



GRADE 1 LOUISIANA SOCIAL STUDIES

Louisiana History and Culture

Teacher Guide

Chitimacha basket



Brown pelicans



Music

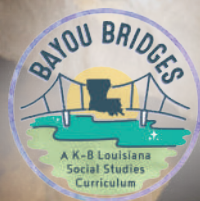


New Orleans



Louisiana History and Culture

Teacher Guide



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Louisiana History and Culture

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Louisiana History and Culture

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 1

Introduction

ABOUT THIS UNIT

The Big Idea

Louisiana's distinctive and diverse culture is a blend of historical contributions and influences from various parts of the world, including the French, Spanish, Germans, Haitians, and Acadians, as well as Africans brought to North America against their will.

Even before it was part of the United States, Louisiana was a destination for immigrants from all over the world. Some, like the French, brought their languages and governmental customs. Others, like the Spanish, brought architecture and governance systems. Germans brought farming techniques; Haitians brought the sugar industry. Although brought to Louisiana against their will, enslaved Africans brought music, stories, and food. So did the Acadians, who were kicked out of Canada by the British, and the people from Spain's Canary Islands. These different cultures combined and evolved into things that make Louisiana unique—zydeco and jazz music, étouffée and jambalaya, second line parades and lagniappe. Louisiana's culture is a world culture, and it reflects the state's storied history.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places
- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west
- how people in the United States interact with their environment
- how weather impacts daily life and choices
- why people may move from place to place within the United States
- seven continents and five oceans
- location of the United States of America on the continent of North America
- location of the state of Louisiana in the United States of America
- difference between a town, parish, region, state, and country
- physical characteristics of Louisiana, including the state's natural resources
- ways that people in Louisiana change and adapt to their environment

What Students Need to Learn

- which cultures first lived in Louisiana
- how Native American cultures influenced Louisiana today
- what European explorers learned about Louisiana
- why the first European settlement in Louisiana failed
- how the location of New Orleans has affected its economy
- how enslaved people contributed to life in Louisiana

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 11,500 BCE to 1812 CE.

11,500–9000 BCE	The Clovis are likely the first group of people to live in Louisiana.
1700–1100 BCE	The people of Poverty Point build Louisiana's first large city.
800–1 BCE	The Tchefuncte people are known for their pottery.
1–400 CE	The Marksville culture is one of Louisiana's Mound Builder cultures.
700–1200 CE	The Coles Creek people live in small communities. They travel to large mounds for important ceremonies.
800–1835 CE	The Caddo, Mississippian, and Plaquemine peoples are Mound Builders and farmers.
1541 CE	Hernando de Soto reaches the Mississippi River.
1673 CE	French explorers Jolliet and Marquette map the Mississippi River.
1700s CE	Native Americans show European explorers and settlers how to fish, hunt, and grow food in Louisiana.
1718 CE	New Orleans is founded.
1762 CE	The French give Louisiana to Spain.
1800 CE	Spain gives Louisiana back to France.
1803 CE	U.S. president Thomas Jefferson buys Louisiana from France.
1804–6 CE	Lewis and Clark lead the exploration of the northern part of the Louisiana Purchase.
1804–5 CE	The Dunbar-Hunter expedition explores the Ouachita River.
1812 CE	Louisiana becomes a U.S. state after its leaders write a constitution.

- why Louisiana changed hands between France and Spain, then back to France again
- how the Acadians came to live in Louisiana
- where Isleños originate
- why Louisiana is divided into sixty-four parishes
- why Thomas Jefferson wanted to buy the Louisiana Territory
- who explored the Louisiana Territory
- how the Louisiana Purchase improved American trade
- why Louisiana was divided into two districts
- when Louisiana became a state
- origins of Cajun and Creole cultures
- origins of Mardi Gras and second line parades
- origins of Louisiana foods, including jambalaya, étouffée, and gumbo
- cultural regions of Louisiana
- origins of zydeco and jazz music
- things and people honored on national holidays
- state symbols of Louisiana, including the brown pelican, the magnolia, and the brown bear
- important buildings in Louisiana history, including the Cabildo and St. Louis Cathedral
- important artists in Louisiana history, including Louis Armstrong, Mahalia Jackson, Clementine Hunter, and George Rodrigue
- differences between the original and present-day Louisiana state flags

AT A GLANCE

The most important ideas in Unit 2 are:

- The first peoples lived in Louisiana approximately eleven thousand years ago.
- Early Native American civilizations in Louisiana hunted and gathered their food. The first farms were established sometime after 800 CE.
- Louisiana was controlled at different times by France and Spain.
- Before it was part of the United States, people from France, Spain, Germany, Africa, the Canary Islands, Haiti, and Acadia all made their homes in Louisiana.

- The United States purchased the Louisiana Territory from France in 1803 for \$15 million.
- Louisiana became a state in 1812.
- Louisiana’s culture and traditions are a blend of contributions from all around the world.
- Louisiana is known for its food, music, and celebrations.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

Louisiana History and Culture Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes Support notes, a Check for Understanding and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 102. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.

- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Louisiana History and Culture Timeline Card Slide Deck—twenty-four individual images depicting significant events and individuals related to Louisiana history and culture. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!

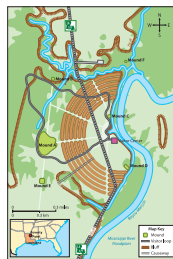
Note: The dates provided here are for your reference only. We do not expect students in Grade 1 to know these dates or to know and understand CE and BCE.

11,500–9000 BCE



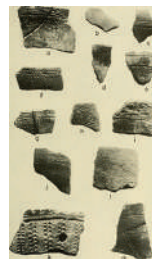
Chapter 1

1700–1100 BCE



Chapter 1

800–1 BCE



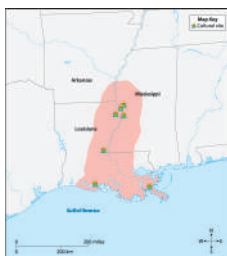
Chapter 1

1–400 CE



Chapter 1

500–1200 CE



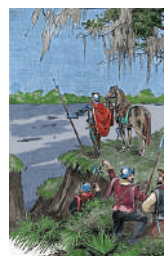
Chapter 1

800–1835 CE



Chapter 1

1541 CE



Chapter 2

1673 CE



Chapter 2

1700s CE



Chapter 1

1718 CE



Chapter 2

1762 CE



Chapter 2

1800 CE



Chapter 2

1803 CE



Chapter 3

1804–5 CE



Chapter 3

1804–6 CE



Chapter 3

1812 CE



Chapter 3



Chapter 4



Chapter 4



Chapter 4



Chapter 4



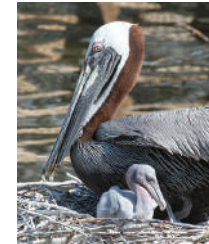
Chapter 4



Chapter 4



Chapter 4



Chapter 4

Student Component

The *Louisiana History and Culture* Student Book includes four chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *Louisiana History and Culture* unit is one of five social studies units in the Grade 1 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of forty-five days has been allocated to the *Louisiana History and Culture* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 1 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Louisiana's First Inhabitants	Who were the first peoples to live in Louisiana?	inhabitants, archaeologists, pottery, artifacts, scholars, bayou, mound, ceremonies, cultures, villages, U.S. government
Chapter 2: Louisiana as a Colony	What was life like in colonial Louisiana?	colony, explorers, guide, permanent, settlements, influenced, colonists, enslaved people, laborers, plantations, carpenters, silversmiths, parish, industry, diverse, unique
Chapter 3: Louisiana Joins the United States	How did Louisiana become part of the United States?	cabin, flatboat, drift, lantern, port, purchase, territory, expeditions, restrictions, stricter, constitution
Chapter 4: Louisiana's Unique Cultural Heritage	What makes Louisiana's culture unique?	heritage, regions, ancestors, recipes, ingredients, lagniappe, symbol, gospel

Activity Pages

Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 128–138. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 2.1

AP 3.1

AP 3.2

AP 4.1

AP 4.2

AP CA.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—What Are Primary Sources? (AP 1.2)
- Chapter 2—Which Happened First? (AP 2.1)
- Chapter 3—North America Map (AP 3.1)
- Chapter 3—Louisiana Purchase Map (AP 3.2)
- Chapter 4—A Year of Holidays (AP 4.1)
- Chapter 4—Louisiana Lagniappe (AP 4.2)
- Culminating Activity—Timeline of Louisiana History (CA.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Books

Andrews, Troy. *Trombone Shorty*. Illustrated by Bryan Collier. New York: Abrams Books for Young Readers, 2015.

Bildner, Phil. *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans*. Illustrated by John Parra. San Francisco: Chronicle Books, 2015.

De Las Casas, Dianne. *The Cajun Cornbread Boy*. Illustrated by Marita Gentry. New Orleans: Pelican Publishing, 2008.

Dennis, Yvonne Wakim, and Arlene Hirschfelder. *A Kid's Guide to Native American History*. Chicago: Chicago Review Press, 2009.

Downing, Johnette. *How to Dress a Po' Boy*. New Orleans, LA: Pelican Publishing, 2013.

Downing, Johnette. *Louisiana, the Jewel of the Deep South*. Illustrated by Julia Marshall. New Orleans: Pelican Publishing, 2015.

Downing, Johnette. *My Aunt Came Back from Louisiane*. New Orleans: Pelican Publishing, 2008.

Downing, Johnette. *Today Is Monday in Louisiana*. Illustrated by Deborah Ousley Kadair. New Orleans: Pelican Publishing, 2006.

Fleming, Candace. *Gator Gumbo: A Spicy-Hot Tale*. Illustrated by Sally Anne Lambert. New York: Farrar Straus Giroux, 2004.

Greenlaw, Suzanne, and Gabriel Frey. *The First Blade of Sweetgrass: A Native American Story*. Illustrated by Nancy Baker. Thomaston, ME: Tilbury House Publishers, 2021.

Hébert-Collins, Sheila. *Blanchette et les Sept Petits Cajuns: A Cajun Snow White*. Illustrated by Patrick Soper. New Orleans: Pelican Publishing, 2002.

Hébert-Collins, Sheila. *Cendrillon: A Cajun Cinderella*. Illustrated by Patrick Soper. New Orleans: Pelican Publishing, 1998.

Hébert-Collins, Sheila. *'T Pousette et 'T Poulette: A Cajun Hansel and Gretel*. Illustrated by Patrick Soper. New Orleans: Pelican Publishing, 2001.

Joseph, Danielle. *I Want to Ride the Tap Tap*. Illustrated by Olivier Gantheir. New York: Farrar Straus Giroux, 2020.

Pittman, Rickey. *Cajun ABC*. Illustrated by Alexis Braud. New Orleans: Pelican Publishing, 2020.

Prieto, Anita C. *P Is for Pelican: A Louisiana Alphabet*. Illustrated by Laura Knorr. Chelsea, MI: Sleeping Bear Press, 2004.

Weatherford, Carole Boston. *Freedom in Congo Square*. Illustrated by R. Gregory Christie. New York: Little Bee Books, 2016.

Weso, Tom Pecore. *Native American Stories for Kids*. New York: Rockridge Press, 2022.

LOUISIANA HISTORY AND CULTURE SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page; FE—Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Louisiana History and Culture

<p>"Louisiana's First Inhabitants" Core Lesson (TG & SB, Chapter 1, pages 2–3)</p> <p>"Timelines" (TG, Chapter 1 Additional Activities)</p>	<p>"What Are Primary Sources?" (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>"Louisiana's First Inhabitants" Core Lesson (TG & SB, Chapter 1, pages 4–10)</p>	<p>"Poverty Point Artifacts" (TG, Chapter 1 Additional Activities)</p>	<p>"Louisiana's First Inhabitants" Core Lesson (TG & SB, Chapter 1, pages 11–15)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Louisiana History and Culture

<p>"Louisiana's First Inhabitants" Core Lesson (TG & SB, Chapter 1, pages 16–19)</p>	<p>"Louisiana Indians Long Ago" (TG, Chapter 1 Additional Activities)</p>	<p>"Louisiana Indians Long Ago" (TG, Chapter 1 Additional Activities)</p>	<p>"A Chitimacha Legend" (TG, Chapter 1 Additional Activities, FE 1)</p>	<p>Chapter 1 Assessment</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Louisiana History and Culture

<p>"Louisiana as a Colony" Core Lesson (TG & SB, Chapter 2, pages 20–24)</p>	<p>"Louisiana as a Colony" Core Lesson (TG & SB, Chapter 2, pages 25–29)</p>	<p>"A Cajun Folktale" (TG, Chapter 2 Additional Activities, FE 1)</p>	<p>"Louisiana as a Colony" Core Lesson (TG & SB, Chapter 2, pages 30–36)</p>	<p>"Which Happened First?" (TG, Chapter 2 Additional Activities, AP 2.1)</p>
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****Louisiana History and Culture***

"Colonial Louisiana Scavenger Hunt" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"Louisiana Joins the United States" Core Lesson (TG & SB, Chapter 3, pages 37–40)	"Let's Travel the Mississippi!" (TG, Chapter 3 Additional Activities)	"Louisiana Joins the United States" Core Lesson (TG & SB, Chapter 3, pages 41–45)
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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****Louisiana History and Culture***

"Louisiana Joins the United States" Core Lesson (TG & SB, Chapter 3, pages 46–47)	"Louisiana Purchase Map" (TG, Chapter 3 Additional Activities, AP 3.2)	"Louisiana Joins the United States" Core Lesson (TG & SB, Chapter 3, pages 48–53)	Chapter 3 Assessment	"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 54–55)
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Week 6**Day 26****Day 27****Day 28****Day 29****Day 30*****Louisiana History and Culture***

"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 56–60)	"Louisiana Food Traditions" (TG, Chapter 4 Additional Activities)	"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 61–64)	"A Year of Holidays" (TG, Chapter 4 Additional Activities, AP 4.1)	"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 65–66)
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Week 7**Day 31****Day 32****Day 33****Day 34****Day 35*****Louisiana History and Culture***

"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 67–68)	"Symbols of Louisiana" (TG, Chapter 4 Additional Activities)	"Symbols of Louisiana" (TG, Chapter 4 Additional Activities)	"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 69–70)	"Louisiana's Unique Cultural Heritage" Core Lesson (TG & SB, Chapter 4, pages 71–72)
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Week 8**Day 36****Day 37****Day 38****Day 39****Day 40*****Louisiana History and Culture***

"Brushing Up on Blue Dog" (TG, Chapter 4 Additional Activities)	"Brushing Up on Blue Dog" (TG, Chapter 4 Additional Activities)	"Then and Now" (TG & SB, Chapter 4, page 73)	"My Aunt Came Back from Louisiana" (TG, Chapter 4 Additional Activities)	"Louisiana Lagniappe" (TG, Chapter 4 Additional Activities, AP 4.2)
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Week 9**Day 41****Day 42****Day 43****Day 44****Day 45*****Louisiana History and Culture***

Chapter 4 Assessment	Culminating Activity	Culminating Activity	Unit 2 Performance Task	Unit 2 Performance Task
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LOUISIANA HISTORY AND CULTURE PACING GUIDE

_____’s Class

(A total of 45 days has been allocated to the *Louisiana History and Culture* unit in order to complete all Grade 1 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Louisiana History and Culture

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Louisiana History and Culture

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Louisiana History and Culture

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Louisiana History and Culture

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Louisiana History and Culture

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Louisiana History and Culture

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Week 7**Day 31****Day 32****Day 33****Day 34****Day 35*****Louisiana History and Culture***

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Week 8**Day 36****Day 37****Day 38****Day 39****Day 40*****Louisiana History and Culture***

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Week 9**Day 41****Day 42****Day 43****Day 44****Day 45*****Louisiana History and Culture***

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CHAPTER 1

Louisiana's First Inhabitants

Primary Focus Objectives

- ✓ Identify the first peoples to live in Louisiana. (1.9)
- ✓ Describe how early Native American groups used and adapted to Louisiana's natural resources. (1.23, 1.32)
- ✓ Compare the lifestyles of Louisiana's first peoples to life today. (1.5)
- ✓ Use maps to find the locations of historical sites. (1.24)
- ✓ Understand the meaning of the following domain-specific vocabulary: *inhabitants*, *archaeologists*, *pottery*, *artifacts*, *scholars*, *bayou*, *mound*, *ceremonies*, *cultures*, *villages*, and *U.S. government*.

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Louisiana History and Culture Student Book*
- individual student copies of Letter to Family (AP 1.1)
- a globe


What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Louisiana’s First Inhabitants”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

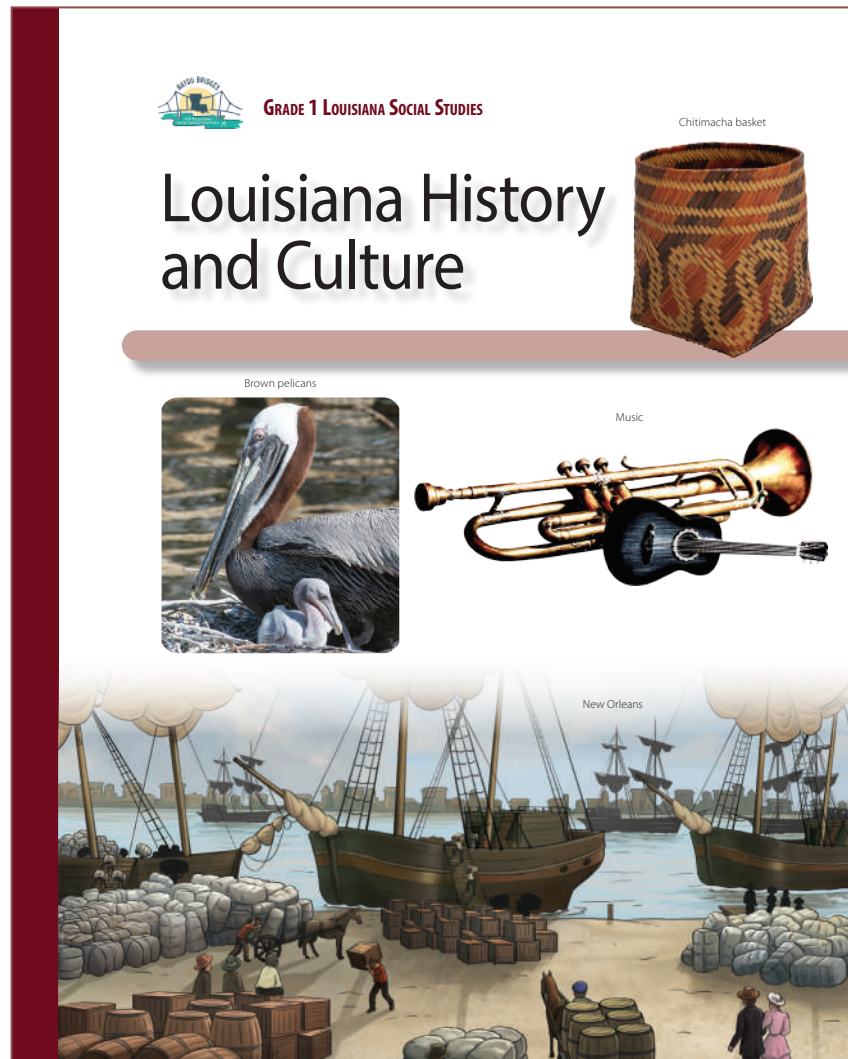
THE CORE LESSON

Introduce *Louisiana History and Culture* and Chapter 1: “Louisiana’s First Inhabitants”

-  Review what students heard in Unit 1, *A Place Called Louisiana*, about living on Earth on the continent of North America in the country of the United States in the state of Louisiana. Point out each of these locations on a globe as you mention them.

Tell students that starting today, they are going to hear about the history of Louisiana. Explain that history is the story of what happened in the past. In this unit, students will learn what happened in Louisiana in the past. They are going to start by hearing about the first peoples to live here long, long ago.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that you are going to pretend that you have a special time machine so that you can all travel back in time to visit Louisiana in the age of its first peoples.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to prehistoric Louisiana!” and then ask students to open their eyes.

Framing Question

Who were the first peoples to live in Louisiana?

Core Vocabulary

inhabitants archaeologists pottery artifacts scholars bayou
mound ceremonies cultures villages U.S. government

Chapter 1: “Louisiana’s First Inhabitants”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Louisiana’s First Inhabitants.”

CHAPTER 1

Louisiana’s First Inhabitants

Louisiana’s first peoples did not leave behind any writings. However, they did leave behind things that were used in everyday life. Archaeologists look for artifacts, or objects that were made by people who lived a long time ago.



Stone tools and pottery are artifacts. They give us clues about how Louisiana’s first peoples lived. By studying the clues that are left behind, we get a glimpse into what daily life was like thousands of years ago.

2

CORE VOCABULARY—Explain that **inhabitants** are people who permanently live in a place.

CORE VOCABULARY—Explain that **archaeologists** are experts who study the humans who lived long ago and objects those humans made and used.

CORE VOCABULARY—Explain that **pottery** is the term used to describe objects that are shaped out of moist clay and hardened with heat.

CORE VOCABULARY—Explain that **artifacts** are objects that were made and used by people a long time ago.

SUPPORT—Point out the arrowheads in the image on page 2. Explain that Native Americans carved rocks, bones, shells, horns, and metal to create sharp, arrow-shaped objects. These sharp objects were attached to arrows and spears, where they were used for war and hunting.

Ask students the following questions:

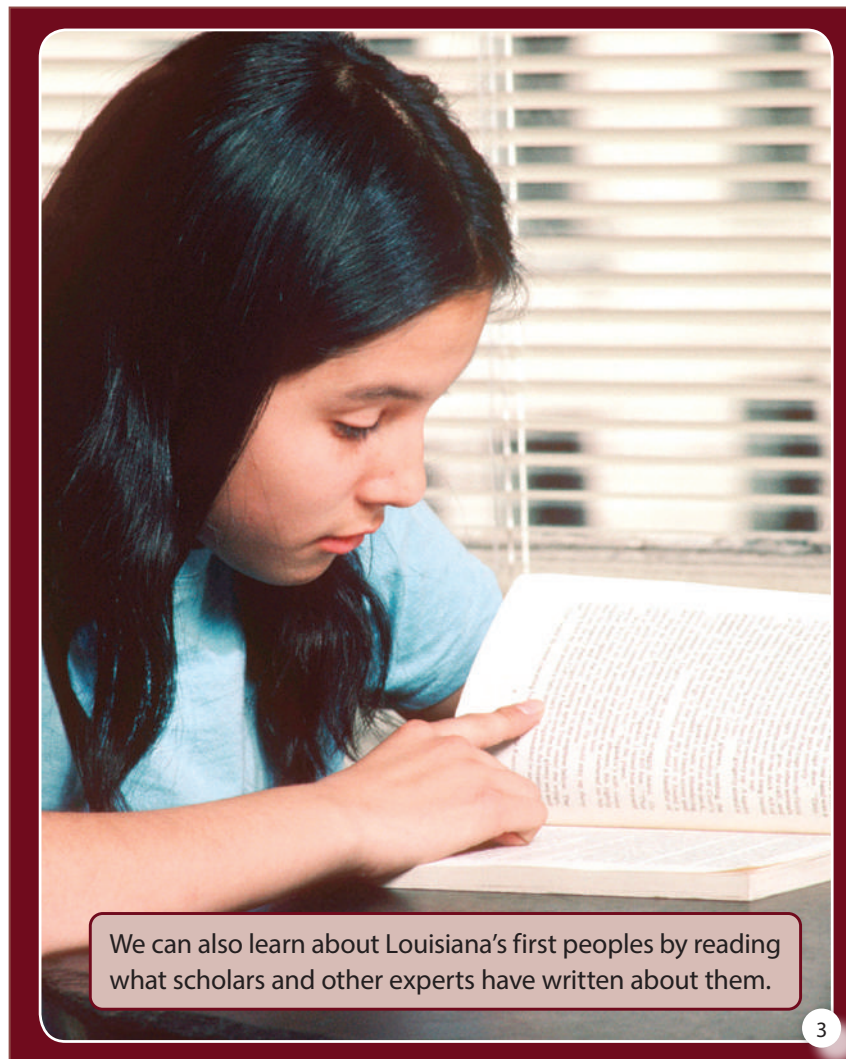
LITERAL—What types of artifacts did Louisiana’s first peoples leave behind? **(1.2.a)**

» Louisiana’s first peoples left behind stone tools, such as arrowheads, and pottery.

INFERENTIAL—How were the lives of the first peoples of Louisiana different from our lives today? **(1.5)**

» Answers will vary, but students may say that we use different tools today. Our tools are made of plastic or metal instead of stone.

Now ask students to look at the image on page 3 as you read aloud.



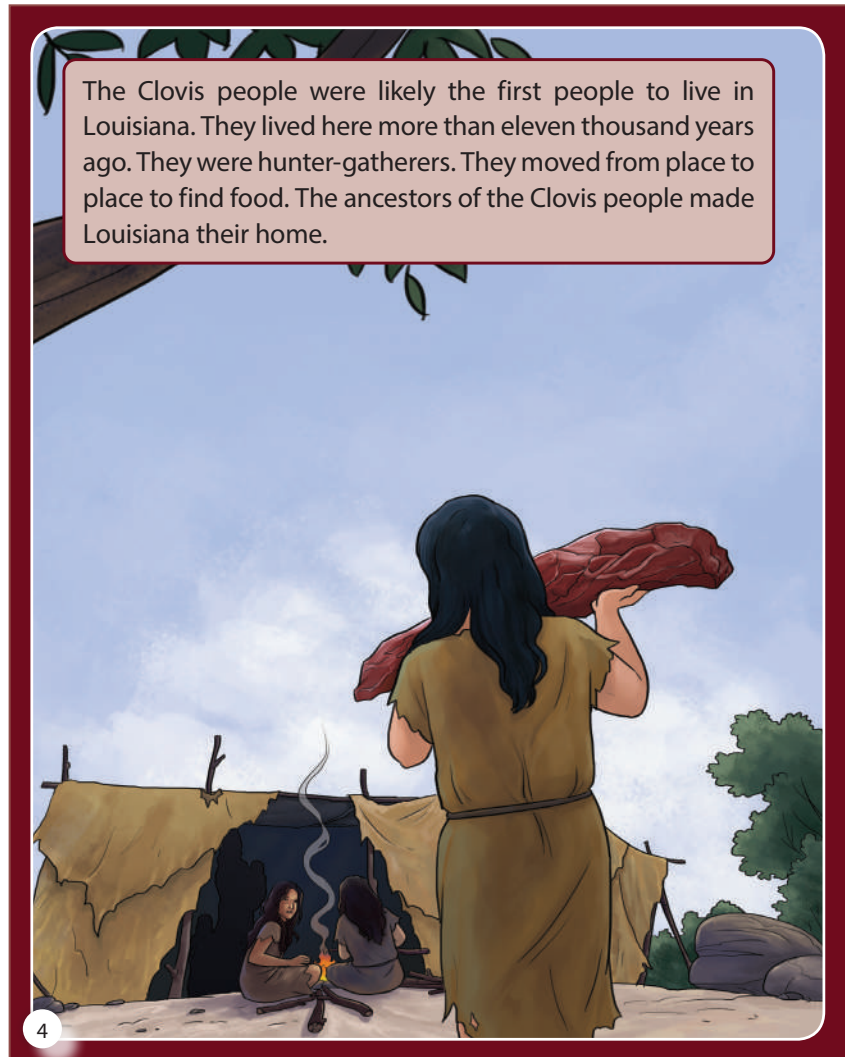
CORE VOCABULARY—Explain to students that **scholars** are people with special knowledge about a subject. A scholar is an expert.

Ask students the following question:

LITERAL—What are two ways we can learn about the first peoples of Louisiana? **(1.2.a, 1.2.b)**

- » We can learn about the first peoples of Louisiana by studying the objects they used and by reading what scholars and other experts wrote about them.

Now ask students to look at the image on page 4 as you read aloud.



SUPPORT—Explain that hunter-gatherers are people who hunt animals and gather wild plants for food. Hunter-gatherers follow herds of animals, so they move often. Because they don't stay in one place very long, they do not farm.

SUPPORT—Direct students to study the image on page 4. Ask: What do you see in this image? (*three people, a tent/shelter, trees, rocks, a fire*) Then explain that the shelter is made of a wooden frame that is covered with animal skins. The people's clothing is probably made from animal skins, too. Ask: What do you think the people near the shelter are doing? How do you know? (*They are starting a fire so they can cook the meat carried by the person in the foreground. One woman at the fire is looking at the person carrying the meat toward the fire.*) **(1.3, 1.4)**

Ask students the following questions:

LITERAL—Who were the first people to live in Louisiana? How long ago did they live here? **(1.9)**

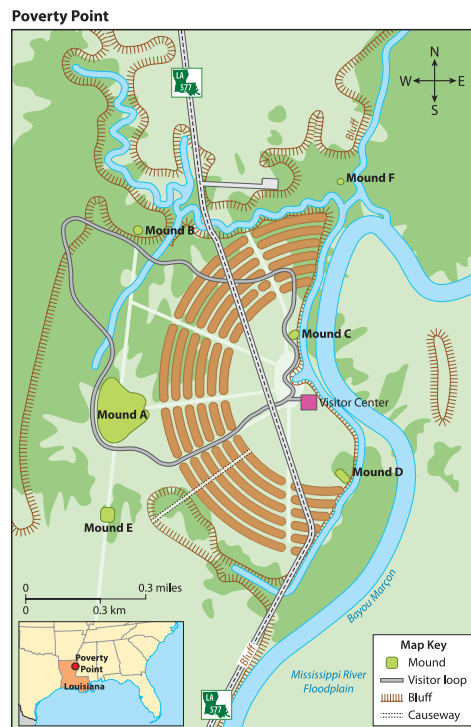
- » The first people to live in Louisiana were the Clovis people. They lived here more than eleven thousand years ago.

LITERAL—Describe the lives of the Clovis people. **(1.9)**

- » The Clovis people were hunter-gatherers. They moved from place to place to find food. They lived in shelters covered with animal skins. They also wore clothing made of animal skins.

Now ask students to look at the image on page 5 as you read aloud.

The Poverty Point people lived more than three thousand years ago. They built Louisiana's first large city. They were also hunter-gatherers.




Their home was on a bayou of the Mississippi River. The place where they lived had plenty of small animals, nuts, berries, and fish to eat all year.

5

SUPPORT—Explain that Poverty Point is the name we use today for the ancient people who lived there. We do not know what these ancient people called themselves.

SUPPORT—Direct students to the compass rose at the top right corner of the map. Remind students that a compass rose tells us direction. Walk them through the four directions of the compass rose: north, east, south, and west.

CORE VOCABULARY—Point out the word **mound** in the map key in the lower right corner of the map. Explain that a mound is a large, rounded hill created by humans for use in special events and games. Help students find six mounds on the map. Hint: They are all represented by bright-green blobs.

 **SUPPORT**—Direct students to the map on page 5. Help them find the inset map at the bottom left. Say: Louisiana is the orange state. In which part of Louisiana is the red dot located? (*northeast Louisiana*) Then have them look at the rest of the map. Prompt them to point to the biggest bright-green blob. (*Mound A*) Then have students point to the pink square east of the big green blob and say what it is. (*Visitor Center*) **(1.24)**

CORE VOCABULARY—Explain that a **bayou** is a marshy body of water that connects to a lake or river.

Note: Students may recall learning the word *bayou* in Unit 1, *A Place Called Louisiana*.

Ask students the following questions:

LITERAL—Who built the first large city in Louisiana? **(1.9)**

» The Poverty Point people built the first large city in Louisiana.

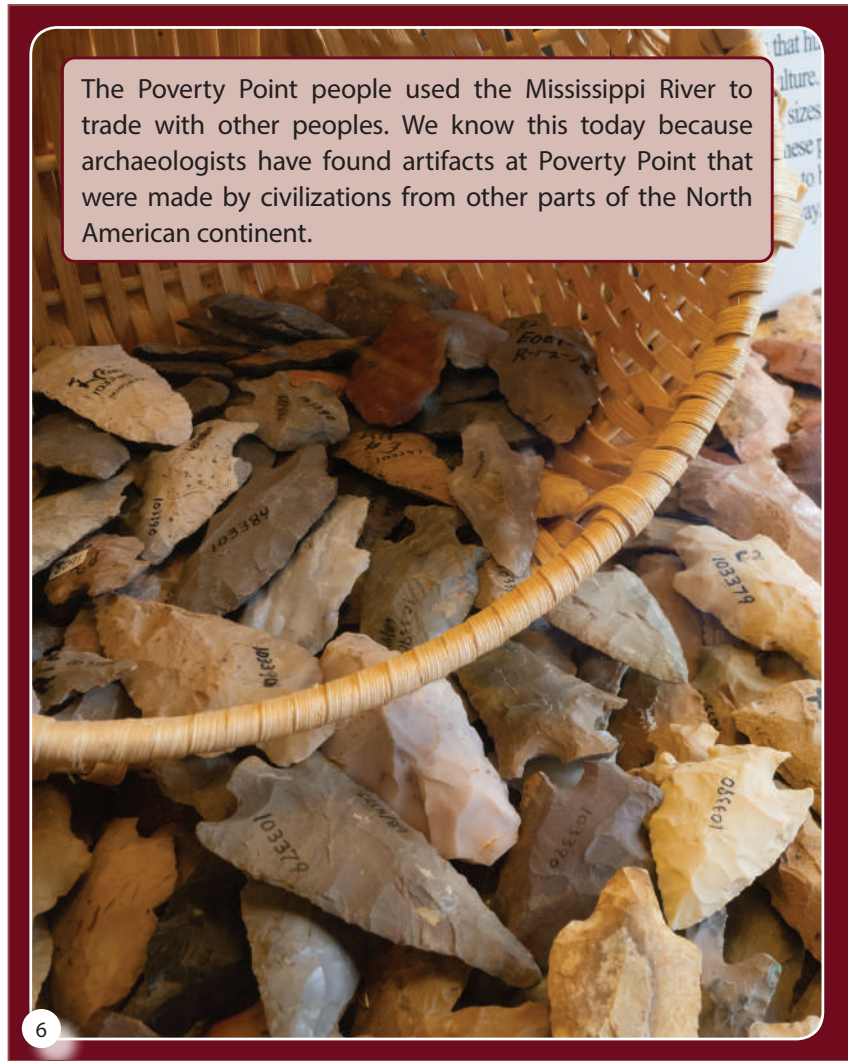
EVALUATIVE—How were the lifestyles of the Poverty Point people similar to the lifestyles of the Clovis people? **(1.4, 1.9)**

» The Poverty Point people and the Clovis people were both hunter-gatherers.

 **LITERAL**—Look at the map of Poverty Point. Which mound is the farthest north? **(1.24)**

» Mound F is the farthest north.

Now ask students to look at the image on page 6 as you read aloud.



SUPPORT—Explain that to trade is to give something in order to get something else.

SUPPORT—Explain that the Poverty Point people and other Native peoples would have used the Mississippi River like a water highway. Instead of transporting goods entirely by foot or cart, they used boats and rafts to travel long distances by river.

SUPPORT—Point out the numbers on the arrowheads in the image. Explain that these numbers were added by archaeologists to help keep track of the arrowheads. They were not on the arrowheads when people made them long, long ago.

Ask students the following questions:

LITERAL—How do archaeologists know that the Poverty Point people traded with other peoples?
(1.3, 1.9)

- » Archaeologists know the Poverty Point people traded with other peoples because they have found artifacts at Poverty Point that were made by other civilizations.

LITERAL—What body of water helped the Poverty Point people trade with other peoples? (1.9, 1.23)

» The Mississippi River helped the Poverty Point people trade with other peoples.

Now ask students to look at the image on page 7 as you read aloud.

The Poverty Point people built their houses using things they could find in nature. They wove sticks and cane together to make walls. They covered the outside of the walls with mud. When the mud hardened, the inside of the house stayed dry when it rained.



What do you think it would have been like to live in a house like this?

7

SUPPORT—Direct students to the image of the house. Point out the house's frame, which is made of sticks and cane. Then point to the house's walls, which are made with mud. Finally, point to the roof, and explain that it is made of grasses.

TURN AND TALK—Have students discuss with a partner what it would have been like to live in this kind of house. Then ask students to compare living in a house like this one in the past with living in the kinds of homes we have today. (1.5)

Ask students the following questions:

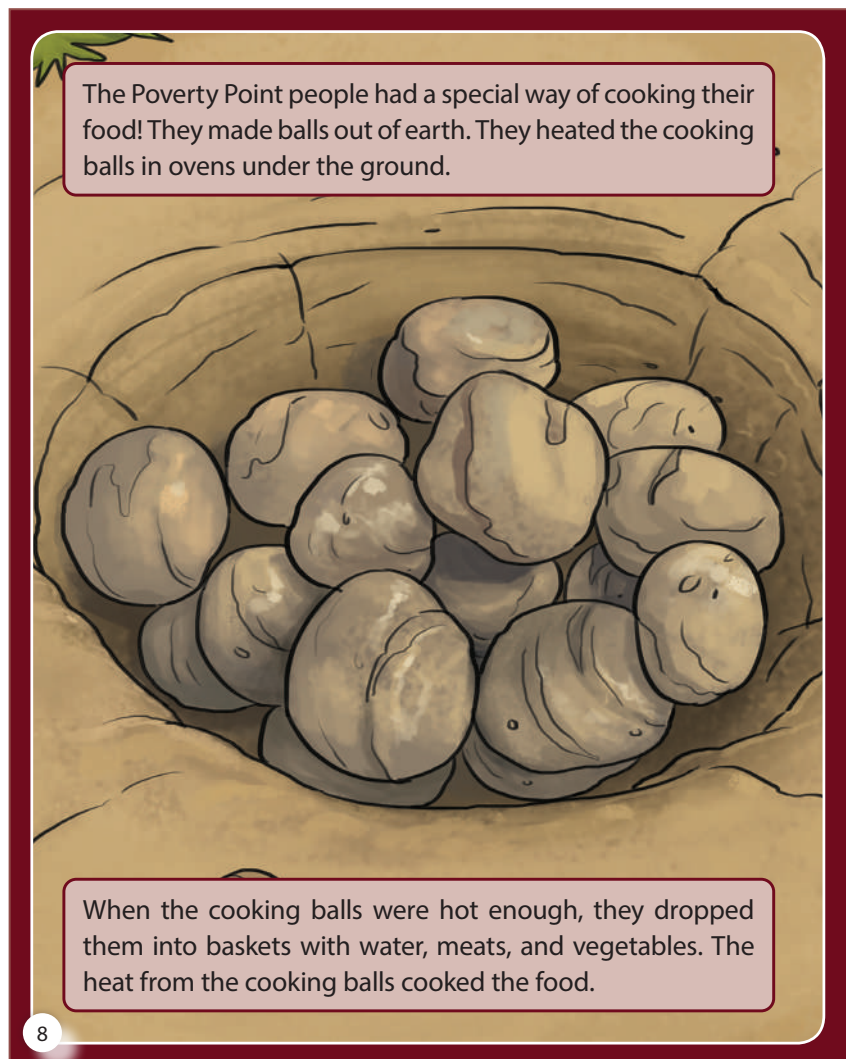
LITERAL—Where did the Poverty Point people get the items they used to build their houses? (1.23)

» They found everything they needed to build their houses in nature.

EVALUATIVE—Why did the Poverty Point people cover their houses in mud? **(1.23)**

» Once the mud dried on the house's frame, it kept the inside of the house dry when it rained.

Now ask students to look at the image on page 8 as you read aloud.



SUPPORT—After reading the text aloud, ask: How is the way we cook today similar to the way the Poverty Point people cooked? (*We use heat to cook food, and so did the Poverty Point people.*) How is the way we cook today different from the way the Poverty Point people cooked? (*The Poverty Point people cooked their food in water heated by hot balls of earth. We use stoves, ovens, or grills to heat our food.*) **(1.5)**

Ask students the following questions:

LITERAL—What were the balls used by the Poverty Point people to cook food made of? **(1.9, 1.23)**

» The balls were made of earth.

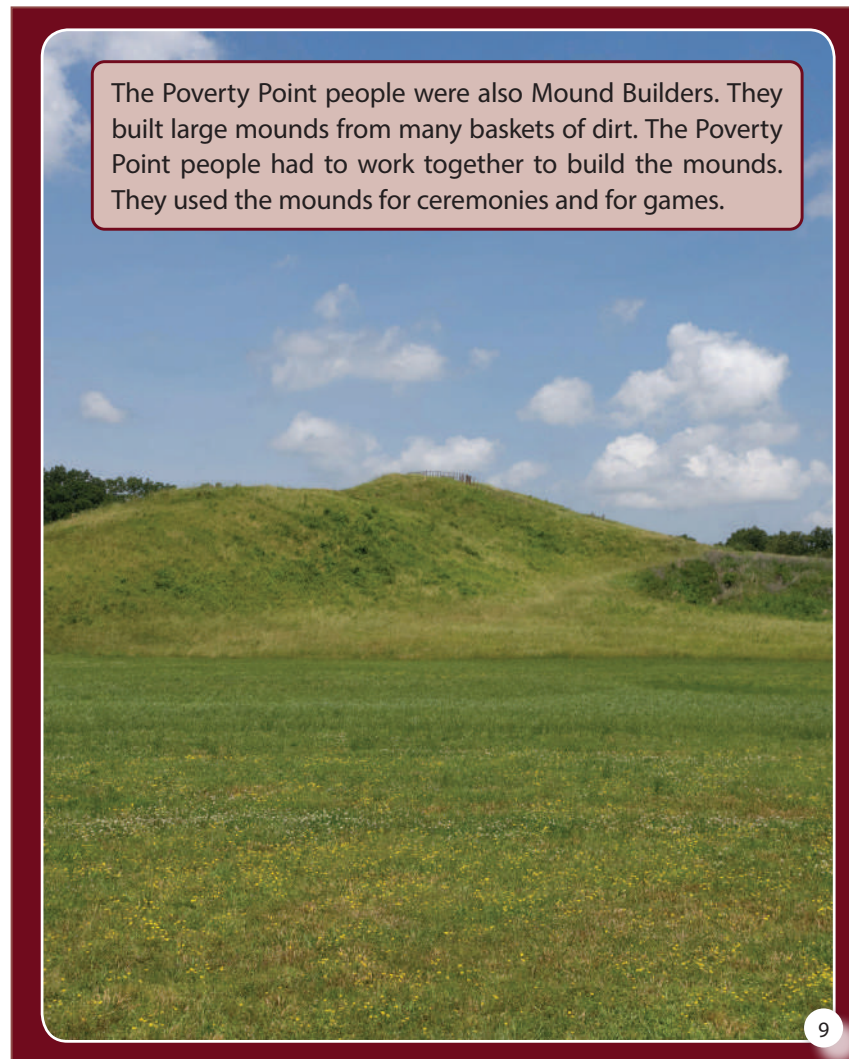
LITERAL—How were the cooking balls heated? **(1.3)**

» The cooking balls were heated in underground ovens.

EVALUATIVE—Which parts of this cooking method resemble how we cook today? **(1.5)**

- » Answers will vary. Students might say that today, we still cook food by heating something else, like a stove burner or an oven. We usually don't cook things directly over a fire, especially when we cook inside. Sometimes we cook meat and vegetables at the same time. The Poverty Point people combined ingredients to make a soup or stew. People still eat soups and stews today.

Now ask students to look at the image on page 9 as you read aloud.



CORE VOCABULARY—Explain that **ceremonies** are formal events that follow specific rules.

SUPPORT—Have students point to the mound in the image. Explain that grass eventually grows over dirt mounds, which makes mounds look like natural parts of the landscape.

Ask students the following questions:

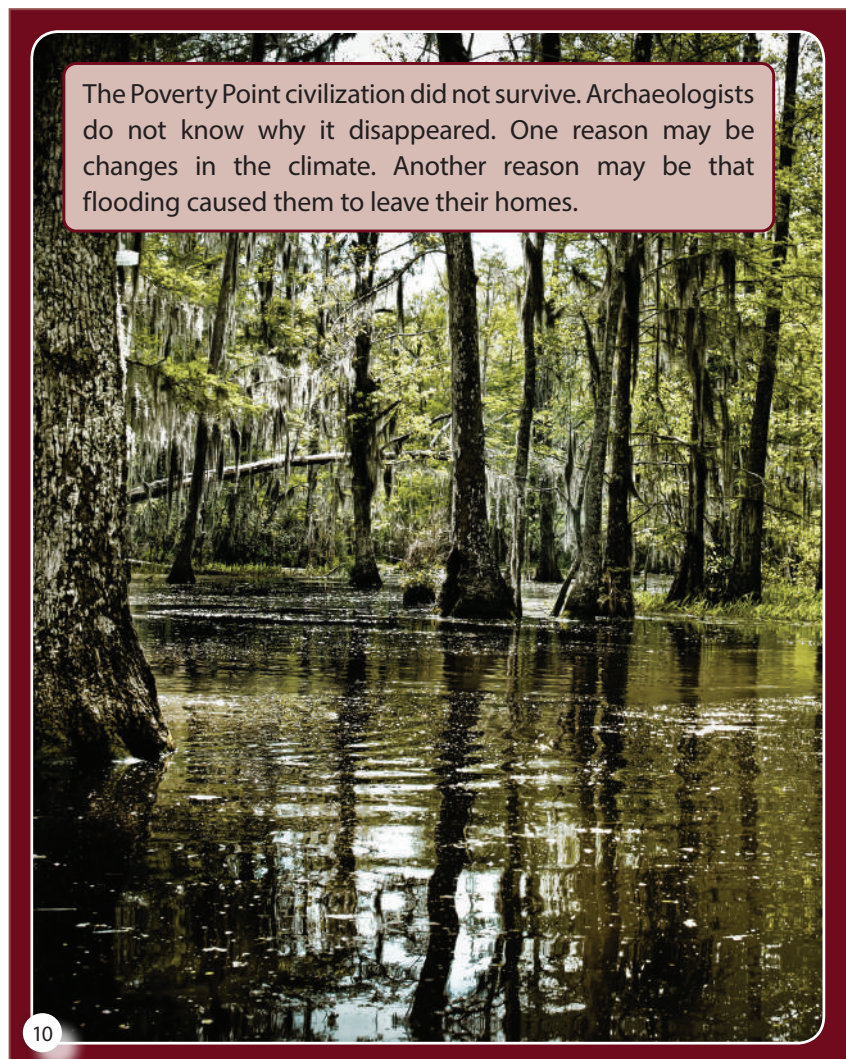
LITERAL—How were the mounds in Poverty Point formed? **(1.9)**

- » The mounds in Poverty Point were formed by the people who lived there. They used many baskets of dirt to create the mounds.

LITERAL—How did the Poverty Point people use the mounds? **(1.9)**

» They used the mounds for ceremonies and games.

Now ask students to look at the image on page 10 as you read aloud.



SUPPORT—Explain that climate is the pattern of weather in a place over time. Weather is what we experience day to day. Climate is what happens over a long time. Sometimes those patterns change. For example, a place known for high rainfall might lose that reputation after years of little rain. Plants, animals, and humans need water for survival. If the plants die, small animals won't have anything to eat, which means big animals and humans won't have anything to eat. A climate without rain can't support human life, so humans would have to move somewhere else. Explain that climate change can also affect a place's temperature and the level of the ocean. When ocean waters are high, they can cover entire islands. People can't live on land that is underwater.

Ask students the following questions:

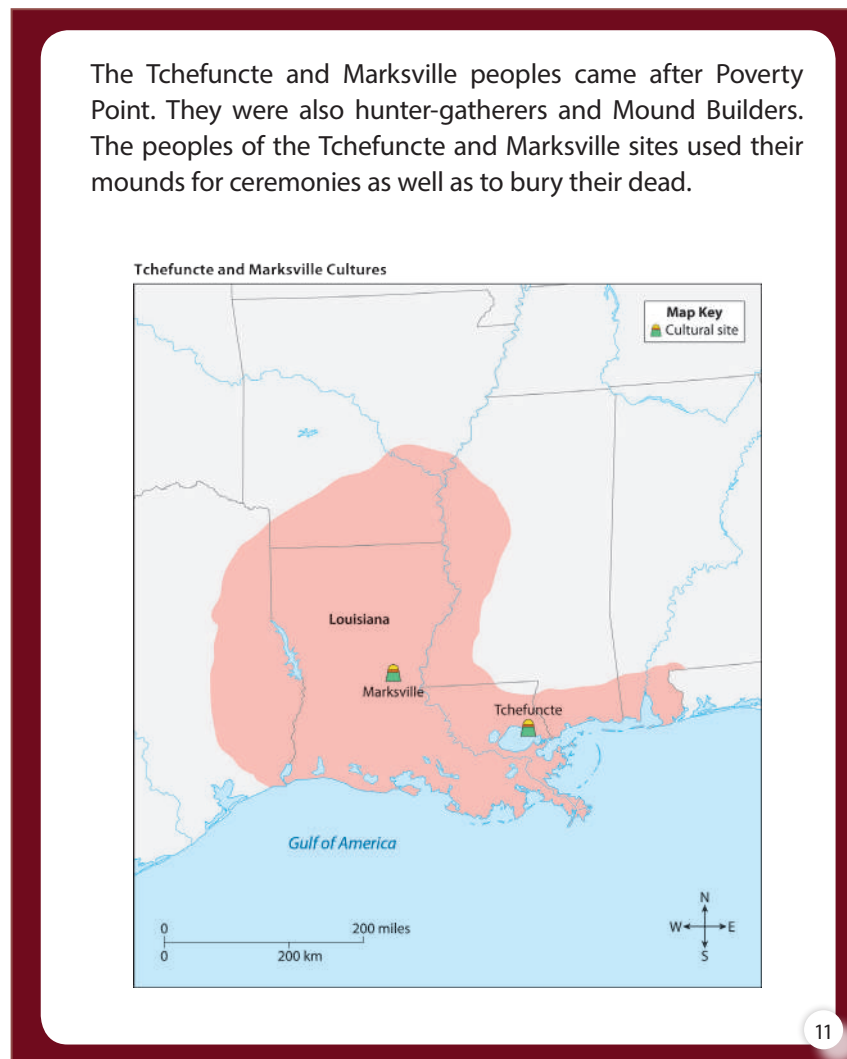
EVALUATIVE—Why do experts think the Poverty Point civilization disappeared from Louisiana? **(1.32)**

» Experts think that changes in climate or flooding caused the Poverty Point civilization to disappear from Louisiana.

INFERENTIAL—Why might constant rain and flooding cause people to leave their city behind? (1.32)

- » Answers will vary. Students may say that animals do not want to live in flooded areas. Without animals, humans would not have very much food to eat. Areas with lots of rain and floodwaters attract mosquitoes and other bugs, which can carry diseases. Floodwaters are dangerous. People don't want to make their homes in dangerous places. People don't want their belongings to be wet all the time.


Now ask students to look at the image on page 11 as you read aloud.



Note: *Tchefuncte* is pronounced (/cheh*funk*tuh/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Explain that **cultures** are the languages and ways of life, including the beliefs and practices, of specific groups of people.

Note: Students may recall learning the word *culture* in Unit 1, *A Place Called Louisiana*.

 **SUPPORT**—Guide students to find Tchefuncte and Marksville on the map. Use direction words (*north, south, east, west*) as much as possible. (1.24)

Ask students the following questions:

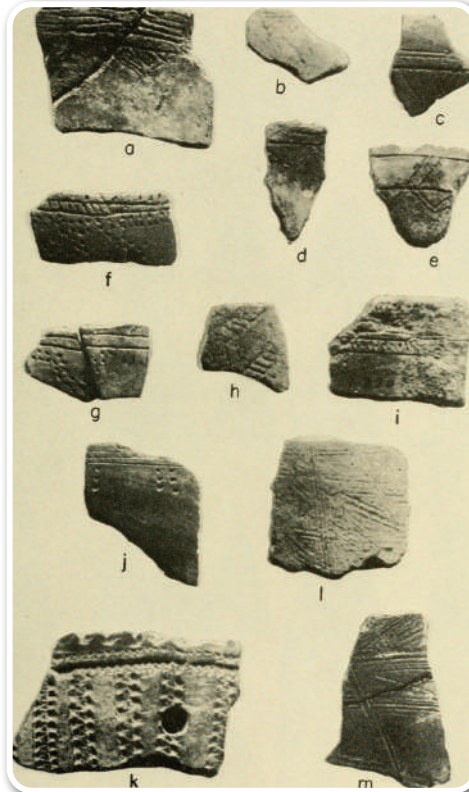
EVALUATIVE—How were the Marksville and Tchefuncte cultures similar to the Poverty Point culture? **(1.9)**

» All three cultures were based on hunting and gathering. They also built mounds.

LITERAL—What were the mounds in the Marksville and Tchefuncte cultures used for? **(1.9)**

» The mounds in the Marksville and Tchefuncte cultures were used for ceremonies and burials.

Now ask students to look at the image on page 12 as you read aloud.



The Tchefuncte and Marksville peoples made lots of beautiful pottery. The designs on their pottery are like those from other peoples who lived in different parts of Louisiana and North America.

12

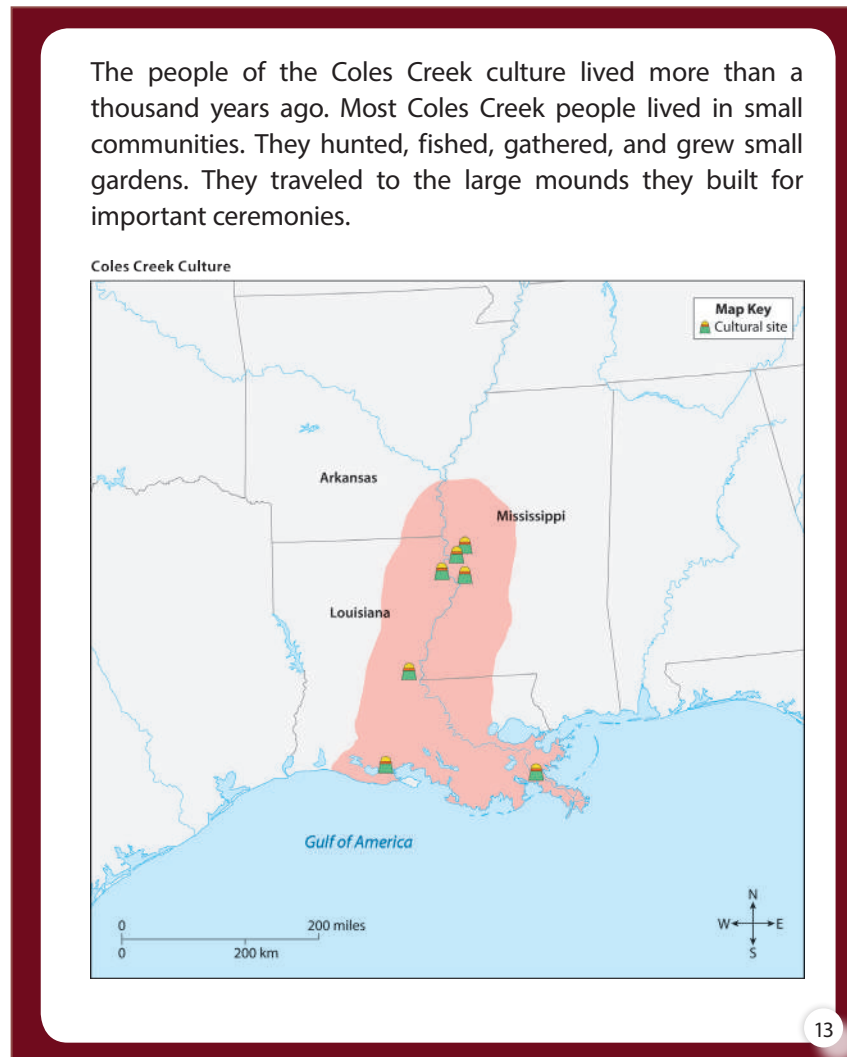
SUPPORT—Help students understand why some of the pottery designs are similar to designs found in other parts of the country. Say, “Imagine that you’re drawing or coloring a picture with a friend. You look at their paper and see that they’re doing something really neat, like making patterns with stripes or circles. You decide to try that, too. Your artwork ends up having similar qualities because you sat next to your friend.” Explain how similarities in pottery designs from different parts of the state and country indicate that the peoples in those places probably came into contact with one another at some point in history.

Ask students the following question:

EVALUATIVE—Why do we suspect that the Tchefuncte and Marksville cultures came into contact with peoples from other parts of Louisiana? **(1.3)**

» Their pottery had designs similar to those used by people from other parts of Louisiana.

Now ask students to look at the image on page 13 as you read aloud.



SUPPORT—Direct students' attention to the map. Point out the pink area. Explain that a thousand years ago, this was Coles Creek territory. Explain that the Coles Creek culture spanned parts of what is now Louisiana, Mississippi, and Arkansas. Back then, the land wasn't divided into states.

Note: You may wish to pause here to display and review the first five Timeline Cards.

Ask students the following questions:

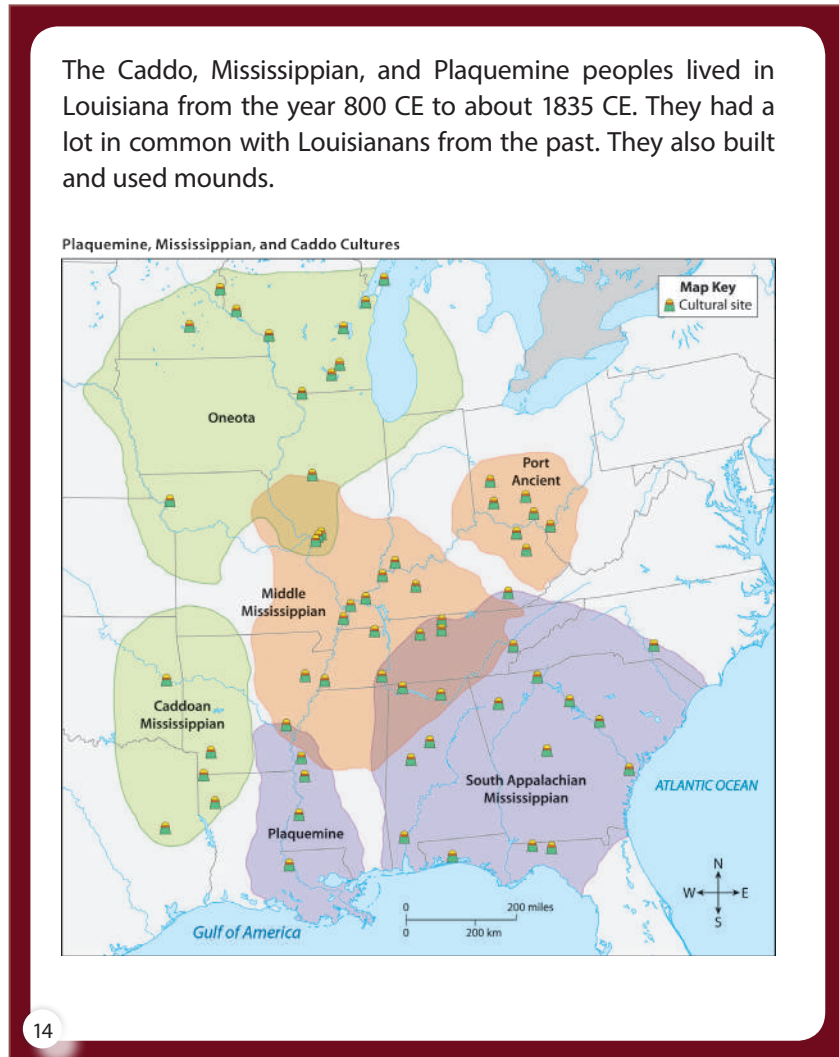
LITERAL—How did the people of the Coles Creek culture get food? **(1.9)**

» The people of the Coles Creek culture got food from hunting, fishing, gathering plants, and growing plants in small gardens.

INFERENTIAL—Look at the map. Why do you think fishing was a big part of the Coles Creek culture? (1.3, 1.32)

- » The people of the Coles Creek culture settled near major bodies of water. The southern border is defined by the Gulf of America. A river runs through the middle of the territory. Both of these bodies of water could be used for fishing.

Now ask students to look at the image on page 14 as you read aloud.



SUPPORT—Point out the Caddoan Mississippian, Middle Mississippian, and Plaquemine cultures on the map.

Ask students the following questions:

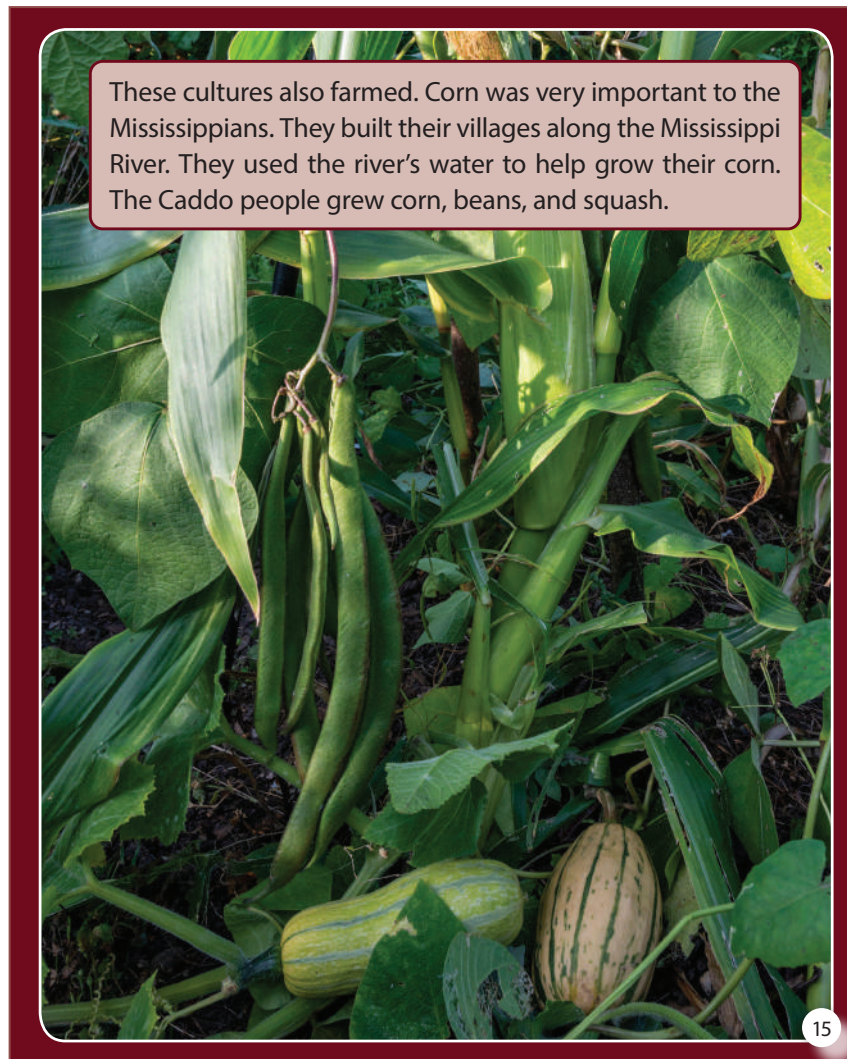
EVALUATIVE—What did the Caddo, Mississippian, and Plaquemine cultures have in common with earlier Louisiana peoples? (1.9)

- » They were Mound Builders.

LITERAL—Look at the map. Which Louisiana culture extended farthest south? (1.24)

- » The Plaquemine culture extended the farthest south.

Now ask students to look at the image on page 15 as you read aloud.



CORE VOCABULARY—Explain that **villages** are places where small groups of people live.

SUPPORT—Point out the corn, green beans, and squash in the image. Explain that these crops are known as the “Three Sisters” because they grow better together than when planted alone. The corn stalk acts as the frame that the bean plant wraps itself around. The beans add a chemical called nitrogen to the soil, which feeds the corn and squash. Squash has big leaves, which block the other two plants from getting burned by the sun. The leaves also help keep water in the ground and prevent weeds from growing.

Ask students the following questions:

LITERAL—What crops did the people of the Caddo culture grow? **(1.9)**

» The Caddo grew corn, beans, and squash.

EVALUATIVE—How did the lifestyles of the Caddo, Mississippian, and Plaquemine peoples differ from the peoples who lived in Louisiana before them? **(1.9)**

» They lived in more permanent villages along the Mississippi River and farmed.

Now ask students to look at the image on page 16 as you read aloud.

People from Europe settled in Louisiana in the 1700s. Indigenous people, or Native Americans, showed European explorers and settlers how to grow and cook crops such as corn, squash, and beans. They also showed the Europeans how to fish and hunt animals that lived in the area.



Cornbread and grits are two foods from Native American culture that Louisianans still enjoy today!

16

SUPPORT—Use a globe to show students where Europe is located and how far it is from Louisiana. Explain that to get to Louisiana, people had to travel all the way across the Atlantic Ocean, then across North America on land or around North America by sea to the Gulf of America. Tell students that they will hear more about the Europeans who came to Louisiana in the next chapter.

Ask students the following questions:

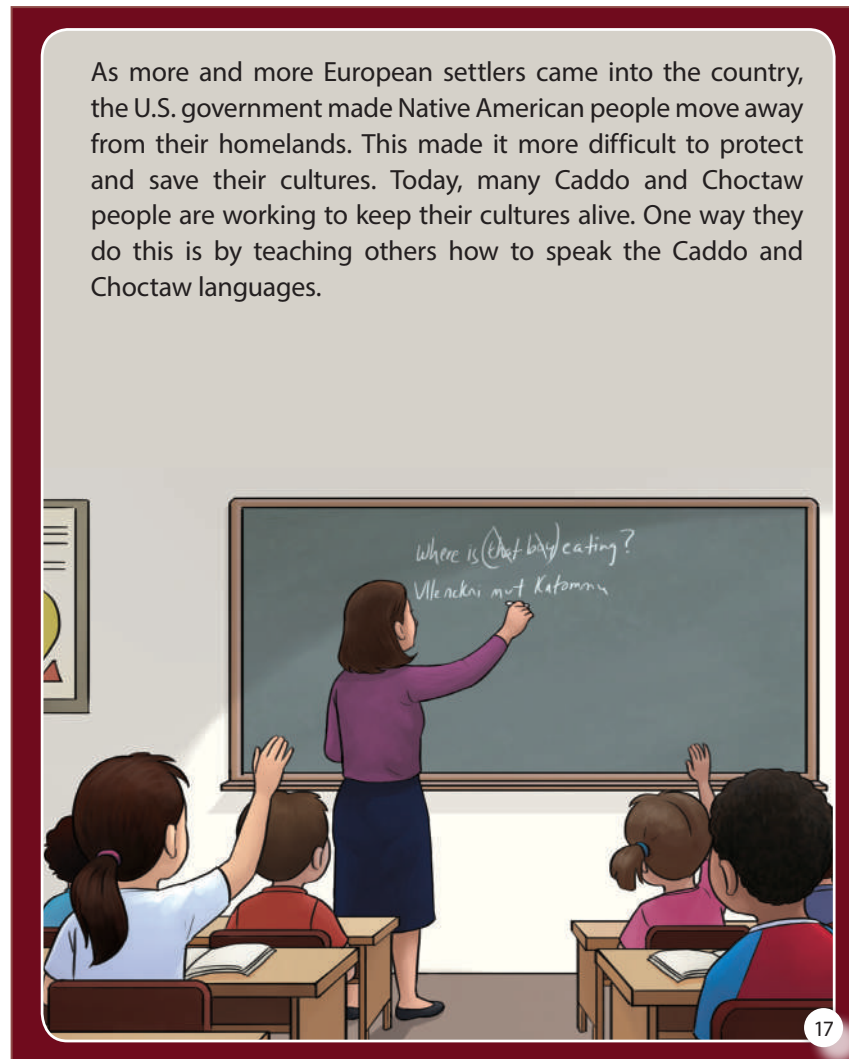
LITERAL—When did Europeans begin to settle in Louisiana? **(1.9)**

» Europeans began to settle in Louisiana in the 1700s.

LITERAL—How did Native Americans help European explorers and settlers? **(1.3)**

» Native Americans helped Europeans by showing them how to grow and cook crops such as corn, squash, and beans. They also showed them how to fish and hunt animals that lived in Louisiana.

Now ask students to look at the image on page 17 as you read aloud.



CORE VOCABULARY—Explain that the **U.S. government** is the government for the whole country. It's the government of the United States.

SUPPORT—Explain that the Choctaw are another Native American people who live in Louisiana.

Ask students the following questions:

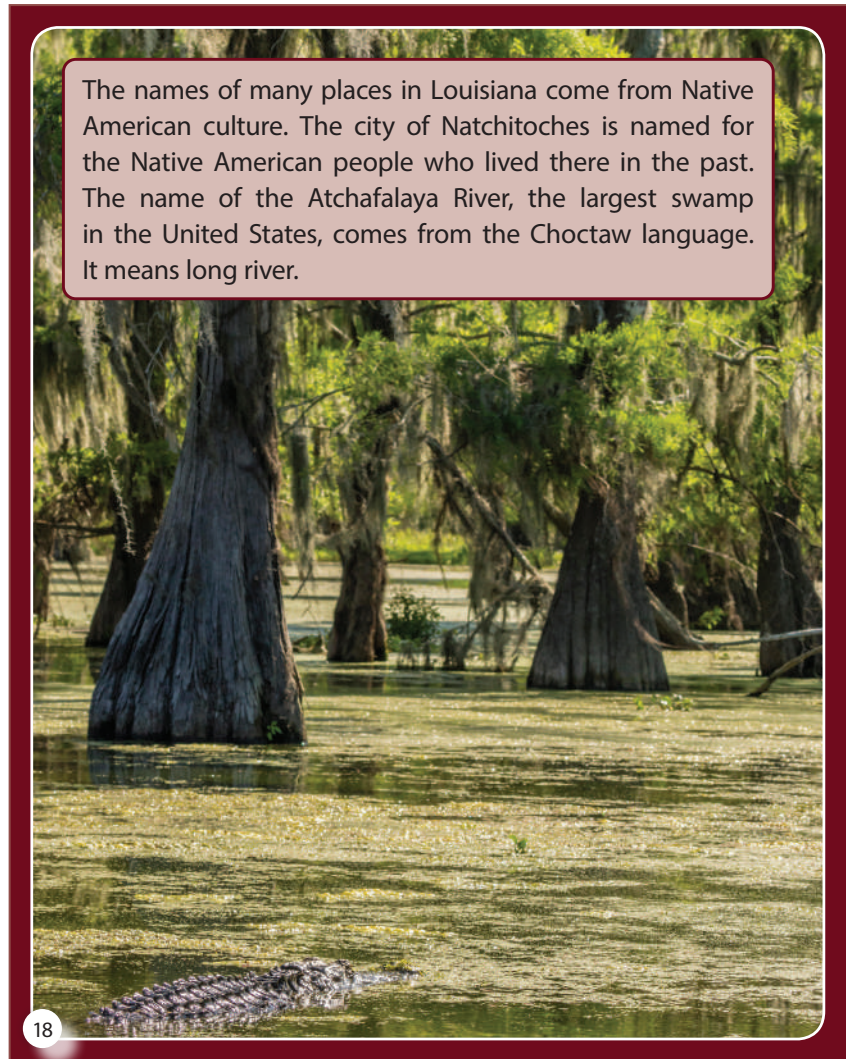
LITERAL—How has the U.S. government made it difficult for Native American groups to keep their cultures? **(1.6)**

- » The U.S. government used to force Native American people off their homelands. That made it difficult to maintain their cultures.

LITERAL—What is one way the Caddo and Choctaw peoples keep their culture alive? **(1.8, 1.8.c)**

- » They teach others how to speak the Caddo and Choctaw languages.

Now ask students to look at the image on page 18 as you read aloud.



The names of many places in Louisiana come from Native American culture. The city of Natchitoches is named for the Native American people who lived there in the past. The name of the Atchafalaya River, the largest swamp in the United States, comes from the Choctaw language. It means long river.

Note: *Natchitoches* is pronounced (/na*ku*tush/). Say the name aloud, and have students repeat it after you.

Note: *Atchafalaya* is pronounced (/uh*chaf*a*lie*uh/). Say the name aloud, and have students repeat it after you.

Ask students the following questions:

LITERAL—How did Natchitoches, Louisiana, get its name? (1.8, 1.8.c, 1.9)

» It is named after the Native American people who once lived there.

LITERAL—From what Native American language does the name of the Atchafalaya River come? (1.8, 1.8.c, 1.9)

» It comes from the Choctaw language.

Now ask students to look at the image on page 19 as you read aloud.

The Chitimacha are another Indigenous people from Louisiana. They are known for their beautiful baskets made from river cane. People have made baskets in Louisiana for thousands of years.



Artists like John Paul Darden, Scarlett Darden, and Melissa Darden Brown keep the tradition of Chitimacha basket weaving alive today.

19

SUPPORT—Explain that *indigenous* means native.

SUPPORT—Direct students to the image on page 19. Ask: What does the pattern in the basket remind you of? (*a river, a snake*) Explain that basket makers and other artists are often inspired by the natural world around them.

Ask students the following questions:

LITERAL—What type of art are the Chitimacha people known for? **(1.8, 1.8.h)**

» The Chitimacha are known for basket weaving/basket making.

LITERAL—What material do the Chitimacha use to make their baskets? **(1.8, 1.8.h, 1.23)**

» The Chitimacha use river cane to make their baskets.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.

- Work with students to put cards with dates in chronological order. **(1.1)**
- Review and discuss the Framing Question: “Who were the first peoples to live in Louisiana?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Who were the first peoples to live in Louisiana?

- » The Clovis people were the first people to live in Louisiana, more than eleven thousand years ago. They were followed by the Poverty Point people, then the Tchefuncte and Marksville cultures. The Coles Creek people came next. They were followed by the Caddo, Mississippian, and Plaquemine cultures. The Caddo, Choctaw, and Chitimacha still live in Louisiana today.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Louisiana as a Colony

Primary Focus Objectives

- ✓ Describe European exploration and settlement of Louisiana. **(1.11, 1.32)**
- ✓ Identify the cultural groups that contributed to Louisiana's founding and colonial settlement. **(1.9)**
- ✓ Connect the actions of colonial settlers to aspects of Louisiana that exist today. **(1.5, 1.6)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *colony, explorers, guide, permanent, settlements, influenced, colonists, enslaved people, laborers, plantations, carpenters, silversmiths, parish, industry, diverse, and unique.*

Materials Needed

- individual student copies of *Louisiana History and Culture* Student Book
- a globe
- a map from the Internet of North America
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Louisiana as a Colony":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce "Louisiana as a Colony"

Review what students heard in Chapter 1 about the first peoples to live in Louisiana. Remind students that they heard about people coming from Europe to live in Louisiana. Explain that in this chapter, students will learn more about those Europeans and what they did in Louisiana.

Framing Question

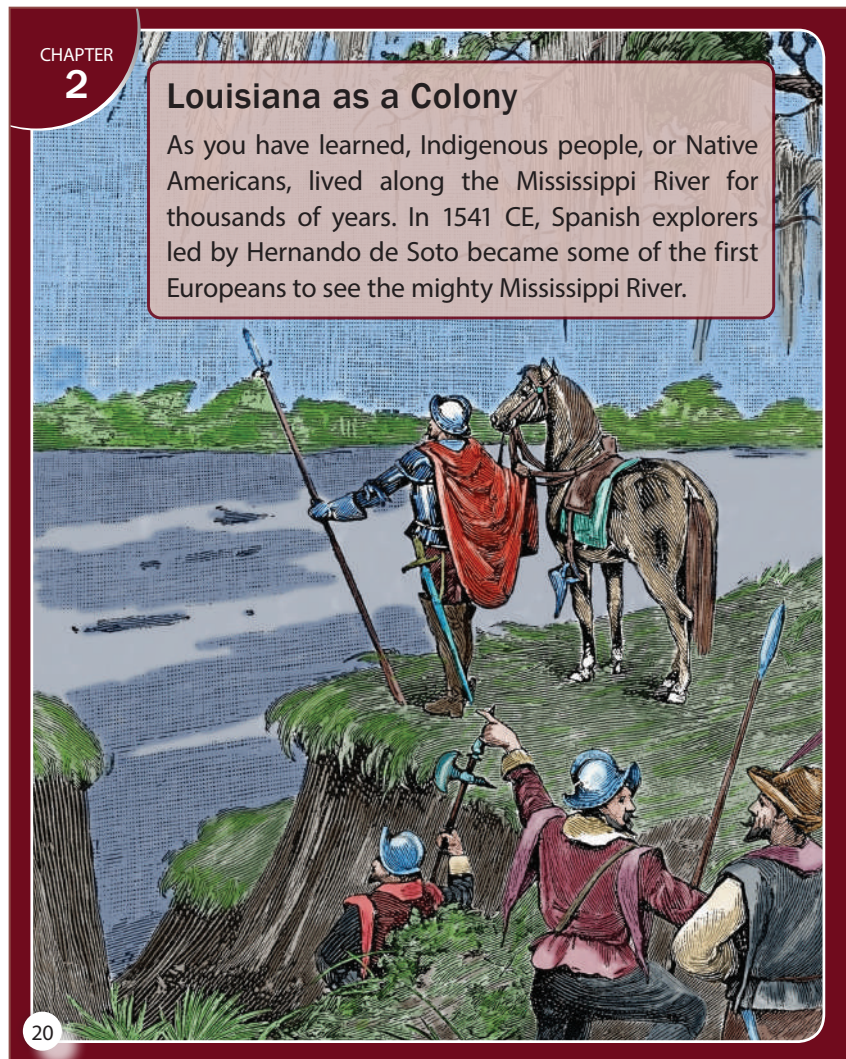
What was life like in colonial Louisiana?

Core Vocabulary

colony explorers guide permanent settlements
influenced colonists enslaved people laborers plantations
carpenters silversmiths parish industry diverse unique

Chapter 2: “Louisiana as a Colony”

Distribute copies of the Student Book. Ask students to turn to page 20 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Louisiana as a Colony.”



CORE VOCABULARY—Explain that a **colony** is an area that is controlled and settled by people from another country.

CORE VOCABULARY—Explain that **explorers** are people who travel in search of new information about the world.

SUPPORT—Point out the letters *CE* after the year 1541. Explain that *CE* stands for “Common Era.” Tell students that we use that label to mark any year after Jesus Christ was born, which was in 1 CE. The years before Jesus was born are labeled BCE, or Before the Common Era. The year before Jesus was born was 1 BCE. Two years before Jesus was born was 2 BCE. There is no year zero.

SUPPORT—Explain that *Spanish* means from the country of Spain.

Ask students the following questions:

LITERAL—Who were the first people to live along the Mississippi River? **(1.9)**

» Native Americans were the first people to live along the Mississippi River.

LITERAL—Hernando de Soto was the first European to reach which North American river? **(1.3)**

» Hernando de Soto was the first European to reach the Mississippi River.

LITERAL—From what country were the first Europeans who saw the Mississippi River? **(1.9)**

» The first Europeans who saw the Mississippi River were from Spain.

Now ask students to look at the images on page 21 as you read aloud.

More than one hundred years later, two French men named Louis Jolliet and Father Jacques Marquette explored the Mississippi River.



They learned that the river reached from present-day Minnesota to the Gulf of America. Louis Jolliet took careful notes about the places, people, animals, and plants they saw.



SUPPORT—Point out the map on the bottom of the page. Explain that this map is from long ago. That makes it a primary source. Tell students that a primary source is something from long ago that helps us learn about life long ago. The drawing on the top of the page is not from long ago. Someone from modern times created it. It is not a primary source.

SUPPORT—Point out the compass rose in the center of the map. Note how its arrow, which always points north, is pointing to the right. Help students find the Mississippi River, then direct them to trace the river's path from the right side of the page to the left.

Ask students the following questions:

LITERAL—Which Europeans first explored the Mississippi River? Where were they from? **(1.9)**

- » Louis Jolliet and Jacques Marquette first explored the Mississippi River. They were from France.

EVALUATIVE—Does the Mississippi River flow from east to west or from north to south? How do you know? **(1.3, 1.24)**


- » The Mississippi River flows from north to south. The compass rose shows that north is to the right side of the map. The Mississippi River begins on the right and ends on the left.

EVALUATIVE—Would Jolliet's notes about the Mississippi River be considered a primary source? Why or why not? **(1.2, 1.2.a)**

- » Yes, Jolliet's notes would be considered a primary source because they were written long ago and give a firsthand account of what he saw and experienced on his trip.

Now ask students to look at the images on page 22 as you read aloud.

La Louisiane



Map Key
Mississippi River basin


0 300 miles
0 300 km

New Orleans

Gulf of America


22

In 1684, a French explorer named Sieur de La Salle traveled down the Mississippi River. He used the information from Louis Jolliet and Father Jacques Marquette as a guide. La Salle claimed the land around the Mississippi River for France. He named the land *La Louisiane*.



CORE VOCABULARY—Explain that a **guide** is someone or something that leads or shows the way on a journey.

SUPPORT—Remind students that a primary source is something from long ago that tells about something that happened long ago. Direct them to the map on page 22. Explain that this map was not made long ago. Ask: Is this map a primary source? (*no*) **(1.2, 1.2.a)**

 **SUPPORT**—Have students find and trace the Mississippi River on the map with their finger. Have them point to New Orleans. **(1.24)**


Ask students the following question:

LITERAL—What did the explorer La Salle do? **(1.8.h)**


- » LaSalle traveled down the Mississippi River and claimed the land around the Mississippi River for France. He named the land *La Louisiane*.

Now ask students to look at the images on page 23 as you read aloud.

Louisiana was not easy to rule from France. It was thousands of miles away, across an ocean, and not many Europeans lived there. France did not want other countries settling the land either.




Bienville



Pierre Iberville

Two brothers, Pierre Iberville and Jean-Baptiste Bienville, thought building permanent settlements in Louisiana would help solve these problems.

23

 **SUPPORT**—Use the globe to point out the location of France. Trace with your finger the distance from France, across the Atlantic Ocean, through the Caribbean Sea and Gulf of America, to Louisiana. Remind students that long ago, there were no computers, email, or telephones. There were no airplanes or trains. It took a long time for people and information to get from France to Louisiana. That made it difficult for France to rule Louisiana.

CORE VOCABULARY—Explain that when something is **permanent**, it lasts for a long time and stays unchanged.

CORE VOCABULARY—Explain that **settlements** are small villages.

Ask students the following questions:

EVALUATIVE—Why was it hard for France to rule Louisiana? **(1.3)**

- » It was hard for France to rule Louisiana because Louisiana was thousands of miles away from France and not many Europeans lived in Louisiana.

EVALUATIVE—Why did France build permanent settlements in Louisiana? (1.3, 1.9)

- » France established permanent settlements in Louisiana because French leaders did not want other countries settling on their land.

Now ask students to look at the images on page 24 as you read aloud.

The first settlement they built was called Fort Maurepas. The land was not very good for farming. So they built another settlement on the Mobile River, where they grew tobacco, cotton, and sugar. They also traded furs with Native Americans.



In 1718, Bienville founded the city of New Orleans. It is called the Crescent City because it sits on a curve along the Mississippi River. Over time, New Orleans became an important city for trade. It also became a city influenced by many different cultures.



24

Note: *Maurepas* is pronounced (/more*eh*paw/). Say the name aloud, and have students repeat it after you.

SUPPORT—Direct students' attention to the map on page 24. Explain that it was drawn hundreds of years ago. Because it was made long ago to show something from long ago, it is a primary source.

CORE VOCABULARY—Explain that when something, such as a place, is **influenced** by something else, such as a culture, event, or people, it takes on qualities of that culture, event, or people.

SUPPORT—Draw a crescent shape on the board or chart paper. Then prompt students to find the crescent shape in the image on the bottom of page 24.

Ask students the following questions:

LITERAL—What was wrong with the first settlement the French built? **(1.3)**

- » The first settlement, Fort Maurepas, did not have land that was good for farming.

LITERAL—What crops were grown at the second French settlement? **(1.3, 1.8)**

- » The second French settlement, at Mobile, grew tobacco, cotton, and sugar.

LITERAL—How did early French settlers at Mobile interact with Native Americans? **(1.9)**

- » Early French settlers at Mobile traded furs with Native Americans.

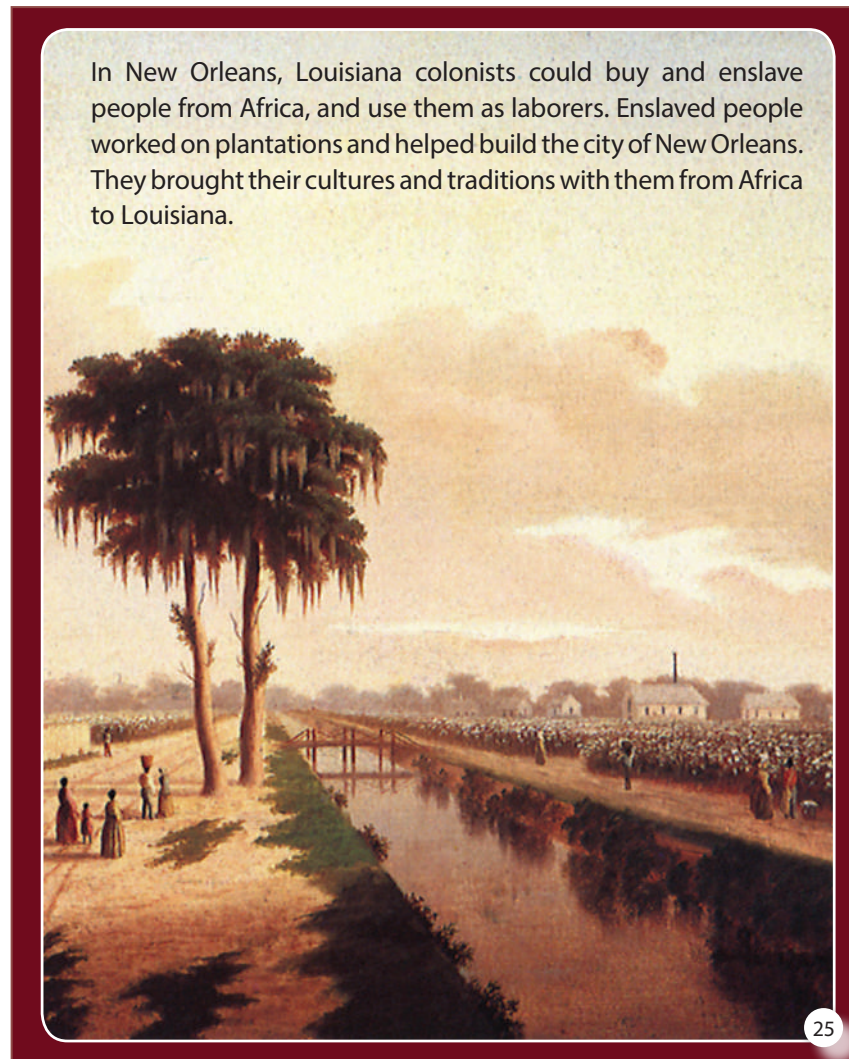
EVALUATIVE—Why is New Orleans called the Crescent City? **(1.8)**

- » New Orleans is called the Crescent City because it sits on a crescent-shaped curve in the Mississippi River.

INFERENTIAL—Why do you think New Orleans is such an important city for trade? **(1.4, 1.31, 1.32)**


- » Answers will vary but may include: New Orleans is on the Mississippi River. The river is used for transporting goods to and from other parts of North America. New Orleans is also close to the Gulf of America, which makes it a hub for trade with faraway places.

Now ask students to look at the image on page 25 as you read aloud.



CORE VOCABULARY—Explain that **colonists** are people who live in a colony.

CORE VOCABULARY—Explain that **enslaved people** are people who are forced to work for others without being paid and without any freedom. Enslaved people in the Americas did not choose to come to the Americas. They were forced to come. They were treated like property, not like people.

 **SUPPORT**—Show students the location of Africa on a globe. Trace a route from Africa to Louisiana. Make sure to note how far enslaved people were forced to travel.

CORE VOCABULARY—Explain that **laborers** are workers.

CORE VOCABULARY—Explain that **plantations** are very large farms that require a large number of people to work.

Ask students the following questions:

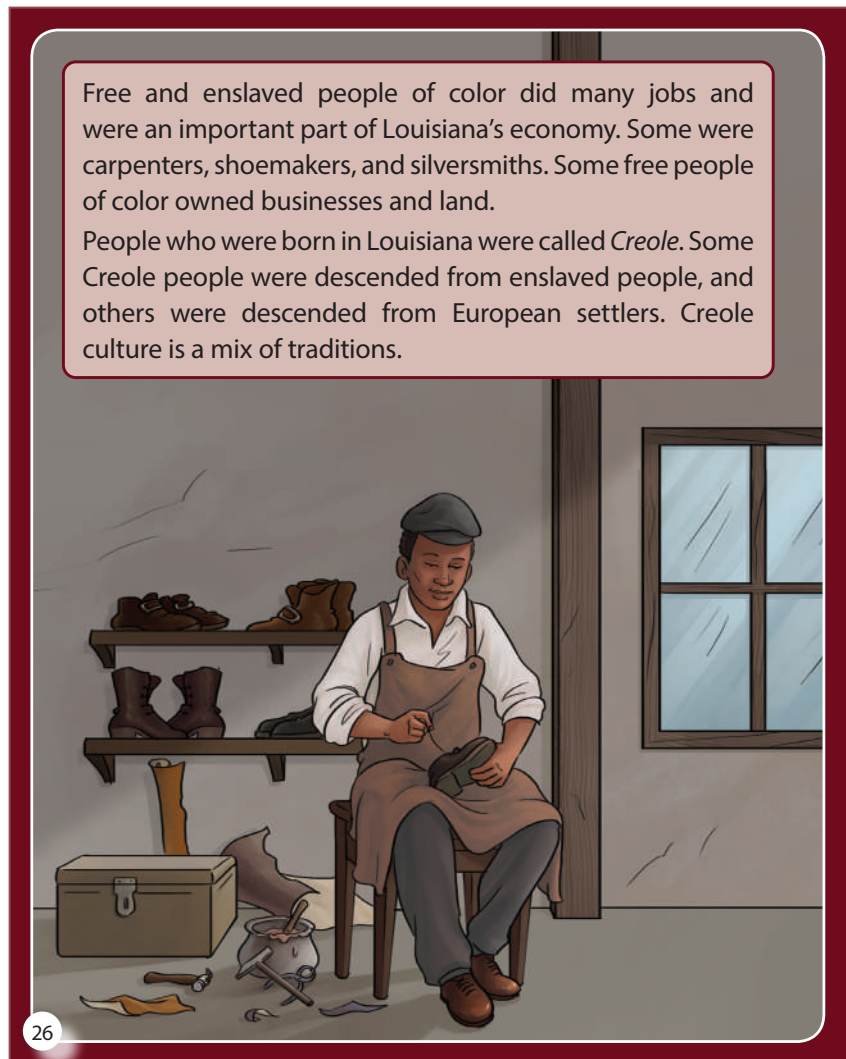
LITERAL—What kind of work did enslaved people do in Louisiana? **(1.9)**

» Enslaved people worked on plantations and helped build New Orleans.

LITERAL—How did enslaved people help shape Louisiana’s culture? (1.8, 1.9)

- » Enslaved people brought their cultures and traditions with them from Africa to Louisiana. Those cultures and traditions became part of Louisiana’s culture.

Now ask students to look at the image on page 26 as you read aloud.



CORE VOCABULARY—Explain that **carpenters** are people who use wood to make things, such as furniture or toys.

CORE VOCABULARY—Explain that **silversmiths** are people who make things like jewelry, silverware, candlesticks, and tea sets out of silver.

Ask students the following questions:

LITERAL—What types of jobs were held by free and enslaved people of color in Louisiana? (1.9)

- » Free and enslaved people of color in Louisiana worked as carpenters, shoemakers, and silversmiths. Some free people of color owned businesses.

EVALUATIVE—How were the lives of free people of color in Louisiana different from the lives of enslaved people? (1.3)

- » Answers will vary but may include: Free people of color were paid for the work they did. Enslaved people were not paid. Free people of color could own their own businesses and land. They could choose their own jobs. Enslaved people could not own businesses or land. They had to do the jobs they were told to do.

LITERAL—What was the name for the people who were born in Louisiana? (1.8)

- » People who were born in Louisiana were called *Creole*.

LITERAL—From what background or culture are people who are Creole? (1.8, 1.11)

- » People who are Creole come from all kinds of backgrounds and cultures. Some are descended from enslaved people. Others are descended from European settlers. Creole people are from a mixture of cultures.

Now ask students to look at the image on page 27 as you read aloud.


Many German people came to Louisiana during the 1700s to find a better life. Charles Frederick D'Arensborg helped settle a place along the Mississippi River called the German Coast.



The land here is good for farming. The German settlers grew food and provided other resources that helped New Orleans succeed.

27

Note: *D'Arensborg* is pronounced (/dare*hons*bore/). Say the name aloud, and have the class repeat it after you.

 **SUPPORT**—Explain that German people come from a country in Europe named Germany. Show students where Germany is located on the globe in relation to Louisiana.

Ask students the following questions:

EVALUATIVE—Why did Germans want to leave Germany in the 1700s? **(1.31)**

» They wanted a better life than they had in Germany.

EVALUATIVE—Why did Germans settle along the banks of the Mississippi River? **(1.32)**

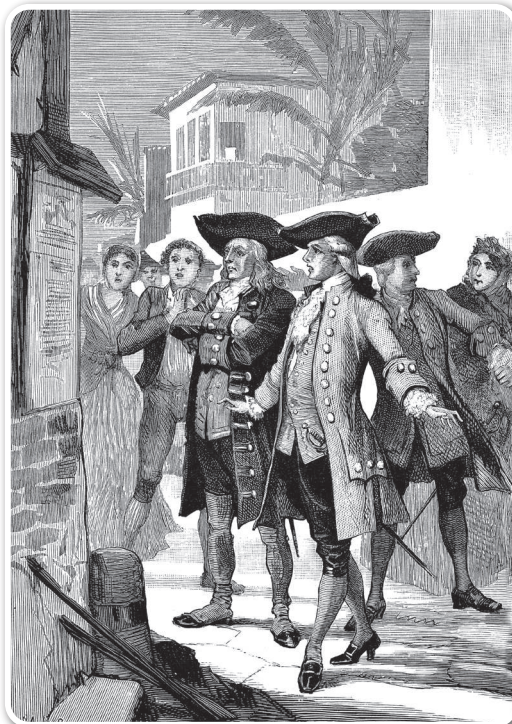
» Germans settled along the banks of the Mississippi River because the land there was good for farming.

LITERAL—What was the new German settlement along the Mississippi River called? **(1.9)**


» The new German settlement was called the German Coast.

Now ask students to look at the image on page 28 as you read aloud.

In the mid-1700s, France and Great Britain went to war with each other over which country would control the land in North America and elsewhere. When France was losing the war, it asked Spain for help. In exchange, the king of France gave much of Louisiana, including New Orleans, to Spain. Louisiana became a Spanish colony.



28

 **SUPPORT**—Using the globe, explain to students that France, Great Britain, and Spain are all countries in Europe.

Ask students the following questions:

EVALUATIVE—Why did France and Great Britain go to war? **(1.3)**

- » France and Great Britain went to war over land in North America and elsewhere.

EVALUATIVE—How did Louisiana become a Spanish colony? **(1.9)**

- » France asked Spain for help in its war against Great Britain. In exchange, France gave most of Louisiana, including New Orleans, to Spain.


Now ask students to look at the image on page 29 as you read aloud.

After the war ended, France gave its land in present-day Canada to Great Britain. The Acadians, a group of people who spoke French, lived on that land.



The British forced thousands of Acadian people to leave Canada. Many of them moved to Louisiana. “Evangeline” by Henry Wadsworth Longfellow is a famous poem about the Acadians’ hard journey. Cajun people in Louisiana are the descendants of the Acadian people.

29

 **SUPPORT**—Explain that Canada is the country north of the United States in North America. Use the map of North America in the Bayou Bridges Online Resources to show students the location of Canada and the United States.

Ask students the following questions:

LITERAL—What happened to France’s land in Canada after the war with Great Britain? **(1.3)**

- » After the war, France gave its land in Canada to Great Britain.

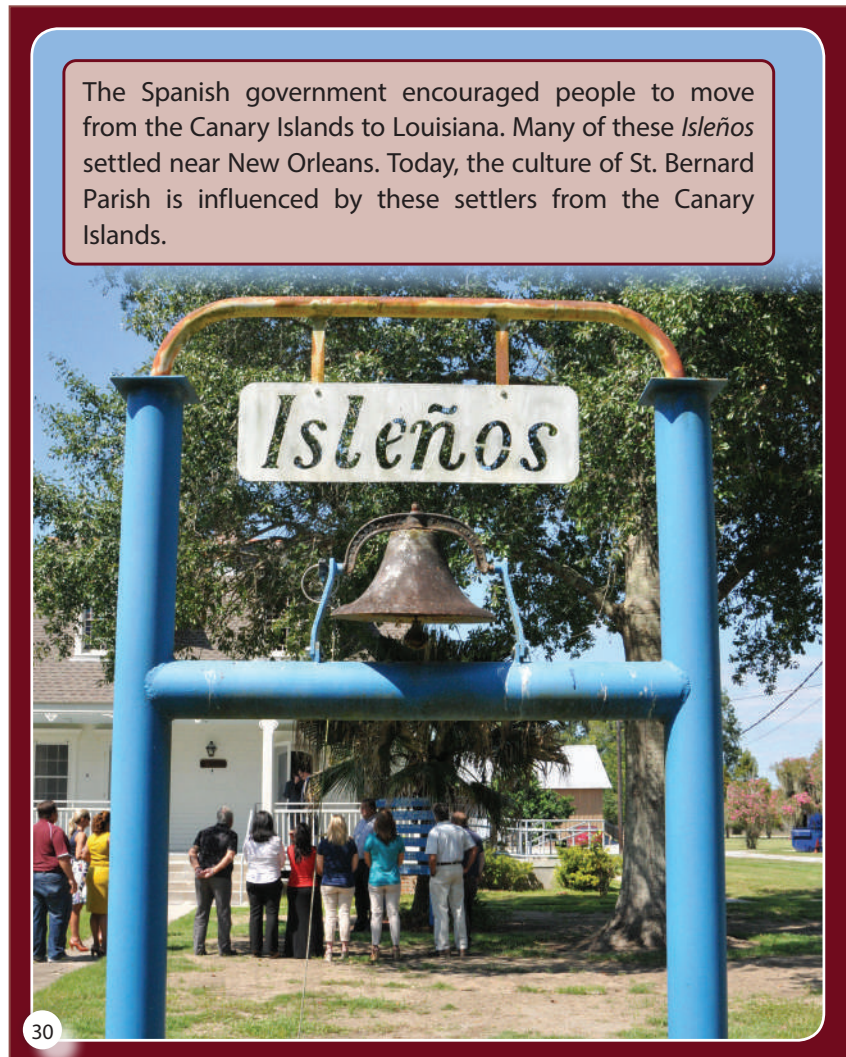
LITERAL—What happened to the Acadians under British rule? **(1.9)**

» Great Britain forced thousands of Acadians to leave Canada. Many moved to Louisiana.

LITERAL—What are the descendants of the Acadian people called? **(1.8, 1.9)**


» The descendants of the Acadian people are called Cajun people.

Now ask students to look at the image on page 30 as you read aloud.



CORE VOCABULARY—Explain that a **parish** is an area of government in Louisiana, similar to a county in other states.

Note: *Isleños* is pronounced (/iz*lay*nyos/). Say the name aloud, and have students repeat it after you.

 **SUPPORT**—Use the globe to show students the location of the Canary Islands off the northwestern coast of Africa and St. Bernard Parish in southeastern Louisiana.

Ask students the following questions:

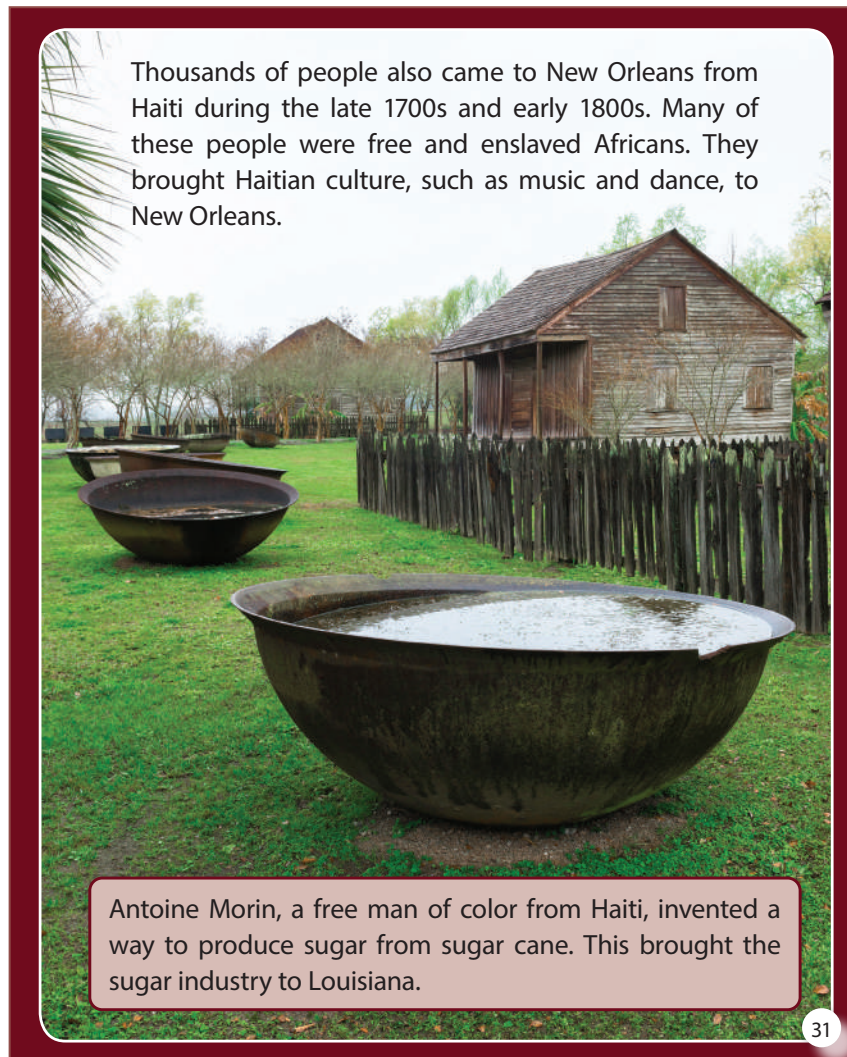
LITERAL—What is the name for people who moved from the Canary Islands to Louisiana? **(1.9)**

» The people who moved from the Canary Islands to Louisiana are called *Isleños*.


LITERAL—Which Louisiana parish is influenced by the culture of the Canary Islands? **(1.8, 1.9)**

» The culture of St. Bernard Parish is influenced by the settlers from the Canary Islands.

Now ask students to look at the image on page 31 as you read aloud.



CORE VOCABULARY—Explain that an **industry** is a group of similar or related businesses.

 **SUPPORT**—Explain to students that Haiti is a country in the Caribbean Sea. Point out Haiti on the map of North America.

Ask students the following questions:

LITERAL—Who came to Louisiana from Haiti in the late 1700s and early 1800s? **(1.9)**

» Free and enslaved Africans came to Louisiana from Haiti in the late 1700s and early 1800s.

LITERAL—What parts of their culture did Haitian immigrants bring to New Orleans? **(1.8, 1.8.b)**

» Immigrants brought Haitian music and dance to New Orleans.

LITERAL—Which Louisiana industry started in Haiti? (1.8)

» The sugar industry started in Haiti.

Now ask students to look at the image on page 32 as you read aloud.

Spain found it difficult to govern Louisiana because of its size and diverse culture. Louisiana was home to Native Americans and peoples from Africa and Europe. Spain decided to continue to use the French language and customs to make ruling Louisiana easier.



The Spanish built the Cabildo in New Orleans between 1795 and 1799. The Cabildo was an important government building for almost a hundred years. Now it's a museum where people can learn about Louisiana history!

32

CORE VOCABULARY—Explain that when something is **diverse**, it has many different types or parts. A diverse group of people includes people from many different places and backgrounds.

Note: Students may recall learning the word *diverse* in Unit 1, *A Place Called Louisiana*.

Ask students the following questions:

EVALUATIVE—Why did Spain find it hard to govern Louisiana? (1.3)

» Spain found it hard to govern Louisiana because the territory was so big and because there were peoples from many different cultures living there.

LITERAL—How did Spain make ruling Louisiana easier? (1.8, 1.8.c)

» Spain decided to make ruling easier by using French language and customs.

LITERAL—What was the Cabildo used for in the past? What is it used for today? **(1.6, 1.8.d)**

- » The Cabildo was originally built by the Spanish to be a government building. Today, it's a museum of Louisiana history.

Now ask students to look at the image on page 33 as you read aloud.

Louisiana was ruled by different countries and by many different people. Because of this, Louisiana had a different legal system from other colonies. A legal system is the way that laws are enforced in a community. In 1800, Spain gave the Louisiana territory back to France.



Today, Louisiana's legal system is different from other U.S. states because of its unique, or special, history.

33

CORE VOCABULARY—Explain that when something is **unique**, it is unlike anything else.

Ask students the following questions:

EVALUATIVE—Why was Louisiana's legal system different from the legal systems in other colonies? **(1.8)**

- » Louisiana's colonial legal system was different from the legal system in other colonies because so many different countries and people were in charge of it at one time or another.

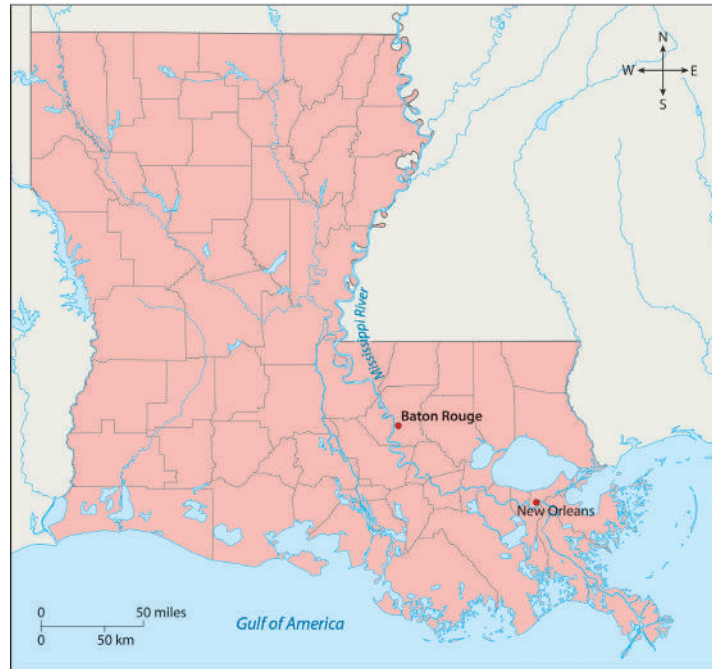
EVALUATIVE—Why is Louisiana's legal system different from the legal systems in other states today? **(1.5, 1.11)**

- » Louisiana's legal system is different from other states because of its history.

Now ask students to look at the image on page 34 as you read aloud.

Louisiana's past as a French and Spanish colony still affects Louisianans today. France and Spain were Catholic countries. The French and the Spanish brought their religious beliefs and practices to Louisiana, including the creation of parishes. A parish is an area that has a church.


Modern-Day Louisiana



Today, parishes are used to organize local governments in the state. Louisiana is made up of sixty-four parishes.

34

SUPPORT—Explain to students that the word *Catholic* describes a type of Christian religion.

 **SUPPORT**—Help students locate their parish on the map, using the directions on the compass rose whenever possible. **(1.24, 1.26, 1.27)**

Ask students the following questions:

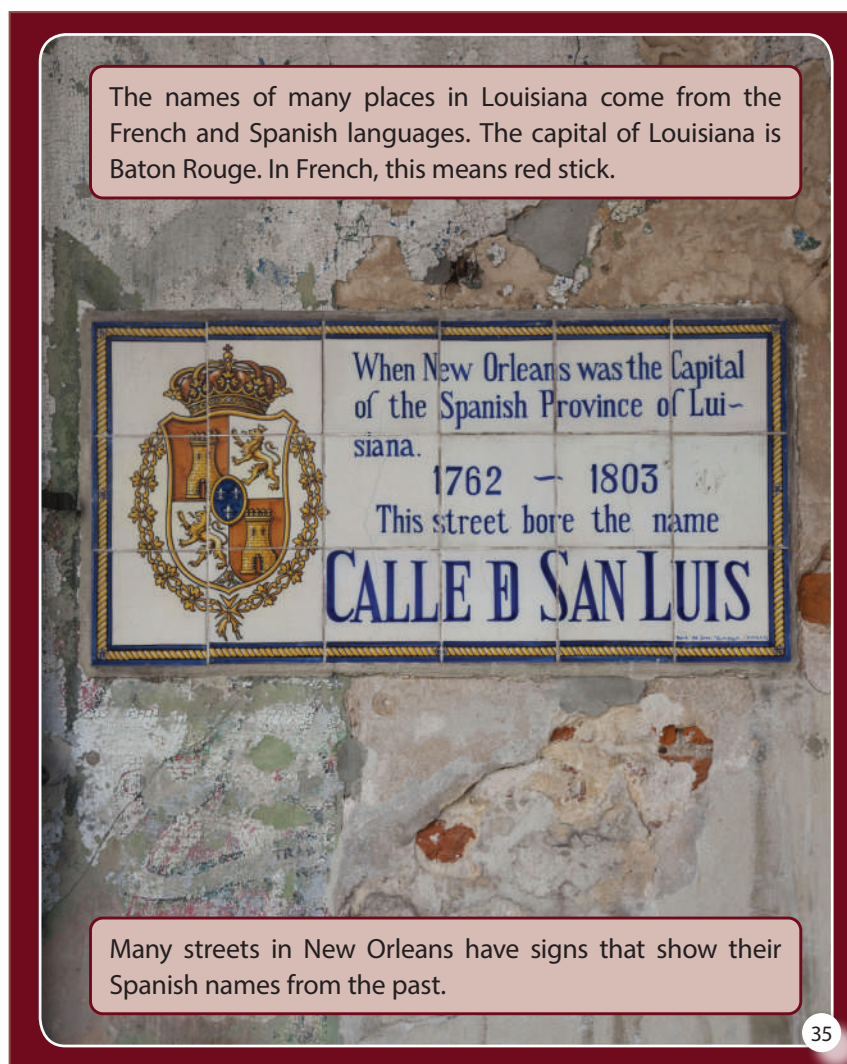
EVALUATIVE—Why was Louisiana originally divided into parishes? **(1.5, 1.6)**

- » France and Spain controlled Louisiana. They were Catholic countries. They divided their land based on where churches were located. Each parish had one church.

LITERAL—How are parishes used in Louisiana today? **(1.5, 1.6, 1.11)**

- » Today, parishes are used to organize local governments.

Now ask students to look at the image on page 35 as you read aloud.



SUPPORT—Direct students’ attention to the image on page 35. Tell them that the sign says this street used to be called Calle (/cah*yay/) de San Luis, or Saint Louis Street.

Ask students the following questions:

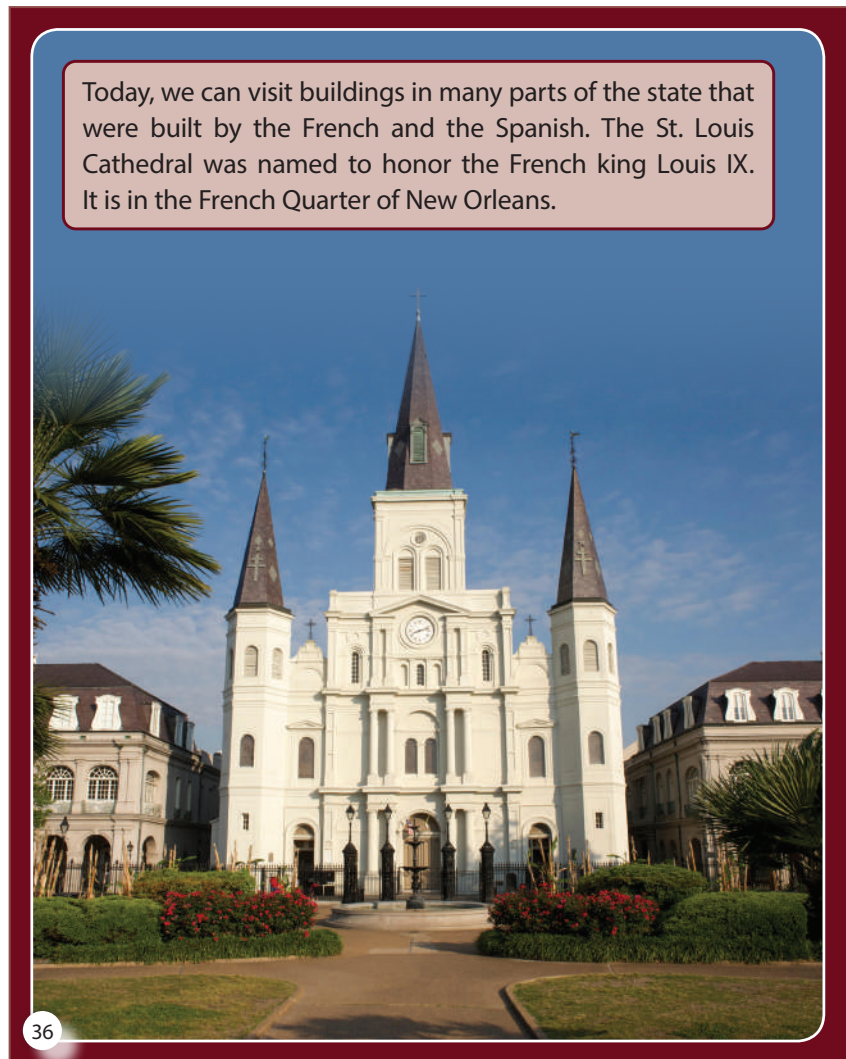
LITERAL—From which languages do the names of many places in Louisiana come? **(1.8.c)**

» Many places in Louisiana have names that come from the French or Spanish language.


LITERAL—What is the meaning of Baton Rouge in English? **(1.8.c)**

» In English, Baton Rouge means red stick.

Now ask students to look at the image on page 36 as you read aloud.



Ask students the following questions:

 **LITERAL**—Where is the St. Louis Cathedral located? **(1.8.d)**

» The St. Louis Cathedral is located in the French Quarter of New Orleans.

LITERAL—Who was the cathedral named after? **(1.8.d)**

» The cathedral was named after the French king Louis IX.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Work with students to put cards with dates in chronological order. **(1.1)**
- Review and discuss the Framing Question: “What was life like in colonial Louisiana?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What was life like in colonial Louisiana?

- » People in colonial Louisiana lived in parishes. The culture was a mixture of French, Spanish, German, Haitian, French-Canadian, African, and Canary Island traditions. Many people practiced the Catholic religion. Tobacco, sugar, and cotton were popular crops. Large plantations relied on the labor of enslaved people. Free people of color also made major contributions to the local economy. Like their European counterparts, they were allowed to own businesses and land. New Orleans's location on the Mississippi River made it a hub for trade.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

Louisiana Joins the United States

Primary Focus Objectives

- ✓ Describe how Louisiana became a state. (1.1, 1.11)
- ✓ Understand why the United States wanted the Louisiana Territory for itself. (1.8, 1.11)
- ✓ Explain how life in Louisiana changed after the territory became part of the United States. (1.5)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cabin, flatboat, drift, lantern, port, purchase, territory, expeditions, restrictions, stricter, and constitution.*

Materials Needed

Activity Page



AP 3.1

- individual student copies of *Louisiana History and Culture Student Book*
- teacher and individual student copies of North America Map (AP 3.1)

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Louisiana Joins the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Louisiana Joins the United States”

Review what students heard about Louisiana under French and Spanish rule. Explain that after being ruled by the French and Spanish, Louisiana became part of the United States. Students will hear about that in this chapter.

Framing Question

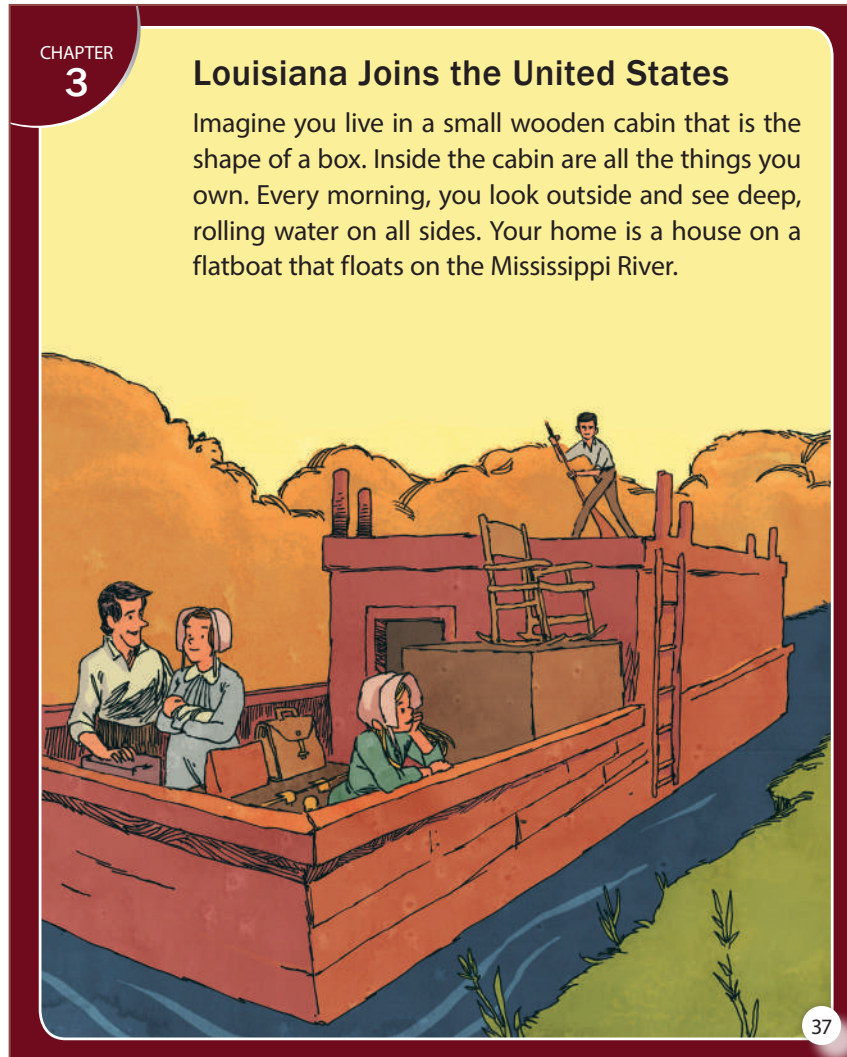
How did Louisiana become part of the United States?

Core Vocabulary

cabin flatboat drift lantern port purchase
territory expeditions restrictions stricter constitution

Chapter 3: “Louisiana Joins the United States”

Distribute copies of the Student Book. Ask students to turn to page 37 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Louisiana Joins the United States.”



SUPPORT—Explain to students that the scene they’re imagining takes place in the very early 1800s. Back then, there were no cars or electricity. The United States was still a brand-new country.

CORE VOCABULARY—Explain that a **cabin** is a small house that is usually only one story tall. Many cabins are made of wood.

SUPPORT—Point out the cabin in the image (the boy is standing on top of it).

CORE VOCABULARY—Explain that a **flatboat** is a boat with a flat bottom and square corners. It is used to carry loads across the river. It can also be used as a house.

SUPPORT—Use the image to explain the concept of a flatboat. Point out the boat's pointed corners and its flat bottom. Point to the places where goods could be transported and where people could live.

Ask students the following questions:

LITERAL—How were flatboats used on the Mississippi River? **(1.3, 1.8)**

» Flatboats were used as homes and as transportation on the Mississippi River.

INFERENTIAL—How are flatboats different from today's boats? **(1.5)**

» Answers will vary. Students may say that flatboats were made of wood. Today's boats usually are not made of wood. Flatboats had flat bottoms and sharp corners. Today's boats are more rounded. Flatboats often had cabins on them where families could live. Today's riverboats usually don't have cabins on them.

Now ask students to look at the image on page 38 as you read aloud.



During the day, you stand on top of the cabin. You steer the boat with long oars. You drift down the mighty Mississippi River. You are heading south to the busy city of New Orleans, which will be your new home.

CORE VOCABULARY—Explain that when boats **drift**, they are moved by the natural motion of the water.

Activity Page



SUPPORT—Distribute or display North America Map (AP 3.1), and help students find the Mississippi River. Prompt students to trace the Mississippi River from its start in Minnesota south to the Gulf of America. **(1.24)**



AP 3.1

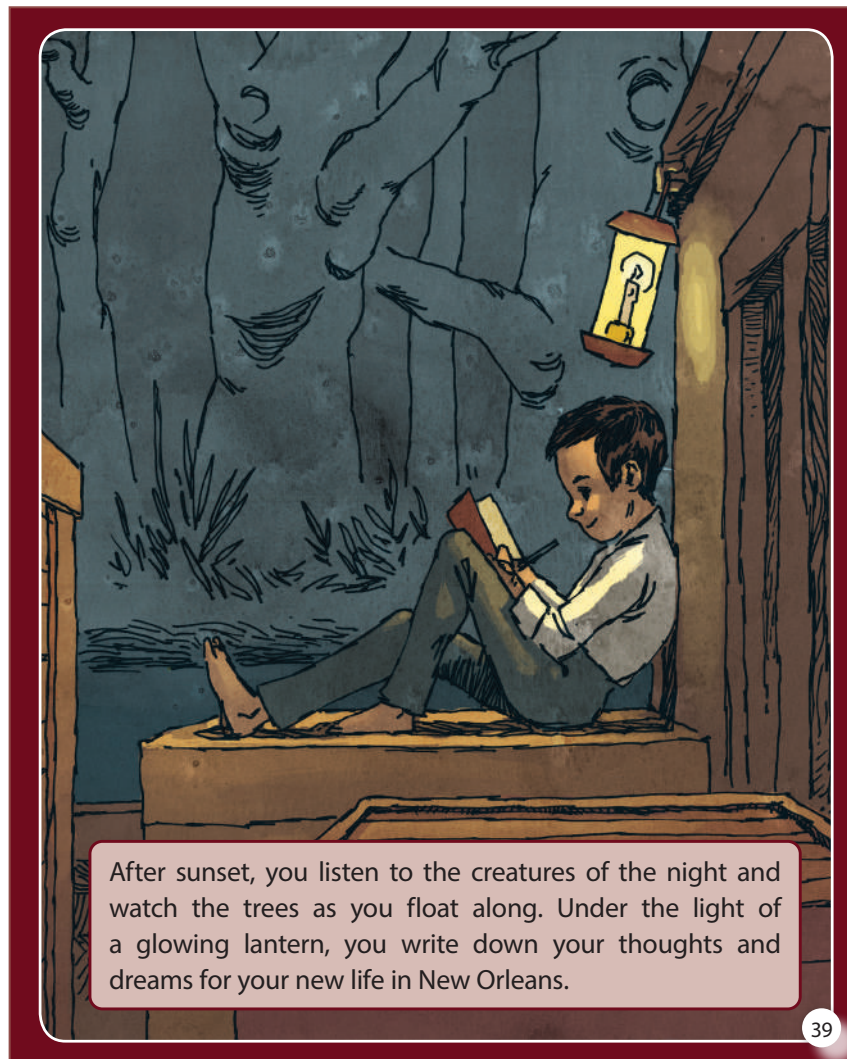
Ask students the following question:



LITERAL—On which river is the city of New Orleans? **(1.28, 1.32)**

» New Orleans is on the Mississippi River.

Now ask students to look at the image on page 39 as you read aloud.



CORE VOCABULARY—Explain that a **lantern** is an object made of metal and glass. It uses oil and a wick to keep a flame burning for light.

SUPPORT—Ask students to find the lantern in the image.

SUPPORT—Explain that the phrase “creatures of the night” is used to describe animals and insects that are awake at nighttime, such as frogs, crickets, and bats.

Ask students the following question:

INFERENTIAL—In the 1800s, why would you have to use a lantern on a flatboat instead of a regular light? **(1.5)**

- » Answers will vary but students may mention the fact that flatboats don’t have electricity or that electricity hadn’t been invented when this story takes place.

Now ask students to look at the image on page 40 as you read aloud.

As you get closer to the city, you see boats carrying barrels of apples, salt, flour, and tobacco as well as stacks of wood. These are things Americans trade with one another and with people in other countries.

Boats stop at the noisy Port of New Orleans to load and unload. The port is where traders send goods to other states and across the Atlantic Ocean to Europe. But there is a problem. New Orleans is not an American city. It belongs to France.



40

CORE VOCABULARY—Explain that a **port** is a town or city built around a place where ships can stop to load and unload people and goods.

Ask students the following questions:

LITERAL—What types of things were traded in New Orleans in the early 1800s? **(1.3, 1.8)**

- » Items like apples, salt, flour, tobacco, and wood were traded in New Orleans.

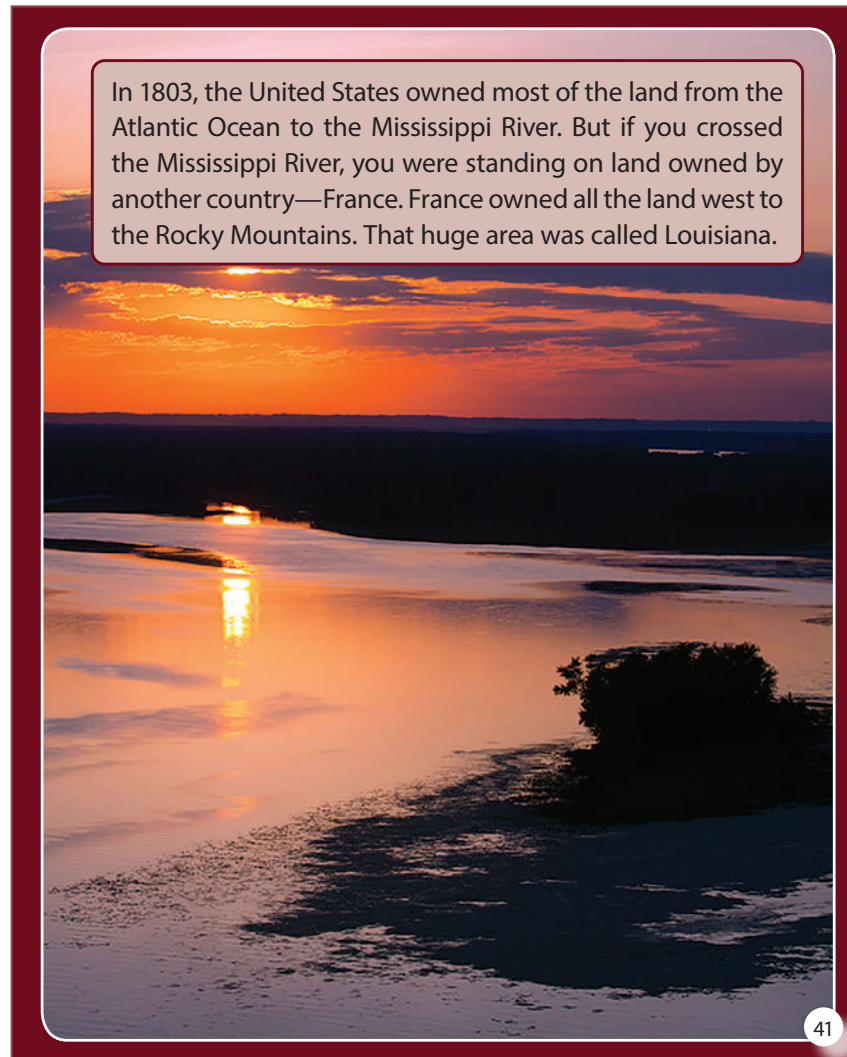
LITERAL—Who did Americans trade with in the early 1800s? **(1.3)**

» Americans traded with other Americans and with people in other countries.

LITERAL—Which country did New Orleans belong to in 1800? **(1.3, 1.5, 1.8)**

» New Orleans belonged to France in 1800.

Now ask students to look at the image on page 41 as you read aloud.



Activity Page



AP 3.1



SUPPORT—Help students find the Atlantic Ocean on North America Map (AP 3.1). Prompt them to put a finger on it. Then have them put another finger on the Mississippi River. Explain that the area between their fingers was the United States. Then have students take their fingers off the map. Have them place one finger on the Mississippi River and another on the Rocky Mountains. Explain that the area between their fingers was owned by France. Ask: What direction was the land owned by France from the United States? (west) **(1.24)**

Ask students the following questions:

LITERAL—Who owned the North American land east of the Mississippi River? **(1.24)**

» The United States owned the North American land east of the Mississippi River.

LITERAL—Who owned the North American land west of the Mississippi River to the Rocky Mountains? **(1.24)**

» France owned the North American land west of the Mississippi River to the Rocky Mountains.

EVALUATIVE—Based on what you know from maps, how was 1803 Louisiana different from Louisiana today? **(1.5)**

» Today's Louisiana is much smaller than the Louisiana of 1803.

Now ask students to look at the image on page 42 as you read aloud.



Thomas Jefferson, the president of the United States, wanted to buy this land from France. He wanted to make using the Port of New Orleans easier for American farmers. He wrote a letter to the French government, and he sent Robert Livingston and James Monroe to France to try to buy New Orleans.

42

SUPPORT—Explain that the president is the leader of the United States.

Ask students the following questions:

LITERAL—Which president wanted to buy Louisiana from France? **(1.3)**

» Thomas Jefferson wanted to buy Louisiana from France.

EVALUATIVE—Why did Jefferson want control of Louisiana? **(1.3)**

» Thomas Jefferson wanted Louisiana because it contained the port of New Orleans. Jefferson wanted it to be easier for American farmers to use the port.

Now ask students to look at the image on page 43 as you read aloud.



Ask students the following questions:

LITERAL—Who was the leader of France in 1803? **(1.3)**

» Napoleon Bonaparte was the leader of France in 1803.

LITERAL—What did Napoleon want? **(1.3)**

» Napoleon wanted to be the greatest leader of the greatest country in the world, and he wanted France to be the most powerful country in the world.

Now ask students to look at the image on page 44 as you read aloud.

At first, Bonaparte said he would not sell any of the land in North America. But he needed lots of money to fight the war against Great Britain.



So he changed his mind and sold New Orleans and all of Louisiana to the United States for \$15 million. This may sound like a lot of money, but it was a very low price for all that land!

44

SUPPORT—Have students find Napoleon in the image on page 44. Explain that the other person in the image is King George III, the king of Great Britain.

Ask students the following questions:

EVALUATIVE—Why did France sell Louisiana to the United States? **(1.3)**

- » France sold Louisiana to the United States because it needed money for its war against Great Britain.

INFERENTIAL—Did the United States pay a lot of money for Louisiana? Why or why not? **(1.4)**

- » Answers will vary. Students may say that yes, the United States paid a lot of money for Louisiana. It paid \$15 million, which is a lot of money even today. But for the amount of land the United States got in return, it was actually a very good deal.

Now ask students to look at the image on page 45 as you read aloud.

Robert Livingston and James Monroe agreed to the deal with Napoleon. This was called the Louisiana Purchase. President Jefferson heard the good news on the night before Independence Day. Soon after, the United States took control of New Orleans.



Louisiana was at last a territory of the United States. This meant that all the different groups who lived in Louisiana had something else in common. They now lived in the United States of America.

45

CORE VOCABULARY—Explain that to **purchase** something is to buy it with money.

CORE VOCABULARY—Explain that a **territory** is an area of land.

SUPPORT—Explain to students that Independence Day is the Fourth of July. It's the day that we celebrate the United States becoming its own nation.

Ask students the following questions:

LITERAL—What was the United States' deal to buy Louisiana from France called? **(1.3)**

» The United States' deal to buy Louisiana from France was called the Louisiana Purchase.

LITERAL—After the Louisiana Purchase, what did the different groups of people who lived in Louisiana have in common? **(1.8, 1.11)**

» The different groups of people who lived in Louisiana now also lived in the United States of America.

Now ask students to look at the images on page 46 as you read aloud.

The U.S. government did not know much about the land they had bought. President Jefferson wanted to know what people lived there and whether the land was good for farming.

The Louisiana Purchase, 1803



He asked Meriwether Lewis and William Clark to help answer these questions. Lewis and Clark led a group of people to explore Louisiana. A Shoshone woman named Sacagawea helped them on their journey. They traveled from the Missouri River, across the Rocky Mountains, to the Pacific Ocean.



46

SUPPORT—Direct students' attention to the map on page 46. Help them locate the United States. (It is labeled "U.S. Territory.") Explain that the green area outlined in purple is the Louisiana Purchase.

Note: *Shoshone* is pronounced (/shuh*show*nee/). Say the name aloud, and have students repeat it.

Note: *Sacagawea* is pronounced (/sa*kuh*guh*wee*uh/). Say the name aloud, and have students repeat it.

Activity Page



SUPPORT—Have students find the Missouri River, the Rocky Mountains, and the Pacific Ocean on North America Map (AP 3.1). **(1.24)**



AP 3.1

Ask students the following questions:

LITERAL—What did President Jefferson want to know about the Louisiana Territory? **(1.3)**

- » President Jefferson wanted to know who lived on the new land, what kinds of plants and animals were there, and whether it was good for farming.

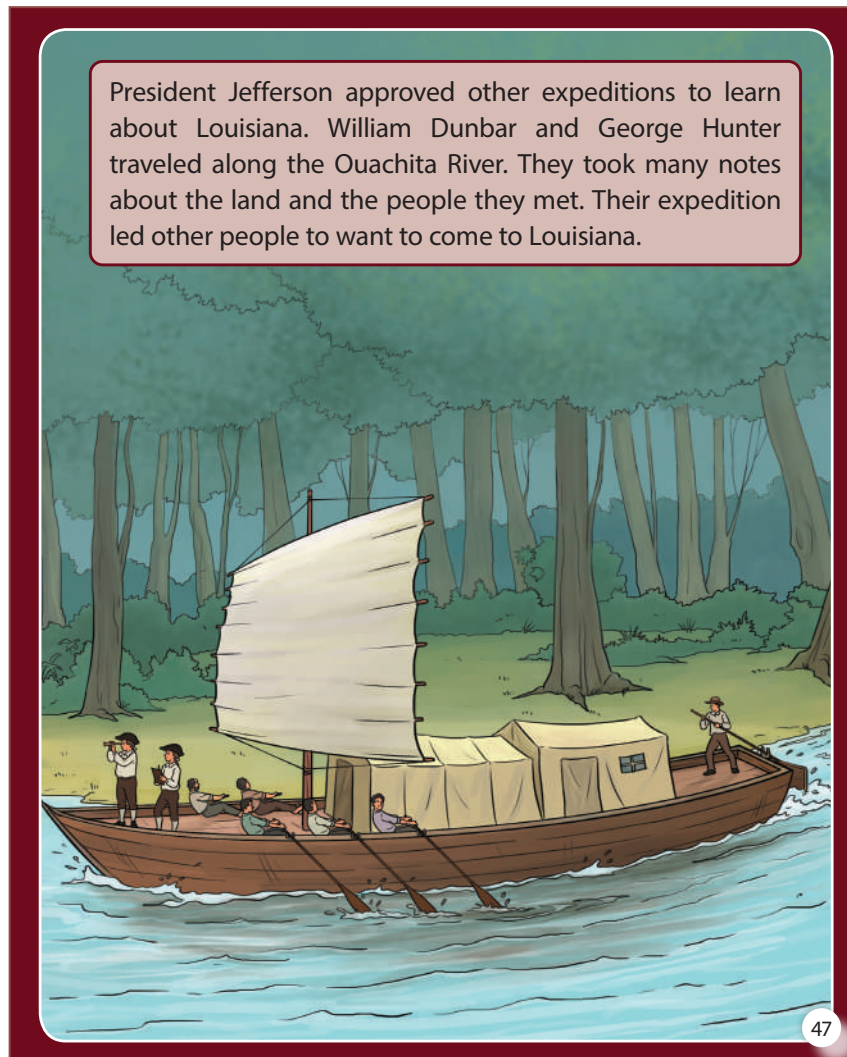
LITERAL—How did President Jefferson get the answers to his questions about the Louisiana Territory? **(1.3)**

- » President Jefferson sent two explorers, Lewis and Clark, on a trip to learn about the land between the Missouri River and the Pacific Ocean.

LITERAL—Who helped Lewis and Clark on their journey? **(1.3)**

- » A Shoshone woman named Sacagawea helped Lewis and Clark on their journey.

Now ask students to look at the image on page 47 as you read aloud.



CORE VOCABULARY—Explain that **expeditions** are journeys taken by groups that have a clear purpose or goal.

Note: *Ouachita* is pronounced (/wah*shee*tuh/). Say the name aloud, and have students repeat it.

Ask students the following questions:

LITERAL—Who were William Dunbar and George Hunter? **(1.3)**

- » Dunbar and Hunter were other explorers whom Jefferson sent on an expedition to the Louisiana Territory.

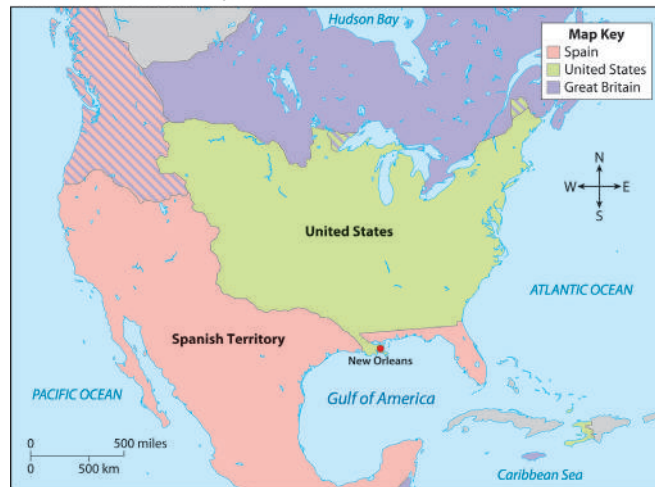
EVALUATIVE—Why did Americans want to move to Louisiana after Dunbar and Hunter’s expedition? **(1.3)**

- » Dunbar and Hunter’s notes about the land and the people they met in Louisiana made it sound like a good place to live.

Now ask students to look at the image on page 48 as you read aloud.

The United States also struggled to govern the large territory. The Spanish owned land next to Louisiana. Sometimes, it was hard to tell where American land ended and where Spanish land started.

Land Claims in North America, 1803



Also, New Orleans had become a busy port city. Its population had grown, its people spoke different languages, and it was home to different cultures. Louisiana had laws made by France and by Spain. All of these things made it challenging to govern Louisiana.

48

SUPPORT—Direct students’ attention to the map on page 48. Briefly walk them through the map key, pointing out the colors associated with Spain, the United States, and Great Britain. Then ask: Which country controlled most of the land to the west of the United States? (*Spain*) Which country controlled most of the land to the north of the United States? (*Great Britain*) **(1.24)**

Ask students the following questions:

LITERAL—How did Spain make it hard for the United States to govern Louisiana? **(1.3)**

- » Spain’s North American territory was right next to Louisiana. It was hard to tell where Louisiana ended and Spain began. That made it hard for the United States to govern.

LITERAL—Describe New Orleans after it became part of the United States. **(1.8, 1.8.c)**

- » New Orleans was a busy port city with a large population. There were people from many different cultures who spoke many different languages.

LITERAL—How did Louisiana’s French and Spanish history make it difficult to govern? **(1.6)**

- » Louisiana was controlled at different times by France and Spain. It still had French and Spanish laws. Those laws were different than American laws, which made governing difficult.

INFERENTIAL—Look at the map. Which part of the United States do you think it would have been hardest to govern? Why? **(1.4, 1.24)**

- » Answers will vary, but students may say it would have been hardest to govern the very northwest part of the United States. It was the farthest away from Washington, D.C. It was also surrounded by Spanish and British lands. It would be hard to tell which land belonged to which country.

Now ask students to look at the image on page 49 as you read aloud.

To make governing Louisiana easier, the U.S. government divided the land into two parts.



One part was called the Territory of Orleans, and the other was called the District of Louisiana. Most of the Territory of Orleans became the state of Louisiana that we live in today!

49

SUPPORT—Direct students’ attention to the map on page 49. Guide them to point to the Territory of Orleans and the District of Louisiana. **(1.24, 1.25)**

Ask students the following questions:

EVALUATIVE—Why did the United States government divide Louisiana into two parts? **(1.3)**

» The United States government divided Louisiana into two parts to make governing easier.

LITERAL—Which of the two parts became the state of Louisiana? **(1.6, 1.11)**

» Most of the Territory of Orleans became the state of Louisiana.

Now ask students to look at the image on page 50 as you read aloud.

William Claiborne was the first governor of Orleans. He worked with the people of Louisiana to make a new government. They found a way to use laws from both Louisiana and the United States. As you have learned, this makes Louisiana's legal system very special!



50

Ask students the following questions:

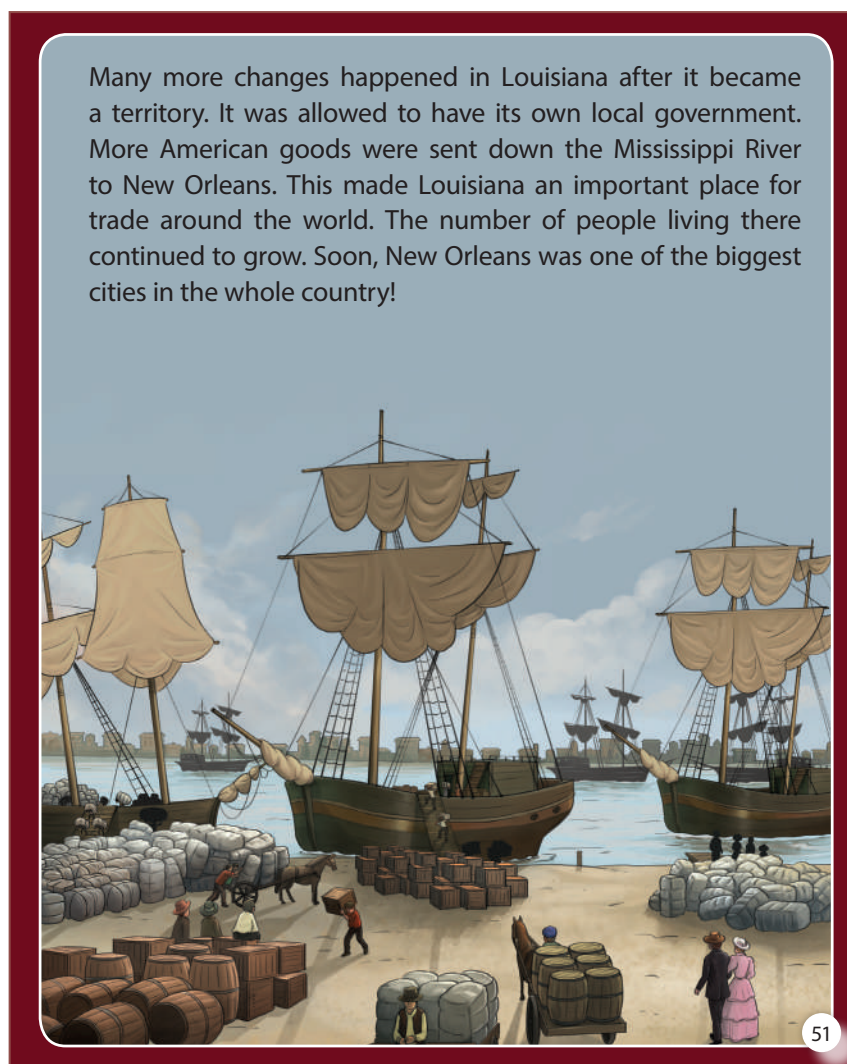
LITERAL—Who was William Claiborne? **(1.3)**

» William Claiborne was the first governor of Orleans.

EVALUATIVE—How was Louisiana's new government different from other governments in the United States? **(1.8, 1.11)**

» Louisiana's new government used laws from both Louisiana and the United States.

Now ask students to look at the image on page 51 as you read aloud.



Ask students the following questions:

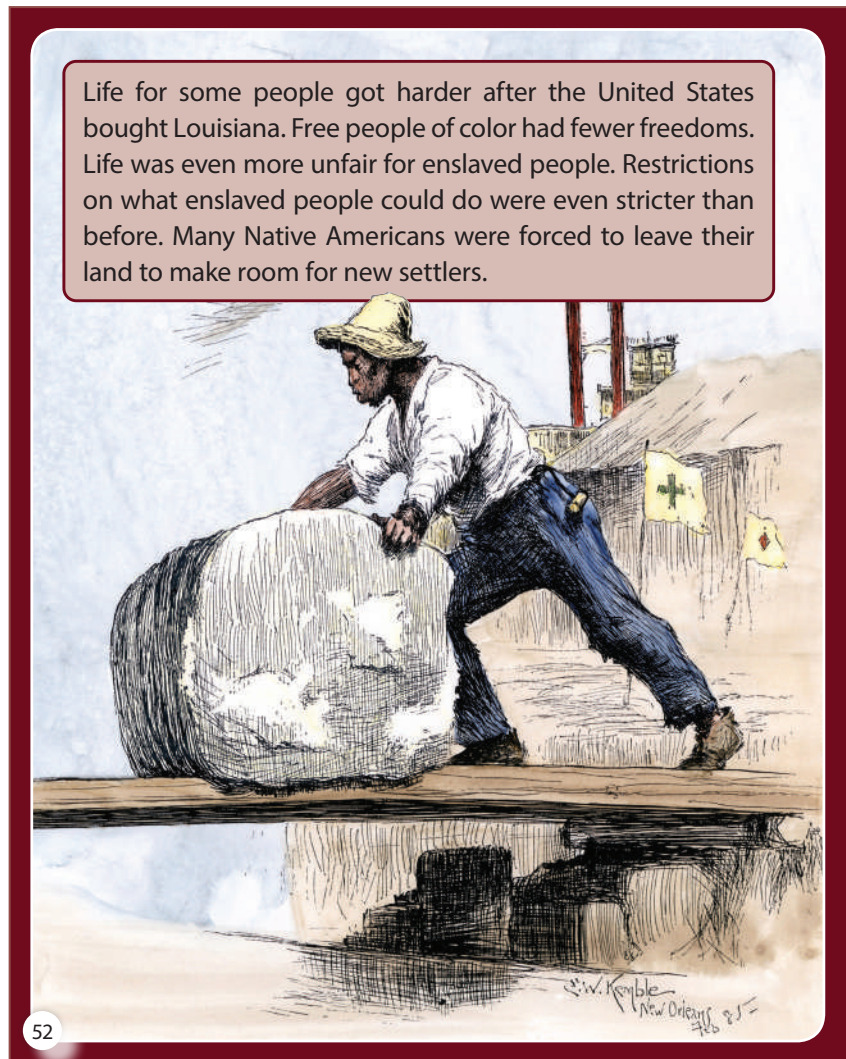
LITERAL—What changes happened in Louisiana after it became a United States territory? **(1.3)**

- » Louisiana was allowed to have its own local government. Louisiana became more important to trade because more American goods were sent down the Mississippi River to New Orleans. The number of people living in Louisiana continued to grow.

EVALUATIVE—How was New Orleans affected by the changes happening in Louisiana? **(1.3)**

- » As more American goods were sent downriver to New Orleans, the city continued to grow. New Orleans became one of the biggest cities in the United States.

Now ask students to look at the image on page 52 as you read aloud.



CORE VOCABULARY—Explain that **restrictions** are limits on things that a person or people can do.

CORE VOCABULARY—Explain that when something is **stricter**, it is firmer or more severe than before. A stricter rule is one that will have bigger or harsher consequences if it is broken.

SUPPORT—Give an example of a strict rule and a stricter rule. You can use your school's lunchroom noise policy as an example. On most days, there's a strict rule about talking in a tone of voice that's only loud enough so your tablemates can hear you. When people start shouting, however, an even stricter rule goes into effect—no talking at all.

Ask students the following questions:

LITERAL—Which groups of people had harder lives after the United States purchased Louisiana? **(1.9)**

- » Free people of color, enslaved people, and Native Americans had harder lives after the United States purchased Louisiana.

LITERAL—How did Native Americans’ lives change after the United States purchased Louisiana? (1.9)

- » Many Native Americans who lived in Louisiana were forced to leave their land so new settlers could live there.

LITERAL—How did the lives of people of color change after the United States purchased Louisiana? (1.9)

- » Free people of color did not have as many freedoms as they did before Louisiana was part of the United States. There were also more restrictions about what enslaved people could do.

Now ask students to look at the image on page 53 as you read aloud.

In 1811, Louisiana finally had enough people to become a state. Leaders met in New Orleans to write a constitution for Louisiana.



Some leaders spoke French, and others spoke English. They wrote the constitution in both languages so more Louisianans could read it. The next year, on April 30, 1812, Louisiana officially became a state!

53

CORE VOCABULARY—Explain that a **constitution** is a set of rules that gives a state or a country’s government power and explains how that government works.

Ask students the following questions:

LITERAL—In what year did Louisiana become a state? (1.11)

- » Louisiana became a state in 1812.

EVALUATIVE—Why was Louisiana finally allowed to become a state? **(1.3)**

- » Louisiana was allowed to become a state because it had enough people.

LITERAL—In which languages was Louisiana’s constitution written? Why? **(1.3, 1.8, 1.8.c)**

- » Louisiana’s constitution was written in English and French. Leaders wanted to make sure that more Louisianans could read it.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Work with students to put cards with dates in chronological order. **(1.1)**
- Review and discuss the Framing Question: “How did Louisiana become part of the United States?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How did Louisiana become part of the United States?

- » President Thomas Jefferson wanted the Louisiana Territory, but he had to ask twice before French leader Napoleon Bonaparte was willing to sell. Napoleon needed the money to fund France’s war against Great Britain. The United States bought the Louisiana Territory for \$15 million in 1803. Trade along the Mississippi River boosted the population in New Orleans, and American settlers began moving west after hearing reports from explorers. By 1811, Louisiana finally had enough people to qualify to become a state. Its state constitution was signed in 1812.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 4

Louisiana's Unique Cultural Heritage

Primary Focus Objectives

- ✓ Name and locate Louisiana's cultural regions. **(1.27)**
- ✓ Identify the countries and cultures that have had the largest impact on Louisiana's unique culture. **(1.8, 1.9)**
- ✓ Describe the origins of Louisiana's cultural traditions, such as Mardi Gras, second line parades, and lagniappe. **(1.8, 1.8.e)**
- ✓ Name the foods, music, buildings, and symbols that are rooted in Louisiana's history and culture. **(1.8.b, 1.8.d, 1.8.f, 1.8.g)**
- ✓ Connect the names of state and national holidays with the people or events they honor. **(1.8.a)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *heritage, regions, ancestors, recipes, ingredients, lagniappe, symbol, and gospel*.

Materials Needed

- individual student copies of *Louisiana History and Culture* Student Book
- image from the Internet of a fiddle player
- video of Louis Armstrong playing "When the Saints Go Marching In"
- video of Mahalia Jackson singing "Summertime"
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the image and videos may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Louisiana's Unique Cultural Heritage":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Introduce “Louisiana’s Unique Cultural Heritage”

Review what students heard in Chapter 3 about Louisiana becoming part of the United States. Explain that while Louisiana is part of the whole country, it is also very special on its own. Tell students that in this chapter, they will learn why.

Framing Question

What makes Louisiana’s culture unique?

Core Vocabulary

heritage regions ancestors recipes ingredients lagniappe
symbol gospel

Chapter 4: “Louisiana’s Unique Cultural Heritage”

Distribute copies of the Student Book. Ask students to turn to page 54 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Louisiana’s Unique Cultural Heritage.”

Louisiana's Unique Cultural Heritage

Louisiana culture includes many things, such as our traditions and religious beliefs. It includes the languages we speak and the clothes we wear. It also involves the foods we eat, the music we listen to, and the art we make.



54

CORE VOCABULARY—Explain that **heritage** is something that is inherited, or passed down, by one person or group from another person or group.

SUPPORT—Review with students the meaning of *culture* from Chapter 1. Explain that culture also includes the holidays celebrated by a group of people as well as the way they dress and the art they create. The word *cultural* means related to culture.

SUPPORT—Review with students the meaning of *unique* from Chapter 2. Remind them that *unique* means not like anything else.

Ask students the following questions:

LITERAL—What types of things make up a person's or place's culture? **(1.3, 1.8)**

» Culture includes traditions, religious beliefs, language, clothing, food, music, and art.

LITERAL—Look at the images on page 54. What parts of Louisiana's culture are shown in the images? **(1.3, 1.8)**

» Louisiana's parades, music, streetcars, and Mardi Gras celebrations are shown in the images. They are all part of Louisiana's culture.

Now ask students to look at the image on page 55 as you read aloud.

Many people from different backgrounds have made Louisiana their home in the past, and they do so in the present, too. They all have helped make Louisiana's unique culture!

Cultural Regions of Louisiana



Louisiana has seven cultural regions. These are areas with cultures that are special to the people who live there. What cultural region do you live in?

55

CORE VOCABULARY—Explain that **regions** are large areas that may have certain characteristics related to their geography, form of government, or traditions that set them apart from other places.

Note: Students may recall learning the term *regions* in Unit 1, *A Place Called Louisiana*.

 **SUPPORT**—Help students find their region on the map.

Ask students the following questions:

LITERAL—How many cultural regions does Louisiana have? (1.8, 1.27)

» Louisiana has seven cultural regions.

LITERAL—Which cultural region covers the biggest area of land? (1.3, 1.27)

» The North Louisiana region covers the biggest area of land.

 **LITERAL**—Which cultural region includes Baton Rouge, the state capital of Louisiana? (1.24, 1.27)

» Baton Rouge is in the Florida Parishes region.

Now ask students to look at the image on page 56 as you read aloud.

The ancestors of Cajun people settled in Acadiana hundreds of years ago. They brought their way of life, music, and food to Louisiana. Cajun music is played on accordions and fiddles and is very fun for dancing!



Creole people in Acadiana created zydeco music. It is a blend of European, Native American, and African American cultures. Some Louisianans speak Creole, which is a joining of French and African languages.

56

CORE VOCABULARY—Explain that **ancestors** are family members who lived a long time ago.

SUPPORT—Point out the accordion in the image on page 56. Then show students the image of a fiddle player from the Bayou Bridges Online Resources.

Ask students the following questions:

LITERAL—Which instruments are used to play Cajun music? **(1.8.b)**

» Accordions and fiddles are used to play Cajun music.

LITERAL—Which type of music is a blend of European, Native American, and African American cultures? **(1.8, 1.8.b, 1.9)**

» Zydeco music blends together European, Native American, and African American cultures.

LITERAL—Which language is a blend of French and African languages? **(1.8.c)**

» Creole is a blend of French and African languages.

Now ask students to look at the images on page 57 as you read aloud.

When people think of Louisiana, they often think of our delicious food like jambalaya, gumbo, and étouffé. These dishes come from Cajun and Creole cultures.



Recipes for these dishes are different across Louisiana. They feature the different traditions and ingredients—like local seafood—of our state!

57

SUPPORT—Remind students that people who identify as Cajun are descendants of the Acadians, who lived in Acadia, now Nova Scotia, before Great Britain forced them to move to Louisiana in the 1700s. People who identify as Creole are descended from people who were born in Louisiana before it was a United States territory. Creole people come from all kinds of backgrounds and cultures. Some are descended from enslaved people. Others are descended from European settlers. Many Creole people have ancestors from several different backgrounds. They are a blend of cultures, just like Louisiana itself.

CORE VOCABULARY—Explain that **recipes** are step-by-step instructions about how to prepare meals, desserts, drinks, or snacks.

CORE VOCABULARY—Explain that **ingredients** are the individual foods, spices, and liquids that are used to prepare a meal, dessert, drink, or snack.

Ask students the following questions:

LITERAL—What are some of the foods from Cajun and Creole cultures? **(1.8.f)**

» Jambalaya, gumbo, and étouffée are foods from Cajun and Creole cultures.

INFERENTIAL—Why do you think dishes made with different ingredients are found in different parts of Louisiana? (1.4, 1.8, 1.8.f)

- » Different parts of Louisiana have different traditions and different local ingredients. Someone might substitute an ingredient that's local to their part of the state for an ingredient that's hard to find or not common in their area. They may also be following the traditions of their ancestors when they cook meals a certain way.

Now ask students to look at the images on page 58 as you read aloud.



Tamales and bread pudding are also part of Louisiana's food culture. Tamales are made with ground corn and are stuffed with different fillings. They were brought to Louisiana by people from Mexico.



People all over the world eat bread pudding. In Louisiana, people make bread pudding with leftover French bread for a tasty dessert!

58

Ask students the following questions:

LITERAL—What culture do tamales come from? (1.8.f)

- » Tamales come from Mexican culture.

LITERAL—What type of food is bread pudding? (1.8.f)

- » Bread pudding is a dessert.

Now ask students to look at the image on page 59 as you read aloud.

The city of Natchitoches is famous for its meat pies. They are made by frying dough stuffed with different types of meat. Louisiana meat pies are a mix of Native American and Spanish cultures. Every year, people visit Natchitoches for the Meat Pie Festival to celebrate Creole culture. Yum!



59

Ask students the following questions:

LITERAL—What is the city of Natchitoches famous for? (1.8, 1.8.e, 1.8.f)

» Natchitoches is famous for its meat pies.

LITERAL—What cultures do Louisiana meat pies come from? (1.8, 1.8.f, 1.9)

» Louisiana meat pies are a mix of Native American and Spanish cultures.

Now ask students to look at the image on page 60 as you read aloud.

Eating red beans and rice on Mondays is a Louisiana tradition. In the past, Monday was the day Louisianans washed their clothing.



It was hard work, and Louisianans were tired at the end of the day. So that morning, they would put a pot of red beans on the fire. By dinner time, the beans were ready to eat!

60

Ask students the following questions:

LITERAL—What meal is traditionally eaten on Mondays in Louisiana? (1.6, 1.8.f)

» It is tradition to eat red beans and rice on Mondays.

EVALUATIVE—Why were red beans and rice eaten on Mondays? (1.3, 1.8)

» Most Louisianans used to wash their laundry of Mondays. It was hard work, and they were tired by the end of the day. Beans were easy to cook; they just put them on the fire in the morning, and they were ready to eat at dinner time.

INFERENTIAL—Have you heard of that tradition before? Do you know anyone who practices it today? (1.5, 1.6)

» Answers will vary. Students may say that they had not heard of that tradition before or that a family member likes to cook a big pot of red beans and rice for dinner on Mondays.

Now ask students to look at the images on page 61 as you read aloud.

Many people visit New Orleans for Mardi Gras, a celebration that starts the season of Lent. French people brought Mardi Gras to New Orleans. Today, it is celebrated by people from all backgrounds.



Eating king cake is one of many Mardi Gras traditions. A small plastic baby is added into each king cake. If you find the baby in your slice, you just might have to buy or make the next king cake!

61

SUPPORT—Explain to students that Lent is the forty-day period of time before Easter during which many Christians give up things they enjoy, like dessert or video games. It represents the sacrifice and amount of time Jesus spent in the desert before he began helping people.

SUPPORT—Prompt students to identify the colors of the king cake. (*purple, green, yellow*) Explain that these are the official colors of Mardi Gras. They were first chosen in 1872, but back then, nobody really explained why. In 1892, the theme of the Rex Mardi Gras Parade was “Symbolism of Colors.” Parade organizers decided that purple represented justice, green represented faith, and gold represented power. That symbolism is still used today.

Ask students the following questions:

LITERAL—Which country did the tradition of Mardi Gras come from? **(1.8, 1.8.e, 1.9)**

» Mardi Gras came from France.

LITERAL—Which food is associated with Mardi Gras? **(1.8, 1.8.f)**


» King cake is associated with Mardi Gras.

LITERAL—What does Mardi Gras celebrate? (1.8, 1.8.e)

» Mardi Gras celebrates the start of the season of Lent.

Now ask students to look at the images on page 62 as you read aloud.

Louisianans celebrate many holidays during the year. Some holidays are unique to Louisiana, and some are celebrated throughout the United States.

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

New Year's Day is celebrated on January 1 and marks the beginning of a new year.



We honor the life of Dr. Martin Luther King Jr. on the second Monday of January. He was a man who fought for everyone to be treated fairly.



Inauguration Day takes place in January after a president is elected.



We celebrate George Washington's birthday, or Presidents' Day, in February. He was the first president of the United States.

62

SUPPORT—Explain to students that an inauguration is the ceremony that marks when a person who was elected begins to be the president.

SUPPORT—Explain that George Washington's birthday is also celebrated as Presidents' Day in some places in the United States.

Ask students the following questions:

LITERAL—Who is honored on the second Monday in January? (1.8.a)

» Dr. Martin Luther King Jr. is honored on the second Monday in January.

LITERAL—Which holiday comes first: New Year's Day or George Washington's birthday? (1.1)

» New Year's Day comes first because it is celebrated on January 1. George Washington's birthday is in February. February is the month after January.

Now ask students to look at the images on page 63 as you read aloud.



In Louisiana, Mardi Gras is celebrated forty-seven days before Easter each year.

Memorial Day in May honors people who lost their lives serving our country in the armed forces.

On Juneteenth, we celebrate the freedom of enslaved people in our country.

Independence Day, on July 4, is a celebration of the United States becoming its own country.

On Labor Day in September, we honor the workers in our country.

63

SUPPORT—Explain that the armed forces include the Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Space Force. Tell students that another name for the armed forces is “the military.”

SUPPORT—Explain that Independence Day is celebrated on, and sometimes called, the Fourth of July.

Ask students the following questions:

LITERAL—What does Juneteenth celebrate? **(1.8.a)**

» Juneteenth celebrates the freedom of the enslaved people in our country.

LITERAL—Who is honored on Labor Day? **(1.8.a)**

» Labor Day honors the workers in our country.

Now ask students to look at the images on page 64 as you read aloud.



Columbus Day happens on the second Monday in October.



On Veterans Day in November, we honor the people who have served in the military.



Thanksgiving Day is celebrated on the fourth Thursday of November. Many Americans gather for a meal with family or friends to think about things they are thankful for.



Christmas Day is celebrated on December 25. Many people decorate and gather with family or friends to exchange gifts.

64

SUPPORT—Explain that Columbus Day celebrates explorer Christopher Columbus, but because of the harm that was caused to the Indigenous peoples of the Americas by explorers and settlers from Europe, the holiday has been renamed Indigenous Peoples' Day in some places. Indigenous Peoples' Day celebrates the cultures, contributions, and history of Native American peoples. Remind students that *indigenous* is another word for *native*.

Ask students the following questions:

LITERAL—On which holidays do we honor people who served in the military? **(1.8.a)**

» We honor people who served in the military on Memorial Day and Veterans Day.

LITERAL—What do many people do to celebrate Thanksgiving Day? **(1.8.a)**

» Many people gather with family or friends and think about what they are thankful for.

LITERAL—What do many people do to celebrate Christmas Day? **(1.8.a)**

» Many people gather with family or friends and exchange gifts. People also decorate their homes, often with Christmas lights.

Now ask students to look at the image on page 65 as you read aloud.

New Orleans is an important place for Louisiana culture. Cajun store owners in New Orleans started the tradition of *lagniappe*. This is the practice of giving a little something extra, like a small gift, to customers.




New Orleans is also the birthplace of jazz, a music style first played by African American musicians. Louis Armstrong was born in New Orleans and became one of the most famous jazz trumpet players.

65

Note: *Lagniappe* is pronounced (/lan*yap/). Say the word, and have students repeat it after you.

CORE VOCABULARY—Explain that **lagniappe** is a small gift given to a customer when they buy something in a store. This tradition was started by Cajun store owners.

 **SUPPORT**—Play the video of Louis Armstrong playing “When the Saints Go Marching In.” Armstrong is the trumpet player/singer.

Ask students the following questions:

LITERAL—What is *lagniappe*? (1.8.e)

» *Lagniappe* is a Cajun tradition by which store owners give customers a small gift, or something extra, when they buy something in a store.

LITERAL—What style of music was born in New Orleans? (1.8.b)

» Jazz was born in New Orleans.

Now ask students to look at the image on page 66 as you read aloud.

Second line parades started as a part of African American culture in New Orleans. They are a way to celebrate special events and people who have died. During a second line parade, people dress up, dance, and play joyful music. Everyone is invited to join a second line parade!



66

SUPPORT—Invite students to look closely at the picture on page 66 and share what they notice.

Ask students the following questions:

LITERAL—What is a second line parade? What happens during them? **(1.8.e)**

- » A second line parade is a parade that celebrates a special event or someone who has died. People dress up, dance, and play happy music during second line parades.

LITERAL—What culture do second line parades come from? **(1.8.e, 1.9)**

- » Second line parades come from African American culture in New Orleans.

Now ask students to look at the image on page 67 as you read aloud.

Louisiana has many symbols. One symbol is the state flag. It shows a mother pelican caring for its young.



Brown pelicans are important to Louisianans. They are a symbol of Louisiana values like family and community.

67

CORE VOCABULARY—Explain that a **symbol** is something that represents something else.

Note: Students may recall learning about symbols in Unit 1, *A Place Called Louisiana*.

SUPPORT—Tell students that the brown pelican is Louisiana’s state bird.

Ask students the following questions:

LITERAL—What is on the Louisiana state flag? **(1.8.g)**

» A mother pelican and her babies are on the Louisiana state flag.

LITERAL—What does the brown pelican symbolize to Louisianans? **(1.8.g)**

» The brown pelican symbolizes family and community, which are important to the people of Louisiana.

Now ask students to look at the images on page 68 as you read aloud.

The magnolia is the state flower of Louisiana. There are many magnolias in the state. Another state symbol is the Louisiana black bear. It became the official state mammal of Louisiana in 1992.



68

SUPPORT—Explain that a mammal is a type of animal.

Ask students the following questions:

LITERAL—What is the state flower of Louisiana? **(1.8.g)**


» Louisiana's state flower is the magnolia.

LITERAL—What is Louisiana's official state mammal? **(1.8.g)**


» The black bear is Louisiana's official state mammal.

Now ask students to look at the images on page 69 as you read aloud.


Buildings are another important part of Louisiana culture.



The St. Louis Cathedral and the Cabildo show how the past is part of Louisiana's culture in the present.



People visit the National WWII Museum in New Orleans to learn about an important war in the United States' past.



69

SUPPORT—Remind students that St. Louis Cathedral and the Cabildo are both in New Orleans and were both built before Louisiana joined the United States. The Cabildo was built by the Spanish; St. Louis Cathedral was built by the French.

SUPPORT—Explain that *WWII* stands for World War II.

Ask students the following questions:

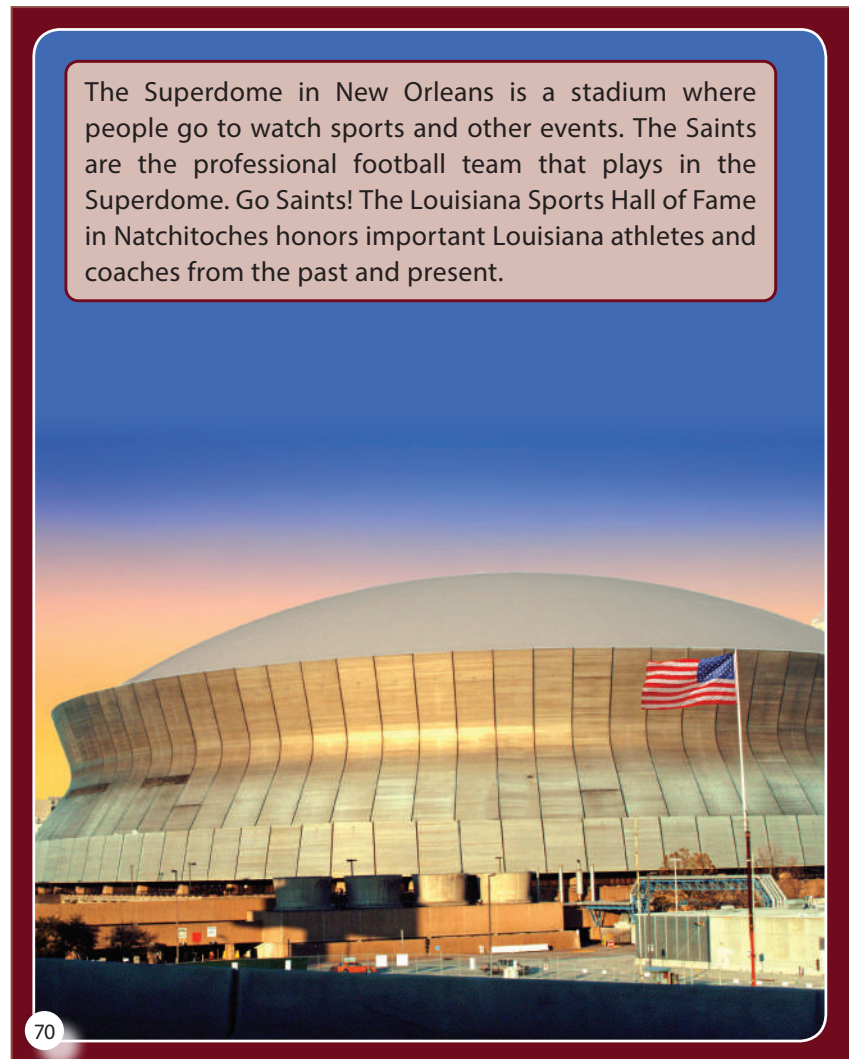
LITERAL—Which buildings in New Orleans represent the connection between Louisiana's past and its present? **(1.6, 1.8.d)**

- » The Cabildo and St. Louis Cathedral, which were both built before Louisiana was part of the United States, represent the connection between Louisiana's past and its present.

LITERAL—Where can people visit if they want to learn more about an important war in the United States' past? **(1.8.d)**

- » People can visit the National WWII Museum.

Now ask students to look at the image on page 70 as you read aloud.



Ask students the following questions:

LITERAL—Where does the Saints football team play its home games? (1.8.d)

» The Saints football team plays its home games at the Superdome in New Orleans.

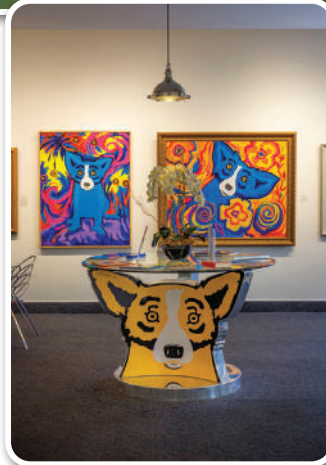
INFERENTIAL—Look at the image on page 70. How do you think the Superdome got its name? (1.4, 1.8.d)

» The stadium has an arched roof. That's called a dome. The stadium also looks very big in comparison to the other buildings around it. Its size is probably why they call it the Superdome.

Now ask students to look at the images on page 71 as you read aloud.



Louisiana culture is also shared through art and music. Clementine Hunter was an artist from Natchitoches. Her paintings tell stories about her everyday life and celebrate African American culture. George Rodrigue was a Cajun artist. His paintings celebrate Cajun culture, traditions, and stories. Many people love his blue dog paintings.



71

SUPPORT—Direct students to the images on page 71. Have them point to the art by Clementine Hunter, then to the art by George Rodrigue. **(1.8.h)**

Ask students the following questions:

LITERAL—What types of images did Clementine Hunter paint? **(1.8.h)**

- » Clementine Hunter painted scenes from everyday life and things that celebrated African American culture.

LITERAL—What is George Rodrigue known for painting? **(1.8.h)**

- » George Rodrigue is known for painting blue dogs and images of the Cajun culture.


Now ask students to look at the image on page 72 as you read aloud.



Mahalia Jackson was a gospel singer from New Orleans. She was known around the world for her beautiful voice. She traveled across the United States singing her songs. Mahalia Jackson helped spread Louisiana culture to other places.

72

CORE VOCABULARY—Explain that **gospel** is a type of religious music. Its roots are in folk and blues music. Mahalia Jackson is known as the “Queen of Gospel,” and she was a major player in the Civil Rights Movement.

 **SUPPORT**—Play the snippet of Mahalia Jackson singing “Summertime.” Feel free to play only a portion of the clip.

SUPPORT—Remind students about Dr. Martin Luther King Jr. and the holiday on which we honor him. Explain that Mahalia Jackson was a friend of Dr. King.

Ask students the following questions:

LITERAL—Who was Mahalia Jackson? What was she known for? **(1.8.b, 1.8.h)**

» Mahalia Jackson was a gospel singer. She was known for her singing voice.

INFERENTIAL—How did Mahalia Jackson spread Louisiana culture? **(1.3, 1.8, 1.8.h)**

» Mahalia Jackson was from Louisiana. When she traveled to other places to sing, she brought her customs and traditions with her. Other people learned about Louisiana through listening to her music.

Ask students to look at the images on page 73.



Tell students that these images show two of Louisiana's flags.

Guide students to the Then image. Explain that this shows Louisiana's first flag, which was adopted in 1861. Ask students what this flag reminds them of. (*the American flag*)

Guide students to the Now image. Explain that this shows Louisiana's flag today. Remind students what they heard about the importance of the pelican in Louisiana. Then tell them that the words "Union, Justice, Confidence" on the ribbon are the state's motto. Explain that *union* means joined as one; *justice* means fairness; and *confidence* means a feeling of trust or belief.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (1.5, 1.8, 1.8.g)

» Both images use the colors blue and white.

EVALUATIVE—What is different in the images? (1.5, 1.8, 1.8.g)

- » Louisiana's first flag has a square in the upper right corner and stripes. Today's flag does not look anything like the first flag. It has a large pelican sitting on a nest. The nest has baby pelicans in it. The second flag also has a ribbon with text on it.

EVALUATIVE—Which flag tells you more about the state of Louisiana? Why? (1.8.g)

- » Answers may vary. Students may say that today's flag tells us more about the state of Louisiana because it shows the state bird, the pelican, and shows that family is important because the adult bird is helping its babies. It also tells the three things that are very important to Louisianans: union, justice, and confidence.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events and ideas on the cards.
- Review and discuss the Framing Question: "What makes Louisiana's culture unique?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What makes Louisiana's culture unique?

- » Louisiana's culture is unique because it is a blend of different traditions and cultures from around the world. Descendants of French, Canadian, Spanish, and African immigrants as well as Native Americans and enslaved people all came together in Louisiana to create food, music, celebrations, and other cultural traditions that are unlike any others in the world. Louisiana is known for Mardi Gras, jazz, gospel, second line parades, and Creole and Cajun foods, as well as architecture dating back to its pre-American territory days when it was still under the control of Spain and then France.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

Chapter Assessments: *Louisiana History and Culture*

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- Chapter 1 Assessment Student Answer Sheet: *Louisiana's First Inhabitants* 105
- Chapter 2 Assessment Questions: *Louisiana as a Colony* 108
- Chapter 2 Assessment Student Answer Sheet: *Louisiana as a Colony* 110
- Chapter 3 Assessment Questions: *Louisiana Joins the United States* 114
- Chapter 3 Assessment Student Answer Sheet: *Louisiana Joins the United States* 116
- Chapter 4 Assessment Questions: *Louisiana's Unique Cultural Heritage* 119
- Chapter 4 Assessment Student Answer Sheet: *Louisiana's Unique Cultural Heritage* 121

Culminating Activity: *Louisiana History and Culture*

- Timeline of Louisiana History 125

Performance Task: *Louisiana History and Culture*

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Activity Pages

- Letter to Family (AP 1.1) 128
- What Are Primary Sources? (AP 1.2) 129
- Which Happened First? (AP 2.1) 130
- North America Map (AP 3.1) 132
- Louisiana Purchase Map (AP 3.2) 133
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Answer Key: *Louisiana History and Culture*—Chapter Assessments and Activity Pages 142

Chapter 1 Assessment: *Louisiana's First Inhabitants*

Make sufficient copies of the Student Answer Sheet for each student; see pages 105–107 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What is one way we can learn about Louisiana's first peoples? **(1.2, 1.2.a)**
 - a) by asking them
 - b) by looking at artifacts
 - c) by reading what they wrote
2. Who were the first people to live in Louisiana? **(1.1, 1.9)**
 - a) the Clovis people
 - b) the Coles Creek people
 - c) the Poverty Point people
3. Which was used by early Native peoples for games and ceremonies? **(1.8)**
 - a) bayous
 - b) Mississippi River
 - c) mounds
4. Which crop was very important to the Mississippian culture? **(1.8.f, 1.23)**
 - a) corn
 - b) lettuce
 - c) tomatoes
5. What is one way that Louisiana's first Native peoples got food? **(1.23)**
 - a) farming
 - b) hunting
 - c) shopping
6. Which artifacts tell us that the Tchefuncte and Marksville peoples had contact with peoples from other parts of Louisiana and North America? **(1.3)**
 - a) arrowheads
 - b) mounds
 - c) pottery
7. Which skill did North Americans teach European explorers and settlers? **(1.3)**
 - a) how to write Native words
 - b) how to hunt animals
 - c) how to build ships

8. Which food is from Native American culture? **(1.8.f)**
- a) cornbread
 - b) jambalaya
 - c) king cake
9. How do some Native American groups keep their culture alive today? **(1.3)**
- a) by teaching their languages
 - b) by living in small, round houses
 - c) by growing corn

Name _____

Date _____

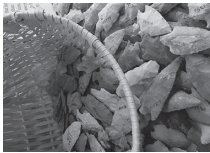
Chapter 1 Assessment Student Answer Sheet: Louisiana's First Inhabitants

1.

a.



b.



c.

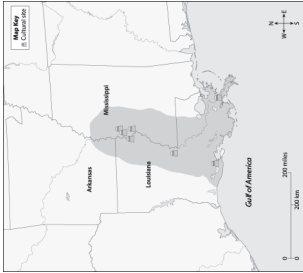


2.

a.



b.

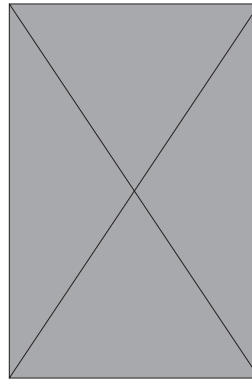


c.

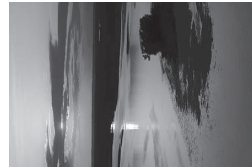


3.

a.



b.



c.



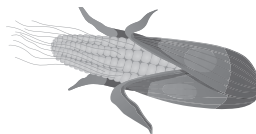
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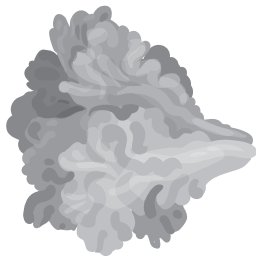
Chapter 1 Assessment Student Answer Sheet: Louisiana's First Inhabitants

4.

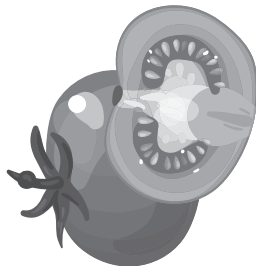
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b.

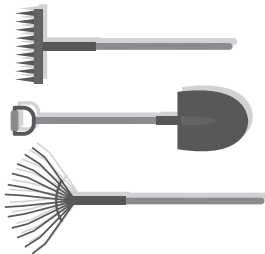


c.

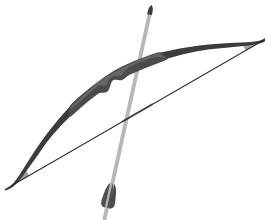


5.

a.



b.

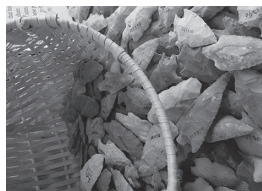


c.



6.

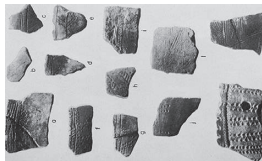
a.



b.



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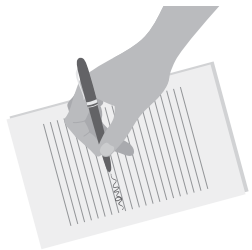
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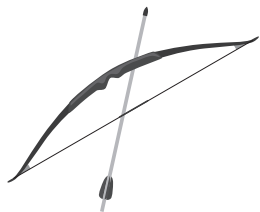
Chapter 1 Assessment Student Answer Sheet: Louisiana's First Inhabitants

7.

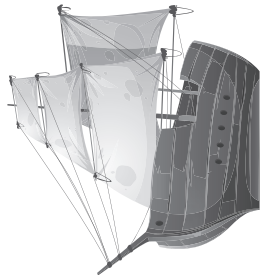
a.



b.



c.



8.

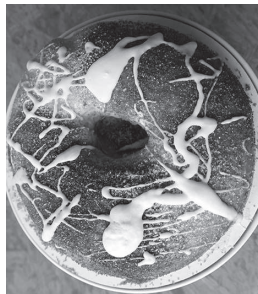
a.



b.



c.

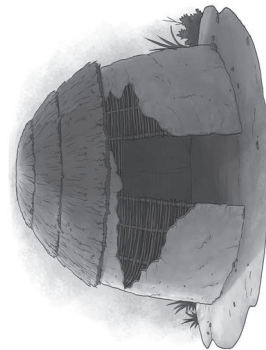


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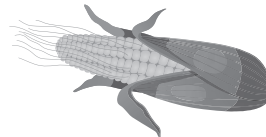
a.



b.



c.



Chapter 2 Assessment: *Louisiana as a Colony*

Make sufficient copies of the Student Answer Sheet for each student; see pages 110–113 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What is New Orleans's nickname? **(1.8, 1.8.g)**
 - a) Star City
 - b) Circle City
 - c) Crescent City
2. Which European country first claimed Louisiana for itself? **(1.3, 1.9)**
 - a) France
 - b) Great Britain
 - c) Spain
3. What does the name *Baton Rouge* mean? **(1.8, 1.8.c)**
 - a) red stick
 - b) long river
 - c) large tree
4. Which building honors a French king? **(1.8.d)**
 - a) the Cabildo
 - b) St. Louis Cathedral
 - c) Gallier Hall
5. Which country gained control of Louisiana during the war between France and Great Britain? **(1.3, 1.9)**
 - a) France
 - b) Great Britain
 - c) Spain
6. Who are Cajun people descendants of? **(1.9)**
 - a) Germans
 - b) Isleños
 - c) Acadians
7. Which industry was brought to Louisiana from Haiti? **(1.8, 1.9)**
 - a) baskets
 - b) sugar
 - c) corn

- 8.** What is one way Louisiana differs from other states? **(1.5, 1.6)**
- a)** It is divided into parishes.
 - b)** It was founded by Europeans.
 - c)** It is located along the Mississippi River.
- 9.** Why did Germans settle along the Mississippi River? **(1.9)**
- a)** They wanted to keep exploring the river.
 - b)** The location was good for business.
 - c)** The land was good for farming.
- 10.** What did Spain choose to be Louisiana's official language? **(1.8.c)**
- a)** French
 - b)** English
 - c)** Spanish

Name _____

Date _____

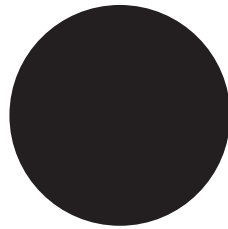
Chapter 2 Assessment Student Answer Sheet: *Louisiana as a Colony*

1.

a.



b.



c.



2.

a.



b.



c.



3.

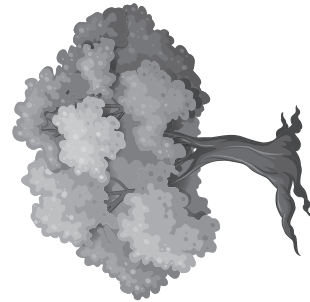
a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: Louisiana as a Colony

4.

a.



b.



c.



5.

a.



b.



c.



6.

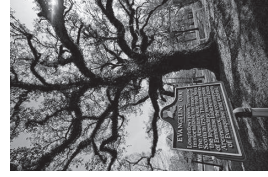
a.



b.



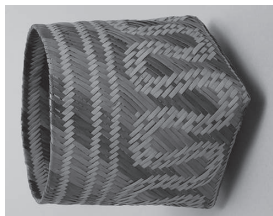
c.



Chapter 2 Assessment Student Answer Sheet: Louisiana as a Colony

7.

a.



b.

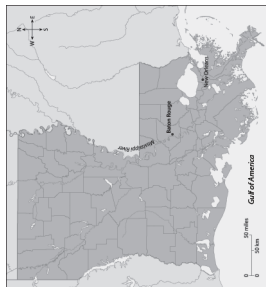


c.



8.

a.



b.



c.



9.

a.



b.



c.



Name _____ Date _____

Chapter 2 Assessment Student Answer Sheet: *Louisiana as a Colony*

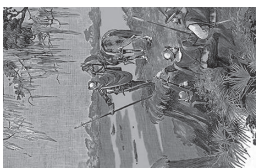
10. **a.**



b.



c.



Chapter 3 Assessment: *Louisiana Joins the United States*

Make sufficient copies of the Student Answer Sheet for each student; see pages 116–118 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which country sold Louisiana to the United States? **(1.3)**
 - a) France
 - b) Great Britain
 - c) Spain
2. Who wanted to buy Louisiana in 1803? **(1.3)**
 - a) Napoleon Bonaparte
 - b) Meriwether Lewis
 - c) Thomas Jefferson
3. What territory did Louisiana cover when the United States bought it? **(1.25)**
 - a) the area between the Atlantic Ocean and the Mississippi River
 - b) the area between the Mississippi River and the Rocky Mountains
 - c) the area between the Mississippi River and the Pacific Ocean
4. Why did the United States want New Orleans? **(1.3, 1.8)**
 - a) It had good farmland.
 - b) Slavery was legal there.
 - c) It was a busy trade port.
5. What did President Jefferson do after Louisiana became part of the United States? **(1.1, 1.3)**
 - a) He made Louisiana a state.
 - b) He sent explorers into Louisiana territory.
 - c) He had the United States join the war against Great Britain.
6. How did the United States try to make governing Louisiana easier? **(1.3, 1.11)**
 - a) It divided Louisiana into two districts.
 - b) It took away the governor's power.
 - c) It made Louisiana into a state.
7. Which group's lives were better after Louisiana became part of the United States? **(1.5)**
 - a) free people of color
 - b) merchants
 - c) Native Americans

8. Which group's lives were more difficult after Louisiana became part of the United States? **(1.5)**
- a) free people of color
 - b) government officials
 - c) merchants
9. What step had to be taken before Louisiana could become a state? **(1.1)**
- a) A vote had to be taken.
 - b) The governor had to make laws.
 - c) A constitution had to be written.

Chapter 3 Assessment Student Answer Sheet: *Louisiana Joins the United States*

1.

a.



b.



c.



2.

a.



b.



c.

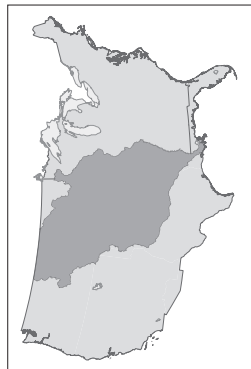


3.

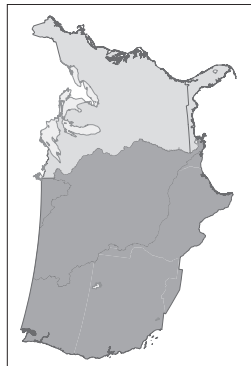
a.



b.



c.



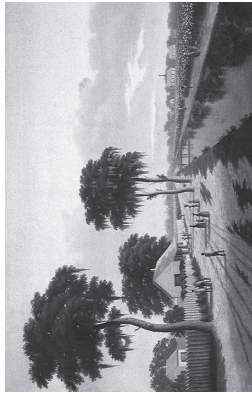
Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: Louisiana Joins the United States

4.

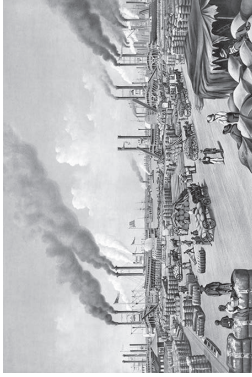
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b.

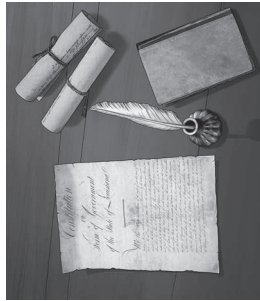


c.



5.

a.



b.

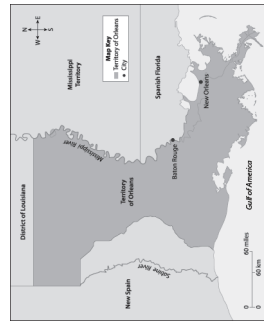


c.



6.

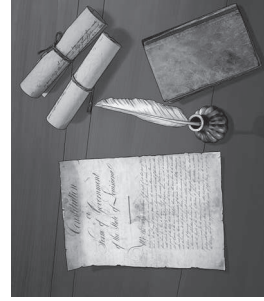
a.



b.



c.



Name _____ Date _____

Chapter 3 Assessment Student Answer Sheet: *Louisiana Joins the United States*

7.

a.



b.



c.



8.

a.



b.



c.

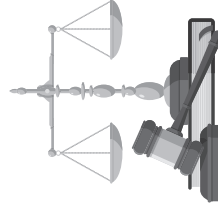


9.

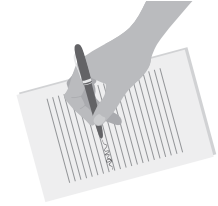
a.



b.



c.



Chapter 4 Assessment: *Louisiana's Unique Cultural Heritage*

Make sufficient copies of the Student Answer Sheet for each student; see pages 121–124 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which cultural region is Creole zydeco music from? **(1.8.b, 1.24, 1.27)**
 - a) Acadiana
 - b) Central Louisiana
 - c) New Orleans
2. Which food was brought to Louisiana from Mexico? **(1.8.f, 1.9)**
 - a) bread pudding
 - b) jambalaya
 - c) tamales
3. What food is Natchitoches famous for? **(1.8.f)**
 - a) meat pies
 - b) jambalaya
 - c) corn bread
4. Why was red beans and rice traditionally eaten on Mondays? **(1.8.e)**
 - a) Payday wasn't until Friday.
 - b) Wash day was on Monday.
 - c) Sunday was a day of rest.
5. Who do we honor on Labor Day? **(1.8.a)**
 - a) soldiers
 - b) workers
 - c) presidents
6. Which person is a famous jazz trumpeter from New Orleans? **(1.8.b)**
 - a) Louis Armstrong
 - b) Clementine Hunter
 - c) Mahalia Jackson
7. Which type of event celebrates people who have died? **(1.8.e)**
 - a) Mardi Gras parade
 - b) military parade
 - c) second line parade

- 8.** What is the symbol on the current Louisiana state flag? **(1.8.g)**
- a)** a bear
 - b)** a pelican
 - c)** a star
- 9.** What happens on Inauguration Day? **(1.8.a)**
- a)** A new year begins.
 - b)** A new government is elected.
 - c)** A new president starts his or her job.
- 10.** Which type of paintings was George Rodrigue famous for creating? **(1.8.h)**
- a)** blue dog
 - b)** a building in New Orleans
 - c)** his everyday life

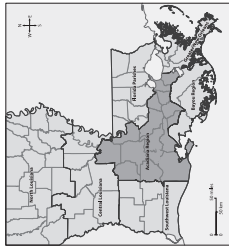
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Date _____

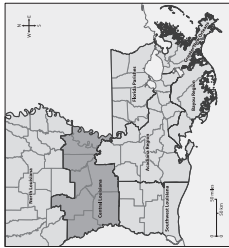
Chapter 4 Assessment Student Answer Sheet: Louisiana's Unique Cultural Heritage

1.

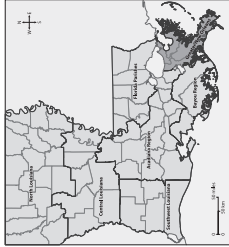
a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____ Date _____

Chapter 4 Assessment Student Answer Sheet: Louisiana's Unique Cultural Heritage

4.

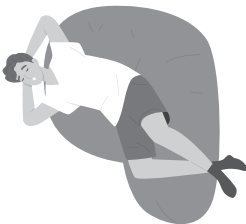
a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



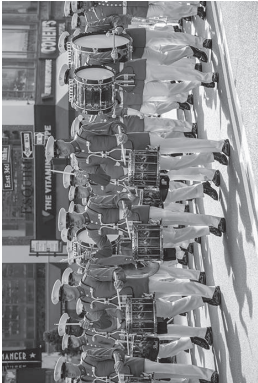
Chapter 4 Assessment Student Answer Sheet: Louisiana's Unique Cultural Heritage

7.

a.



b.



c.



8.

a.



b.



c.



9.

a.

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 New Year's Day	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

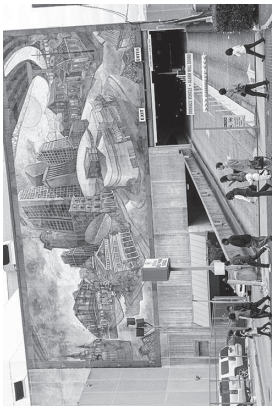
b.



c.



Name _____ Date _____

Chapter 4 Assessment Student Answer Sheet: Louisiana's Unique Cultural Heritage**10.****a.****b.****c.**

Culminating Activity: *Timeline of Louisiana History*

Timeline of Louisiana History

Materials Needed: Copy of Timeline of Louisiana (CA.1) for each pair of students; envelopes, paper clips, or binder clips for organizing timeline cards; classroom scissors (optional); crayons, markers, or colored pencils (optional)

Note: If you are comfortable with students using scissors in the classroom, you may allow them to cut their own timeline cards. Otherwise, cut each set of cards in advance. Separate them in envelopes or with paper clips/binder clips to ensure cards do not get lost.

Remind students about what they have learned about putting things in sequence. Model sequence words by recounting part of your day. Say, “First, I woke up. Then, I got out of bed. Next, I . . .” Explain that today, students will work in pairs to tell the story of Louisiana’s history in the correct sequence.

Distribute the timeline cards to student pairs. Have students put the cards in the correct sequence to tell the story of Louisiana history. When they are finished, have each pair use sequence words to explain their choices to you or a classroom aide. If time allows, give students the opportunity to color their timeline cards.

Performance Task: *Louisiana History and Culture*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Louisiana History and Culture* Student Book

Teacher Directions: In this unit, students learned about Louisiana's history and culture. They learned about the earliest civilizations that lived in what is now Louisiana, beginning with the Clovis culture. They learned about the lifestyle practices of these early peoples, including what they ate, what type of housing they preferred, and what types of objects they created. Students then learned about European exploration of Louisiana and how control of Louisiana passed from France to Spain and back again to France before it was purchased by the United States. Students then learned how Louisiana became a state. Finally, students learned about modern Louisiana's culture and traditions, including food, music, celebrations, symbols, architecture, and art.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit early Louisiana. They will share the sights, sounds, and smells of this earlier version of home with their friends and family by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about Louisiana's history and culture. Students should identify in their postcards the most important aspects of Louisiana's history and culture that they have learned about that make it a unique place to visit and think about.

Have students draw images of Louisiana history and culture on one side of each card and dictate a brief message about Louisiana history and culture for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life in Louisiana." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of Louisiana history and culture, identifying four of the following details (or other correct details) in drawing and/or dictation:</p> <ul style="list-style-type: none">• The first people to live in Louisiana were the Clovis people.• The first peoples to farm in Louisiana were from the Caddo, Mississippian, and Plaquemine cultures.• Louisiana culture is influenced by its original European “owners,” France and Spain.• Louisiana was hard to govern because of its blend of cultures and laws.• Louisiana is divided into sixty-four parishes. Originally, they were determined by the location of churches. Today, they are used for organizing local government.• The United States purchased Louisiana from France in 1803.• The Louisiana Territory extended from the Mississippi River to the Rocky Mountains.• The shape of the state of Louisiana is very similar to that of the original District of Orleans.• People who are descendants of the Acadians, who came from Canada, are called Cajuns.• Jazz and zydeco music were both born in Louisiana.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of Louisiana culture and history, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of Louisiana culture and history, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Activity Page 1.1**Use with Chapter 1****Letter to Family**

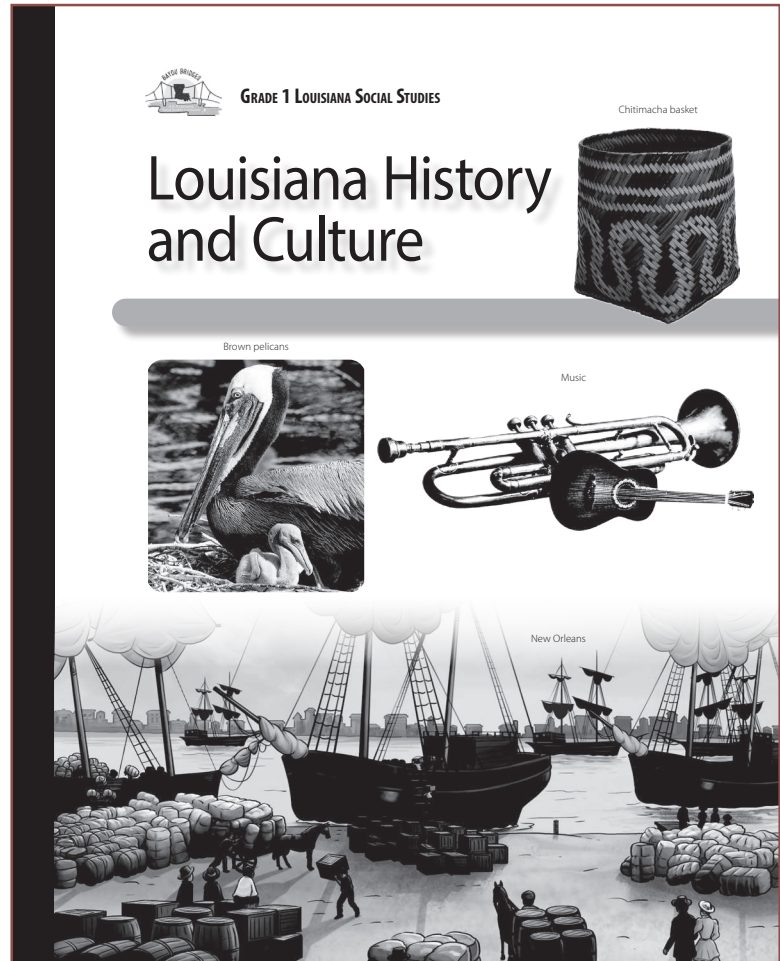
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the history and culture of Louisiana. They will learn about the first Native peoples to live in Louisiana. They will learn about the European exploration and settlement of Louisiana. They will learn how and when Louisiana became a state. They will also learn about the foods, music, celebrations, and other traditions that make Louisiana unique.

In this unit, students will study maps, ask and answer questions about their cultural region, and differentiate between the original Louisiana Territory and the modern state of Louisiana. They will also practice reading timelines and using cardinal directions.

As part of their exploration, students will also learn a little bit about the treatment of enslaved people and Native Americans in Louisiana after it became a state. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of the past.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



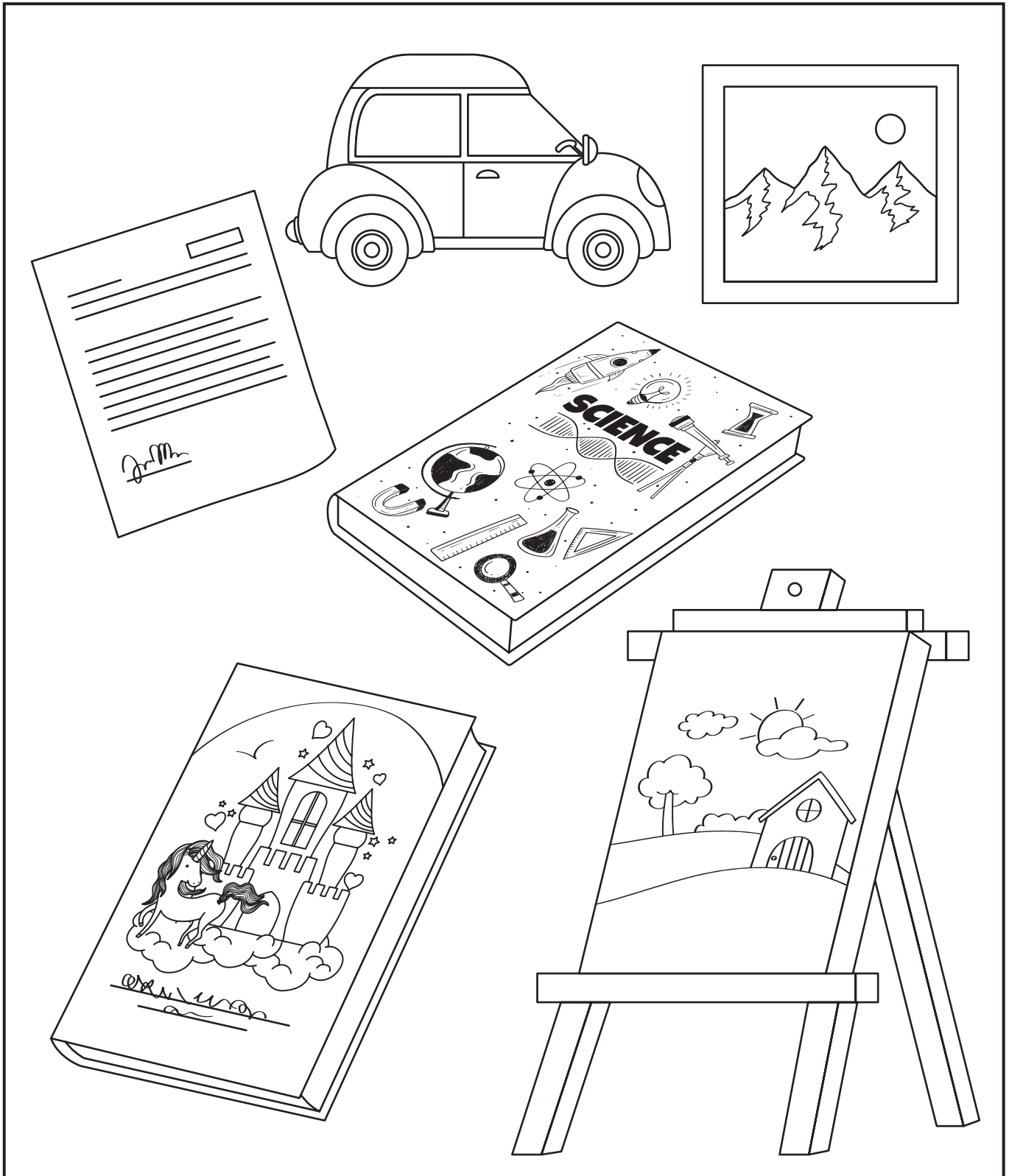
Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

What Are Primary Sources?



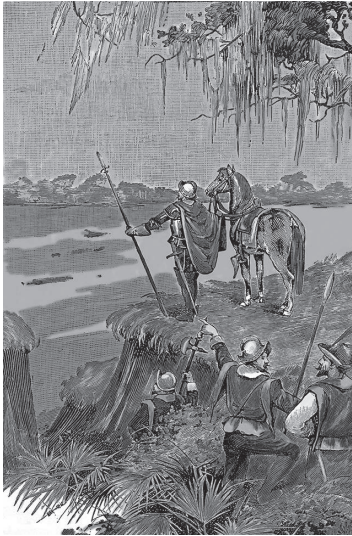
Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Which Happened First?

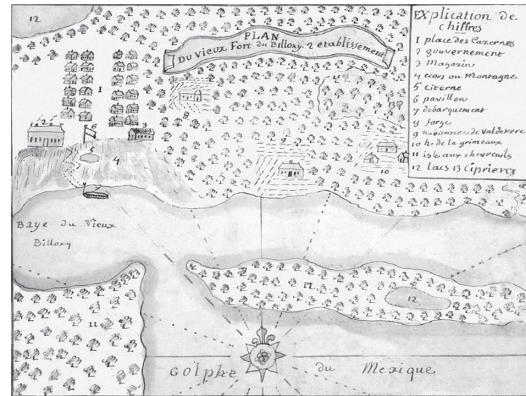
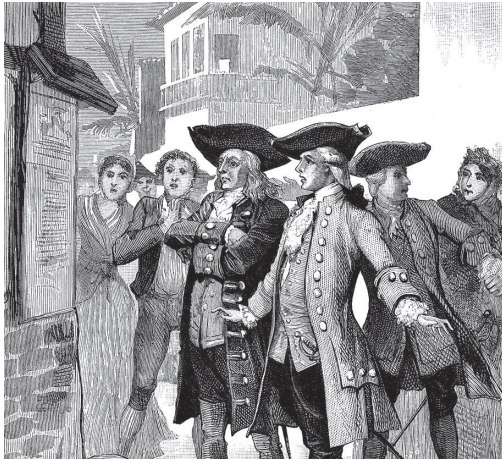


Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2



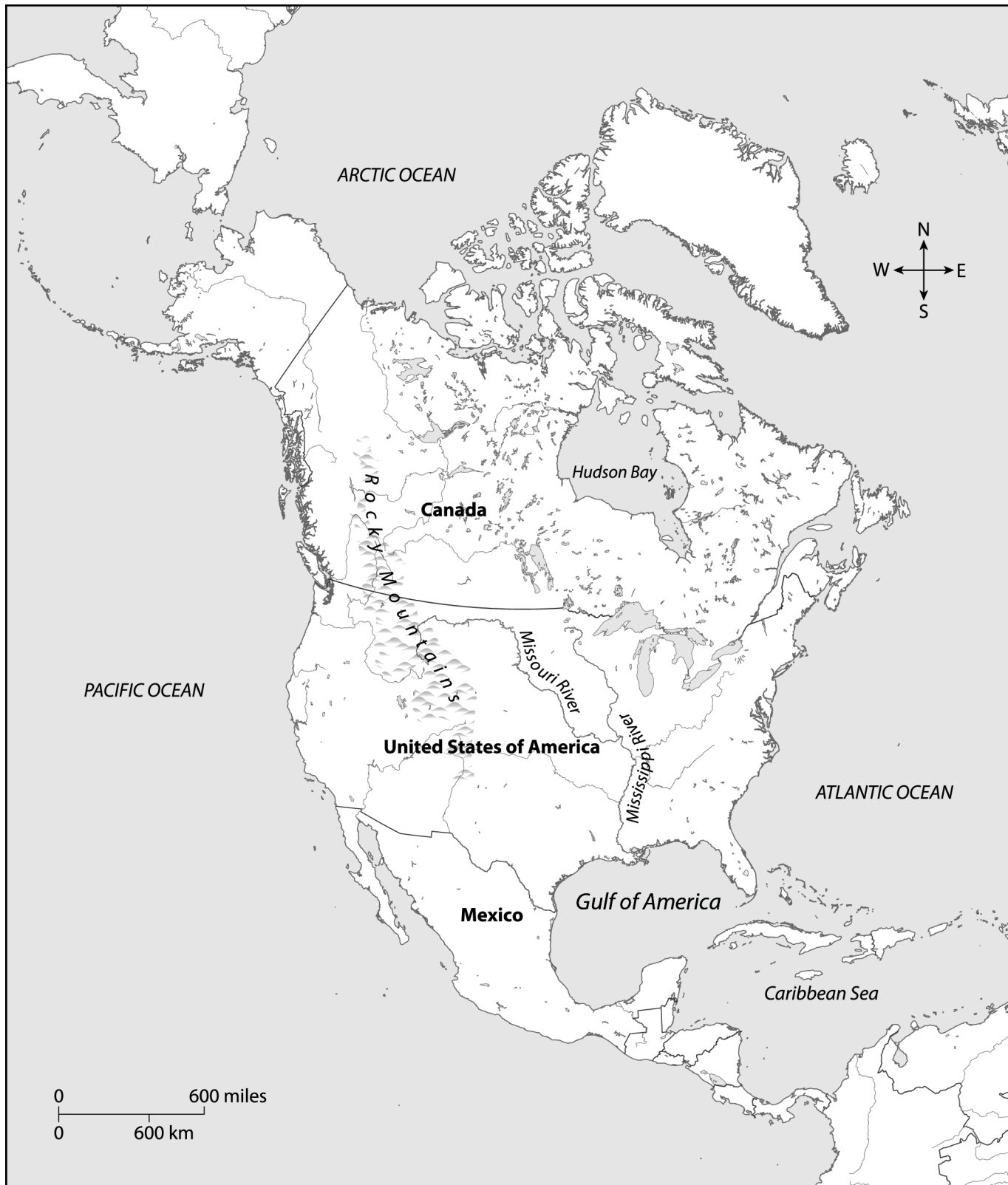
Name _____

Date _____

Activity Page 3.1

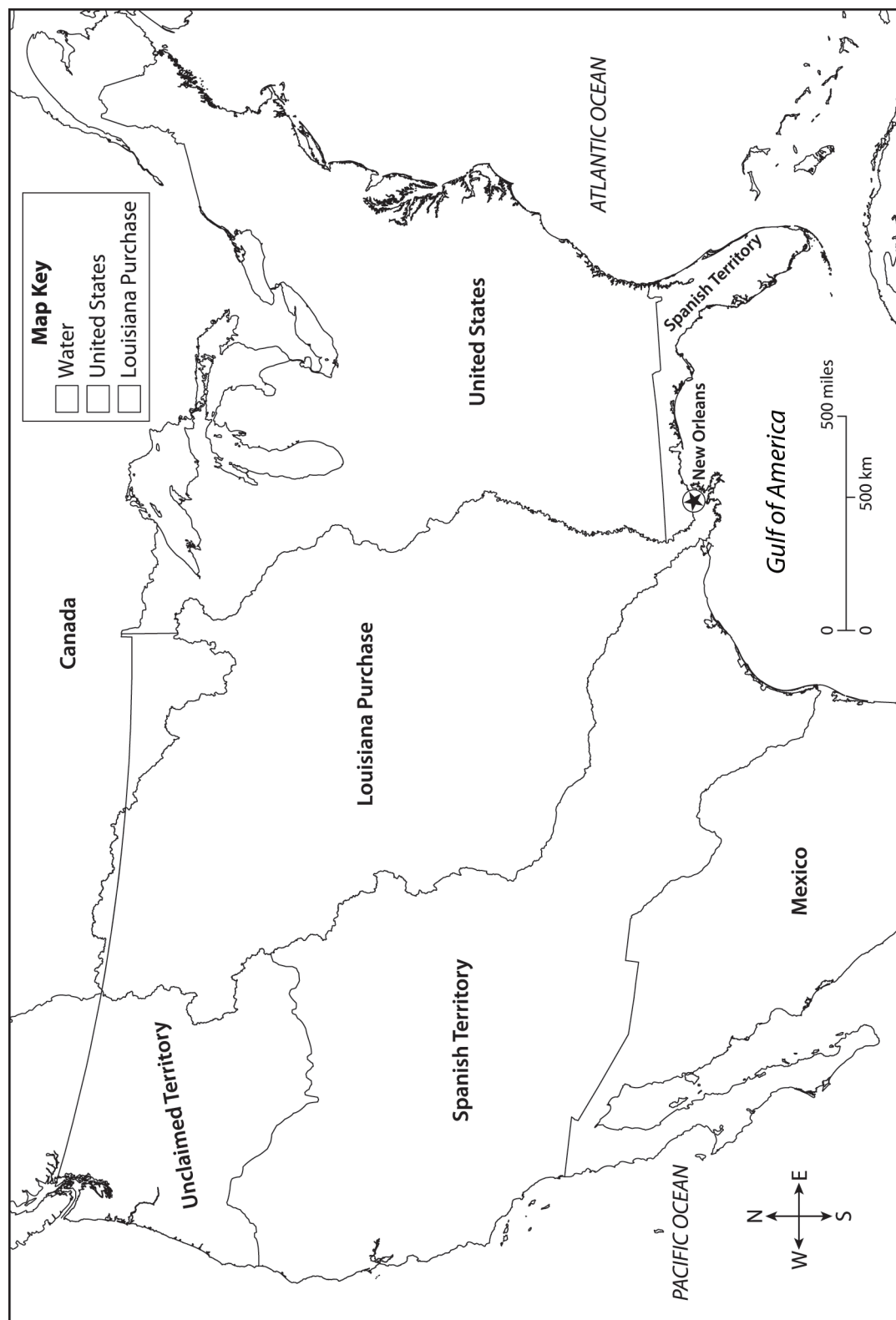
Use with Chapter 3

North America Map



Name _____

Date _____

Louisiana Purchase Map

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

A Year of Holidays

January

February

March

April

May

June

July

August

September

October

November

December

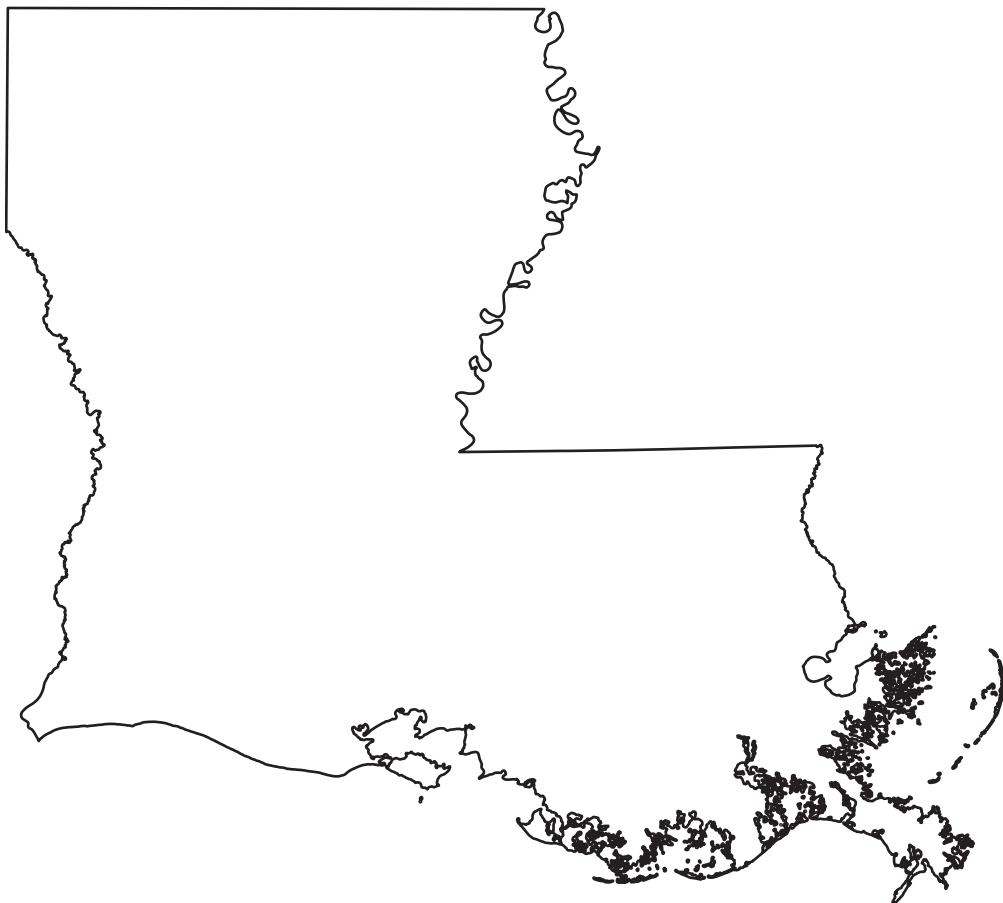
Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Louisiana Lagniappe



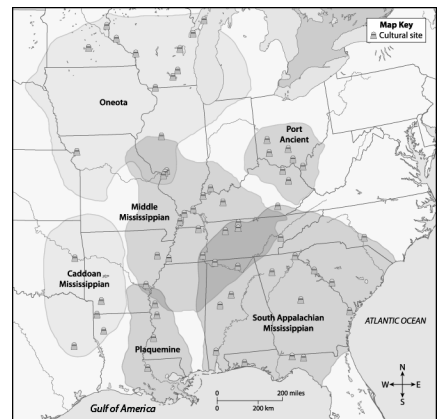
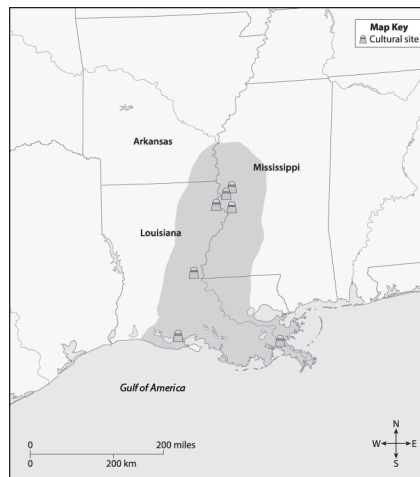
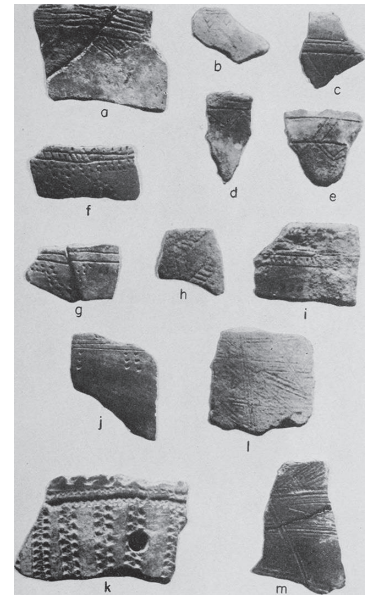
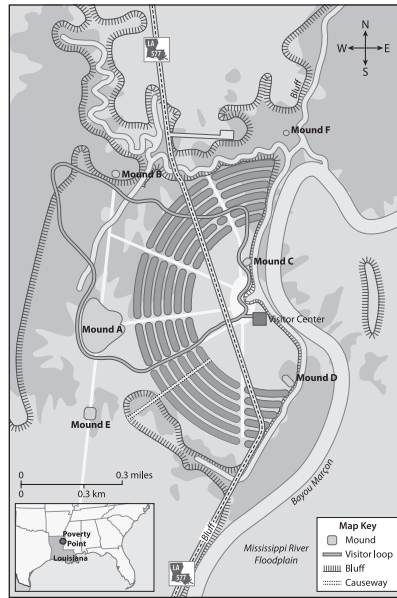
Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Timeline of Louisiana History

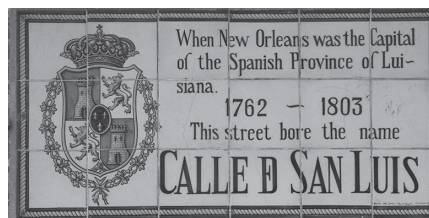


Name _____

Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity

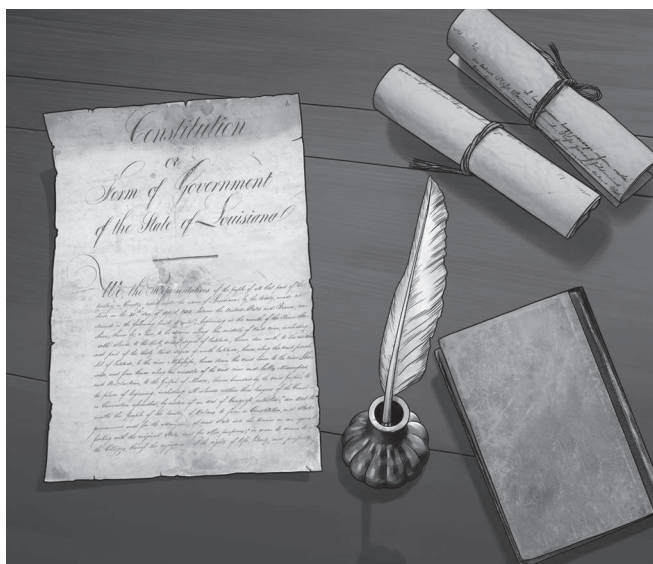
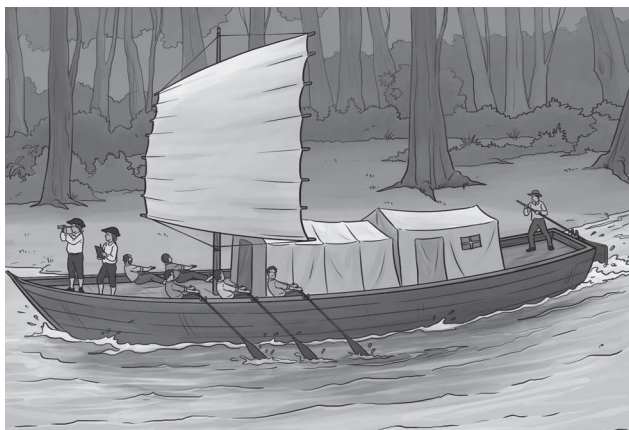


Name _____

Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity



GRADE 1

HISTORY

- 1.1** Create a chronological sequence of events using appropriate vocabulary.
- 1.2** Differentiate between primary and secondary sources. For example:
 - a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 1.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 1.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
- 1.5** Compare life in Louisiana in the past to life today.
- 1.6** Describe how past events can affect the present.
- 1.7** Compare the lives of Louisianans today in urban, suburban, and rural parishes.
- 1.8** Identify examples of Louisiana’s culture, including:
 - a)** State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
 - b)** Music: Cajun, jazz, zydeco
 - c)** Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)
 - d)** Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum
 - e)** Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays
 - f)** Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
 - g)** Symbols: Louisiana State flag, brown pelican, magnolia tree, black bear
 - h)** Individuals who have made significant contributions to Louisiana’s artistic heritage.
- 1.9** Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.

CIVICS

- 1.10** Describe the purpose of the state government of Louisiana.
- 1.11** Identify Louisiana as a unique state among fifty, and as a part of the United States.

- 1.12** Identify each of the branches of the state government of Louisiana.
- 1.13** Describe examples of rules and laws in Louisiana.
- 1.14** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 1.15** Describe the importance of fairness, responsibility, respect, and hard work. For example:
 - a)** Taking care of personal belongings and respecting the property of others.
 - b)** Following rules and recognizing consequences of breaking rules.
 - c)** Taking responsibility for assigned duties.
- 1.16** Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.

ECONOMICS

- 1.17** Differentiate between producers and consumers.
- 1.18** Identify examples of an economic cost or benefit of a decision or event.
- 1.19** Describe how different public and private jobs help Louisianans. For example:
 - a)** Public: firefighters keeping people and their property safe
 - b)** Private: nurses caring for sick or injured people
- 1.20** Explain why and how goods and services are produced and traded.
- 1.21** Describe how scarcity requires people to make choices.
- 1.22** Identify and describe which goods and services are produced in different places and regions in Louisiana.
- 1.23** Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.

GEOGRAPHY

- 1.24** Create and use maps or models with cardinal directions, keys, and scale.
- 1.25** Identify where Louisiana is within the United States and on the globe.
- 1.26** Differentiate between the town, parish, state, and country in which the student lives on a political map.
- 1.27** Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.
- 1.28** Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.

- 1.29** Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
- 1.30** Explain how Louisianans have successfully met the challenges posed by natural disasters.
- 1.31** Explain how and why people and goods move from place to place.
- 1.32** Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.

Answer Key: Louisiana History and Culture

Chapter Assessments

Chapter 1

1. b 2. a 3. c 4. a 5. b 6. c 7. b 8. a 9. a

Chapter 2

1. c 2. a 3. a 4. b 5. c 6. c 7. b 8. a 9. c 10. a

Chapter 3

1. a 2. c 3. b 4. c 5. b 6. a 7. b 8. a 9. c

Chapter 4

1. a 2. c 3. a 4. b 5. b 6. a 7. c 8. b 9. c 10. a

Activity Pages

What Are Primary Sources? (AP 1.2)

photo, toy car, letter, painting

Which Happened First? (AP 2.1)

left: Hernando de Soto

right: round house

right: Clovis culture

left: France gives Louisiana to Spain

right: Fort Maurepas



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Colin D. Young / Alamy Stock Photo: 91d	Nancy G Western Photography, Nancy Greifenhagen / Alamy Stock Photo: 105a	Teresa Otto / Alamy Stock Photo: i, iii, 24, 27, 105b, 105f, 105i, 106g-h, 136d
CORRADO BARATTA / Alamy Stock Photo: Cover C, 18c, 81a, 123c, 128c	Napoleon Bonaparte (colour litho), Bombed, Louis Charles (1862–1927) (after) / Private Collection / © Look and Learn / Bridgeman Images: 67, 116d	The History Collection / Alamy Stock Photo: 74, 117h, 118e
Dan Yeger / Alamy Stock Photo: 28, 105g	NB/FEMA / Alamy Stock Photo: 52, 111h	The Protected Art Archive / Alamy Stock Photo: 45a, 131d
Danita Delimont Creative / Alamy Stock Photo: 36	Nick Suydam / Alamy Stock Photo: 65, 105h	The Yarvin Kitchen / Alamy Stock Photo: 86, 121g
DOD Photo / Alamy Stock Photo: 89c	Niday Picture Library / Alamy Stock Photo: 41b, 69, 89d, 122f	Tim Hill / Alamy Stock Photo: 85b, 121d
Dustin Mackay: 6e–f, 66, 70b, 116e–f, 117b, 118c, 138a–b	Ninette Maumus / Alamy Stock Photo: 90a	United States, Louisiana: Young African American docker loading cotton in the steamboat of New Orleans, 1800s. Colour engraving of the 19th century./Photo © North Wind Pictures / Bridgeman Images: 76, 118a, 118d
Enrico Della Pietra / Alamy Stock Photo: 96a	NJphoto / Alamy Stock Photo: 89b	Universal Images Group North America LLC / Alamy Stock Photo: 20, 105c
Geopix / Alamy Stock Photo: 123i	North Wind Picture Archives / Alamy Stock Photo: 5d, 6b, 44a–b, 45b, 91a, 112e–f, 112h, 130b, 137d	Valerio Rosati / Alamy Stock Photo: 90c
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HappyWindow / Alamy Stock Photo: 6a, 34, 107d, 121i, 137a	Pictures Now / Alamy Stock Photo: 47, 117a, 131c	yuiyui / Alamy Stock Photo: 100a, 123f
incamerastock / Alamy Stock Photo: 90d		
Inge Johnsson / Alamy Stock Photo: 90b, 95a		
Jacob Wyatt: 61, 62, 63, 64, 68, 110e, 111e, 113b, 116b, 117f, 118b, 118f		
James Quine / Alamy Stock Photo: 6d, 58, 110d, 111b, 111d, 113a, 116a, 137f		
Jeffrey Isaac Greenberg 18+ / Alamy Stock Photo: 124b		
Jennifer Maxwell / Alamy Stock Photo: 19		
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Journey of Jacques Marquette (1637–1675) French explorer		

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