Grade 3 Social Studies: Year-Long Overview

To be productive members of society, students must be critical consumers of information they read, hear and observe, and communicate effectively about their ideas. Students need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

In grade 3, students explore what makes a place unique as they examine the geographic, historic, cultural, governmental, and economic characteristics that make Louisiana unique. The key themes in grade 3 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 3 claims.

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<tbody>
<tr>
<td>Louisiana Today</td>
<td>What makes Louisiana unique?</td>
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<tr>
<td>Louisiana’s First Inhabitants</td>
<td>How did Native Americans contribute to Louisiana’s uniqueness?</td>
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<td>X</td>
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<td>Colonial Louisiana</td>
<td>How did exploration and colonization influence Louisiana’s unique cultural heritage?</td>
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<td>State of Louisiana</td>
<td>How did becoming part of the United States alter Louisiana while preserving unique elements of its rich heritage?</td>
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Grade 3 Social Studies: How to Navigate This Document

The grade 3 scope and sequence document is divided into five units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Louisiana Today
- Unit One Overview
- Unit One Instruction
  - Topic One: The Place Called Louisiana
  - Topic Two: Defining Culture
  - Topic Three: Living in Louisiana
- Unit One Assessment

Unit Two: Louisiana’s First Inhabitants
- Unit Two Overview
- Unit Two Instruction
  - Topic One: Louisiana’s Native Americans
- Unit Two Assessment

Unit Three: Colonial Louisiana
- Unit Three Overview
- Unit Three Instruction
  - Topic One: Louisiana’s Early Explorers
  - Topic Two: Colonization of Louisiana
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- Unit Three Assessment

Unit Four: State of Louisiana
- Unit Four Overview
- Unit Four Instruction
  - Topic One: Events Leading to Statehood
  - Topic Two: Louisiana’s Government and Citizens
- Unit Four Assessment

Unit Five: Louisiana’s Economy
- Unit Five Overview
- Unit Five Instruction

Return to Grade 3 Social Studies: How to Navigate This Document
Unit One: Louisiana’s Economic Relationships

○ Topic Two: Louisiana’s Challenges
○ Topic Three: Unique Louisiana

Unit One Overview

Description: Students develop an understanding of the meaning of *culture* by identifying the common characteristics of culture. Throughout grade 3, students explore the question “What makes Louisiana unique?” For this topic, students understand the meaning of *culture* and how it defines a place. They identify and define the many characteristics of culture, each of which represents the people who live there. They explore the place known as Louisiana in the context of the world and country. They also examine examples of cultural elements that define Louisiana and make it a unique place.

Suggested Timeline: 9 weeks

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
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<tbody>
<tr>
<td>Louisiana Today</td>
<td>What makes Louisiana unique?</td>
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</table>

Topics (GLEs):

1. **The Place Called Louisiana** (3.3.1-7, 3.4.7)
2. **Defining Culture** (3.1.6, 3.2.4)
3. **Characteristics of Modern Louisiana** (3.1.2, 3.1.4-5, 3.2.4, 3.3.1-7, 3.4.6)

Unit Assessment: Students write an opinion piece in answer the unit claim question: What makes Louisiana unique? Students should support their point of view with reasons, referencing some of the sources they encountered during the unit.
Unit One Instruction

**Topic One:** The Place Called Louisiana (3.3.1-7, 3.4.1, 3.4.7)

**Connections to the unit claim:** Students explore where Louisiana is in the world. They examine the location of Louisiana in the larger context of the world. This will help students to define the place known as Louisiana and determine how location makes Louisiana unique.

**Suggested Timeline:** 15 class periods

**Use this sample task:**
- [Where in the World?](#)

**To explore these key questions:**
- How does location define a place?
- How does Louisiana’s environment provide for the needs of its people?

**That students answer through this assessment:**
- Students complete a [Defining A Place handout](#), which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.3.1a-d, SL.3.6)
Grade 3 Instructional Task: Where in the World?
Unit One: Louisiana Today, Topic One: The Place Called Louisiana

Description: Students exercise their geography skills by examining different types of maps. Students examine the location of Louisiana within the larger world as well as locations within Louisiana.

Suggested Timeline: 15 class periods

Materials: Google Earth, The Earth’s Hemispheres, blank map of the world, Defining a Place handout (blank and completed), Louisiana Map Collection (map #1 and map #4), Louisiana regions map, Louisiana Official Highway Map, Louisiana outline map, Louisiana Geography and Resources, Louisiana Regions Map, Researching Regions of Louisiana, Louisiana’s Regions handout (blank and completed), conversation stems

Instructional Process:

1. Say: “Throughout the year, we will be learning all about Louisiana. We will be learning about Louisiana’s geography, history, economy, and culture.”
2. Write the word unique on the board.
3. Have students work with a partner to discuss the meaning of unique.
4. Once pairs have discussed their thoughts, have students share out what they think unique means. Record student responses on the board as they share.
5. Facilitate a discussion in which students come to a working definition of unique.
6. Say: “Louisiana is a unique place. That means that our state is different and special. There are many different things about our state that make it unique. We will be learning about all of the different ways that Louisiana is unique throughout the year. First, we are going to explore the place we call Louisiana. We are going to learn how we can define the location of Louisiana as well as how the location helps to make the place unique.”
7. Access Google Earth and project it so that the class can see it.
8. Say: “We are going to look at pictures that were taken of different places. These places start small like our school and our community. The places can also be much larger like our state, our country, and the world. Let’s look at how these places are related to each other.”
9. Search for your school in Google Earth. Point out the school building for students. Zoom out slowly so students can see their community, then surrounding communities, then the whole state. Search for Louisiana then zoom out slowly until the United States is in the frame. Point out Louisiana and the United States. Zoom out again so that students can see the continent. Point out North America to students. Zoom out so students can see more of the earth and rotate it on the screen to allow students to see the other continents around the world.
10. Conduct a brief discussion about the location of Louisiana in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Where is Louisiana located?
   b. How is location unique to a place?
   c. How is our community related to Louisiana?
d. How is the United States related to Louisiana?

11. Explain to students that there is another description for location known as a hemisphere.
12. Say: “There are four hemispheres in the world. A hemisphere is a section of the world. A hemisphere is larger than a continent. Louisiana is located in two hemispheres. As we watch the video, listen for information that will help us determine which two hemispheres we live in.”
13. Allow students to view The Earth’s Hemispheres to learn about the hemispheres by examining a visual of the divisions of Earth.
14. Provide students with a blank map of the world. (You will need to activate your Flash Player to access this map, if the map does not load automatically.) Assist students in labeling the hemispheres by helping them locate the Prime Meridian and equator.
15. Provide each student with a copy of the Defining A Place handout.
16. Say: “We have looked at several different ways that we can describe a location. On your organizer, we are going to put these in order from largest to smallest. In the top circle, write world because it is the largest description of place. [pause] In the smallest circle, write State because it is the smallest description of place that we will work with right now.”
17. After students label the first and smallest circles, have students work in pairs to complete the remainder of the circles.
18. Once students have completed each level of the organizer, have students share out their answers and check their work.
19. Say: “Look at the first circle that we completed together. We labeled it world. What is the name of our world?”
20. Allow students to respond then say: “Write Earth next to the box.”
21. After students add Earth to their organizer, have students work in pairs to complete the remainder of the labels. As students work, provide support as needed.
22. Say: “We have been looking at how to define the place we know as Louisiana, but there are also places we can look at inside our state. Now we are going to focus on Louisiana and the places that are within our state by using different maps of Louisiana. Maps can show us many different things about a place such as the rivers in the area, the population of the area, roads in the area, and other features of the place.”
23. Provide students with access to Louisiana Map Collection. Have students focus on map #1 and map #4. Say: “Map 1 and map 4 are different types of maps. Map 1 is called a political map and Map 4 is called a physical map. Why is map 4 called a physical map?” Note: students will typically respond that physical maps have physical features, like rivers or other natural features. Say: “Political maps, like map 1, show features that are not natural.”
24. Conduct a brief discussion about the location of Louisiana in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What do you notice about Louisiana in map 1?
   b. In map 4, we can see borders with other states and rivers. How are these two features related?
25. Say: “In these maps, we can see that Louisiana’s borders are influenced by rivers. For example, the Mississippi River creates a border between Louisiana and Mississippi and the Sabine River creates the border between Louisiana and Texas. We can also see that there are borders inside the state. Those divisions are known as parishes. Louisiana is the only state to have parishes. In other states, these are called counties except for Alaska...
which is divided into boroughs. Since we are the only state that has parishes, that is another thing that makes Louisiana a unique place.”

26. Ask students: “When you look at the state of Louisiana, what does the shape remind you of?” Note: students will typically refer to the shape as a boot or the letter L.

27. Provide each student with a sheet of blank paper.

28. Direct students to draw the outline of Louisiana from memory and include physical features on their map. Note: students should be able to include the rivers that border Louisiana.

29. Have students compare the map they drew with the maps from the Louisiana Map Collection.

30. Ask students: “What similarities and differences do you see between the map you drew and the maps of Louisiana?”

31. Allow students an opportunity to share summaries of their comparisons.

32. Say: “Now that we have a clear idea about the state in our minds, we’re going to look inside the state to focus on our parish and our local community.”

33. Have students use map 1 from the Louisiana Map Collection to locate the parish in which they live.

34. Say: “Just like Louisiana is a part of the United States, our parish is a part of Louisiana. In each of these parishes, there are communities.”

35. Project Google Earth so that students can see it.

36. Search for your local community in Google Earth. Use the zoom function to zoom out to the state level then slowly zoom in to the parish and local community level so that students can see the relationship between the state, parish, and community.

37. Provide students with access to the Louisiana Official Highway Map.

38. Ask students to identify the state capital of Louisiana and label it on the Louisiana Official Highway Map (Baton Rouge).

39. Review compass rose and cardinal and intermediate directions with students. Have students draw a compass rose on their outline map of Louisiana. Have student pairs use cardinal and intermediate directions to locate cities on the map starting from Baton Rouge. Students should call out to each other cardinal or intermediate directions as they locate new cities. Possible cities may include Shreveport, Alexandria, New Orleans, Lafayette, Lake Charles, and Monroe. Have students share their answers using a large classroom map to check for accuracy.

40. Have students retrieve a Louisiana outline map.

41. Provide students with access to Louisiana Map Collection to use as a reference. Ask students to locate their parish and town using the grid, compass rose, and cardinal directions. Provide students with questions to practice using directions.
   a. Name a river located to the east of Baton Rouge.
   b. Using the grid, what is the location of New Orleans?
   c. What direction would you travel to visit the Gulf of Mexico?
   d. Is Monroe located north or east of Alexandria?

42. Assign students one option between grid, compass rose, and cardinal or intermediate direction. Allow students to work in pairs crafting their own question for extended practice. Allow students to share their questions with other groups until all groups have practiced answer a grid, compass rose, and cardinal or intermediate direction question.
43. Say: “Physical features like rivers and lakes are not the only aspect of Louisiana’s geography that makes this area unique. Louisiana is well known for having many different natural resources.”

44. Provide students with access to Louisiana Geography and Resources.

45. Have students draw these resources onto their maps, including a map key.

46. Say: “Louisiana has such different geographical features across our state that we divide the state into regions. A region is an area that shares similar characteristics. In our state, there are five regions.”

47. Provide access to Louisiana Regions Map and have students locate the region where they live.

48. Say: “We will be dividing into groups to do research on these regions. Each group will learn about a region and then teach the rest of the class about their assigned region.”

49. Provide each student with a copy of the Researching Regions of Louisiana.

50. Divide students into groups and have them work collaboratively to research the physical characteristics and natural resources of a region. Instruct students to prepare a presentation that describes the geography and present it to the class. Ask them to include information about climate and key physical geographic features, including landforms, bodies of water, precipitation, elevation, bayous, swamps, and marshes. Students should also note natural resources that are available in their regions. Possible sources for research include:
   a. Louisiana Map Collection
   b. Average Annual Precipitation
   c. Louisiana Climate Data

51. Provide each student with a copy of the Louisiana’s Regions handout.

52. Instruct students to record the information they researched about their state on the Louisiana’s Regions handout.

53. Have each student group present their findings on their assigned region so that students have an opportunity to learn about each region of the state.

54. As groups present the information for their region, have other students record information on their Louisiana’s Regions handout. After each group presents, allow time for students to record any information.

55. Have students write a summary that explains how Louisiana’s region are similar and different and how having such varied characteristics across our state makes Louisiana unique.
Defining A Place

Label each level of how we define the location of a place by putting them in order from largest to smallest. Then give the name for each that describes where we live.
Defining A Place (Completed)

Label each level of how we define the location of a place by putting them in order from largest to smallest. Then give the name for each that describes where we live.

1. World: Earth
2. Hemisphere: Northern and Western
3. Continent: North America
5. State: Louisiana
Louisiana Geography and Resources

Key

- oil
- salt
- sugarcane
- seafood
- rice
- clay
- wood
- cotton

= hills
= terraces
= marsh
= Mississippi floodplain
= Red River Valley
= Mississippi River

Gulf of Mexico
The region I’m researching is:
____________________________________________________________________

Information about my region:

<table>
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<tr>
<th>Parishes</th>
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<table>
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<th>Major Cities</th>
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<table>
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<tr>
<th>Geographic Features</th>
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<tbody>
<tr>
<td>(climate and key physical geographic features, including landforms, bodies of water, precipitation, elevation, bayous, swamps, and marshes)</td>
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<th>Natural Resources</th>
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<tr>
<td>Region</td>
<td>Parishes</td>
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<tr>
<td>North Louisiana</td>
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<tr>
<td>Central Louisiana</td>
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<td>Acadiana</td>
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<td>Florida Parishes</td>
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### Louisiana’s Regions (Completed)

<table>
<thead>
<tr>
<th>Region</th>
<th>Parishes</th>
<th>Major Cities</th>
<th>Geographic Features</th>
<th>Natural Resources</th>
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<tbody>
<tr>
<td><strong>North Louisiana</strong></td>
<td>Bienville, Bossier, Caddo, Caldwell, Claiborne, De Soto, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Red River, Richland, Tensas, Union, Webster, West Carroll, Winn</td>
<td>Shreveport, Bossier City, Monroe, West Monroe</td>
<td>Driskill Mountain, Red River, Ouachita River, Tensas River, Mississippi River</td>
<td>Cotton, Wood, Oil, Rice</td>
</tr>
<tr>
<td><strong>Central Louisiana</strong></td>
<td>Allen, Beauregard, Catahoula, Concordia, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon</td>
<td>Natchitoches, Alexandria</td>
<td>Toledo Bend, Red River, Sabine River, Mississippi River</td>
<td>Cotton, Wood, Salt</td>
</tr>
<tr>
<td><strong>Acadiana</strong></td>
<td>Acadia, Ascension, Assumption, Avoyelles, Calcasieu, Cameron, Evangeline, Iberia, Iberville, Jefferson Davis, Lafayette, Lafourche, Pointe Coupee, St. Charles, St. James, St. John the Baptist, St. Landry, St. Martin, St. Mary, Terrebonne, Vermilion, West Baton Rouge</td>
<td>Lafayette, Lake Charles</td>
<td>Atchafalaya, Gulf of Mexico, Sabine River, Bayou Teche</td>
<td>Wood, Oil, Salt, Rice, Seafood, Sugarcane, Clay</td>
</tr>
<tr>
<td>Florida Parishes</td>
<td>East Baton Rouge, East Feliciana, Livingston, St. Helena, St. Tammany, Tangipahoa, Washington, West Feliciana</td>
<td>Baton Rouge Slidell</td>
<td>Mississippi River Amite River Tangipahoa River Pearl River Lake Pontchartrain</td>
<td>wood</td>
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<tr>
<td>Greater New Orleans</td>
<td>Jefferson, Orleans, Plaquemines, St. Bernard</td>
<td>New Orleans Metairie</td>
<td>Mississippi River Lake Pontchartrain Gulf of Mexico</td>
<td>oil</td>
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Unit One Instruction

**Topic Two: Defining Culture (3.1.6, 3.2.4)**

**Connections to the unit claim:** Students develop a solid understanding of the meaning of *culture*. Students learn about how culture defines a place. They also explore the different elements of culture so that they begin to see how culture can make a place unique.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- [Characteristics of Culture](#)

**To explore these key questions:**
- What is culture?
- What does it mean to be unique?
- How do Louisiana’s cultural characteristics make it unique?

**That students answer through this assessment:**
- Students complete a [Comparing Cultures handout](#), which can be collected for a grade.
- Students complete a [Characteristics of Culture handout](#), which can be collected for a grade.
- Students complete a [Comparing Daily Life handout](#), which can be collected for a grade.
- Students participate in a discussion about elements of culture. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards: SL.3.1a-d, SL.3.6](#))
- Students complete an [Examples of Culture in Louisiana handout](#), which can be collected for a grade.
Grade 3 Instructional Task: Characteristics of Culture
Unit One: Louisiana Today, Topic Two: Defining Culture

Description: Students develop a working definition of culture. They then examine the elements that define a culture.

Suggested Timeline: 10 class periods


Instructional Process:
1. Say: “In the last task, we learned about the place we call Louisiana. The geography of a place can make it unique, but there other factors that also make a place unique. We are going to learn about culture. As we learn what culture is, we will be looking for examples around the world as well as in our lives and throughout Louisiana.”
2. Read “Discovering Culture” aloud to students. Suggestion: Adopt and model an annotation or guided reading strategy to aid students in independent reading of their texts.
3. As a class, discuss the elements of culture mentioned in the passage. Guide students to identify the elements of culture from the passage (e.g. language, customs, foods, celebrations, etc.). Point out that these elements of culture are passed down through generations. Encourage students to use the conversation stems during the discussion.
4. Provide each student with a copy of the Comparing Cultures handout.
5. Divide students into jigsaw groups and assign a student from each home group one of the texts below.
   a. Group 1: Brazil Today: Carnaval! The Celebration of Brazil
   b. Group 2: Exploring Countries: France
   c. Group 3: The Ancient Art of Rangoli
6. Have students read their assigned text based on their expert group. Suggestion: Adopt and model an annotation or guided reading strategy to aid students in independent reading of their texts.
7. As students read, have them take notes focused on key details of how we learn about culture.
8. Have students record the information they learn from their text in the Comparing Cultures handout.
9. After they complete their reading, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups.
10. Have each student return to their home group.
11. Provide time for the students to present the information they received from the text in their expert group with the home group.
12. Say: “The culture of a place impacts how we live our everyday lives. We will be reading a text that describes the daily life of a boy in Kenya, a country in Africa, to see how our lives are similar to and different from his.”
13. Provide each student with a copy of the Comparing Daily Life handout.
14. Have students read Day in the Life: Kenya. As they read, have students annotate the elements of culture that
they identify in the text.

15. After reading the text, have students compare and contrast daily life in Kenya with our lives here in Louisiana, then record their observations on the Comparing Daily Life handout.

16. Say: “We learn many things from our families. We learn our language from them. We learn our customs from them. We learn our culture from them. Think about what we read in the passage.”

17. Distribute a copy of the Characteristics of Culture handout to each student.

18. Ask students: “What is an element of culture that has been passed down to you?”

19. Have students add an example into each bubble on the Characteristics of Culture handout.

20. On the board, make columns with headings (i.e. holidays/celebrations, language, food, art/music) to record student responses.

21. As students share their responses, record their responses in the appropriate categories.

22. Have students look for similarities and differences between the class responses.

23. Say: “Just like we learn from our families, people in other places learn from their families. These families may have different languages, food, and customs. Other people in the community may learn new things from them. The similarities across different people and different families in a community are the characteristics that make up their culture. The culture of a place makes that place unique. Louisiana has cultural elements that are shared by people in our state that make us unique from other places, even other states in our country.”

24. Distribute a copy of the Examples of Culture in Louisiana handout to each student.

25. Say: “Today we will be looking at some photos to start us thinking about examples of culture throughout Louisiana.”

26. Project the first Looking Around Louisiana photo.

27. Model for students the type of examples to include in their chart by doing the “Language” row as a class.

28. Explain to students that many places in Louisiana (cities, parishes, rivers, streets, etc.) have names that come from different languages. Point out in the photo that the street names are in three different languages (English, French, and Spanish). Provide students with local examples of this to include in this section of their organizers.

Possible examples include:

- Terrebonne means “good land” in French
- Catahoula comes from a Native American word meaning “big, clear lake”
- LaFourche means “the fork” in French
- Plaquemines comes from a Native American word meaning “persimmon”
- Tangipahoa comes from a Native American word meaning “ear of corn”
- Feliciana means “happy land” in Spanish
- Mississipi comes from a Native American word meaning “big water”
- Ouachita named for a Native American tribe
- Rapides means “rapids” in French
- Calcasieu comes from a Native American word meaning “crying eagle”
- Caddo named for a Native American tribe

29. Project the remaining Looking Around Louisiana photos.

30. After each photo, have students work with a partner to record examples into each section of the Examples of Culture in Louisiana handout. If students are unfamiliar with any of the images, provide background information.
to support their understanding.

31. Have student pairs share out some of their responses. Encourage students to add to their chart as other students share. Encourage students to think of examples of Louisiana’s culture beyond those depicted in the photos to add to their charts.

32. Complete the bottom chart on the Examples of Culture in Louisiana handout. Have students identify three major cultural groups in Louisiana, then categorize the cultural elements from the chart to match each element with its correct culture group.

33. Explain to students that they will explore “What makes Louisiana unique?” throughout the school year in social studies. Tell them that they will consider what Louisiana is like today as well as the various factors that have brought Louisiana to what it is today and how those factors make Louisiana unique.

Discovering Culture

Culture refers to a group’s way of life, or how they do things. The culture of a community is the way of life for a group that has been passed from one generation to the next.

Every community in the world has a culture. Culture is reflected in how a community—a group of people—has lived in the past and how they live now. It is a collection of many things like the members of the community, languages spoken, customs and traditions, and religious beliefs and practices. These are preserved in the present, and given to future generations. From ancient civilizations to the present, there are ways to discover what a group of people believe in, what they value as important, and how they live their lives.

A custom is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly. Customs are one way to learn about a community’s culture. For example, in America when people meet for the first time, it is a custom to shake right hands firmly, make eye contact, and introduce yourself. It is also a custom in the United States to stand, face the flag, and place your right hand over your heart when the “Pledge of Allegiance” is recited. Some cultures have customs that are special ways of celebrating birthdays or specific ways to greet each other.

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This source is from the How Does Our Culture Make Us Similar and Different? inquiry developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

Return to Grade 3 Social Studies: How to Navigate This Document
A tradition is a behavior or action that has been handed down from a previous generation. There are many different types of traditions. Examples include family traditions, social traditions, patriotic traditions, and religious traditions. The traditions of a group or community can tell a lot about their culture. Traditions can often relate to the way a holiday is celebrated. For example, May Day is a spring holiday celebrated in many countries in the northern hemisphere, and one May Day tradition is to dance in costume around a Maypole. The Matabele women in Zimbabwe, Africa, are known for their detailed beadwork. It is a tradition for this skill to be passed from generation to generation, and it helps them make a living.

Customs and traditions are some ways to find evidence of a community’s culture. Each of these captures part of ‘the story’ that allows us to know what a group of people believes in, what they value as important, and how they live their lives.

**Brazil Today: Carnaval! The Celebration of Brazil**

Brazil’s warm climate and beautiful beaches attract people from all over the world. What else attracts people to Brazil? The country’s reputation for fun! During Carnaval, seven weeks before Easter, for four straight days, Brazil turns into one big party. It is Carnaval time!

Carnaval began similar to the tradition of Mardi Gras in the United States. Both started as a feast and celebration before the fasting of Lent. But today, Carnaval is not as much about religion as about fun and pleasure. People parade, dance, play music, and wear costumes and masks. Everyone catches the spirit of Carnaval. Bright colors are everywhere and people become more outgoing.

Carnaval combines many elements of Brazil’s heritage: masked balls from the Portuguese aristocrat tradition, music handed down through the ages from West Africans in Brazil, and paint and marching from the Native American tradition. People from every background and social class take part in Carnaval in one way or another.

One way to celebrate is through singing. Many people sing songs written for Carnaval as they parade. Here is a translation of the first simple words ever written for a Carnaval song. They are almost like a chant:

```
Hey, make way  
I want to pass  
I like parties  
I can’t deny that
```

Part of the Carnaval is the *escolas de samba*. *Escolas de samba* are groups, or almost like clubs that perform together. They spend a lot of time during the whole year preparing for Carnaval. The exhibitions involve parades with breathtaking floats made of crepe paper, flowers, and other materials. There is also music. Each parade lasts about 90 minutes.
Judges choose the best groups of floats and the best songs written each year. Often the songs have political or historical themes. They are fun, but they are also passionate and smart. The songs speak to the people of Brazil. Brazilians are very loyal to their favorite escola. People from the community pour time and effort into the escola de samba to make their parade the best, loudest, and most dazzling.

© 2015 ReadWorks®, Inc. All rights reserved. http://www.readworks.org/passages/brazil-today-carnaval.
Exploring Countries: France

Did you Know? The French are famous for a long, hard loaf of bread called a baguette. France has 35,000 bakeries where the French can buy bread, which is served with every meal.

Food

Food is an important part of French culture. The midday meal, the largest meal of the day, is traditionally eaten with the entire family. It begins with an appetizer, or hors d’oeuvre. This might consist of sausage, soup, raw vegetables, or liver paste called pâté. The main dish is called the entrée. It usually features seafood stew, fried steak, or roasted chicken or lamb. The entrée is often served with side dishes such as ratatouille, a mixed vegetable dish. Dessert is often a plate of fruit and cheese.

French food varies widely between regions. Cooks in the French Mediterranean use olive oil, herbs and tomatoes in many dishes. Food in northwest France is made with butter and sour cream. Northeast France has strong German influences. Meals in this region often include sauerkraut. Seafood is commonly eaten along the French coasts.

© Ray Roberts / Alamy.
Holidays
The French celebrate many holidays. The most famous French holiday is Mardi Gras. Many towns throw huge Mardi Gras carnivals that include floats and people in flashy costumes. The Feast of Kings, or *Fête des Rois,* is on January 6. The French celebrate this day with king cake. Most French people also celebrate Christmas.

The French enjoy a number of national holidays. On July 14, the French celebrate Bastille Day, which is Independence Day in France. Soldiers march in military parades to the beat of France’s national anthem, *La Marseillaise.* At night, fireworks light up the sky while people dance in the streets.

Text courtesy of Bell Wether Media. Used by permission.
The Ancient Art of Rangoli

By Shruti Priya and Katherine Darrow

1. More than 5,000 years ago, people living in the Indus Valley of northern India decorated the floors and walls of their homes with elaborate designs of flowers, birds, or geometric patterns. This ancient tradition, known as Rangoli, is practiced today throughout India as an important part of festivals and celebrations. In southern India, women and children still make Rangoli every morning on the threshold of their homes. They perform this daily ritual to welcome guests and bring good luck to the family.

2. *Rang* is the Hindi word for "color," but throughout the country, different styles of Rangoli are known by other names. The brilliant, colored powders used to make Rangoli are made from finely ground rock powder, spices, and other kinds of dyes mixed with rice flour. Turmeric, a spice commonly used in Indian cooking, gives a bright yellow. Indigo is a deep blue made from the leaves of a shrub. Vermillion red is made from grinding up a mineral called cinnabar. Plain white rice flour is also part of the color spectrum in Rangoli.

3. Festivals such as Diwali, or "Festival of Lights," call for a special Rangoli inviting Lakshmi, the Hindu goddess of wealth, to people's homes. Lakshmi is believed to visit households that have been well cleaned and beautifully decorated. The whole family helps to complete the big Rangoli by filling colors in the intricate patterns. A special impression of Lakshmi's footprint is made by dipping the side of a fist into the rice paste, and then adding toes using fingertips.

4. There are no fixed rules to making Rangoli. Why not try your hand at making one with ordinary materials that you have around the house.

## Comparing Cultures

**Define:** *Culture -*

<table>
<thead>
<tr>
<th>Culture</th>
<th>Present-Day Evidence of Cultural Influence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
</tr>
</tbody>
</table>
Comparing Cultures (Completed)

**Definition:** *Culture - a way of life, passed down from one generation to the next; the customs and traditions of a community, what they believe in and value.*

<table>
<thead>
<tr>
<th>Culture</th>
<th>Present-Day Evidence of Cultural Influence(s)</th>
</tr>
</thead>
</table>
| Brazil  | influenced by Portuguese, West Africans, Native American, and Catholic Religion  
music and singing  
language  
costumes and masks, parades, and celebrating Carnaval |
| France  | Catholic Religion  
German and Mediterranean influences  
traditional foods  
Bastille Day, Mardi Gras, and other holidays |
| India   | traditional art like rangoli  
Hindu Religion  
celebrations like the Festival of Lights |
NOTE: The text below describes Charles Ispwapwa’s daily life. For other examples, select a country or region of interest and then select “Day in the Life” on the left-side menu.

Day in the Life: Kenya

Ever wondered what it was like to grow up in Kenya? Read about this boy’s day and find out.

Charles Ispwapwa

Hello! My name is Charles Ispwapwa. I'm 11 years old. I live in Kibera, a neighborhood in Nairobi, with my aunt and cousins.

5:30 A.M. My aunt wakes me up to get ready for school. I wash my face, brush my teeth and put on my school uniform.

6:00 A.M. For breakfast, I eat mandazi, which is fried dough in the shape of a donut. My aunt also makes me a cup of tea with milk.

6:30 A.M. My cousin and I walk to school together. It takes us 30 to 45 minutes to get there.

7:15 A.M. I arrive at school. The students are supposed to get to school early to get organized before the teacher arrives at 8:00. We pray and sing songs before our first lesson, which is math. We are learning multiplication.

9:30 A.M. We take our first break of the day. It is 15 minutes long. I run around and play tag with my friends. Then, it’s back to class for our next lesson. We are learning to read and write English words. After the lesson, we take another 15-minute break.

11:45 A.M. Today, instead of our usual Swahili lesson, my class is learning about hygiene. We listen to a lecture about how to brush our teeth and wash our hands properly.
12:30 P.M. Now it's time for either arts and crafts or French lessons. French is difficult, but I like drawing houses, animals or people. I like to use lots of colors.

12:45 P.M. The school provides our lunch. Usually it's rice, ugali [cornmeal porridge] and chapati [fried dough] or potato chips.

1:30 P.M. For lunch, my teacher serves me a big bowl of mixed beans and corn. Some kids go home after lunch. But I, and others, pay extra to stay at school until 3:10. I take this opportunity to get extra help from my teacher. After school, I meet my cousin, and we walk home.

4:00 P.M. When I get home from school, I do my chores. I walk to a nearby well to collect water for my family to shower and cook with. I also shop for dinner and wash dishes. When I'm done, I play soccer with my friends.

6:30 P.M. After I do my homework, I have dinner with my aunt and my two cousins. We eat kale and ugali, which is cornmeal cooked with water to make a porridge. We drink water.

7:30 P.M. It's been a long day. I lie down on a mattress on the floor, curl up under a blanket and go to sleep. Good night!

Article available at http://www.timeforkids.com/around-the-world
Photo © Sarah Elliott—Getty Images for TIME.

Return to Grade 3 Social Studies: How to Navigate This Document
## Comparing Daily Life

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
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<td></td>
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</table>
### Comparing Daily Life (Completed)

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>We go to school.</td>
<td>We eat different types of foods.</td>
</tr>
<tr>
<td>We do chores.</td>
<td>They learn multiple languages.</td>
</tr>
<tr>
<td>We play soccer.</td>
<td>They only go to school half a day unless they pay extra.</td>
</tr>
<tr>
<td></td>
<td>We do different types of chores.</td>
</tr>
<tr>
<td></td>
<td>We have water in our homes, but they have to go to a well to bring water to their homes.</td>
</tr>
</tbody>
</table>
Characteristics of Culture Organizer (Completed)

- **food**
  My family likes to boil crawfish to eat.

- **celebrations**
  My family decorates a tree at Christmas.

- **art/music**
  My grandpa showed me how to play guitar.

- **language**
  My parents taught me to speak Spanish.
## Examples of Culture in Louisiana

<table>
<thead>
<tr>
<th>Characteristic of Culture</th>
<th>Example in Louisiana</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Holidays/Celebrations</td>
<td></td>
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<td></td>
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</tbody>
</table>

### Major LA Culture

| Examples of Culture | |
|---------------------||
|                     | |
### Examples of Culture in Louisiana (Completed)

<table>
<thead>
<tr>
<th>Characteristic of Culture</th>
<th>Example in Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>names of local places, examples:</td>
</tr>
<tr>
<td></td>
<td>● Terrebonne means “good land” in French</td>
</tr>
<tr>
<td></td>
<td>● Catahoula comes from a Native American word meaning “big, clear lake”</td>
</tr>
<tr>
<td></td>
<td>● LaFourche means “the fork” in French</td>
</tr>
<tr>
<td></td>
<td>● Plaquemines comes from a Native American word meaning “persimmon”</td>
</tr>
<tr>
<td></td>
<td>● Tangipahoa comes from a Native American word meaning “ear of corn”</td>
</tr>
<tr>
<td></td>
<td>● Feliciana means “happy land” in Spanish</td>
</tr>
<tr>
<td></td>
<td>● Mississippi comes from a Native American word meaning “big water”</td>
</tr>
<tr>
<td></td>
<td>● Ouachita named for a Native American tribe</td>
</tr>
<tr>
<td></td>
<td>● Rapides means “rapids” in French</td>
</tr>
<tr>
<td></td>
<td>● Calcasieu comes from a Native American word meaning “crying eagle”</td>
</tr>
<tr>
<td></td>
<td>● Caddo named for a Native American tribe</td>
</tr>
<tr>
<td><strong>Art/Music</strong></td>
<td>zydeco music</td>
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<tr>
<td></td>
<td>jazz music</td>
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<tr>
<td><strong>Food</strong></td>
<td>gumbo</td>
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<tr>
<td></td>
<td>jambalaya</td>
</tr>
<tr>
<td><strong>Holidays/Celebrations</strong></td>
<td>Mardi Gras</td>
</tr>
<tr>
<td></td>
<td>local festivals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major LA Culture</th>
<th>Native American</th>
<th>French/Spanish</th>
<th>English/American</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of Culture</strong></td>
<td>place names</td>
<td>place names</td>
<td>jazz music</td>
</tr>
<tr>
<td></td>
<td>zydeco music</td>
<td>gumbo and jambalaya</td>
<td>local festivals</td>
</tr>
<tr>
<td></td>
<td>gumbo and jambalaya</td>
<td>Mardi Gras and local festivals</td>
<td></td>
</tr>
</tbody>
</table>
Looking Around Louisiana²

² These images are created by Louisiana Office of Tourism. It is available online at http://cdn.louisianatravel.com/culture.
Unit One Instruction

**Topic Three:** Living in Louisiana (3.1.2, 3.1.4-5, 3.4.6)

**Connections to the unit claim:** Students explore different types of communities found in Louisiana as they consider the elements of culture that are seen throughout Louisiana’s communities and how those elements of culture contribute to the uniqueness of Louisiana.

**Suggested Timeline:** 15 class periods

**Use this sample task:**
- [Louisiana’s Communities](#)

**To explore this key question:**
- How are different types of communities similar and different?
- How do we see elements of culture in a place?

**That students answer through this assessment:**
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.3.1a-d, SL.3.6)
- Students complete a [Types of Communities handout](#), which can be collected for a grade.
- Students write a paragraph comparing and contrasting the different types of communities. ([ELA/Literacy Standards](#): W.3.2a-d)
- Students complete a [Louisiana's Festivals handout](#), which can be collected for a grade.
- Students complete the [Technology's Impact](#) task, which can be collected for a grade. Grade the written response using the [Grade 3 LEAP Extended Response Rubric](#). ([ELA/Literacy Standards](#): W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.10)
Grade 3 Instructional Task: Louisiana’s Communities³
Unit One: Louisiana Today, Topic Three: Living in Louisiana

Description: Students investigate various characteristics of modern Louisiana. Students will consider the elements of culture that are seen throughout Louisiana’s communities. This is important for students to see how modern Louisiana reflects many aspects of our culture.

Suggested Timeline: 15 class periods

Materials: Types of communities handout (blank and completed), Urban, Suburban, and Rural interactive map, Louisiana Population Map, Types of Communities Photos, Louisiana regions map, Louisiana physical and topographic maps, Louisiana product map, Quote from Louisiana Travel, Louisiana Festivals Handout (blank and completed), Louisiana Festivals Map, Parades in Different Communities, Louisiana Symbols, Louisiana Landmarks, The French Quarter Then and Now, Technology’s Impact, conversation stems

Instructional Process:

1. Say: “We’ve been learning about location inside and outside of Louisiana. We looked at where Louisiana is within the country, continent, hemispheres, and world. We also started looking at how to locate places within Louisiana. Now we will be learning about the types of communities found in Louisiana.”
2. Write the terms Urban, Suburban, and Rural on the board.
3. Have students discuss the meanings of these terms with a partner then allow pairs to share their thinking about the meaning of the terms.
4. As they share, record student responses. As a class, come to a working definition of each of the terms.
5. Provide each student with a copy of the Types of Communities organizer.
6. Have students explore the Urban, Suburban, and Rural interactive map.
7. As they go through the interactive, have students record information to their Types of Communities organizer.
8. Say: “Now that we have thought about what each type of community is, we will begin to look at each type of community in Louisiana.”
9. Have students examine a Louisiana population map to determine what parts of Louisiana have the most people. Ask students to connect highly populated areas with major cities that they know.
10. Project the Types of Communities Photos so students are able to view each one.
11. As students view the photos, have students add information to their Types of Communities organizer.
12. Ask students to consider what people do in each type of community.
13. Have students examine Louisiana regions map and Louisiana physical and topographic maps to learn about what influences different communities in Louisiana.
14. As they look at the different maps, have them record their answers to the questions in the Types of Communities organizer.
15. Once students have completed the information in the chart, have students show their understanding of

³ This task is adapted from the Symbols task developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

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different types of communities by writing a summary of how the types of communities are similar and different in the last box of the Types of Communities organizer. Encourage students to include vocabulary and descriptive words in their writing. After allowing students time to complete their writing, call on two students to share their work, then ask other students in the class to identify similarities between both shared writings.

16. Say: “Think back to when we learned about the meaning of culture. Throughout the communities in Louisiana, we see these elements of culture. One aspect of culture we see throughout the state is our celebrations. One way that we celebrate in Louisiana is through festivals.”

17. Project the Quote from Louisiana Travel and read it aloud to students.

18. Ask students: “What do you think this quote means?”

19. Conduct a brief discussion about the different celebrations in Louisiana that they know. Encourage students to use the conversation stems during the discussion. Possible questions:
   a. What do you think this quote means?
   b. What types of celebrations do we have in our community?
   c. What other celebrations do you know about in Louisiana?
   d. What are other aspects of Louisiana’s culture that you think might be celebrated in a festival?

20. Throughout the discussion, record students’ responses where they can see them.

21. Provide each student with a copy of the Louisiana Festival Organizer.

22. Provide students with access to the Louisiana Festivals Map and have them locate the portion of the state where they live. Identify festivals near their area using the map.

23. Project Louisiana Travel so students can see.

24. Say: “Let’s look at some different festivals in our area and see what characteristics of culture we see.”

25. Browse through the festivals on the site and ask students to recognize how we celebrate different characteristics of our culture through these festivals. As they look at the information on different festivals, have students add information on four student-selected festivals on their Louisiana Festival Organizer.

26. Conduct a brief discussion about the festivals in Louisiana. Encourage students to use the conversation stems during the discussion. Possible questions:
   a. What characteristics of culture do you see in the festivals around our state?
   b. What aspects of Louisiana festivals make Louisiana unique?

27. Say: “Throughout our state, we celebrate many aspects of culture through festivals. We celebrate traditions, foods, music, and holidays. Many of the things we celebrate are unique to Louisiana such as zydeco music, gumbo, and Mardi Gras. Even though we hold festivals in all parts of the state, different communities may celebrate differently. Today we will look at some photos of parades. Parades are a tradition across Louisiana and are often held in conjunction with a festival or holiday.”

28. Provide students with access to the Parades in Different Communities.

29. Ask students: “Why might parades or other celebrations look different in communities across the state?”

30. Say: “Festivals and parades are not the only ways we can celebrate our unique culture in our state. There are many other ways that we showcase the things that are important to us. Another example of this is the set of symbols and landmarks that a place has to represent them. You have learned in earlier grades about the symbols and landmarks of the United States.”

31. Project Symbols of the United States so students can see them. Have students identify the symbols and
landmarks as you go through them.

32. Say: “Now that we refreshed our memories about the symbols and landmarks of United States, let’s look at the symbols and landmarks that represent Louisiana.”

33. Provide students with access to Louisiana Symbols and Louisiana Landmarks. Have students explore the different symbols and landmarks on these sites.

34. Have students work with a partner to discuss how these symbols and landmarks are similar to or different from the symbols and landmarks of the United States.

35. Say: “You may have noticed that some of the landmarks you saw are places in our state that are important in Louisiana’s history. One aspect of Louisiana’s unique culture is that we hold on to parts of our past even though time passes and many things around us change.”

36. Project or provide students with access to The French Quarter Then and Now and ask students to consider how the same place might change over time.

37. As students view the images, have them take notes about what things they see that are similar and different (e.g. transportation, lighting, etc.)

38. Ask students: “Why might these places look different at different times in history?”

39. Have students share out ideas about why they believe the places look different over time.

40. Have students complete the Technology’s Impact task to explore how technology has changed life in Louisiana.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Rural</th>
<th>Suburban</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this type of community like? What would this place <strong>look</strong>, <strong>sound</strong>, and <strong>smell</strong> like?</td>
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<tr>
<td>Where does this type of community tend to develop?</td>
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<tr>
<td>Why might people want to live in this type of community?</td>
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</tbody>
</table>

Summary: Write a paragraph below that describes the similarities and differences between each type of community.
### Types of Communities Organizer (Completed)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rural</th>
<th>Suburban</th>
<th>Urban</th>
</tr>
</thead>
</table>
| What is this type of community like? What would this place **look**, **sound**, and **smell** like? | ● Small population of people  
● Large fields of crops  
● Quiet  
● Smells like fresh air and farm animals | ● Lots of families  
● Neighborhoods and schools  
● Occasional noise from people or traffic  
● Smells like fresh air and occasionally traffic | ● Crowded with lots of people  
● Lots of tall buildings  
● Not much green space  
● Loud noises like cars honking and construction  
● Smells from traffic and businesses |

| Where does this type of community tend to develop?                       | ● Near water to be able to water crops  
● Open areas of land to plant crops or raise animals | ● Near larger cities for job opportunities  
● Areas where there is land for neighborhoods, schools, churches, and parks | ● Near large rivers to be able to run factories and ship goods |

| Why might people want to live in this type of community?                 | ● People are more spread out  
● People have more land to use | ● Near larger cities for job opportunities but more area available for family living than in the crowded city | ● Many businesses, including stores, factories, and other companies provide jobs for many people  
● Lots of different things to do like see movies, plays, concerts, or sporting events |

**Summary:** Write a paragraph below that describes the similarities and differences between each type of community.

Each type of community has characteristics that make people want to live there because people look for different qualities when they choose where to live. Suburban and urban areas both have more people than rural areas. These areas also have more buildings than rural areas. In urban areas, many people live in apartment buildings so many people can live in one building. In suburban areas, many families live in houses in neighborhoods. In rural areas, many people live in homes on large, open areas of land like a farm or ranch. Suburban and urban areas have many different types of conveniences like malls and movie theaters that are close to their homes. People in suburban and urban areas are more likely to work away from their homes. Rural areas and suburban areas have more green space than urban areas and are less crowded than urban areas. In rural areas, there is the greatest area of open space so they can grow crops and raise animals.
Types of Communities

Images 1-3: Urban Communities

Image 1: Urban landscape (New Orleans).
Wikimedia Commons

Image 2: Urban park.
© istock / © mjbs.
Image 3: Urban housing.
Images 4–6: Suburban Communities

Image 4: Suburban street.
© istock / © PapaBear.

Image 5: Suburban park.
© istock / © PattieS.

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Image 6: Suburban housing.
© istock / © karyush.
Images 7–9: Rural Communities

Image 7: Rural landscape.
© istock / © genekrebs.

Image 8: Rural park.
© istock / © kapulya.

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Image 9: Rural housing.
© istock / ©gnagel.
Louisiana always can find a reason to celebrate. Throughout the year, music, food, history and holidays inspire festivals and events of all sizes occurring throughout the state.

Image from LouisianaTravel.com
### Louisiana Festivals

<table>
<thead>
<tr>
<th>Festival</th>
<th>Holiday</th>
<th>Food</th>
<th>Music/Art</th>
<th>Ethnic Group or Culture</th>
</tr>
</thead>
<tbody>
<tr>
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Return to [Grade 3 Social Studies: How to Navigate This Document](#)
<table>
<thead>
<tr>
<th>Festival</th>
<th>Holiday</th>
<th>Food</th>
<th>Music/Art</th>
<th>Ethnic group or culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazz and Heritage Festival in New Orleans</td>
<td></td>
<td></td>
<td>celebrates jazz music</td>
<td></td>
</tr>
<tr>
<td>Festival of Lights in Natchitoches</td>
<td>celebrates Christmas</td>
<td></td>
<td></td>
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<tr>
<td>Omelette Festival in Abbeville</td>
<td></td>
<td>celebrates eggs and the agricultural industry</td>
<td>celebrates French culture</td>
<td></td>
</tr>
<tr>
<td>Cajun Music and Food Festival in Lake Charles</td>
<td></td>
<td></td>
<td>celebrates cajun music, food, and culture</td>
<td></td>
</tr>
</tbody>
</table>
Parades in Urban, Suburban, and Rural Communities

Image 1: Urban parade.
TravelLouisiana.com

Image 2: Suburban parade.
© istock / © ffranny.

Return to Grade 3 Social Studies: How to Navigate This Document
Image 3: Rural parade.
© istock / © photosbyjim.
Symbols and Landmarks of the United States

Image 1: Bald eagle.
© iStock / © naturediver.

Image 2: The United States flag.
Image 3: The Statue of Liberty.
Public domain. Photo by Derek Jensen.

Image 4: The Liberty Bell.
Image 5: The White House.
© iStock / © albertdebruijn.
Unit One Assessment

Description: Students write an opinion piece in answer the unit claim question: What makes Louisiana unique? Students should support their point of view with reasons, referencing some of the sources they encountered during the unit.

Suggested Timeline: 5 class periods

Student Directions: Use your knowledge of history and your resources from the unit to write an opinion piece in answer the unit claim question: What makes Louisiana unique? As you write, consider Louisiana’s unique geography, cultures, and communities.

Resources:
- Social Studies Extended Response Checklist

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 3.1.2, 3.1.4-6, 3.2.4, 3.4.6. They also meet the expectations for ELA/Literacy Standards: RI.3.1, RI.3.9, W.3.1a-d.

Use the Grade 3 LEAP Extended Response Rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Unit Two Overview

**Description:** Students explore how the geography of Louisiana influenced settlement of Louisiana’s Native Americans. Students also explore how aspects of Native American culture are still present today and how this influence contributes to the unique state of Louisiana.

**Suggested Timeline:** 6 weeks

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana’s First Inhabitants</td>
<td>How did Native Americans contribute to Louisiana’s uniqueness?</td>
</tr>
</tbody>
</table>

**Topics (GLEs):**

1. [Louisiana’s Native Americans](#) (3.1.3, 3.1.6-7, 3.2.2, 3.2.4, 3.3.3, 3.4.2, 3.4.4, 3.4.7)

**Unit Assessment:** Students complete an item set in EAGLE to describe how Native Americans impacted the development of Louisiana.
Unit Two Instruction

Topic One: Louisiana's Native Americans (3.1.1, 3.1.3, 3.1.6-7, 3.2.2, 3.2.4, 3.3.3, 3.4.2-3, 3.4.7, 3.10.2)

Connections to the unit claim: Students explore how we learn about the past. Students examine how the geography of Louisiana contributed to the settlement of Native Americans in our state. Students investigate the Poverty Point settlements and examine the legacy of Native Americans in Louisiana.

Suggested Timeline: 25 class periods

Use this sample task:
- Poverty Point
- Native American Legacy

To explore these key questions:
- How did early Native Americans begin to define the unique culture of Louisiana based on the artifacts remaining from their historical period?
- How did the geography of each region of Louisiana impact the development of Native American culture in Louisiana?
- How did Native Americans adapt to living in Louisiana?

That students answer through this assessment:
- Students independently research a Native American tribe. Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. Grade the written response using the Grade 3 LEAP Extended Response Rubric. (ELA/Literacy Standards: W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10)
- Students complete a Poverty Point Cultures handout, which can be collected for a grade.
- Students complete a Poverty Point Artifacts handout, which can be collected for a grade.
- Students complete a Louisiana Native Americans Long Ago handout, which can be collected for a grade.
- Students complete a Louisiana Native American Culture handout, which can be collected for a grade.
- Students complete the G3 Native Americans of Louisiana in EAGLE. In completing this set, students meet the expectations for social studies GLEs 3.1.1-2, 3.2.2, 3.2.4, 3.3.3, 3.4.2, 3.4.4. They also meet the expectations for ELA/Literacy Standards: RI.3.1, RI.3.9, W.3.2a. Use the scoring rubric associated with this set to grade this assessment.
Grade 3 Instructional Task: Poverty Point
Unit Two: Louisiana’s First Inhabitants, Topic One: Louisiana’s Native Americans

Description: Students examine how we learn about the past by exploring Poverty Point artifacts to discover how Louisiana’s first inhabitants settled the area.

Suggested Timeline: 12 class periods

Materials: Poverty Point Cultures (blank and completed), Poverty Point, Poverty Point Artifacts handout (blank and completed), conversation stems

Instructional Process:
1. Say: “In the previous task, we learned about the geography of Louisiana. In this task, we will look at how Louisiana’s resources and geography attracted people to settle this area and how we have learned about our state’s first inhabitants.”
2. Provide students with access to Poverty Point.
3. Have students look at the maps on page 2 of Poverty Point. Point out to students where Poverty Point is located in Louisiana. Ask: “Using cardinal or intermediate directions, where is Poverty Point located in Louisiana?” Students should answer that Poverty Point is located in the northeast corner of the state.
4. Provide each student with a copy of the Poverty Point Cultures handout.
5. Say: “In Unit 1, we learned about culture and how we see elements of culture in our state today. Today we will be looking at characteristics of the Poverty Point people.”
6. Project Poverty Point so that students can view the images as you read aloud the text on pages 4-18. Instruct students to record information about the Poverty Point culture as you read the text aloud.
7. Say: “The people lived in the Poverty Point sites a long time ago. It was so long ago, that we don’t have any written records of them. Even though there were no videos or books from that period of time, we know a great deal about the Poverty Point people.”
8. Introduce the term artifact to students.
9. After discussing the meaning of the term, ask students to think of an artifact that they use daily, or that is significant to them. List student responses as they share with the class. Ask student to draw conclusions about their shared culture based on the examples given.
10. Have students look at page 6 of Poverty Point. Encourage students to think about the objects they see and allow students an opportunity to discuss with a partner about what the objects are, what they might be made out of, and what they might have been used for.
11. Provide each student with a copy of the Poverty Point Artifacts Organizer.
12. Have student pairs continue to look through the Poverty Point artifacts on pages 19-27 of Poverty Point.
13. As students look through these pages, have them record the information they learn from the text in the Poverty Point Artifacts Organizer. After examining the objects, have student reflect on Poverty Point culture by completing the writing prompt. After giving students time to complete the prompt, call on two students to share their summaries, then ask the other students in the class to identify common elements of both writings. Record
the common descriptions on the board for students to see.

14. Conduct a brief discussion about the location of Louisiana in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Where is Poverty Point located?
   b. What do we know about the Poverty Point cultures?
   c. How do we know about the Poverty Point cultures?
   d. What materials did the Poverty Point people use to make their tools and other objects found at Poverty Point sites?
   e. How do we know that the people of Poverty Point traded with others?
   f. Since Native Americans did not use money, as we do today, how were goods exchanged at Poverty Point? (Ensure that students are able to use the term barter in their discussion of this question.)
   g. Why is Poverty Point considered unique among other people from this period?
   h. How does Poverty Point culture compare to students’ culture today?
Poverty Point Culture (Completed)

- They hunted and fished for animals and gathered plants like grapes and pecans to eat.
- They made beads, little statues, and pottery.
- They made traded long distances.
- They used resources from the area as well as from other areas.
- The Mississippi River was important to their development.
- They built structures around a plaza.
### Poverty Point Artifacts

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Purpose</th>
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<tbody>
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</tbody>
</table>

**Answer:** What can you conclude about the culture of Poverty Point Native Americans based on the artifacts that have been found at the site?
### Poverty Point Artifacts (Completed)

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>plummet</td>
<td>used to weigh down fishing nets</td>
</tr>
<tr>
<td>atlatl</td>
<td>used to throw spears harder and farther</td>
</tr>
<tr>
<td>gorgets</td>
<td>worn as decorative piece</td>
</tr>
<tr>
<td>PPOs (Poverty Point Objects)</td>
<td>used in cooking pits</td>
</tr>
<tr>
<td>beads/pendants</td>
<td>used as jewelry or to decorate clothing</td>
</tr>
<tr>
<td>spear heads</td>
<td>used for hunting and fishing</td>
</tr>
<tr>
<td>soapstone bowls</td>
<td>used for cooking and storing food</td>
</tr>
</tbody>
</table>

**Answer:** What can you conclude about the culture of Poverty Point Native Americans based on the artifacts that have been found at the site?

Native Americans living at Poverty Point participated in many different activities. Hunting and fishing were main activities. Native Americans used spear heads and atlatls to hunt and plummets to fish in the Mississippi River. Cooking was another major activity. Poverty Point Objects were used to heat foot and soapstone bowls were also used for cooking. Free time was used to make gorgets, pendants and jewelry using beads.
Grade 3 Instructional Task: Native American Tribes
Unit Two: Louisiana’s First Inhabitants, Topic One: Louisiana’s Native Americans

Description: Students investigate the lifestyles of different Native American tribes around the state.

Suggested Timeline: 13 class periods


Instructional Process:
1. Say: “In the last task, we learned about the Native Americans of Poverty Point. Over time, other Native Americans moved into the area we know as Louisiana. In this task we will be looking at the Native Americans who lived throughout other regions of Louisiana.”
2. Provide each student with a copy of the Louisiana Native Americans Long Ago Handout.
3. Provide student groups with access to “Louisiana Long Ago.”
4. As students read through “Louisiana Long Ago,” have them record details about Louisiana Native Americans in their Louisiana Native Americans Long Ago Handout.
5. Provide each student with a copy of the Louisiana Native American Culture handout.
7. As students listen, have them continue to add to their Louisiana Native American Culture handout.
8. Write the word legacy on the board and read or project the following definition: anything handed down from the past, as from an ancestor or predecessor.
9. Have students discuss the meaning of legacy with a partner then allow pairs to share their thinking about the meaning of the word.
10. As they share, record student responses. As a class, come to a working definition of each of the terms.
11. Say: “The Native Americans settled our state and lived here before the explorers came to Louisiana. As their settlements grew, elements of their culture became a part of Louisiana. Even today there is evidence of their legacy on our society.”
12. Read paragraphs 1-6 from Louisiana’s Native Americans: An Overview aloud to students.
13. As you read, have students listen for examples of Native American culture and record the information in their Louisiana Native American Culture handout.
14. Have students work with a partner to share their information. Allow students to add to their Louisiana Native American Culture handout as necessary.
15. As you read, clarify unfamiliar words and stop periodically to check for understanding. Consider using Chunk strategy to break up reading. Possible chunks include:
   a. Paragraphs 1-2: What element of culture is described in this section? What legacy is seen in that element of


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culture?

b. Paragraph 3: What is unique about Native American culture in Louisiana?

c. Paragraph 4: What are some other cultural elements of Louisiana’s Native Americans?

d. Paragraphs 5-6: What did other culture groups learn from Louisiana’s Native Americans?

16. Conduct a brief discussion about the Native American legacy of Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:

a. What elements of Native American culture are present in modern Louisiana?

b. How are those cultural elements learned?

c. Why are elements of Native American culture important to Louisiana?

d. How can Louisiana celebrate its Native American cultures?
## Louisiana Native Americans Long Ago

<table>
<thead>
<tr>
<th>Houses</th>
<th>What do the houses look like? Are they all alike?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can you tell what they are made of? Are these houses what you expected?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Do men and women dress the same?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Do children wear the same clothes as adults?</td>
</tr>
<tr>
<td></td>
<td>Can you tell what the clothes are made of?</td>
</tr>
<tr>
<td></td>
<td>Look at all the ways they fix their hair and decorate their skin. What are the lines on the men's arms and legs?</td>
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</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>What did the Native Americans eat?</th>
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<tbody>
<tr>
<td></td>
<td>How did they get their food?</td>
</tr>
<tr>
<td></td>
<td>How did they cook it?</td>
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</tbody>
</table>
### Houses

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do the houses look like? Are they all alike?</td>
<td>They are small houses with rounded roofs. They are all the same kind of house.</td>
</tr>
<tr>
<td>Can you tell what they are made of? Are these houses what you expected?</td>
<td>The walls are made of mud. The roofs are made of grass. They don’t have tepees.</td>
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</table>

### Clothing

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Do men and women dress the same?</td>
<td>Their clothes are similar, but it looks like the women wore longer clothing like a skirt.</td>
</tr>
<tr>
<td>Do children wear the same clothes as adults?</td>
<td>Children do not wear the same clothes as the adults. They do not appear to wear any clothing.</td>
</tr>
<tr>
<td>Can you tell what the clothes are made of?</td>
<td>The clothes are made from animal skins.</td>
</tr>
<tr>
<td>Look at all the ways they fix their hair and decorate their skin. What are the lines on the men's arms and legs?</td>
<td>They had piercings and marks on their faces. They had different kinds of hair but all of their hair was kept out of their faces. The lines on their legs are tattoos.</td>
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</table>

### Food

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the Native Americans eat?</td>
<td>They ate vegetables like corn and pumpkins and animal meat like deer.</td>
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<tr>
<td>How did they get their food?</td>
<td>They grew vegetables and hunted for animals.</td>
</tr>
<tr>
<td>How did they cook it?</td>
<td>They cooked food in a pot over a fire.</td>
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</table>
These are pictures of Native Americans in Louisiana. The drawings show how the Native Americans lived a long time ago. The pictures show them when explorers from Europe came here. At that time, many Native American tribes lived in our state.

As you look at the pictures, watch for these things about the houses.
- What do the houses look like? Are they all alike?
- Can you tell what they are made of? Are these houses what you expected?

Look at the clothes the Native Americans are wearing.
- Do men and women dress the same?
- Do children wear the same clothes as adults? Can you tell what the clothes are made of?
- Look at all the ways they fix their hair and decorate their skin. The lines on the men’s arms and legs are tattoos.

Look for pictures that show food.
- What did the Native Americans eat?
- How did they get their food?
- How did they cook it?

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5 This text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at http://crt.louisiana.gov/dataprojects/archaeology/activity_guides/outreach/booklets/LaIndians.pdf.

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A Caddo Native American village had houses made of mud walls and grass roofs.
One hunter got the deer to look at a stuffed deer head. The other hunter shot his bow and arrow.
Corn, beans, squash, and sunflowers grew in Native American gardens.
Tunica women ground corn in hollowed tree trunks, heated food in pots, and cooked meat over a fire.
To make a canoe, men cut down a big tree. Then they burned some of the wood to make it easy to scrape out.
A Taensa Native American temple, or church, was built on top of a big dirt mound.
Chitimacha women made beautiful, colorful baskets.
Native American men played a game called chunkey. They tried to see who could throw a spear closest to a rolling stone.
A Caddo Native American doctor danced and sang to make a sick person well. The patient lay on a wooden bed and was covered with Spanish moss.
Locations of some Indian groups in the early 1700s

- Koasati (Coushatta)
- Choctaw
- Caddo
- Taensa
- Tunica Houma
- Bayogoula
- Attakapa
- Chitimacha
Locations of some Indian groups today

Jena Band Choctaw
Apache Choctaw
Clifton Choctaw
Tunica Biloxi
Louisiana Band Choctaw
Koasati (Coushatta)
Chitimacha
United Houma Nation
### Louisiana’s Native American Culture

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>clothing/dress</td>
<td></td>
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<tr>
<td>homes/buildings</td>
<td></td>
</tr>
<tr>
<td>food/cooking/farming</td>
<td></td>
</tr>
<tr>
<td>gender roles</td>
<td></td>
</tr>
<tr>
<td>games/entertainment/dance</td>
<td></td>
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</tbody>
</table>
# Louisiana’s Native American Culture (Completed)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>clothing/dress</td>
<td>clothing was made of animal skins, feathers, cloth, and bark</td>
</tr>
<tr>
<td>homes/buildings</td>
<td>made from mud, stick, stone, and long palms</td>
</tr>
<tr>
<td></td>
<td>no tepees</td>
</tr>
<tr>
<td></td>
<td>temples built on top of mounds</td>
</tr>
<tr>
<td>food/cooking/farming</td>
<td>hunted and fished for food like deer, bear, bison, and smaller animals</td>
</tr>
<tr>
<td></td>
<td>grew crops like corn and pumpkins</td>
</tr>
<tr>
<td>gender roles</td>
<td>men ruled, defended, hunted, and built canoes</td>
</tr>
<tr>
<td></td>
<td>women cared for children and the elderly, planted crops, made clothes,</td>
</tr>
<tr>
<td></td>
<td>prepared food, and made decorations</td>
</tr>
<tr>
<td>games/entertainment/dance</td>
<td>sang and danced for religious ceremonies, feasts, and sporting events</td>
</tr>
<tr>
<td></td>
<td>gambled and played games and sports like archery, wrestling, and races</td>
</tr>
</tbody>
</table>
Adapted from “American Native Americans: The First Families of Louisiana on the Eve of French Settlement”

At the time of French settlement in 1700, many Native American groups lived in Louisiana, which then included the Mississippi Valley and Gulf Coast region. These groups ranged from small groups of hunters to large communities of farmers. Several Louisiana societies established extensive cultural and economic trade networks and traded material goods, belief systems, language patterns, technology, and recreational practices with other native groups in North America and probably even in Mexico, Central America, and the Caribbean, and later with European settlers.

Societies

As in most Native Americans societies, Louisiana Native Americans carried out tasks defined along gender lines. Men ruled and defended the tribal communities and hunted and constructed buildings and canoes with tools they made. Women cared for children and the elderly, planted crops, and made clothes and utensils, which they used to prepare foods and decorate their homes and religious centers.

Hunting was important as a source of food, clothing, tools and jewelry. Native Americans stalked deer, bear, bison and a multitude of smaller game animals.

Beliefs and Practices

Though their specific beliefs and practices varied, Native American religions focused on placing humans in harmony with nature and the world. The Natchez, Acolapissa, Caddo, Houma, Taensa, and Tunica constructed buildings, some of which they raised on earth mounds.

Homes, Clothing & Recreation

There were no tepees in Louisiana. Rather, Louisiana's first families lived and worshipped in houses and temples made of materials they could find like mud, sticks, stones and long palm leaves.

Women prepared and cooked the food that they gathered and grew and that the men hunted and fished. Louisiana Native Americans boiled, roasted, baked and poached their food.

Native American women also manufactured all the clothing. Popular clothing materials were feathers, bark, cloth, and hides, as well as furs from deer, bear, bison, and smaller game animals. Both men and women fashioned such body ornaments as necklaces, bracelets, armbands, rings, and ear and nose plugs from locally available shells and pearls and imported copper.

Like Europeans and Africans of the same time period, the natives of Louisiana amused themselves with various games

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6 The original text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at [http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/american-indians/](http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/american-indians/)

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and sporting events. Long before Europeans arrived in the Mississippi Valley, Louisiana Native Americans gambled on the outcome of sporting events and games of chance. Players and spectators alike risked their earnings on all sorts of games and sports—wrestling, foot racing, archery, dice, and toli, a game adopted by the French and called raquette. Dancing and music were often a part of these tribal sporting events, as well as feasts and religious ceremonies. With music in the background, Louisiana Native Americans performed as groups, pairs, and individuals.

**Unit Two Assessment**

**Description:** Students explain how Native Americans contributed to the development of Louisiana’s unique culture by completing an assessment set in EAGLE.

**Suggested Timeline:** 5 class periods

**Student Directions:** Describe how the early Native American tribes in Louisiana contributed to Louisiana’s culture today.

**Resources:**
- [G3 Native Americans of Louisiana (1007205)]

**Teacher Notes:** In completing this task, students meet the expectations for social studies GLEs 3.1.1-2, 3.2.2, 3.2.4, 3.3.3, 3.4.2, 3.4.4. They also meet the expectations for ELA/Literacy Standards: RI.3.1, RI.3.9, W.3.2a.

Use the scoring rubric associated with this set to grade this assessment.
Unit Three Overview

Description: Students learn about why explorers came to Louisiana and how European colonization contributed to the uniqueness of Louisiana.

Suggested Timeline: 7 weeks

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Louisiana</td>
<td>How did exploration and colonization influence Louisiana’s unique cultural heritage?</td>
</tr>
</tbody>
</table>

Topics (GLEs):
1. Louisiana’s Early Explorers (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4, 3.4.7)
2. Colonization of Louisiana (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4, 3.4.2, 3.4.7)
3. Settlement of the Acadians (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4, 3.4.2, 3.4.7)

Unit Assessment: Students complete an item set in EAGLE to describe how exploration and colonization influenced the cultural heritage of Louisiana.
Unit Three Instruction

**Topic One:** Louisiana's Early Explorers (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4)

**Connections to the unit claim:** Students learn that the main reason explorers came to the area now known as Louisiana was to find resources. Students build an understanding of how the explorations led to Louisiana, especially the Mississippi River, being of interest to European countries.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- [Exploring Louisiana](#)

**To explore these key questions:**
- Why did explorers come to Louisiana?
- What features of Louisiana impressed explorers and led to the colonization of Louisiana?

**That students answer through this assessment:**
- Students participate in various discussions. Use a [discussion tracker](#) to keep track of students’ contributions to each discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students write a summary of the similarities and differences between a historical map and modern maps. ([ELA/Literacy Standards](#): W.3.2a-d)
- Students answer questions about La Salle’s impact on Louisiana in writing, which can be collected for a grade.
Grade 3 Instructional Task: Exploring Louisiana
Unit Three: Colonial Louisiana, Topic One: Louisiana’s Early Explorers

Description: Students examine early European exploration of Louisiana to develop an understanding of the motivations for exploration and how those explorations shaped the development of Louisiana.

Suggested Timeline: 10 class periods

Materials: Louisiana Timeline handout (blank and completed), A Brief History of Louisiana Flags, Colonial Louisiana, Louisiana Cultural Influences handout (blank and completed), LaSalle Claims Land for France, Map of Louisiana, Map of the United States, Map of the Louisiana Territory claimed by France, conversation stems

Instructional Process:
1. Say: “In the previous unit, we learned about Louisiana’s first inhabitants, the Native Americans. We also learned about the rich resources available to people who settle in this area. In this unit, we will looking at events that changed Louisiana and create a timeline of the historical events that occur in Louisiana. We will also be looking at how exploration helped to make Louisiana unique.”
2. Provide each student with a copy of the Louisiana Timeline.
3. Say: “Since the Native Americans were the first inhabitants of Louisiana, let’s add our first event on the timeline to show that they were in Louisiana before the European explorers ever came.”
4. Project the blank timeline using an interactive whiteboard or document camera. Use the complete Louisiana Timeline handout to model for students how to add an event on their timeline.
5. Allow students an opportunity to add the first event on their timeline.
6. Project “A Brief History of Louisiana Flags” so students can see the different flags of Louisiana.
7. Say: “As we continue through this task, we will be learning about why Louisiana has had so many flags. The flag a state or nation adopts symbolizes the identity of that state or nation. 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.”
8. Provide students with a copy of Colonial Louisiana and instruct them to follow along as you read the first two paragraphs aloud.
9. Conduct a brief discussion in which students discuss the information from this section of the text. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What is meant by Louisiana’s "gumbo" of cultures?
   b. What was important about de Soto’s expedition?
   c. Why did the Spanish choose not to settle in Louisiana at that time?
10. Say: “In the previous unit, we considered how the Native Americans who lived in Louisiana have contributed to the unique culture of Louisiana. In this unit, we will look at other influences on Louisiana’s culture as we look at the different groups who came to Louisiana and settled. As we explore these groups, we will be keeping track of
the different groups that have influenced Louisiana’s culture over time.”

11. Say: “The Spanish were the first people to come to this area from Europe. They explored Louisiana from 1519 until 1682.”

12. Project the timeline for the class and model for students how to locate 1519 and 1682 then have students label their timelines to indicate Spanish exploration of Louisiana.

13. Say: “Over time, control of Louisiana will shift back and forth between Spain and France. When French or Spanish colonists settled in an area, they brought elements of their culture with them. Some elements of Spanish and French culture are still present in Louisiana today such as language (like names of places in Louisiana) and the French or Spanish style of buildings found in different parts of the state.”

14. Continue reading Colonial Louisiana and instruct students to follow along as you read the third paragraph aloud.

15. Conduct a brief discussion in which students discuss the information from paragraph 3. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Why did the French King want to explore the area around the Mississippi River?
   b. How did competition contribute to France’s choice to colonize the area?
   c. What makes the Mississippi River so important that a country would want to control the land around it?

16. Say: “We are going to learn more about Robert Cavalier Sieur de La Salle, a French explorer who claimed land for his king, King Louis XIV of France. As we watch a brief video with additional information about LaSalle, I want you to be able to answer the question, ‘How was LaSalle important to Louisiana?’”

17. Project “LaSalle Claims Land for France” and allow students to view the video.

18. After the video, project the timeline for the class and model for students how to locate 1682 and have students label their timelines to indicate La Salle claiming Louisiana for France and French control of Louisiana.

19. Say: “When France gains control of Louisiana, many French people came to settle in Louisiana. As they came to live here, those French colonists brought their culture with them. Some elements of French culture are still seen in Louisiana today such as the French language and even the fleur de lis.”

20. Say: “Earlier this year, we learned about the place that we know as Louisiana. When La Salle claimed the area and named it after King Louis XIV, the area that he claimed was not the area that we call Louisiana today. We will next look at maps to see the similarities and differences between Louisiana today and Louis XIV’s Louisiana.”

21. Provide students with access to the Map of Louisiana.

22. Say: “In the unit one, we learned about the place we call Louisiana. This Map of Louisiana shows what we picture when we think of Louisiana today. Locate the Mississippi River on this map.”

23. Provide students with access to the Map of the United States.

24. Say: “When we talk about Louisiana today, we are talking about a state that is part of the United States. This Map of the United States shows Louisiana as part of the United States.”

25. Provide students with access to the Map of the Louisiana Territory claimed by France.

26. Project the Map of the Louisiana Territory claimed by France and help students locate the Mississippi River.

27. Say: “Look at the Mississippi River on this map. Think about where the Mississippi River is on the modern map of Louisiana. Let’s look at how these maps are similar and different.”

28. Divide students into pairs and have them look back at the maps of Louisiana. Remind them to use the Mississippi River to help them see the area depicted in each map.
29. Allow student pairs time to look at the maps and discuss the similarities and differences they see.

30. Have students write a response to the following questions:
   a. What similarities and differences are seen in the La Salle map compared to the modern maps?
   b. How was La Salle an important explorer to King Louis XIV and Louisiana today?

31. Have students access their timelines and their Louisiana Cultural Influences handout. Ask students to identify the first group that contributed their unique culture to Louisiana. Encourage students to use their timelines for reference. Students should identify Native Americans as the first significant Louisiana cultural group. Instruct students to add Native Americans to their Louisiana Cultural Influences handout. Next ask students to identify the European cultures that explored Louisiana. Instruct students to add the European culture that claimed Louisiana to their Louisiana Cultural Influences handout.
Timeline of Louisiana History (Completed)

Sample Timeline of Louisiana History

1500

Native Americans are the first inhabitants in Louisiana until European explorers begin coming.

1519-1682: Spain controls Louisiana

1600

1682-1762: France controls Louisiana

- 1682: LaSalle claimed all lands drained by the Mississippi for France
- 1718: Bienville founds the city of New Orleans
- 1755: Acadians begin moving to Louisiana

1700

1763-1800: Spain controls Louisiana

1800

1800-1803: France controls Louisiana

1803: Louisiana Purchase

1900

1812: Louisiana becomes a state
Adapted from Colonial Louisiana[1]

1 The promise of new opportunities brought people to Louisiana. Among the many ethnic groups in colonial Louisiana were people of French, Canadian, Spanish, Latin American, Anglo, German, and African descent. These cultures, along with Native Americans, provided the first ingredients for Louisiana's famous "gumbo" of cultures.

2 Spanish explorers were the first to explore into the Mississippi River region. Hernando de Soto's expedition in 1542 was the first discovery of the mighty river by Europeans. The harsh climate, wildlife, and geography made Spain look elsewhere for precious metals and fertile soils.

3 Louisiana was ignored for over a hundred years, until France's King Louis XIV wanted to explore the Mississippi River to enlarge his empire and stop Britain and Spain from expanding their territories in the western hemisphere. In 1682, René-Robert Cavelier, Sieur de La Salle, reached the mouth of the Mississippi River and claimed ownership of the river and all the lands drained by it for France, naming this large area of land "Louisiane," or "Louis' land."

4 In 1699, Pierre Le Moyne, Sieur d'Iberville, sailed into the Gulf of Mexico and reached the mouth of the river. Iberville chose to establish a permanent settlement on the Gulf Coast instead of on the river because they were afraid of large ships getting stuck coming into the mouth of the river.

5 While Iberville returned to France for additional supplies and settlers, his brother, Jean-Baptiste Le Moyne, Sieur de Bienville, continued to explore the Mississippi River. Iberville still believed that the river could not be easily traveled. Bienville started the city of New Orleans on a section of the river 100 miles from the mouth. He named France's newest settlement in honor of the Duke d'Orleans.

6 The site chosen for New Orleans had many advantages. Because it sits where distance between the river and Lake Pontchartrain is shortest, Louisiana Native Americans had long used the area as a center for storing and trading goods carried between the two waterways. The narrow strip of land also helped to move troops, and the river's curve slowed ships approaching from downriver and exposed them to gunfire.

7 Contact among Louisiana's most numerous inhabitants--Europeans, Native Americans, and Africans--was a three-way exchange. Native Americans made up the largest segment of Louisiana's population in the 1700s and shared food, medicines, goods, and with colonists. Native Americans also shared how they built things and entertained themselves with settlers.

8 Africans were also a powerful cultural force in Louisiana, mainly because they were introduced in large numbers during short periods of time. Since Africans in Louisiana came mostly from one region in West Africa, this group had a shared culture.

9 Through trade and gift-giving, Native Americans acquired a taste for European items such as newer weapons, cloth, glass beads, and other objects.

10 New Orleans quickly became the center of a new trade network, with goods coming into the city along the surrounding waterways to be sold in make-shift shops and markets throughout the city. Louisianians also began to produce goods and provide services that could not be obtained from other countries or colonies. Louisiana processed crops and natural resources and produced things needed in the home: furniture, leather goods, clothing, utensils, and iron tools.

[1] The original text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/colonial-louisiana/.
Louisiana Cultural Influences

[Diagram showing a central circle labeled "Louisiana Culture" with four blank boxes pointing towards it]
Louisiana Cultural Influences (Completed)

- Spanish
- French
- Acadians
- Native Americans
- Americans

Louisiana Culture

Return to Grade 3 Social Studies: How to Navigate This Document
Map of the Louisiana Territory Claimed by France

This image is used with permission from the Historic New Orleans Collection and is available at http://hnoc.minisisinc.com/thnoc/catalog/1/120793#.
Map of Louisiana

This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/preview/reference/pagegen_la.gif.
This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/preview/outline/states(light).gif.
Unit Three Instruction

**Topic Two:** Colonization of Louisiana (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4, 3.4.2, 3.4.7)

**Connections to the unit claim:** Students should understand the importance of colonization in securing a nation’s claim to Louisiana. Students need to understand that each of the countries that controlled and settled Louisiana at different times contributed to the uniqueness of Louisiana.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- [France and Spain in Louisiana](#)

**To explore these key questions:**
- Why was control of Louisiana so important to France during the colonial era?
- How and why did the possession of Louisiana change over time?
- How did European colonization contribute to the development of Louisiana?

**That students answer through this assessment:**
- Students complete a [Louisiana Maps Triple Venn handout](#), which can be collected for a grade.
- Students write a paragraph describing why Louisiana’s geography made it such a valuable piece of land that many different groups wanted to control the territory. ([ELA/Literacy Standards](#): W.3.2a-d)
- Students write a response summarizing how Louisiana changed during the colonial period by integrating vocabulary to sequence events. Grade the written response using the [Grade 3 LEAP Extended Response Rubric](#). ([ELA/Literacy Standards](#): W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.10)
Grade 3 Instructional Task: France and Spain in Louisiana
Unit Three: Colonial Louisiana, Topic Two: Colonization of Louisiana

Description: Students investigate the changes that occurred during the colonial period and how those changes shaped the unique development of Louisiana.

Suggested Timeline: 10 class periods

Materials: Louisiana Timeline, Louisiana Cultural Influences handout, Map of Louisiana, Colonial Louisiana, Jean-Baptiste Le Moyne, Sieur de Bienville, Louisiana Maps Triple Venn handout (blank and completed), French Louisiana, 1682-1762, Spanish Louisiana, 1762-1800, French Louisiana, 1800-1803, What does it mean to be Creole?, Spanish Influence in Louisiana, French Influence in Louisiana, conversation stems

Instructional Process:
1. Say: “In the last task, we learned about some of the explorers who came to Louisiana and discovered how resources, especially the Mississippi River, made this area valuable. We looked at various maps to examine how the Louisiana originally claimed by France is different from the Louisiana we know today. Now we will continue to learn about how Louisiana was changed as the French and Spanish establish permanent settlements in the area.”
2. Have students locate their timeline and Louisiana Cultural Influences handout from the previous task.
3. Say: “As I read this text aloud, listen for information that you can add to your timeline and Louisiana Cultural Influences handout. Take notes on the information as I read. You will have time to add it to your timeline after we read the text.”
4. Project and provide students with access to the Map of Louisiana then have students locate the Mississippi River.
5. Say: “The mouth of a river is where the river opens into a larger body of water. Follow the Mississippi River south. What larger body of water does the Mississippi River flow into?”
6. Model for students how to trace the path of the river south and into the Gulf of Mexico.
7. Say: “In previous tasks, we have learned about how the Mississippi River was an important resource to Native Americans, explorers, and colonists in this area. As we read the next section of our text, we will learn more about the importance of the location of the city of New Orleans. Before we read, let’s locate New Orleans on our Map of Louisiana.”
8. Read paragraphs four through six of Colonial Louisiana aloud to students. As you read, stop periodically to check for understanding and provide students an opportunity to record their notes. Possible checkpoints include:
   a. Why is Iberville important to Louisiana?
   b. Why was the location of New Orleans so important?
9. Project the timeline for the class and model for students how to locate 1718 then have students label their timelines to indicate Bienville’s founding of New Orleans.
10. Say: “As we read the next section of our text, take notes on information as you listen so you can continue to add details to your timelines.”
11. Read paragraphs seven through ten of Colonial Louisiana aloud to students. As you read, stop periodically to check for understanding and provide students an opportunity to record their notes. Possible checkpoints include:
   a. Paragraphs 7-8: How did the different cultures in the area interact with each other?
   b. Paragraphs 9-10: How did the early economy of Louisiana take shape?
12. After you have finished reading, provide students with time to add additional information to their timelines.
13. Say: “Over time, control of Louisiana went back and forth between France and Spain. As people from each nation settled in the area, Louisiana saw many changes.”
14. Project the timeline used for modeling in the previous task using an interactive whiteboard or document camera. Model for students how to add the following events on their timeline.
   a. 1763-1800: Spain controls Louisiana
   b. 1800-1803: France controls Louisiana
15. Ask: “What might have driven these European countries to want control of Louisiana during this period of time?”
16. Allow students an opportunity to brainstorm their responses.
17. Have students write a paragraph that describes how the unique geography of Louisiana made it so valuable that multiple countries wanted to control the area.
18. Conduct a brief discussion in which students discuss their responses to changes in control of Louisiana during this time. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Why do you think these nations kept competing for control of Louisiana?
   b. How do you think these changes influenced Louisiana?
   c. How do you think these changes helped to make Louisiana unique?
19. Say: “As control of Louisiana changed, the boundaries of what was known as Louisiana also changed. The amount of land that was controlled by each nation also changed over time.”
20. Provide each student with a copy of the Louisiana Maps Triple Venn handout.
21. Model for students how to record similarities in the overlapping sections and differences in the open sections of the Louisiana Maps Triple Venn handout.
22. Divide students into pairs and explain that they will work with their partners to compare and contrast three maps.
23. Provide students with access to the French Louisiana, 1682-1762.
24. Say: “This map shows French Louisiana, 1682-1762. Look at the land known as ‘French Louisiana’ on this map.”
25. Provide students with access to the Spanish Louisiana, 1762-1800.
26. Say: “This map shows Spanish Louisiana, 1762-1800. Look at the land known as ‘Spanish Louisiana’ on this map. Think about how Louisiana is similar and different in the two maps.”
27. Allow student pairs time to discuss the similarities and differences between the land in these two maps, and have students record similarities and differences on their Louisiana Maps Triple Venn handout.
28. Say: “Now we will be looking at another map of French Louisiana at a later time.”
29. Provide students with access to the French Louisiana, 1800-1803.
30. Say: “This map shows French Louisiana, 1800-1803. Look at the land known as ‘French Louisiana’ on this map.”
31. Say: “Look at the land known as Louisiana in each of the maps. Let’s look at how the land known as Louisiana in each of these maps is similar and different.”
32. Allow student pairs time to discuss the similarities and differences between the land in these two maps, and have students record similarities and differences on their Louisiana Maps Triple Venn handout.
33. Conduct a brief discussion in which students compare and contrast the land defined as Louisiana in each of the maps. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Why do you notice about the physical boundaries of Louisiana as it switched between countries?
   b. How do the boundaries of our modern Louisiana compare to those seen in each of the maps?
   c. Why do you think the most significant changes to the maps over time?
34. Say: “The area known as Louisiana was not the only thing that was changing during the colonial period. The people who were living in Louisiana continued to change, too.”
35. Write the word Creole on the board.
36. Read the excerpt from What does it mean to be Creole? aloud for students.
37. Say: “In the text, we heard the terms New World and Old World. New World means North America, and Old
World means Europe. The explorers and colonists we have learned about came from the Old World. They came from France and Spain which are countries in Europe. The word *Creole* is often confusing to people. In different places, this word can have different meanings. In Louisiana, the traditional meaning of *Creole* is a person of French or Spanish descent who was born in the New World. This means that the parents came from either France or Spain, but the children were born here. The Creole population continued the French and Spanish cultural elements in Louisiana.

38. Have students add the new group that gained control of Louisiana to their *Louisiana Cultural Influences handout* based on what they’ve learned in this task.

39. Say: “We learned in the last unit that Native Americans were the first inhabitants of Louisiana. In this unit, we have learned about the explorers and colonists who came to Louisiana. As explorers and colonists came to settle in the area, they brought their own cultures to Louisiana. As control of the Louisiana territory shifted, the people settling in the area also changed over time. French and Spanish settlers came to Louisiana to live; they brought elements of their cultures with them to Louisiana. Many elements of French and Spanish culture, such as language, religion, architecture, and food can still be seen in Louisiana culture today. This combination of different cultures makes Louisiana a very unique place.”

40. Provide students with access to *Spanish Influence in Louisiana* and *French Influence in Louisiana*.

41. Direct students to review their timelines and maps that show the events and changes associated with the colonial period.

42. Conduct a discussion in which students discuss the changes in Louisiana as a result of exploration and colonization. Encourage students to use the *conversation stems* during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. How did Louisiana’s boundaries change during the colonial period?
   b. How did the culture of Louisiana change during the colonial period?
   c. How do the changes in Louisiana from the colonial period contribute to our uniqueness today?

43. Then have students respond in writing to the following prompt: “Based on what we know about the events of the colonial period, how did Louisiana change as a result of colonization and how do those changes make Louisiana unique? Use sequencing vocabulary to describe the events of the colonial period. Use your timeline and *Louisiana Cultural Influences handout* to help you write your response.”
Map of Louisiana Rivers and Cities

This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at https://nationalmap.gov/small_scale/printable/images/pdf/reference/pagegen_la.pdf.
Louisiana Maps Triple Venn

French Louisiana, 1682-1762

Spanish Louisiana, 1762-1800

French Louisiana, 1800-1803
Louisiana Maps Triple Venn (Completed)

French Louisiana, 1682-1762
Spain controls more than Great Britain but less than France.

Spanish Louisiana, 1762-1800
France doesn't control anything on the map.
Great Britain controls more than in the first map.

French Louisiana, 1800-1803
U.S. controls land and Great Britain is gone.
France gets back most of their land from the first map.

Spain is about the same size.
All have control of Mississippi River.
Adapted from “What does it mean to be Creole?”

In colonial Louisiana the term "Creole" was used to describe New World products made from Old World materials, and could apply to people, architecture, and food. For people, Creole referred to those born in Louisiana during the French and Spanish periods who were descendants of European settlers.

7 This text is created by the National Park Service. The original text is available online at https://www.nps.gov/cari/learn/historyculture/creole-history-and-culture.htm.
Spanish Influence in Louisiana

In modern Louisiana, there are many ways that we see Spanish influence in our culture. Some of the places in Louisiana are named after Spanish people; De Soto Parish is named after a Spanish explorer. We also have place names that come from the Spanish language. Two of our parishes, East and West Feliciana, for example. Feliciana means “happy land” in Spanish.

Some of the foods we eat in Louisiana also reflect Spanish influence. Paella is a Spanish dish made of seasoned rice, vegetables, and meat. Jambalaya is popular Louisiana version of this traditional Spanish dish.

<table>
<thead>
<tr>
<th>Paella(^8)</th>
<th>Jambalaya(^9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://commons.wikimedia.org/wiki/File:ValencianPaella.jpg" alt="Paella Image" /></td>
<td><img src="https://commons.wikimedia.org/wiki/File:Homemade_Jambalaya.JPG" alt="Jambalaya Image" /></td>
</tr>
</tbody>
</table>

\(^8\) This image is in the public domain and is available online at [https://commons.wikimedia.org/wiki/File:ValencianPaella.jpg](https://commons.wikimedia.org/wiki/File:ValencianPaella.jpg).
\(^9\) This image is in the public domain and is available online at [https://commons.wikimedia.org/wiki/File:Homemade_Jambalaya.JPG](https://commons.wikimedia.org/wiki/File:Homemade_Jambalaya.JPG).
Spanish architecture, or way of building, is common throughout Louisiana. One characteristic of Spanish buildings is the balcony. The oldest part of New Orleans still has many buildings that have these balconies today. In fact, some of the most famous buildings in Louisiana were built by the Spanish.

### Photos of Spanish Architecture

<table>
<thead>
<tr>
<th>Spanish style balcony</th>
<th>Cabildo</th>
<th>St. Louis Cathedral</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Spanish style balcony" /></td>
<td><img src="image2.png" alt="Cabildo" /></td>
<td><img src="image3.png" alt="St. Louis Cathedral" /></td>
</tr>
</tbody>
</table>

These images are created by The Louisiana Office of Tourism. They are available online at [http://www.louisianatravel.com/cities/new-orleans](http://www.louisianatravel.com/cities/new-orleans).
French Influence in Louisiana

In modern Louisiana, there are many ways that we see French influence in our culture. In many parts of our state, people still speak French. Some of the places in Louisiana are named after French people. Our state is named after King Louis XIV of France. La Salle, Iberville, and Bienville are examples of French explorers in Louisiana who have parishes named after them. We also have place names that come from the French language.

<table>
<thead>
<tr>
<th>Place</th>
<th>French Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrebonne</td>
<td>“good land”</td>
</tr>
<tr>
<td>Rapides</td>
<td>“rapids”</td>
</tr>
<tr>
<td>LaFourche</td>
<td>“the fork”</td>
</tr>
<tr>
<td>Pointe Coupee</td>
<td>“the place of the cut off”</td>
</tr>
</tbody>
</table>

One symbol used by the rulers of France can be seen throughout modern Louisiana. The fleur de lis is a common symbol of our state.

The tradition of Mardi Gras, Louisiana’s most famous celebration, was brought here by Jean Baptiste Le Moyne, Sieur de Bienville. When he landed the day before Mardi Gras in 1699, he named the place “Pointe du Mardi Gras” in honor of the holiday.

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11 This image is in the public domain and is available online at [https://statesymbolsusa.org/symbol-official-item/louisiana/state-cultural-heritage/fleur-de-lis](https://statesymbolsusa.org/symbol-official-item/louisiana/state-cultural-heritage/fleur-de-lis).

12 This image is in the public domain and is available online at [https://commons.wikimedia.org/wiki/File:Saints_Helmet_sign_by_Reggie_Bush.jpg](https://commons.wikimedia.org/wiki/File:Saints_Helmet_sign_by_Reggie_Bush.jpg).
Unit Three Instruction

**Topic Three:** Settlement of the Acadians (3.1.1, 3.1.3, 3.1.6-7, 3.2.1, 3.2.3-4, 3.4.2, 3.4.7)

**Connections to the unit claim:** Students examine how and why Acadians came to be in Louisiana. Students also investigate how the Cajun people have contributed to Louisiana’s unique culture.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- The Cajuns

**To explore these key questions:**
- How did the Acadians come to live in Louisiana?
- How did the Acadians contribute to Louisiana’s heritage?

**That students answer through this assessment:**
- Students complete a [Video Analysis Worksheet](#), which can be collected for a grade.
- Students participate in various discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the each discussion and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.5.6)
- Students create a brochure that illustrates Cajun culture in Louisiana, which can be collected for a grade.
Grade 3 Instructional Task: The Cajuns

Unit Three: Colonial Louisiana, Topic Three: Settlement of the Acadians

Description: Students investigate *le grand d’erangement* to learn about the exile and migration of Acadians to Louisiana and the contributions the Cajun people have made on Louisiana’s unique culture.

Suggested Timeline: 10 class periods


Instructional Process:

1. Say: “Many people think that the Cajuns and the French are the same because of cultural similarities such as religion and language, but they are two separate groups of people.”
2. Have students complete lesson 2 of Cajun Folktales to introduce students to the Acadians. Note: Students will need to be able to view The Cajun Experience as part of this lesson.
3. Discuss the meaning of exile, great upheaval, and *le grand d’erangement* to ensure that students understand the reason for the Acadians leaving their homes and settling in other colonies.
4. Have students access their timeline from previous tasks.
5. Project the timeline for the class and model for students how to locate 1755 and have students label their timelines to indicate when the mass migration of Acadians began moving to Louisiana.
6. Provide each student with a copy of the Video Analysis Worksheet.
7. Have students view Les Acadians to gain background knowledge on the Acadians. Note: The video is narrated in French, so students will need to read the captions or view the video with the sound muted while you read the text. It may be helpful to pause the video periodically to check for understanding.
8. As students view the video, have them complete the Video Analysis Worksheet.
9. After the video, allow students an opportunity to finish their Video Analysis Worksheet.
10. Divide students into pairs and have the pairs discuss what they learned about the Acadians in the video.
11. Then have students write a brief summary of the information from the video.
12. Provide each student with a blank Outline Map of the United States.
13. Using an Outline Map of the United States, have students trace the journey of Acadians to Louisiana; allow students to use Map of Acadian Deportation and Physical Map of the United States as references.
14. Read aloud The Acadians in Louisiana to explore where the Acadians came to settle in Louisiana and how they used the land and resources to meet their needs.
15. Have students access their Louisiana Cultural Influences handout from the previous tasks.
16. Have students add the Acadians to their Louisiana Cultural Influences handout.
17. Say: “We have learned about several groups who have helped to make Louisiana unique. Louisiana’s Native Americans, the French, and the Spanish have all contributed pieces of their culture to Louisiana. Do you remember what you call French or Spanish colonists who were born in the New World?” Students should respond, “Creoles.” Have students write the word Creoles above the French and Spanish boxes on their handout.
18. Say: “Louisiana is well known for its Acadian influence. We’re going to look at some of the ways that Acadian culture is seen in Louisiana today and how their influence contributes to our unique culture.
19. Have students view History of the Most Cajun Place on Earth to gain information about the Acadians.
20. Conduct a discussion in which students discuss the Acadians. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Where is the most Cajun place on Earth?
   b. What is unique about culture in the area described in the video?
   c. How have the Acadians changed Louisiana?

21. Have students view Music and Culture in the Most Cajun Place on Earth and Music and Cajun French in the Most Cajun Place on Earth and instruct them to take notes of aspects of the Acadian culture seen in modern Louisiana.

22. Have students design a brochure showcasing Cajun culture. Instruct students to include the following:
   a. How did the Acadians come to Louisiana?
   b. Where did they settle?
   c. What aspects of their culture are still present in modern Louisiana such as food, language, music, etc.?
   d. How do these elements of the Acadian culture contribute to the uniqueness of Louisiana?
Video Analysis Worksheet [1]

Meet the video.
What do you see in the video?
Circle all that apply.

Is there a title?
☐ YES  ☐ NO

If so, what does the title tell you about the video?

Observe its parts.
Who do you see in the video?

What activities do you see happening in the video?

What places do you see in the video?

Try to make sense of it.
Who do you think made this video?

Who do you think was supposed to see the video?

When is this video from?

What is the main idea of the video?
List two things (people, activities, or places) from the video that support the main idea.

Use it as historical evidence.
Where do you think you could find out more information about the people, activities or places from this video?

[1] This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/video_analysis_worksheet_novice.pdf.
Video Analysis Worksheet (Completed)

Meet the video.
What do you see in the video?
Circle all that apply:
- People
- Activities
- Places

Is there a title?
☑️ Yes  ☐ No

If so, what does the title tell you about the video?
It is about the people known as the Acadians.

Observe its parts.
Who do you see in the video?
The Acadian people
British soldiers

What activities do you see happening in the video?
People lived in Acadia.
British soldiers made them leave.

What places do you see in the video?
Nova Scotia
Acadia

Try to make sense of it.
Who do you think made this video?
A person whose family was Acadian

Who do you think was supposed to see the video?
People who want to learn about the Acadians

When is this video from?
The video is recent. It tells a story from a long time ago.

What is the main idea of the video?
List two things (people, activities, or places) from the video that support the main idea.
The Acadians had to leave Nova Scotia and find new homes. The British made them leave. They had to move to different places.

Use it as historical evidence.
Where do you think you could find out more information about the people, activities or places from this video?
I could look at a map to see where the Acadians are from.
Outline Map of the United States

This map is in the public domain and is courtesy of the University of Texas Libraries, The University of Texas at Austin. It is available online at https://www.lib.utexas.edu/maps/united_states/usa_blank.jpg.

Return to Grade 3 Social Studies: How to Navigate This Document
Physical Map of the United States

Unit Three Assessment

**Description:** Students explain how exploration and colonization influenced Louisiana’s unique cultural heritage by completing an assessment set in EAGLE.

**Suggested Timeline:** 5 class periods

**Student Directions:** Explain how exploration and colonization have impacted Louisiana’s heritage.

**Resources:**
- G3. Early Settlement of Louisiana

**Teacher Notes:** In completing this task, students meet the expectations for social studies GLEs 3.1.3, 3.1.6-7, 3.2.1, 3.2.4, 3.4.2. They also meet the expectations for **ELA/Literacy Standards**: RI.3.1, RI.3.9, W.3.2a.

Use the scoring rubric associated with this set to grade this assessment.
Unit Four Overview

**Description:** Students learn about how Louisiana became a part of the United States while maintaining many characteristics that are unique to our state.

**Suggested Timeline:** 7 weeks

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
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<tbody>
<tr>
<td>State of Louisiana</td>
<td>How did becoming part of the United States alter Louisiana?</td>
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</table>

**Topics (GLEs):**
1. [Events Leading to Statehood](#) (3.1.1, 3.1.3, 3.1.6, 3.2.1, 3.2.4)
2. [Louisiana’s Government and Citizens](#) (3.5.1-6, 3.6.1-3)

**Unit Assessment:** Students write a one-paragraph response in answer the unit claim question: How did becoming part of the United States alter Louisiana? Students should develop their topic with facts and details, referencing some of the sources they encountered during the unit.
Unit Four Instruction

**Topic One:** Events Leading to Statehood (3.1.1, 3.1.3, 3.1.6, 3.2.1, 3.2.4)

**Connections to the unit claim:** Students examine the events that led to Louisiana becoming part of the United States first as a territory then as a state.

**Suggested Timeline:** 20 class periods

**Use this sample task:**
- [Becoming a State](#)

**To explore these key questions:**
- How did the Louisiana Purchase impact the development of Louisiana?
- How did Louisiana become a state?

**That students answer through this assessment:**
- Students complete a [Qualities of a Good Leader handout](#), which can be collected for a grade.
- Students complete a Character Traits Organizer in Lessons 18 and 19 of the [Louisiana Purchase Guidebook Unit](#), which can be collected for a grade.
- Students write a summary of the choice of Livingston to negotiate with Napoleon in Lesson 20 of the [Louisiana Purchase Guidebook Unit](#), which can be collected for a grade.
- Students complete a Focusing on the Texts Chart in Lessons 21-23 of the [Louisiana Purchase Guidebook Unit](#), which can be collected for a grade.
- Students complete a Sequence of Events Chart in Lesson 24 of the [Louisiana Purchase Guidebook Unit](#), which can be collected for a grade.
- Students participate in a discussion about similarities and differences between the Louisiana Territory and the State of Louisiana. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.3.1a-d, SL.3.6)
- Students create an annotated timeline of Louisiana history, which can be collected for a grade.
- Students complete a [Territory to State Sequence of Events handout](#), which can be collected for a grade.
- Students write a summary of the changes that occurred in Louisiana between becoming a territory and becoming a state. ([ELA/Literacy Standards](#): W.3.2a-d)
Grade 3 Instructional Task: Becoming a State
Unit Four: State of Louisiana, Topic One: Events Leading to Statehood

Description: Students investigate the people and events that led to Louisiana becoming part of the United States. They explore how becoming a territory and then a state contributed to the development of Louisiana’s uniqueness.

Suggested Timeline: 20 class periods


Instructional Process:

1. Say: “In the last unit, we learned about how French and Spanish colonization changed Louisiana. We also looked at how the Acadians came to settle in Louisiana. In this unit, we will look at how Louisiana became a part of the United States as a territory then as a state. Just like France and Spain, the United States was also interested in control of the Louisiana Territory. Before we begin this task, what unique characteristics made Louisiana desireable to France and Spain?”

2. Give students time to respond, then say: “When we talk about the Louisiana Purchase, we should realize that the purchase was for a much larger piece of land than the Louisiana we know today.”

3. Project the Map of the Louisiana Purchase so students can see it.

4. Ask: “Where on this map is the Louisiana we know today?”

5. Allow students to demonstrate where modern Louisiana is on the map.

6. As a class, discuss the similarities between the area known as the Louisiana Territory and the area we know as Louisiana today. Encourage students to use the conversation stems during the discussion.
   a. What is similar and different between the Louisiana Territory and the state we know today?
   b. Why would different countries, including the United States, have wanted to own this land?

7. Say: “Because of the Mississippi River, the United States was very interested in the colony of Louisiana for trade as well as the security of American lands. The Isle of Orleans, including the city of New Orleans and the surrounding area, controlled the mouth of the Mississippi River which connected the Gulf of Mexico to American lands. To be able to get control of this land was important, so the United States needed good leaders to make decisions and work with France.”

8. Write the word leader on the board.

9. Provide each student with a copy of the Qualities of a Good Leader handout.

10. Have students discuss with a partner what a leader is to them and record their definition of a leader on their Qualities of a Good Leader handout.

11. Then have the pairs brainstorm qualities that make a good leader and record the qualities they identify on their
Qualities of a Good Leader handout.

12. Say: “Keep thinking about the qualities of a good leader. Over the next several days, we are going to read about some leaders and how they worked to accomplish something that changed Louisiana forever.”

13. Provide each student with access to “Robert Livingston Goes to France” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 18 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

14. After they complete the lesson, have students look back at their Qualities of a Good Leader handout.

15. Conduct a brief discussion about the qualities of leadership they saw in Livingston. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What were the most important qualities that Livingston had that made him a successful leader?
   b. How is the list of qualities we looked at for Livingston similar to or different from your list of qualities of a good leader?
   c. If you listed different qualities, did you see evidence in the text that showed that Livingston had those qualities as well?

16. Provide each student with access to “Livingston Has Little Success” or “Jefferson Tries to Make a Deal” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 19 and Lesson 20 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

17. Provide each student with access to “Napoleon Does Not Sell” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 21 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

18. Provide each student with access to “Congress Avoids War” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 22 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

19. Provide each student with access to “Napoleon Does Not Attack the British” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 23 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

20. Provide each student with access to “Napoleon Decides to Sell” and “Livingston and Monroe Make the Louisiana Purchase!” from The Louisiana Purchase: Would You Close the Deal? by Elaine Landau and conduct Lesson 24 from the English Language Arts Guidebooks 2.0 Louisiana Purchase unit.

21. Say: “The United States purchased the Louisiana Territory in 1803, and Louisiana became a state in 1812. The time to shift from territory to state was only nine years, but a lot of change happened in that short period of time.”

22. Have students access their timeline from the previous tasks and instruct students to add the dates of the Louisiana Purchase and Louisiana becoming a state to their timelines.

23. Provide each student with a copy of the Territory to State Sequence of Events handout.

24. Read Territory to Statehood aloud to students. As you read, pause periodically to check for understanding and provide students with an opportunity to record information in the appropriate section of their Territory to State Sequence of Events handout. Possible checkpoints include:
   a. Exploring the New Territory: Why was the Lewis and Clark expedition important for the United States?
b. Compromising on Borders: What was the conflict between Spain and the United States, and how did they resolve it?

c. Deciding on a Legal System: How does the legal system of Louisiana contribute to our uniqueness?

d. Writing a Constitution: Why was the number of people in Louisiana important at the time of writing the Constitution?

e. Becoming a State: How did Louisiana officially become a state in 1812?

25. Allow students to work in pairs to review their Territory to State Sequence of Events handout. Encourage students to make revisions or additions to their organizer as needed.

26. Have students write a summary that explains how Louisiana’s unique location and physical characteristics influenced the United States’ desire to purchase the territory and eventually add it as a state.
Qualities of a Good Leader

A leader is:

[Diagram with five interconnected circles around the center circle labeled "A leader is"]
Qualities of a Good Leader (Completed)

A leader is: a person who is in charge

- honest
- kind
- brave
- smart
- hard-working
Territory to State Sequence of Events

1. exploring the new territory
2. compromising on borders
3. deciding on a legal system
4. writing a constitution
5. becoming a state

Return to Grade 3 Social Studies: How to Navigate This Document
Territory to State Sequence of Events (Completed)

exploring the new territory
- The United States wanted to know what the new territory was like.
- Lewis and Clark explored the area and took detailed notes to tell the president what they saw.

compromising on borders
- Spain thought that their territory should extend farther east, but the U.S. thought the Louisiana Territory stretched to the Sabine River.
- The countries finally agreed on the Sabine River as the border between Louisiana and Texas.
- The Sabine River is still the border between the states Louisiana and Texas today.

deciding on a legal system
- The United States had a Constitution and laws that governed the country, but many of the laws were different than those in Louisiana.
- The laws of the United States were based on English laws because they were influenced by the first settlers of the original Thirteen Colonies, but Louisiana had been settled by the French and Spanish.
- Louisiana adopted much of the U.S. legal system, but they held on to some unique aspects such as our parishes.

writing a constitution
- Each territory had to write their own constitution if they wanted to become a state.
- Louisiana formed a convention to write their constitution in 1811.

becoming a state
- The Constitution of 1812 was approved by the United States.
- Louisiana became the 18th state in the United States of America.
Territory to Statehood [1]

The Louisiana Purchase added to the United States a region very different from others on the American map. Louisiana had a more diverse population than many parts of the United States, and its systems were based on French and Spanish tradition. Although the American way of doing things later replaced many of those of the colonial era, Americans did not make Louisiana into a state like all others. Many of Louisiana's unique characteristics started in the colonial period remain intact today.

Exploring the New Territory

The Louisiana Purchase did not define where the exact boundaries of the new territory were. The only boundaries the French knew were those from when Spain gave the colony to France, and those boundaries were not clear. Louisiana was a huge area of land, and no one knew for sure just how far it reached or what landscapes, resources, animals, and people could be found in Louisiana.

In order to claim its new territory, the United States first had to explore and then settle it. President Jefferson hired Meriwether Lewis and William Clark to head the first expedition. In May 1804, Lewis and Clark departed from the St. Louis area with about forty enlisted soldiers. Their journey up the Missouri River, into uncharted lands took over a year. They returned to St. Louis in September 1806.

The Lewis and Clark expedition was the first scientific project led by the United States government. Geographical discoveries made by Lewis and Clark and recorded in their journals added to American knowledge of the new territory and helped promote trade and settlement in the region.

Other explorers, including Zebulon Pike, William Dunbar, and George Hunter explored other important river regions in the new Louisiana territory to add to Lewis's and Clark's discoveries.

Compromising on Borders

Spain and the United States could not agree on Louisiana's western border with Texas, which was still held by Mexico. Spanish officials said that the Texan border extended west of Natchitoches. The United States, however, argued that Louisiana's border stretched at least to the Sabine River, and possibly even to the Rio Grande River.

Discussions to solve the western border dispute stopped in 1805. Stories spread that both sides were gathering troops near the border, and in 1806 General Wilkinson sent his forces up the Red River. However, General Wilkinson came up with a compromise with Spain that said the area in question was not governed by either country. Finally, in 1819 an agreement signed by both countries placed the boundary between Texas and the United States along the Sabine River, where it remains today.

Deciding on a Legal System

The differences that separated the customs of the United States from colonial traditions presented a huge challenge to
all involved. The European groups already in Louisiana, mostly from France and Spain, did not want to adopt the United States’ systems.

In 1807, the legislature replaced the twelve counties created shortly after the Louisiana Purchase with nineteen parishes like the Catholic parishes that were there during French and Spanish rule. The parish, instead of the county, is still used as the basic unit of local government in Louisiana.

**Writing a Constitution**

In 1811 the United States Congress allowed Louisiana to hold a state convention to write a constitution for the state. At that time, more than 76,000 people lived in the Territory of Orleans. This territory included the present state of Louisiana except the parishes east of the Mississippi River. This number was greater than the minimum population of 60,000 required to become a state.

**Becoming a State**

On April 30, 1812, Congress added Louisiana as the eighteenth state in the nation. The convention requested that Congress add the Florida parishes to the new state, and Congress agreed to this request. In late June 1812, Louisianans elected William Claiborne as their first state governor.

[1] This text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/territory-to-statehood/.
Unit Four Instruction

Topic Two: Louisiana’s Government and Citizens (3.5.1-6, 3.6.1-3)

Connections to the unit claim: Students compare and contrast the structure and function of the state and national governments. Students examine how Louisiana citizens have an opportunity to improve our state by solving issues that are unique to our state.

Suggested Timeline: 15 class periods

Use this sample task:

- Louisiana’s Government and Its People

To explore these key questions:

- How is Louisiana’s government similar to and different from the government of the United States?
- How does the government impact citizens?

That students answer through this assessment:

- Students complete a Branches of Government handout, which can be collected for a grade.
- Students participate in various class discussions. Use a discussion tracker to keep track of students’ contributions to the discussions and use this information to assign a grade to students. (ELA/Literacy Standards: SL.3.1a-d, SL.3.6)
- Students complete a RAFT write to describe a service necessary to their community and why it should be continued. (ELA/Literacy Standards: W.3.2a-d)
Grade 3 Instructional Task: Louisiana’s Government and Its People
Unit Four: State of Louisiana, Topic Two: Louisiana’s Government and Citizens

Description: Students learn about the structure of Louisiana’s government to determine how it is similar to and different from the national government. Students consider the role of government in the lives of citizens as well as the impact citizens can have on the government.

Suggested Timeline: 15 class periods


Instructional Process:

1. Say: “In the last task, we learned about how Louisiana became a state. When we think of the United States, we think about Louisiana being a part of it. At the time of the Louisiana Purchase, this wasn’t the case. Remember that in order to become a state, Louisiana had to write a Constitution to set up their government. Every state has its own constitution, but it must not conflict with the national constitution. Because of this, becoming part of the United States helped to shape the way we were governed in our state. We were no longer ruled by the French or the Spanish, so Louisiana had to follow the laws of the United States. We used their structure of government as a guide when we planned the structure of our state government. In this task, we will be learning about Louisiana’s government. We will learn about how the government impacts us, and we will explore how we, as citizens, can impact the government. First, we will be looking at the structure of Louisiana’s government.”

2. Provide each student with a copy of the Branches of Government Organizer.

3. Say: “The three branches of government are the Executive, Judicial, and Legislative branches. The Founding Fathers wrote the United States Constitution and decided that the three branches would balance the government. This means that no one person or group would have too much power. Each branch of the government has its own responsibilities.”

4. Introduce students to “home” groups. The home group consists of 3 students who will become experts in their assigned branch of government.

5. Assign each student from a home group to a different expert group.

6. Divide students into jigsaw groups and assign a student from each home group one of the texts below.
   a. Group 1: Judicial Branch
   b. Group 2: Legislative Branch
   c. Group 3: Executive Branch

7. Establish a purpose for reading by explaining that students will be learning about each branch of government.

8. Prompt students to record the information they learn from their text in the Branches of Government Organizer.

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13 Access to passages on ReadWorks requires registration for a free account.

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9. Allow time for students to independently read and analyze their assigned text in their expert groups.
10. After reading, allow time for the expert groups to determine the content to share and the best way to share the content with their home group.
11. Then ask each student to return to their home group and provide structured time for the students to present the information they received from the text in their expert group with the home group.
12. Finally, have the home groups summarize their learning by classifying the information into the appropriate column of the Branches of Government Organizer.
13. Display Three Branches of Government for students to view.
14. Conduct a brief discussion about the role of each branch of government. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What does each branch of government do?
   b. Who does the work in each branch of government?
   c. How does dividing the responsibilities between the three branches help our government and our people?
   d. Why is it important to have the branches equal to one another, but to also give each branch different responsibilities?
15. Have students add information to their Branches of Government Organizer.
16. Project Louisiana’s Government so students can see it.
17. Say: “As I read about the structure of Louisiana’s government, think about how it is similar to or different from the structure of the United States government.”
18. Say: “The governor heads the executive branch of state government, which is responsible for enforcing the laws.”
19. Project Meet the Governor for students to show a picture of the governor and ensure that students are able to name our governor.
20. Explain that there are several departments that make up this branch of government (i.e., education, transportation, health and hospitals, public safety and corrections, natural resources).
21. Have students add this information into the Branches of Government Organizer.
22. Continue the class discussion by explaining to students that the legislative branch of the government makes policies and rules. This is done by voting on and passing laws. Possible questions:
   a. What is the difference between a rule and a law?
   b. How do laws affect everyone?
   c. What makes a law “good” or “bad”?
   d. How can citizens have a voice in the laws that are made?
   e. What are the two parts of the Louisiana state legislature?
23. Say: “Senators and representatives are elected to serve at both the state and national level. In Louisiana, the representatives and senators that make up the legislature are elected from certain districts or areas of the state. The size of a district is based on its population. There are 39 senators and 105 representatives elected to the state legislature.”
24. Project the Senatorial District Map and the House District Maps and locate the legislators for your area.
25. Have students add this information into the Branches of Government Organizer.

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26. Say: “There is a third branch of state government. It is called the judicial branch. This branch interprets the laws or explains what the laws mean. The judicial branch includes local and state judges and the court systems.”

27. Have students add this information into the Branches of Government Organizer.

28. Say: “We have looked at how the national government and state government are similar in structure. There are also different levels of government within our state. The state government leads a state. The local government leads a specific town or city. Both the local and state governments set laws. They also provide services to the people. The government affects everyone. Because the government affects everyone, it is important for good leaders to run the government. At the state level, people elect a governor. Different levels of local government also have leaders. Parishes have a parish president that leads the parish government. Another local government is a city. A city elects a mayor. Many cities and towns have city councils that are also elected by the people. They work together and run the community. Citizens of Louisiana vote for most of the state and local government positions, but some are appointed or chosen by our leaders. Elected officials represent the people. People vote for the person they feel will do the best job.”

29. Project Who Takes Care of What? so students can see the types of services provided by the government at each level.

30. Conduct a brief discussion about the services illustrated in the chart. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. How do the services in this chart affect you?
   b. Why are these services important to you?

31. Provide each student with a copy of the Local and State Government chart.

32. Facilitate a discussion about government officials. Encourage students to use the conversation stems during the discussion and provide evidence from the chart to support their answers. Possible questions:
   a. How are government officials elected?
   b. Which branch of the government do the elected officials represent?
   c. What are the powers of our elected officials?

33. Say: “Now that we have looked at the different levels of government and the leaders at each level, we will start looking at the ways that each level of government impacts our lives.”

34. Have students brainstorm a list of five to ten laws that they and their families observe on a regular basis (e.g. observe the speed limit, wear seat belts, have a driver’s license to drive, must drive on the right hand side of the road, children must attend school, etc.).

35. Say: “Laws are put in place to keep people safe. Think about one of the laws you listed. What would happen if we didn’t follow those laws?”

36. Have students share some of the consequences that could result from people not following the laws.

37. Say: “When people live together in a community, laws help us to live together. Laws are meant to protect us and help people work together to help their community. Each person is important to helping the community work.”

38. Facilitate a classroom discussion in which students discuss community workers. Possible guiding questions:
   a. Who are the helpers in your community?
   b. What do good citizens do for each other?
   c. How does a good citizen make a community a better place?
39. Say: “Some of the community helpers we discussed are part of the government (e.g. elected officials, police officers, etc.). These people represent the services that different levels of the government provide for citizens using the money they collect from different types of taxes.”

40. Have students complete the Governments Provide Services task to determine how the government obtains money and how they use that money to provide necessary services for citizens.

41. Have students access their timeline and Louisiana Cultural Influences handout from previous tasks.

42. Say: “The creation of our state government isn’t the only way that Louisiana was influenced by becoming a part of the United States. Louisiana had different influences such as the French and Spanish. The United States was settled by people from Britain. Because the places were settled by people from different places, they had different languages, traditions, and ways of doing things. For many years, Louisianians didn’t even think of themselves as being Americans. Over time, Louisiana adopted some aspects of the American culture, but we also kept many elements of our other influences.”

43. Have students add the United States to their Louisiana Cultural Influences handout.

44. Say: “Language was a huge issue when Louisiana first became part of the United States. The dominant language in Louisiana at the time was French, but the main language in the United States was English. President Jefferson tried to find leaders in Louisiana who were able to speak both English and French.”

45. Provide students with access to Louisiana’s Languages Today.

46. Allow students to review the data in the chart then have them discuss what they see with a partner.

47. Have students write a response to the following question: “Based on the data in the chart, describe a way that Louisiana’s culture changed after becoming part of the United States.”

48. Say: “Language was not the only cultural difference between the people of Louisiana and the United States. Because of the French and Spanish influence in Louisiana, the Catholic faith was the most common in Louisiana at the time of the Louisiana Purchase. The United States had been settled by people of many different faiths, but most Americans were Protestant. As Americans moved into Louisiana, many settled in the northern half of the state to farm. This created a larger protestant population in the northern half of the state while the southern half of the state remained mostly Catholic.”

49. Provide students with access to Religious Influence in Louisiana.

50. Say: “Look at these two maps that show religion in modern Louisiana. Notice the dark blue color in each map. In the top map, the dark blue shows the largest number of Catholics in our state. In the bottom map, the dark blue represents the largest number of a Protestant faith in our state.”

51. Divide students into pairs to discuss the trend they see in the locations of the highest populations in each map.

52. Have students write a response to the following question: “Based on the maps, describe a way that Louisiana’s culture changed after becoming part of the United States.”

53. Conduct a brief discussion about the history of Louisiana studied so far and how historical events have contributed to make Louisiana a unique place. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:

   a. Who are the different groups that have influenced Louisiana’s culture?
   b. How are elements of those cultures seen in Louisiana today?
   c. How does the combination of these influences make Louisiana unique?
54. Then have students respond in writing to the following prompt: “Based on what we know about the influences of Louisiana’s culture, how did those different influences make Louisiana unique? Use your timeline and Louisiana Cultural Influences handout to help you write your response.”
## Branches of Government

<table>
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<tr>
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<th>United States Government</th>
<th>Louisiana Government</th>
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<tr>
<td><strong>Legislative Branch</strong></td>
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<td><strong>Judicial Branch</strong></td>
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<td>Branches of Government (Completed)</td>
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<tr>
<td><strong>United States Government</strong></td>
<td><strong>Louisiana Government</strong></td>
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<tr>
<td><strong>Executive Branch</strong></td>
<td><strong>Executive Branch</strong></td>
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<td>• Led by the president</td>
<td>• Led by the governor</td>
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<tr>
<td>• Carries out the laws of the</td>
<td>• Carries out the laws of the</td>
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<tr>
<td>country</td>
<td>state</td>
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<tr>
<td><strong>Legislative Branch</strong></td>
<td><strong>Legislative Branch</strong></td>
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<td>• Makes laws for the country</td>
<td>• Makes laws for the state</td>
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<tr>
<td>• Congress has 2 houses</td>
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<td>o Senate</td>
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<tr>
<td>o House of Representatives</td>
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<td><strong>Judicial Branch</strong></td>
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<td>• Evaluates laws</td>
<td>• Evaluates laws</td>
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<td>• Supreme Court and other federal courts</td>
<td>• State Supreme Court, Appeals Courts, and district courts</td>
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### Local and State Government

<table>
<thead>
<tr>
<th>Local Government</th>
<th>State Government</th>
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<tbody>
<tr>
<td><strong>Mayor</strong></td>
<td>Governor</td>
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<tr>
<td>Elected by the people</td>
<td>Elected by the people</td>
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<tr>
<td>Executive Branch</td>
<td>Executive Branch</td>
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<tr>
<td>Elected for 4 years</td>
<td>Elected for 4 years</td>
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<tr>
<td>Oversees city laws and</td>
<td>Responsible for the enforcement of the</td>
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<td>ordinances</td>
<td>laws of Louisiana</td>
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<td></td>
<td>May veto bills</td>
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<tr>
<td></td>
<td>Commander in Chief of Louisiana military</td>
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<tr>
<td><strong>Judges</strong></td>
<td>Senator</td>
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<tr>
<td>Elected by the people</td>
<td>Elected by the people</td>
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<tr>
<td>Judicial Branch</td>
<td>Legislative Branch</td>
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<tr>
<td>Elected for 6 years</td>
<td>Serves 4 years</td>
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<tr>
<td>Jurisdiction of all</td>
<td>Creates laws</td>
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<tr>
<td>civil and criminal</td>
<td>Passes taxes</td>
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<tr>
<td>matters</td>
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<tr>
<td><strong>District Attorney</strong></td>
<td>Representative</td>
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<tr>
<td>Elected by the people</td>
<td>Elected by the people</td>
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<tr>
<td>Judicial Branch</td>
<td>Legislative Branch</td>
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<tr>
<td>Elected for 6 years</td>
<td>Serves 4 years</td>
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<tr>
<td>Prosecutes criminal</td>
<td>Creates laws</td>
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<tr>
<td>cases</td>
<td>Passes taxes</td>
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<td><strong>Sherriff</strong></td>
<td>Judges</td>
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<td>Elected by the people</td>
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<tr>
<td>Judicial Branch</td>
<td>Legislative Branch</td>
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<tr>
<td>Elected for 4 years</td>
<td>Serves 4 years</td>
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<tr>
<td>Enforces the laws</td>
<td>Creates laws</td>
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<tr>
<td><strong>School Board</strong></td>
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<tr>
<td>Elected by the people</td>
<td></td>
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<tr>
<td><strong>City Council</strong></td>
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<tr>
<td>Elected by the people</td>
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</tbody>
</table>
Louisiana’s Languages Today

- English: 91%
- French/Cajun
- Spanish
- Other

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Religious Influence in Louisiana

Percentage of Catholic Adherents
- Less than 6.09%
- 6.10% - 19.12%
- 19.13% - 47.24%
- 47.25% - 70.64%
- Greater than 70.64%

Percentage of Southern Baptist Adherents
- Less than 0.67%
- 0.68% - 3.41%
- 3.42% - 14.50%
- 14.51% - 26.09%
- 27% or more

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Unit Four Assessment

Description: Students write a one-paragraph response in answer the unit claim question: How did becoming part of the United States alter Louisiana? Students should develop their topic with facts and details, referencing some of the sources they encountered during the unit.

Suggested Timeline: 5 class periods

Student Directions: Using your understanding of how Louisiana became a state and the sources from this unit, write an essay which explains how becoming part of the United States changed Louisiana. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Resources:
- Social Studies Extended Response Checklist

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 3.1.6, 3.2.1, 3.2.4, 3.5.1-6, 3.6.1-3. They also meet the expectations for ELA/Literacy Standards: RI.3.1, RI.3.9, W.3.2a-d.

Use the Grade 3 LEAP Extended Response Rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Unit Five Overview

Description: Students learn how the unique characteristics of Louisiana’s geography, history, culture, and economy are interconnected. Students explore the positive and negative impacts of Louisiana’s development, and how our development has contributed to the uniqueness of our state.

Suggested Timeline: 8 weeks

<table>
<thead>
<tr>
<th>Grade 3 Content</th>
<th>Grade 3 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana’s Future</td>
<td>How has Louisiana changed while preserving unique elements of its rich heritage?</td>
</tr>
</tbody>
</table>

Topics (GLEs):
1. Louisiana’s Economic Relationships (3.4.3-5, 3.4.7, 3.7.1-3, 3.8.1-4, 3.9.1-2, 3.10.1)
2. Louisiana’s Challenges (3.4.3-5, 3.4.7, 3.10.1)
3. Unique Louisiana (3.1.6, 3.2.4, 3.4.7, 3.6.3, 3.10.1)

Unit Assessment: Students complete an item set in EAGLE to describe elements of Louisiana’s rich heritage that makes our state so unique.
Unit Five Instruction

**Topic One:** Louisiana's Economic Relationships (3.4.3-5, 3.4.7, 3.7.1-3, 3.8.1-4, 3.9.1-2, 3.10.1)

**Connections to the unit claim:** Students describe how Louisiana’s economy works and the role of individuals in the larger economy.

**Suggested Timeline:** 20 class periods

**Use this sample task:**
- [Our Economy](#)

**To explore these key questions:**
- How do different factors affect production and price?
- How do people impact the economy?
- How is Louisiana’s economy unique?

**That students answer through this assessment:**
- Students complete an [Economic Vocabulary Review handout](#), which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.3.1a-d, SL.3.6)
- Students write a paragraph describing economic choices and opportunity cost. ([ELA/Literacy Standards](#): W.3.2a-d)
- Student groups write a text chain about imports and exports, which can be collected for a grade.
- Students complete the [What Factors Impact Price?](#) task, which can be collected for a grade. Grade the written response using the [Grade 3 LEAP Extended Response Rubric](#). ([ELA/Literacy Standards](#): W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.10)
Grade 3 Instructional Task: Our Economy
Unit 5: Louisiana’s Future, Topic 1: Louisiana’s Economic Relationships

Description: Students investigate the relationship between different economic concepts and the role of individuals in the economy.

Suggested Timeline: 20 class periods

Materials: Economic Vocabulary Review handout (blank and completed), What We Need to Make Cookies Chart, Map of Louisiana’s Resources, Economics Bingo (blank and completed), What Factors Impact Price?, Consumers, Producers, Producer Chart (blank and completed), A New Coat for Anna by Harriet Ziefert, Goods and Services, Supply and Demand Sentence Frames (blank and completed), Fake Yellow Pages, Smalltown Pizza Battles, Louisiana product map, Comparative Shopping and Opportunity Cost handout (blank and completed), conversation stems

Instructional Process:

1. Say: “In previous units, we have learned about many things that make Louisiana unique. We have learned about Louisiana’s geography, culture, and history. Each of these helps to make our state different and special. Another way that Louisiana is unique is our economy.”
2. Write economy on the board and ask students what they think the word means.
3. Record student thinking on the board and use their thoughts to come to a working definition of the word (i.e. a system of how we manage our money and resources).
4. Say: “Think back to what you have heard about the economy from TV or conversations that you have heard. We are going to review some vocabulary related to the economy.”
5. Provide each student with a copy of the Economic Vocabulary Review handout.
6. Create a Nearpod that allows students to match each term on their handout with the correct definition. Allow students work in pairs as they play the Nearpod to encourage discussion of terms. As each correct definition is identified, allow time for students to write the definitions of each term and take turns providing examples of each term on their Economic Vocabulary Review handout.
7. Facilitate a discussion about the meaning of these terms and the examples students have selected to check student understanding.
8. Say: “In an economy, all of the terms we have looked at are related to each other. A consumer can buy a good that a producer makes. A producer creates a supply of a good to try to meet the demand of consumers. All of these things work together in an economy. Let’s think about these terms in an example from our lives.”
9. Conduct a discussion to illustrate the connectedness of economic factors. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Begin by asking students the following questions:
   a. Who likes cookies?
   b. How would you describe your favorite cookie?
   c. What resources are necessary to make a cookie?
10. Record answers on a chart or whiteboard. Answers might include sugar, flour, eggs, chocolate chips, nuts, etc.
11. Write the words *interdependence* and *specialization* on the board.

12. Provide students with access to the *What We Need to Make Cookies Chart*.

13. Have students read through the information in the chart.

14. Ask: “Do you think the farmers who grow the sugarcane are the same people who work in the factories that build the ovens? Why or why not?”

15. Say: “In order to produce a cookie, it takes resources from many people and places. Each of the resources must be produced separately and bought by the producer to make cookies for us to buy. Some resources may come from Louisiana, like sugar. Some items might come from other parts of the United States, like flour. Some resources may come from other countries, like vanilla. *Interdependence* occurs when people or countries depend on others to produce some of the goods or services they want. The cookie maker depends on farmers to supply the sugar, flour, and eggs. The grocer is dependent on the producer to make the cookies to sell in the store and the driver of the delivery truck that brings the cookies to the store. Without interdependence, a person would have to do everything for himself or herself.”

16. Have students imagine they live on a farm. They grow fruits and vegetables and raise cattle and chickens. They do not need food for their families, but they do need other things.

17. Ask students to brainstorm what other things they need for their families or farm (e.g., farm equipment, clothes, seeds, and tools).

18. Say: “Most farmers depend on others for many goods and services, while other citizens (non-farmers) depend on farmers for food. Most farmers in Louisiana specialize by growing one crop such as cotton, soybeans, or sugarcane to make sugar and syrup, etc. *Specialization*, i.e., being an expert in one product, job, or service, requires teamwork. It is very important that workers perform their jobs well. *Specialization* helps to make Louisiana unique because many of the things that we specialize in our state are different from those in other states or other places around the world.”

19. Provide students with access to the *Map of Louisiana’s Resources*.

20. Say: “On this map, we can see many of Louisiana’s resources that support our economy. Different places have different resources available. Look at the map and see if there are some areas of the state where multiple resources are available (i.e. oil and rice). Why people might specialize instead of doing many things?”

21. Have students add *specialization* and *interdependence* to their *Economic Vocabulary Review handout* then have them work in small groups to write definitions of each term and provide examples of each on their *Economic Vocabulary Review handout*.

22. Say: “Since producers and consumers are interdependent and specialization helps to meet the needs of our economy, all citizens are important to our economy. Many of us are producers and all of us are consumers. When we buy things, we spend our money. How do people get the money to buy the things they need and want? When people work, they receive an income. That income gives people money to pay for goods and services to meet their needs and wants. Remember in the last unit we talked about how the government impacts us? From the income people earn from their jobs, people also pay taxes that give the government the money it needs to provide services to people.”

23. Have students volunteer to fill in the Economics Bingo board with jobs found in Louisiana. As students suggest a job, have all students write the job in any square on their Bingo board while the teacher writes the job on a square of paper that can be used to randomly pull jobs while playing the game later. After all squares have been
assigned with a job, play four rounds of Bingo (you can break up the games to play all at once or over several days):

a. Round 1: Producers - Ask students what good or service is produced by each job.

b. Round 2: Consumers - Ask students what good or service they consume from each job.

c. Round 3: Specialization - Ask students what each job specializes in making or providing to other businesses or the public.

d. Round 4: Interdependence: Ask students what additional resources each job might need to provide that job’s good or service.

24. Ask: “Do all of the jobs on our bingo board require the same skills?”

25. Have students look at their listed jobs and think about the requirements needed to accomplish each job.

26. Model for students what they will be doing for each job using doctor.

27. Say: “A doctor is someone who takes care of people. To be a good doctor, I think that a person would need to go to school to learn all about how our bodies work, the things that can make us sick, and the medicines that can help us. I also think a doctor would need to be friendly and able to talk with his or her patients. Now let’s think about some of the jobs you have on your lists.”

28. Divide students into groups of 3 to 5 and have them select 3 of the jobs they thought of and list the characteristics that would help each worker to perform his or her job well.

29. Facilitate a class discussion about the requirements for the various jobs students chose and the characteristics of doing a job well. Have each group of students share their characteristics with the class.

30. Next, have students choose two of the jobs listed and write a short paragraph explaining how they depend on each other and how that interdependence helps the community.

31. Have students read their paragraphs with the class to check for understanding. Call on remaining students in the class to identify common characteristics from the writings.

32. Say: “Through specialization, producers are able to increase production and in some cases lower prices. Ask students how this benefits both the producer and consumer. There are many factors that can impact price.”

33. Have students complete the What Factors Impact Price? task to explore the various influences on price.

34. Provide students with access to Consumers and Producers.

35. Engage students in a class discussion about the information presented in the interactives. Possible questions:

a. What are producers?

b. What are consumers?

c. What are some things that consumers get from producers?

d. What are some examples of producers?

e. How do producers and consumers depend on each other?

36. Read aloud A New Coat for Anna by Harriet Ziefert to the class.

37. Conduct a class discussion about the main events of the story. Possible guiding questions:

a. Why were there no coats in the store?

b. Why didn’t people have food or money?

38. Provide students with access to A New Coat for Anna and the producer chart.

39. Say: “In this story, Anna and her mother are consumers. They need a new coat for Anna. As you read the story, think about all of the producers involved in making a coat for Anna. As you read about producers in the story,
write each producer, their product, and how Anna’s mother pays for each product in the first three columns of your producer chart.”

40. Ask students to read *A New Coat for Anna* with a partner. Consider using a Chunk, Annotation, and/or Guided Reading strategy to aid students in reading with one another.

41. Support students as they record information about the producers on columns 1-3 of their producer chart.

42. Project and play *Goods and Services* for student viewing.

43. Have students look for key terms from the video (*goods, services, supply, and demand*) on their Economic Vocabulary Review handout.

44. Play *Goods and Services* for students a second time. Have students pay special attention to how each of the terms added to the chart relate to one another.

45. Engage students in a discussion. Possible questions:
   a. What are goods?
   b. What are some examples of goods?
   c. What is a service?
   d. What are some examples of services?
   e. What is supply?
   f. How does supply affect price?
   g. What is an example of supply affecting price?
   h. What is demand?
   i. How does demand affect price?
   j. What is an example of demand affecting price?

46. Have students check their responses to the fourth column of their producer chart.

47. Have students use the supply and demand sentence frames to write an explanation of how supply and demand can affect price. Explain to students that these situations are most common, but there are exceptions.

48. Engage students in a discussion about competition. Possible questions:
   a. What is competition?
   b. What are some examples of businesses that compete with each other?
   c. Why are those examples of competitors?

49. Provide students with access to *Fake Yellow Pages*.

50. Divide the class into pairs using an established classroom routine then ask students to work together to match the correct competitors to each business.

51. Provide students with access to *Smalltown Pizza Battles*, and have students work through each step of Smalltown Pizza Battles.

52. To help Mo’s Pizza Place compete in each step, have students type a sentence that describes how Mo should respond to each of Tony’s actions.

53. Have students print out their business plan once they have completed it. Encourage students to use their business plan for the class discussion.

54. Conduct a discussion about how competition benefits consumers. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
a. What are some things businesses do to compete with other businesses?

b. How does competition help consumers?

c. How are businesses forced to respond when the economy changes?

d. What might happen to a business that is affected positively by the economy? ...affected negatively?

55. Have students write a summary that describes at least two ways that prices of goods and services are impacted.

56. Ask students if they have received pay for work they have done (i.e. chores). What are examples of the chores they might have completed? (washing the car, working in the yard, feeding their pets) Ask students when have they received money as a gift? (Christmas or birthday present)

57. Say: “Many people spend and save their income. When they spend, they purchase goods and services that they need or want. When they save their money, they keep it to spend in the future. People save their money in different ways.”

58. Say: “Saving money enables people to make economic choices. Many times something has to be given up in order to make a decision. For example, a student may wish to purchase two video games, but has money to purchase only one. By purchasing one video game he/she has given up the opportunity to buy the second video game. Every consumer choice that is made has an alternate choice that could have been made. This is called opportunity cost. Think of a time when you made a purchase at a store. List two things you want to purchase in the order of importance. If you only had enough money to make one purchase, your second choice, the one you give up to buy the first one, is your opportunity cost. By comparing prices of goods and making smart choices, people are able to save money on the purchases they choose to make.”

59. Provide students with a copy of the Comparative Shopping and Opportunity Cost handout.

60. Have students work with a partner to read the scenario and complete the questions on the Comparative Shopping and Opportunity Cost handout.

61. Say: “People earn an income by doing a job. They can use that income to buy the goods and services that they need. When people make smart choices like comparing prices when they shop, it helps them to save money. Saving money means to keep some of your money and not spend it. To save money, people have to spend less of their income. Having money in savings helps people if they have an emergency like someone gets hurt or their car breaks down. Saving money can also help people purchase expensive things like a car or house. Another reason people may want to save money is that they can afford to meet some of their wants like buying a new tv or going on a vacation.”

62. Have students write a paragraph that describes the advantages and disadvantages of the different ways of saving money.

63. Say: “Just like people make economic decisions for themselves, our decisions also impact our state’s economy. Think back to the list of jobs we added to our Bingo boards earlier in this task (step 23). Which jobs from our list might be unique to Louisiana?”

64. Project a Louisiana product map of goods produced in Louisiana so students can view it.

65. Ask: “Why might some jobs in Louisiana not be found in other places?”

66. Allow students to discuss with a partner

67. Have students use the map to create a list of goods produced in their community and in other places in Louisiana.

68. Call on students to provide examples from their list and write these examples on the board. Ask students if they
think these goods are sold to businesses outside of Louisiana.

69. Write imports and exports on the board.

70. Say: “Goods sold outside of Louisiana to other countries are called exports. Goods bought from other countries that are shipped to Louisiana are called imports.”

71. Have students research products that are sold in Louisiana and have them create text chains explaining how they are grown, manufactured, and sold as imports or exports. Possible sources for research:
   a. Map of Louisiana’s Resources
   b. Louisiana product map
   c. Cotton: From Field to Fabric
   d. Louisiana Sugarcane: From the Field to the Table
   e. Petroleum Oil: A Fossil Fuel

72. Have students work in groups of three or four. The first student will initiate the text by giving a topic sentence. The other students in the group will take turns adding a logical and informative next line in the text. In this text chain example, a group of students circulated their paragraphs a couple of times before completing it. Ask students to focus their text chain on one of the following resources: Cotton, Sugarcane, or Oil. Student text chains may appear as follows:
   a. Student 1: There are many cotton farmers in our community.
   b. Student 2: Cotton is grown in large fields.
   c. Student 3: The cotton is harvested and taken to the cotton gin.
   d. Student 4: At the cotton gin the seeds are removed.
   e. Student 1: The cotton is shipped to a plant so that it can be made into thread.
   f. Student 2: The new cotton thread is woven into cloth.
   g. Student 3: The cloth is shipped to a store in our town.
   h. Student 4: The consumer buys the cloth and makes a new shirt.
   i. Student 1: A student at our school wears his new shirt to school.

73. Group members should evaluate the text as it is created to check for accuracy and logic.

74. Encourage students to make sure their text chains are informative and reflect the information researched.

75. After students have completed their text chains, make time for groups to share them with the class. Invite questions and comments.

76. Have students write a response to the following question: What makes Louisiana’s economy unique?

77. Say: “In the next task, we will be looking at how these unique characteristics are shaping the future of our state.”
## Economic Vocabulary Review

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Good</td>
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<td></td>
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<tr>
<td>Service</td>
<td></td>
<td></td>
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<tr>
<td>Need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Want</td>
<td></td>
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<tr>
<td>Consumer</td>
<td></td>
<td></td>
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<tr>
<td>Producer</td>
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<tr>
<td>Demand</td>
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<tr>
<td>Supply</td>
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<td>Shortage</td>
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<td>Surplus</td>
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<td>Scarcity</td>
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<td>Price</td>
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## Economic Vocabulary Review (Completed)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>something you can use</td>
<td>paper, pizza, video game</td>
</tr>
<tr>
<td>Service</td>
<td>something someone does for others</td>
<td>mowing grass, teaching students</td>
</tr>
<tr>
<td>Need</td>
<td>something you need to stay alive</td>
<td>food, water</td>
</tr>
<tr>
<td>Want</td>
<td>something you would like to have</td>
<td>candy, cell phone</td>
</tr>
<tr>
<td>Consumer</td>
<td>someone who uses goods and services</td>
<td>customer in a grocery store</td>
</tr>
<tr>
<td>Producer</td>
<td>someone who provides a good or service</td>
<td>farmer, doctor</td>
</tr>
<tr>
<td>Demand</td>
<td>how much of something people want to buy</td>
<td>a big group of people standing in line to buy</td>
</tr>
<tr>
<td>Supply</td>
<td>how much of something available to be bought</td>
<td>the number of items on a shelf in a store that people are able to buy</td>
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<td>--------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Shortage</td>
<td>not enough of something for everyone</td>
<td>23 students in class but only 14 cookies</td>
</tr>
<tr>
<td>Surplus</td>
<td>extra of something</td>
<td>23 students in class and 27 cookies</td>
</tr>
<tr>
<td>Scarcity</td>
<td>extreme shortage of something</td>
<td>23 students in class but only 2 cookies</td>
</tr>
<tr>
<td>Price</td>
<td>how much something costs</td>
<td>a toy you like costs $12</td>
</tr>
<tr>
<td>Opportunity Cost</td>
<td>what you give up to get something else</td>
<td>If you have $1 and you have to choose between buying a drink or a candy bar because you don’t have enough money for both.</td>
</tr>
<tr>
<td>Competition</td>
<td>businesses that sell the same products and try to sell them to customers</td>
<td>McDonald’s and Burger King, Nike and Reebok</td>
</tr>
<tr>
<td>Interdependence</td>
<td>People depend on each other to get the goods and services they need and want</td>
<td>A farmer grows food that a doctor eats; the doctor takes care of the farmer if he gets sick.</td>
</tr>
<tr>
<td>Specialization</td>
<td>People produce only some of the goods and services they consume.</td>
<td>A farmer grows food, they don’t build tractors</td>
</tr>
</tbody>
</table>
## What We Need to Make Cookies Chart

<table>
<thead>
<tr>
<th>What do we need?</th>
<th>Where does it come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>flour</td>
<td>Flour comes from wheat. Wheat is grown by farmers. Farmers send the wheat to be ground into flour. The flour is sent to stores where people can buy it.</td>
</tr>
<tr>
<td>sugar</td>
<td>Sugarcane is grown by farmers. The sugarcane is processed into sugar in factories. The sugar is sent to stores so people are able to purchase it.</td>
</tr>
<tr>
<td>eggs</td>
<td>Eggs are laid by chickens. Farmers collect the eggs from the chickens and send them to stores where they can be sold.</td>
</tr>
<tr>
<td>chocolate chips</td>
<td>Chocolate comes from cocoa beans. The beans are harvested and ground into powder. The powder is sent to chocolate factories to be mixed with other ingredients to make chocolate. The chocolate is formed into chips and shipped to stores where bags of chocolate chips can be sold.</td>
</tr>
<tr>
<td>oven</td>
<td>An oven is made in a factory. The factory ships ovens they make to stores that sell them for people to put them in their kitchens.</td>
</tr>
<tr>
<td>kitchen supplies (mixing bowl, baking sheet, mixer)</td>
<td>Kitchen supplies are made in factories. These items are shipped to stores so that people can buy the things they need to cook in their homes.</td>
</tr>
</tbody>
</table>
Map of Louisiana’s Resources

Gulf of Mexico

Key

- oil = hills
- salt = terraces
- sugarcane = marsh
- seafood = Mississippi floodplain
- rice = Red River Valley
- clay = Mississippi River
- wood = cotton
### Economics Bingo

<p>| | | | | | |</p>
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**FREE SPACE**
### Economics Bingo (Completed)

<table>
<thead>
<tr>
<th>baker</th>
<th>dentist</th>
<th>judge</th>
<th>police officer</th>
<th>barber</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>lawyer</td>
<td>reporter</td>
<td>farmer</td>
<td>shrimper</td>
</tr>
<tr>
<td>bus driver</td>
<td>governor</td>
<td>FREE SPACE</td>
<td>mayor</td>
<td>soldier</td>
</tr>
<tr>
<td>carpenter</td>
<td>musician</td>
<td>cashier</td>
<td>pharmacist</td>
<td>nurse</td>
</tr>
<tr>
<td>teacher</td>
<td>cook</td>
<td>oilfield worker</td>
<td>hunter</td>
<td>firefighter</td>
</tr>
</tbody>
</table>
Producer Chart: A New Coat for Anna

<table>
<thead>
<tr>
<th>Producer</th>
<th>What is being produced?</th>
<th>How did Anna’s mother pay for what was produced?</th>
<th>Is what is being produced a good or service?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
## Producer Chart: A New Coat for Anna (Completed)

<table>
<thead>
<tr>
<th>Producer</th>
<th>What is being produced?</th>
<th>How did Anna’s mother pay for what was produced?</th>
<th>Is what is being produced a good or service?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>Wool for the coat</td>
<td>Gold watch</td>
<td>Good</td>
</tr>
<tr>
<td>Spinner</td>
<td>Spinning wool into yarn</td>
<td>Lamp</td>
<td>Service</td>
</tr>
<tr>
<td>Weaver</td>
<td>Weaving yarn into cloth</td>
<td>Necklace</td>
<td>Service</td>
</tr>
<tr>
<td>Tailor</td>
<td>Making coat from cloth</td>
<td>Porcelain teapot</td>
<td>Service</td>
</tr>
</tbody>
</table>
Supply and Demand Sentence Frames

If supply increases, the price will go __________.

If supply decreases, the price will go __________.

If demand increases, the price will go __________.

If demand decreases, the price will go __________.

Supply and Demand Sentence Frames

If supply increases, the price will go __________.

If supply decreases, the price will go __________.

If demand increases, the price will go __________.
If demand decreases, the price will go ________.

Supply and Demand Sentence Frames (Completed)

If supply increases, the price will go down.

If supply decreases, the price will go up.

If demand increases, the price will go up.

If demand decreases, the price will go down.
Comparative Shopping and Opportunity Cost

Jeremy has saved up $50.00 to purchase a new pair of tennis shoes. Jeremy has also been saving to purchase a new backpack. The new backpack costs $15.00.

If Jeremy bought the backpack for $15.00, how much money would he have left? ________________

The shoes Jeremy has been saving for cost $40.00.

Does Jeremy have enough money left over to buy the shoes that he wants? ________________

While shopping, Jeremy finds that a shoe store has a special sale this week. Jeremy finds a pair of tennis shoes on sale for $35.00, but it is not the exact shoe he had wished for.

What should Jeremy do?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

What is Jeremy’s opportunity cost of making that choice?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Return to Grade 3 Social Studies: How to Navigate This Document
Jeremy has saved up $50.00 to purchase a new pair of tennis shoes. Jeremy has also been saving to purchase a new backpack. The new backpack costs $15.00.

If Jeremy bought the backpack for $15.00, how much money would he have left? $35.00

The shoes Jeremy has been saving for cost $40.00.

Does Jeremy have enough money left over to buy the shoes that he wants? **No, they cost $40.00, but he only has $35.00.**

While shopping, Jeremy finds that a shoe store has a special sale this week. Jeremy finds a pair of tennis shoes on sale for $35.00, but it is not the exact shoe he had wished for.

What should Jeremy do?
**Jeremy should buy the shoes that are on sale even though they are not the exact pair that he wants because he doesn’t have enough money to buy the ones he wants and the backpack.**

What is Jeremy’s opportunity cost of making that choice?
**Jeremy’s opportunity cost is that he doesn’t get to have the shoes that he really wanted. If he had bought the shoes he really wanted, he would not have been able to buy the backpack. If he bought the backpack and didn’t want the shoes that were on sale, he would have to wait longer and save more money to buy those shoes.**
Unit Five Instruction

**Topic Two:** Louisiana’s Challenges (3.4.3-5, 3.4.2, 3.4.7, 3.10.1)

**Connections to the unit claim:** Students investigate how our economy is impacted by our geography. Students recognize the positive and negative impacts of Louisiana changing over time.

**Suggested Timeline:** 13 class periods

**Use this sample task:**
- [Louisiana’s Geography and People](#)

**To explore these key questions:**
- How have people adapted to life in Louisiana?
- How do people change the land to meet their needs?
- How does changing the land impact Louisiana?

**That students answer through this assessment:**
- Students complete two [Map Analysis Worksheets](#), which can be collected for a grade.
- Students participate in a discussion about land use in Louisiana. Use a discussion tracker to keep track of students’ contributions to the discussions and use this information to assign a grade to students. (ELA/Literacy Standards: SL.3.1a-d, SL.3.6)
- Students complete a [Land Use Organizer](#), which can be collected for a grade.
- Students complete a [Louisiana’s Disappearing Coastline handout](#), which can be collected for a grade.
- Students complete a [Oil Spill Note-Taking Guide](#), which can be collected for a grade.
- Students write a paragraph which expresses their opinion on the petroleum industry in Louisiana. Grade the written response using the [Grade 3 LEAP Extended Response Rubric](#). (ELA/Literacy Standards: W.3.1a-d, W.3.4, W.3.5, W.3.6, W.3.10)
- Students write a letter that describes how to protect one of Louisiana’s resources. Grade the written response using the [Grade 3 LEAP Extended Response Rubric](#). (ELA/Literacy Standards: W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.10)
Grade 3 Instructional Task: Louisiana’s Geography and People

Unit Five: Louisiana’s Future, Topic Two: Louisiana’s Challenges

Description: Students investigate how Louisiana has developed over time to create a unique place. Students look at how Louisiana’s geography, history, culture, and economy have had positive and negative impacts on our state.

Suggested Timeline: 13 class periods

Materials: Map Analysis Worksheet, Map of New Orleans (1798), Map of New Orleans (Modern), See Our City Grow, Land Use Images, Land Use Organizer (blank and completed), Floods, Levee Diagram, Land Loss in Coastal Louisiana, Nutria: Damage, Louisiana’s Disappearing Coastline handout (blank and completed), Wetlands, Land Loss Processes, and Sea Level Rise in Louisiana, Louisiana Petroleum Industry, Oil Spill Note-Taking Guide (blank and completed), Ranger Rick on the Big Oil Spill, Citizen’s Letter Frame, conversation stems

Instructional Process:

1. Say: “Throughout the year, we have learned about all of the different factors that have shaped Louisiana over time. We looked at Louisiana’s geography, culture, history, and economy. Today we will start to think about how all of those things are connected to each other. Our first focus will be on how geography, land use, and the economy are connected.”

2. Provide each student with two copies of the Map Analysis Worksheet.

3. Project the Map of New Orleans (1798) so students are able to view it. Zoom in and out as needed for students to see map details.

4. Have students complete one copy of the Map Analysis Worksheet as they examine the map.

5. Project the Map of New Orleans (Modern) so students are able to view it. Zoom in on the area labeled “French Quarter” to allow students an opportunity for comparison.

6. Have students complete the second copy of the Map Analysis Worksheet as they examine the map.

7. Have students work with a partner to compare observations of the two maps. Allow students to revise or make additions to their analysis worksheets as they discuss.

8. Conduct a brief discussion about the location of New Orleans in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What do you see in this map?
   b. Where is New Orleans?
   c. What similarities do you see between the maps?
   d. What differences do you see between the maps?
   e. Why do you think those differences occurred?

9. Say: “As people have settled in Louisiana, we have been changed by the land over time. Louisiana’s citizens have...”

---

15 This task is adapted from the Geography, Humans, and Environment task developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

Return to Grade 3 Social Studies: How to Navigate This Document
learned to use the resources to meet our needs. By using the land and its resources, we have also changed the land. Because of our unique characteristics, some of the impacts of our actions are also unique to our state.”

10. Have students view See Our City Grow to get a visual of the growth of a city and observe the changes that occur.

11. As students view the video, have them look for changes they see occurring (e.g., the building of new roads, houses, and commercial structures).

12. Provide students with access to the Land Use Images to model the types of things that they should be looking for to record on their organizers.

13. Read through the captions of the Land Use Images as students view them.

14. Facilitate a brief discussion in which students consider the different uses of land. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. As the population of a place grows, what types of things are built to meet the needs of people?
   b. As these things are built, what did you see less of?
   c. What are some examples of each type of land use?

15. Play the See Our City Grow video again to allow students an opportunity to make a list of the things they saw being built in the video.

16. Allow students an opportunity to discuss the video with a partner and have the pairs compare their lists of what they saw being built in the video. Allow students to make additions to their lists as necessary.

17. Ask: “How can we classify those things to describe the different ways we use land?”

18. Provide each student with a copy of the Land Use Organizer.

19. Have student pairs share out the things they saw being built in the video.

20. Have students label the circles of their Land Use Organizer with the land use categories (i.e. commercial, residential, and industrial).

21. As a class, work through student lists and classify them into land use categories to complete the Land Use Organizer.

22. Say: “We use land differently in various parts of our state because of the resources available and the population needs. For example, if we are using an area of our state to grow sugarcane, there will likely be a smaller population in that area because the land is needed to grow the crop. How else might land use be different in different types of communities?”

23. Provide students with access to the Louisiana Map Collection and Map of Louisiana’s Resources.

24. Say: “In unit 1, we learned about Louisiana’s geography. One unique characteristic of Louisiana’s geography is the amount of water we have. We are located on the coast of the Gulf of Mexico. We have multiple rivers, like the Mississippi River and Red River. We also have lakes and swamps. Let’s look at some of the maps we looked at earlier this year to remind us of the unique aspects of the geography of Louisiana.”

25. Have students work with a partner to review the Louisiana Map Collection and Map of Louisiana’s Resources to consider the connection between Louisiana’s geography and resources.

26. Say: “Because we live around so much water, people have had to build structures to protect the places we live from being flooded.”

27. Have students watch Floods.

28. Display or provide students with a copy of the Levee Diagram.
29. Ask: “How does building structures such as levees help people?”
30. Allow students to brainstorm ways that levees might help people (e.g. crops don’t get ruined, houses don’t flood, etc.).
31. Conduct a brief discussion in which students consider the relationship between the land and people of Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. How have people adapted to life in Louisiana?
   b. How do people change the land to meet their needs?
   c. What happens to a place when we change the land?
32. Ask: “Why do you think rivers, lakes, and the Louisiana coast are important to the people of Louisiana?”
33. Allow students an opportunity to brainstorm. Record responses on the board or on chart paper.
34. Project Land Loss in Coastal Louisiana to illustrate the problem of coastal erosion for students.
35. Write the term coastal erosion on the board.
36. Say: “Coastal erosion is when the land along the coast is being damaged and washing away. Louisiana’s coastal wetlands are at risk because of coastal erosion. The coast of Louisiana is shrinking. People cause some of this damage, but we are not the only cause of the loss of our wetlands. Storms like hurricanes cause damage to our wetlands. Species of animals that don’t belong here, such as nutria, also damage our wetlands.”
37. Project Nutria: Damage for students. Click on some of the images so students can see the damage caused by nutria.
38. Provide each student with a copy of the Louisiana’s Disappearing Coastline handout.
39. Read aloud paragraphs 1, 4-8, 13-15, 22-26, and 28-30 of Wetlands, Land Loss Processes, and Sea Level Rise in Louisiana to students. As you read, stop periodically to check for understanding and provide students an opportunity to record their thoughts on the Louisiana’s Disappearing Coastline handout. Possible checkpoints:
   a. Paragraph 1: What is the difference between a marsh and a swamp?
   b. Paragraphs 4-6: What types of organisms live in the wetlands?
   c. Paragraphs 7-8: How are people impacted by wetlands?
   d. Paragraphs 13-15: Why is wetland loss an important issue in Louisiana?
   e. Paragraphs 22-26: What causes the loss of wetlands?
   f. Paragraphs 28-30: How does wetland loss impact our economy?
40. As you read, cue students to key information to include on their Louisiana’s Disappearing Coastline handout.
41. Have students write a paragraph summarizing why it is important to preserve Louisiana’s coastal wetlands.
42. Say: “The loss of coastal wetlands is not the only problem that Louisiana faces. As Louisiana grows and our economy expands, we also risk problems such as pollution. One example of this is in the petroleum industry. Petroleum is one of Louisiana’s natural resources. Louisiana provides a large portion of the nation’s petroleum. Petroleum is a big part of Louisiana’s economy. Many people in Louisiana work in jobs related to the petroleum industry. When we drill for oil, however, there can be disadvantages, too.”
43. Project Louisiana Petroleum Industry or provide a copy for students. Have students review the map key and explain what a refinery is before students begin analyzing the map.
44. Conduct a discussion about the petroleum industry in Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their
answers. Possible questions:

a. What is an industry?
b. What do you notice about the population of the state and the location of oil refineries?
c. Why is there a connection between population and the location of the refineries?
d. What does this connection indicate about the importance of refineries to our economy?
e. What might communities look like near some of the refineries shown?

45. Provide each student with a copy of the Oil Spill Note-Taking Guide and instruct students to listen for important information from each section of the text as you read.

46. Project Ranger Rick on the Big Oil Spill and read the sections labeled “What happened?,” “What happens to the animals that get covered in oil?,” “What happens as the oil reaches the coast?,” and “Will the disaster also harm people?” aloud as students follow along.

47. Pause after each section to allow students an opportunity to record key details in their Oil Spill Note-Taking Guide.

48. Facilitate a discussion about the problems caused by an oil spill to check student understanding. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers.

49. Say: “We have learned about how important the petroleum industry is to Louisiana’s economy. We have also learned about the dangers that can happen as a result of drilling for oil. Think about the good and bad things about the petroleum industry in Louisiana.”

50. Have students write a paragraph that explains if the petroleum industry is positive or negative for Louisiana. Remind students of the sources available to support their opinion and require students to use multiple sources in their response.

51. Say: “In the last unit, we learned about Louisiana’s government and being a good citizen. In this task, we’ve thought about how people change the land of Louisiana. Sometimes, part of being a good citizen is taking care of our state and its resources. Think about all of the resources we have talked about throughout the year. Consider what would happen if one of Louisiana’s important resources was damaged or if it was gone. How might we, as citizens, work to protect that resource?”

52. Have students write a letter to a state or local official explaining an important resource, how the resource contributes to the uniqueness of our state, and how it can be protected using the Citizen’s Letter Frame.
Map Analysis Worksheet[1]

[1] This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet_novice.pdf.
Map Analysis Worksheets (Completed)
Analyze a Map

Meet the map.
Does the map have a title?
New Orleans, Louisiana city map

Observe its parts.
Does the map include? Circle all that apply.
- Water
- Roads
- Mountains
- Other?

Legend
- City
- Canal

Scale

What does the map show? Circle all that apply.
- Mountains
- Water
- Roads
- Other?

Use it as historical evidence.
Where do you think we could find out more information about the place or places shown on the map?
We could read about how New Orleans grew between the two maps.

Try to make sense of it.
When was the map drawn?
It is a new map.

Why do you think this map was made?
List two parts of the map that tell you this.
1. Location of places
2. Location of roads

To give information about the city
- Roads
- Location of places

How does it compare to a current map of the same place?
This is the current map

The area that was New Orleans in the older map is only a small part of the city on this map.
Land Use Organizer
Land Use Organizer (Completed)

- Commercial: grocery stores, malls, gas stations
- Agricultural: farms, ranches
- Recreational: parks, playgrounds
- Transportation: roads, bridges, interstates
- Residential: houses, neighborhoods, apartment buildings
- Institutional: schools, churches, libraries, hospitals
- Industrial: plants, factories
Image 1: Residential use of land in a rural area.
iStock © cindygoff.
Image 2: Residential use of land in an urban area.
© Jorge Salcedo/ Shutterstock.com.
Image 3: Commercial use of land in a suburban area.
iStock © slobo.
Image 4: Industrial use of land in an urban area.

iStock © akiyoko.
Levee Diagram

Water Side

Levee

Land Side
### Louisiana’s Disappearing Coastline

<table>
<thead>
<tr>
<th></th>
<th>Damage to the environment</th>
<th>Damage to the economy</th>
<th>Changes in the quality of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise of sea level</td>
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<tr>
<td>Tides</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Storms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hurricanes</td>
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<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damage to the environment</td>
<td>Damage to the economy</td>
<td>Changes in the quality of life</td>
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<tr>
<td>---------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Rise of sea level</strong></td>
<td>Erodes beaches and causes coastal flooding</td>
<td>Destroys wetlands</td>
<td>Destroys the land where people live and work</td>
</tr>
<tr>
<td><strong>Tides</strong></td>
<td>Causes erosion to the coastline</td>
<td>Destroys property</td>
<td>Destroys the land where people live and work</td>
</tr>
<tr>
<td><strong>Storms</strong></td>
<td>Causes erosion and flooding</td>
<td>Destroys property</td>
<td>Destroys the land where people live and work</td>
</tr>
<tr>
<td><strong>Hurricanes</strong></td>
<td>Causes erosion and flooding</td>
<td>Destroys business and property</td>
<td>Destroys the land where people live and work</td>
</tr>
<tr>
<td><strong>Animals</strong></td>
<td>Animals rub trees and cause damage to the bark, Nutria rats damage the bayous and marshes</td>
<td>Destroys the trees used in the forestry industry, Damages levees, Damages crops</td>
<td>Destroys farmers’ crops</td>
</tr>
</tbody>
</table>
Louisiana Petroleum Industry

Barrels of Oil Drilled in Louisiana, 1950–2010

<table>
<thead>
<tr>
<th>Year</th>
<th>North Louisiana</th>
<th>South Louisiana</th>
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<tbody>
<tr>
<td>1950</td>
<td>41,475,993</td>
<td>159,222,397</td>
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<tr>
<td>1970</td>
<td>43,264,126</td>
<td>367,692,167</td>
</tr>
<tr>
<td>1990</td>
<td>22,681,173</td>
<td>72,770,216</td>
</tr>
<tr>
<td>2010</td>
<td>7,789,566</td>
<td>36,652,296</td>
</tr>
</tbody>
</table>

Source: Dept. of Natural Resources
Office of Conservation
## Oil Spill Note-Taking Guide

<table>
<thead>
<tr>
<th>Text Sections</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What happened?”</td>
<td></td>
</tr>
<tr>
<td>“What happens to the animals that get covered in oil?”</td>
<td></td>
</tr>
<tr>
<td>“What happens as the oil reaches the coast?”</td>
<td></td>
</tr>
<tr>
<td>“Will the disaster also harm people?”</td>
<td></td>
</tr>
</tbody>
</table>
## Oil Spill Note-Taking Guide (Completed)

<table>
<thead>
<tr>
<th>Text Sections</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What happened?”</td>
<td>People were drilling for oil with an oil well.</td>
</tr>
<tr>
<td></td>
<td>Some natural gas and oil came up to the top and exploded.</td>
</tr>
<tr>
<td></td>
<td>The explosion broke the pipe pulling oil from under the ocean.</td>
</tr>
<tr>
<td></td>
<td>The broken pipe leaked oil into the Gulf of Mexico.</td>
</tr>
<tr>
<td>“What happens to the animals that get covered in oil?”</td>
<td>Birds get their feathers covered in oil and can’t fly.</td>
</tr>
<tr>
<td></td>
<td>If they try to clean their feathers, they can swallow the oil.</td>
</tr>
<tr>
<td></td>
<td>The oil hurts their eyes and makes it hard for them to breathe.</td>
</tr>
<tr>
<td></td>
<td>Turtles, dolphins, and other ocean animals also get sick from the oil.</td>
</tr>
<tr>
<td></td>
<td>Many ocean animals die from the chemicals in the oil.</td>
</tr>
<tr>
<td>“What happens as the oil reaches the coast?”</td>
<td>There are many rare birds and animals in the wetlands.</td>
</tr>
<tr>
<td></td>
<td>When oil enters our wetlands, it harms plants, trees, and animals.</td>
</tr>
<tr>
<td>“Will the disaster also harm people?”</td>
<td>Some people were killed in the explosion.</td>
</tr>
<tr>
<td></td>
<td>Some people get sick because of the oil.</td>
</tr>
<tr>
<td></td>
<td>People whose jobs are things like fishermen won’t be able to make money because there aren’t enough fish to catch.</td>
</tr>
</tbody>
</table>
Citizen’s Letter

Dear ____________________,

My name is _____________________________, and I live in _______________________, Louisiana. I am writing to you to tell you why Louisiana’s _________________________________ is so important to our state. It is important because

__________________________________________________________________________________________.

This resource helps to make our state unique because ________________________________

__________________________________________________________________________________________.

I think we could protect this resource by ________________________________

__________________________________________________________________________________________.

Thank you,

__________________________________________

Concerned Louisiana Citizen
Unit Five Instruction

**Topic Three:** Unique Louisiana (3.2.4, 3.4.7, 3.7.1, 3.9.2)

**Connections to the unit claim:** Students review various factors that have shaped Louisiana and how those influences have created a unique state including geography (i.e. seafood, petroleum, sugar cane, etc.) and cultural heritage (i.e. tourism industry - music, food, historical sites, etc.). Students examine ways Louisiana will continue to grow and change in the future.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- [Louisiana Today and Tomorrow](#)

**To explore these key questions:**
- How do the geography, history, culture, and economy of Louisiana establish our state’s unique identity?
- How can citizens help Louisiana as we move into the future?
- How has Louisiana changed over time yet preserved unique aspects of its rich heritage?

**That students answer through this assessment:**
- Students complete a [Louisiana's Special Agriculture handout](#), which can be collected for a grade.
- Students participate in various class discussions. Use a discussion tracker to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards: SL.3.1a-d, SL.3.6](#))
- Students complete a [Why People Visit Louisiana handout](#), which can be collected for a grade.
- Students create a commercial that explains what makes Louisiana unique and why people should come visit our state. Use the [Grade 3 LEAP Extended Response Rubric](#) to evaluate the written presentation. ([ELA/Literacy Standards: SL.3.4, W.3.2a-d](#))
Grade 3 Instructional Task: Louisiana Today and Tomorrow
Unit Five: Louisiana’s Future, Topic Three: Unique Louisiana

Description: Students review various factors that have shaped Louisiana and how those influences have created a unique state including geography (i.e. seafood, petroleum, sugar cane, etc.) and cultural heritage (i.e. tourism industry - music, food, historical sites, etc.). Students examine reasons that the uniqueness of Louisiana encourages visitors from around the world.

Suggested Timeline: 10 class periods

Materials: Louisiana Agriculture Map, Where is Rice Grown?, Louisiana’s Special Agriculture Organizer (blank and completed), Sugar Production, LouisianaTravel.com, Why People Visit Louisiana (blank and completed), conversation stems

Instructional Process:
1. Say: “Throughout the year, we have learned about all of the different factors that have shaped Louisiana over time. We looked at Louisiana’s geography, culture, history, and economy. Each piece of Louisiana’s story helps to make Louisiana unique. In the last task, we looked at the connection between Louisiana’s geography and our economy. We started by looking at the petroleum industry. That industry is special to Louisiana because only places that have petroleum as a natural resource can benefit from this industry. Petroleum is not the only industry that Louisiana has that is based on our geography. We also have a strong agriculture industry. Many states are involved in agriculture, so what makes Louisiana’s agriculture unique?”
2. Project or provide students with a copy of the Louisiana Agriculture Map.
3. Have students make a list of the agricultural products found in Louisiana.
4. Record student responses on the board as students share their thoughts.
5. Say: “Some of these, like cattle, are found in many states throughout our country. We are going to focus in on some of the agricultural products that help make Louisiana unique.”
7. Have students look at the map to count how many states grow this crop. Record the states that grow this crop on their organizer. Scroll down to “Louisiana,” and have students read information specific to our state.
8. Have students record key details in their Louisiana’s Special Agriculture Organizer. Students should look for details that explain why Louisiana is suited for our special agricultural products.
9. Project or provide students with a copy of Sugar Production.
10. Conduct a brief discussion about Louisiana’s special crops. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Out of the 50 states, how many grow rice?
   b. What geographic feature supports Louisiana’s production of rice?
   c. Where does Louisiana rank in rice production?
d. Out of the 50 states, how many grow sugarcane?
e. What geographic feature supports Louisiana’s production of sugarcane?

11. Say: “As you can see, our unique geography has a huge impact on our economy. Petroleum and agriculture are two of our main industries in Louisiana. Many of these products are special for Louisiana. There is another industry that plays a big role in our economy - the tourism industry.”

12. Write the word tourism on the board.

13. Ask: “What does this word make you think of? What do you think this word might mean?”

14. Allow students to share out their thoughts.

15. As they share, record student responses. As a class, come to a working definition of tourism.

16. Say: “The tourism industry makes money when people take business trips or vacations to Louisiana.”

17. Conduct a brief discussion in which students consider how the tourism industry benefits Louisiana’s economy. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. How do business owners benefit from tourism?
   b. How do community workers benefit from tourism?
   c. How does Louisiana’s government benefit from tourism?

18. Say: “There are many reasons that people choose to come to Louisiana. Can anyone think of reasons people might want to visit Louisiana?”

19. Allow students to share some of their ideas as you record their suggestions on the board.

20. Provide students with access to LouisianaTravel.com.

21. Allow students to explore the website to get some ideas of why people might choose to come to Louisiana.

22. Have students review their brainstorming about why people might want to visit Louisiana.

23. Conduct a brief discussion about why people visit Louisiana. Ask: Did you see information on the website about any of the ideas you had on our class list?

24. Project the Welcome to Louisiana Sign for students.

25. Ask: “What do you notice about this sign that welcomes visitors to our state?” Note: Students may need guidance to recognize the language, etc.

26. Divide students into jigsaw groups and assign a student from each home group one of the categories below.
   a. Group 1: Things to Do
   b. Group 2: Cities and Regions
   c. Group 3: Festivals and Events
   d. Group 4: Trip Ideas

27. Have students research their assigned topic based on their expert group using LouisianaTravel.com.

28. As students research, have them take notes on why tourists would want to visit Louisiana for their assigned topic.

29. Have students record the information they learn in their Why People Visit Louisiana organizer.

30. While they complete their organizer, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups.

31. Have each student return to their home group.

32. Provide time for the students to present the information they received from the text in their expert group with
the home group.

33. Conduct a brief discussion about the unique characteristics that attract people to Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. What geographic features support Louisiana’s tourism industry?
   b. What historic features of Louisiana make people want to visit?
   c. How does Louisiana’s culture impact the tourism industry?

34. Have students create a 1-2 minute commercial to deliver to the class in which they describe how Louisiana has become a unique place over time and encourage tourists to come to our state.
Louisiana Agriculture Map

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐃 = cotton</td>
</tr>
<tr>
<td>🐄 = dairy</td>
</tr>
<tr>
<td>🍎 = fruit</td>
</tr>
<tr>
<td>🐂 = beef cattle</td>
</tr>
<tr>
<td>🍃 = forest products</td>
</tr>
<tr>
<td>⛔️ = rice</td>
</tr>
<tr>
<td>🌽 = soybeans</td>
</tr>
<tr>
<td>🐓 = sugarcane</td>
</tr>
<tr>
<td>🍔 = vegetables</td>
</tr>
<tr>
<td>🍠 = sweet potatoes</td>
</tr>
</tbody>
</table>
### Louisiana’s Special Agriculture

<table>
<thead>
<tr>
<th>What states?</th>
<th>Why is Louisiana good at growing it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
</tr>
<tr>
<td>Louisiana’s Special Agriculture (Completed)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>What states?</strong></td>
<td><strong>Why is Louisiana good at growing it?</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>Rice</strong></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>wetlands</td>
</tr>
<tr>
<td>California</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
</tr>
<tr>
<td><strong>Sugar</strong></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>warm climate</td>
</tr>
<tr>
<td>Louisiana</td>
<td>fertile soil</td>
</tr>
<tr>
<td>Hawaii</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
</tr>
</tbody>
</table>
Sugar Production[1]

The United States is among the world's largest sugar producers. Sugarcane, a tall perennial grass, is grown in tropical and semitropical climates. In the United States, sugarcane is produced in Florida, Louisiana, Hawaii, and Texas. In Louisiana, the northernmost cane-growing state, sugarcane production has been largely confined to the Delta, where soils are fertile and the climate is warm. However, the sugar industry in Louisiana has expanded northward and westward into nontraditional sugarcane growing areas.

Welcome to Louisiana Sign
## Why People Visit Louisiana

<table>
<thead>
<tr>
<th>If a person is interested in:</th>
<th>Where should they go? What should they do/see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography/Sportsman’s Paradise (hunting, fishing, swamp tours, state parks, etc.)</td>
<td></td>
</tr>
<tr>
<td>Celebrations (holidays, festivals, etc.)</td>
<td></td>
</tr>
<tr>
<td>Culture (food, language, music, etc.)</td>
<td></td>
</tr>
<tr>
<td>History (historic landmarks, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
## Why People Visit Louisiana (Completed)

<table>
<thead>
<tr>
<th>If a person is interested in:</th>
<th>Where should they go? What should they do/see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography/Sportsman’s Paradise</td>
<td>Creole Nature Trail</td>
</tr>
<tr>
<td></td>
<td>swamp tours</td>
</tr>
<tr>
<td></td>
<td>state parks</td>
</tr>
<tr>
<td></td>
<td>fishing in the Gulf of Mexico</td>
</tr>
<tr>
<td></td>
<td>Audubon Golf Trail</td>
</tr>
<tr>
<td></td>
<td>Kisatchie National Forest</td>
</tr>
<tr>
<td></td>
<td>Mandalay National Wildlife Refuge</td>
</tr>
<tr>
<td></td>
<td>Driskill Mountain</td>
</tr>
<tr>
<td></td>
<td>Toledo Bend</td>
</tr>
<tr>
<td>Celebrations</td>
<td>Natchitoches Christmas Festival of Lights</td>
</tr>
<tr>
<td></td>
<td>Mardi Gras</td>
</tr>
<tr>
<td></td>
<td>Frog Festival</td>
</tr>
<tr>
<td></td>
<td>International Rice Festival</td>
</tr>
<tr>
<td></td>
<td>Louisiana Seafood Festival</td>
</tr>
<tr>
<td></td>
<td>Mudbug Madness Festival</td>
</tr>
<tr>
<td>Culture</td>
<td>New Orleans jazz</td>
</tr>
<tr>
<td></td>
<td>Cajun restaurants throughout the state that serve Louisiana specialties like etouffee, boudin, jambalaya, gumbo, crawfish, alligator, and other Louisiana seafood</td>
</tr>
<tr>
<td></td>
<td>Acadian Cultural Center (Lafayette)</td>
</tr>
<tr>
<td></td>
<td>Louisiana Cajun-Zydeco Festival</td>
</tr>
<tr>
<td></td>
<td>New Orleans Jazz and Heritage Festival</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Poverty Point</td>
<td></td>
</tr>
<tr>
<td>Old State Capitol</td>
<td></td>
</tr>
<tr>
<td>Louisiana State Museum</td>
<td></td>
</tr>
<tr>
<td>Vermilionville</td>
<td></td>
</tr>
<tr>
<td>plantation homes</td>
<td></td>
</tr>
<tr>
<td>Civil War sites</td>
<td></td>
</tr>
<tr>
<td>Los Adaes State Historic Site</td>
<td></td>
</tr>
<tr>
<td>Riverboat cruise on the Mississippi River</td>
<td></td>
</tr>
<tr>
<td>Lafitte’s Barataria Museum</td>
<td></td>
</tr>
<tr>
<td>National World War II Museum</td>
<td></td>
</tr>
</tbody>
</table>
Unit Five Assessment

**Description:** Students explain how Louisiana’s uniqueness has helped to shape our future by completing an assessment set in EAGLE.

**Suggested Timeline:** 5 class periods

**Student Directions:** Based on what you know about the unique mixture of traditions and culture found in Louisiana, describe two specific reasons people would want to visit Louisiana.

**Resources:**
- G3. Louisiana Culture

**Teacher Notes:** In completing this task, students meet the expectations for social studies GLEs 3.1.6, 3.2.4, 3.4.7, 3.6.3, 3.10.1. They also meet the expectations for **ELA/Literacy Standards**: RI.3.1, RI.3.9, W.3.2a.

Use the scoring rubric associated with this set to grade this assessment.
Grade 3 Learning Tools

The following tools are used in multiple units throughout grade 3.

1. Conversation stems
2. Grade 3 LEAP Extended Response Rubric
3. Discussion tracker
### Grades 3-5 Conversation Stems

<table>
<thead>
<tr>
<th>Purpose: Clearly express your ideas.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listener Prompt</strong></td>
<td><strong>Speaker Response</strong></td>
</tr>
<tr>
<td>● What do you think about ____?</td>
<td></td>
</tr>
<tr>
<td>● How did you answer <em><strong>[the question]</strong></em>?</td>
<td></td>
</tr>
<tr>
<td>● What is the most important idea you are communicating?</td>
<td>● Overall what I’m trying to say is ____.</td>
</tr>
<tr>
<td>● What is your main point?</td>
<td>● My whole point in one sentence is ____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose: Make sure you are listening carefully and clearly understand the ideas presented.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listener Prompt</strong></td>
<td><strong>Speaker Response</strong></td>
</tr>
<tr>
<td>● Let me see if I heard you correctly. Did you say ____?</td>
<td>● Yes/no. I said ____.</td>
</tr>
<tr>
<td>● I heard you say ____. Is that correct?</td>
<td></td>
</tr>
<tr>
<td>● Put another way, are you saying ____?</td>
<td></td>
</tr>
<tr>
<td>● Tell me more about ____ or Say more about _____.</td>
<td>● Sure. I said <em><strong>[restate what was said and add further explanation or examples]</strong></em>.</td>
</tr>
<tr>
<td>● I’m confused when you say ____. Say more about that.</td>
<td>● An example is ____ because <em><strong>[explain why]</strong></em>.</td>
</tr>
<tr>
<td>● Give me an example.</td>
<td></td>
</tr>
<tr>
<td>● Who can rephrase what X said?</td>
<td>● ____ said ____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose: Dig deeper and provide evidence to support your claims.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listener Prompt</strong></td>
<td><strong>Speaker Response</strong></td>
</tr>
<tr>
<td>● What from the source(s) makes you think so?</td>
<td>● According to the source ____. This means ____.</td>
</tr>
<tr>
<td>● How do you know? Why do you think that?</td>
<td>● If you look at ____, it says ____. This means ____.</td>
</tr>
<tr>
<td>● Explain how you came to your idea.</td>
<td>● I think ____ because ____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listener Prompt</strong></td>
<td><strong>Speaker Response</strong></td>
</tr>
<tr>
<td>● Who can add to what X said?</td>
<td>● Adding to what X said, _____.</td>
</tr>
<tr>
<td>● I agree, and I want to add _____.</td>
<td></td>
</tr>
<tr>
<td>● Who agrees/disagrees with X?</td>
<td>● What X said supports what I am saying because ____.</td>
</tr>
<tr>
<td>● I agree/disagree with X because ____.</td>
<td></td>
</tr>
<tr>
<td>● I see it similarly/differently because ____.</td>
<td></td>
</tr>
<tr>
<td>● How does that idea compare with X’s idea?</td>
<td>● X’s point ____ is important/flawed because ____.</td>
</tr>
<tr>
<td>● What do you think about X’s idea?</td>
<td></td>
</tr>
<tr>
<td>● Whose thinking has changed as a result of this</td>
<td>● Before I thought ____, but now I think ____ because</td>
</tr>
</tbody>
</table>

---


Return to [Grade 3 Social Studies: How to Navigate This Document](#)
| conversation? How and why has it changed? | \_
| --- | --- |
| \* My new thinking is \_
| because \_. | \* I still think \_, but now I wonder \_. |
| \* Now that you’ve heard \_[summarize the conversation so far]\_, what are you thinking? What are you still wondering about? |
Grade 3 LEAP Extended Response Rubric

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | The student’s response:  
  - Reflects **thorough** knowledge of [CONTENT] by incorporating ample, focused factual information from prior knowledge and the sources;  
  - Develops a **valid** claim which expresses a solid understanding of the topic;  
  - Supports the claim with well-chosen evidence from the sources;  
  - Response is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response. |
| 3     | The student’s response:  
  - Reflects **general** knowledge of [CONTENT] by incorporating adequate factual information from prior knowledge and the sources;  
  - Develops a **relevant** claim which expresses a general understanding of the topic;  
  - Supports the claim with sufficient evidence from the sources;  
  - Response is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response. |
| 2     | The student’s response:  
  - Reflects **limited** knowledge of [CONTENT] by incorporating some factual information from prior knowledge and the sources;  
  - Presents an **inadequate** claim which expresses a limited understanding of the topic;  
  - Includes insufficient support for the claim, but does use some evidence from the sources;  
  - Response contains some accurate understandings with a few errors that detract from the overall response. |
| 1     | The student’s response:  
  - Reflects **minimal** knowledge of [CONTENT] by incorporating little or no factual information from prior knowledge and the sources;  
  - Does not develop a claim but provides evidence that relates to the topic; **OR** Develops a substantially flawed claim with little or no evidence from the sources;  
  - Response contains few accurate understandings with several errors that detract from the response. |
| 0     | The student’s response is blank, incorrect, or does not address the prompt. |
**Discussion Tracker**

(TYPE OF CONVERSATION): [QUESTION(S)] Fill in student names prior to the seminar. Capture your notes about each student’s participation and knowledge.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Draws on preparation and other information to support ideas in discussion and demonstrate understanding</th>
<th>Uses conversation stems</th>
<th>Continues conversation by posing and responding to questions, connecting ideas, and reviewing and explaining ideas</th>
</tr>
</thead>
<tbody>
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