Kindergarten: What Teachers Need to Know Documents

To enhance teachers' content knowledge, *Bayou Bridges: A K–8 Social Studies Curriculum* includes What Teachers Need to Know documents for each instructional unit. Teachers should use these documents to develop their understanding of the historical context, key concepts, and background knowledge necessary to prepare effectively for instruction and support student learning.

Kindergarten What Teachers Need to Know Documents			
Unit 1	Unit 2	Unit 3	Unit 4

About Where People Live

Where People Live

Places and regions have certain characteristics that distinguish them from other areas. These characteristics are both physical (landforms, climate, and vegetation) and human (population and culture, including government, economy, language, and religion). No two places have exactly the same physical and human characteristics.

Earth has diverse environments. Earth is divided into continents, countries, and states. A continent is a very large area of land, comprising usually at least several countries but often many more. A country is a place with a government and laws for all the people who live there. A state is a specific area within a country. Many neighborhoods, towns, cities, and large areas of countryside make up a state.

Shelter is a basic human need. People live in a variety of settings, including on farms, in apartments and houses, and on houseboats. In cities, living options include everything from high-rise apartments to row houses, which are multiple attached homes situated in a row with common walls connecting them. The population density of cities is much greater than it is in other communities because cities have many more people per square mile. High population density allows many businesses to operate and contributes to constant activity. Suburbs, on the other hand, have more green spaces but are still somewhat close to city centers. Neighborhoods are communities of people that live near one another in suburbs and cities. Rural areas are characterized by open landscapes, often consisting of farming lands or forests and having a great deal of distance between neighbors and houses.

Geographical features vary from place to place and greatly impact human settlement. People live in regions distinguished by features like mountains, coasts, lakes, hills, rivers, or islands. Those living near a coast, for instance, may choose to live on houseboats, while others in hilly or mountainous areas might live in houses constructed adaptively on sloping landscapes.

Climate can drastically differ from one location to another, ranging from places that are usually warm and sunny to those that experience seasonal changes, such as cold, snowy conditions in winter. The form of shelter often depends on the environment. For instance, in snowy regions, like those in Alaska, homes might be designed to withstand extreme cold and heavy snowfall. In contrast, in warmer regions like Florida, houses could be designed for maximum airflow to keep the interiors cool.

People move at different stages of their lives, due to factors including jobs, families, climate, or changing preferences. The places we live, whether a neighborhood, a state, or a country, significantly contribute to our identities and experiences. With time and by necessity, our dwellings and our understandings of “home” continue to evolve.

About Finding Your Way Around

Conceptual Basis for Using and Understanding Maps

For very young children, acquiring a sense of orientation in real time and space, and of their own bodies in relation to other objects in their environment, is fundamental to understanding geographical skills and concepts. Similarly, it is important for young children to understand how space may be represented on maps.

On a daily basis, adults and children alike engage in activities that require spatial sense. We navigate around obstacles as we walk through rooms in our homes. We estimate the amount of paper we will need to wrap a package. We gauge which puzzle pieces will fit together, and we select shoes that will fit our feet. Children's awareness of space is also an important component of skills and knowledge related to early literacy, mathematics, and art, as well as to movement and coordination.

During toddlerhood, fifteen to thirty months of age, children begin to recognize the functions of space. They recognize that some objects can hold things (containers) and some objects can support things (flat surfaces). Children in this age range often repeatedly put things in and take things out of containers or stack objects such as blocks. This form of play also allows them to learn language for spatial concepts, such as *in* and *on*.

The second phase of spatial development typically occurs between thirty and forty-two months of age, when children begin to realize that one object can be used as a frame of reference for another object. During this age range, children frequently arrange objects in lines—for instance, "parking" all the toy cars in neat rows or lining up blocks to create a track. This form of play allows them to learn the meaning of spatial vocabulary like *next to*, *beside*, and *between*.

The third phase of spatial development, which typically develops at forty-two months or older, features the ability to make judgments about relative position based on lines of sight. For instance, children recognize that one object is on the other side of another object, even if it cannot be viewed. Children in this phase of spatial development can imagine configurations based on viewpoints other than their own. As children enter this phase, their representational art skills improve, and their constructions with blocks and other objects become more elaborate.

The Language of Space

Children learn spatial concepts prior to learning the language to describe them. However, the order in which children learn spatial language (prepositions and prepositional phrases) parallels the development of spatial cognition and is sequenced as follows (Johnston, 1981):

- *in*, *on*, *under*, *over*, *top*, and *bottom*
- *in back of* (one object hides another), *between*, *in the middle of*
- *in back of* (one object is visible behind another)
- *in back of*, *in front of* (reflecting the viewer's position)

It is also important to recognize that, as with other vocabulary, children's understanding of these terms develops prior to their ability to say and use these terms independently.

Establishing Reference Points in Actual and Represented Space

As children's conceptual understanding of space develops, they will be able to complete increasingly complex tasks involving reference points in actual and represented space. Children often use themselves as a reference point before using a third party or remote object as a reference point (James Elicker, Lincoln Cranto, Jodie Plumert, and Herbert L. Pick, "Spatial Cognition as Reflected in Referential Communication," paper presented at the 16th Annual Symposium of the Jean Piaget Society, 1986).

Using Maps

Using maps can strengthen and reinforce students' knowledge of terms of orientation and relative position. Some of the most relevant terms for kindergartners are the following: *between*, *in the middle of*, *next to*, *beside*, *around*, *far from*, *near*, *above*, *below*, *to the right of*, *to the left of*, *here*, and *there*.

While students in subsequent grades will be taught to appropriately use the four cardinal directions—north, south, east, and west—when talking about and using maps, it is critical that young students first develop a sense of spatial orientation based on an understanding of the above positional words.

You can introduce and practice these words and phrases in activities such as "Simon Says: Positional Words." We recommend that you conduct this activity before reading Chapter 2 aloud.

Once students can use positional words in activities such as this, you can then use these words and phrases when you introduce maps and globes in Chapter 2.

It is worth noting that the use of positional words to talk about maps would be deemed incorrect if used by older students—that is, those in Grade 3 and beyond. Students at these grade levels should be taught to use the cardinal directions when referring to places on a map.

Maps and Globes and What They Represent

Maps

A map is a representation, or drawing, of a place. Different kinds of maps show different features—countries, states, cities, and towns. Maps can also show rivers, lakes, mountains, and oceans. Students will learn about special-purpose maps, such as political, physical, time zone, climate zone, land use, and natural resource maps, in later grades.

A map of a town or city will show streets and important places, such as municipal buildings, hospitals, schools, shopping centers, and religious institutions like churches, mosques, and synagogues. A town or city map may also show the locations of houses and apartment buildings.

Maps help people know where things are and how to get from one place to another. A road map helps people know how to travel from one place to another by showing the roads and streets they can use. Anyone can make a map to show where something is and how to get from one place to another place.

Globes

A globe is a sphere, but *globe* is also the word we use for a three-dimensional model of Earth. A globe can show land, water, and geographic conventions such as longitude, latitude, and the equator. The size and shape of landmasses, the distances between points, and the directions on a globe are more realistic than they are on maps. This is because the round shape of globes is a truer representation of the shape of Earth. Maps, by their nature, flatten out the roundness of Earth and distort the size and shape of landmasses, thus also distorting distances and directions. The land near the North and South Poles usually becomes the most distorted. Globes also have another advantage over maps: they can be rotated to show the rotation of Earth and to illustrate the position of the North and South Poles.

About Exploring the United States

North America and the United States

North America is the third-largest continent. Students should know that the United States is in North America. While Mexico and the countries of Central America are often referred to as being part of Latin America, geographically they are part of the North American continent. (It is the Spanish-speaking cultures of these regions that tie them to Latin America.)

Within the United States, the country is further divided into geographical regions, each with its unique culture and history. In the northeastern corner of the United States, for instance, is the region known as New England. It comprises six states: Connecticut, Maine, Rhode Island, Vermont, New Hampshire, and Massachusetts. Known for its historic sites related to the founding of the United States, this region is characterized by its leafy landscapes, cold winters, and vibrant fall colors. The Midwest is often referred to as "America's Heartland" and includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. It is a vast region known for its agriculture and characterized by plains and farmlands. The southern United States features warm climates and long coastlines. It also has swamps. Louisiana, Georgia, and Alabama are among the states in the South.

Many crops grow in the United States, such as corn, a plant that is native to the North American continent. It was first domesticated in what is now Mexico and brought north along the extensive trading networks that existed among Native Americans prior to the arrival of Europeans.

The United States also has some striking natural landscapes. Monument Valley, located on Navajo (Diné) land on the Utah-Arizona border, is known for its red sandstone buttes. The buttes are isolated hills or mountains that abruptly rise between four hundred and one thousand feet (122–305 m) above the valley. This particular land is protected as a Navajo tribal park. The Grand Canyon in Arizona was carved in the desert sandstone by the Colorado River over millions of years. The canyon is 277 miles (448 km) long, one mile (1.6 km) deep, and up to eighteen miles (29 km) wide. The Rocky Mountains, extending more than three thousand miles (4,828 km) across two countries, feature majestic peaks with diverse wildlife and breathtaking landscapes, significantly contributing to the grandeur of North America's geography.

About Learning About the Past

Teaching About the Past

The goal of studying history in Kindergarten is to foster curiosity and the beginnings of understanding about the larger world. At this age, students are introduced to selected people and topics in U.S. history, an episodic approach rather than an in-depth chronological one. This helps them become oriented to the idea of the past. They learn to recognize the difference between before or "long ago" and now.

Students are also introduced to tools of historical study, such as timelines, primary sources, and secondary sources. A primary source is a firsthand account that was created by a person who experienced or was connected to an event or period of history. These include letters, diaries, drawings, photographs, and newspaper articles written at the time of the event. A secondary source is a retrospective and often analytical account of an event or period of history that relies on information from primary sources. These include textbooks, encyclopedias, documentaries, and scholarly articles. Again, the goal is to plant seeds of familiarity and interest as students will see and use these tools throughout their educational journeys.

Sequence Words

Learning about time can strengthen and reinforce students' knowledge of terms of sequence. Some of the most relevant terms for Kindergartners include the following: *first*, *second*, *next*, *last*, *before*, *after*, *yesterday*, *today*, and *tomorrow*.

It is critical that young students develop a sense of temporal orientation based on an understanding of the above sequence words. You can introduce and practice these words and phrases in activities such as Using Sequence Words, Creating a Sequence, Understanding Time, and Using Timelines.

Once students can use sequence words in activities, you can then use these words and phrases when you introduce important individuals, groups, and events in Chapters 2–4. For instance, you might ask, "Which holiday do we celebrate before Independence Day?" or "Which person lived after Abraham Lincoln?"

About Important People of the Past

Christopher Columbus

Christopher Columbus was an Italian explorer who worked for King Ferdinand and Queen Isabella of Spain in the 1400s. At the time, Europeans spent a lot of money buying spices such as cloves, pepper, cinnamon, and nutmeg. There were no refrigerators or freezers then to keep food fresh. Some spices helped keep food from turning bad, while others made old food taste better. Europeans also wanted beautifully colored silk cloth and jewels. European traders often paid for the goods with gold, especially in China. All of these things came from Asia.

Europeans called this faraway part of the world "the Indies." But it was very hard and dangerous to get to the Indies. The spices were primarily located in what is now Indonesia, and the Ottomans had denied Europeans access to the Silk Road unless Europeans paid exorbitant fees after the Ottoman conquest of Constantinople in 1453. Here was Columbus's idea: If Earth was round, maybe he could sail west around the world until he reached the Indies. The whole journey could be made by ship across the Atlantic Ocean directly to the Indies.

Today, we know that if you sail west from Europe, you will encounter North America. But, of course, Columbus didn't know this. Everyone in Europe at that time thought there was only ocean all the way.

Columbus Day was first celebrated in 1792 on the three hundredth anniversary of Christopher Columbus's first voyage. The first official Columbus Day holiday was in 1892. The holiday was especially popular among Italian Americans. President Franklin D. Roosevelt made Columbus Day a national holiday in the 1930s. Today it is celebrated on the second Monday of October.

Columbus Day remains an important holiday for many Americans, but in some cities and states the holiday has been renamed Indigenous People's Day in recognition of the harm that was caused to the Indigenous peoples of the Americas by explorers, adventurers, and settlers from Europe. In fact, Columbus did enslave members of the Taino people and take them back to Europe with him. Although elements of Columbus's story are dark, his voyages do mark a significant change in the history of the world.

George Washington

Born to the life of a country gentleman in colonial Virginia, George Washington became a land surveyor. He served as an officer on the western frontier during the French and Indian War. He was a member of the Virginia House of Burgesses from 1759 to 1774. His fellow Virginians selected him as a delegate to the First Continental Congress in 1774. In 1775, the Second Continental Congress chose him to be commander in chief of the Continental Army. Washington's task was to turn poorly trained volunteers and militias with little equipment into an effective army. He succeeded so well that the

Americans defeated the British in the Revolutionary War. He was elected president of the Constitutional Convention in 1787, and then when the new nation elected its first president in 1789, Washington was chosen unanimously by the Electoral College.

During his time in office, Washington set certain precedents for the presidency and for how the government should function that remain in effect today. Among them are that the president: 1) be addressed as "Mr. President," not as "Your Highness" or a similar title of reverence that would make him appear to be a monarch; 2) have at most two terms in office, which held true until Franklin Roosevelt was elected to a third term in the 1940s; 3) be advised by a group of experienced counselors (the cabinet); and 4) have a place in formulating and urging the passage of legislation, even though Congress is responsible for making the laws.

One of the more famous stories about Washington alleges that he chopped down a cherry tree when he was a boy and, when questioned by his father, admitted what he had done, replying, "I cannot tell a lie." Modern scholars have shown that the cherry tree episode almost certainly did not happen. It seems to have been invented by an admiring biographer named Parson Weems. However, it has become part of cultural literacy and should be taught to students as a legend that illustrates Washington's honesty.

On the issue of Washington's honesty, Thomas Jefferson said: "His integrity was most pure . . . no motives of interest or [family ties], of friendship or hatred, being able to bias his decision." Washington is known as the "Father of Our Country" because he led the army during the Revolutionary War, participated in the making of the Constitution, and served as the nation's first president. Because he took the lead in so many different activities related to our nation's founding, Washington is often described as "first in war, first in peace, and first in the hearts of his countrymen." Washington is pictured on the quarter and also on the one-dollar bill.

Abraham Lincoln

Unlike Washington and Jefferson, who were born into established families in Virginia, Abraham Lincoln was born into poverty on the frontier in Kentucky. As a child, Lincoln moved with his family to Indiana, where they lived in a log cabin that his father had built. There was no mandatory public education at the time, and children were expected to work in the family business, whether it was a farm or a store. However, as a boy, Lincoln taught himself to read and write by firelight at the end of his long workdays on the farm.

Lincoln is often cited as proof that in America, anybody can become president, no matter how humble their origins. Lincoln himself went from a one-room log cabin with a dirt floor to the White House. He was successful in part because he was willing to work hard and educate himself. As a boy, Lincoln plowed fields, carrying a book in his back pocket for reading during breaks. One of his favorite books was Parson Weems's biography of George Washington. The Bible and Shakespeare's plays were additional favorites.

Lincoln's nickname was "Honest Abe." There are two legends about his honesty that have become part of cultural literacy over time. In one, he borrowed a book that he accidentally damaged when he stored it between the logs of his family's cabin and it got wet. Lincoln immediately returned the book to its owner and offered to pay for it. In the second story, a customer paid Lincoln six cents too much for a purchase. He walked six miles to return the money.

At age twenty-two, Lincoln moved to New Salem, Illinois. He taught himself the law while supporting himself by working in a store, as a surveyor, and as postmaster. In time, Lincoln became a much-respected attorney in the state. Lincoln was first elected to public office in 1834, when his district sent him to the state legislature. He served there until 1841. Lincoln ran successfully for the U.S. House of Representatives in 1846 but was turned out of office in the next election because of his opposition to the Mexican War.

Although defeated in his Senate bid in 1858 by Democrat Stephen A. Douglas, Lincoln's oratorical skills and his opposition to the expansion of slavery won him attention from the national Republican Party, which nominated him for president in 1860.

Lincoln was president throughout the Civil War, during which he issued the Emancipation Proclamation, freeing slaves in the rebellious Southern states. He also made a famous speech in honor of Union soldiers killed at Gettysburg, known as the Gettysburg Address, in which he succinctly expressed what the soldiers' sacrifices were all about. Lincoln was assassinated by a Southern sympathizer a few days after the main Southern army surrendered. Lincoln is depicted on the penny, with the Lincoln Memorial on the reverse side, and his image is also on the five-dollar bill.

Dr. Martin Luther King Jr.

One of the people who came to national prominence as a leader of the Civil Rights Movement was Dr. Martin Luther King Jr. He was the young pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Both his father and his grandfather were ministers, and both had worked for equal rights for African Americans. King supported Rosa Parks and the Montgomery bus boycott and continued to do so, even though his home was bombed and his family threatened. When desegregation of Montgomery's buses was achieved, it was a victory not only for the African American community, but also for the young pastor.

Following Montgomery, the movement for civil rights soon engulfed the South. A forceful and eloquent speaker, King became the central figure in the Civil Rights Movement that took shape in the mid-1950s after the Montgomery bus boycott. With nearly one hundred other religious leaders, King founded the Southern Christian Leadership Conference (SCLC) in 1957. Influenced by the writings and model of Mahatma (Mohandas) Gandhi's movement in India, King and the SCLC dedicated themselves to change through civil disobedience and nonviolence. They were never to lash out at their attackers but to accept violence—even beatings—without hitting back.

King and his followers demonstrated their belief in this philosophy on many occasions. One of the most egregious shows of force by segregationists occurred in Birmingham, Alabama, in 1963, when white policemen unleashed attack dogs and pointed fire hoses at nonviolent civil rights demonstrators. King was thrown in jail along with many demonstrators, including several hundred schoolchildren. The events were widely televised and tipped many who had previously hesitated toward support for the Civil Rights Movement. While in jail, King wrote his famous "Letter from Birmingham Jail," in which he explained his goals and also argued that, while just laws must be obeyed, unjust laws, including segregation laws, need not be obeyed. The letter, available in many books and on numerous websites, is considered one of King's most powerful works.

In August 1963, King led more than two hundred thousand people in the March on Washington to pressure the government into passing the Civil Rights Act of 1964. In front of the Lincoln Memorial, King

delivered his extraordinary "I Have a Dream" speech, in which he looked forward hopefully to a world without segregation, a world in which people would be judged not by the color of their skin, "but by the content of their character." The last few lines are among the most famous in American oratory:

> When we let freedom ring—when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

The momentum that this march started also resulted in the passage of the Voting Rights Act of 1965. In 1964, King was awarded the prestigious Nobel Peace Prize for his work toward racial equality. He was assassinated in 1968 by a white segregationist. In 1983, the U.S. Congress designated the third Monday in January as a federal holiday in King's honor.

About Remembering Events of the Past

Women's History Month

Women's History Month originated in Santa Rosa, California, in 1978. The first formal celebration was held the week of March 8 in recognition of International Women's Day. Women's History Week celebrations were soon held in other parts of the country. Lobbying efforts by the National Women's History Alliance encouraged President Jimmy Carter to issue a presidential proclamation in 1980 that designated the week of March 8 as National Women's History Week. President Carter's successors continued the tradition.

In 1987, Congress passed Public Law 100-9 that established all of March as Women's History Month. Each year, the National Women's History Alliance establishes a theme for the month-long celebration. Women's History Month celebrates American women and their contributions through education initiatives, speeches, special television programming, and social media.

Katherine Johnson

Katherine Johnson was born in White Sulphur Springs, West Virginia, in 1918. She was incredibly intelligent, attending high school at just ten years old and graduating college at eighteen. She went to work for the National Advisory Committee for Aeronautics (NACA) in 1953, a segregated computing unit that was later merged into the National Aeronautics and Space Administration (NASA). Her work and the work of other highly talented African American women mathematicians made the early space program possible. Although computers programmed with the space missions' calculations were available, astronaut John Glenn asked Johnson to double-check the calculations by hand prior to the *Friendship 7* mission that made him the first American to orbit Earth. Johnson was also a contributor to the *Apollo 11* mission that landed three Americans on the moon in 1969. Katherine Johnson retired from NASA in 1986 and was awarded the Presidential Medal of Freedom in 2015 for her work.

Sally Ride

Sally Ride was born in Encino, California, in 1951. She earned her undergraduate, master's, and doctoral degrees from Stanford University. In 1978, she was one of five women recruited to NASA as a mission specialist. Six years later, she became the first American woman in space as the flight engineer of the space shuttle *Challenger* mission.

Mae Jemison

Mae Jemison was born in Decatur, Alabama, in 1956. She graduated from high school when she was sixteen years old and went on to study chemical engineering and African American studies at

Stanford University. She earned her doctorate in medicine from Cornell University in 1981 and joined the Peace Corps in 1983. Jemison was inspired to apply to NASA after Sally Ride became the first American woman in space, and she was accepted into the astronaut program in 1987. She first worked as a mission specialist before becoming a member of the crew of the space shuttle *Endeavor* in 1992, making her the first African American woman in space.

Memorial Day

Memorial Day, originally Decoration Day, was first celebrated on May 30, 1868. The day observed the sacrifices made by Union soldiers and sailors during the American Civil War. The event was held at Arlington National Cemetery in Virginia. Other communities and states followed suit, with New York becoming the first state to designate an official Memorial Day holiday. The scope of the holiday broadened after World War I to honor all Americans who gave their lives in service to their country. In 1971, Congress established Memorial Day as a federal holiday on the last Monday of May.

Today, Memorial Day is observed in a variety of ways, including paying tribute at cemeteries and memorials with flags and flowers, flying the American flag at half-mast, observing the national moment of remembrance at 3:00 p.m., participating in or watching parades, and attending barbecues. Memorial Day is also considered the unofficial beginning of summer.

Juneteenth

President Abraham Lincoln issued the Emancipation Proclamation in 1863. It stated that enslaved African Americans in Confederate states rebelling against the Union were free. At this time, news traveled very slowly, and many Confederate slaveholders and government officials were unwilling to implement the Emancipation Proclamation even when they did hear of it. News of emancipation did not reach the enslaved people in Galveston, Texas, until June 19, 1865, three months after the Civil War ended. This day came to be known as Juneteenth, a portmanteau of *June* and *nineteenth*.

Juneteenth observations spread from Galveston to African American communities in other parts of Texas and around the United States, even to other countries. It became a Texas state holiday in 1980 and a federal holiday in 2021. Juneteenth is a celebration of African American independence, community, and culture and is observed with speeches, parades, church services, and picnics.

Independence Day

Independence Day is celebrated on July 4, the day the Declaration of Independence was adopted by the Continental Congress in 1776. It is a celebration of American independence from Great Britain as well as the ideals espoused in the Declaration of Independence. The first celebrations of the holiday occurred in Philadelphia on the first anniversary of the declaration's adoption. Independence Day became a popular national celebration after the War of 1812 and was made a federal holiday in 1870. The holiday is celebrated with parades, speeches, barbecues, and fireworks.

Labor Day

The first Labor Day celebration took place in September 1882 in New York City. Organized by the Central Labor Union, the day honored the hard work of laborers, past and present, as well as the ongoing fight for higher wages, better working conditions, and a shorter work week. Oregon became the first state to acknowledge Labor Day as a holiday in 1887, with other states following suit. Congress made Labor Day a federal holiday on June 28, 1894. Labor Day is observed on the first Monday of September and commemorates the hard work of activists who fought for labor rights and those who continue to work hard in our country today. People celebrate the holiday with speeches, picnics, and parades. It is also considered the unofficial end of summer.

Veterans Day

Veterans Day, originally called Armistice Day, was first celebrated on November 11, 1919, to mark the first anniversary of the end of World War I and to acknowledge the loss of lives in the war. Congress made Armistice Day a federal holiday in 1938. After World War II and the Korean War, the holiday's name was changed to Veterans Day and the scope of the holiday was broadened to honor all veterans. People observe Veterans Day by visiting cemeteries, holding parades, and attending ceremonies, including those held at the Tomb of the Unknown Soldier at Arlington National Cemetery in Virginia. Veterans Day is called Remembrance Day in other countries that participated in World War I and World War II.

Thanksgiving

In September 1620, thirty-five Pilgrims—a group of religious Separatists—plus forty-seven other English people set sail on the *Mayflower* for Jamestown, in present-day Virginia. They spent sixty-five days at sea and landed not in mild and sunny Virginia, but much farther north in the cold and snowy climate of present-day Massachusetts.

According to legend, the Pilgrims first set foot in North America on Plymouth Rock, a large granite boulder on the shore at Plymouth. Although no reliable evidence exists to support the landing on Plymouth Rock, the story has become part of our national lore.

With little food, no way to plant and grow food in winter, and only temporary shelter, almost half the colonists died that first winter. In spring 1621, the Wampanoag under Chief Massasoit came to the aid of the Pilgrims. A Native American named Samoset also visited them and spoke in broken English. Samoset told them of territories nearby and another Native American named Tisquantum (Squanto), who had been to England and spoke better English than Samoset.

Tisquantum's story is remarkable. He had been kidnapped by an English explorer years earlier and had spent time in Spain and England. Later he had returned to America, only to find that his people (the Patuxet) had died of diseases brought by Europeans. Tisquantum joined the Wampanoag. When he met the Pilgrims, he presented himself as a translator and eventually became an agricultural advisor as well. Tisquantum proved especially helpful to the Pilgrims. He negotiated a peace treaty between the Native Americans and the colonists and taught the colonists how to raise corn, beans, and squash. He also showed them which wild plants were safe to gather and eat.

The Pilgrims learned quickly, and their harvest that fall was good enough to provide food for the coming winter, so they set aside time to give thanks to God. At this feast, the Pilgrims likely ate turkey, duck, or goose and fish, shellfish, stews, and vegetables. The festivities of this thanksgiving cemented a peace agreement between the Pilgrims and the Wampanoag that lasted nearly fifty years.

Days of thanksgiving became regular occurrences in New England. However, national days of thanks happened only occasionally until the second half of the nineteenth century. In 1863, during the Civil War, President Abraham Lincoln made Thanksgiving a national day of celebration for the blessings Americans receive during the year. Lincoln's successors carried on this tradition of proclaiming a national day of thanks in November. Thanksgiving Day was made an official federal holiday in 1942 and has since been celebrated on the fourth Thursday of November. Thanksgiving Day is celebrated with religious services, family gatherings and meals, parades, football games, and by helping those in need.

About Culture

Defining Culture

Culture comprises the various tangible and intangible characteristics that unify a group, community, or nation from one generation to the next. Tangible characteristics include styles of dress, cooking, and housing. They also include artistic expression. Intangible characteristics include belief systems, languages, customs, traditions, behaviors, and social norms. Louisiana's distinct culture is a blend of Native American, European, and African cultures.

Mardi Gras

In the Catholic religion, Mardi Gras occurs on Shrove Tuesday, the day before Ash Wednesday and the start of the Lenten season. In French, "Mardi Gras" means "Fat Tuesday." The day is viewed as an opportunity to eat decadently before entering a period of restriction and fasting. Mardi Gras and the Carnival season are celebrated around the world.

Mardi Gras was first introduced to colonial Louisiana in 1699 by the French explorer Pierre Le Moyne d'Iberville. Over time, New Orleans became synonymous with Mardi Gras, especially as the city and its French Catholic population grew. The first Mardi Gras parade was held in 1857. That year also marked the development of the first *krewes*, or groups dedicated to organizing parades, balls, and other Mardi Gras events.

Today, dozens of krewes partake in Mardi Gras festivities between January 6 and Shrove Tuesday. Celebrants attend parades and wear elaborate costumes and masks. Traditional Mardi Gras colors are green, purple, and gold, symbolizing faith, justice, and power. Collecting "throws," beaded necklaces and trinkets tossed from parade floats, is a popular Mardi Gras tradition.

King Cake

King cake is a popular Mardi Gras tradition that was introduced by French and Spanish Catholics during Louisiana's colonial period. King cakes were originally associated with the Catholic holiday of Epiphany on January 6, a celebration of the three magi (or kings) who bestowed gifts upon the infant Jesus. Today, king cakes can be purchased from January through Ash Wednesday.

Louisiana-style king cakes are ring-shaped cakes or sweet breads that are iced and decorated with purple, green, and gold. King cakes vary in preparation and filling, with some featuring fruit or cream. In the past, a bean was baked into each cake representing the infant Jesus. This tradition was supplanted in the 1950s by the inclusion of a toy shaped like a baby. Whoever finds the bean or toy becomes "king" for the day and is expected to host the following year's Mardi Gras celebration.

Music of Louisiana

Cajun Music

In 1755, Acadians, people of French descent, were exiled from what is now Canada. Many Acadians settled in Louisiana and brought their unique cultural traditions and music with them. Descendants of the Acadians are known as Cajuns. Cajun music is distinguished by its French lyrics and use of button accordions and fiddles. This style is intended for dancing, and most Cajun songs are written for two-steps (fast dances) and waltzes (slower dances). Cajun music also incorporates influences from other cultures, including Native American, African American, Irish, and German. The use of guitars, drums, and bass are common in contemporary performances. Artists also perform traditional Cajun songs as well as new ones.

Zydeco Music

Zydeco is a Louisiana musical tradition that blends musical styles from French, Afro-Caribbean, and African American cultures. The word *zydeco* comes from the French saying, "Les haricots ne sont pas salés," figuratively meaning "the times are hard." Zydeco music is characterized by its lively beat and its use of the accordion, fiddle, and washboard, called a *frottoir*. Guitars are also common in zydeco music. Although zydeco music has long been a mainstay of Louisiana culture, it gained mainstream popularity during the 1980s.

Jazz Music

Jazz is an improvisational music style that first developed in African American communities in New Orleans during the late 1800s and early 1900s. It grew from other popular musical forms of the time like ragtime and blues. It was also influenced by European, Indigenous, and other musical traditions. Jazz music was originally intended for dancing. Over time, it evolved into other forms, including those primarily intended for listening. The first jazz recording was made in 1917 and contributed to the genre's popularity, spread, and development. Early influential jazz musicians include New Orleans natives Jelly Roll Morton and Louis Armstrong. Jazz music incorporates a variety of instruments including trumpets, trombones, pianos, saxophones, and bass.

Louisiana Cuisine

Gumbo and Jambalaya

Gumbo is the official state cuisine of Louisiana. The dish has West African origins and was introduced to Louisiana by enslaved people. The word *gumbo* comes from the West African word for okra, *ki ngombo*. Okra is a natural thickener that was used in traditional West African stews. Over time, the dish blended West African, Native American, and European culinary traditions. Some gumbos use the Native American ingredient *filé*, ground sassafras leaves. Filé, like okra, has thickening properties and is also used for its distinct flavor. The use of a roux, a mixture of flour and fat cooked to a deep golden color, was introduced from French cooking. Creole gumbo is typically made with seafood and tomatoes, while Cajun gumbo includes meats and no tomatoes. Gumbo is served with rice.

Jambalaya, like gumbo, is a blend of different culinary traditions, including influences from African, French, and Spanish cultures. One possible origin for the dish is Spanish paella. The base of jambalaya is a mix of aromatic vegetables—bell peppers, celery, and onions—known as the "holy trinity." Meat and/or seafood, vegetables, spices, and rice are cooked together in a flavorful broth. Many jambalaya recipes feature andouille, a smoked French sausage. Like gumbo, there are Creole and Cajun versions of jambalaya. Creole jambalaya uses tomatoes while Cajun jambalaya does not.

Red Beans and Rice

Red beans and rice on Mondays is a Louisiana tradition that has existed for centuries. Traditionally, Monday was laundry day. Water was boiled over a fire to wash clothing. The same fire was used to simmer red beans. The beans could cook all day undisturbed, resulting in a hearty meal with minimal effort after a laborious day of laundering. The exact origins of the tradition, however, are unknown. According to one theory, cooking red beans and rice was a way to repurpose the leftover ham bones from the previous day's meal. Another theory is that the dish was introduced to New Orleans as people fled the Caribbean during the Haitian Revolution. Regardless of where it started, red beans and rice remains a Louisiana staple and is enjoyed by people of all backgrounds to this day.

Bread Pudding

Bread pudding is a dessert made by soaking stale bread in a mixture of cream, eggs, sugar, and various flavorings like vanilla, bourbon, or rum. The dish is then baked and served warm or cold, with or without sauce. Versions of bread pudding have been made by a variety of cultures through time. Recipes for bread pudding first made an appearance in Louisiana cookbooks in 1885 and have since become closely associated with New Orleans cuisine. French bread, a staple of Louisiana cuisine, is frequently used in Louisiana-style bread pudding recipes.

Meat Pies

The Natchitoches (/nack*uh*tush/) meat pie is an iconic Louisiana culinary tradition that dates back to the 1700s. First made by Indigenous peoples, the dish changed over time to reflect the cultural influences of European settlers. Today's meat pies are deep-fried, handheld turnovers filled with different meats and spices. While meat pies were once sold by vendors as street food, they're now closely associated with Lasyone's Meat Pie Kitchen in Natchitoches, a popular destination for Louisianans and tourists since the 1960s. The first annual Natchitoches Meat Pie Festival was held in 2002. It celebrates the unique culture of Natchitoches Parish, including the importance of the Creole and Adai Caddo communities there.

Tamales

Tamales are a traditional Mesoamerican dish dating back ten thousand years. Masa, a fine corn flour, is used to make tamale dough. Traditionally, the dough is wrapped in corn husks or banana leaves and then steamed. Some modern recipes use parchment paper. Tamales may be stuffed with a variety of savory or sweet filings, including fish, meats, cheeses, dried fruits, spices, and vegetables.

Tamales were likely introduced to Louisiana by migrant workers from Mexico in the early 1900s. Since then, they have become a popular food across Louisiana and often reflect the culinary and cultural influences of the local community, including the New Orleans-style hot tamale—a unique variation of the traditional dish that includes wrapping the tamales in paper before simmering them in tomato sauce.

About Wants and Needs

The Basics of Economics

An economy is all the ways that people make things to sell, sell goods and services, and buy goods and services.

- Goods are objects, including materials and commodities, that can be bought or sold. A commodity is a raw material or primary agricultural product that can be bought and sold, like copper or coffee. Most of these items are physical in nature, which means they can be touched, but there is also a growing subset of digital goods, such as music, video games, and videos. Digital goods can't be touched, but they can be experienced by other senses, such as sight and hearing.
- Services are tasks that are performed for another person, such as mowing someone's lawn or cutting someone's hair. Teaching is a service, as is driving a bus.
- Some businesses provide both goods and services. For example, a restaurant chef provides a service when they cook a meal. The meal itself is a good.

Nearly everyone who lives in a community participates in its economy as a producer, a consumer, or both. A producer is someone who makes a good or provides a service. A consumer is someone who buys and uses a good or service. These two groups can overlap. For example, bakers are producers when they make pastries to sell at local shops and consumers when they purchase the ingredients to make the pastries. And, of course, the baker often acts as a consumer when not working.

Bringing a good or service to the final consumer can take the work of many producers. This is known as a supply chain and includes producers of both goods and services at all the different stages of production: harvesting and processing raw materials, shipping, warehousing and distributing, manufacturing and assembling, marketing and selling, and so on.

Making Choices

Economists say that wants and needs are infinite and resources are finite; thus, scarcity—the lack of enough for everyone—is the human condition. Therefore, humans need to make choices about how they use their limited resources, including their time. There are always trade-offs in decisions that people make: a parent can buy their child a book or a toy; the army can buy weapons or food for the troops; the state can pay for bridge repairs or police salaries. In any choice situation, the opportunity cost is the value of the option not chosen; it is what a person gives up by choosing to purchase or do something else. So if a parent buys their child a book instead of a toy, the opportunity cost is the toy.

Scarcity affects consumers' choices in another way. If a good is scarce, that means it is rare—there isn't much of it. In general, the rarer or scarcer something is, the more people value it. This enables

producers to charge higher prices for things that become scarce. For this reason, scarcity can change a consumer's opportunity costs.

Needs and Wants

Needs are items that are required to survive. Students are taught that the four basic needs are food, clothing, shelter, and water. Economists sometimes add medical care to that list. Anything else is a want, not a need. Items that make life easier or more pleasant—automobiles, cell phones—are classified as wants. Wants are items that people enjoy having but do not need to survive. For example, clothing is a need, but fashionable clothing is a want. Economists consider needs and wants to be unlimited—in other words, people will never have all their needs and wants met.

About Jobs

Why People Have Jobs

The most basic explanation for why people have jobs is that we all need money to buy the goods and services we want and need. The most common way of earning money is to have and perform a job. The income from jobs allows people to purchase food; pay for shelter and utilities like gas, water, and electricty; and buy clothing. If a person's job pays well, they can upgrade their basic necessities and purchase things that are nice to have, like cars, personal electronics, and vacations.

Some people, including some psychologists, argue that having a job is about more than just bringing home a paycheck. They believe that jobs offer employees opportunities to learn new skills, connect to society through socialization, build self-esteem by achieving goals, and feel an overall sense of personal fulfillment. Earning a paycheck is important, but it's not the only reason why people are drawn into the workforce.

Different Types of Jobs

From accountant to zoologist, there are thousands of different jobs in the world, yet they all fall into one of two categories. Some jobs are producing jobs. That means the people who do these jobs make, create, or oversee the production of things. Farmers, factory workers, artists, and software developers all have producing jobs. The goal of a producing job is to create (or contribute to) a finished product for sale.

The other type of job is a service job. Service workers perform tasks that help other people. Firefighters, police officers, hair stylists, and teachers are all service workers. The United States' economy is primarily based on service industries. As of July 2019, 107.8 million people had nongovernment, nonfarm, service-based jobs. An additional 22.5 million people worked in government service jobs. Comparatively, only 12.9 million Americans had manufacturing jobs.

Factors Affecting Job Choice

All people are not good fits for all jobs, and vice versa. Some jobs have physical requirements, such as being able to stand for a certain amount of time or lift a certain amount of weight. Some jobs have educational requirements, such as a certain level of schooling accomplished or a specific certificate earned. Some jobs have location requirements, which dictate where the employee must live. Requirements like these help employers narrow down the list of potential employees to people who have the right qualifications.

Job seekers can have their own list of requirements for potential careers and employers, too. People who find their jobs personally fulfilling have an overall better sense of well-being and psychological health than people who are unhappy with their work or their workplace. Experts encourage job seekers to think deeply about their own interests and values, whether they like manual or mental labor, and how they define success. They can then narrow their job search to fields and positions that match their wants and needs.

About Spending and Saving

Barter/Trade

Bartering (referred to as "trading" in the Student Book) involves the direct exchange of one good or service for another of equivalent value. Prior to the transaction, parties agree on the relative value of what they have to exchange.

Bartering was central to the economies of early civilizations prior to the development of money and remains the primary means of exchange in traditional economies today. Between 9000 and 6000 BCE, early civilizations used livestock and crops such as grains as a standard of barter. Bartering occurred within and between civilizations in the ancient world. The Phoenicians, a seafaring people, built an extensive trade network beginning in the 900s BCE that frequently relied on bartering goods with other civilizations around the Mediterranean. (Students will learn about the Phoenicians in Grade 4 of Bayou Bridges.)

Bartering has several advantages and disadvantages as a method of exchange. It fulfills people's needs while simultaneously building community. It also eliminates the need for money. At the same time, bartering in today's world can be impractical. Individuals would have to find others to trade with who have what they want and are interested in what they have to exchange. Building bartering relationships is also time-consuming, especially if parties disagree on the value of the goods they would like to exchange.

Money

Money today is generally considered to be metal coins or paper notes, but technology also allows us to spend money virtually, using tools such as credit cards, debit cards, and smartphone transactions.

Cowrie shells, once used by African, European, and Asian traders, were one of the first forms of money. They may have been used in China as early as 1200 BCE. The first metal money and coins appeared around 1000 BCE, at the end of China's Stone Age, with coins made from silver and other precious metals appearing around the Mediterranean world starting around 500 BCE. The first paper money was printed in 806 CE in China, where it was used for several centuries before disappearing around 1455 CE. (Students will learn about ancient China in Grade 4 of Bayou Bridges.)

Money presents numerous advantages to consumers. It's a widely accepted form of payment with a clearly defined and relatively stable value over the short term. It's a way to easily measure the value of products and to understand the value of other goods and services in relation to each other, making it an excellent tool for making buying decisions. One major disadvantage of money is that its value in terms of purchasing power is subject to inflation. When the costs of goods and services increase rapidly over a short period of time, the relative value of money decreases.

Spending

People spend money on the things they need and the things they want. Needs are the materials people must have to survive, which include food, water, shelter, and clothing. Wants are things that are nice to have but not strictly necessary, such as televisions, cars, computers, and new running shoes.

A person's money can be spent in a variety of ways. They can pay for items at a store with cash and coins. They can also use checks to pay for purchases. When a person writes a check to a vendor, they are giving the vendor permission to withdraw money from their bank account for the exact amount of the purchase. The same thing happens when someone pays with a debit card.

Credit cards are different. People who make purchases with a credit card aren't spending their own money, at least not at the immediate moment. They're borrowing money from a credit card company so they can buy something now, even if they don't have all the money for it. They will pay back the credit card company for their purchase and sometimes make an additional payment, called interest or a fee, at a later date.

Saving

Very few people have enough money to buy everything they need and want all at once. Most people have to save, or set aside, some of their money a little at a time in order to make large purchases. For example, a person might spend most of their paycheck on groceries, rent, utilities, and other household needs right after they're paid. But they can also save some of that paycheck to build a fund for a new sofa or television.

New material goods aren't the only reason people save money. Some people save money so they are prepared for unexpected expenses, such as medical bills, car repairs, or damage caused by weather events. People also save money for celebrating special occasions, such as birthdays and holidays.

There are several ways people can save their money. One of the simplest ways is to keep money in a jar, piggy bank, or envelope. Children can give their money to trusted adults for safekeeping. Adults who wish to save large amounts of money may choose to do so at a bank or credit union, where deposits valued up to $250,000 are usually insured against theft or loss.

About Rules and Laws

Living in a Community

A community is a group of people who share a location, race, ethnic background, religion, interest, or other commonality. A person can be born into a community, such as a family or a nationality, or can choose a community, such as a group of friends or an institution of higher education. Communities overlap, from school groups to neighborhoods to sports teams to voting districts, and they come in all sizes. Nearly every person is part of more than one community, beginning with their family, then their neighborhood, city, state, region, and country.

People have lived in communities for hundreds of thousands of years. While it may be physically possible for humans to live on their own, isolated from the rest of humanity, the reality isn't always practical. Solo survival is difficult. In a community, people share skills and supplies to feed, clothe, and house everyone. Humans are also naturally social creatures. Most people thrive when in the company of others. The earliest communities ensured that humans were both physically and emotionally nourished. Humans continue to care for one another today, sharing their material goods and physical labor with those in need and speaking up for those who are being treated unfairly.

Rules and Laws

Communities could not function without rules. Many people believe that chaos would reign if everyone did what they wanted whenever they wanted. Since the founding of the United States, there have been great strides in laws that aim for the equal treatment of all Americans.

There are three kinds of rules: those made by legislative bodies, those made by nonlegislative bodies, and less formal rules that are often shaped by cultural norms. Children encounter many legislative rules (laws) in their daily lives. These may include crossing streets at crosswalks and watching family members stop at stop signs and red lights when they are driving. Louisiana has laws specifically designed to keep children safe. For example, children ages twelve and under are required to wear a helmet while riding a bicycle. Children riding in cars are required to use a child safety seat or booster seat depending on their age and size.

Classroom rules and home rules fall into the second and third categories. They are generally made by one or two people, such as a teacher or parents. These rules often include respecting others, taking turns, and being a good sport. Children are explicitly taught these rules when they are young; they become more "unspoken" as people get older.

About Making Rules

Following Rules and Laws

Following rules and laws is an important part of being a member of a community and is integral for the community's success. Rules and laws promote order and safety. Various adults within the community establish and enforce rules. Many of these figures are easily identifiable to students, including their teacher and school principal.

It is important to note that different community leaders have different rulemaking and rule-enforcing authorities. Students answer to teachers, who establish rules for their classroom. Students and teachers answer to the principal and state and local school boards, who make rules for the entire school. Other adults within a school community help students learn and be safe, including custodial workers.

In the larger community, firefighters and rescue workers and law enforcement help with problem-solving, respond in emergency situations, and enforce the law, including issuing citations and fines. Individuals within a community can also work together to solve a variety of issues and invest in the community independent of government leadership and law enforcement.

About Local Government

How Laws Are Made

Laws are made by legislative bodies such as Congress and state legislatures. The United States is a democracy, which means that the government exists at the will of the people. U.S. citizens have the right to vote and elect their lawmakers and other government leaders, like the president. If they are unhappy with the performance of these leaders, they can vote for other people in the next election, thereby "firing" those whose performances are not up to standard. The federal government's legislative bodies (Congress) are the House of Representatives and the Senate. Representatives are elected every two years; each senator faces an election every six years. A state's number of representatives is determined by the size of the state's population. Every state has two senators. This ensures a somewhat even division of power between large states and small states.

Purposes of Local Government

Local governments exist to meet community needs. Besides establishing various rules and laws, local governments are also responsible for

- operating police and fire departments;
- providing emergency and health services;
- overseeing public works, transportation, and parks and recreation; and
- implementing federal and state programs.

Structure of Local Governments

The U.S. Constitution divides power between the federal government and state governments. It does not grant any powers specifically to local governments. Thus, throughout the United States, local governments are created by state governments and have only those powers delegated to them by their respective states.

Louisiana law creates two types of local government. Parishes are the equivalent of counties in other states. Louisiana is divided into sixty-four parishes, the borders of which reflect some of the original boundaries of Catholic parishes from the colonial period.

Within parishes are municipalities. Municipalities include villages, towns, cities, boroughs, and townships. Municipalities vary in size both by area and by population. Louisiana's largest municipality by population is the city of New Orleans, with more than three hundred thousand people. Its smallest municipality is the village of Mound, in Madison Parish, which, according to the 2020 Census, had fewer than twenty residents.

Parish Government Structure

Thirty-eight parishes in Louisiana are governed by the police jury system, which dates to 1807, predating statehood. A police jury government has between five and fifteen elected members who function as a county board of commissioners. Police juries perform both the legislative and the executive functions of parish government. Their powers include passing and enforcing local ordinances; maintaining infrastructure, prisons, and hospitals; and levying taxes.

The Louisiana constitution permits parishes, by majority vote, to replace police jury rule via the adoption of a home rule charter, a type of local constitution that defines the structure of government for the parish. Today, twenty-six parishes operate under a home rule charter. This charter gives a parish greater autonomy from the state than it has under a police jury; the Louisiana constitution states that a charter government may exercise any power not denied by general law. Most parishes with a home rule charter—twenty-one of twenty-six—use the president-council structure, in which the parish president, an elected executive, carries out legislation passed by the elected council. One parish, Caddo, has a commission-administration government. The Caddo Parish Commission is an elected body with twelve commissioners. The commission makes laws for the parish and is also responsible for appointing a chief executive officer called the parish administrator. Four other parishes—including New Orleans, Baton Rouge, and Lafayette—have a consolidated city-parish government. This form of government merges parish government with municipal government.

Parishes make laws using procedures similar to the lawmaking procedures of the U.S. Congress. In the president-council system, the council enacts ordinances by majority vote, and the president approves or vetoes them. Police juries also enact ordinances by majority vote, but because there is no separate executive, there is no veto process.

Municipal Government Structure

Many municipalities in Louisiana operate under the mayor-board of aldermen structure. The mayor is the elected executive leader of a municipality. The board of three to nine elected aldermen functions as a town or city council. Depending on the municipality, some aldermen may be elected at-large, meaning they are elected by—and represent—the entire population of the municipality. Other aldermen may be elected to represent specific districts within the municipality. Municipalities elect the chiefs of police, while other positions like the parish clerk and the tax collector are appointed by the mayor and aldermen. Locally elected officials typically serve four-year terms.

About Symbols of the United States

The National Anthem

"The Star-Spangled Banner" has been the national anthem, or national song, of the United States since 1931. Its lyrics are from a poem written by Francis Scott Key explaining what he witnessed during and after a nighttime battle between the United States and Great Britain at Fort McHenry in Maryland during the War of 1812. Fort McHenry is a coastal fort designed to defend against attacks from the sea. The events referenced in the poem took place in September 1814. Key went to a British warship on the night of September 13 hoping to secure the release of some American prisoners. That same night, the British Royal Navy began bombarding the fort. Key recalled seeing in the morning that the enormous U.S. flag over the fort was still flying—the bombardment had not worked, and the American defenders were still holding the fort. Key wrote set his poem to the tune of a song called "To Anacreon in Heaven."

The song became very popular, but more than a century passed before it became the national anthem. The song was used as the U.S. Navy's anthem from 1889 and as the anthem of the U.S. armed forces from 1916, by order of President Woodrow Wilson. In 1931, Congress voted to make the song the national anthem.

The Pledge of Allegiance

The Pledge of Allegiance first appeared in a magazine for children called *The Youth's Companion* in September 1892. The original words were "I pledge allegiance to my Flag and the Republic for which it stands; one nation indivisible, with liberty and justice for all." The pledge was developed by people who wished to find ways to promote patriotic sentiments among the nation's youth.

The pledge has been revised several times. The phrase "my Flag" was replaced by "the flag of the United States of America" in 1924. In 1942, with World War II underway, the pledge was officially recognized by the United States government. The phrase "under God" was added in 1954.

Symbols

A symbol is something that represents something else. The United States is known around the world by several key symbols, the most recognizable of which is probably the American flag, which was approved by the Continental Congress on June 14, 1777. Today, the flag remains a symbol of freedom, national pride, and individuals coming together as one nation.

Although it has gone through many iterations over the years, by law the flag must have thirteen alternating red and white horizontal stripes and a navy blue rectangle in the upper-left corner that provides a backdrop for a field of stars. The number of stripes represents the number of American colonies—and first states—in 1776. The stars represent the number of states in the Union.

The bald eagle has been a symbol of the United States since 1782, when it appeared on the official seal of the United States. Eagles have been viewed as symbols of strength since ancient times; in ancient Rome, the eagle was a symbol of governmental power. Adult bald eagles are strong and independent—similar to how the United States viewed itself. On the seal, a bald eagle holds arrows and an olive branch in its talons, which represent the federal government's powers of war and peace.

Seats of Government

The White House

Buildings can also be symbols. The White House is the home of the president and their family. They generally reside in the upper levels of the six-story building. The president and presidential staff work in the lower levels, which include the Oval Office. Every president since John Adams, second president of the United States, has resided in the White House, which was completed in the first years of the 1800s. The White House is one of the oldest federal buildings in Washington, D.C., and one of the most recognizable homes in the world. Sometimes called "the People's House," it is also a symbol of democracy.

The U.S. Capitol

The U.S. Capitol building is another easily recognizable symbol of the United States and its federal government. Located in the geometric center of and on one of the highest elevations in the city, the Capitol can be seen from nearly everywhere in Washington, D.C. It is the home of Congress, the legislative branch of the federal government. The House of Representatives occupies the north wing—on the left when viewed from the National Mall—and the Senate occupies the south wing. Visitors can watch House and Senate debates from galleries at the top of each chamber. In addition to legislative chambers, offices, press rooms, and workspaces, the Capitol building has several art and history exhibits that are open for public viewing. The building and the legislators within it have withstood the nation's most difficult times, from a British assault during the War of 1812 to the attack of January 6, 2021. The Capitol stands as a reminder of the voice of the people and the power it holds.

Holidays

People who live in the United States are also united by the celebration or observance of common national holidays.

- Martin Luther King Jr. Day, also known as MLK Day, is observed on the third Monday of January. It honors the life and work of civil rights activist Dr. Martin Luther King Jr.
- Presidents' Day is observed on the third Monday of February. It originated with celebrations of George Washington's birthday (February 22) but was later expanded to honor Abraham Lincoln and eventually all former presidents.

- Memorial Day is the last Monday in May. It honors U.S. military veterans who died during war.
- Juneteenth, which takes place on June 19, celebrates the end of slavery in the United States.
- Independence Day occurs on July 4 every year. It commemorates the Continental Congress's acceptance of the Declaration of Independence on July 4, 1776, and the American colonies' official separation from Great Britain.
- Labor Day is observed on the first Monday in September. It became a federal holiday in the late nineteenth century as a way to honor the sacrifices and contributions of American workers.
- Veterans Day honors all veterans who have served in any U.S. wars. It is observed on November 11, which is the day of the armistice that ended World War I.
- Thanksgiving is observed on the fourth Thursday of November. It became a national holiday in 1863, when President Abraham Lincoln proclaimed that Thursday, November 26, 1863, would be a day of thanks for the entire country.
- Christmas, the Christian celebration of the birth of Jesus, was declared a federal holiday in 1870. However, it is important to note that many Americans, and therefore many Louisianans, are not Christian and do not celebrate Christmas.

About Symbols of Louisiana

The Pelican State

Pelicans have been a popular and beloved symbol of Louisiana from as early as 1812, when the bird first appeared on the newly established state's seal. The pelican became a part of the state flag in 1912 to celebrate the hundredth anniversary of Louisiana statehood. The 1912 flag featured a mother pelican feeding her young by tearing at her breast against a blue background. This self-sacrificing act—not characteristic of actual pelicans, who feed regurgitated fish to their young—is a symbol in Catholicism that was introduced to Louisiana by French colonists. The state's motto, "Union Justice Confidence," appeared beneath the nesting pelican. The state flag was updated in 2010 to standardize the inclusion of three drops of blood, the exact wording of the motto, and a more detailed depiction of the pelican.

While this current state flag features a white pelican, it is meant to represent the brown pelican. This is why the flag pelican has a yellow tuft on its head. The brown pelican has been the official bird of Louisiana since 1966. Pelicans are community-centric, family-based animals. Mating pairs share parenting duties to raise their young. It is these behaviors that helped make the bird a symbol of Louisiana's values. During the 1960s, the use of DDT and other chemical pesticides caused brown pelicans to disappear from Louisiana, and they were considered an endangered species from 1970 to 2009, when brown pelicans began to be reintroduced to Louisiana from Florida.

Louisiana Culture

Louisiana has a rich and diverse history that has contributed to its culture. As a result, many of Louisiana's distinctive traditions, celebrations, artistic forms, and foods have become symbols of the state.

Defining Louisiana's Culture

Culture comprises the various tangible and intangible characteristics that unify a group, community, or nation from one generation to the next. Tangible characteristics include styles of dress, cooking, and housing. They also include artistic expression. Intangible characteristics include belief systems, language, customs, traditions, behaviors, and social norms. Louisiana's distinct culture is a blend of Native American, European, and African cultures.

St. Louis Cathedral

The St. Louis Cathedral, shown on the opening page of the chapter, is a historic landmark in New Orleans's French Quarter. The original church, dedicated to Louis IX of France, was completed in 1727. It stood until 1788, when a fire burned the church and some of the surrounding buildings to the

ground. Construction of the second Church of St. Louis started in 1789 and was completed in 1794. Unlike the first church, the second was the gift of a wealthy Spanish colonist. The cathedral was expanded through the 1800s, making it the impressive structure it is today.

Mardi Gras

In the Catholic religion, Mardi Gras occurs on Shrove Tuesday, the day before Ash Wednesday and the start of the Lenten season. In French, *Mardi Gras* means "Fat Tuesday." The day is viewed as an opportunity to eat decadently before entering a period of austerity and fasting. The Carnival season is celebrated around the world, most notably in Rio de Janeiro, Brazil. In the United States, particularly in New Orleans, the Mardi Gras season begins on January 6, but depending on location, the Carnival season may last for days, weeks, or months.

Mardi Gras was first introduced to colonial Louisiana in 1699 by the French explorer Pierre Le Moyne d'Iberville. Over time, New Orleans became synonymous with Mardi Gras, especially as the city and its French Catholic population grew. The first Mardi Gras parade was held in 1857. That year also marked the development of the first krewes, or groups dedicated to organizing parades, balls, and other Mardi Gras events.

Today, dozens of krewes partake in Mardi Gras festivities. Celebrants attend parades and wear elaborate costumes and masks. Traditional Mardi Gras colors are green, purple, and gold, symbolizing faith, justice, and power. Throws, the tossing of beaded necklaces and trinkets from parade floats, is a popular Mardi Gras tradition.

King Cake

King cake is a popular Mardi Gras tradition that was introduced by French and Spanish Catholics during Louisiana's colonial period. King cakes were originally associated with the Catholic holiday of Epiphany on January 6, a celebration of the three magi (or kings) who bestowed gifts upon the infant Jesus. Today, king cakes can be purchased from January through Ash Wednesday.

Louisiana-style king cakes are ring-shaped cakes or sweet breads that are iced and decorated with purple, green, and gold. King cakes vary in preparation and filling, with some featuring fruit or cream. In the past, a bean was baked into each cake. This tradition was supplanted in the 1950s by the inclusion of a toy shaped like a baby. Whoever finds the toy becomes "king" for the day and is expected to host the following year's Mardi Gras celebration.

Music of Louisiana

Cajun Music

In 1755, Acadians, people of French descent, were exiled from what is now Canada. Many Acadians settled in Louisiana and brought their unique cultural traditions and music with them. Descendants of the Acadians are known as Cajuns. Cajun music is distinguished by its French lyrics and use of button accordion and fiddle. This style is intended for dancing, and most songs are written for two-steps (faster dances) and waltzes (slower dances). Cajun music also incorporates influences from other

cultures, including Native American, African American, Irish, and German. The use of guitars, drums, and bass are common in contemporary performances. Artists also perform traditional Cajun songs as well as new ones.

Zydeco Music

Zydeco is a Louisiana musical tradition that blends musical styles from French, Afro-Caribbean, and African American cultures. The word *zydeco* comes from the French saying, "Les haricots ne sont pas salés," figuratively meaning "the times are hard." Zydeco music is characterized by its lively beat and its use of the accordion, fiddle, and washboard, called a *frottoir*. Guitars are also common in zydeco music. Although zydeco music has long been a mainstay of Louisiana culture, it gained mainstream popularity during the 1980s.

Jazz Music

Jazz is an improvisational music style that first developed in African American communities in New Orleans during the late 1800s and early 1900s. It grew from other popular musical forms of the time, like ragtime and blues. It was also influenced by European, Indigenous, and other musical traditions. Jazz music was originally intended for dancing. Over time, it evolved into other forms, including those primarily intended for listening. The first jazz recording was made in 1917 and contributed to the genre's popularity, spread, and development. Early influential jazz musicians include New Orleans natives Jelly Roll Morton and Louis Armstrong. Jazz music incorporates a variety of instruments including trumpets, trombones, pianos, saxophones, and bass.

Louisiana Cuisine

Gumbo and Jambalaya

Gumbo is the official state cuisine of Louisiana. The dish has West African origins and was introduced to Louisiana by enslaved people. The word *gumbo* comes from the West African word for okra, *ki ngombo*. Okra is a natural thickener that was used in traditional West African stews. Over time, the dish blended West African, Native American, and European culinary traditions. Some gumbos use the Native American ingredient filé, ground sassafras leaves. Filé, like okra, has thickening properties and is also used for its distinct flavor. The use of a roux, a mixture of flour and fat cooked to a deep golden color, was introduced from French cooking. Creole gumbo is typically made with seafood and tomatoes, while Cajun gumbo includes meats and no tomatoes. Gumbo is served with rice.

Jambalaya, like gumbo, combines different culinary traditions, including influences from African, French, and Spanish cultures. One possible origin for the dish is Spanish paella. The base of jambalaya is a mix of aromatic vegetables—bell peppers, celery, and onions—known as the "holy trinity." Meat and/or seafood, vegetables, spices, and rice are cooked together in a flavorful broth. Many jambalaya recipes feature andouille, a smoked French sausage. Like gumbo, there are Creole and Cajun versions of jambalaya. Creole jambalaya uses tomatoes, while Cajun jambalaya does not.

Crawfish and Étouffée

Crawfish—also called crayfish, crawdads, and mudbugs—are freshwater crustaceans found around the world. A staple of Native American diets and, later, Cajun cuisine, the crawfish became the state crustacean of Louisiana in 1983.

Étouffée (/eh*too*fay/)—French for "smothered"—is a dish featuring seafood (often crawfish or shrimp) or meat smothered in a rich sauce thickened by a roux and served over rice. Like jambalaya and gumbo, étouffée is influenced by Cajun and Creole culinary traditions and includes the "holy trinity" of bell peppers, celery, and onions. The origins of étouffée are unclear; however, stories point to the city of Breaux Bridge, Louisiana—the "Crawfish Capital of the World"—as early as the 1920s.

Tamales

Tamales are a traditional Mesoamerican dish dating back thousands of years. Masa, a fine corn flour, is used to make tamale dough. Traditionally, the dough is wrapped in corn husks or banana leaves and then steamed. Some modern recipes use parchment paper. Tamales may be stuffed with a variety of savory or sweet fillings, including fish, meats, cheeses, dried fruit, spices, and vegetables.

Tamales were likely introduced to Louisiana by migrant workers from Mexico in the early 1900s. Since then, they have become a popular food across Louisiana and often reflect the culinary and cultural influences of the local community, including the New Orleans-style hot tamale—a unique variation of the traditional dish that includes wrapping tamales in paper before simmering them in tomato sauce.