

GRADE 6

Overview: Below is a comparison of the 2011 and the 2022 Louisiana Student Social Studies Standards for grade 6. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for sixth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standard	Notice/Wonder
<p>6-8.SP1. Examine sources in order to:</p> <p>A. distinguish between primary, secondary, and tertiary sources</p> <p>B. determine the origin, author's point of view, intended audience, and reliability</p> <p>C. explain the meaning of words, phrases, and content-specific vocabulary</p>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product <p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	
<p>6.1 Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.</p>	<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p> <p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	
<p>6.2 Analyze connections between ideas, events, and developments in U. S. history within their global context from 1580 to 1791.</p>		
<p>6.3 Compare and contrast events and developments in U.S. history from 1580 to 1791.</p>		
<p>6.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.</p>	<p>6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes</p> <p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p> <p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p> <p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p> <p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p> <p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>	
<p>6.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.</p>	<p>6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones</p> <p>6.3.2 Plot coordinates of latitude and longitude to determine location or change of location</p>	
<p>6.6 Use a variety of primary and secondary sources to:</p> <p>a. Analyze social studies content.</p> <p>b. Evaluate claims, counterclaims, and evidence.</p> <p>c. Compare and contrast multiple sources and accounts.</p> <p>d. Explain how the availability of sources affects historical interpretations.</p>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product <p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	
<p>6.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:</p> <p>a. Demonstrate an understanding of social studies content.</p> <p>b. Compare and contrast content and viewpoints.</p> <p>c. Analyze causes and effects.</p> <p>d. Evaluate counterclaims.</p>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product <p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	
<p align="center">2022 Content Standard</p>	<p align="center">2011 Standard</p>	<p align="center">Notice/Wonder</p>
<p>Due to the new content sequence, there are no meaningful overlaps in content between the 2022 and 2011 standards for grade 6</p>		

GRADE 7

Overview: Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Studies Standards for grade 7. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for seventh grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Standard	Similar 2011 Standard(s)	Notice/Wonder
<p>6-8.SP1. Examine sources in order to:</p> <p>A. distinguish between primary, secondary, and tertiary sources</p> <p>B. determine the origin, author's point of view, intended audience, and reliability</p> <p>C. explain the meaning of words, phrases, and content-specific vocabulary</p>	<p>7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product <p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>	
<p>7.1 Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history.</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States.</p> <p>7.1.4 Interpret and construct timelines of key events, people and ideas.</p>	
<p>7.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States</p> <p>7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877</p>	
<p>7.3 Compare and contrast events and developments in U.S. history from 1791 to 1877.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States</p> <p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>	
<p>7.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.</p>	<p>7.5.1 Analyze the physical and political features of the United States</p> <p>7.5.2 Create maps, charts, and graphs of the United States from 1763–1877</p>	
<p>7.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.</p>	<p>7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877</p>	
<p>7.6 Use a variety of primary and secondary sources to:</p> <p>a. Analyze social studies content.</p> <p>b. Evaluate claims, counterclaims, and evidence.</p> <p>c. Compare and contrast multiple sources and accounts.</p> <p>d. Explain how the availability of sources affects historical interpretations.</p>	<p>7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product <p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>	
<p>7.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:</p> <p>a. Demonstrate an understanding of social studies content.</p> <p>b. Compare and contrast content and viewpoints.</p> <p>c. Analyze causes and effects.</p> <p>d. Evaluate counterclaims.</p>		
2022 Content Standards	2011 Standards	Notice/Wonder
<p>7.8 Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.</p>	<p>7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850</p> <p>7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850</p> <p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>	
<p>7.8a. Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government's right to tax.</p>	<p>7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies</p>	
<p>7.8b. Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.</p>		
<p>7.8c. Analyze key events of the presidency of John Adams including the Alien and Sedition act and the XYZ affair.</p>		

7.8e. Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.	
7.8g. Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850 7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
7.8h. Analyze the major events of Thomas Jefferson's presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
7.9 Analyze the causes, course of, and consequences of the War of 1812.	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
7.10 Analyze the growth and development of the United States from the early to mid-1800s.	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
7.10a. Describe the Era of Good Feelings (1815–1825), including Henry Clay's American System, Treaty of 1818, Adams-Onís Treaty of 1819, and the development of transportation networks.	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
7.10b. Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.	
7.10c. Analyze the effects of Marbury v. Madison (1803), McCulloch v. Maryland (1819), Gibbons v. Ogden (1824), and Worcester v. Georgia (1832).	
7.10d. Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.	
7.10e. Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.	
7.10f. Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).	
7.10g. Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.	
7.10h. Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor's role in the war and subsequent election to the presidency.	
7.10i. Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.	7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
7.10j. Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.	
7.10k. Explain how steamboats influenced Louisiana's economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.	
7.10l. Compare and contrast the economies of the North and the South during the early to mid-1800s.	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States 7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries
7.10m. Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.	7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877 7.6.2 Describe motivations of immigrants to the United States from 1763–1877 and the obstacles they faced 7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877
7.11 Analyze role and importance of social and political reform movements of the nineteenth century.	7.3.3 Examine the motivations and influence of major American reform movements during the 19th century 7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery
7.11a. Analyze the key people, ideas, and events of the women's rights movement and woman's suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women's Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.	
7.11b. Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.	

7.11c. Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.	
7.11d. Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass' speech "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" and Harriet Beecher Stowe's Uncle Tom's Cabin.	
7.11e. Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.	
7.11f. Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.	
7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War 7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery
7.12a. Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, North Carolina v. Mann (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).	
7.12b. Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.	
7.12c. Compare and contrast various arguments on the issue of slavery and state's rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.	
7.12d. Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.	
7.12e. Analyze Lincoln's First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.	
7.13 Analyze the causes, course, and consequences of the Civil War.	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War 7.4.2 Analyze important turning points and major developments during the Civil War
7.13a. Explain why the Confederate states seceded from the Union.	
7.13b. Explain Louisiana's decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).	
7.13c. Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln's call for 75,000 volunteers.	
7.13d. Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the Sea, and the surrender at Appomattox Court House.	
7.13e. Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.	
7.13f. Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.	
7.13g. Analyze the purpose, significance, and consequences of the Emancipation Proclamation.	
7.13h. Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.	
7.13i. Analyze Lincoln's Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.	
7.13j. Describe the significance of Lincoln's assassination, and how it affected the nation.	
7.14 Analyze the major events, key people, and effects of Reconstruction.	7.4.3 Describe long-term and short-term outcomes of Reconstruction
7.14a. Compare and contrast plans for Reconstruction, including Lincoln's Ten Percent Plan, President Johnson's Plan, and the Radical Republican Plan for Reconstruction.	
7.14b. Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.	
7.14c. Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen's Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.	
7.14d. Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.	

7.14e. Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.		
7.14f. Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.		
7.14g. Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.		
7.14h. Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.		
7.14i. Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.	8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions	

GRADE 8

Overview: Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Studies Standards for grade 8. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for eighth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022	2011 Standards	Notice/Wonder
6-8.SP1. Examine sources in order to: A. distinguish between primary, secondary, and tertiary sources B. determine the origin, author's point of view, intended audience, and reliability C. explain the meaning of words, phrases, and content-specific vocabulary	8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context 	
8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.	8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events	
8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.		
8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.		
8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.	8.3.3 Apply knowledge of geography skills and terms to: <ul style="list-style-type: none"> • create maps and diagrams • plot latitude and longitudinal coordinates • read and interpret a map • use a map to compare Louisiana's time zone in relation to time zones around the world 	
8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.		
8.6 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Evaluate claims, counterclaims, and evidence. c. Compare and contrast multiple sources and accounts. d. Explain how the availability of sources affects historical interpretations.	8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context 	
8.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		
2022 Content Standards	2011 Standards	Notice/Wonder
8.8i. Analyze the events leading to Plessy v. Ferguson (1896) and the consequences of the decision, including changes to the Louisiana Constitution.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history	
8.8j. Explain the emergence of the Jim Crow system and how it affected Black Americans.	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras	
8.8k. Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history	
8.12g. Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.	8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history	
8.12h. Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana	
8.12i. Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras	
8.14k. Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.	8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions	
8.15d. Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.	8.2.8 Investigate and describe the impact of World War II on Louisiana's social, political, and economic systems	
8.15e. Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history	
8.17c. Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana	