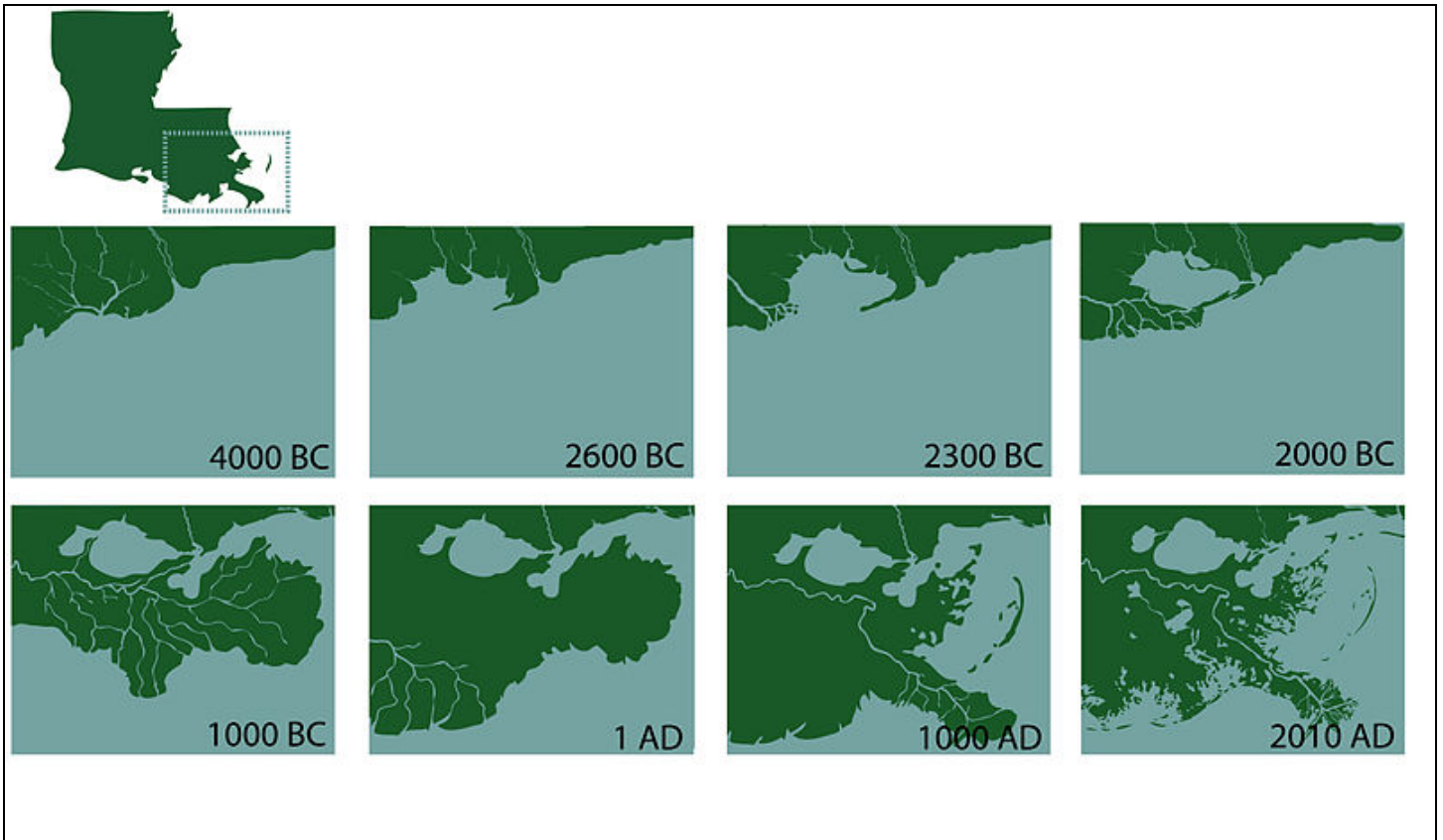
35. Conduct a class discussion about how the Mississippi River has shaped south Louisiana's physical geography. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the maps and sources or outside knowledge to support their answers. Possible questions:
- How has the Mississippi River impacted Louisiana's coastline?
  - What is the role of flooding in Louisiana's physical geography?
  - What are the various benefits of the soil deposits from the Mississippi River to our state?
  - What are the risks associated with settlement in some of the areas adjacent to the river?
36. Say "The 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:
- [Ports in Louisiana](#)
  - [Sugarcane Production](#)
  - [Rice Production](#)
  - [Seafood Production](#)
  - [Forestry](#)
  - [Shale Oil and Natural Gas in Louisiana](#)
  - [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. As a class, discuss 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:
- What do the maps tell you about Louisiana's economy?
  - Would you describe Louisiana as being economically diverse? Why/Why not?
  - How do Louisiana's natural resources affect jobs in Louisiana?
  - How has the Mississippi River and other natural resources impacted Louisiana's economic identity?
42. Conclude the discussion by having students writing an essay explaining how the Mississippi River has 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/>

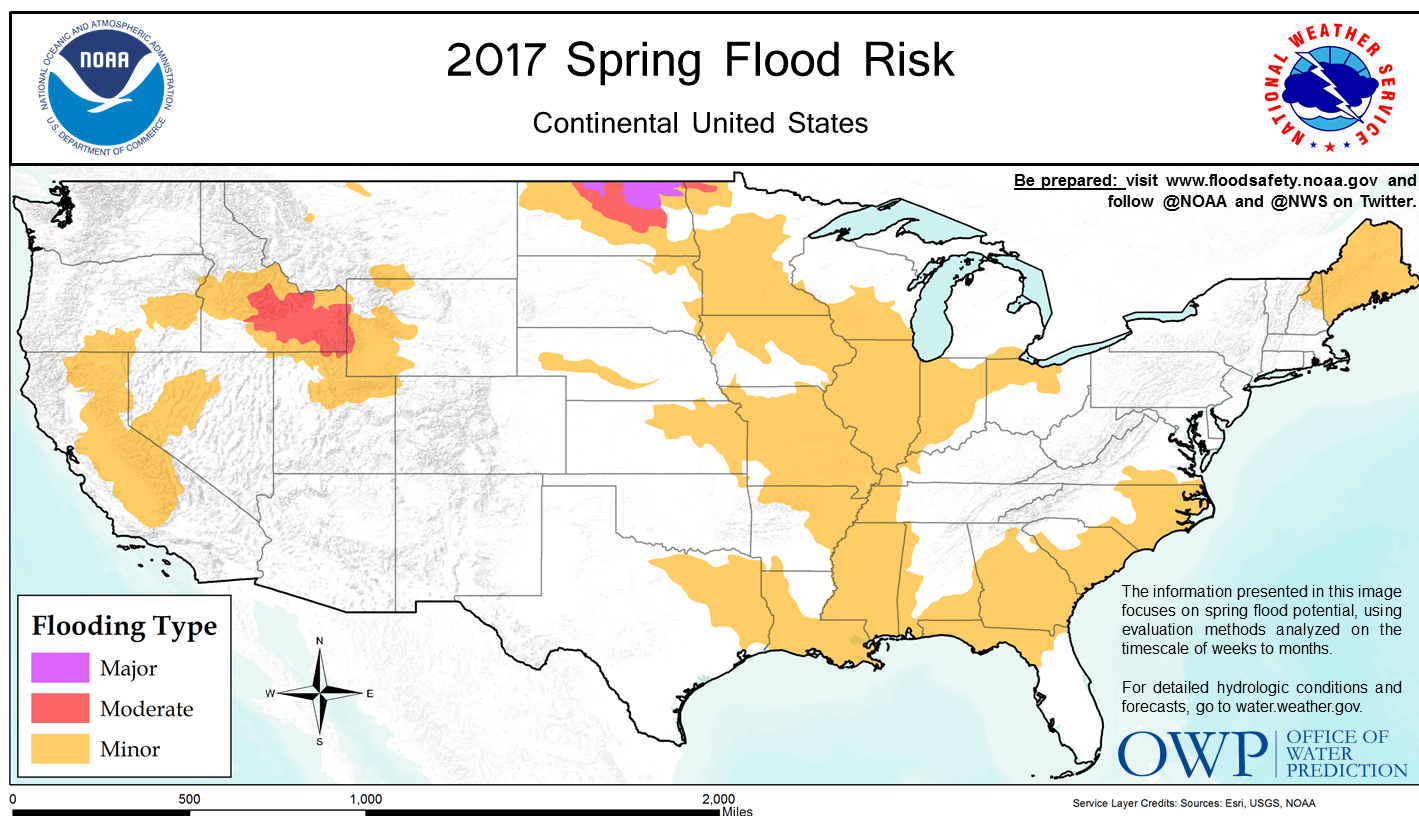
## Mississippi River Creating Louisiana's Coastline



This map is in the public domain and is available at [https://commons.wikimedia.org/wiki/File:Coastal\\_changediagram5.jpg](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>

### Split-page Notes

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

### Split-page Notes (Completed)

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

### Louisiana's Industries Graphic Organizer

Industry	Where are the major locations in Louisiana?	Hows 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			
After reviewing the sources where do you believe would the best place to start Louisiana's first colony in 1682?			

### Louisiana's Industries Graphic Organizer (Completed)

Industry	Where are the major locations in Louisiana?	Hows 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	Natural salinity in the Gulf and	Louisiana is one of the world's

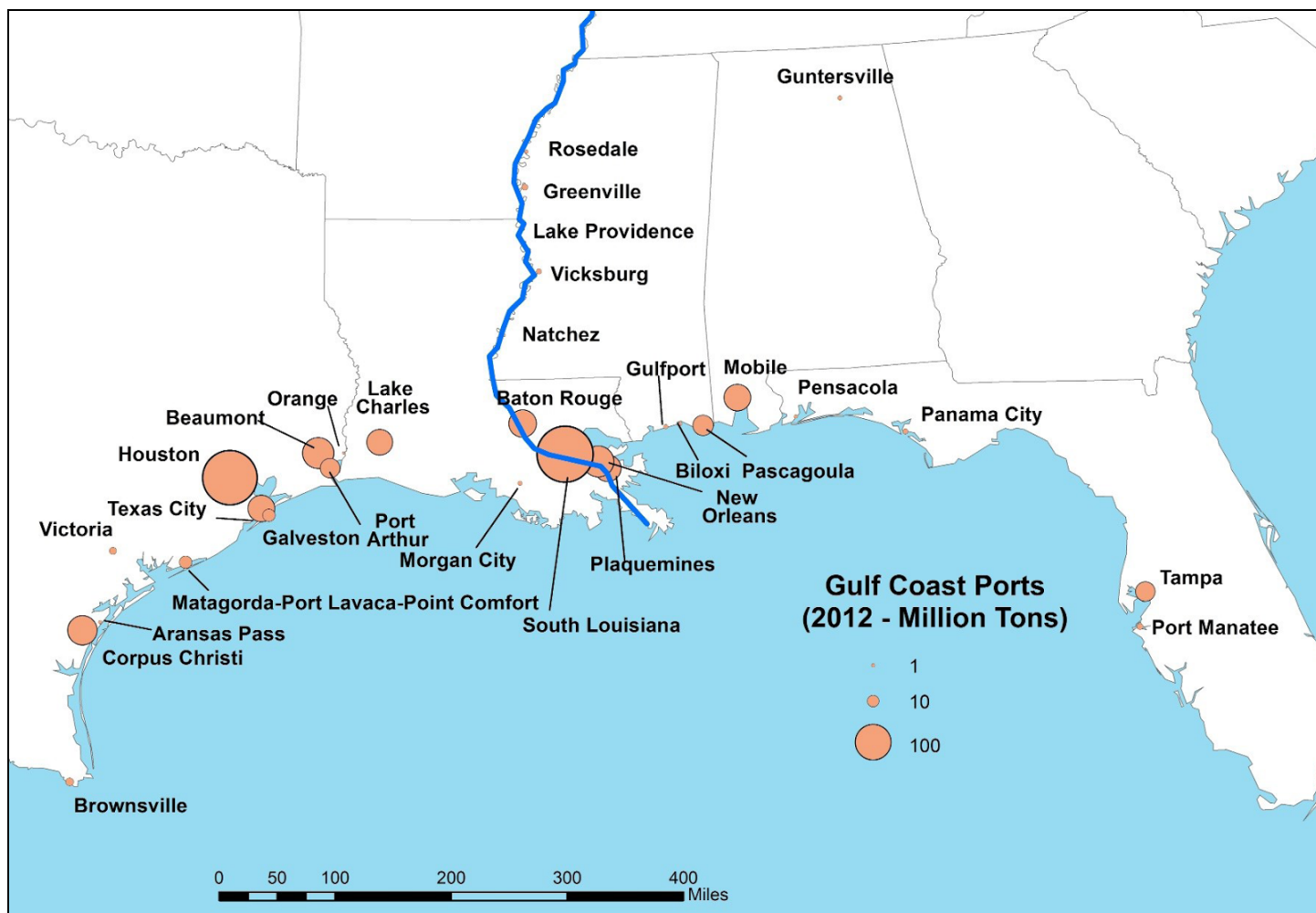
	southern Louisiana along the northern Mississippi and Red Rivers and the Gulf Coast	Red Rivers form salt deposits as water erodes or evaporates in Louisiana's humid climate	leading providers of natural salt products, creating multiple employment opportunities and complementary markets for local products utilizing salt, such as Tabasco brand products.
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After reviewing the sources where do you believe would the best place to start Louisiana's first colony in 1682?

***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.***

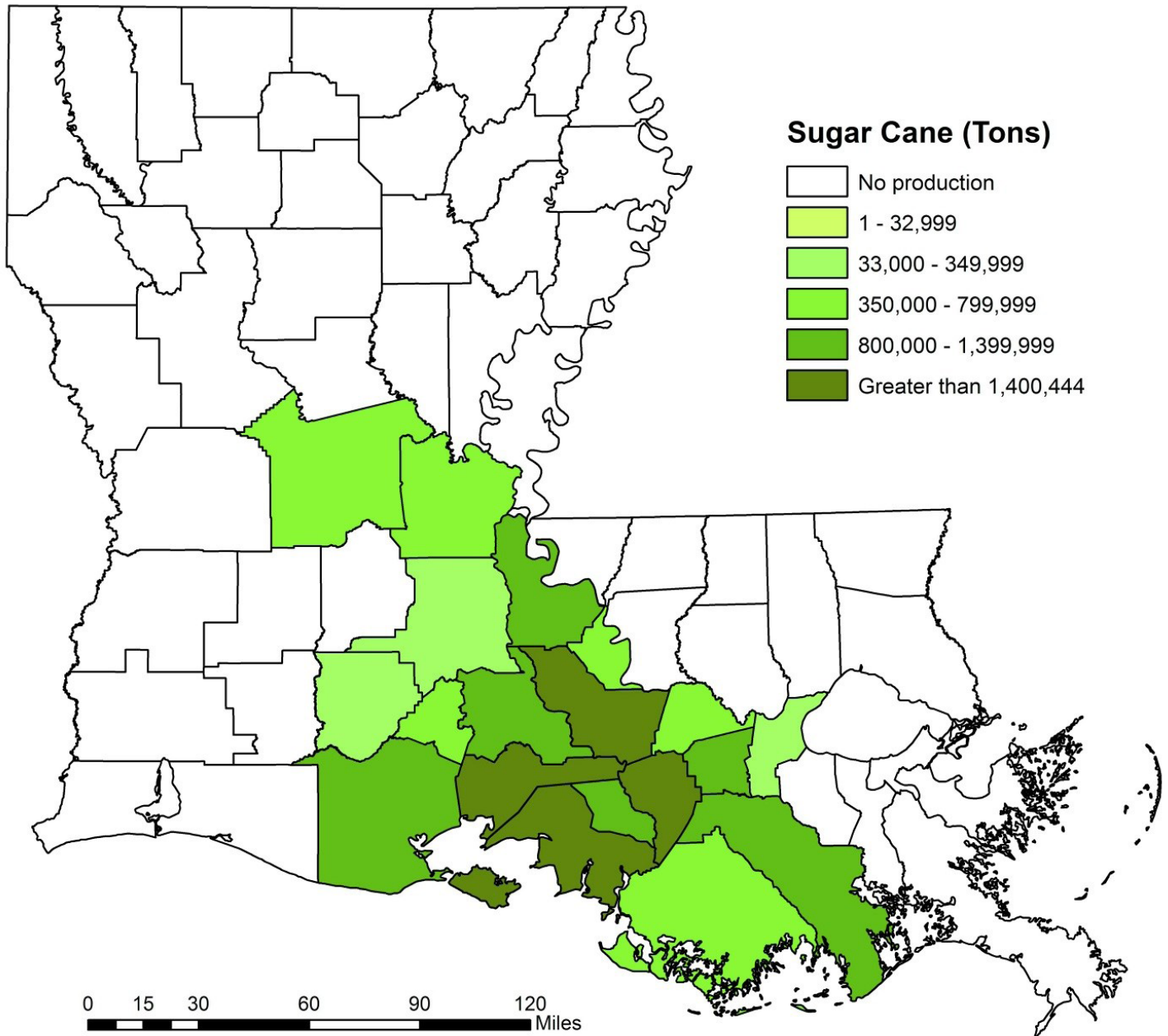
## Ports in Louisiana

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



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## Sugarcane in Louisiana

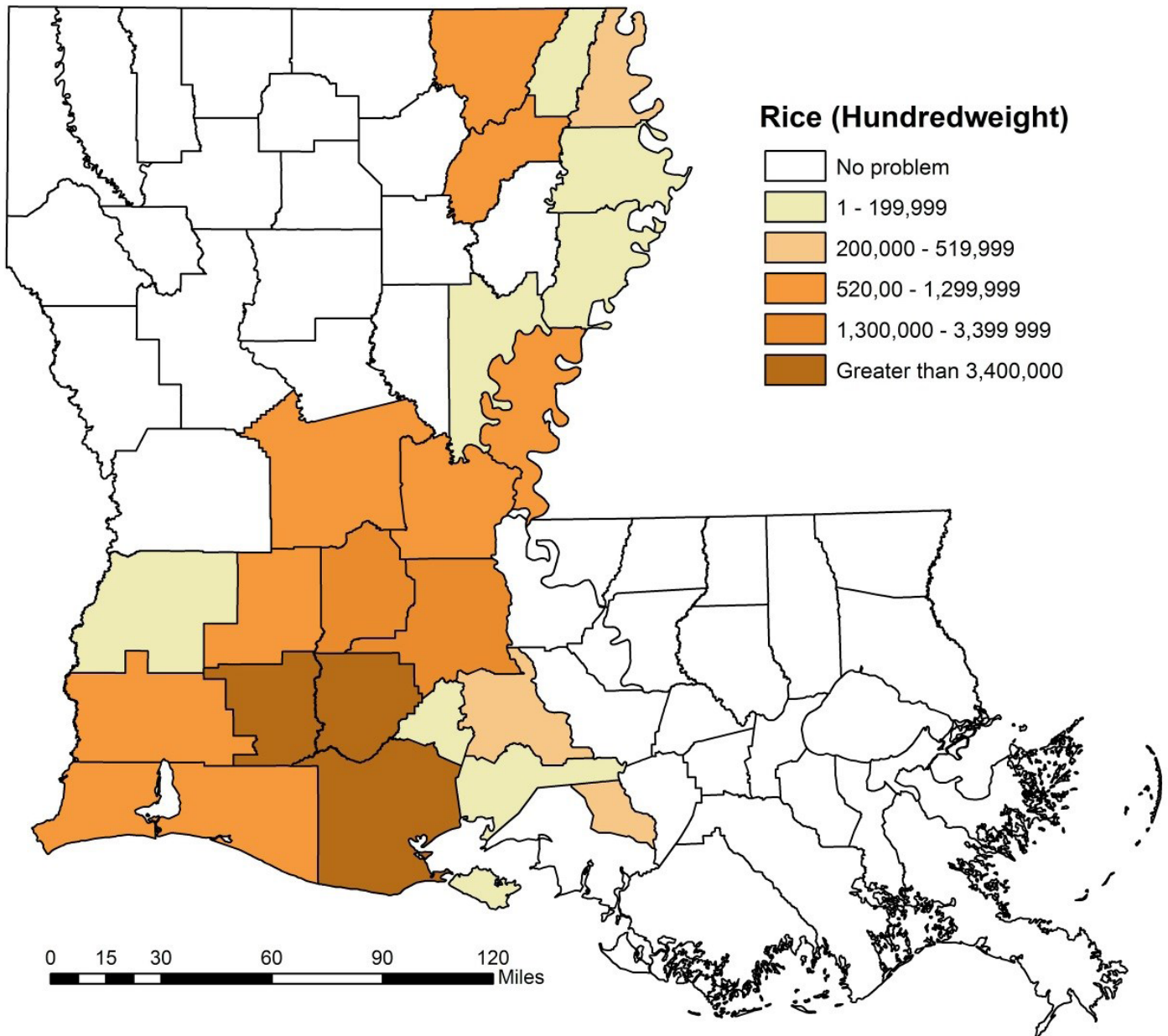


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## Rice Production

Louisiana ranks third nationally in rice production



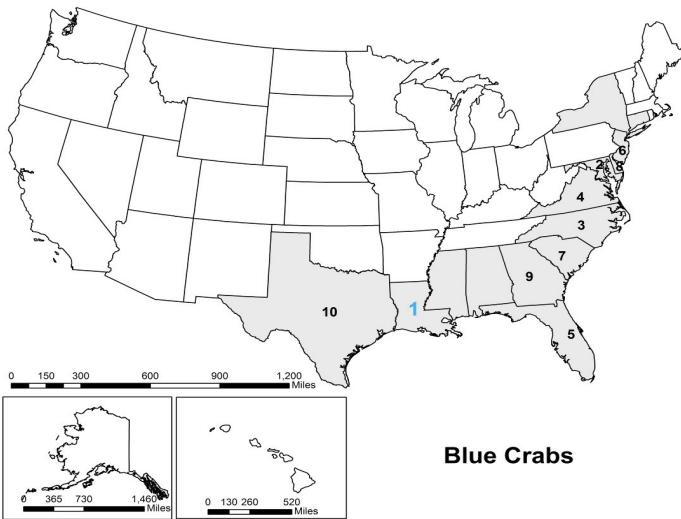
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## Seafood Production in Louisiana

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.

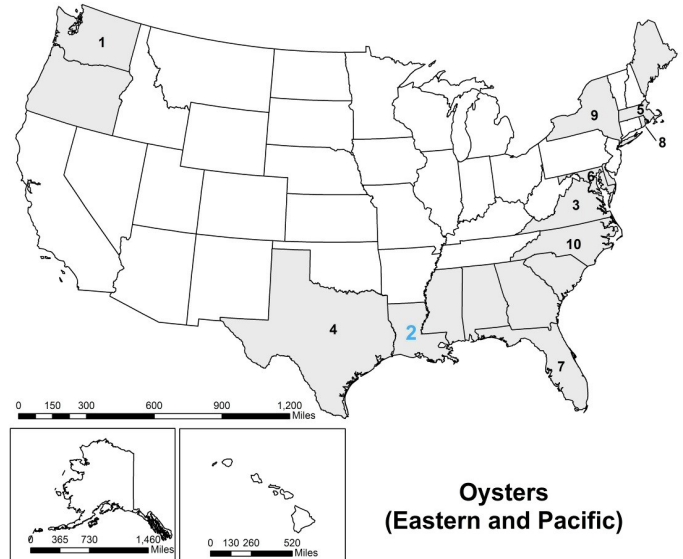
### Blue Crabs

Louisiana is also the nation's top producer of blue crabs in 2013. Louisiana produced over 27 percent of the nation's \$185 million crab harvest in that year.



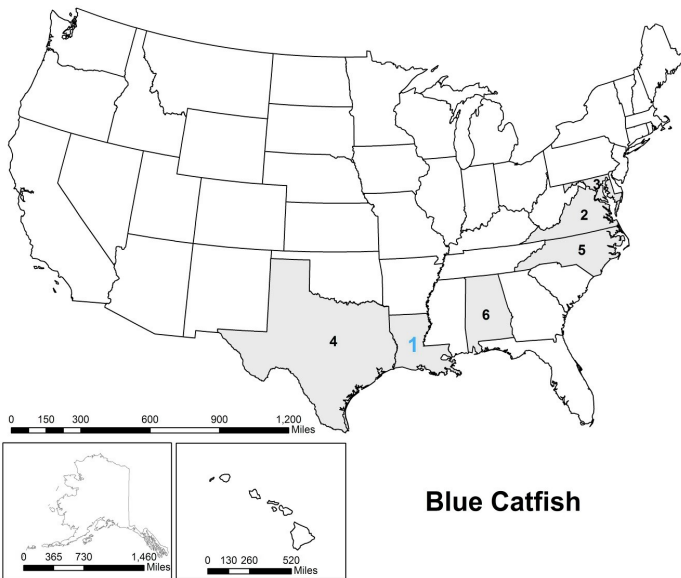
### Oysters

Louisiana produces over one-fifth of the nation's oysters.



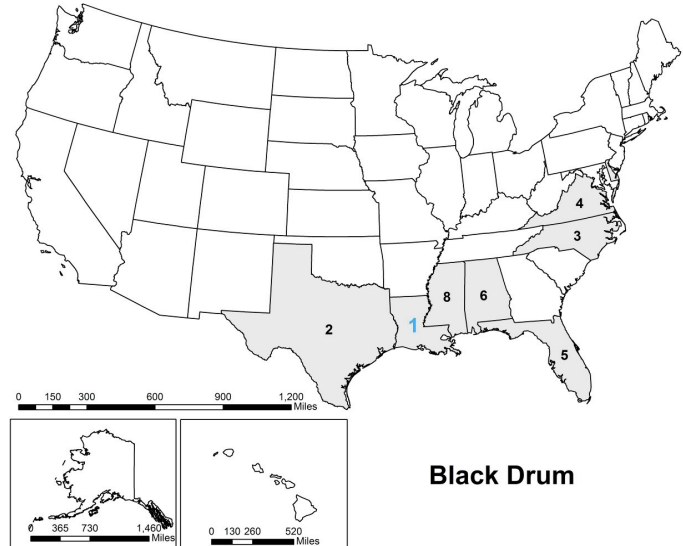
### Blue Catfish

In 2013, Louisiana contributed almost 70 percent of the national blue catfish industry.



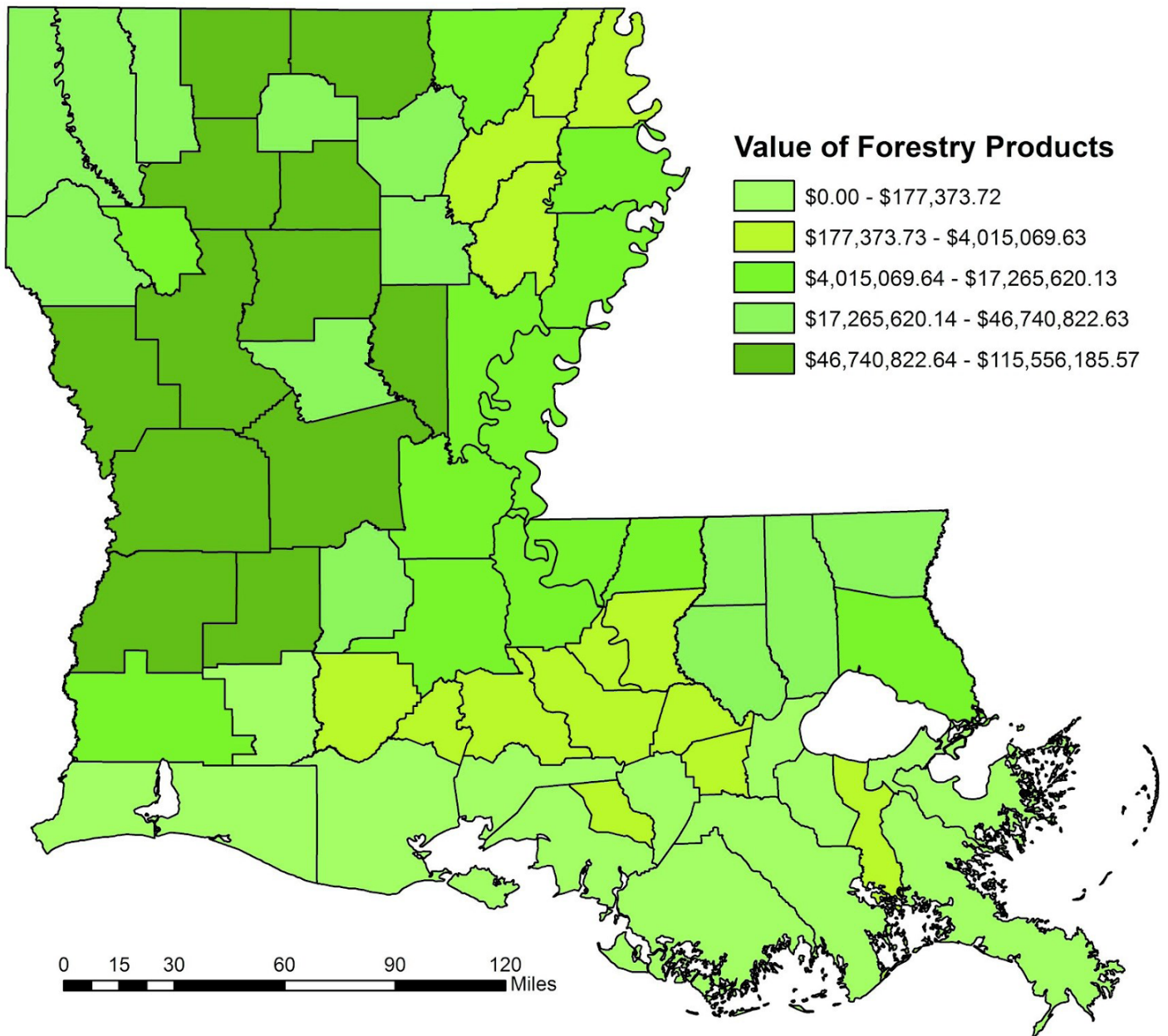
### Black Drum

The black drum is just one of many other examples of fish catch in which Louisiana consistently leads the nation in.



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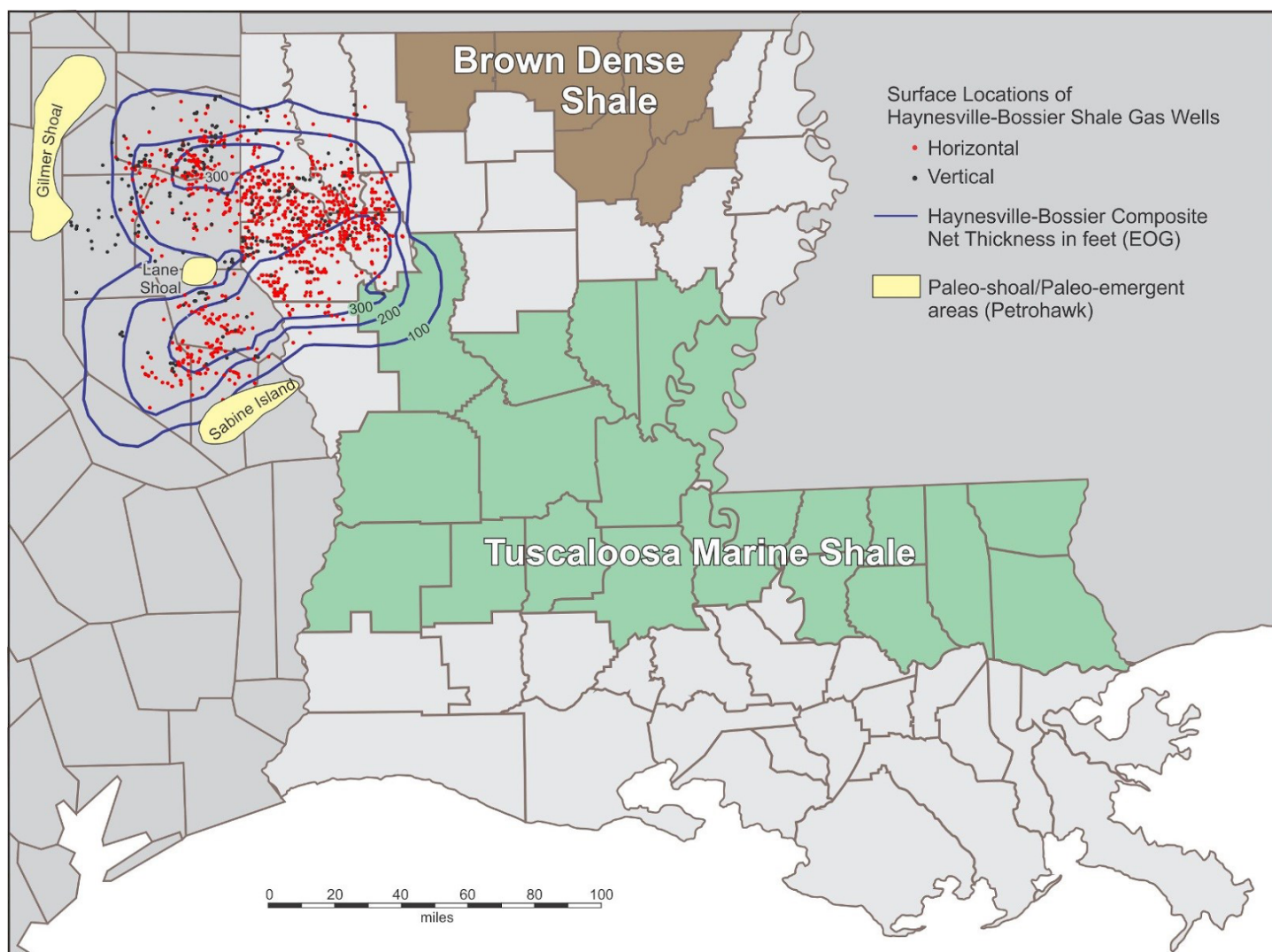
### Forestry is a Major Industry in Louisiana



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## 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.

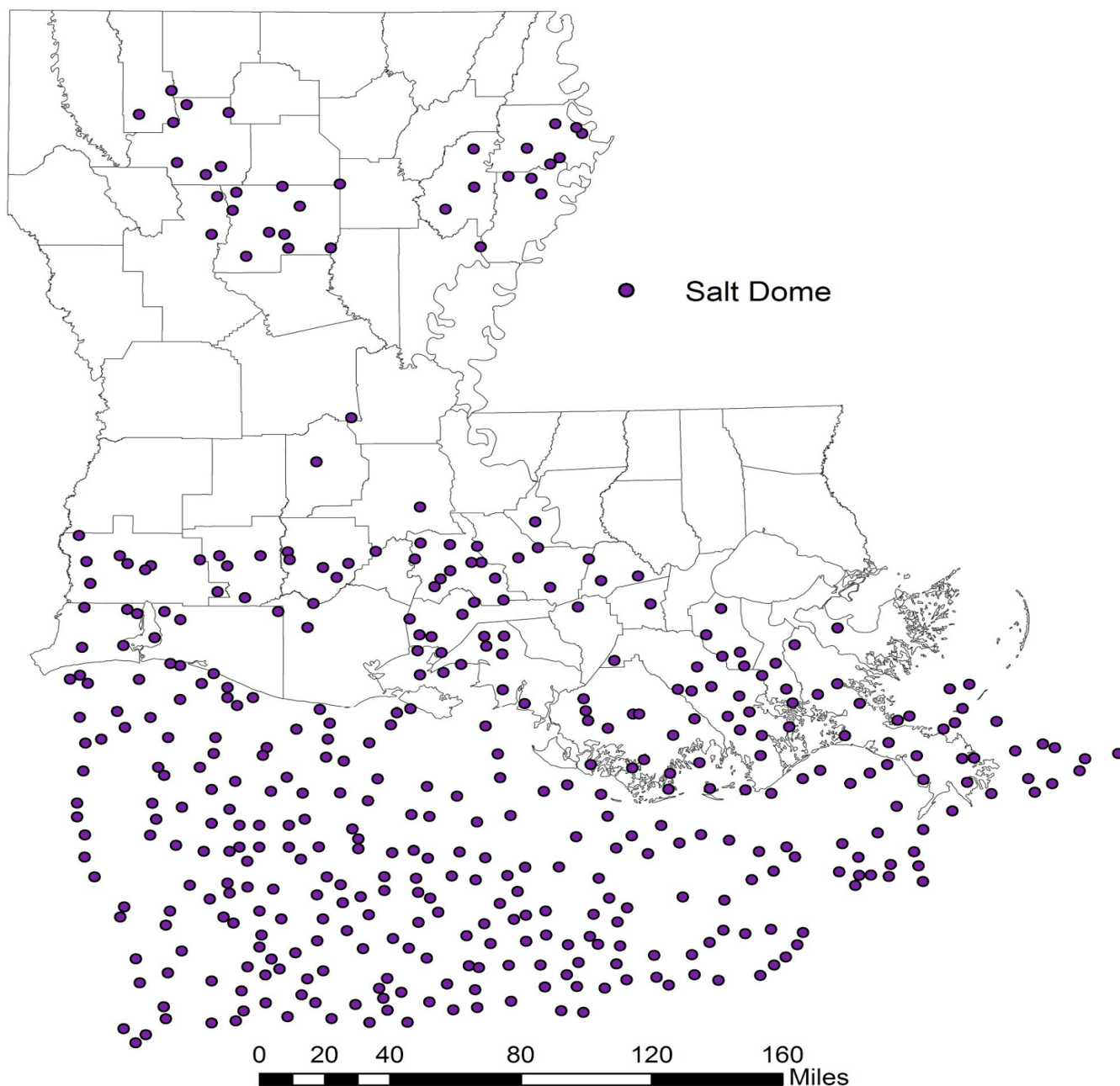


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## Salt Domes in Louisiana

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](#).

## Instructional Task: Coastal Erosion

### Unit 1: Louisiana's Identity: This is Louisiana, Topic 2: 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](#), [Solutions to Coastal Erosion](#), [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 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](#)
    - b. [What We've Done to the Mississippi River: An Explainer](#)
    - c. [Louisiana’s Disappearing Wetlands](#)
  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](#)
    - b. [Louisiana’s Sinking Coast Is a \\$100 Billion Nightmare for Big Oil](#)
    - c. [Coastal erosion poses multibillion-dollar risk to Baton Rouge economy, LSU study says](#)
  20. Instruct students to read each source and complete the [Economic Impact of Coastal Erosion](#) handout.
  21. As a class, 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](#)
  - b. [Saving Coastal Louisiana: Employing a Suite of Restoration Solutions](#)
  - c. [New Orleans' future depends on coastal restoration, but where's the money?](#)
  - d. [Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill](#)
  - 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 if Louisiana and the federal government do not start and complete coastal restoration projects.

## Written Document Analysis Worksheet<sup>3</sup>

### 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?



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<sup>3</sup> 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](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

**Who read/received it?** the threat of coastal erosion for Louisiana read this article.

**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.



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### Split-page Notes: Causes of Coastal Erosion

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

## Instructional Task: Louisiana's Cultural Geography

### Unit 1: Louisiana's Identity: This is Louisiana, Topic 3: Louisiana's Cultural Geography

**Description:** Students investigate how the 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 definition<sup>4</sup>:
  - 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 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. As a class, 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.
  - d. Why do some people in South Louisiana's wetlands build their house as much as 15 feet above the ground?
    - i. Is this is an example of physical geography affecting cultural geography?

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<sup>4</sup> From <https://www.google.com/#q=cultural> and <https://www.google.com/search?q=geography%20definition>

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:
  - a. 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:
  - a. How has this ethnic group’s culture been affected by Louisiana’s physical geography?
  - b. 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
<a href="#">Founding New Orleans, The Vagabond City</a> (paragraph 5 - paragraph 9)  <a href="#">History of New Orleans-Colonial Era</a> <a href="#">French Colonial Louisiana</a> (paragraphs 4 and 5 of the section titled: Companies and Slavery, 1713–1729)  Other approved sources	<a href="#">Anglo-Americans</a> (paragraphs 1 -3 of section titled: The Antebellum Period: Divided City, Anglo Upcountry)  <a href="#">Louisiana's Three Folk Regions</a> (Use section titled: North Louisiana)  Other approved sources	<a href="#">French Colonial Louisiana</a> (paragraphs 8 and 9 of the section titled: Companies and Slavery, 1713–1729)  <a href="#">A Commentary: African Cultural Retentions in Louisiana</a> (paragraphs 1 -7)  Other approved sources	<a href="#">Cajuns</a> (Use section titled: Migration to Louisiana)  <a href="#">Life on the Bayou</a>  Other approved sources

## History of New Orleans-Colonial Era<sup>5</sup>

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*

<sup>5</sup> 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](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
<b>Where did they settle?</b>	South Louisiana along the Mississippi River	North Louisiana	Southcentral Louisiana in the bayous and swamps	South Louisiana along the Mississippi River
<b>Why did they settle there?</b>	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.
<b>When they settled, how did they interact with the environment?</b>	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.

## 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 Stems<sup>6</sup>

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>What do you think about ____?</li> <li>How did you answer __[the question]__?</li> </ul>	
<ul style="list-style-type: none"> <li>What is the most important idea you are communicating?</li> <li>What is your main point?</li> </ul>	<ul style="list-style-type: none"> <li>Overall what I'm trying to say is ____.</li> <li>My whole point in one sentence is ____.</li> </ul>
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>Let me see if I heard you correctly. Did you say ____?</li> <li>I heard you say _____. Is that correct?</li> <li>Put another way, are you saying ____?</li> </ul>	<ul style="list-style-type: none"> <li>Yes/no. I said ____.</li> </ul>
<ul style="list-style-type: none"> <li>Tell me more about ____ or Say more about ____.</li> <li>I'm confused when you say _____. Say more about that.</li> <li>Give me an example.</li> </ul>	<ul style="list-style-type: none"> <li>Sure. I said __[restate what was said and add further explanation or examples]__.</li> <li>An example is ____ because __[explain why]__.</li> </ul>
<ul style="list-style-type: none"> <li>Who can rephrase what X said?</li> </ul>	<ul style="list-style-type: none"> <li>_____ said _____.</li> </ul>
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>What in the text makes you think so?</li> <li>How do you know? Why do you think that?</li> <li>Explain how you came to your idea.</li> </ul>	<ul style="list-style-type: none"> <li>According to the text _____. This means _____.</li> <li>If you look at _____, it says _____. This means _____.</li> <li>I think _____ because _____.</li> </ul>
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"> <li>Who can add to what X said?</li> </ul>	<ul style="list-style-type: none"> <li>Adding to what X said, _____.</li> <li>I agree, and I want to add _____.</li> </ul>
<ul style="list-style-type: none"> <li>Who agrees/disagrees with X?</li> <li>Who wants to challenge what X said? Why?</li> </ul>	<ul style="list-style-type: none"> <li>What X said supports what I am saying because _____.</li> <li>I agree/disagree with X because _____.</li> <li>I see it similarly/differently because _____.</li> <li>I agree/disagree with X's view that _____ because in the text, _____.</li> <li>I agree that _____, but we also have to consider _____.</li> <li>On one hand I agree with X that _____. But on the other hand, I insist that _____.</li> </ul>
<ul style="list-style-type: none"> <li>How does that idea compare with X's idea?</li> <li>What do you think about X's idea?</li> </ul>	<ul style="list-style-type: none"> <li>X's point _____ is important/flawed because _____.</li> </ul>
<ul style="list-style-type: none"> <li>Whose thinking has changed as a result of this conversation? How and why has it changed?</li> </ul>	<ul style="list-style-type: none"> <li>Before I thought _____, but now I think _____ because _____.</li> <li>My new thinking is _____ because _____.</li> </ul>
<ul style="list-style-type: none"> <li>Now that you've heard __[summarize the conversation so far]__, what are you thinking? What are you still wondering about?</li> </ul>	<ul style="list-style-type: none"> <li>I still think _____, but now I wonder _____.</li> </ul>

<sup>6</sup> 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](https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf)

### Discussion Tracker

[TYPE OF CONVERSATION]: [QUESTION(S)] Fill in student names prior to the seminar. Capture your notes about each student's participation and knowledge.

Student Name	Draws on preparation and other information to support ideas in discussion and demonstrate understanding	Uses conversation stems	Continues conversation by posing and responding to questions, connecting ideas, and reviewing and explaining ideas

### 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	<p>The student's response:</p> <ul style="list-style-type: none"> <li>Reflects <b>thorough</b> knowledge of [CONTENT] by incorporating ample, focused factual information from prior knowledge and the sources;</li> <li>Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>Fully addresses all parts of the prompt.</li> </ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"> <li>Reflects <b>general</b> knowledge of [CONTENT] by incorporating adequate factual information from prior knowledge and the sources;</li> <li>Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>Addresses all parts of the prompt.</li> </ul>
2	<p>The student's response:</p> <ul style="list-style-type: none"> <li>Reflects <b>limited</b> knowledge of [CONTENT] by incorporating some factual information from prior knowledge and the sources;</li> <li>Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>Addresses part of the prompt.</li> </ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"> <li>Reflects <b>minimal</b> knowledge of [CONTENT] by incorporating little or no factual information from prior knowledge and the sources;</li> <li>Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>Minimally addresses part of the prompt.</li> </ul>
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"> <li>• Develops a <b>valid</b> claim that effectively expresses a solid understanding of the topic;</li> <li>• Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>• 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.</li> </ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
2	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Presents an <b>inadequate</b> claim which expresses a limited understanding of the topic.</li> <li>• Includes insufficient support for the claim but does use some evidence from the sources;</li> <li>• Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Does not develop a claim but provides evidence that relates to the topic; <b>OR</b> develops a substantially flawed claim with little or no evidence from the sources;</li> <li>• Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

### Multimedia Presentation Rubric

	3	2	1
<b>Demonstration of understanding</b>	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.
<b>Organization and development of presentation</b>	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.
<b>Multimedia components</b>	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.
<b>Delivery of presentation</b>	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.
<b>S</b>	Who is the <b>Speaker</b> ?	<ul style="list-style-type: none"> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	What is the <b>Occasion</b> ?	<ul style="list-style-type: none"> <li>What is the time and place of the text? What caused this text to be written? Identify the context of the text.</li> </ul>	
<b>A</b>	Who is the <b>Audience</b> ?	<ul style="list-style-type: none"> <li>To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</li> </ul>	
<b>P</b>	What is the <b>Purpose</b> ?	<ul style="list-style-type: none"> <li>What did the author want the audience to think or do as a result of reading this text? Why did the author write it?</li> <li>What is the message? How does the speaker convey this message?</li> </ul>	
<b>S</b>	What is the <b>Subject</b> ?	<ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>T O N E</b>	What is the <b>Tone</b> ?	<ul style="list-style-type: none"> <li>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?</li> <li>What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</li> </ul>	