

How did Louisiana become a state?	
Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • 3.1.1 Create timelines that identify important events in the history of Louisiana • 3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history • 3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
Claims	<p>This instructional task, taught in coordination with the English Language Arts Guidebook unit on the Louisiana Purchase, asks students to develop and express claims through discussions and writing. Students will summarize the events on the timeline and engage with the sources to build their understanding of the content to explore when and why Louisiana changed hands so many times and how explorers, leaders, and the Louisiana Purchase contributed to Louisiana becoming a state.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 5:</p> <ul style="list-style-type: none"> • How did Louisiana become a state? (3.2.1)

Supporting Question 1
How and why did the possession of Louisiana change over time?
Formative Performance Task
Students will develop a timeline that reflects the possession changes until Louisiana became a state.
Featured Source
<p>Source A: “A Brief History of Louisiana Flags,” Louisiana 101</p>

Supporting Question 2
How did explorers contribute to Louisiana becoming a state?
Formative Performance Task
Students will examine how LaSalle and Bienville contributed to Louisiana.
Featured Source
<p>Source B: “LaSalle Claims Land for France,” Iowa Pathways</p> <p>Source C: “Jean-Baptiste Le Moyne, Sieur de Bienville,” KnowLA Encyclopedia</p>

Supporting Question 3
What is the significance of the United States acquiring the Louisiana Territory?
Formative Performance Task
Students will analyze the lasting impact of the Louisiana Purchase.
Featured Source
<p>Source D: <i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i>, Elaine Laudau</p>

Summative Performance Task	Using your completed timeline as a reference, write a summary that describes the events which led to Louisiana becoming a state.
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Formative Performance Task 1

Supporting Question	How and why did the possession of Louisiana change over time?
Formative Performance Task	Students will discuss the possession changes until Louisiana became a state.
Featured Source	Source C: " A Brief History of Louisiana Flags ," Louisiana 101
Content and Claims	In this formative task, students explore how the many change of possessions influenced Louisiana becoming a state.

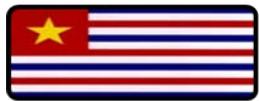
Featured Source

Source C: "[A Brief History of Louisiana Flags](#)," Louisiana 101

Steps

1. This task should be done in advance of teaching the [English Language Guidebook unit on the Louisiana Purchase](#).
2. Explain to students the purpose of a flag. For example, say to students: "The flag a state or nation adopts symbolizes a national identity. The United States flag represents our nation. We also have a Louisiana flag, which represents our state identity. Throughout history, multiple flags have flown over Louisiana to represent the different countries that have said they own the land or claimed possession of Louisiana."
3. Read aloud Source A: "A Brief History of Louisiana Flags" as students follow along.
4. While reading, direct students to complete the Flags over Louisiana handout included on the next page. In the boxes, ask students to include when the flag was flown, who was in control when the flag was flown, and any other specific details they want to remember.
5. Have students form pairs or small groups using an established classroom routine.
6. Direct them to create a timeline showing the periods of time for each country's possession Louisiana. As needed, help students set up the timeline frame. Encourage them to use their Flags over Louisiana handout notes to create the timeline.

Flags over Louisiana



The Civil War ends in 1865, and Louisiana is readmitted to the United States in 1868.



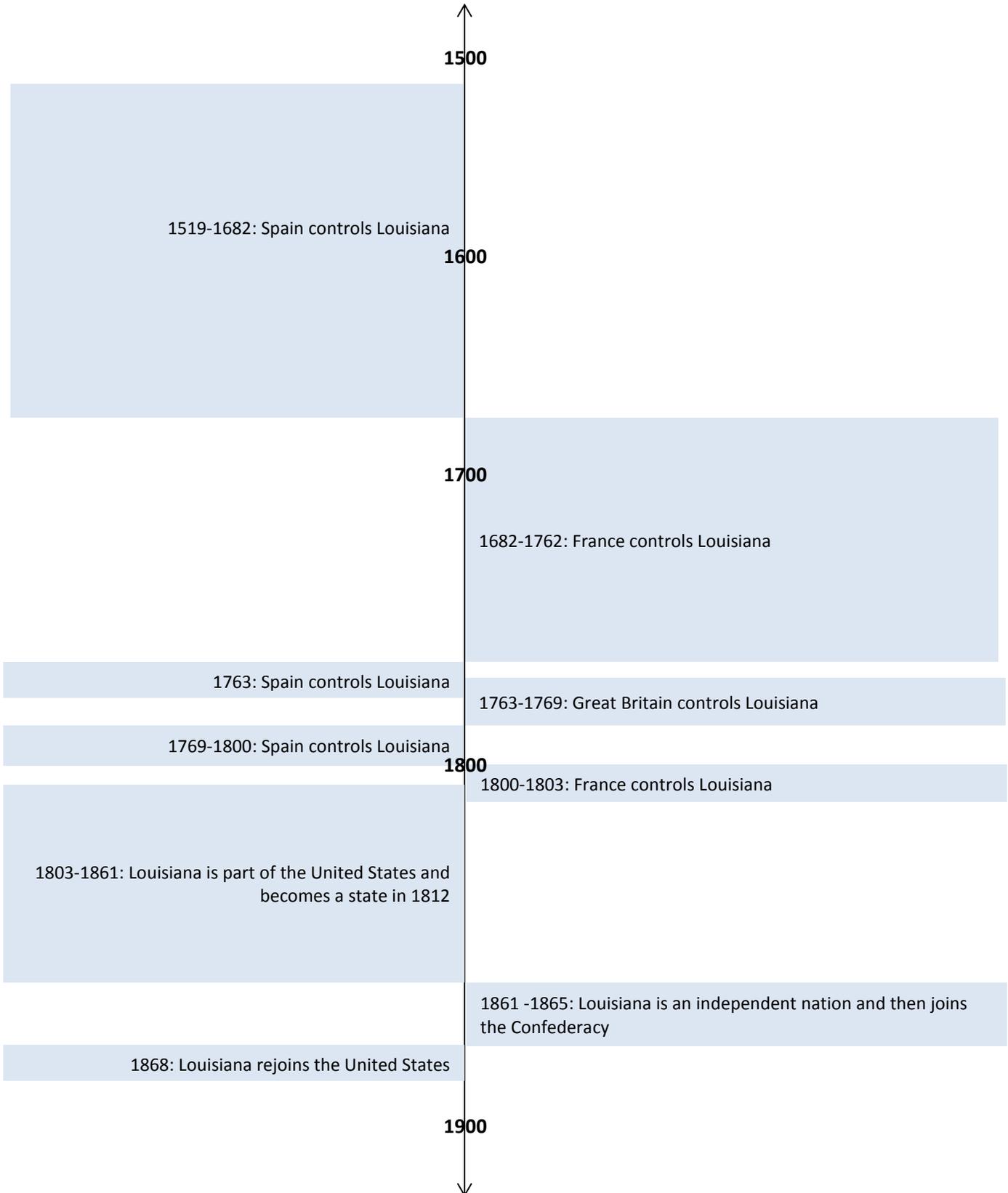
Student Look-Fors

- Students should note the dates and key information about the different flags that have flown over Louisiana.

Flags over Louisiana

	Hernando de Soto claims the area surrounding the Mississippi River for Spain in 1519.
	LaSalle takes possession and names the territory for the king of France, Louis XIV in 1682.
	By the secret Treaty of Fontainebleau, France gives its land to Spain in 1762. Louisiana colonists didn't know for almost 2 years!
	By the Peace Treaty of Paris, Britain gets the Louisiana territory from France in 1763. They call it New Richmond.
	Spanish Governor Alejandro O'Reilly finally establishes control of Louisiana for Spain in 1769.
	Spain officially returns the Louisiana territory West of the Mississippi to France by the secret Treaty of San Ildefonso in 1800.
	The United States buys the territory from Napoleon for \$15,000,000 in the Louisiana Purchase in 1803.
	The American citizens of Spain's West Florida territory take control of the government and declare it a republic in 1810.
	Louisiana becomes the 18th state to join the United States in 1812. William Charles Cole Claiborne is the first governor of Louisiana.
	For two months after leaving the Union and before joining the Confederacy, Louisiana is an independent nation in 1861.
	Louisiana joins the Confederate States of America in 1861.
	The Civil War ends in 1865, and Louisiana is readmitted to the United States in 1868.
	The Louisiana Legislature adopts the official state flag in 1912.

2. Students should also create a timeline with a partner similar to the following sample.



Formative Performance Task 2

Supporting Question	How did explorers contribute to Louisiana becoming a state?
Formative Performance Task	Students will examine how LaSalle and Bienville contributed to Louisiana.
Featured Source	Source B: " LaSalle Claims Land for France ," Iowa Pathways Source C: " Jean-Baptiste Le Moyne, Sieur de Bienville ," KnowLA Encyclopedia
Content and Claims	In this formative task, students explore LaSalle and Bienville’s contributions to Louisiana becoming a state.

Featured Sources

Source B: "[LaSalle Claims Land for France](#)," Iowa Pathways

Source C: "[Jean-Baptiste Le Moyne, Sieur de Bienville](#)," KnowLA Encyclopedia

Steps

1. This task should be done in advance of teaching the [English Language Guidebook unit on the Louisiana Purchase](#).
2. Say: “We are going to learn about Robert Cavalier Sieur de La Salle, a French explorer who claimed land for his king, King Louis XIV of France. Locate on your timeline when LaSalle likely explored.”
3. Then say: “As we watch a quick video with additional information about LaSalle, I want you to be able to answer the question, ‘How was LaSalle important to Louisiana becoming a state?’”
4. Project and read aloud the Source B: "[LaSalle Claims Land for France](#).”
5. Ask students to record any important dates and a description of LaSalle’s contributions on their annotated timeline from the previous task.
6. Say: “Now we are going to learn about Jean-Baptiste LeMoyne, Sieur de Bienville, a three-time governor of the French colony of Louisiana. Locate on your timeline when Bienville was likely the governor.”
7. Then say: “As I read additional information about Bienville, I want you to be able to answer the question, ‘How was Bienville important to Louisiana becoming a state?’”
8. Project and read aloud Source C: "[Jean-Baptiste Le Moyne, Sieur de Bienville](#)” sections titled “Leadership in Louisiana” and “Later Career.”
9. Ask students to record on their timeline any important dates and a description of Bienville’s contributions.

Student Look-Fors

1. Information to include on timeline:
 - 1682: LaSalle claimed all lands drained by the Mississippi for France
 - 1699-1702: Bienville assisted in establishing a permanent French settlement in Louisiana.
 - 1702-1725: Bienville served as three time governor of the French colony of Louisiana.

- 1722: Bienville received two parcels of land where he employed some of the first enslaved Africans in Louisiana.
- 1725: Etienne de Perier took over as governor.
- 1732: French officials summoned Bienville back to Louisiana.
- October 20, 1803: Louisiana Purchase approved by Congress.

Formative Performance Task 3

Supporting Question	What is the significance of the United States acquiring the Louisiana Territory?
Formative Performance Task	Students will analyze the lasting impact of the Louisiana Purchase.
Featured Sources	Source D: <i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i> , Elaine Laudau
Content and Claims	In this formative task, students will explain how Governor William Claiborne’s Proclamation affected the people in the territory.

Featured Sources

Source D: *The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)*, Elaine Laudau

Steps

1. Teach the [English Language Guidebook unit on the Louisiana Purchase](#) for students to learn about the importance of the Louisiana Purchase. While teaching the unit and reading Source D: *The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)*, ask students to continue to add to their timelines to add dates and events significant to Louisiana becoming a state.

Student Look-Fors

2. Information to include on timeline:
 - 1682: LaSalle claimed all lands drained by the Mississippi for France
 - 1699-1702: Bienville assisted in establishing a permanent French settlement in Louisiana.
 - 1702-1725: Bienville served as three time governor of the French colony of Louisiana.
 - 1722: Bienville received two parcels of land where he employed some of the first enslaved Africans in Louisiana.
 - 1725: Etienne de Perier took over as governor.
 - 1732: French officials summoned Bienville back to Louisiana.
 - 1762: King Louis XV of France gave the Louisiana Territory to his cousin, King Charles III of Spain.
 - 1795: Treaty of San Lorenzo (Pinckney’s Treaty) allowed Americans to use the port of New Orleans.
 - 1800: United States only goes as far west as the Mississippi River.
 - 1802: Americans find out Napoleon is going to send thousands of soldiers to the Louisiana Territory and that Spain is changing the rules for using the port of New Orleans.
 - October 20, 1803: Louisiana Purchase approved by Congress.

Summative Performance Task

Compelling Question	How did Louisiana become a state?
Summative Performance Task	Using your completed timeline as a reference, write a summary that describes the events which led to Louisiana becoming a state.

Teacher Overview

In this summative performance task, students are asked to write a summary of the events that contributed to Louisiana becoming a state.

Throughout this instructional task, students have explored how events impacted Louisiana becoming a state; this information will be an essential part of a well-developed summary. Before the summative performance task, it may be helpful for students to review the sources provided and their timeline that was created during the formative assessment tasks. This process will help students to develop their interpretations and highlight the appropriate examples and details to support their writing.

Student Prompt

Using your completed timeline as a reference, write a summary that describes how various explorers and leaders contributed to Louisiana becoming a state.

Student Look-Fors

1. Scoring Notes
 - An exemplar response may include but is not limited to:
 - Information gathered from all of the sources in the formative tasks.
 - Content which demonstrates a clear understanding of the events which led to Louisiana becoming a state.
 - Students' written responses should follow the English language arts standards for written expression at grade 3.
2. A strong response:
 - References documents appropriately.
 - Bienville and LaSalle being key explorers in Louisiana (Source A and B)
 - Louisiana had many different changes of possessions prior to becoming a part of the United States. (Source C)
 - The United States purchasing the Louisiana Purchase was important to because Louisiana officially became part of the United States. (Source D)
 - Applies the provided evidence as well as additional information about Louisiana becoming a state.
 - Students may discuss how states people felt about the journey of Louisiana becoming a state.