

Model Curriculum Framework

Grade 8 Louisiana History

Louisiana Department of Education

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

Time Frame: Approximately four weeks

Unit Description

Geography has affected the development of Louisiana. It has determined the climate and the natural resources available and has influenced how land was settled and how people made their livings. Louisiana boasts a rich cultural heritage, blending the traditions and celebrations of its diverse people.

At the same time, people have affected their environment. They have lowered the quality of water and air and endangered many plants and animals. Fortunately, people have become aware of the problems associated with human-environment interaction and are taking steps to correct and prevent these problems.

Geographic skills are applied to study the physical and cultural geography of Louisiana.

Student Understandings

Students understand that knowledge of geography is essential for understanding the development of Louisiana. Students understand that the topography, climate, and resources of Louisiana have influenced the lifestyle and work of its inhabitants. Students understand that many ethnic groups have contributed to Louisiana’s diverse culture. Students understand that Louisiana’s physical and cultural regions are defined by shared characteristics.

Guiding Questions

1. Can students use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places?
2. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
3. Can students construct a map based on narrative information?
4. Can students construct a chart or diagram to display geographical information in an organized way?
5. Can students describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions?

6. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
7. Can students explain how or why specific regions are changing as a result of physical phenomena?
8. Can students identify and describe factors that cause a Louisiana region to change?
9. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?
10. Can students describe the causes and effects of cultural diffusion and effects of cultural diversity in Louisiana?
11. Can students describe the contributions of ethnic groups significant in Louisiana history?
12. Can students explain cultural elements that have shaped Louisiana's state heritage?

Unit 1 Grade-Level Expectations (GLEs)

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

GLE #	GLE Text and Benchmarks
Louisiana History	
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
81.	Explain cultural elements that have shaped Louisiana’s state heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

Sample Activities

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

Have students work in teams to find several locations around the globe and have them calculate current times in different places; for example, have students create an imaginary itinerary for a dream vacation leaving New Orleans International Airport for any destination they wish. Their dream vacation should include a total of four destinations, each in a different time zone. Have them calculate arrival times, departure times, and what time it is in Louisiana during those arrivals and departures.

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

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

Activity 2: Physical and Human Phenomena of Louisiana (GLEs: 5, 6)

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

Have students identify the human characteristics of Louisiana by creating a pictograph that represents distinguishing characteristics of five to seven specific areas of Louisiana. Each area should have a distinct picture or icon to represent it. (Provide students with the 2000 Census as a resource and establish a “one symbol = 50,000 people” guideline, for example.) Students should be thoughtful in their design of pictographs, as these are representative of

larger ideas. To complete their pictograph, they should include a brief narrative that explains the relevance of each selected symbol. These should be presented to the class as the basis for a class discussion on the ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans).

Activity 3: Physical Change (GLE: 7, 8)

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

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

Activity 4: Perceptions! (GLE: 9)

Divide class into groups. Each group is going to create a board game called “Perceptions!” Using an outline map of Louisiana as a game board, students will define a start and a finish of particular geographical points in Louisiana, and proceed to create four to six figurines that represent specific regions of Louisiana. Then students will work together to create content cards that can advance each player across the board from start to finish. The content cards will contain factual information, researched by students and representing innovations in Louisiana in the following content areas:

- inventions
- technological advances
- goals
- cultures
- interests

Students should be instructed to write these cards so that the content, while factual, can move a player forward or backward on the board. On completion of the games, each group should exchange its game with another group. Have students play the games and write evaluations of the content and design of the game.

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

Activity 5: Cultural Diffusion, Diversity, and Louisiana Heritage (GLEs: 12, 75, 81)

Divide students into the following groups: Germans, Acadians, Irish/Scots, French, Spanish, Anglo/Americans, and Native Americans. Have them research their group and identify why they came, where they settled, and their contribution to Louisiana. As a part of their presentation, they are to construct a handout that lists the contributions of these ethnic groups, their significance in Louisiana history, and cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages). They should then role-play with their classmates questions and answers related to this information.

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

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

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- map
- travel brochure
- pictograph and narrative
- informal essay/narrative
- class discussion
- construct and critique a game
- logo/flyer

Grade 8
Louisiana History
Unit 2: Economics in Louisiana

Time Frame: Approximately four weeks

Unit Description

Louisiana’s early economic system involved simple trade of basic items such as furs. Today’s economic system involves complex interactions of individuals, businesses, banks, and government agencies. Natural resources, capital resources, and human resources all contribute to the interdependent economy of Louisiana today.

Basic economic concepts and decision-making skills are applied in the study of economic systems in Louisiana.

Student Understandings

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

Guiding Questions

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

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

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana past and present (G-1C-M6)
Environment and Society	
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
Economics	
Fundamental Economic Concepts	
42.	Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
43.	Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2)
44.	Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)
45.	Analyze the role of specialization in Louisiana’s economy (E-1A-M4)
46.	Use a variety of resources to research education and training for jobs and careers (E-1A-M5)
47.	Cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)

GLE #	GLE Text and Benchmarks
49.	Describe how the four basic economic questions are answered in <i>traditional</i> versus <i>command</i> versus <i>market</i> economies (E-1A-M6)
50.	Describe institutions, (e.g. banks, government agencies, large companies, and small businesses) that make up economic systems (E-1A-M7)
Individuals, Households, Businesses, and Governments	
52.	Describe how supply and demand affect prices (E-1B-M1)
53.	Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)
54.	Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
The Economy as a Whole	
59.	Identify the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)
60.	Define <i>inflation</i> and <i>unemployment</i> in terms of an economic system as a whole (E-1C-M2)
61	Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2)
Louisiana History	
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

Sample Activities

Activity 1: Local, National, and Global Interdependency (GLE: 13)

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

	Colonial	Antebellum	Modern
Local			
National			
Global			

After a brief discussion in which the instructor facilitates student compilation of seven to ten characteristics that distinguish each era (e.g., colonial, antebellum, and modern), the instructor can continue to facilitate a discussion in which students determine which phrase

best fits which column and row in the chart—high, medium, and low in relation to interaction. For example, were colonial residents more highly dependent on the local, national, or global level?

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

Activity 2: Natural Resources (GLEs: 16, 79)

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

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

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

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

Activity 3: Scarcity of Resources: Personal and Societal Levels (GLE: 42)

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

- Police Group: buy four police cars at \$25,000 each
- Senior Citizens Group: repair two senior citizen centers at \$50,000 each
- Community Center Group: construct new tennis complex at \$50,000 and renovate swimming pool at \$50,000
- Tourism Group: fund a summer theater festival and community art show to bring tourists into the area
- City Council Members: question other groups and facilitate a consensus

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

Activity 4: Making Effective Economic Decisions (GLEs: 42, 43, 44)

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

Then ask students to discuss and write an informal essay as follows:

- Have them articulate what they want to buy at that moment with the money they possess, why they might make that choice, and what is gained and lost by that decision.
- Have them articulate what choice they would make if they could invest what they got in (a) a conservative investment, where they were almost sure to make 25 percent more and lose nothing; (b) a more risky investment where they might make 50 percent more or lose 50 percent; or (c) a very long shot where they might make 100 percent more, or lose everything. Ask the students to consider the additional costs of their alternatives against additional benefits and determine what is their most effective economic decision.

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

Provide copies of the employment/help wanted section of a Louisiana newspaper and perhaps a paper with a wider circulation, such as *The New York Times* or *The Washington Post*. After giving students time to explore these publications, have students discuss what role specialization appears to play in Louisiana.

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

Using newspapers/magazines, ask students in groups to cut out five advertisements for different career opportunities/job openings per group. Using these advertisements, students will participate in a job fair, complete with an interview process that they will role-play with their group members. To prepare for these interviews, have students research three sources of their own determination to learn about education and training for these jobs and careers. An annotated list of these resources should be submitted as part of their “interview” process,

as well as an informal written discussion of how skills/knowledge and technical training increase personal productivity and career opportunities and which skills/knowledge would enhance their particular career prospects.

Activity 6: Analyzing and Creating Products and Services (GLEs: 50, 52, 53, 54)

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

- role of government (local, state, federal)
- tax dollars—state/federal
- national defense
- sales taxes
- public welfare
- road construction
- public safety

Then have students, as representatives of the private sector, create a good or service for which they feel there is a need. The instructor should facilitate each group of entrepreneurs as they write a business prospectus that includes the following headers:

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

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

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

Activity 7: Economic Systems and Questions (GLEs: 48, 49)

Using the following list as examples, to which you are welcome to add, ask students to characterize and analyze their use of productive resources:

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

What are the productive resources in each? What types of changes in our U.S. capitalistic economy or the world economies might affect these businesses or their resources? Give students the following statements, written on the board or in handout form, as a basis for their reasoning:

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

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

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

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

Then have each group of students assume the role of one of the businesses listed above and describe how each type of economy would affect that particular business based on the four basic economic questions: what to produce, how much to produce, how to produce, and to whom to distribute. They should be prepared to present their ideas for discussion.

Activity 8: Louisiana Historical and Economic Growth Factors (GLE: 58)

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

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

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

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

Activity 9: Indicators That Help to Describe Economics (GLEs: 59, 60, 61)

Role-play: Ask students to set up a township to demonstrate how inflation, recession, or low unemployment and a high GNP affect the entire community. Have them clip articles from newspapers that discuss economic indicators, such as the following, here and abroad:

- inflation
- recession
- low unemployment
- high Gross National Product (GNP)
- Gross Domestic Product (GDP)
- Consumer Price Index (CPI)
- stock market indices

Have the class share information from articles about how these indicators may affect life in the United States and/or Louisiana. Have students debate the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) by assuming the roles of those groups.

Activity 10: Influences of Inflation, Unemployment, and Underemployment (GLEs: 60, 61)

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

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

Activity 11: Geography and Economy (GLE: 78)

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

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- chart
- role-play
- informal essay
- business prospectus
- class discussion and debate
- group presentation

Grade 8
Louisiana History
Unit 3: Louisiana’s Government

Time Frame: Approximately four weeks

Unit Description

Louisiana governmental practices are rooted in the state’s rich cultural heritage. French, Spanish, and British traditions blended to form today’s government. Louisiana state constitutions have reflected these cultural and political influences.

The state constitution explains the powers and the purpose of Louisiana state and local government. Like the federal government, Louisiana has executive, legislative, and judicial branches. These branches carry the authority to make and enforce laws and to settle disputes about these laws. Taxes are a major source of the revenue needed to carry out governmental programs.

The role of citizens in Louisiana is based on their rights and responsibilities in a democratic society.

Student Understandings

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

Guiding Questions

1. Can students identify the powers of state government as defined in the Louisiana Constitution?
2. Can students describe the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution?
3. Can students identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch?
4. Can students describe the various forms of local government in Louisiana?
5. Can students describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana?
6. Can students identify current government leaders at the state, local, and national levels in the United States?
7. Can students list and apply criteria for evaluating rules and laws?

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

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Civics	
Structure and Purposes of Government	
18.	Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)
19.	Describe the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
20.	Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)
21.	Describe the various forms of local government in Louisiana (C-1A-M5)
22.	Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6)
23.	Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6)
24.	Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
25.	Explain how a bill becomes law at the state level (C-1A-M7)
26.	List and apply criteria for evaluating rules and laws (C-1A-M7)
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
28.	Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)
29.	Identify types of taxes collected by the local, state, and federal government (C-1A-M10)

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

Sample Activities

Activity 1: Louisiana and U.S. Constitution Preambles (GLEs: 18, 19, 31)

Provide students with copies of the U.S. and Louisiana Constitutions.

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

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

Have students create a Venn diagram comparing and contrasting the preambles of the Louisiana Constitution and the U.S. Constitution. Students can use the diagram to write an essay or create a presentation comparing and contrasting the two preambles.

Divide the students into groups: executive branch, legislative branch, and judicial branch. Have students, as a group, compare and contrast their assigned branch of government in both the Louisiana Constitution and the U.S. Constitution. Have students create and present this information in a graphic organizer that demonstrates and details the relationships among the three branches of government and compares the state and national, articulating the relationship

between the Louisiana Constitution and the U.S. Constitution. In their presentation, students should be sure to articulate the principles of government, such as checks and balances and separation of powers that are reflected in both constitutions.

Activity 2: Forms of Local Government (GLE: 21)

Have students create a large chart containing the various forms of local government in the state of Louisiana. Divide students into groups and have them research the various forms of government using the following Web sites. Have students fill in information on the type of government and which Louisiana parishes and cities fall into the various categories.

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

Activity 3: State and Local Representatives (GLEs: 20, 22, 23)

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

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

Activity 4: Current Representatives (GLE: 24)

Web-based scavenging-to-learn hunt: Give students either photos or textual clues that will help them identify specific current government leaders at the state, local, and national levels in the United States. Using a variety of news Web sites and, in particular, Web site Info Louisiana (<http://www.state.la.us/>), students research current local, state, and national representatives. Have them gather and identify pictures, then match the pictures to their office. Have the class create a pictorial chart for each level of government.

Activity 5: Laws and Public Policy (GLEs: 25, 26, 27)

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

comparing and contrasting the school and the community. An interesting extension to this activity would be to have students review the Louisiana Declaration of Rights and identify whether any of the school rules violate the Declaration of Rights.

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

An exemplary Web resource for learning the value of rules is “The Paper Clip Game for Learning the Value of Rules,” available online at http://eduref.org/cgi-in/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0023.html.

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

Activity 6: Taxes: What They Are and Why We Need Them (GLEs: 28, 29, 56)

Using the RAP method for completing a constructed response, have students respond to the following question: How would the lives of American citizens change if no one paid taxes?

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

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

P— *Provide* a concluding sentence.

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

Activity 7: Political and Social Conflicts (GLE: 32)

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

Activity 8: The Political Process (GLE: 33, 36)

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

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

Give students five to seven specific instances of how the democratic process has been used in Louisiana to make changes of current interest. In small groups, students examine and debate these instances and determine which of these methods have been most effective in Louisiana history, preparing to compare their discussion findings with those of the other groups.

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

Activity 9: U.S. Census and the Political Process (GLE: 34)

The source for this activity is found at this Web site:
<http://www.congresslink.org/lessonplans/census.html>

Congress Link Lesson Plan: The U.S. Census: Enumeration and Representation

Have students first identify the section in the U.S. Constitution that orders enumeration and the section that mandates how the numbers of U.S. Representatives are set for the country and per state.

Then ask them to find out their congressional district, the U.S. Representative for their district, and how many U.S. Representatives Louisiana has. Have students use CongressLink's Glossary, Constitution, and related Web sites to list this information and to list the five statistical areas the census measures. Have students examine tables and maps to find and compare the information for their city and three others in different parts of Louisiana.

Have students summarize the congressional reapportionment process. Have students use the U.S. Census Web site to research demographic statistics for four cities. Have them then create four graphs and charts to show the information they found and be prepared to orally explain the reapportionment process and to discuss how census information could be used by

the following groups: businesses, families, schools, students, minority groups, state and local governments, Congress, and Members of Congress.

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

Activity 10: Electoral College (GLE: 35)

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

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

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

Possible resources:

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

Activity 11: Louisiana Individual Rights and Responsibilities (GLEs: 39, 40, 41)

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

This activity is based in part on ideas from the following Web site:
<http://www.goodcharacter.com/ISOC/Citizenship.html>

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

government/politics and how citizens can organize, monitor, or influence government and politics.

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

- Write a letter to the editor of your newspaper about a problem in the community that needs to be addressed—low voter registration and turnout. Lay out a plan for rectifying the problem that addresses the necessity for being informed, recognizing propaganda, and knowing the voting issues. Have the group present the plan to the staff.
- Have students write a speech describing the essential balance of rights and responsibilities in our democracy, trying to convince fellow classmates that in a democracy, the preservation of our rights depends on our exercise of responsibility, addressing ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels.
- Have students write an owner’s manual for citizenship, developing a list of do’s and don’ts for good citizenship. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don’t? In what ways does apathy or failure to act as good citizens affect our community and society? How can young people demonstrate civic responsibility?

An additional resources is: “The Responsibilities of Citizenship,” available online at http://odur.let.rug.nl/~usa/GOV/ch7_p2.htm.

This Web site can be used by students to gain a greater understanding of the responsibilities of citizenship.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- class discussion
- graphic organizer
- presentations by group
- mock legislation
- debate
- summary statement
- charts and graphs
- speech

- letter to the editor
- owner's manual
- comprehensive plan

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

Time Frame: Approximately four weeks

Unit Description

Native Americans lived in Louisiana thousands of years before any European set foot here. By the time the Europeans arrived, Louisiana's Native Americans had developed societies with distinct languages, social and political organizations, belief systems, and customs. European exploration and colonization resulted in interactions between previously unconnected peoples.

European powers struggled to gain control of North America and the Mississippi River. The French succeeded in establishing the first colony in Louisiana. This colony struggled through years of neglect. Following the French and Indian War, Spain gained control of Louisiana. Louisiana was more successful as a Spanish colony but still was not profitable for Spain.

Historical thinking skills are applied to study this period in Louisiana's history.

Student Understandings

Students understand that Native Americans, the French, and the Spanish have left their mark on Louisiana. This early history of Louisiana is reflected in our language, customs, and our government today. Students understand the cause and effect of European exploration and colonization in Louisiana. Students understand the impacts of various ethnic groups who migrated to Louisiana during the colonial period. Students understand the significance of important events and key people during this period and their impact on Louisiana today.

Guiding Questions

1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
2. Can students explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana?
3. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
4. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?

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

Unit 4 Grade-Level Expectations (GLEs)

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

GLE #	GLE Text and Benchmark
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
71.	Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

Sample Activities

Activity 1: Louisiana’s Native Americans (GLEs: 11, 12, 70, 78)

Divide students into groups to conduct historical research, using a variety of sources, on Louisiana’s Native Americans during the historical period to 1800. The following Web site includes links to Internet resources on tribes in Louisiana (e.g., Natchez, Tunica, Houma, Chitimacha, Caddo, Coushatta, Choctaw) and is a good starting place for research:

<http://www.louisiana101.com/hotlinks.html>.

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

- Where did this people live?
- How did they get their food?
- How did they interact with the environment?
- What were the main features of their culture?
- What were the effects of cultural diffusion and cultural diversity on this tribe during this time period?

Have each group present its findings using appropriate visuals (e.g., maps, pictures or drawings of artifacts, PowerPoint, etc). Have the groups also comment on the types of sources they used and which were most valuable in their research.

Activity 2: Timeline (GLEs: 62, 63, 71, 76)

Divide students into groups to create a trilevel timeline covering the period 1500-1800. The top level shows a focus on Louisiana history, the middle level correlates colonial/U.S. history, and the bottom level correlates significant items in world history. For the Louisiana section, have students include early French and Spanish explorers and important dates in the colonial government. Have students annotate these entries to indicate their significance in Louisiana history.

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

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

Use a chart to plot place of origin/place of settlement of different groups who settled in Louisiana. Using a large Louisiana map and colored stickers, have students plot the areas of settlement for the various groups. Have them write annotations to explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians, French, Spanish, Anglos) settled in specific areas of Louisiana and what the causes and effects were of those migrations. Have students also consider the contributions of each ethnic group to Louisiana history. Have students use a map of North America to mark in particular the routes by which the Acadians came to Louisiana, including intervening stops in the American colonies.

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

Provide students with a physical map of Louisiana as well as a topographical map. From these maps, have students compile a list of pros and cons (benefits and challenges) of the Louisiana physical environments on inhabitants and then write a postcard to an imagined recipient in France, Spain, or England noting where they have chosen to settle and why.

As a class, brainstorm a list of environmental modifications on Louisiana landforms, natural resources, and plant and animal life. From that list, divide students into information exploration teams to find out more about these and other modifications. Have students write a companion piece to the preceding postcard, but this time they will analyze, evaluate, and predict future consequences of these modifications in a letter to future Louisiana inhabitants.

Activity 5: Political, Social, or Economic Contexts (GLE: 64)

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

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

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

- Jean-Jacques-Blaise d'Abbadie
- Antonio de Ulloa
- Charles Philippe Aubry
- Alejandro O'Reilly
- Luis de Unzagay Amezaga
- Bernardo de Galvez
- Esteban Rodriguez Miro
- Francois-Louis Hector
- Baron de Crondelet et Noyelles
- Etienne de Bore

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

Have students work as a newsroom to construct a newspaper based on the Spanish colonial era and the French and Indian War with appropriate detailing and illustrations to support their text. They may choose/be assigned the following options:

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

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

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

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

- Have students write as if they are O'Reilly looking back at his mission to remove French power and French law from this now-Spanish colony. What did he do, and why did he do it? What locations and physical features affected historical events and settlement for the Spanish? What were the benefits and challenges of the Louisiana environments as compared to those of Spain?
- Have students write as if they were Carondelet. Why did he seek support among the Indian tribes and improve safety of New Orleans? What locations and physical features affected historical events and settlement for the French? What were the benefits and challenges of the Louisiana environments as compared to those of France?
- Have students compare what is similar from each perspective and what is different. Then have them list and discuss how each figure represented a pro-Spanish or pro-French bias. Have students discuss the differences between opinions, propaganda, and bias and how each might have affected the actions of the two figures.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- map
- role-play
- timeline
- trading card
- class newspaper
- memoir writing
- presentation

Grade 8
Louisiana History
Unit 5: Louisiana Becomes a State

Time Frame: Approximately four weeks

Unit Description

The Louisiana Purchase doubled the size of the newly established United States. The state of Louisiana was the first new state carved from this vast territory. The War of 1812 led to the Battle of New Orleans, a conflict that increased support for the United States in the former French and Spanish colony. However, cultural conflicts continued between the former colonists and the new American settlers in Louisiana.

Louisiana's geography, including its climate, soil, and river location led to an agricultural economy. Technological advances increased the profitability of cotton and sugar, which led to an increased dependence on slave labor. The blending of people, their politics, and the economy brought changes and conflicts in antebellum Louisiana.

Historical thinking skills are applied to study this period in Louisiana's history.

Student Understandings

Students understand the cause and effect of the Louisiana Purchase. Students understand the impact of the Battle of New Orleans on the newly created state of Louisiana. Students understand how the diverse cultures in Louisiana often had differing goals and interests, which sometimes led to conflict. Students understand the development and characteristics of the plantation economy in antebellum Louisiana.

Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana?
4. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
5. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?

6. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
7. Can students characterize and analyze the use of productive resources in an economic system?
8. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
9. Can students explain reasons for trade between nations and the impact of international trade?
10. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
11. Can students construct a timeline of key events in Louisiana history?
12. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
13. Can students interpret a political cartoon?
14. Can students propose and defend potential solutions to past and current issues in Louisiana?
15. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
16. Can students describe leaders who were influential in Louisiana's development?
17. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
18. Can students describe the contributions of ethnic groups significant in Louisiana history?
19. Can students trace and describe various governments in Louisiana's history?
20. Can students explain how Louisiana's natural resources have shaped its history?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
Physical and Human Systems	
12.	Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)

GLE #	GLE Text and Benchmarks
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
Economics	
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
Fundamental Economic Concepts	
48.	Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Governments	
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
68.	Interpret a political cartoon (H-1A-M4)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
GLE#	GLE Text and Benchmarks
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

Sample Activities

Activity 1: Timeline (GLEs: 62, 76)

Have students construct a timeline that traces major events in Louisiana's history from 1800 to 1825. For each notation on the timeline, an annotation that provides a brief description of that event and the government in place at the time should be included, as well as an explanation each event's importance in Louisiana history. It is recommended that students keep this timeline and add to it for subsequent units in order to gain a more complete perspective of Louisiana history.

Activity 2: The Louisiana Purchase (GLEs: 72, 73, 75)

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

Then have students write journal entries giving reactions to the Louisiana Purchase from the following ethnic groups: Creole, Spanish, Anglo, Native Americans, and African Americans. The entries should include the pros and cons of the purchase from the points of views of the groups represented and the contributions the ethnic groups made to Louisiana.

Activity 3: Battle of New Orleans Geography (GLE: 6)

Have students study a map of the Battle of New Orleans to identify the physical features of the area. Have students prepare a short report analyzing the effects of the physical geography on the battle.

Activity 4: The Battle of New Orleans (GLEs: 2, 62, 68, 69)

With students, compare a map of present-day Louisiana with a map depicting Louisiana before it became a state. Have students make a list of the parishes that were (1) added to Louisiana in 1810 and (2) added to Louisiana in 1819.

Ask students to assume the role of either Major General Sir Edward Pakenham or Major General Andrew Jackson at the Battle of New Orleans. After reviewing maps and reading about the battle, students create a timeline of the battle, which they will use to write a series of diary entries from December 1814 through January 1815 detailing Pakenham's or Jackson's experiences and expressing what their opinions would be on the major events of this extended battle.

After sharing excerpts of these diary entries of a literal struggle over New Orleans, ask students to identify political issues over which Louisiana might struggle now (education, tourism, etc.) and discuss a “battle plan” to help Louisiana with these issues.

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

Activity 5: Cause/Effect and Impact of Louisiana History (GLEs: 65, 70)

Have students imagine they are reporters covering the Louisiana Purchase or the Battle of New Orleans. Divide the class into two sections, one group to cover each topic. Have each group develop a list of questions that need to be answered in reporting. Questions should cover the causes, effects, and impacts of these two events. Using a variety of sources, have students research the answers to these questions. This activity will be presented as an informative news story that answers *who, what, why, where, and when* questions for both topics. Award a “Jefferson Prize” to the best articles.

Create teams representing three specific groups living in Louisiana at the time of the Louisiana Purchase: the Creoles, the Caddo Indians, and the newly arrived American settlers. Have them debate their interests and discuss their language and cultural barriers. One resource, in addition to text, that may prove helpful is:
<http://publications.neworleans.com/lalife/22.4.-AUREVOIR.html>.

Activity 6: Plantation Economy (GLEs: 15, 48, 51, 57, 58, 69)

Have students explore the history of sugar cultivation, possibly through a source such as <http://www.lsuagcenter.com/Subjects/sugarcane/history.asp>, “Account by Etienne Bore of the History of Sugar Cultivation in Lower Louisiana, 1803.” Ask the students to consider the role of productive resources in this form of agriculture and why the physical environment of Louisiana (e.g., climate, soil) was beneficial to sugar cane production.

Give students the following definitions, and have them determine which of these best fits the plantation economy system:

Primary activity or sector: economic activity concerned with the exploitation of naturally occurring resources (agriculture, fisheries, forestry, mining, quarrying)

Secondary activity or sector: economic activity that modifies and combines materials produced by the primary sector (manufacturing, construction)

Tertiary activity or sector: economic activity concerned with the exchange and consumption of goods and services (transportation, entertainment, retail stores)

Quaternary activity or sector: economic activity that specializes in the assembly, transmission, and processing of information and in the control of other business enterprises (accounting, finance, banking, insurance education, research, media, and government)

Define collectively *triangular trade*, *slave economy*, *share-cropper/tenant farmer*, and *free enterprise systems*. Have students assume the role of an African American and write a report tracing their movement through the triangular trade, slave labor, and sharecropper/tenant farmer to free enterprise systems as the plantation economy grew and declined.

Have the students create a Venn diagram to compare/contrast slavery with the sharecropper system. Determine the advantages and disadvantages from the viewpoint of the land owner and the slave or sharecropper.

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

- homes to rivers
- plantations to U.S. economy
- planter to slaves
- planters to government
- property owners to voters
- slavery to democracy
- planters to education
- slaves to education
- planter to abolitionists
- slaves to abolitionist
- planter to steamboat

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

Activity 7: Panel Discussion (GLEs: 12, 66, 72, 73)

First, have students construct a chart to display the requirements that Louisiana had to meet to become a state.

Then have one or two students research a role-play for each of the following:

- Napoleon
- Thomas Jefferson
- Toussaint L'Ouverture
- James Monroe
- Barbe-Marbois
- Robert Livingston
- William C.C. Claiborne
- Aaron Burr
- General Wilkinson
- Philemon Thomas
- Julien Poydras
- Jean Lafitte
- Andrew Jackson

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

- What role did this figure play in the development of Louisiana?
- What is this figure's opinion on the question of whether Louisiana should become an American state?
- What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?
- What direction does this figure think Louisiana should take in terms of the economy?

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

Activity 8: Steamboats (GLEs: 9, 13, 51, 57, 58, 79)

Have students explain how, after the War of 1812, the growth of Louisiana was due to its importance as a conduit of goods by means of the Mississippi River, particularly the port of New Orleans. Have them discuss how the Mississippi River and other waterways have shaped Louisiana history as natural resources. Then, have them explain the economic impact of the steamboat on growth and economic development and how it contributed to economic interdependence at the local, national, and global levels. Then have them construct a series of three different advertisements that would have been appropriate at the time, attempting to persuade an audience to travel by steamboat, import or export products by steamboat, or invest in a steamboat company. These can be constructed as individuals or as a group and should be presented for critique by the class.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- speech
- timeline
- diary
- debate
- discussion
- role-play
- advertising campaign

Grade 8
Louisiana History
Unit 6: Civil War and Reconstruction

Time Frame: Approximately four weeks

Unit Description

By 1860, politics in Louisiana had focused on national issues rather than on local conflicts. Lincoln’s election pushed Louisiana and other southern states to secede from the Union. Residents of Louisiana, like the rest of the South, could not predict the impact of this decision.

Louisiana prepared for the coming war but did not anticipate its devastating and far-reaching effects on the people, the land, and the economy. Major battles were fought in Louisiana because of the Union army’s efforts to gain control of New Orleans, the Mississippi River, and the rest of Louisiana. Life in Louisiana during the war was characterized by hardship and deprivation.

The end of the war did not end the struggles of the people. The many plans for Reconstruction of the South led to turmoil and conflict. Economic, political, and social recovery was long and difficult.

Rights were granted to the former slaves by the fourteenth and sixteenth amendments to the United States Constitution, but the passage of the amendment did not lead to equal treatment.

Historical thinking skills are applied to study this period in Louisiana’s history.

Student Understandings

Students understand the many complex causes of the Civil War and Louisiana’s involvement in the war. Students understand the immediate effects, as well as long-term impact of the Civil War on the land and people of Louisiana. Students understand that Louisiana experienced several different Reconstruction Plans and each had different effects. Students understand that primary source documents tell us about the perceptions of people of the time period being studied.

Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present?
4. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?
5. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
6. Can students explain reasons for trade between nations and the impact of international trade?
7. Can students construct a timeline of key events in Louisiana history?
8. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
9. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
10. Can students analyze how a given historical figure influenced or changed the course of Louisiana’s history?
11. Can students propose and defend potential solutions to past and current issues in Louisiana?
12. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
Physical and Human Systems	
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)

GLE #	GLE Text and Benchmarks
Economics	
Fundamental Economic Concepts	
42.	Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Governments	
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

Sample Activities

Activity 1: Louisiana Civil War Timeline (GLEs: 62, 63)

Have students create a timeline for reference that includes key events leading up to the Civil War (e.g., Missouri Compromise) and integrates battles fought during the Civil War in Louisiana with battles fought elsewhere in the United States. Students should include in their timeline at least one significant event that occurred on each of the other continents during 1820–1865. Then have students use events on the timeline to discuss causes of the war (e.g., states rights, slavery) and the course of the war.

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

Give students a topographical map of Louisiana and an outline map of Louisiana. Have students brainstorm a list of physical features in Louisiana that might affect troop movements and battle strategies (e.g., crossing the Red River where there was no bridge).

Then, have students work in teams to develop a chart listing the advantages and disadvantages of a variety of geographical features in Louisiana during the Civil War. Using this information, have students write a journal entry describing what a general (Confederate or Union) would have planned and worried about during one of the battles or campaigns that occurred in Louisiana.

Activity 3: Louisiana Trade (GLEs: 13, 42, 51, 57, 58, 79)

Using a map of Louisiana, have students look at trade routes for exporting goods (e.g., cotton, sugarcane). Then, have them brainstorm a list of reasons about why trade would be interrupted by the war and a list of repercussions for Louisiana's economy as a result of the loss of domestic and international trade.

Have students then create a case study where they examine the factors that created interdependence at the local, national, and international levels with Louisiana trade during the period of time before the Civil War and how scarcity on a societal level might have affected choices/decisions and historical events.

Activity 4: New Orleans During Union Occupation (GLEs: 64, 65, 69)

Ask students to pretend to be a person living in New Orleans during Union occupation. Write journal entries describing the causes, effects, or impacts on your life (e.g., blockade, General Butler and the provisions of Butler's Order #28 during the Union's Occupation of New Orleans in 1862). Write from the point of view of a slave or a Confederate.

When this is complete, ask the students to go back and write a different perspective of their own work or switch with another student. This time, they will explain the political, social, or economic contexts of the blockade, as they understand it. They should also note how a blockade might or might not affect trade in Louisiana today. Then have them propose and defend potential solutions to this problem.

Activity 5: Lincoln’s Plan (GLE: 66)

After reading about Lincoln’s plan for reconstruction proposed in December of 1863, students discuss the leniency of the program, amnesty granted to Southerners who took a loyalty oath, elimination of slavery, the 10percent plan, application of high-ranking Confederate officials for a presidential pardon, and any social changes.

Then have them write as if they are presidential cabinet members assigned the task of suggesting reasons and possible consequences of changes they would like to make to the plan. They should use the format of a memo to the president dated December 1863.

Activity 6: Johnson’s Plan (GLEs: 65, 66, 72)

Have students create a Venn diagram to compare and contrast Lincoln’s plan for reconstruction with Andrew Johnson’s.

Then have students create a chart that lists the pros and cons of these plans to a former Confederate (who possesses more than \$20,000 in property) and the pros and cons of these plans to an African American individual, making note of the black codes.

Activity 7: Early Congressional Legislation and the Reconstruction Acts (GLEs: 64, 65, 69, 73)

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

- Civil Rights Act
- Freedman’s Bureau Act
- Thirteenth Amendment
- Fourteenth Amendment
- Fifteenth Amendment
- Reconstruction Acts

Activity 8: Radical Republican Governments in the South (GLEs: 70, 72, 74, 76, 77)

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

- carpetbaggers
- scalawags
- freedmen
- Ku Klux Klan
- Thaddeus Stevens
- Charles Sumner
- corruption of Warmouth's administration

These editorials should be critiqued among the students and provide the basis for a discussion of why the radical Republican governments were gradually overthrown and how each affected Louisiana's Reconstruction.

Activity 9: Military Reconstruction (GLE: 75)

In groups, have students research the educational and political gains made by African Americans during military reconstruction. Have students write a short essay on how they think Louisiana would be different today if African Americans had continued to have these rights throughout history.

Activity 10: Reconstruction's End and the Election of 1876 (GLE: 66)

After reading about Hayes and Tilden, students explain how and why Hayes was declared the winner of the 1876 election and then discuss what effect his election had on the end of Reconstruction. Then, have students write an informal essay that compares and contrasts this election with the election of 2000 with Gore and Bush.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- chart
- timeline
- list

- journal entry
- critique
- presidential memo
- Venn diagram
- debate
- editorial
- informal essay

Grade 8
Louisiana History
Unit 7: Transitions to the Twentieth Century

Time Frame: Approximately four weeks

Unit Description

The United States changed from a mostly rural society after the Civil War to an industrial giant by World War I. However, Louisiana and the rest of the South were slow to make this transition. The poverty left by the Civil War and the political upheaval that followed interfered with economic recovery and progress. The national Progressive movement gained strength in Louisiana, bringing social, political, and economic reforms. Involvement in the Spanish American War and World War I restored American patriotism in Louisiana.

New ideas and inventions challenged the old ways. Louisiana's natural resources became the basis for an improving economy. Improved transportation and communication helped change the economy and the quality of life.

This economic progress was affected by the Flood of 1927 and halted by the Great Depression. The change and economic unrest during this period led to the rise of Huey Long, the powerful populist governor and U.S. senator. His legacy continues to influence Louisiana today.

Student Understandings

Students understand the various political ideas that influenced Louisiana and sometimes led to violence. Students understand that Louisiana's natural resources became increasingly important to the state's economy. Students understand the environmental, political, economic, and social impacts of the Flood of 1927. Students understand how the Great Depression and the New Deal affected Louisiana. Students understand the changes Huey Long brought to Louisiana.

Guiding Questions

1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?
2. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
3. Can students explain how or why specific regions are changing as a result of physical phenomena?

4. Can students identify and describe factors that cause a Louisiana region to change?
5. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
6. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?
7. Can students evaluate a type of tax in a historical context?
8. Can students analyze how the democratic process has been used to institute change in Louisiana?
9. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
10. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
11. Can students construct a timeline of key events in Louisiana history and interpret data presented in a timeline that correlates Louisiana, U.S., and world history?
12. Can students compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts?
13. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
14. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
15. Can students interpret a political cartoon?
16. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
17. Can students describe leaders who were influential in Louisiana's development?
18. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
19. Can students trace and describe various governments in Louisiana's history?
20. Can students describe major conflicts in context of Louisiana history?
21. Can students describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, and economic development?
22. Can students explain how Louisiana's natural resources have shaped its history?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
2.	Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
Places and Regions	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)

GLE #	GLE Text and Benchmarks
7.	Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)
8.	Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
Environment and Society	
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
Civics	
Structure and Purposes of Government	
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
Foundations of the American Political System	
33.	Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
Economics	
Fundamental Economic Concepts	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Governments	
52.	Explain how supply and demand affect prices (E-1B-M1)
58.	Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)

GLE #	GLE Text and Benchmarks
66.	Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
68.	Interpret a political cartoon (H-1A-M4)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
72.	Describe leaders who were influential in Louisiana's development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
76.	Trace and describe various governments in Louisiana's history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)

Sample Activities

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

Have students write a series of formal political statements as if they were Bourbons (Redeemer-Democrats) in the 1880s–1890s that discuss what they believe to be appropriate for Louisiana and why, as well as how, they might feel about Francis T. Nicholls as governor and how they might feel about the Louisiana Lottery as it related to government revenue and public funding.

After presenting their statements, ask them to discuss the causes and effects of the Bourbons, the Lottery, and Governor Nicholls on Louisiana.

Activity 2: The Populists and the Farmers' Union (GLEs: 33, 58)

Have students write a series of formal political statements as if they were members of the Farmers' Union who also joined the People's party, the Populists.

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

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

Have students engage in a debate, set in 1911–1912, between members of a labor union threatening to strike and sugarcane plantation owners. They should discuss how supply, demand, and prices might be affected by this strike, as well as the moral and economic implications of using the convict lease system.

Activity 4: Agriculture, Industrial Progress, and Healthcare Progress (GLEs: 9, 16, 58, 62, 63, 79)

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

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

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

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

Activity 5: New Conveniences (GLEs: 9, 64)

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

- telephones
- gaslights and electricity
- mail service

After sharing these letters, students compare and contrast present inventions and ideas that affect political, social, or economic contexts in our lives.

Activity 6: The Progressive Movement (GLE: 76)

Tell students that they have been asked to create a mural in memorial to the Progressive Era in Louisiana. This mural should reflect the specific contributions of specific governors in the following areas: improving living conditions of the poor, prison reform, voting rights, labor reform, the prohibition of alcohol, business regulation, and voter influence. They can either describe orally the pictures they would create, or sketch them in groups.

Activity 7: Changes in Louisiana (GLEs: 30, 70, 77)

Have students work in groups to create a class newspaper that reflects the era of the 1920s and focuses on the following elements:

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

Have students present their papers and criticize each other’s articles to improve them for final draft. This project can then be presented to another class.

Activity 8: Huey Long and Louisiana Progress (GLEs: 64, 65, 68, 72, 73)

Have students write a speech as if they were Huey Long when he was running for the U.S. Senate in 1930. They should have Long discuss the whirlwind of progress he worked for during his tenure as governor, making him an appealing candidate for the senate. Then have students write or describe a cartoon that he would have approved in *The Louisiana Progress*, which would have ridiculed his opponents and/or endorsed him.

Activity 9: Huey Long and Opposition (GLEs: 64, 65, 72, 73, 76)

Have students engage in a panel discussion of reasons to question or oppose Huey Long’s achievements, ideas, or methods. This panel discussion should include his tenures as governor and senator and can even address his intent to gain the U.S. presidency. In particular, students should discuss Long’s role in O.K. Allen’s governorship, LSU, his radio addresses, and the “Share Our Wealth” program designed to combat the effect of the Great

Depression. Have students come to a consensus about whether the pros outweigh the cons in this man's influence on the state of Louisiana, both short term and long term. Students should be prepared to discuss the scandals that followed Long's assassination.

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

Activity 10: Physical Effects of the Great Flood (GLEs: 2, 6, 7, 8, 15, 64)

Have students examine the physical impact of The Great Flood of 1927 by telling them of the affected area of 27,000 square miles. To appreciate the extent of the flooded area, they would picture their community in the center of a circle, the radius of which is about ninety-three miles.

Then, have students draw or photocopy a map of the state (and, if necessary, surrounding states) and draw a circle showing the areas that would be contained within such a circle. Color the area within the circle blue to represent the flood, and label the communities and other notable places located within the circle. What geographical features in your area would a flood affect? What manmade features would be affected?

Using this Web site, <http://www.pbs.org/wgbh/amex/flood/maps/index.html>, have students find information to compare the floods of 1927 and 1993. Distribute a blank Venn diagram for students to compare the floods and also distribute blank parish maps and have them label and color the parishes affected by the floods.

Activity 11: Social Effects of the Great Flood (GLEs: 6, 8, 58, 65, 70, 73, 78)

Divide students into groups to research the effects of the Flood of 1927 on the land, economy, people, and culture of Louisiana. The following Web site, "Voices of the Flood," is a good beginning point: http://www.pbs.org/wgbh/amex/flood/sfeature/sf_flood.html

Have the groups make presentations to the class using appropriate visuals, music, maps, charts, and the like.

Activity 12: Control of the Mississippi River (GLEs: 2, 6, 7, 8, 15)

Have students list the ways in which the state has tried to control "Mother Nature" (e.g., building dams, diverting rivers, draining swamps, etc.) and have them discuss whether we have been successful in our efforts to control our environment. Discuss their observations.

The Mississippi River is a vital part of the heartland of the United States, yet no single state can claim it as its own responsibility. Many grassroots organizations, as well as several federal agencies, attempt to oversee the river's well being. Have students formulate a plan for how they think the river could be governed so that responsibility would be fairly shared. Opposing points of view could be given equal consideration. As a part of that plan, have students explain what would happen if the Mississippi River no longer flowed by New Orleans. Discuss what this would mean for the future of the region. They should also explain in detail the navigational problems that challenge ships today as they try to make their way along the Mississippi River.

As a class, they should suggest three specific recommendations they could make to the U.S. Army Corps of Engineers to try to improve the situation.

Divide students into pairs to debate whether it is better to rechannel the Mississippi or relocate people to avert disaster from economic, historical, ecological, cultural, and geographical perspectives. Have them consider how location and physical features have impacted the development of life in Louisiana, as well as the physical features that have influenced historical events.

Activity 13: River Lingo (GLEs: 6, 8)

Assign one or two of the Mississippi River terms, below, to each student.

Bank	Basin	bayou	Big Muddy
Bluff	Breakwater	Channel	Current
Dam	Erosion	flood control	floodplain
freighter	Gulf of Mexico	headwater	levee
lock,	Mark Twain	Meander	Old Man River
Oxbow	paddle wheel	push boat	reservoir
sandbar	sediment	silt	slough,
source	spillway	spit	steamboat
swamp	Tanker	tugboat	watershed

Discuss with students where they can look for definitions if they can't find some of the terms in a standard dictionary. After students have located definitions and put them into their own words, compile the definitions but omit the terms themselves from the heads of the definitions. Ask members of the class to correctly assign a term to each definition, using whatever resources they can think of. As a final step, have a committee of students compile the terms and their definitions into a glossary, which should include illustrations wherever necessary or possible.

Activity 14: Paddleboat Trip (GLEs: 2, 6, 8, 9, 70)

Have students consider the Mississippi as a water superhighway for travelers. Divide students into groups and have students act as travel agents for tourists looking for a leisurely cruise on a paddleboat. The travel agents must create a travel brochure that details the itinerary between New Orleans and St. Louis. In planning the travel package, students must research the following kinds of information to put into their brochures:

- stops the paddleboat will make on the river and the number of days the cruise will last
- diversity of the people, communities, and architecture that tourists will see along the river
- range of climates and vegetation that tourists will notice along the river

The groups can use online and print resources to research the trips they will offer. They can use the Web to contact and request information from the departments of tourism and chambers of commerce of the bordering communities.

Students may be aware of existing trips by the paddleboat *Delta Queen*. They may use promotion for that boat as one resource in planning their brochures, but they must not copy whole passages from that advertising.

Activity 15: The Great Depression and the New Deal (GLEs: 27, 58, 65, 73)

Have students role-play representatives of various groups of people to illustrate the effects of the Great Depression and the New Deal in Louisiana. Possible roles include the following:

- poor farmers
- sharecroppers
- plantation owners
- businessmen and investors
- factory workers
- politicians
- lobbyists and special interest groups

Have each group describe

- how the Great Depression affected them,
- how the New Deal projects like the CCC and the WPA affected their lives, and
- other suggestions they might have to deal with the conditions in Louisiana in the 1930s.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- political statements
- discussion
- creative essay
- debate
- timeline
- letter
- newspaper
- speech
- panel discussion
- cartoon
- map
- Venn diagram
- oral history
- travel brochure

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

Time Frame: Approximately four weeks

Unit Description

World War II had a strong impact on Louisiana and its citizens. Many of its people served in the military and military bases were established in the state. Louisiana's vantage point on the Gulf of Mexico made it a prime location for shipyards. Shipbuilding and other war-related industries contributed greatly to the nation's effort to win the war.

Economic changes caused by the war helped bring Louisiana out of the Great Depression. Returning soldiers participated in the continuing economic recovery, which led to a higher standard of living for the citizens of Louisiana and increases in education and other state programs.

The postwar years also brought political and social changes to the state. The Civil Rights movement forced Louisiana citizens to reconsider the values and standards that had supported segregation. Schools were the major battleground in the conflict over discrimination. Only after a long period of unrest did change come.

As people began to realize that the democratic process could institute change, other issues such as Vietnam were debated. The Voting Rights Act and a new state constitution expanded the rights of all Louisiana citizens. African Americans, women, and other minorities could participate fully in the political process.

Student Understandings

Students understand that Louisiana made major contributions to World War II. Students understand that World War II led to economic growth and contributed to political and social change in Louisiana. Students understand that the struggle for civil rights led to major conflicts and changes in Louisiana.

Guiding Questions

1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?

3. Can students trace the state's economic development and growth toward economic diversity?
4. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?
5. Can students analyze the distribution and uses of Louisiana's natural resources?
6. Can students explain why taxes are needed and purposes for which tax monies/revenues are used?
7. Can students describe various peaceful ways of resolving political or social conflicts, including majority vote vs. consensus?
8. Can students analyze how the democratic process has been used to institute change in Louisiana?
9. Can students identify individual rights guaranteed in the Louisiana Constitution?
10. Can students explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?
11. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?
12. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
13. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
14. Can students construct a timeline of key events in Louisiana history?
15. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
16. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
17. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
18. Can students analyze given source material to identify opinion, propaganda, or bias?
19. Can students interpret a political cartoon?
20. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical question related to Louisiana history?
21. Can students describe leaders who were influential in Louisiana's development?
22. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
23. Can students trace and describe various governments in Louisiana's history?
24. Can students describe major conflicts in context of Louisiana history?
25. Can students describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development?
26. Can students explain how Louisiana's natural resources have shaped its history?
27. Can students trace the state's economic development and growth toward economic diversity?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
Places and Regions	
6.	Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in Louisiana (G-1B-M4)
Physical and Human Systems	
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
Environment and Society	
16.	Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
Civics Structure and Purpose of Government	
28.	Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)
Foundations of the American Political System	
32.	Describe various peaceful ways of resolving political or social conflicts, including <i>majority vote vs. consensus</i> (C-1B-M4)
33.	Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
Roles of Citizens	
39.	Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
40.	Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
41.	Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
Economics	
Fundamental Economics Concepts	
42.	Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Business, and Government	
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)

GLE #	GLE Text and Benchmarks
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
68.	Interpret a political cartoon (H-1A-M4)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
Louisiana History	
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
76.	Trace and describe various governments in Louisiana’s history (H-1D-M2)
77.	Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
80.	Trace the state’s economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)

Sample Activities

Activity 1: Physical Features That Influenced Historical Louisiana Events (GLEs: 6, 9, 78)

Louisiana was the site of a number of training camps and bases during World War II. Draft a memo as if you were a military adviser explaining why Louisiana would be an effective location for training, how the state’s geographic location as a port community might be

advantageous in shipbuilding, and what recent technological equipment would be used there for training purposes. Create a map to append to this to show the locations of the various military training camps and flying fields.

Activity 2: The Home Front in Louisiana (GLEs: 62, 65, 72, 76)

Have students write a congratulatory letter dated in late 1945, celebrating the war's end and the citizens of Louisiana. They should write as if they were the president, or a person representing the president formally, congratulating the state on its specific contributions to the war efforts, supporting our military and our country.

Then have students create a timeline of Louisiana's wartime governors that notes their individual efforts in the war and offers a comparison between the two.

Activity 3: Postwar Politics (GLEs: 66, 69)

Have students create a Venn diagram or a chart that compares and contrasts the governorship of Huey Long to that of Earl Long. Then, have students create a separate chart that compares Earl Long to Robert Kennon, his successor in 1952.

Then have students propose and defend potential areas for which all three men could have made improvements and had a greater effect on current issues in Louisiana.

Activity 4: Postwar Economy (GLEs: 13, 16, 79)

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

Activity 5: Cultural Change (GLE: 64)

Have students write a "Week in the Life" diary exploration of an eighth grader living in post-World War II Louisiana. They should include discussions of television and music programming, Cold War fears and bomb shelters, and fears of polio epidemics. After sharing these with a partner or with the class, have students extend the discussion by proposing what they feel are the most culturally influential television shows and current music, as well as how the war in Iraq and AIDS epidemic may be shaping modern Louisiana culture.

Activity 6: Civil Rights in Louisiana (GLEs: 33, 40, 41, 70, 73, 77)

Have students write a letter as a member of the NAACP tracing the history of race relations in Louisiana from *Plessy v. Ferguson* to *Brown v. Board of Education* to the interposition act. Have them address the use of propaganda and the need for informed citizens.

Ask students, in groups, to create a news show that could have been broadcast on the evening news after the New Orleans School Crisis or after a public protest or demonstration like the one in Bogalusa.

Have students close the activity with a discussion of how the Civil Rights Act of 1964 and the Voting Rights Act of 1965 demonstrate how the democratic process has been used to institute change in Louisiana. Ask them to also consider how protest against the Vietnam War grew out of this era.

Activity 7: Politics in the Civil Rights Era (GLEs: 32, 39, 63, 76)

Create a timeline that represents the 1960s and 1970s in Louisiana, noting the positive contributions of each governor in one color, the larger events going on in the U.S. in another, and the larger world contributions in a third color. A written informal essay explaining the connections between the three should accompany the timeline.

Have students hold a mock constitutional convention, such as the one held in 1973, in which they analyze and debate individual rights guaranteed by the Louisiana Constitution and describe and discuss various peaceful ways of resolving political or social conflicts, including majority vote versus consensus.

Activity 8: The Superdome and Economic Development (GLEs: 28, 42, 51, 67, 68, 80)

Have students create a political cartoon that either supports or criticizes the construction of the Superdome. Then have students analyze each other's cartoons to identify and analyze for opinion, propaganda, or bias.

After discussion of how this development may have contributed to economic growth and diversity for Louisiana, have students debate why taxes are needed for purposes such as this and how they are best used. They should also be able to use economic concepts (e.g., scarcity, opportunity cost) to explain this development.

Activity 9: Suburban Growth (GLE: 58)

Have students tell the story of a suburban neighborhood that developed after World War II and how it changed over the course of time until present day—including interstate construction, new technology, and busing. Have them create a storyboard that explains how the neighborhood began and changed over the course of thirty years, illustrating with pictures they find/draw.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for the unit:

- memo
- map
- letter
- timeline
- chart
- discussion
- description
- flyer
- news broadcast
- mock debate
- storyboard

Grade 8
Louisiana History
Unit 9: Louisiana Ends the Twentieth Century and Enters the Twenty-First

Time Frame: Approximately three weeks

Unit Description

Louisiana's postwar economy was heavily dependent on oil. A changing world oil market led to declining prices and the state's economic boom of the seventies collapsed in the eighties. Declining state revenues created major problems in meeting the needs of its citizens.

Louisiana's economy gradually began to improve as it became more diverse. The state's tourism industry became an important component in this shift in the state's economy. In an effort to attract tourists and to boost the state's revenues, the citizens of Louisiana voted to legalize gambling. Gaming continues to be Louisiana's most controversial source of revenue.

The economy, education, and the environment have become important political issues as Louisiana enters the twenty-first century. Economic interdependence demands a highly trained workforce. Louisiana has initiated educational reforms to meet these needs. An increased awareness of the need to preserve the state's numerous natural resources has led to environmental reforms.

Differing opinions on the solutions to the problems that face Louisiana today have led to changing political philosophies and voting patterns.

Student Understandings

Students understand that a diverse economy is necessary for prosperity. Students understand that national and international markets influence Louisiana's economy. Students understand that the economy, education, and the environment are the key issues facing Louisiana today.

Guiding Questions

1. Can students explain how or why specific regions are changing as a result of physical phenomena?
2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?

3. Can students analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables?
4. Can students describe factors that contribute to economic interdependence at the local, national, and global levels, as related to Louisiana's past and present?
5. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?
6. Can students analyze the benefits and challenges of the Louisiana physical environments on its inhabitants?
7. Can students analyze the distribution and uses of Louisiana's natural resources?
8. Can students identify a contemporary Louisiana geographic issue and research possible solutions?
9. Can students identify current government leaders at the state, local, and national levels in the United States?
10. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?
11. Can students evaluate a type of tax in a historical context?
12. Can students explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana?
13. Can students explain how U.S. foreign policy has affected Louisiana?
14. Can students explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?
15. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
16. Can students explain how supply and demand affect prices?
17. Can students identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market?
18. Can students describe historic and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation?
19. Can students explain the meaning of various economic indicators that help describe the state of an economy?
20. Can students construct a timeline of key events in Louisiana history?
21. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
22. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
23. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
24. Can students analyze given source material to identify opinion, propaganda, or bias?
25. Can students interpret a political cartoon?
26. Can students propose and defend potential solutions to past and current issues in Louisiana?
27. Can students describe leaders who were influential in Louisiana's development?

28. Can students describe and explain the importance of major events and ideas in the development of Louisiana?
29. Can students explain how Louisiana's natural resources have shaped its history?
30. Can students trace the state's economic development and growth toward economic diversity?

Unit 9 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
Places and Regions	
7.	Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)
9.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana (G-1B-M4)
Physical and Human Systems	
10.	Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
13.	Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)
Environment and Society	
14.	Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
15.	Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
16.	Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3)
17.	Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)
Civics	
Structure and Purpose of Government	
24.	Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
27.	Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
30.	Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
International Relationships	
37.	Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)
38.	Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2)

GLE #	GLE Text and Benchmarks
Geography	
Roles of the Citizen	
41.	Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
Economics	
Fundamental Economic Concepts	
51.	Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
Individuals, Households, Businesses, and Government	
52.	Explain how supply and demand affect prices (E-1B-M1)
53.	Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)
55.	Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)
57.	Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58.	Describe historical and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
The Economy as a Whole	
59.	Explain the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)
History	
Historical Thinking Skills	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
68.	Interpret a political cartoon (H-1A-M4)
69.	Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
Louisiana History	
72.	Describe leaders who were influential in Louisiana's development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)

GLE #	GLE Text and Benchmarks
Geography	
79.	Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
80.	Trace the state’s economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)

Sample Activities

Activity 1: Oil Boom to Bust (GLEs: 30, 37, 38, 51, 52, 57, 62, 63, 65, 79)

Have students create an economic timeline from 1970–1994 that shows the rise and fall of oil prices. Then, have students create a two-column chart labeled “Cause” and “Effect” and sort ideas listed below to analyze and discuss Louisiana’s economy during this period using economic concepts (e.g., scarcity, opportunity cost, supply and demand). Students may find that some terms may be used as cause and effect, and they may come up with other effects on the economy that are not listed below. In the discussion, have them explain the relationships among Louisiana’s economy and U.S. and world economies and consider how U.S. foreign policy has affected Louisiana.

- Organization of Petroleum Exporting Countries (OPEC)
- severance tax
- recession
- oil demand
- bankruptcies
- loss of tax income
- Persian Gulf War, 1991
- Texaco Oil Company
- NAFTA
- tariffs

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

- How has petroleum shaped Louisiana History?
- Why is it necessary to trade with other nations?
- How do supply and demand affect prices, and how do prices affect cost of living?
- What could have been done differently in Louisiana to prevent an oil bust?
- What are the pros and cons of the severance tax in Louisiana’s economic history?
- How did the passage of NAFTA affect Louisiana history?

Activity 2: Economic Development (GLEs: 64, 69, 80)

Have students trace the state's economic development and growth toward diversity by discussing what impact the fur trade, tourism, and technology have had on Louisiana within the framework of the question, What would Louisiana have been like economically without _____?

Options for discussion might include:

- fur trade
- Mardi Gras celebrations
- 1984 World's Fair
- petroleum industry
- Mississippi River/ports for trade
- gambling

After projecting all of the hypothetical scenarios for how Louisiana might have evolved differently, present students with the following choice of projects for writing proposals for future economic development in Louisiana. These proposals should be completed in teams and presented for the class.

- In 1984, New Orleans hosted the World's Fair. Present a theme and ideas for a successful World's Fair that would bring tourists to Louisiana and highlight the best of Louisiana for the world.
- Present a proposal to the International Olympic Committee for a major city in Louisiana (New Orleans, Baton Rouge) to be the site of a future Summer Olympic Games.

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

Provide students with a map of Louisiana and the following scenario: A new technology company that develops cutting-edge microchips and software technology to rival that of Microsoft is looking for a corporate site. Divide the class into teams to prepare and debate this opportunity for Louisiana from a variety of perspectives.

- Team 1 represents the *economic development company* whose objective is to present a proposal that is appealing to the technology company. The proposal explains where in Louisiana would be the ideal location for their corporate headquarters, production plants, and research facilities.
- Team 2 represents a coalition of people who are concerned about the potential *environmental* issues this company could pose in terms of hazardous wastes, pollutants, and protected natural habitats, particularly the coastal wetlands. Their objective is to determine, present, and defend where, if anywhere, in Louisiana

would be an ideal place for this corporation to locate and still protect both environmental and corporate interests.

- Team 3 represents a nonprofit agency that helps with *historic preservation* and renovation of landmarks, architecture, and historic sites in Louisiana. Its objective is to determine, present, and defend where, if anywhere, in Louisiana would be ideal for this corporation to locate and still protect historic and corporate interests.
- Team 4 represents a local parent-teacher *educational* alliance that is interested in fostering a corporate partnership between this new technology company and a local school system, in which the corporation facilitates a technology education/apprenticeship program. The objective is to convince this new company to select this parish for relocation and persuade the company of the mutual benefits of such a partnership.
- Team 5 represents the corporate board of the *new technology company*. Its objective are to present requirements for determining an ideal location for the business and to weigh the concerns and discussions of the other teams and determine and defend where in Louisiana, if anywhere, they would choose to locate their corporate headquarters.

Following discussion, have students collectively explain and analyze factors affecting the production and allocation of goods/services in Louisiana, and come up with a list of the opinion, propaganda, or bias that each team may have shown related to their interests.

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

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

- Russell Long
- John Breaux
- J. Bennett Johnson
- Mary Landrieu
- Woody Jenkins
- Governor David Treen
- Edwin Edwards
- Charles “Buddy” Roemer
- Murphy “Mike” Foster

Then have students work in pairs to choose one figure and examine how this person influenced Louisiana or aided in Louisiana’s development. After completing a brief biographical analysis of this figure, the pairs should craft a political cartoon that best represents their political figure and their opinion of that figure. Have them present these cartoons, along with the brief biographies, for the other classmates to interpret. As closure, they should be able to explain the importance of citizens being informed on public issues, recognizing propaganda, and knowing voting issues.

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

Have students create a chart that identifies current government leaders at the local, state, and national levels in the United States. Then discuss how public policies are formed, including the role of lobbyists, special interest groups, and constituents. At that point, have students use current issues from newspaper and/or online news sources to come up with working definitions of the following economic indicators: GDP, CPI, stock market index, rate of unemployment, and inflation. Then have them determine what those economic indicators showed prior to 9/11 and in the aftermath.

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

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

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

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

Have students create a brochure about Louisiana that could be displayed at rest areas and welcome centers on all interstate stops along U.S. roadways and that would appeal to prospective migrants or tourists. These brochures should do the following:

- analyze the benefits and challenges of the Louisiana physical environments
- analyze the distribution and uses of Louisiana's natural resources
- describe economic diversity
- highlight cultural qualities of life such as art, music, sports
- celebrate historic places and parks to visit

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- timeline
- chart
- group summary statement
- team presentation and debate
- political biography
- political cartoon
- plan for change
- debate