

### 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 (aligned to grade 3 [GLEs](#)).

Grade 3 Content		A u g	S e p t	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Louisiana Today	What makes Louisiana unique?	X	X	x							
Louisiana's First Inhabitants	How did Native Americans contribute to Louisiana's uniqueness?			X	X						
Colonial Louisiana	How did exploration and colonization influence Louisiana's unique cultural heritage?				X	X	X				
State of Louisiana	How did becoming part of the United States alter Louisiana while preserving unique elements of its rich heritage?						x	X	X		

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Louisiana's Future	How has Louisiana's uniqueness helped to shape our future?								x	x	x
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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](#)
  - [Topic Three: Settlement of the Acadians](#)
- [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](#)
  - [Topic One: Louisiana's Economic Relationships](#)
  - [Topic Two: Louisiana's Challenges](#)
  - [Topic Three: Unique Louisiana](#)
- [Unit Five Assessment](#)

**Grade 3 Social Studies: Pacing Guidance (REV Fall 2019)**

The grade 3 scope and sequence document has been updated to better support pacing of unit content. While some tasks have been reduced to allow more time for prioritized content, no updates have been made to the instructional approach of this scope and sequence and no new tasks have been added. The revised scope and sequence assumes one period of social studies instruction daily with 33 weeks of instruction in the school year. If your school or district follows different parameters, please use the high-level guidance below to inform your pacing:

<b>Semester 1</b> Geography and Culture through Colonial Era		<b>Semester 2</b> Statehood through the Modern Era	
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<ul style="list-style-type: none"> <li>• The Place Called Louisiana</li> <li>• Cultures and Communities of Louisiana</li> </ul>	<ul style="list-style-type: none"> <li>• Native Americans of Louisiana</li> <li>• Early Exploration and Settlement of Louisiana</li> <li>• Colonial Louisiana</li> </ul>	<ul style="list-style-type: none"> <li>• Statehood</li> <li>• Government and Citizenship</li> <li>• Economic Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Louisiana’s Environmental Challenges</li> <li>• Modern Economy and Tourism</li> </ul>

## 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?” In this unit, 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:** 8 weeks

Grade 3 Content	
Louisiana Today	What makes Louisiana unique?

Louisiana Today

What makes Louisiana unique?

**Topics (GLEs):**

1. [The Place Called Louisiana](#) (3.3.1-7, 3.4.7)
2. [Defining Culture](#) (3.1.6, 3.2.4)
3. [Living in 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 to answer the question: What makes Louisiana unique? Students should support their point of view with reasons, referencing some of the sources they encountered during the unit.

<b>Unit One: Louisiana Today</b>	<b>Topic One: The Place Called Louisiana</b> <b>Topic Two: Defining Culture</b> <b>Topic Three: Living in Louisiana</b>
<b>Key Connections</b> <ul style="list-style-type: none"> <li>• The culture of Louisiana was created by many different cultural groups who have called Louisiana home.</li> <li>• The physical features of each region of Louisiana influence its economy.</li> <li>• The regions of Louisiana developed based on how climate, location, and natural resources influenced where people settled and how they used the land.</li> <li>• Culture can be represented through different ways such as symbols, landmarks, food, language, traditions, festivals, and celebrations.</li> </ul>	
<b>Grade-Level Expectations (GLEs)</b>	<b>Priority Content and Concepts</b>
<b>3.1.6</b> Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> <li>• Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders.</li> <li>• Describe ways cultural groups influenced Louisiana’s culture, customs, and traditions (language, religion, food, music).</li> </ul>
<b>3.2.4</b> Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> <li>• Identify cultural elements that have contributed to Louisiana’s heritage such as language, art, music, food, holidays, and celebrations (festivals, parades).</li> </ul>
<b>3.4.7</b> Describe the importance of natural resources in Louisiana using maps.	<ul style="list-style-type: none"> <li>• Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana’s 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map.</li> <li>• Compare and contrast the different physical features of Louisiana’s regions to make a connection between the physical features and economy/industry of each region.</li> </ul>
<b>3.7.1</b> Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.	<ul style="list-style-type: none"> <li>• Recognize that Louisiana citizens can earn income from careers related to the natural resources of the state.</li> </ul>
<b>3.9.1</b> Explain the concepts of specialization and interdependence	<ul style="list-style-type: none"> <li>• Recognize that careers in the state’s natural resources involve job specialization (for example: fishing equipment and specialization in the seafood industry or logging equipment and specialization in the</li> </ul>

in the production of goods and services.	timber industry).
<b>3.1.4</b> Compare and contrast state and national historical symbols.	<ul style="list-style-type: none"> <li>Identify Louisiana state symbols such as the pelican, magnolia and cypress trees, catatoula, crawfish, alligator, and fleur de lis and describe their importance.</li> <li>Identify national symbols such as the bald eagle, American flag, red/white/blue colors of the flag, and the U.S. constitution and describe their importance.</li> </ul>
<b>3.1.5</b> Categorize landmarks as state and national.	<ul style="list-style-type: none"> <li>Recognize the Mississippi River, the Gulf of Mexico, and Lake Pontchartrain as influential landmarks in the state of Louisiana.</li> </ul>
<b>3.3.1</b> Describe characteristics and uses of various types of maps.	<ul style="list-style-type: none"> <li>Describe the different types of maps and explain their purposes - physical, political, resource, historical, climate, economic (natural resources and industry), and road maps.</li> </ul>
<b>3.3.2</b> Identify the hemispheres in which Louisiana is located.	<ul style="list-style-type: none"> <li>Identify the hemispheres in which Louisiana is located.</li> </ul>
<b>3.3.3</b> Locate various communities and cities in Louisiana using cardinal and intermediate directions.	<ul style="list-style-type: none"> <li>Locate cities and parishes that are meaningful to students using a compass rose, and cardinal and intermediate directions on a map (<i>the focus of this standard is proficiency in using cardinal and intermediate directions, not the specific cities and parishes chosen for students to locate</i>).</li> </ul>
<b>3.3.4</b> Locate and label major geographic features of Louisiana on a map.	<ul style="list-style-type: none"> <li>Describe the physical characteristics (rivers, lakes, bayous/swamps, floodplains, forests, farmland) of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans).</li> <li>Identify The Mississippi River, Lake Pontchartrain, Sabine River, and Mt. Driskill using a map.</li> </ul>
<b>3.3.5</b> Differentiate between a town, parish, state, and country in which the student lives using a political map.	<ul style="list-style-type: none"> <li>Name and locate on a political map the town/city, parish, state, and country students live in, and describe the relationship between a town/city, a parish, and a state.</li> </ul>
<b>3.3.6</b> Construct an outline map of	<ul style="list-style-type: none"> <li>Students draw a map of Louisiana, noting important features such as the Mississippi River, Lake Pontchartrain, Baton Rouge (capital), and</li> </ul>

Louisiana from memory.	the town in which they live.
<b>3.3.7</b> Locate specific places on a map using a simple grid system.	<ul style="list-style-type: none"> <li>Locate cities, parishes, and various physical features that are meaningful to students using a grid system on a map (<i>the focus of this standard is proficiency in using a simple grid system on a map, not the specific cities, parishes, and geographic features chosen for students to locate</i>).</li> </ul>
<b>3.4.1</b> Compare and contrast the physical features of various regions of Louisiana.	<ul style="list-style-type: none"> <li>Identify different physical features in Louisiana’s 5 regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, and Greater New Orleans).</li> <li>Compare and contrast the physical features of Louisiana’s 5 regions.</li> </ul>
<b>3.4.6</b> Distinguish between urban, suburban, and rural communities in Louisiana.	<ul style="list-style-type: none"> <li>Explain what the terms urban, suburban, and rural mean and distinguish between each of these types of communities in Louisiana.</li> </ul>
<b>3.8.2</b> Investigate ways in which people are producers and consumers and explain why they depend on one another.	<ul style="list-style-type: none"> <li>Define the terms producers and consumers, and give examples of each.</li> <li>Recognize that some producers use natural resources to produce goods to sell to consumers (crops, timber, seafood, oil).</li> </ul>

## Unit One Instruction

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

**Connections to the unit content:** 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:** 10 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.



## 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:** 10 class periods

**Materials:** [Google Earth](#), [Dividing the Earth](#), [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](#), [Researching Regions of Louisiana](#), Louisiana's Regions handout ([blank](#) and [completed](#))

#### 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 [Dividing the Earth](#) from 2:10 to 3:38 to learn about the hemispheres by examining a visual of the divisions of Earth.
  14. Project a [map of the world](#). Label the hemispheres as a class.
  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

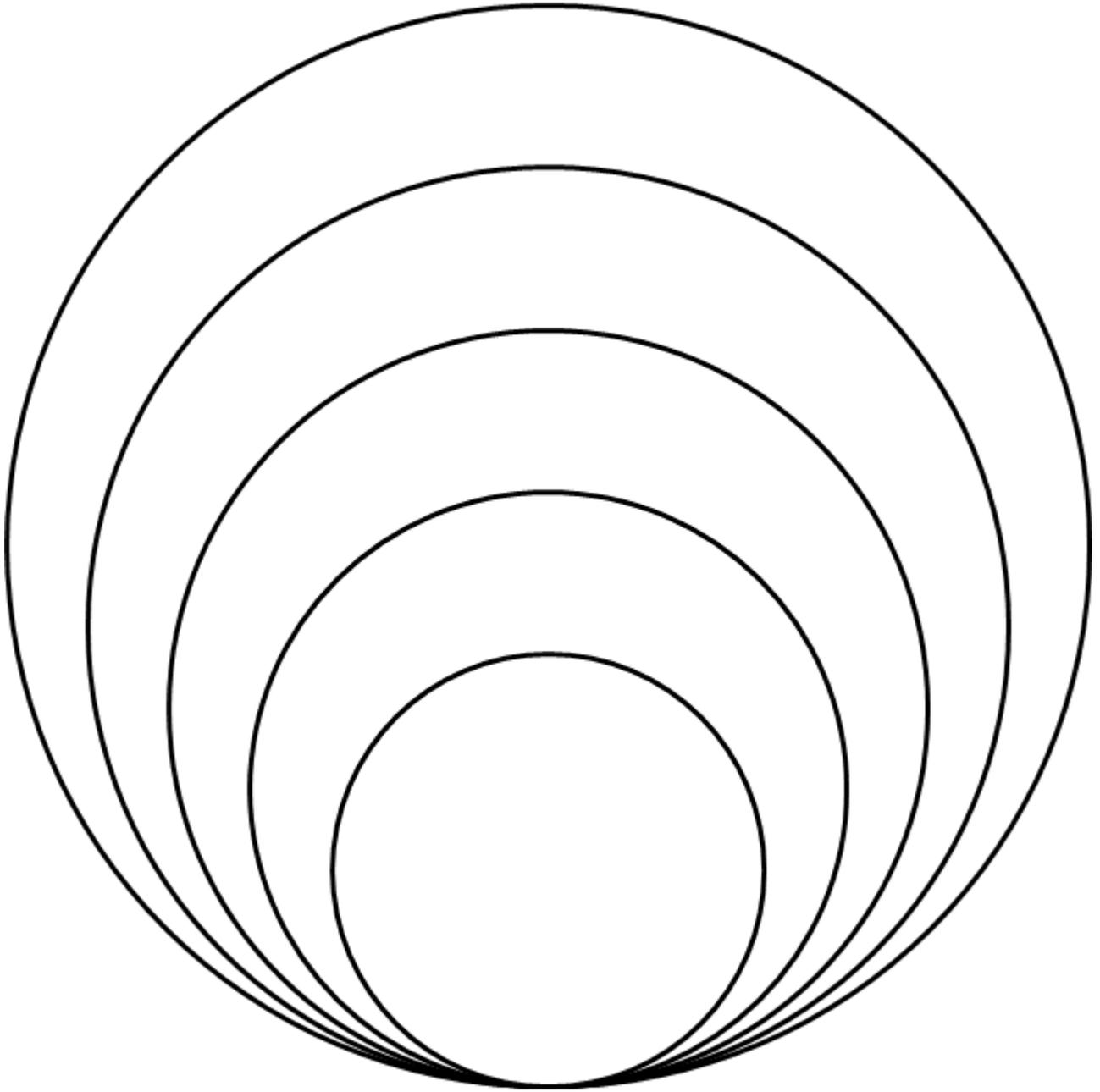
other groups until all groups have practiced answer a grid, compass rose, and cardinal or intermediate direction question.

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 regions are similar and different and how having such varied characteristics across our state makes Louisiana unique.



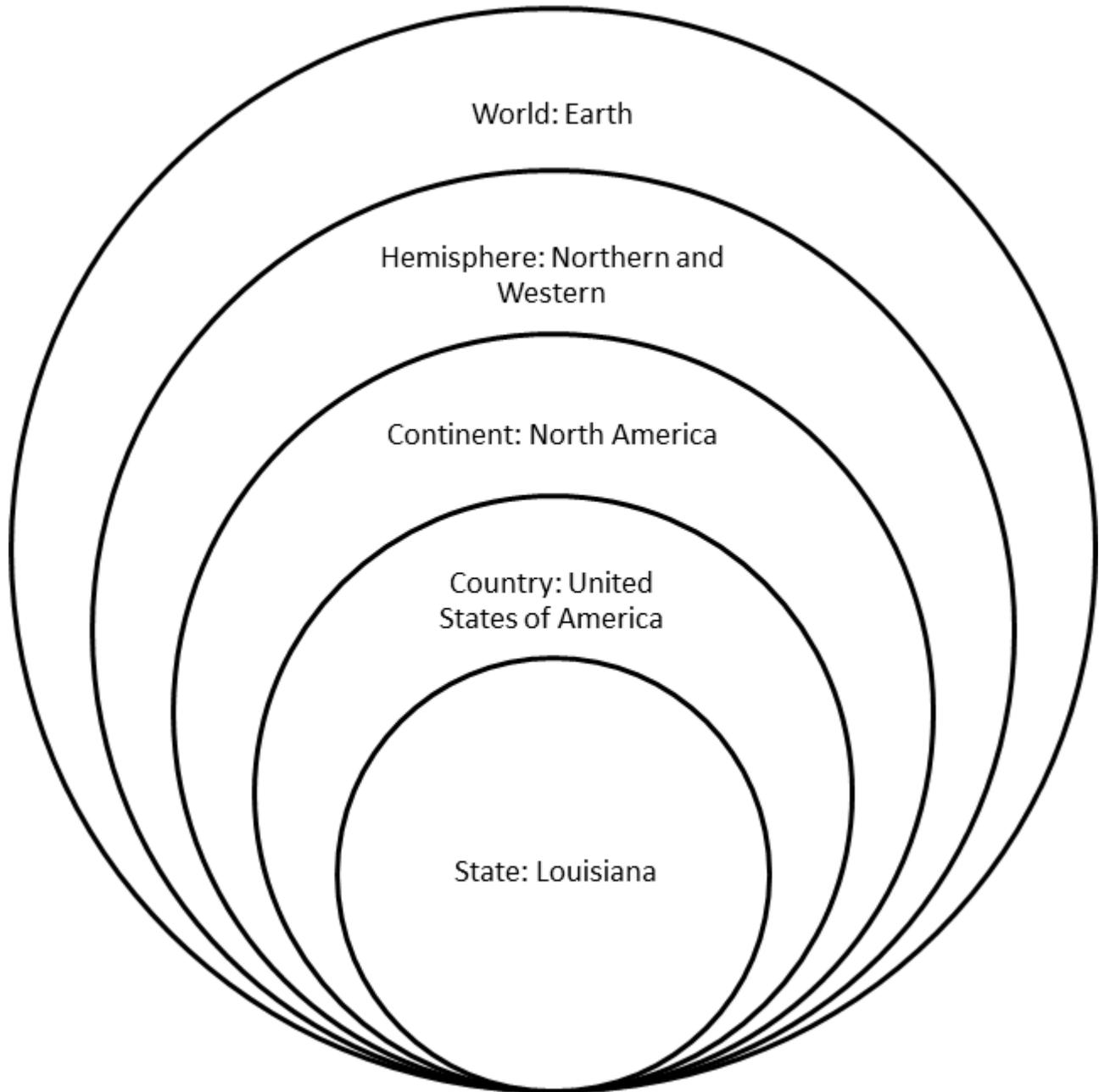
### Defining A Place

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.



## Louisiana Geography and Resources



Key	
= oil	= hills
= salt	= terraces
= sugarcane	= marsh
= seafood	= Mississippi floodplain
= rice	= Red River Valley
= clay	= Mississippi River
= wood	
= cotton	

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### Researching Regions of Louisiana

The region I'm researching is:

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Information about my region:

<b>Parishes</b>	
<b>Major Cities</b>	
<b>Geographic Features</b> (climate and key physical geographic features, including landforms, bodies of water, precipitation, elevation, bayous, swamps, and marshes)	

<b>Natural Resources</b>	
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**Louisiana's Regions**

Region	Parishes	Major Cities	Geographic Features	Natural Resources
North Louisiana				
Central Louisiana				

<b>Acadiana</b>				
<b>Florida Parishes</b>				
<b>Greater New Orleans</b>				

**Louisiana's Regions (Completed)**

<b>Region</b>	<b>Parishes</b>	<b>Major Cities</b>	<b>Geographic Features</b>	<b>Natural Resources</b>
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<b>North Louisiana</b>	Bienville, Bossier, Caddo, Caldwell, Claiborne, De Soto, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Red River, Richland, Tensas, Union, Webster, West Carroll, Winn	Shreveport Bossier City Monroe West Monroe	Driskill Mountain Red River Ouachita River Tensas River Mississippi River	cotton wood oil rice
<b>Central Louisiana</b>	Allen, Beauregard, Catahoula, Concordia, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon	Natchitoches Alexandria	Toledo Bend Red River Sabine River Mississippi River	cotton wood salt
<b>Acadiana</b>	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	Lafayette Lake Charles	Atchafalaya Gulf of Mexico Sabine River Bayou Teche	wood oil salt rice seafood sugarcane clay
<b>Florida Parishes</b>	East Baton Rouge, East Feliciana, Livingston, St. Helena, St. Tammany, Tangipahoa, Washington, West Feliciana	Baton Rouge Slidell	Mississippi River Amite River Tangipahoa River Pearl River Lake Pontchartrain	wood
<b>Greater New Orleans</b>	Jefferson, Orleans, Plaquemines, St. Bernard	New Orleans Metairie	Mississippi River Lake Pontchartrain Gulf of Mexico	oil seafood

## Unit One Instruction

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

**Connections to the unit content:** 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:** 7 class periods

**Use this sample task:**

Return to [Grade 3 Social Studies: How to Navigate This Document](#)  
*Revised Summer 2020*

- [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 [Characteristics of Culture 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.
- 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:** 7 class periods

**Materials:** [Discovering Culture](#), [Exploring Countries: France](#), Characteristics of Culture handout ([blank](#) and [completed](#)), Examples of Culture in Louisiana handout ([blank](#) and [completed](#)), [Looking around Louisiana](#)

#### 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. Say: "We are now going to learn about some aspects of French culture to get a better idea of what culture can look like."
5. Read [Exploring Countries: France](#) to students, stopping periodically to check for understanding. Possible questions include:
  1. What are some cultural foods in France?
  2. What holidays are a part of French culture?
  3. Do you see any ways in which French culture has influenced Louisiana culture?
6. Say: "Let's continue to learn about what makes a culture by thinking about our own family's culture."
7. Distribute a copy of the [Characteristics of Culture](#) handout to each student.
8. Ask students: "What is an element of culture that exists in your family?"
9. Have students add an example into each bubble on the [Characteristics of Culture](#) handout.
10. On the board, make columns with headings (i.e. holidays/celebrations, language, food, art/music) to record student responses.
11. As students share their responses, record their responses in the appropriate categories.
12. Have students look for similarities and differences between the class responses.
13. 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

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by people in our state that make us unique from other places, even other states in our country.”

14. Distribute a copy of the [Examples of Culture in Louisiana](#) handout to each student.
15. Say: “Today we will be looking at some photos to start us thinking about examples of culture throughout Louisiana.”
16. Project the first [Looking Around Louisiana](#) photo.
17. Model for students the type of examples to include in their chart by doing the “Language” row as a class.
18. 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
  - Mississippi 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
19. Project the remaining [Looking Around Louisiana](#) photos.
20. 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.
21. 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.
22. 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.
23. 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<sup>1</sup>

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.



Pledge of Allegiance.  
Courtesy of U.S. Department of Agriculture.



English tradition of dancing around the maypole.  
© iStock / © sarradet.

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

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<sup>1</sup> 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.

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.

## 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.

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### 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.

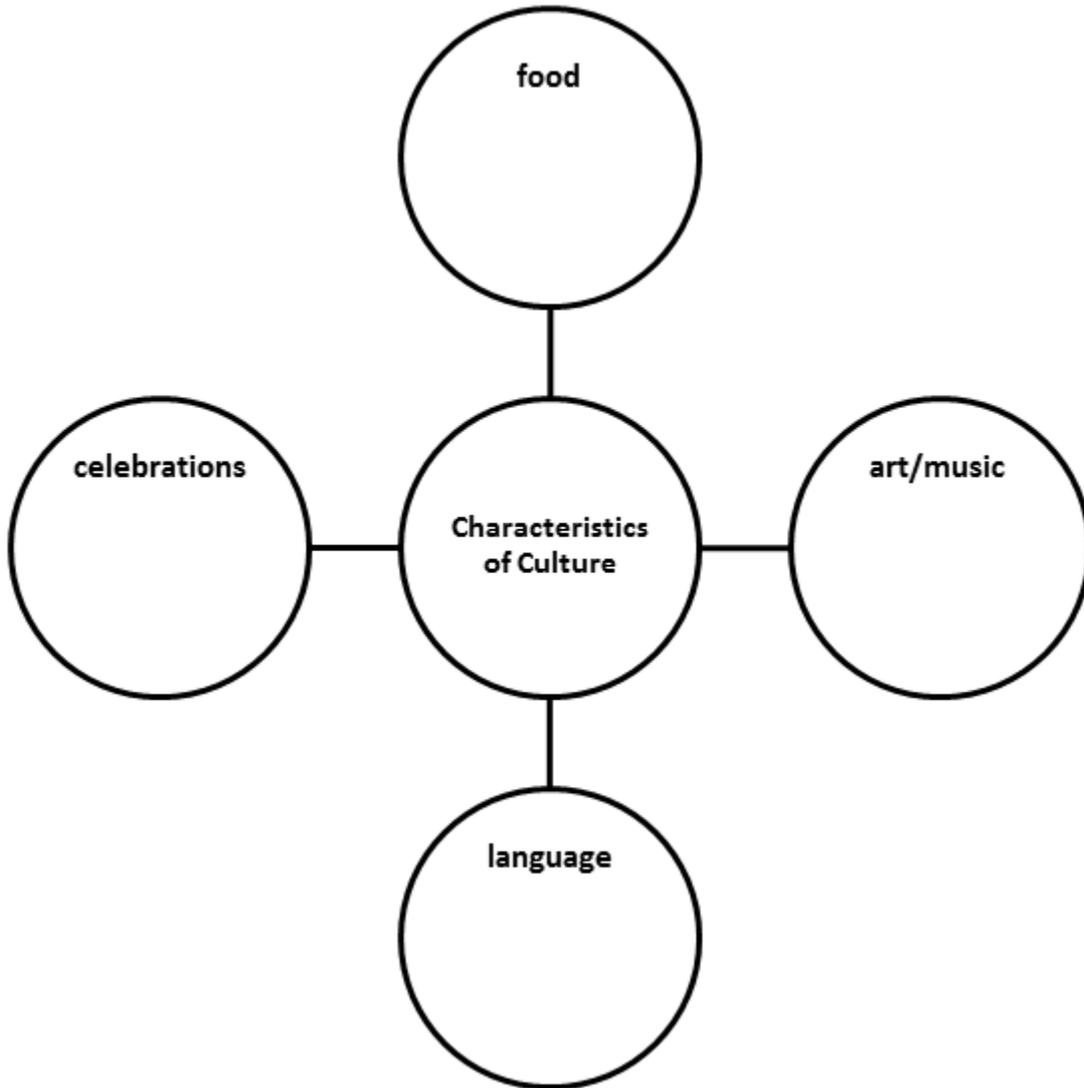


© Michael Honegger / Alamy

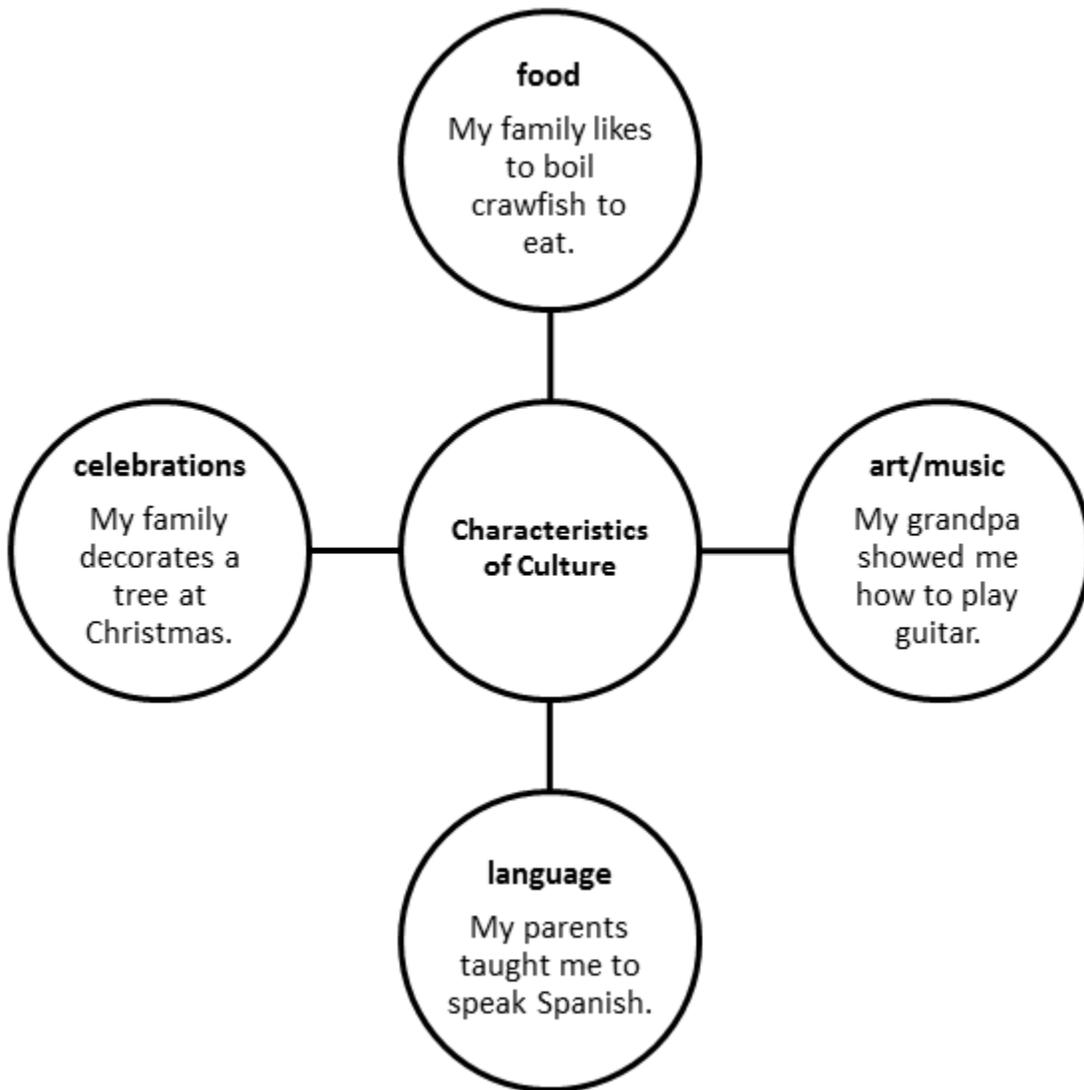


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Characteristics of Culture Organizer



Characteristics of Culture Organizer (Completed)



**Examples of Culture in Louisiana**

Characteristic of Culture	Example in Louisiana
Language	
Art/Music	
Food	
Holidays/Celebrations	

Major LA Culture			
Examples of Culture			

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**Examples of Culture in Louisiana (Completed)**

<b>Characteristic of Culture</b>	<b>Example in Louisiana</b>
<b>Language</b>	names of local places, examples: <ul style="list-style-type: none"> <li>● Terrebonne means “good land” in French</li> <li>● Catahoula comes from a Native American word meaning “big, clear lake”</li> <li>● LaFourche means “the fork” in French</li> <li>● Plaquemines comes from a Native American word meaning “persimmon”</li> <li>● Tangipahoa comes from a Native American word meaning “ear of corn”</li> <li>● Feliciana means “happy land” in Spanish</li> <li>● Mississippi comes from a Native American word meaning “big water”</li> <li>● Ouachita named for a Native American tribe</li> <li>● Rapides means “rapids” in French</li> <li>● Calcasieu comes from a Native American word meaning “crying eagle”</li> <li>● Caddo named for a Native American tribe</li> </ul>
<b>Art/Music</b>	zydeco music  jazz music
<b>Food</b>	gumbo  jambalaya
<b>Holidays/Celebrations</b>	Mardi Gras  local festivals

<b>Major LA Culture</b>	<b>Native American</b>	<b>French/Spanish</b>	<b>English/American</b>
<b>Examples of Culture</b>	place names	place names zydeco music gumbo and jambalaya Mardi Gras and local	jazz music local festivals

		festivals	
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Looking Around Louisiana<sup>2</sup>



<sup>2</sup> 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 content:** 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:**

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- 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.
- 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.
- 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](#).

## Grade 3 Instructional Task: Louisiana's Communities<sup>3</sup>

### 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](#), [The French Quarter Then and Now](#), [Technology's Impact](#)

#### Instructional Process:

1. Say: "We've been learning a lot about Louisiana. We looked at where Louisiana is within the country, continent, hemispheres, and world. We also started learning about what culture is, and a little bit about Louisiana's culture. 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](#)

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<sup>3</sup> 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.

[Communities organizer.](#)

15. Once students have completed the information in the chart, have students show their understanding of 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](#). Have students explore the different symbols and landmarks.
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. 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.
36. As students view the images, have them take notes about what things they see that are similar and different (e.g. transportation, lighting, etc.)
37. Ask students: “Why might these places look different at different times in history?”
38. Have students share out ideas about why they believe the places look different over time.
39. Have students complete the [Technology's Impact](#) task to explore how technology has changed life in Louisiana.

Types of Communities Organizer

Questions	Rural	Suburban	Urban
What is this type of community like? What would this place <b>look</b> , <b>sound</b> , and <b>smell</b> like?			
Where does this type of community tend to develop?			
Why might people want to live in this type of community?			
Summary: Write a paragraph below that describes the similarities and differences between each type of community.			



**Types of Communities Organizer (Completed)**

Questions	Rural	Suburban	Urban
What is this type of community like? What would this place <b>look</b> , <b>sound</b> , and <b>smell</b> like?	<ul style="list-style-type: none"> <li>• Small population of people</li> <li>• Large fields of crops</li> <li>• Quiet</li> <li>• Smells like fresh air and farm animals</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of families</li> <li>• Neighborhoods and schools</li> <li>• Occasional noise from people or traffic</li> <li>• Smells like fresh air and occasionally traffic</li> </ul>	<ul style="list-style-type: none"> <li>• Crowded with lots of people</li> <li>• Lots of tall buildings</li> <li>• Not much green space</li> <li>• Loud noises like cars honking and construction</li> <li>• Smells from traffic and businesses</li> </ul>
Where does this type of community tend to develop?	<ul style="list-style-type: none"> <li>• Near water to be able to water crops</li> <li>• Open areas of land to plant crops or raise animals</li> </ul>	<ul style="list-style-type: none"> <li>• Near larger cities for job opportunities</li> <li>• Areas where there is land for neighborhoods, schools, churches, and parks</li> </ul>	<ul style="list-style-type: none"> <li>• Near large rivers to be able to run factories and ship goods</li> </ul>
Why might people want to live in this type of community?	<ul style="list-style-type: none"> <li>• People are more spread out</li> <li>• People have more land to use</li> </ul>	<ul style="list-style-type: none"> <li>• Near larger cities for job opportunities but more area available for family living than in the crowded city</li> </ul>	<ul style="list-style-type: none"> <li>• Many businesses, including stores, factories, and other companies provide jobs for many people</li> <li>• Lots of different things to do like see movies, plays, concerts, or sporting events</li> </ul>

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.

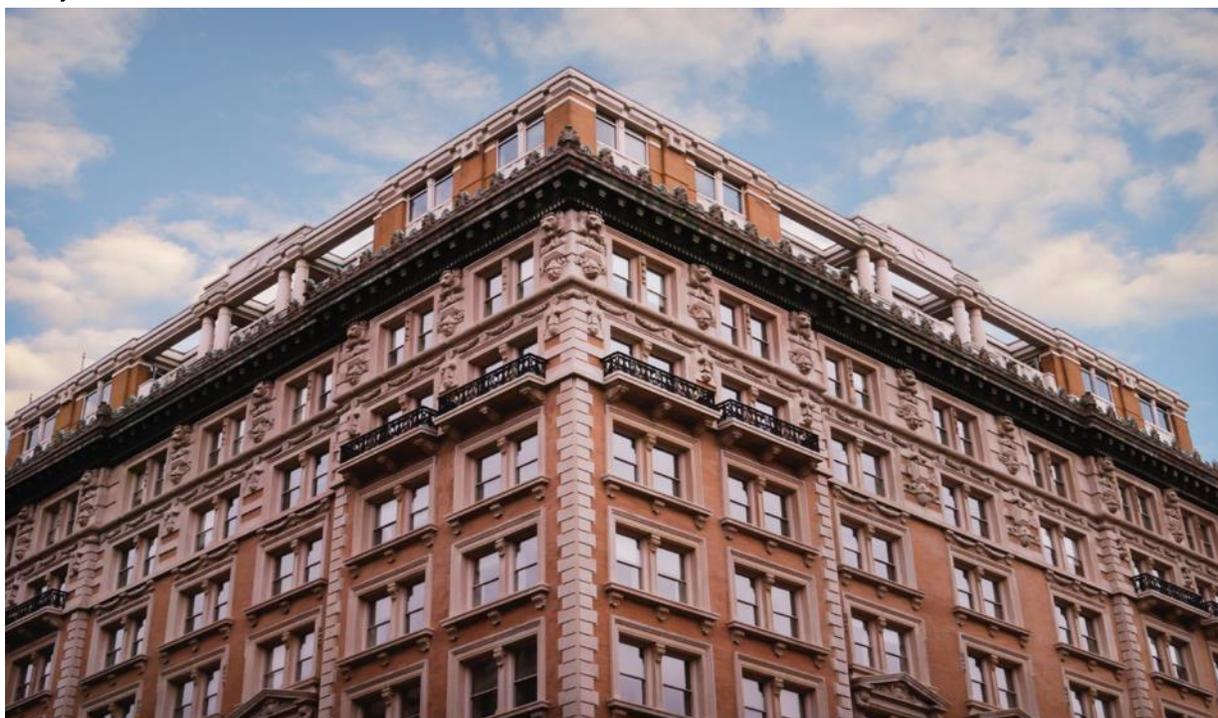


Image 3: Urban housing.

**Images 4–6: Suburban Communities**



Image 4: Suburban street.

© istock / © PapaBear.



Image 5: Suburban park.

© istock / © Patties.



Image 6: Suburban housing.

© istock / © karamysh.

Images 7–9: Rural Communities



Image 7: Rural landscape.

© istock / © genekrebs.



Image 8: Rural park.

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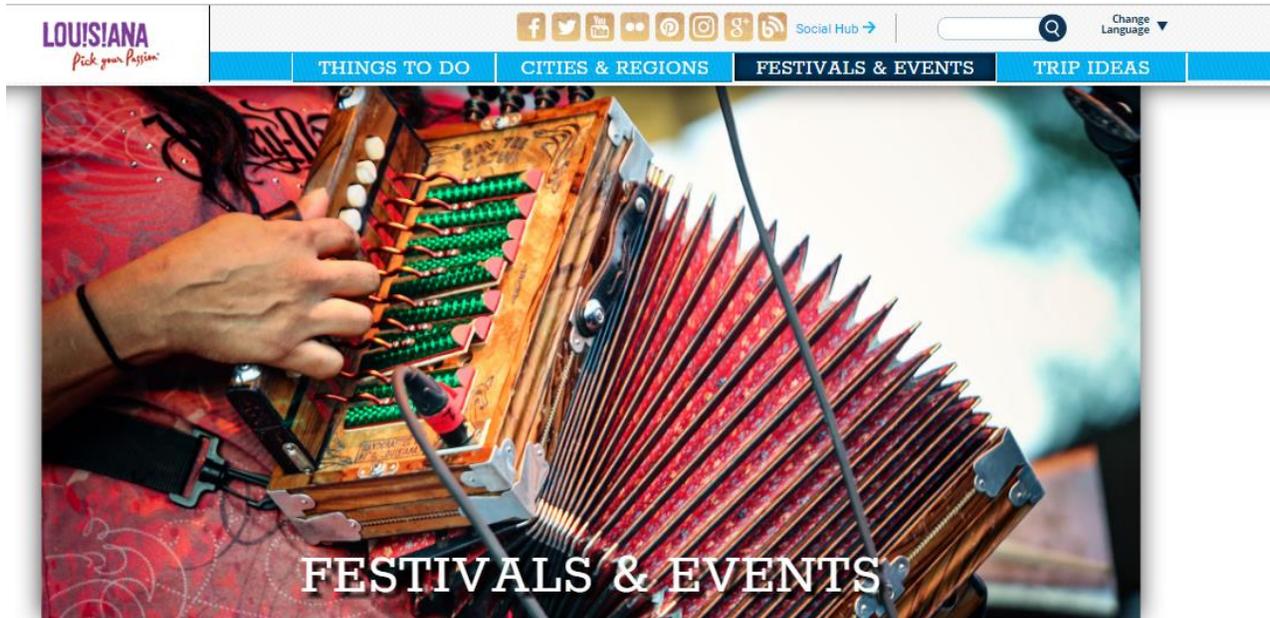
© istock / © kapulya.



Image 9: Rural housing.

© istock / ©gnagel.

## Quote from Louisiana Travel



Louisianians 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

Festival	Holiday	Food	Music/Art	Ethnic Group or Culture

**Louisiana Festivals (Completed)**

Festival	Holiday	Food	Music/Art	Ethnic group or culture
Jazz and Heritage Festival in New Orleans			celebrates jazz music	
Festival of Lights in Natchitoches	celebrates Christmas			
Omelette Festival in Abbeville		celebrates eggs and the agricultural industry		celebrates French culture
Cajun Music and Food Festival in Lake Charles				celebrates cajun music, food, and culture

### Parades in Urban, Suburban, and Rural Communities



Image 1: Urban parade.

TravelLouisiana.com



Image 2: Suburban parade.

© istock / © ffranny.



Image 3: Rural parade.

### Symbols and Landmarks of the United States



Image 1: Bald eagle.

© iStock / © naturediver.



Image 2: The United States flag.

© iStock / © BlazenImages.



Image 3: The Statue of Liberty.  
Public domain. Photo by Derek Jensen.

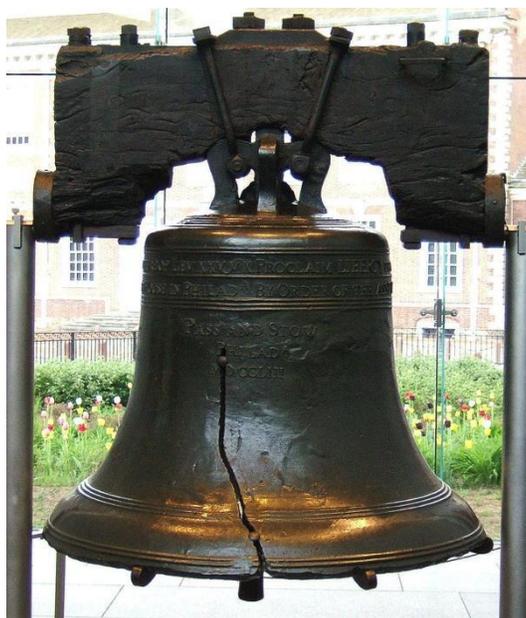


Image 4: The Liberty Bell.  
© Tony Fischer and licensed for reuse under the Creative Commons Attribution-ShareAlike 2.0 license.  
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Image 5: The White House.

© iStock / © albertdebruijn.

## Unit One Assessment

**Description:** Students write an opinion piece to answer the 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 to answer the question: What makes Louisiana unique? As you write, consider Louisiana’s unique geography, cultures, and communities.

**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:** 5 weeks

Grade 3 Content	
Louisiana’s First Inhabitants	How did Native Americans contribute to Louisiana’s uniqueness?

**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.

<b>Unit Two: Louisiana’s First Inhabitants</b>	<b>Topic One: Louisiana’s Native Americans</b>
<p><b>Key Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>Native Americans’ traditions and language have greatly influenced Louisiana’s culture</i></li> <li>• <i>Physical features, natural resources, and climate influenced the migration and settlement of Native Americans in Louisiana</i></li> </ul>	
<b>Grade-Level Expectations (GLEs)</b>	<b>Priority Content and Concepts</b>
<p><b>3.1.2</b> Explain how technology has changed family and community life in Louisiana over time</p>	<ul style="list-style-type: none"> <li>• Explain how Native Americans used technological advancements to build settlements and thrive (technologies related to creating materials with which to hunt, farm, and fish, making clothes, constructing houses, building boats)</li> </ul>
<p><b>3.1.6</b> Compare and contrast the influence of cultural groups in Louisiana</p>	<ul style="list-style-type: none"> <li>• Describe the unique features of Native American culture (through food, religion and connection to nature, art, tools, and customs) as compared to other cultural groups in Louisiana.</li> <li>• Compare the influence of Native Americans of Louisiana with the cultural groups (French, Spanish, English) that were studied in unit 1.</li> </ul>
<p><b>3.2.2</b> Differentiate between early Native American cultures that lived in the regions of Louisiana</p>	<ul style="list-style-type: none"> <li>• Describe the elements of culture and way of life at Poverty Point (including art, hunting, dress, food, use of mounds, resources used, trade)</li> <li>• Describe cultural elements of Louisiana’s Native Americans in different regions of Louisiana, including housing, clothing, gender roles, games/entertainment, dance, and food including materials used to make houses and clothes, differences in clothing/accessories between men, women, and children, and how food was gathered/caught and cooked</li> <li>• Compare and contrast the ways of life (housing, food, use of the land and natural resources) of Native American tribes in the different regions of Louisiana</li> <li>• Compare and contrast Native American tribes in Louisiana based on mound building, arts and handiwork, tools, and food gathering.</li> <li>• Expose students to Native American tribes indigenous to the five physical regions of Louisiana (<i>the focus of this standard is not to memorize the names of tribes and specific facts about each, but to be familiar with Native American groups in Louisiana including their settlement patterns, cultural practices, and use of natural resources based on location within the state</i>)</li> </ul>

<p><b>3.2.4</b> Identify cultural elements that have contributed to the state's heritage</p>	<ul style="list-style-type: none"> <li>Describe the legacy of Native American cultural elements such as parishes, towns, and bodies of water that are named after Native American words/tribes, Mardi Gras Indians, and long-lasting cultural practices of food, song, spiritual practices, use of natural resources, basket making, fishing, hunting practices, respect for the environment, and art.</li> </ul>
<p><b>3.3.3</b> Locate various communities and cities in Louisiana using cardinal and intermediate directions</p>	<ul style="list-style-type: none"> <li>Review cardinal and intermediate directions by using maps to discuss locations of Native American groups in Louisiana. <i>(the focus of this standard is implementing cardinal and intermediate directions on a map to discuss locations of Native American groups in Louisiana, not the specific Native American groups located)</i></li> </ul>
<p><b>3.4.2</b> Explain historical patterns of settlement in Louisiana using maps</p>	<ul style="list-style-type: none"> <li>Use maps to locate areas of Native American settlement in Louisiana, and explain the reasons for settlement in that location (access to resources or strategic location)</li> <li>Make connections between the ways of life of Native Americans, the characteristics of the land they settled, and how they used the natural resources of that land in daily life (fishing and the use of boats in settlements close to bodies of water, farming in settlements that were more inland).</li> </ul> <p><i>*This standard focuses more on patterns of settlement, and not specific Native American tribes.</i></p>
<p><b>3.4.4</b> Explain how humans have adapted to the physical environment in different regions of Louisiana</p>	<ul style="list-style-type: none"> <li>Identify the resources that were used (water source, food for hunting, food for gathering, materials to make clothes, hunting equipment, housing, wares) that supported Native American settlement in the 5 physical regions of Louisiana</li> </ul>
<p><b>3.4.7</b> Describe the importance of natural resources in Louisiana using maps</p>	<ul style="list-style-type: none"> <li>Compare a map of Louisiana's natural resources with a map of Native American settlement in Louisiana to make a connection about the importance of natural resources to different Native American tribes.</li> </ul>
<p><b>3.1.1</b> Create timelines that identify important events in the history of Louisiana</p>	<ul style="list-style-type: none"> <li>Start a timeline of settlement in Louisiana that identifies Native Americans as the first inhabitants of the state (this timeline should be built upon in later units)</li> </ul>
<p><b>3.1.3</b> Use distinctive vocabulary to sequence events related to Louisiana history</p>	<ul style="list-style-type: none"> <li>Use the words pre, post, decade, before, and after to sequence events related to Louisiana history</li> <li>Use the terms first inhabitants or indigenous people to describe Native American settlement in Louisiana.</li> </ul>
<p><b>3.1.7</b> Identify community and regional historical artifacts,</p>	<ul style="list-style-type: none"> <li>Using historical artifacts, describe ways of life (food, housing, clothing, religion, social structure, use of land) of Native American cultures in Louisiana</li> </ul>

including primary sources, to answer historical questions	
<b>3.4.1</b> Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> <li>Compare and contrast the physical features in different areas of Native American settlement across the state, and describe how each region's physical features impacted Native Americans' way of life.</li> </ul>
<b>3.4.3</b> Describe how people have changed the land to meet their basic needs over time in Louisiana	<ul style="list-style-type: none"> <li>Describe how Native Americans have changed the land to meet basic needs (using trees for boats/building, using land for agriculture)</li> </ul>
<b>3.10.2</b> Distinguish between the use of money and barter	<ul style="list-style-type: none"> <li>Describe the economy of Poverty Point, including the use of bartering and lack of the use of money</li> </ul>

## 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 content:** 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:** 21 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](#).
- 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 (Passage 127636).

## 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:** 8 class periods

**Materials:** Poverty Point Cultures ([blank](#) and [completed](#)), [Poverty Point](#), Poverty Point Artifacts handout ([blank](#) and [completed](#))

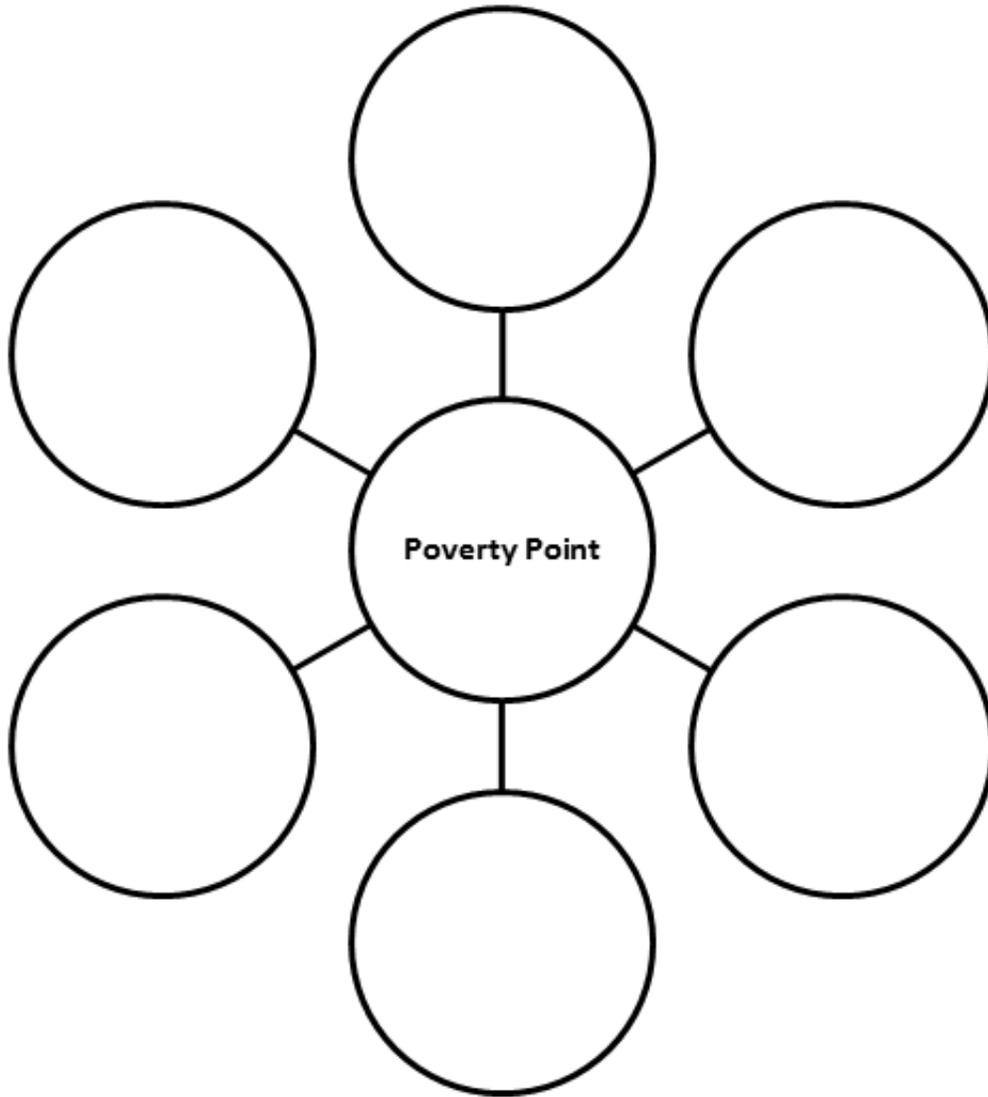
#### Instructional Process:

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

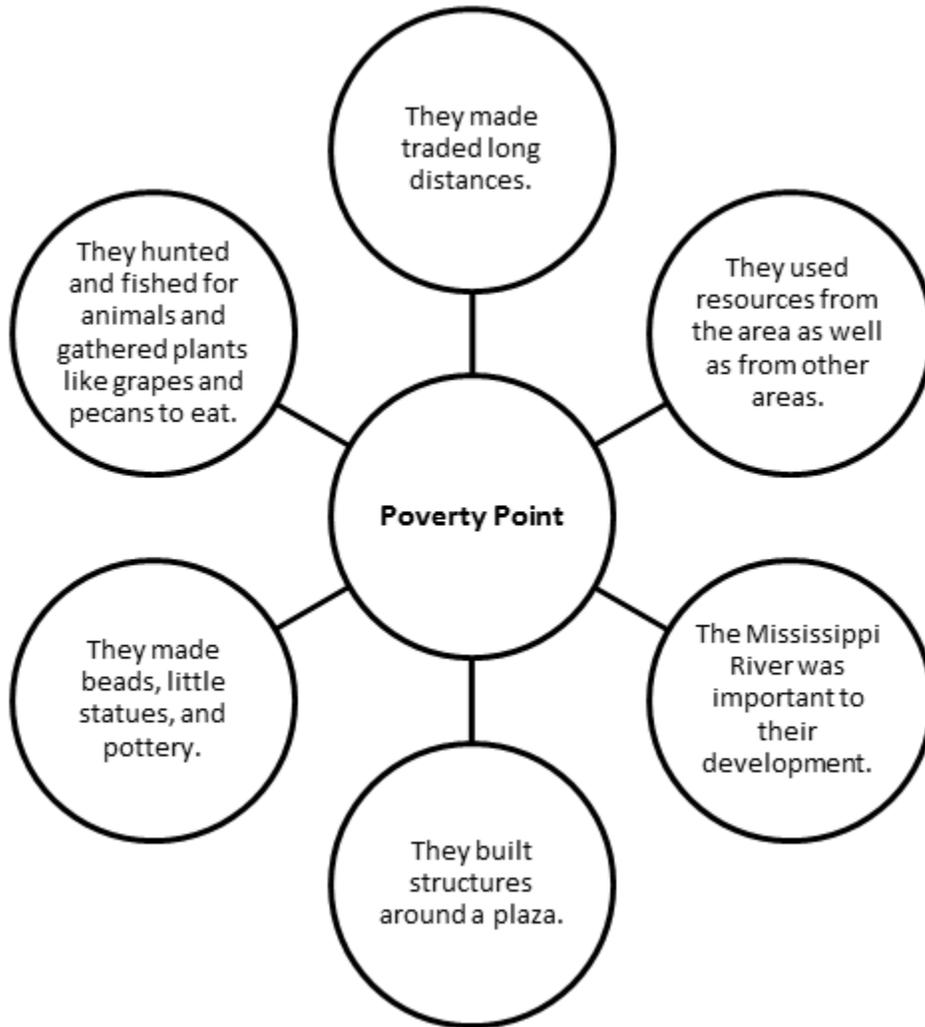
their summaries, then ask the other students in the class to identify common elements of both writings. Record the common descriptions on the board for students to see.

14. Conduct a brief discussion about Poverty Point. 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



Poverty Point Culture (Completed)





Poverty Point Artifacts

<u>Artifact</u>	<u>Purpose</u>

**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)**

<b><u>Artifact</u></b>	<b><u>Purpose</u></b>
plummet	used to weigh down fishing nets
atlatl	used to throw spears harder and farther
gorgets	worn as decorative piece
PPOs (Poverty Point Objects)	used in cooking pits
beads/pendants	used as jewelry or to decorate clothing
spear heads	used for hunting and fishing

soapstone bowls	used for cooking and storing food
<p><b><u>What can you conclude about the culture of Poverty Point Native Americans based on the artifacts that have been found at the site?</u></b></p> <p><i>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 food and soapstone bowls were also used for cooking. Free time was used to make gorgets, pendants and jewelry using beads.</i></p>	

## 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

**Materials:** Louisiana Native Americans Long Ago Handout ([blank](#) and [completed](#)), “[Louisiana Long Ago](#),” [Louisiana's Native Americans: An Overview](#), Louisiana Native American Culture handout ([blank](#) and [completed](#)), [Native Americans: The First Families of Louisiana on the Eve of French Settlement](#)

#### 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](#).
6. Read [Native Americans: The First Families of Louisiana on the Eve of French Settlement](#) aloud to students.
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<sup>4</sup>.
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 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**

<b>Houses</b>	What do the houses look like? Are they all alike?	
	Can you tell what they are made of? Are these houses what you expected?	
<b>Clothing</b>	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. What are the lines on the men's arms and legs?	
<b>Food</b>	What did the Native Americans eat?	
	How did they get their food?	
	How did they cook it?	

**Louisiana Native Americans Long Ago (Completed)**

<b>Houses</b>	What do the houses look like? Are they all alike?	They are small houses with rounded roofs. They are all the same kind of house.
	Can you tell what they are made of? Are these houses what you expected?	The walls are made of mud. The roofs are made of grass. They don't have tepees.
<b>Clothing</b>	Do men and women dress the same?	Their clothes are similar, but it looks like the women wore longer clothing like a skirt.
	Do children wear the same clothes as adults?	Children do not wear the same clothes as the adults. They do not appear to wear any clothing.
	Can you tell what the clothes are made of?	The clothes are made from animal skins.
	Look at all the ways they fix their hair and decorate their skin. What are the lines on the men's arms and legs?	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.
<b>Food</b>	What did the Native Americans eat?	They ate vegetables like corn and pumpkins and animal meat like deer.
	How did they get their food?	They grew vegetables and hunted for animals.
	How did they cook it?	They cooked food in a pot over a fire.

## Louisiana Native Americans Long Ago<sup>5</sup>

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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<sup>5</sup> 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](http://crt.louisiana.gov/dataprojects/archaeology/activity_guides/outreach/booklets/LaIndians.pdf).



**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.**



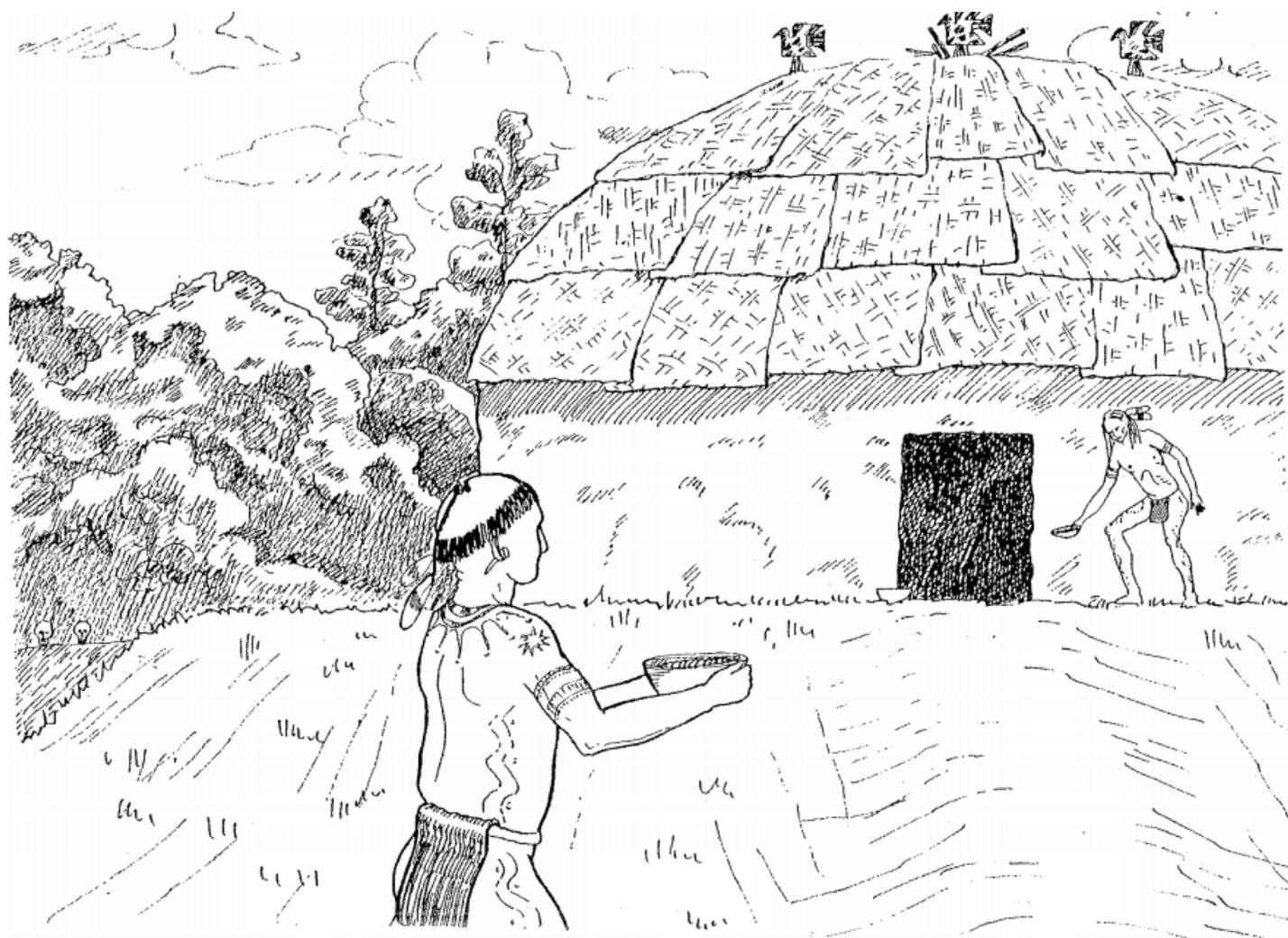
**Corn, beans, squash, and sunflowers grew in Native American gardens.**



Tunica women ground corn in hollowed tree trunks, heated food in pots, and cooked meat over a fire.



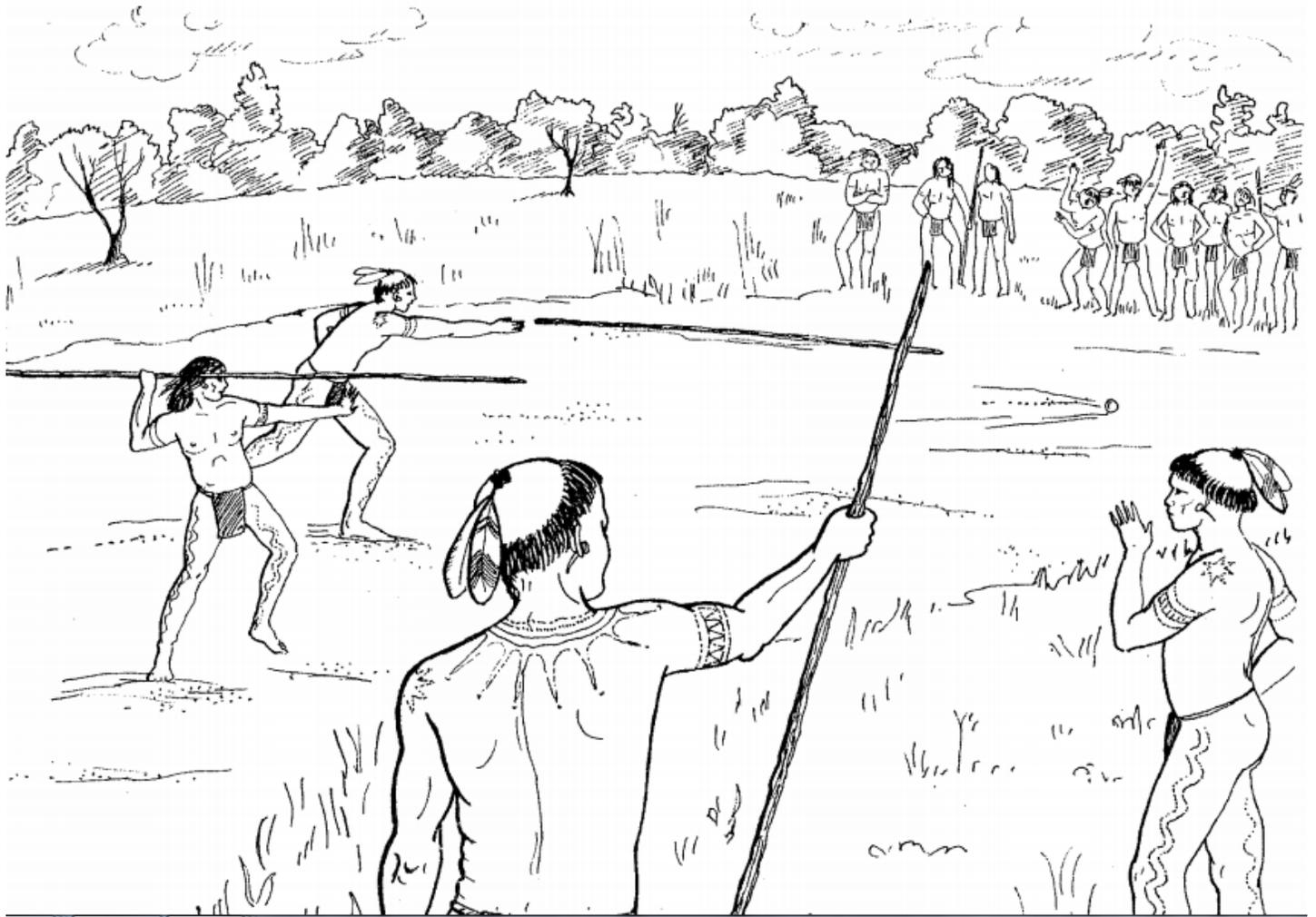
To make a canoe, men cut down a big tree. Then they burned some of the wood to make it easy to scrape out.



**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 chunky. They tried to see who could throw a spear closest to a rolling stone.



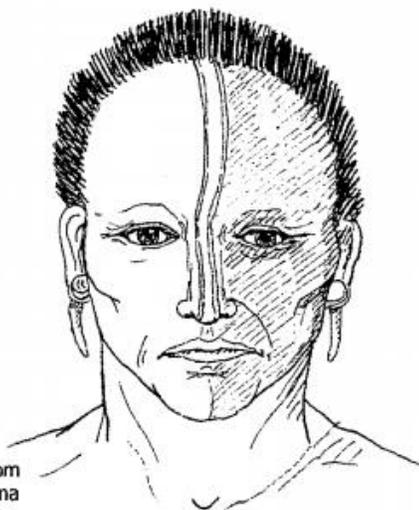
A Caddo Native American doctor danced and sang to make a sick person well. The patient lay on a wooden bed and was covered with Spanish moss.



Caddo woman from  
northwestern Louisiana



Taensa man from  
northeastern Louisiana

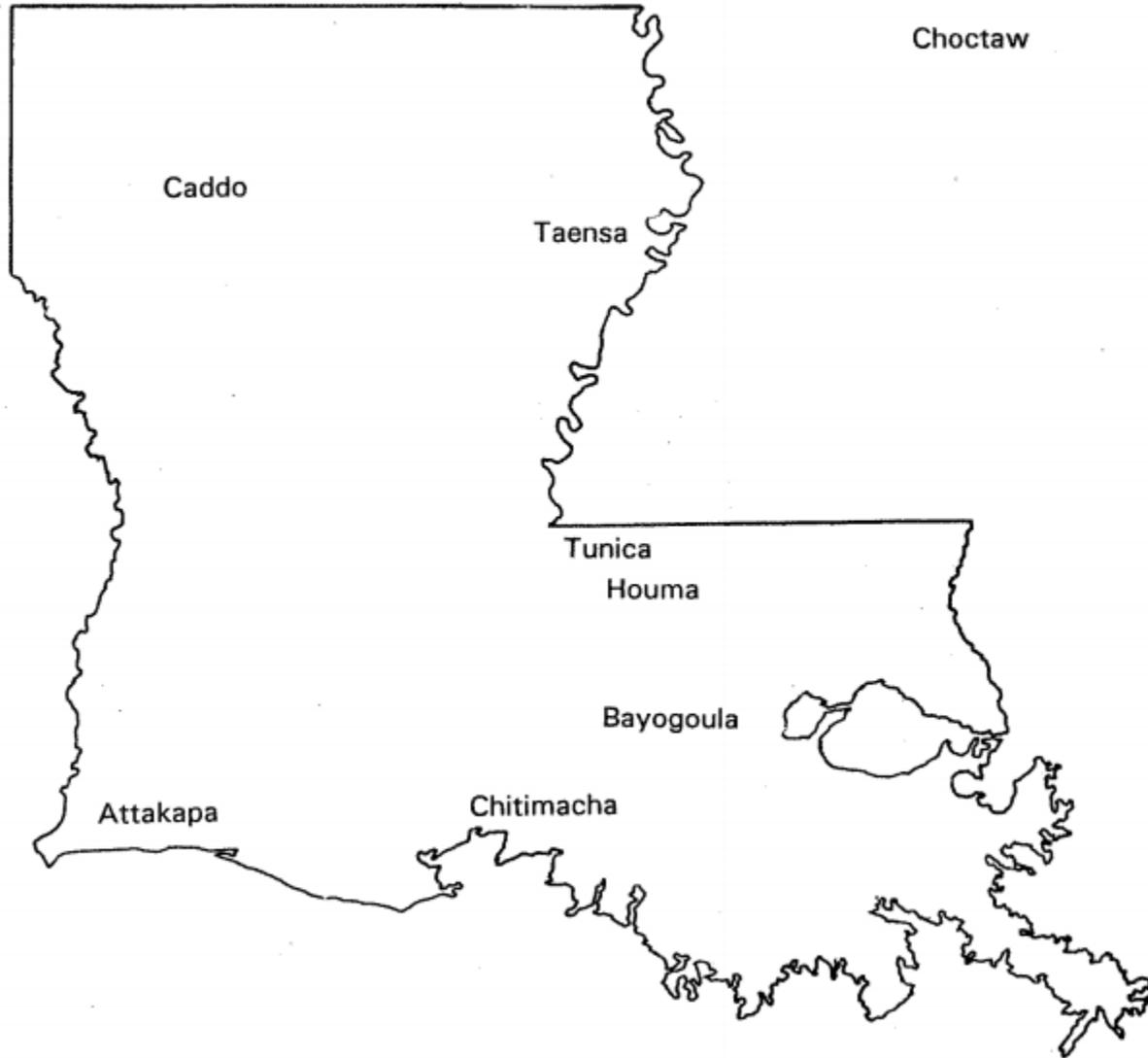


Attakapa man from  
southwestern Louisiana

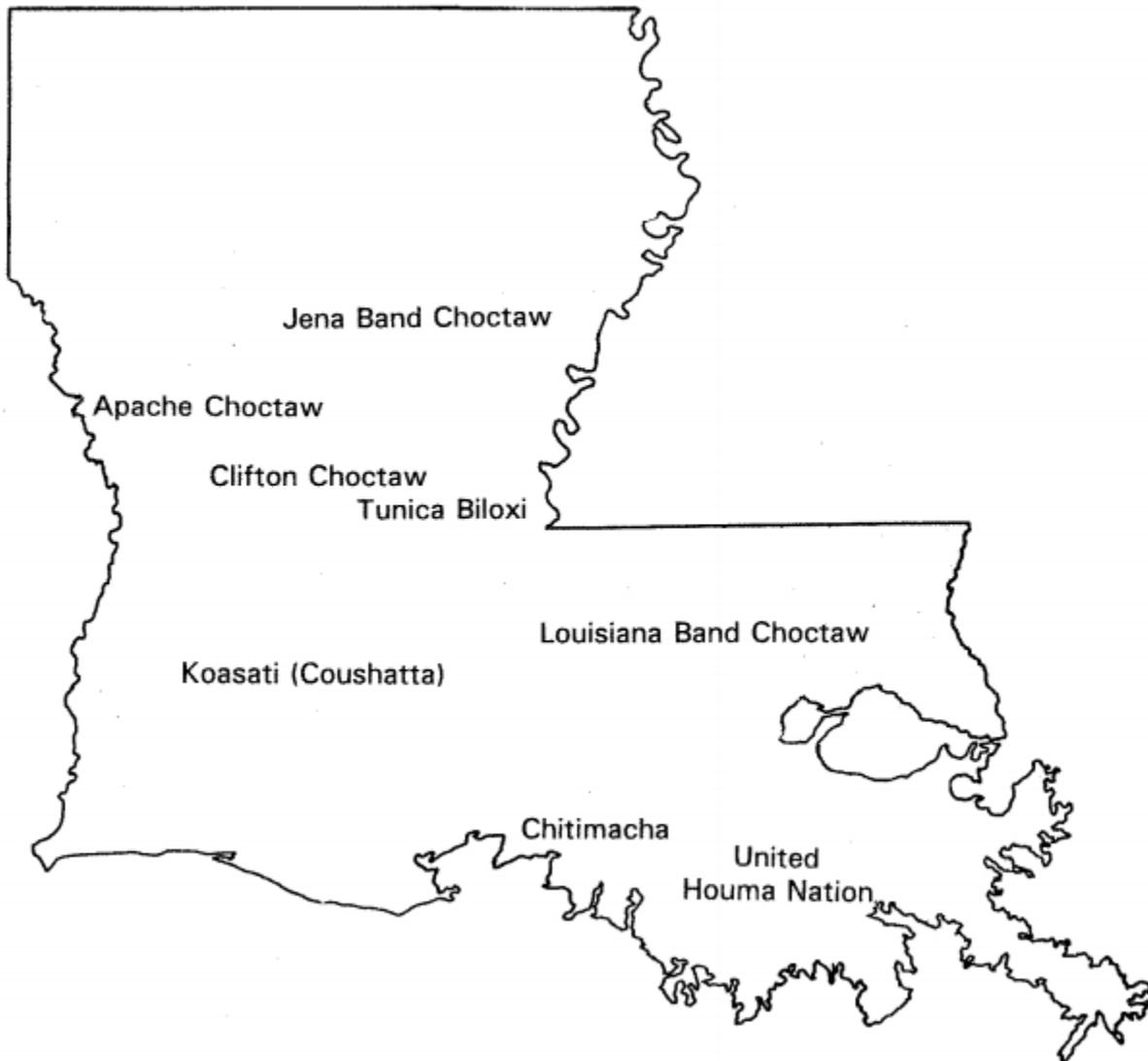


Bayougula man from  
southeastern Louisiana

Locations of some Indian groups in the early 1700s



Locations of some Indian groups today



### Louisiana's Native American Culture

clothing/dress	
homes/buildings	
food/cooking/farming	
gender roles	
games/entertainment/dance	

**Louisiana’s Native American Culture (Completed)**

<b>clothing/dress</b>	clothing was made of animal skins, feathers, cloth, and bark
<b>homes/buildings</b>	made from mud, stick, stone, and long palms  no tepees  temples built on top of mounds
<b>food/cooking/farming</b>	hunted and fished for food like deer, bear, bison, and smaller animals  grew crops like corn and pumpkins
<b>gender roles</b>	men ruled, defended, hunted, and built canoes  women cared for children and the elderly, planted crops, made clothes, prepared food, and made decorations
<b>games/entertainment/dance</b>	sang and danced for religious ceremonies, feasts, and sporting events  gambled and played games and sports like archery, wrestling, and races

## Adapted from “American Native Americans: The First Families of Louisiana on the Eve of French Settlement”<sup>6</sup>

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

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<sup>6</sup> 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/>.

imported copper.

Like Europeans and Africans of the same time period, the natives of Louisiana amused themselves with various games 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:** 2 class periods

**Student Directions:** Read and study the sources about three Native American tribes in Louisiana. Then use the four sources and your knowledge of social studies to answer the questions.

**Resources:**

- [G3 Native Americans of Louisiana \(Passage 127636\)](#)

**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:** 6 weeks

Grade 3 Content	
Colonial Louisiana	How did exploration and colonization influence Louisiana's unique cultural heritage?

### 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.



<p><b>Unit Three: Colonial Louisiana</b></p>	<p><b>Topic One: Louisiana’s Early Explorers</b>  <b>Topic Two: Colonization of Louisiana</b>  <b>Topic Three: Settlement of Louisiana</b></p>
<p><b>Key Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>Louisiana’s geography influenced historical patterns of settlement in the state.</i></li> <li>• <i>Exploration and migration to Louisiana influenced the economic development of the state.</i></li> <li>• <i>Physical features, climate, gaining land, or seeking opportunities influence the settlement of people.</i></li> <li>• <i>Technology enabled human settlement and migration</i></li> </ul>	
<p><b>Grade-Level Expectations (GLEs)</b></p>	<p><b>Priority Content and Concepts</b></p>
<p><b>3.1.2</b> Explain how technology has changed family and community life in Louisiana over time</p>	<ul style="list-style-type: none"> <li>• Describe how advances in transportation and farming allowed the Acadians, French, and Spanish to establish settlements in South Louisiana.</li> <li>• Describe how advancements in seafaring and navigation technology in the 16th century led to European exploration in the Americas.</li> </ul>
<p><b>3.1.6</b> Compare and contrast the influence of cultural groups in Louisiana</p>	<ul style="list-style-type: none"> <li>• Explain how the French influenced Louisiana through their cultural influences of religion, education (Catholic schools), government, language, food, and music</li> <li>• Explain how the Spanish influenced Louisiana through their cultural influences of religion, education, government, architecture, language, food, and music</li> <li>• Explain the positive and negative interactions between Native Americans and French and Spanish explorers, including benefits and drawbacks to each group</li> <li>• Explain how the Cajuns influenced Louisiana through their cultural elements of food, language, and music.</li> <li>• Explain ways in which African cultures influenced culture in Louisiana (food, language, art, music, spirituality)</li> <li>• Compare and contrast the influence of Native American, French, Spanish, Cajun, and African cultures on Louisiana.</li> </ul>
<p><b>3.2.1</b> Explain how major explorers and leaders contributed to the early development of Louisiana</p>	<ul style="list-style-type: none"> <li>• Explain why the major explorers DeSoto, LaSalle, d’Iberville, and Bienville were important to Louisiana.</li> <li>• Explain the reasons for Desoto’s exploration into N. America, and its significance (looking for gold and precious metals, “discovered” the Mississippi River)</li> <li>• Explain the reasons for exploration in Louisiana (acquiring natural resources, control of the Mississippi River, and strategic outposts)</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain why d’Iberville is important to Louisiana (founded the first permanent French settlement in Louisiana)</li> <li>• Explain the importance of Bienville and the city of New Orleans’ to Louisiana (port access, control of the Mississippi for the French)</li> <li>• Explain how the early economy of Louisiana (trade and production of goods) affected the development and growth of settlements.</li> </ul>
<b>3.2.3</b> Identify the causes and effects of migration on Louisiana	<ul style="list-style-type: none"> <li>• Explain how the Cajuns resettled in Louisiana from Canada (what caused the Great Upheaval, why they settled near the Atchafalaya Basin)</li> </ul>
<b>3.2.4</b> Identify cultural elements that have contributed to the state’s heritage	<ul style="list-style-type: none"> <li>• Explain what Creole means, and how Creoles continued the French and Spanish cultural traditions in Louisiana</li> <li>• Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food</li> </ul>
<b>3.4.2</b> Explain historical patterns of settlement in Louisiana using maps	<ul style="list-style-type: none"> <li>• Compare similarities and differences between the land known as Louisiana through French and Spanish ownership and settlement using maps</li> <li>• Explain the location of Cajun resettlement in Louisiana using a map</li> </ul>
<b>3.4.7</b> Describe the importance of natural resources in Louisiana using maps	<ul style="list-style-type: none"> <li>• Explain how the unique geography of Louisiana contributed to European explorers wanting to settle and control the area</li> <li>• Explain the reasons why LaSalle explored Louisiana and claimed the land (“owning” the Mississippi for trade purposes meant economic gains)</li> </ul>
<b>3.8.1</b> Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants	<ul style="list-style-type: none"> <li>• Explain why the surplus of food in the Atchafalaya basin was a reason for Cajuns settling in South Louisiana</li> <li>• Explain the connection between settlement and geography that fosters readily available sources of food, using the terms surplus/shortage and scarcity.</li> </ul>
<b>3.8.3</b> Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services	<ul style="list-style-type: none"> <li>• Explain the reasons for French settlement using the concepts of supply and demand (the search for resources in high demand)</li> </ul>
<b>3.1.1</b> Create timelines that identify important events in the history of Louisiana	<ul style="list-style-type: none"> <li>• Create timelines of exploration and settlement in Louisiana including Native American inhabitants, the date of DeSoto’s exploration, the date of LaSalle’s exploration and claiming Louisiana for France, time range of French Control, , the date of d’Iberville’s and Bienville’s explorations, time range of Spanish control, the date</li> </ul>

	of Acadian settlement, the date of Louisiana purchase, and date of statehood for Louisiana.
<b>3.1.3</b> Use distinctive vocabulary to sequence events related to Louisiana history	<ul style="list-style-type: none"> <li>Use the words pre, post, decade, before, and after to sequence events related to Louisiana history</li> </ul>
<b>3.1.7</b> Identify community and regional historical artifacts, including primary sources, to answer historical questions	<ul style="list-style-type: none"> <li>Using historical artifacts (historic maps, paintings, journals, engravings), answer questions about European exploration and settlement.</li> </ul>
<b>3.4.1</b> Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> <li>Describe the physical features in the regions of Louisiana where Acadians settled, and discuss reasons those physical features encouraged their settlement.</li> <li>Compare and contrast the physical features in the regions of Louisiana settled by different groups of immigrants, and make a connection on why those locations were chosen (similar to physical features of home countries).</li> </ul>
<b>3.8.2</b> Investigate ways in which people are producers and consumers and explain why they depend on one another	<ul style="list-style-type: none"> <li>Explain how settlers engaging in agriculture were producers</li> <li>Explain how settlers were consumers</li> </ul>
<b>3.10.2</b> Distinguish between the use of money and barter	<ul style="list-style-type: none"> <li>Describe the reason for bartering between different settlement groups, and provide examples.</li> </ul>

## 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 content:** Students learn about why explorers came to the area now known as Louisiana, and how exploration and settlement contributed to the development of Louisiana. 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 the each discussion and use this information to assign a grade to students.
- Students write a summary of the similarities and differences between a historical map and modern maps.
- 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:** 6 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](#)

#### 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 settled in this area. In this unit, we will be looking at events that changed Louisiana and creating a timeline. We will also be looking at how exploration influenced Louisiana history."
2. Provide each student with a copy of the [Louisiana Timeline](#).
3. Say: "Since 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 U.S. 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 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 were the Spanish exploring the area of Louisiana?
10. Say: "In the previous unit, we considered how 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 explore the

different groups who settled here 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, claims to Louisiana’s land shifted 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) 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, ‘Why was LaSalle significant 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.
19. Say: “After France claimed Louisiana, French people came to settle in Louisiana. 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.

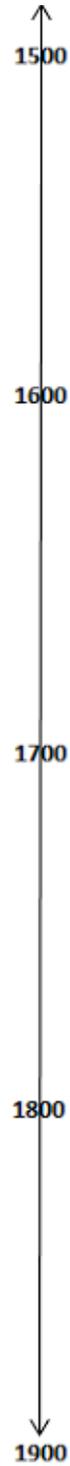
29. Allow student pairs time to look at the maps and discuss the similarities and differences they see.

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?

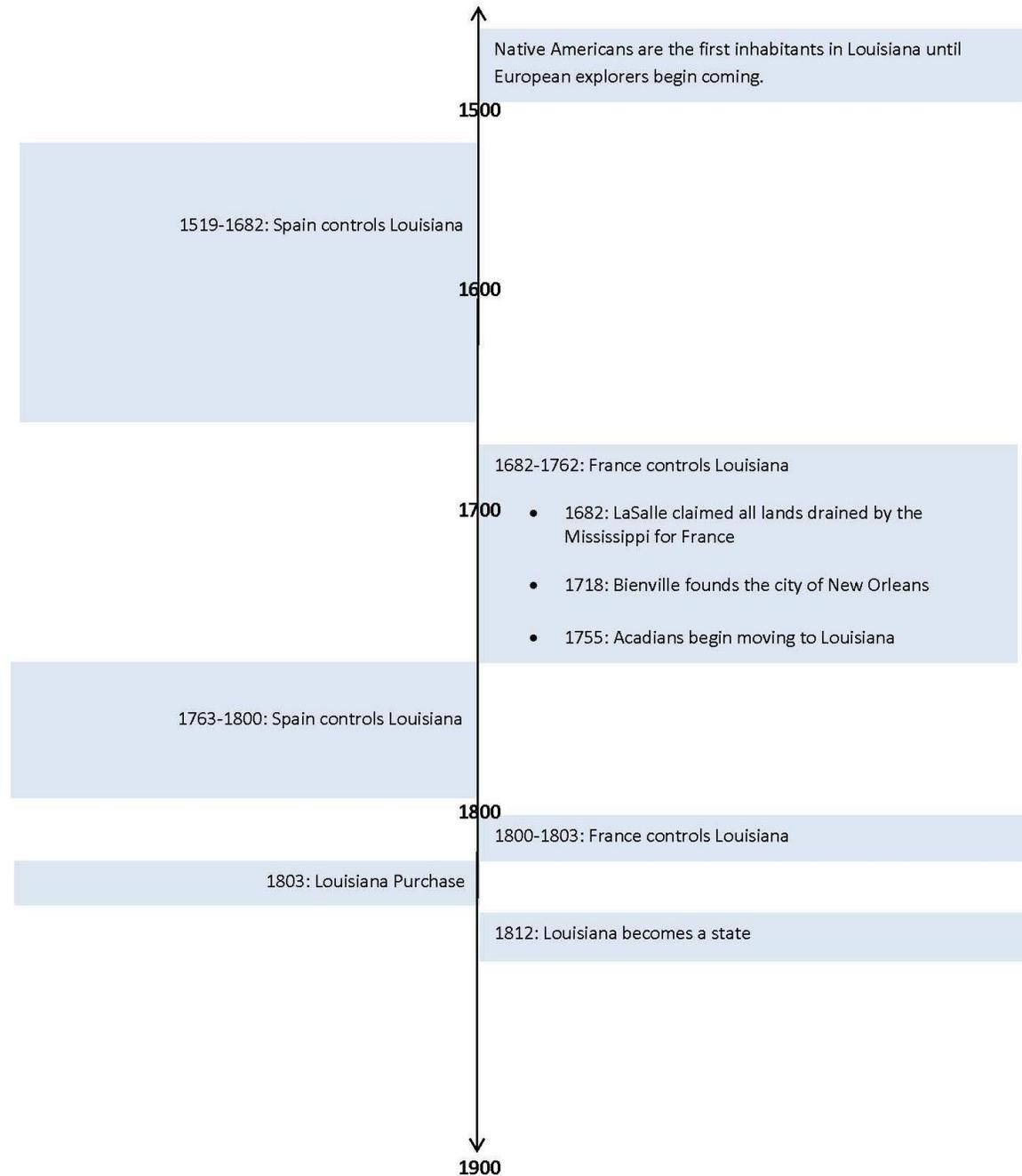
31. Have students access their timelines and their [Louisiana Cultural Influences handout](#). Ask students to identify the first group that contributed their unique culture to Louisiana. Encourage students to use their timelines for reference. Students should identify Native Americans as the first significant 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



## Timeline of Louisiana History (Completed)

### Sample Timeline of Louisiana History



### Adapted from Colonial Louisiana[1]

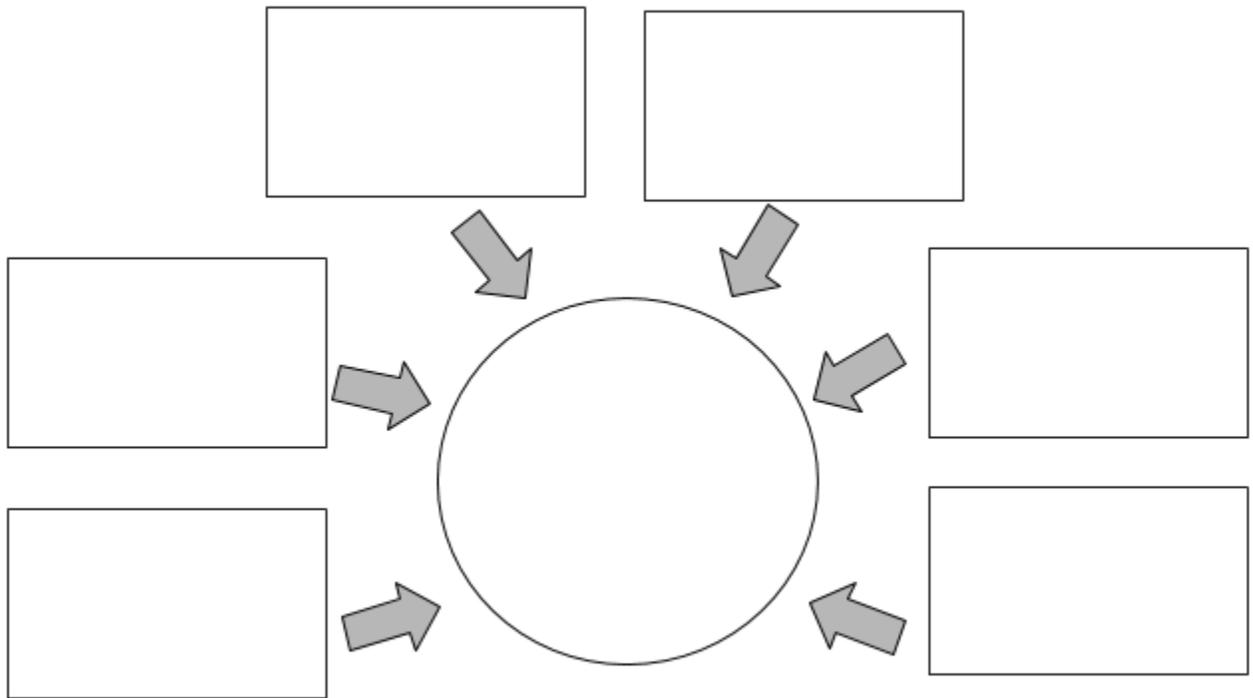
- 1 The promise of economic opportunity brought Europeans to Louisiana. Among the many ethnic groups in colonial Louisiana were people of French, Canadian, Spanish, Latin American, Anglo, German, and African descent. These cultures, along with Native Americans, provided the first ingredients for Louisiana's famous "gumbo" of cultures.
- 2 In the 16<sup>th</sup> century, the Spanish were the first Europeans to explore the region, but they did not settle. Hernando de Soto's expedition in 1542 was the first discovery of the mighty river by Europeans. Spanish explorers were looking for a waterway that would lead to the Pacific Ocean. In 1542, Hernando de Soto's expedition sighted the Mississippi River
- 3 There wasn't another European expedition to Louisiana 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 established 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 the 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 river's curve also slowed ships approaching from downriver, which provided protection in the event of an attack.
- 7 European exploration and settlement meant contact with Native American peoples who had been living in the Mississippi River Valley for thousands of years. Contact between European colonizers included both cooperation and conflict. Cooperation included both temporary and long-term partnerships between Europeans and Native Americans around matters of trade and diplomacy. Trade with Native Americans supported struggling European colonies and introduced European products to Native Americans. Europeans, however, also brought diseases with them for which the Native Americans had no immunity. These diseases resulted in mass deaths that greatly reduced the population of Native Americans. Europeans also enslaved Native Americans and engaged in warfare with them to gain control of territory.
- 8 African culture was introduced to Louisiana in 1719 through the forced migration of thousands of enslaved Africans. Africans brought agricultural knowledge, such as the ability to grow rice, corn, tobacco, cotton, and indigo. The French used their forced labor to help sustain the struggling colony in Louisiana.
- 9 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. Louisianans 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.

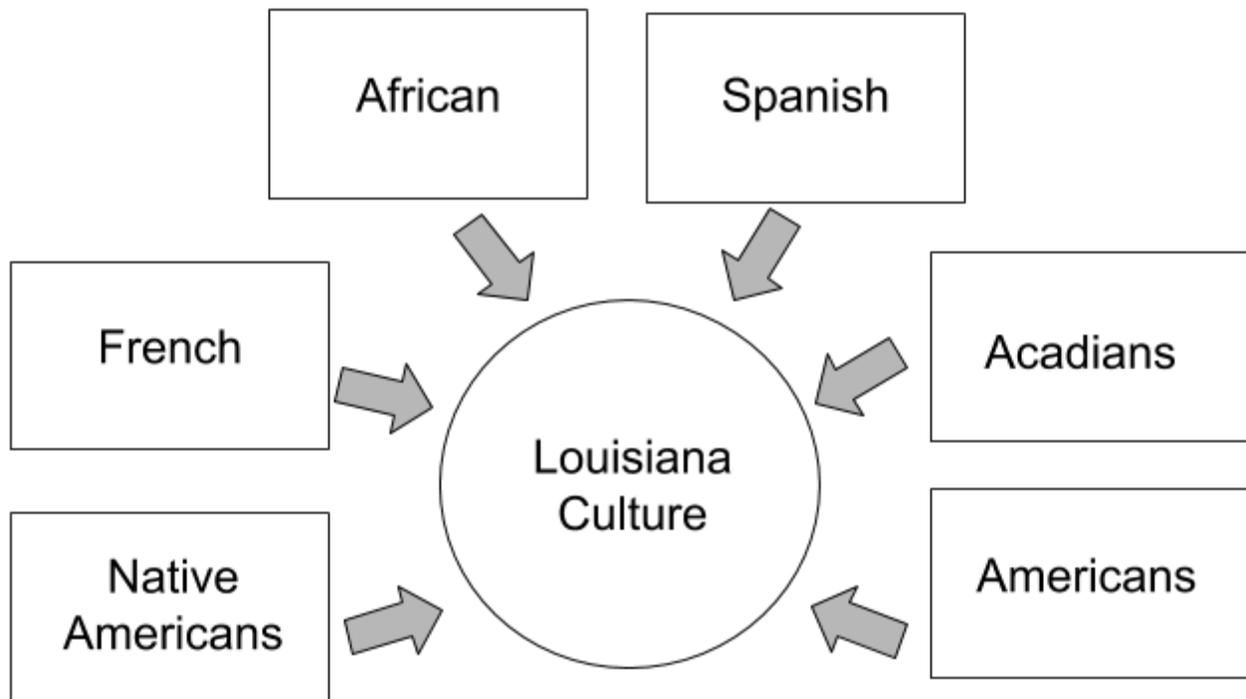
[1] The original text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at <http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/colonial-louisiana/>.

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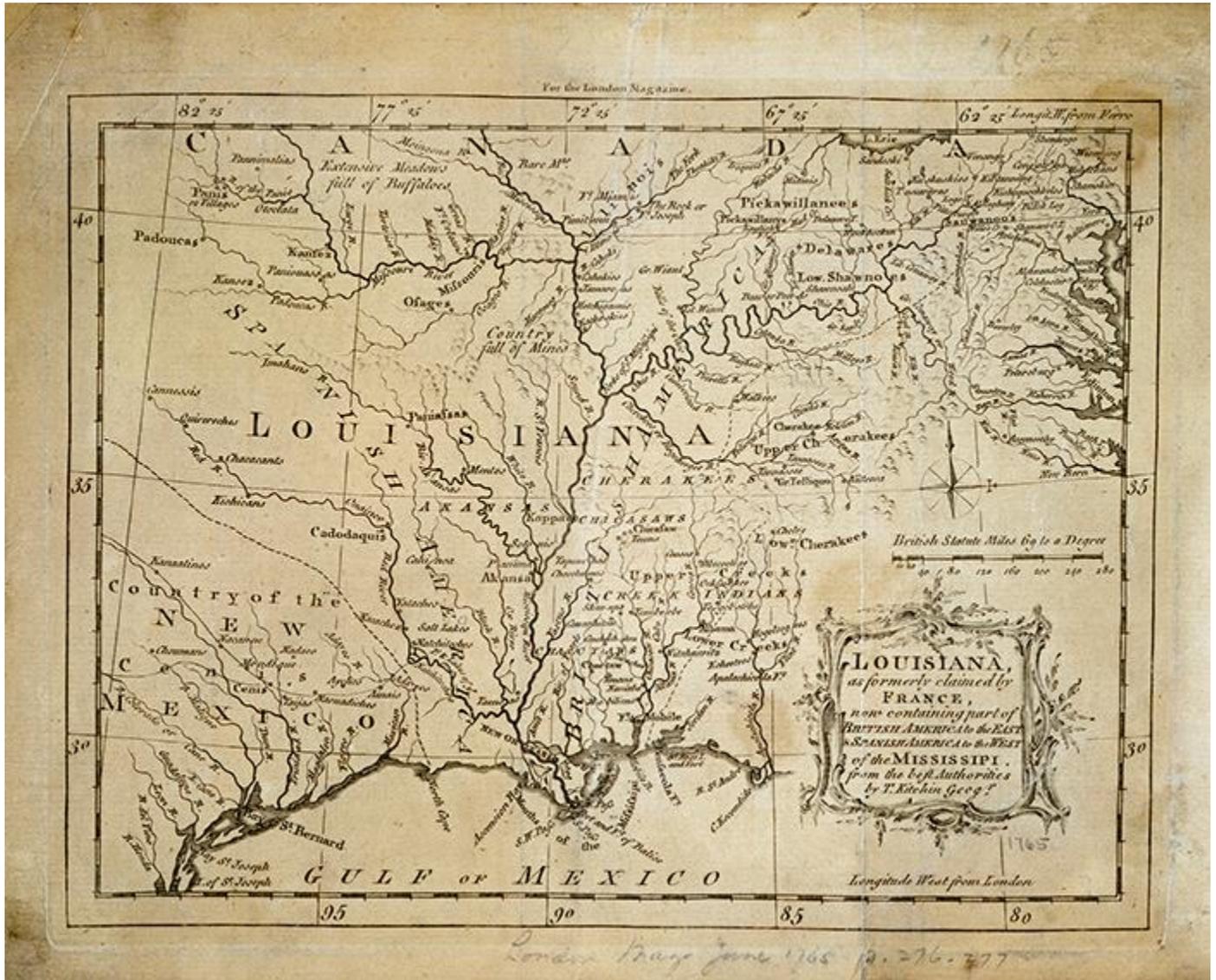
Louisiana Cultural Influences



Louisiana Cultural Influences (Completed)



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.minisinc.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](https://nationalmap.gov/small_scale/printable/images/preview/reference/pagegen_la.gif).

## Map of the United States



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](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 content:** Students should understand how European colonization contributed to the development 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 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 a valuable piece of land that many different groups wanted to control.
- 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](#).

## 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](#), 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](#)

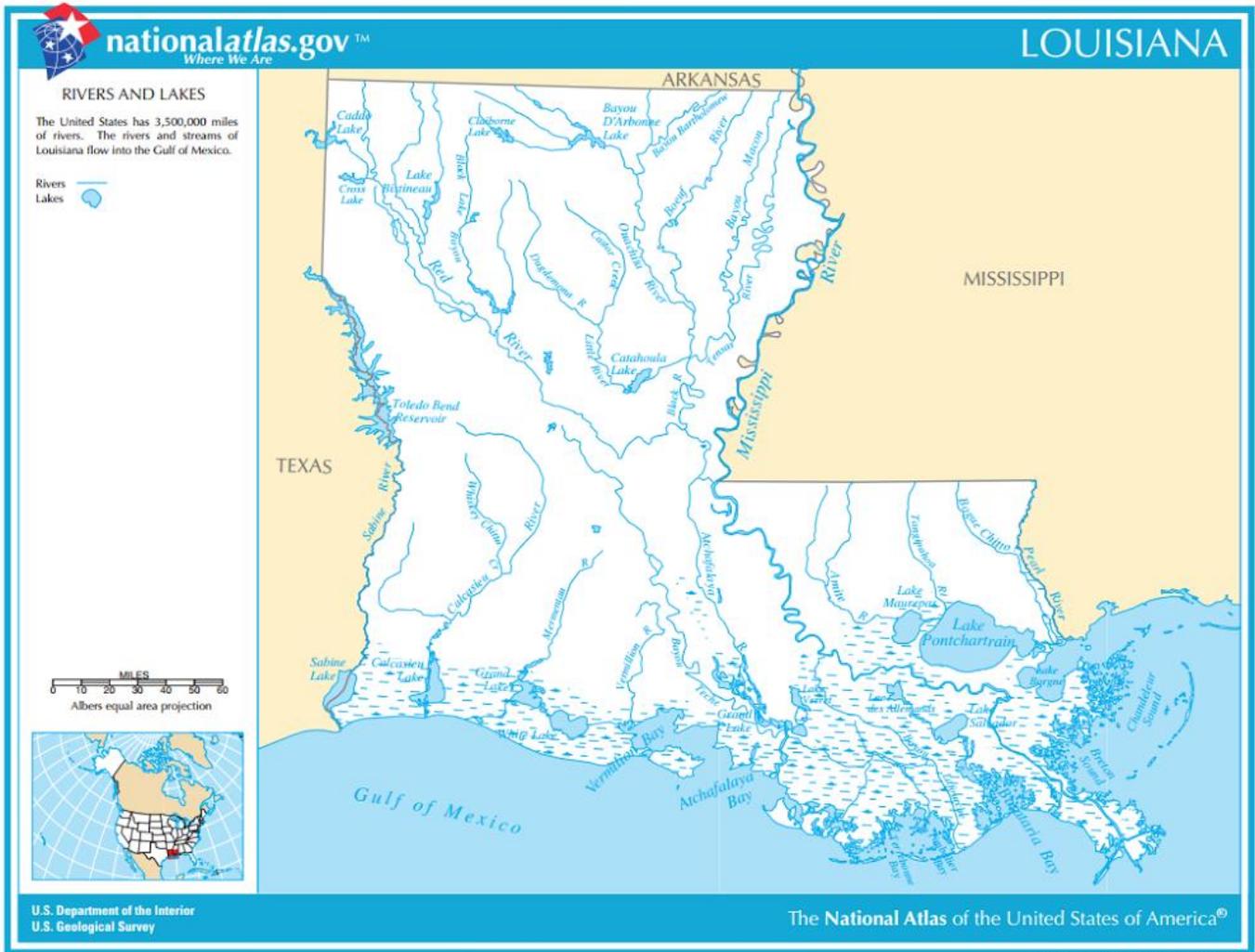
#### Instructional Process:

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 territory originally claimed by France is different from the state of Louisiana we know today. Now we will continue to learn about how Louisiana changed as the French and Spanish established 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. How was Iberville important to Louisiana history?
  - b. Why was the location of New Orleans chosen?
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 nine of [Colonial Louisiana](#) aloud to students. NOTE: paragraphs 7 and 8 include the topic of slavery. Teachers may reference this [article](#) for some information on teaching slavery in the elementary classroom.

12. 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 French treat non-Europeans in Louisiana?
  - b. Paragraphs 9-10: How did the early economy of Louisiana take shape?
13. After you have finished reading, provide students with time to add additional information to their timelines.
14. 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."
15. 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 governs Louisiana
  - b. 1800-1803: France governs Louisiana
16. Ask: "What might have driven these European countries to want control of Louisiana during this period of time?"
17. Allow students an opportunity to brainstorm their responses.
18. Have students write a paragraph that describes how the geography of Louisiana made it valuable to multiple countries.
19. 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?
20. 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."
21. Provide each student with a copy of the [Louisiana Maps Triple Venn handout](#).
22. Model for students how to record similarities in the overlapping sections and differences in the open sections of the [Louisiana Maps Triple Venn handout](#).
23. Divide students into pairs and explain that they will work with their partners to compare and contrast three maps.
24. Provide students with access to the [French Louisiana, 1682-1762](#). **NOTE:** *The maps referenced in steps 23-30 are all housed on the same website. Scroll down to view all three maps.*
25. Say: "This map shows [French Louisiana, 1682-1762](#). Look at the land known as 'French Louisiana' on this map."
26. Provide students with access to the [Spanish Louisiana, 1762-1800](#).
27. 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."
28. 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](#).
29. Say: "Now we will be looking at another map of French Louisiana at a later time."
30. Provide students with access to the [French Louisiana, 1800-1803](#).
31. Say: "This map shows [French Louisiana, 1800-1803](#). Look at the land known as 'French Louisiana' on this map."
32. 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."
33. 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](#).
34. Conduct a brief discussion in which students compare and contrast the land defined as Louisiana in each of the

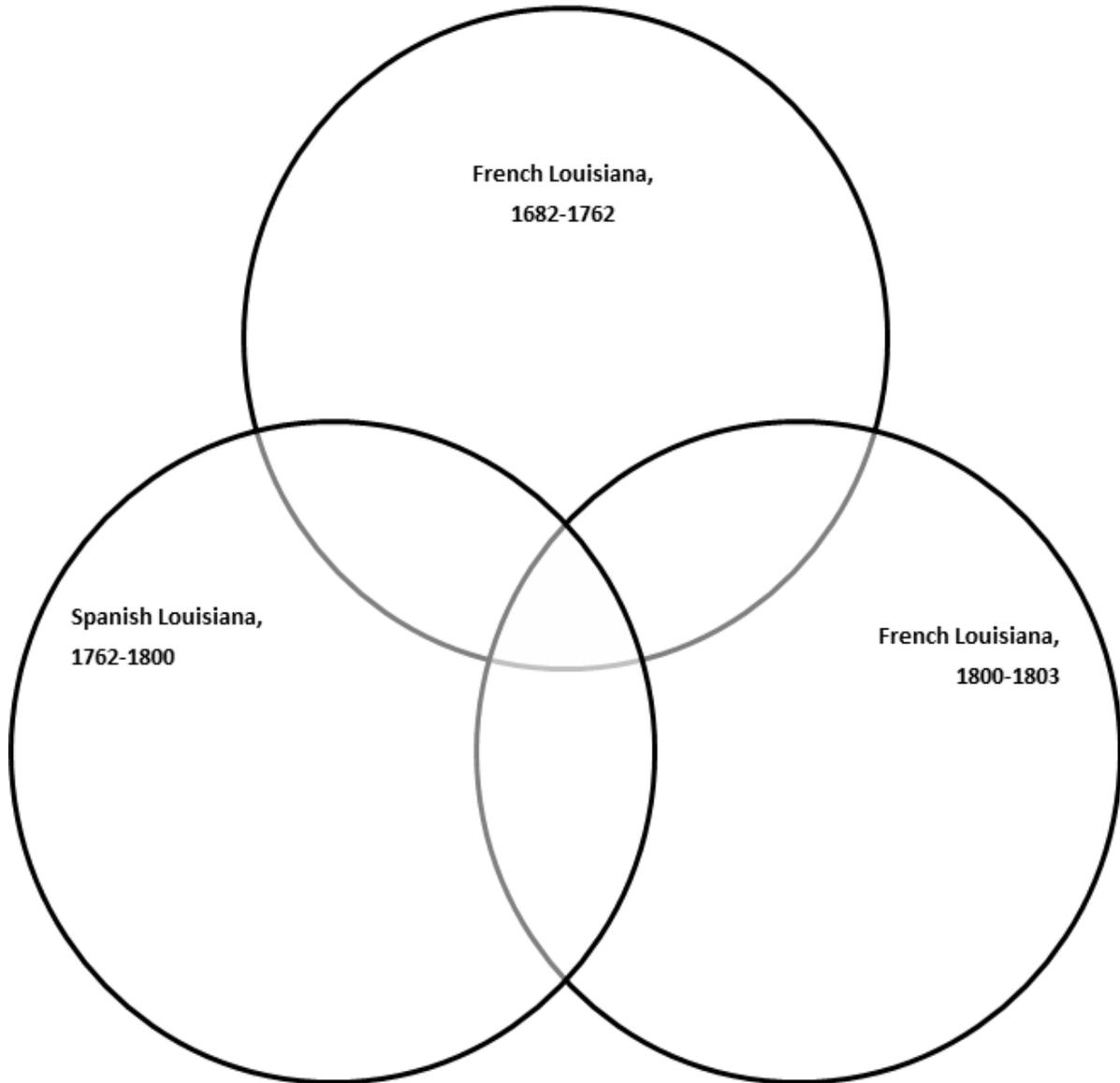
- maps. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
- Why do you notice about the physical boundaries of Louisiana as it switched between countries?
  - How do the boundaries of our modern Louisiana compare to those seen in each of the maps?
  - Why do you think are the most significant changes to the maps over time?
35. 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.
36. 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."
37. Provide students with access to [Spanish Influence in Louisiana](#) and [French Influence in Louisiana](#).
38. Direct students to review their timelines and maps that show the events and changes associated with the colonial period.
39. 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:
- How did Louisiana's boundaries change during the colonial period?
  - How did the culture of Louisiana change during the colonial period?
  - How do the changes in Louisiana from the colonial period contribute to our uniqueness today?
40. 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

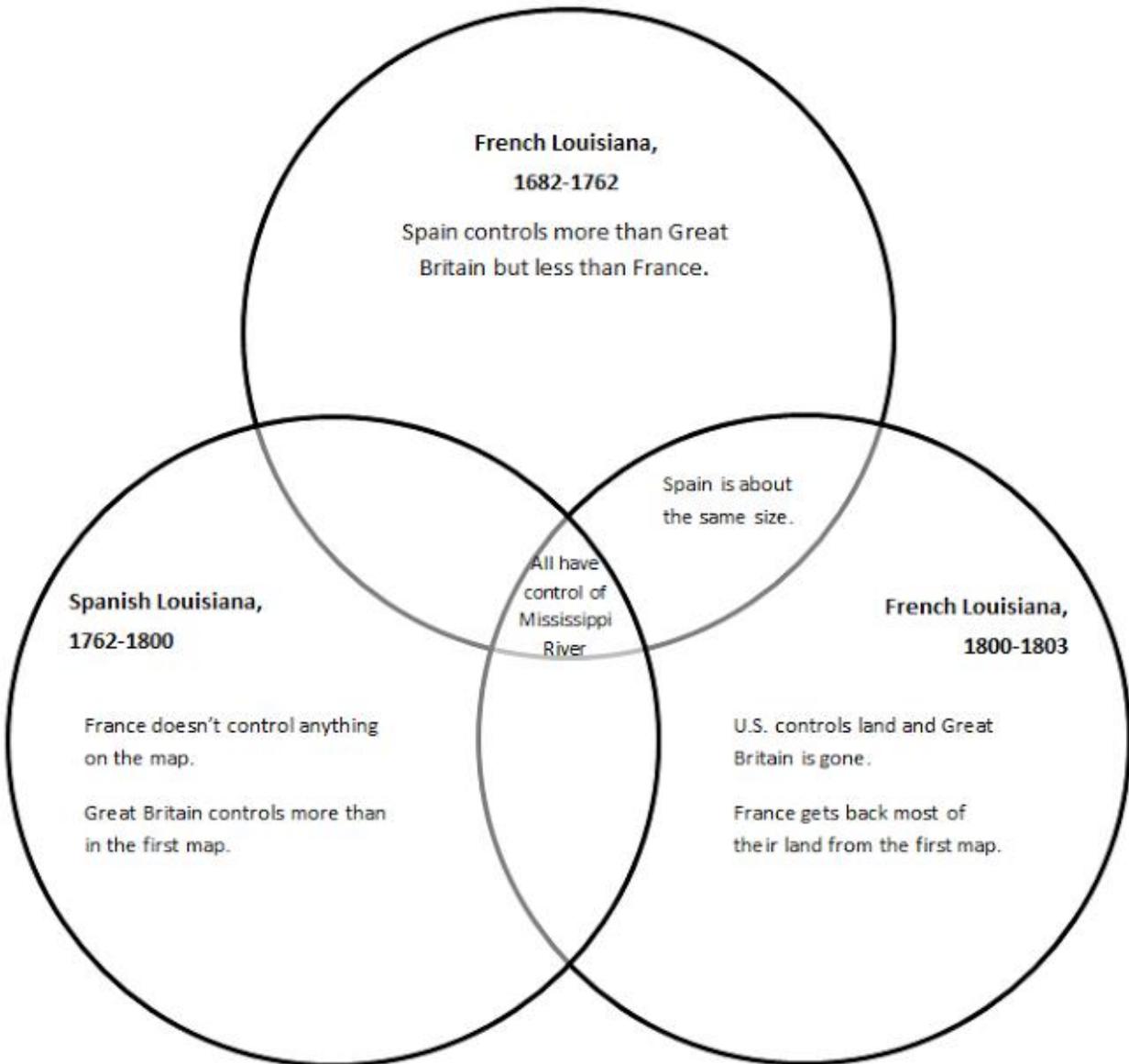


This map is created by the U.S. Department of the Interior: U.S. Geological Survey. It is available online at [https://nationalmap.gov/small\\_scale/printable/images/pdf/reference/pagegen\\_la.pdf](https://nationalmap.gov/small_scale/printable/images/pdf/reference/pagegen_la.pdf).

### Louisiana Maps Triple Venn



### Louisiana Maps Triple Venn (Completed)



**Adapted from “What does it mean to be Creole?”<sup>7</sup>**

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.

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<sup>7</sup> 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.

Paella <sup>8</sup>	Jambalaya <sup>9</sup>
	

<sup>8</sup> This image is in the public domain and is available online at <https://commons.wikimedia.org/wiki/File:ValencianPaella.jpg>.

<sup>9</sup> 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 building that have these balconies today. In fact, some of the most famous buildings in Louisiana were built by the Spanish.

Photos of Spanish Architecture<sup>10</sup>

Spanish style balcony	Cabildo	St. Louis Cathedral
		

<sup>10</sup> These images are created by The Louisiana Office of Tourism. They are available online at <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.

Place	French Meaning
Terrebonne	“good land”
Rapides	“rapids”
LaFourche	“the fork”
Pointe Coupee	“the place of the cut off”

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.

Fleur de lis <sup>11</sup>	Louisiana welcome sign with fleur de lis	Saints helmet with fleur de lis <sup>12</sup>
		

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.

<sup>11</sup> 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>.

<sup>12</sup> 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 content:** 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

**Materials:** lesson 2 of [Cajun Folktales](#), [Video Analysis Worksheet](#), [Les Acadians](#), [Outline Map of the United States](#), [Map of Acadian Deportation](#), [Physical Map of the United States](#), [From Acadian to Cajun](#), [History of the Most Cajun Place on Earth](#), [Music and Culture in the Most Cajun Place on Earth](#), [Music and Cajun French in the Most Cajun Place on Earth](#),

#### 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 [From Acadian to Cajun](#) 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]

## Analyze a Video

<p><b>Meet the video.</b></p> <p>What do you see in the video? Circle all that apply.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <p style="text-align: center; font-size: small;">PEOPLE    ACTIVITIES    PLACES</p> <p>Is there a title? <input type="checkbox"/> YES    <input type="checkbox"/> NO</p> <p>If so, what does the title tell you about the video?</p>	<p><b>Observe its parts.</b></p> <p>Who do you see in the video?</p> <p>What activities do you see happening in the video?</p> <p>What places do you see in the video?</p> <p>Write two words that describe this video.</p> <div style="text-align: center;"></div>	<p><b>Try to make sense of it.</b></p> <p>Who do you think made this video?</p> <p>Who do you think was supposed to see the video?</p> <p>When is this video from?</p> <p>What is the main idea of the video? List two things (people, activities, or places) from the video that support the main idea.</p> <div style="text-align: center;"></div>
<p><b>Use it as historical evidence.</b></p> <p>Where do you think you could find out more information about the people, activities or places from this video?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> </div>		

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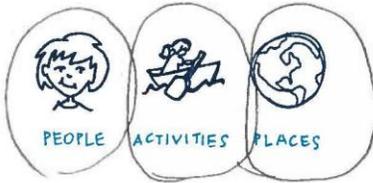
[1] This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at [https://www.archives.gov/files/education/lessons/worksheets/video\\_analysis\\_worksheet\\_novice.pdf](https://www.archives.gov/files/education/lessons/worksheets/video_analysis_worksheet_novice.pdf).

Video Analysis Worksheet (Completed)

Analyze a Video 

**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?

It is about the people known as the Acadians.



Materials created by the National Archives and Records Administration are in the public domain.

**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

Write two words that describe this video.

Acadians moving



**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.

**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.



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](https://www.lib.utexas.edu/maps/united_states/usa_blank.jpg).

Physical Map of the United States



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/printableViewer.htm?imgF=images/preview/reference/genref.gif&imgW=588&imgH=450](https://nationalmap.gov/small_scale/printable/printableViewer.htm?imgF=images/preview/reference/genref.gif&imgW=588&imgH=450).

## Unit Three Assessment

**Description:** Students explain how exploration and colonization influenced Louisiana’s unique cultural heritage by completing a source-based assessment set on EAGLE.

**Suggested Timeline:** 1 class period

**Student Directions:** Read and study the sources about Louisiana’s early settlers. As you read the sources, think about the impact that Louisiana’s geography had on settlement. Then use the four sources and your knowledge of social studies to answer the questions.

**Resources:**

- [Early Settlement of Louisiana Source Based Assessment \(Passage #127665\)](#)

**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

Grade 3 Content	
State of Louisiana	How did becoming part of the United States alter Louisiana?

**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 to answer the 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: State of Louisiana	<b>Topic One: Events Leading to Statehood</b> <b>Topic Two: Louisiana’s Government and Citizens</b>
<b>Key Connections:</b> <ul style="list-style-type: none"> <li>• <i>Louisiana’s citizens can use their jobs to solve local issues</i></li> <li>• <i>Citizens work to earn and save income and contribute to a larger economy</i></li> <li>• <i>The purpose and role of state and local governments are to meet the needs of society</i></li> </ul>	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
<b>3.1.6</b> Compare and contrast the influence of cultural groups in Louisiana	<ul style="list-style-type: none"> <li>• Compare and contrast primary cultural influences in Louisiana prior to becoming a state (French, Spanish, Cajun, Native American, African) and after becoming a state (Germans, Irish, and more English Speaking settlers)</li> </ul>
<b>3.2.1</b> Explain how major explorers and leaders contributed to the early development of Louisiana	<ul style="list-style-type: none"> <li>• Explain why the U.S. would want to own the Louisiana territory (control of the Mississippi River and the Port of New Orleans, allow for free transfer of goods from other territories to the gulf of Mexico, security of other American lands)</li> <li>• Explain the importance of the Louisiana Purchase to the United States (doubled the US in size, control of the Mississippi River, gives the Port of Orleans to the US which allows for more trade and money and easier transport of goods, provides pioneers more land to settle), and the importance of the leaders involved in making the event happen (Robert Livingston, Thomas Jefferson, James Monroe, Napoleon).</li> <li>• Explain the importance of the Lewis and Clark expedition to Louisiana and the U.S. (first expedition to explore the Louisiana Purchase territory, promoted trade and settlement in the new region)</li> <li>• Explain the steps Louisiana took to become a state (determining delegates by population, writing and ratifying a state constitution, determining state borders)</li> </ul>
<b>3.2.3</b> Identify the causes and effects of migration on Louisiana	<ul style="list-style-type: none"> <li>• Explain how annexing the territory of Louisiana influenced new settlement by Germans and English-speaking settlers</li> </ul>
<b>3.2.4</b> Identify cultural elements that have contributed to the state’s heritage	<ul style="list-style-type: none"> <li>• Discuss how becoming a state altered the language and religion of Louisiana (More English speaking, protestant pioneers moved to Louisiana when it became part of the U.S.)</li> </ul>
<b>3.5.1</b> Explain the difference between rules and laws	<ul style="list-style-type: none"> <li>• Identify and give examples of rules and laws, and explain the difference between the two.</li> </ul>

<p><b>3.5.3</b> Investigate the major responsibilities of the three branches of local and state government</p>	<ul style="list-style-type: none"> <li>• Identify the three branches of government and briefly explain what each branch of government does and who does the work in each branch, on the state and local level.</li> <li>• Explain how dividing the responsibilities between the three branches helps government and people.</li> </ul>
<p><b>3.5.4</b> Explain how local and state governments meet the basic needs of society</p>	<ul style="list-style-type: none"> <li>• Give examples of the responsibilities of state vs local governments (example for safety: state governments set driving rules, local governments manage first responders)</li> <li>• Explain what a tax is and how state and local governments use taxes to help meet the basic needs of society.</li> <li>• Describe the ways that state and local government keep society safe (emergency services), provide basic health needs and services (hospitals, clean water, waste disposal), provide infrastructure (road maintenance, power lines) and promote community (schools, libraries, parks)</li> </ul>
<p><b>3.5.5</b> Discuss the powers of local and state officials</p>	<ul style="list-style-type: none"> <li>• Explain the basic responsibilities of local and state officials, and the branch of government for which each entity works. (Local: Mayor, judges, sheriff, city council, police jury. State: Governor, Senator, Representative, judges).</li> </ul>
<p><b>3.6.1</b> Explain the rights and responsibilities of individuals in making a community and state a better place to live</p>	<ul style="list-style-type: none"> <li>• Describe what good citizens in a community do for each other to make the community a better place</li> <li>• Identify the responsibilities of citizens that make a community a better place (identifying and solving local issues, environmental stewardship, volunteering, jury duty, paying taxes)</li> <li>• Discuss the right of voting, and the role citizens play in voting</li> </ul>
<p><b>3.6.2</b> Describe the qualities of a good leader and citizen</p>	<ul style="list-style-type: none"> <li>• Using the leaders of the Louisiana Purchase as an example (Robert Livingston, Thomas Jefferson, Napoleon) describe the qualities of a good leader and citizen as honest, kind, smart, brave, hard-working, working for the betterment of the community, and a self-starter.</li> <li>• Discuss how helping others can make for a good leader and citizen.</li> </ul>
<p><b>3.6.3</b> Describe how a citizen can help solve a local issue</p>	<ul style="list-style-type: none"> <li>• Discuss the role that volunteering, environmental stewardship, leadership, and public service plays in solving local issues</li> </ul>
<p><b>3.8.3</b> Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services</p>	<ul style="list-style-type: none"> <li>• Using the economic terms supply and demand, explain why it was beneficial for the U.S. to gain the port of Orleans through the Louisiana Purchase.</li> </ul>
<p><b>3.10.1</b> Differentiate between imports and exports of goods in Louisiana</p>	<ul style="list-style-type: none"> <li>• Explain the difference between imports and exports, and identify examples of each</li> </ul>

	<ul style="list-style-type: none"> <li>Explain why acquiring the Port of Orleans was important for importing and exporting goods</li> </ul>
<p><b>3.8.1</b> Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants</p>	<ul style="list-style-type: none"> <li>Use the economic term opportunity cost to help explain why the U.S. purchased the Louisiana Territory from France</li> </ul>
<p><b>3.1.1</b> Create timelines that identify important events in the history of Louisiana</p>	<ul style="list-style-type: none"> <li>Create a timeline of events from early settlement leading up to the Louisiana Purchase and statehood.</li> </ul>
<p><b>3.1.3</b> Use distinctive vocabulary to sequence events related to Louisiana history</p>	<ul style="list-style-type: none"> <li>Use the words pre, post, decade, before, and after to sequence events related to Louisiana history</li> </ul>
<p><b>3.5.2</b> Explain who is responsible for enforcing state and local laws</p>	<ul style="list-style-type: none"> <li>Discuss the role of the police and state trooper forces in enforcing laws, and how citizens can help enforce laws.</li> </ul>
<p><b>3.5.6</b> Compare how government officials at the state and national levels are elected</p>	<ul style="list-style-type: none"> <li>Explain who elects government officials in local and state governments (Local: Mayor, city council. State: Governor, Senator, Representative, judges).</li> <li>Explain who elects government at the national level (President and electoral college, Senators, US Representatives)</li> </ul>

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

**Suggested Timeline:** 15 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.
- 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.

## 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:** 15 class periods

**Materials:** Qualities of a Good Leader handout ([blank](#) and [completed](#)), “Robert Livingston Goes to France,” “Livingston Has Little Success,” “Jefferson Tries to Make a Deal,” “Napoleon Does Not Sell,” “Congress Avoids War,” “Napoleon Does Not Attack the British,” “Napoleon Decides to Sell,” and “Livingston and Monroe Make the Louisiana Purchase!” from *The Louisiana Purchase: Would You Close the Deal?*, Lessons 18-24 of the [Louisiana Purchase Guidebook Unit](#), [Map of the Louisiana Purchase](#), Territory to State Sequence of Events handout ([blank](#) and [completed](#)), [Territory to Statehood](#)

#### Instructional Process:

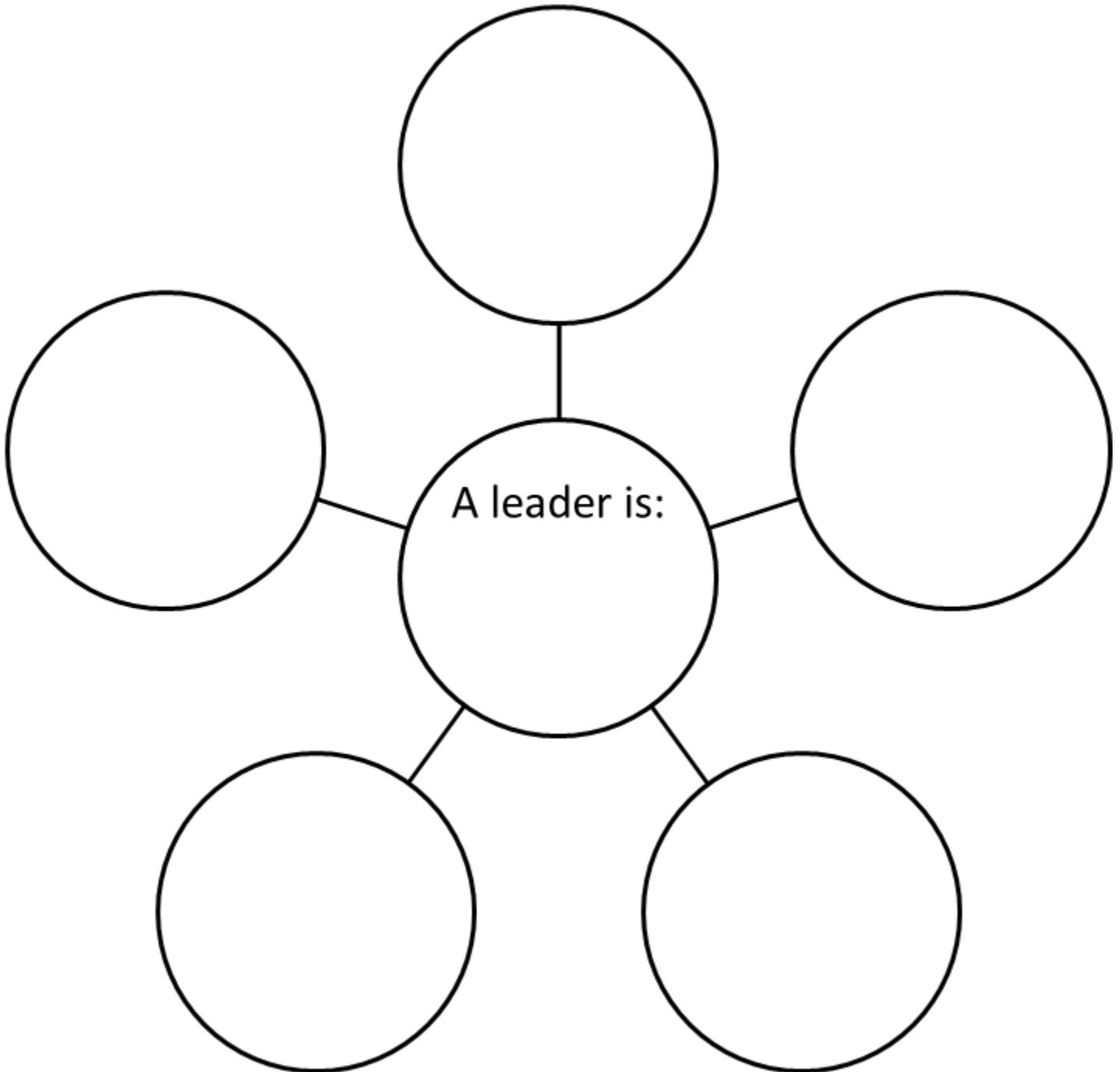
1. Say: “In the last unit, we learned about how French and Spanish colonization changed Louisiana. We also looked at how the Acadians came to settle in Louisiana. In this unit, we will look at how Louisiana became a part of the United States as a territory then as a state. Just like France and Spain,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

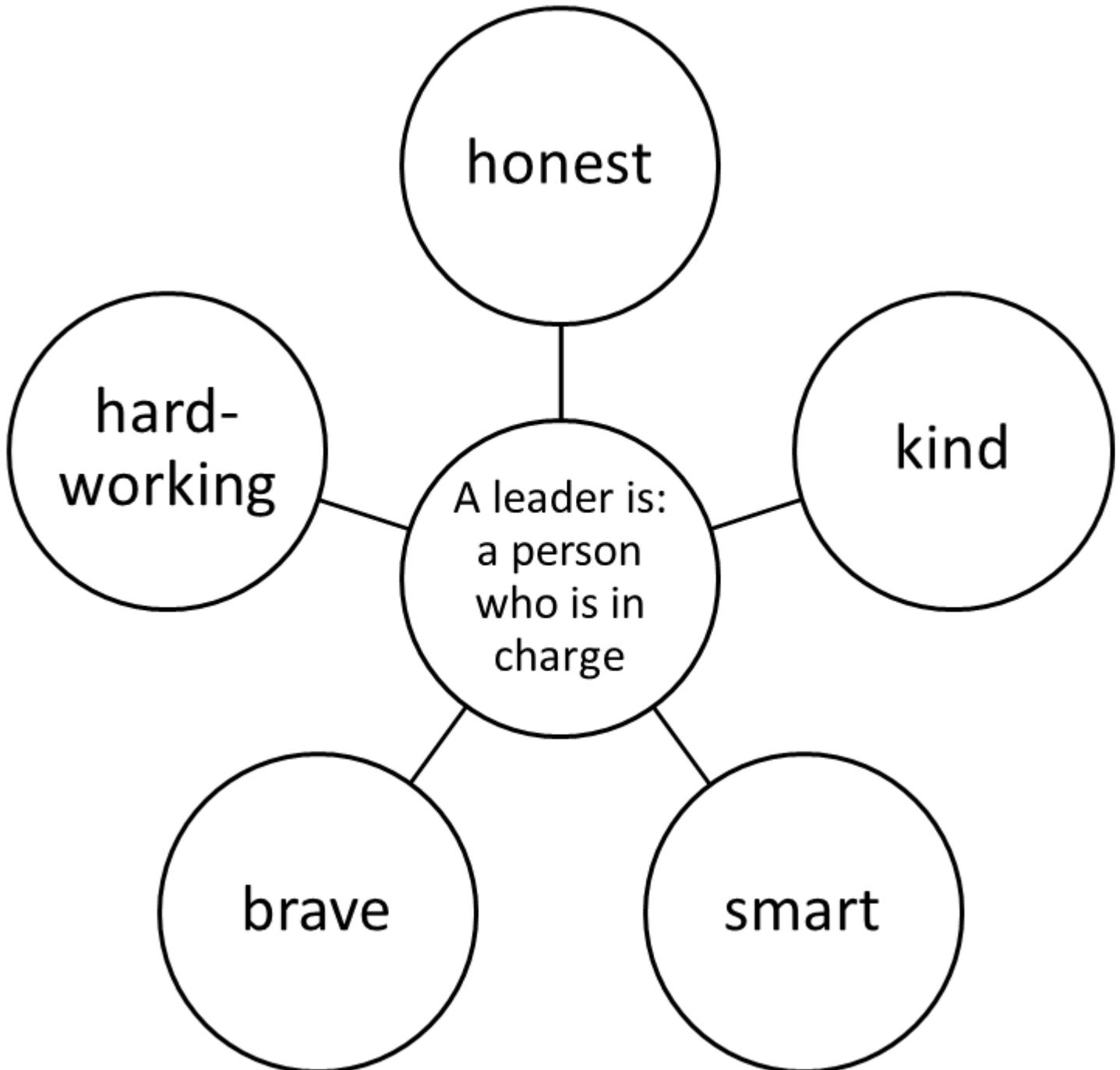
[Sequence of Events handout](#). Possible checkpoints include:

- 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.

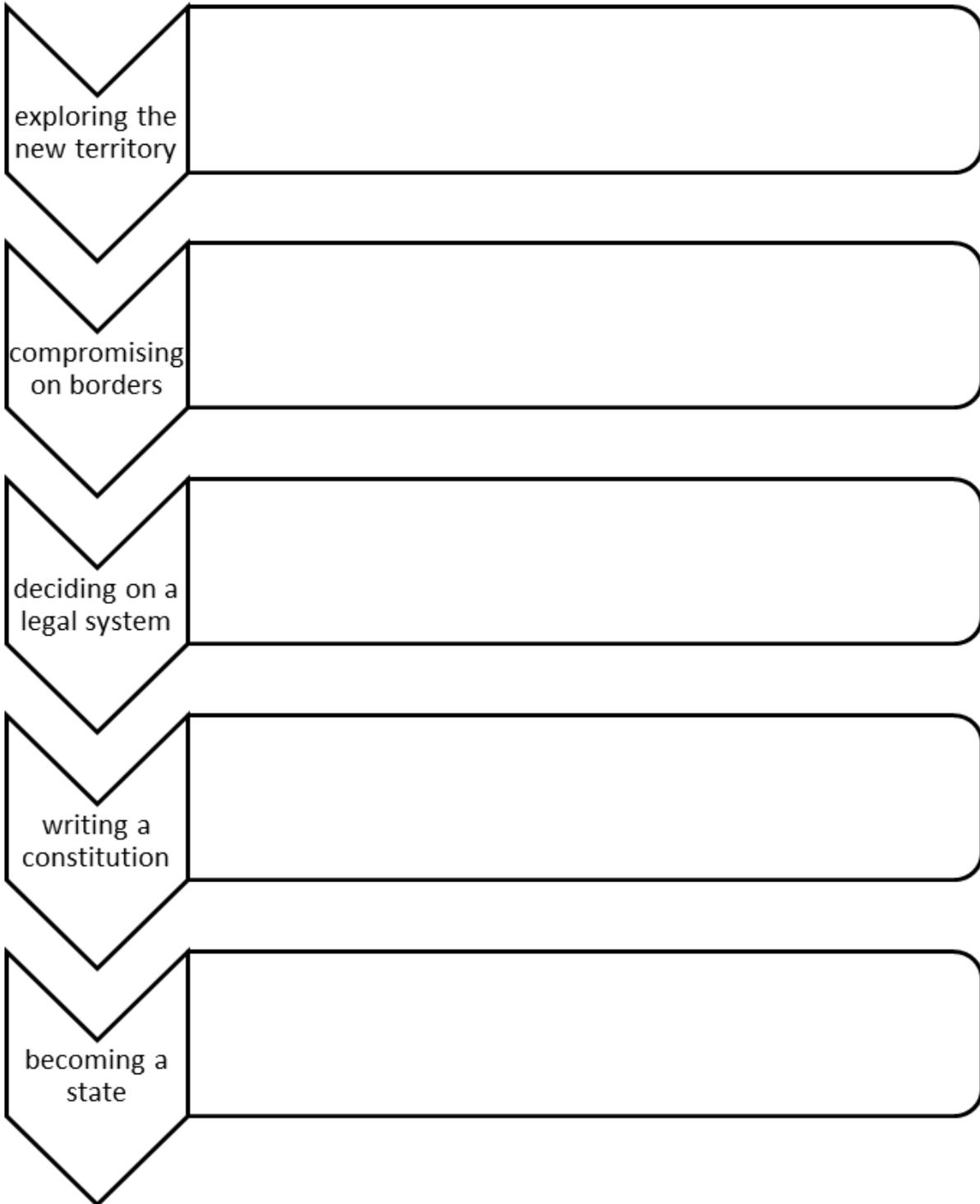
Qualities of a Good Leader



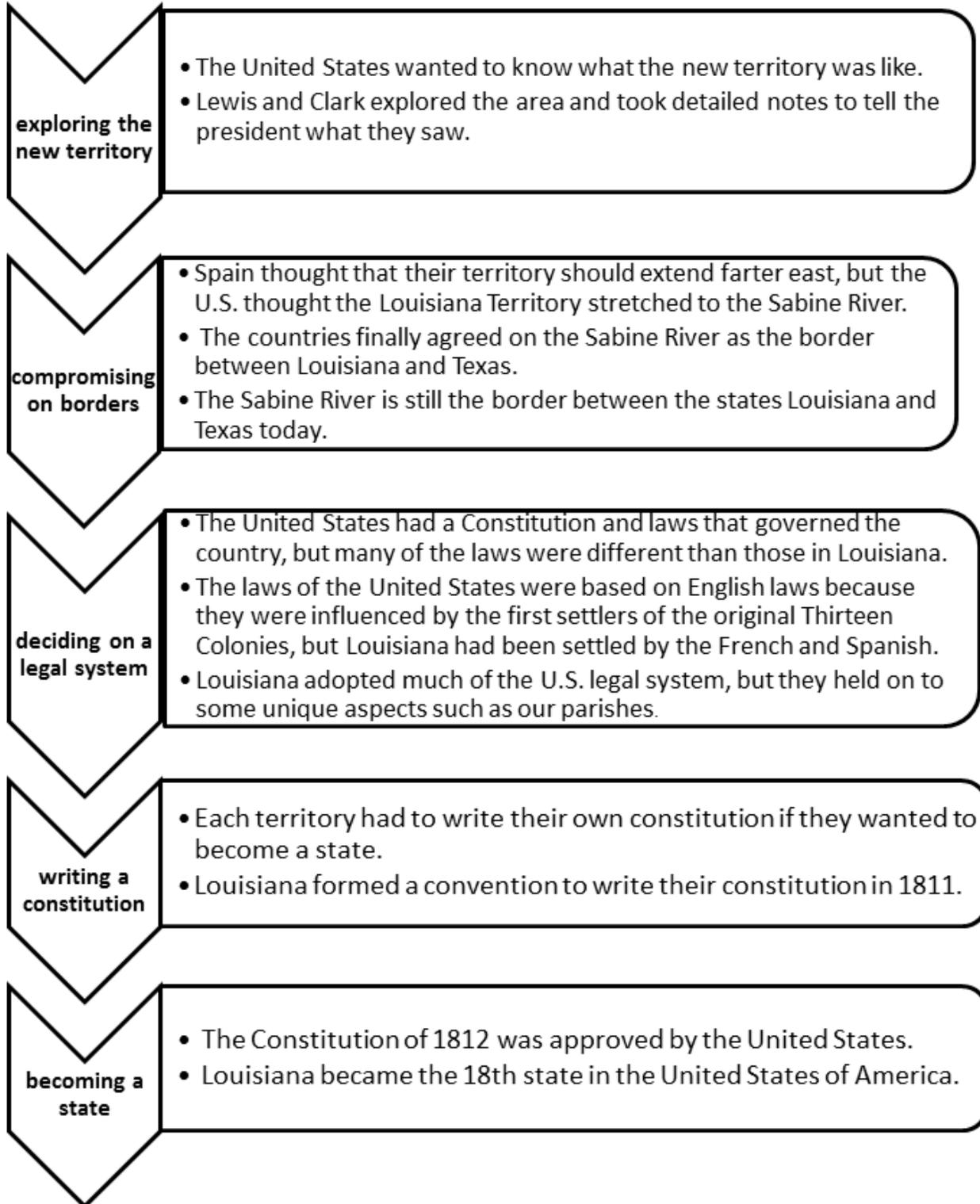
Qualities of a Good Leader (Completed)



Territory to State Sequence of Events



### Territory to State Sequence of Events (Completed)



## 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, Louisianians elected William Claiborne as their first state governor.

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[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 content:** 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.
- Students complete a RAFT write to describe a service necessary to their community and why it should be continued.

## 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

**Materials:** Branches of Government handout ([blank](#) and [completed](#)), [Judicial Branch](#), [Legislative Branch](#), [Executive Branch](#), [Three Branches of Government](#), [Louisiana’s Government](#), [Meet the Governor](#), [Senatorial District Map](#), [House District Maps](#), [Who Takes Care of What?](#), [Local and State Government](#), [Taxes: Sample Receipt and Pay Stub](#), [Louisiana’s Languages Today](#), [Religious Influence in Louisiana](#)

#### 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](#).

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. 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.”
17. Project [Louisiana’s Government](#) so students can see it (page 3 of the document). Read **excerpts** aloud to the class, focusing on the structure of 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](#).
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. Provide each student with a copy of the [Local and State Government](#) chart.
30. 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?
31. 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.”
32. 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.).
33. 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?”
34. Have students share some of the consequences that could result from people not following the laws.
35. 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.”
36. 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?
37. 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. Let’s investigate how the government obtains money and how they use that money to provide necessary services for citizens.”

38. Assign students to groups and have them discuss the following scenario: “You are at a store where every item in the store costs \$1. You have a \$10 bill. How many items will you be able to purchase at the store if you do not spend more than your \$10?” Allow students time to discuss in their groups.
39. Once groups have had ample opportunity to discuss, have students share out how many items they think they will be able to purchase. Conduct a whole-group discussion about sales tax. Possible guiding questions include:
- Have you ever tried to buy something, but you had to pay more for it than what it said that it cost?
  - What is the extra amount called when we pay more than what the item costs?
40. Provide students with access to [Taxes: Sample Receipt and Pay Stub](#). Explain that the state, parish, and city charge taxes on almost everything that is purchased so they can provide services. As students look at the receipt, explain to students that the \$1 in taxes would be shared – part going to the state, parish, and city to be able to provide services for the community.
41. Have students look at the pay stub to learn about another type of tax. Conduct a whole group discussion about income tax. Possible guiding questions include:
- *Income* is another name for money people earn from their jobs. What are some ways people earn *income*?
  - Look at the pay stub. What categories are included? How much *regular income* did this person earn? What is a *deduction*? What is this person’s *net pay*? *Net pay* is the amount of money a person brings home. What is the difference between the income earned and the income this person actually brings home? What happens to that money?”
42. Say: “We’re now going to look at the services that each level of government provides.”
43. Project [Who Takes Care of What?](#) so students can see the types of services provided by the government at each level.
44. 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:
- How does the federal government take care of the basic needs of society?
  - How does the state government take care of the basic needs of society?
  - How does local government take care of the basic needs of society?
45. Have students create a written summary on how each part of government takes part providing basic needs of society. Instruct students to include at least two things that each level of government does.
42. Have students access their timeline and [Louisiana Cultural Influences handout](#) from previous tasks.
43. 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, Louisianans 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.”
44. Have students add the United States to their [Louisiana Cultural Influences handout](#).
45. 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.”

46. Provide students with access to [Louisiana’s Languages Today](#).
47. Allow students to review the data in the chart then have them discuss what they see with a partner.
48. 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.”
49. 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.”
50. Provide students with access to [Religious Influence in Louisiana](#).
51. 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.”
52. Divide students into pairs to discuss the trend they see in the locations of the highest populations in each map.
53. 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.”
54. 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?
55. 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**

	<b>United States Government</b>	<b>Louisiana Government</b>
<b>Executive Branch</b>		
<b>Legislative Branch</b>		
<b>Judicial Branch</b>		

**Branches of Government (Completed)**

	<b>United States Government</b>	<b>Louisiana Government</b>
<b>Executive Branch</b>	<ul style="list-style-type: none"> <li>• Led by the president</li> <li>• Carries out the laws of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Led by the governor</li> <li>• Carries out the laws of the state</li> </ul>
<b>Legislative Branch</b>	<ul style="list-style-type: none"> <li>• Makes laws for the country</li> <li>• Congress has 2 houses               <ul style="list-style-type: none"> <li>o Senate</li> <li>o House of Representatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Makes laws for the state</li> <li>• Congress has 2 houses               <ul style="list-style-type: none"> <li>o Senate</li> <li>o House of Representatives</li> </ul> </li> </ul>
<b>Judicial Branch</b>	<ul style="list-style-type: none"> <li>• Evaluates laws</li> <li>• Supreme Court and other federal courts</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates laws</li> <li>• State Supreme Court, Appeals Courts, and district courts</li> </ul>

**Local and State Government**

Local Government		State Government	
Mayor	Elected by the people Executive Branch Elected for 4 years Oversees city laws and ordinances	Governor	Elected by the people Executive Branch Elected for 4 years Responsible for the enforcement of the laws of Louisiana May veto bills Commander in Chief of Louisiana military
Judges	Elected by the people Judicial Branch Elected for 6 years Jurisdiction of all civil and criminal matters	Senator	Elected by the people Legislative Branch Serves 4 years Creates laws Passes taxes
District Attorney	Elected by the people Judicial Branch Elected for 6 years Prosecutes criminal cases	Representative	Elected by the people Legislative Branch Serves 4 years Creates laws Passes taxes
Sherriff	Elected by the people Judicial Branch Elected 4 years Enforces the laws	Judges	Elected by the people Judicial Branch Elected for 6 years Jurisdiction of all civil and criminal matters
School Board	Elected by the people		
City Council	Elected by the people		

**Taxes: Sample Receipts and Paystubs**

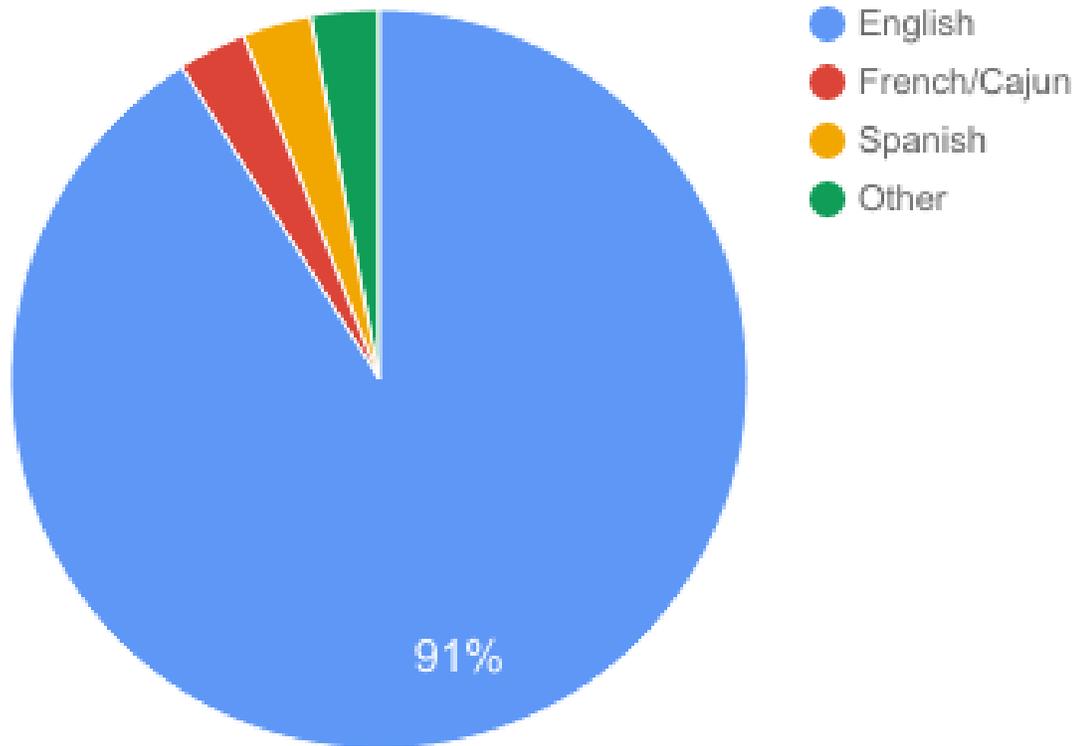
**Receipt That Shows Local Sales Tax**

<b>ABC Store</b>		
Anywhere, USA		
Item	Price	Total
Game	\$10.00	\$10.00
Subtotal		\$10.00
Sales Tax		\$1.00
Total		\$11.00

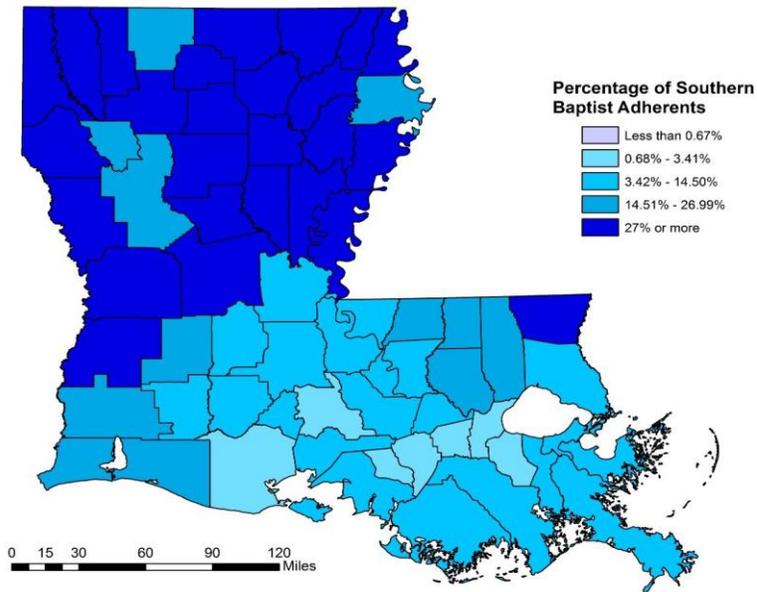
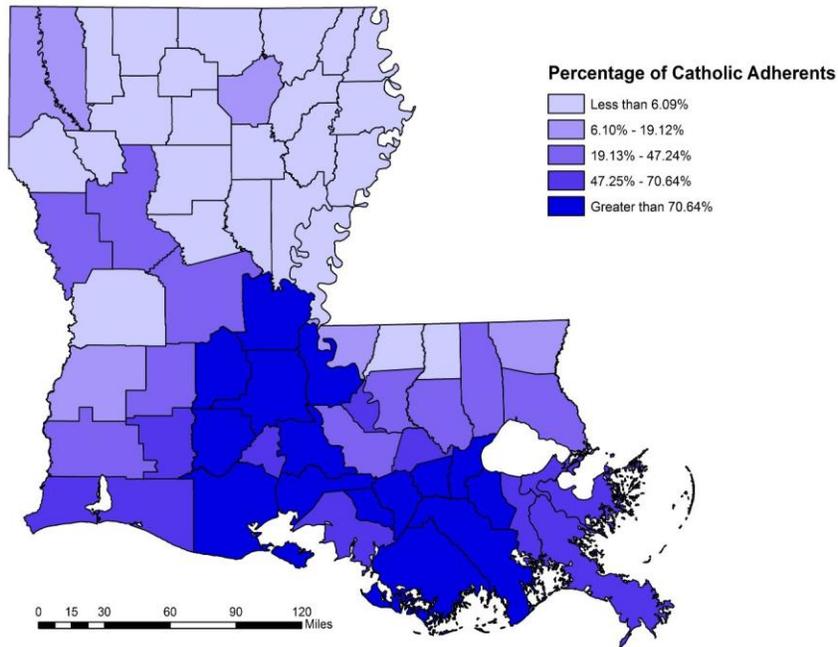
**Sample Pay Stub That Shows Tax Withholdings**

<b>ABC Company</b>		
Anywhere, USA		
		Amount
Regular Income		\$1000.00
Deductions	Federal Income Tax	-\$100.00
	State Income Tax	-\$20.00
	City Income Tax	-\$5.00
Net Pay		\$825.00

### Louisiana's Languages Today



Religious Influence in Louisiana<sup>13</sup>



<sup>13</sup> This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at <http://lagea.ga.lsu.edu/updated-annotated-student-atlas-of-louisiana/>.

## Unit Four Assessment

**Description:** Students write a one-paragraph response to answer the 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:** 2 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.

**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

Grade 3 Content	
Louisiana’s Future	How has Louisiana changed while preserving unique elements of its rich heritage?

**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.

<p><b>Unit Five: Louisiana’s Future</b></p>	<p><b>Topic One: Louisiana’s Economic Relationships</b>  <b>Topic Two: Louisiana’s Challenges</b>  <b>Topic Three: Unique Louisiana</b></p>
<p><b>Key Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>Louisiana’s natural resources contribute to the state’s economic success</i></li> <li>• <i>The environment of Louisiana can be impacted by natural and human factors</i></li> <li>• <i>The unique culture of Louisiana is influenced by geography, natural resources, economic, and diverse cultural groups</i></li> </ul>	
<p><b>Grade-Level Expectations (GLEs)</b></p>	<p><b>Priority Content and Concepts</b></p>
<p><b>3.1.6</b> Compare and contrast the influence of cultural groups in Louisiana</p>	<ul style="list-style-type: none"> <li>• Compare African cultural influence in Louisiana with other cultural influences (food, language, art, music)</li> </ul>
<p><b>3.2.4</b> Identify cultural elements that have contributed to the state’s heritage</p>	<ul style="list-style-type: none"> <li>• Discuss cultural elements as reasons people would want to visit Louisiana (cultural elements like food/language/music, to see Louisiana cities and regions, to experience festivals and events, geography/hunting/fishing)</li> </ul>
<p><b>3.4.4</b> Explain how humans have adapted to the physical environment in different regions of Louisiana</p>	<ul style="list-style-type: none"> <li>• Describe how levees meet the needs of people (protect cities, towns, homes, and crops from flooding)</li> <li>• Discuss Louisiana’s big industries (oil production, agriculture, seafood, tourism) and the reasons for those industries existing in Louisiana</li> </ul>
<p><b>3.4.5</b> Describe how humans affect the environment in Louisiana</p>	<ul style="list-style-type: none"> <li>• Explain coastal erosion and pollution as ways humans have affected the environment in Louisiana</li> <li>• Outline factors contributing to coastal erosion (rise of sea level, tides, storms, hurricanes, animals, levees, oil production) and how they impact the environment, economy, and the quality of life for Louisianans</li> <li>• Explain the connection between populated areas and the presence of oil refineries in Louisiana</li> <li>• Describe how oil spills can impact animals, the environment, and people</li> </ul>
<p><b>3.4.7</b> Describe the importance of natural resources in Louisiana using maps</p>	<ul style="list-style-type: none"> <li>• Use a map to identify the location of Louisiana’s economic resources (oil, salt, sugar cane, seafood, rice, clay, wood, cotton), and draw conclusions about how resources impact the economy of each region.</li> <li>• Discuss different agricultural products that are grown in Louisiana, where they are grown, and explain which Louisiana geographical features result/aid in the growth of different agricultural products</li> </ul>

	(cotton, dairy, fruit, cattle, lumber, rice, soy, sugarcane, veggies, sweet potatoes)
<b>3.6.3</b> Describe how a citizen can help solve a local issue	<ul style="list-style-type: none"> <li>Identify writing a letter to a congressman, volunteering, voting, and advocating for important issues as ways a citizen can help solve an issue</li> </ul>
<b>3.7.1</b> Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state	<ul style="list-style-type: none"> <li>Make a connection between jobs and income, and explain different ways for people to earn an income.</li> <li>Explain how tourism benefits Louisiana’s economy (creates jobs and ways for citizens to earn income)</li> <li>Explain how earning an income leads to paying taxes and the contribution of taxes to the well-being of the community and state</li> <li>Explain how earning an income leads to buying goods, and how spending money contributes to the well-being of the community and state.</li> </ul>
<b>3.7.2</b> List different ways people save their income and explain the advantages and disadvantages of each	<ul style="list-style-type: none"> <li>Identify ways to save money (comparing prices when shopping, determine opportunity cost, savings accounts) and explain the advantages and disadvantages of saving one’s income.</li> </ul>
<b>3.8.1</b> Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants	<ul style="list-style-type: none"> <li>Define and give examples of key economic vocabulary (good, service, need, want, consumer, producer, demand, supply, shortage, surplus, scarcity, price, opportunity cost, competition, interdependence, specialization)</li> <li>Provide examples of opportunity cost for consumers and state spending.</li> <li>Discuss how scarcity, surplus, and shortages impact the price of goods and services in the short and long term.</li> </ul>
<b>3.8.2</b> Investigate ways in which people are producers and consumers and explain why they depend on one another	<ul style="list-style-type: none"> <li>Explain all the ways in which citizens can impact the economy (citizens buy things and spend money, citizens work and receive income to pay for goods and services, citizens pay taxes on their income and things they buy)</li> <li>Explain the relationship between producers and consumers, and how they depend on each other</li> </ul>
<b>3.8.3</b> Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services	<ul style="list-style-type: none"> <li>Explain what factors impact the price of a good or service, and how they impact the price (competition, supply, demand)</li> <li>Explain how competition benefits consumers</li> </ul>
<b>3.8.4</b> Explain how producers and consumers affect prices	<ul style="list-style-type: none"> <li>Explain how overproduction and underproduction of goods/services can impact price.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how the price of a good or service is impacted when the demand of consumers increases or decreases.</li> <li>• Explain how supply and demand impacts price.</li> </ul>
<b>3.9.1</b> Explain the concepts of specialization and interdependence in the production of goods and services	<ul style="list-style-type: none"> <li>• Explain the concept of interdependence as it relates to producing and consuming goods in a community</li> <li>• Explain why people might specialize in producing a good or service rather than doing many things</li> <li>• Explain how specialization helps meet the needs of our economy</li> </ul>
<b>3.10.1</b> Differentiate between imports and exports of goods in Louisiana	<ul style="list-style-type: none"> <li>• Identify goods that Louisiana exports (Cotton, sugarcane, oil, seafood) and goods that are imported (oil, aluminum, copper, coffee, cars and trucks),</li> <li>• explain how goods are produced, manufactured, and sold as imports or exports</li> </ul>
<b>3.4.1</b> Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> <li>• Describe the threat of sea level rise in each of Louisiana’s five physical regions, and identify areas of Louisiana with the biggest sea level rise threat.</li> </ul>
<b>3.4.3</b> Describe how people have changed the land to meet their basic needs over time in Louisiana	<ul style="list-style-type: none"> <li>• Describe ways in which the land has been used to meet the basic needs of people in Louisiana over time (commercial, recreational, residential, industrial, and agricultural uses of land)</li> <li>• Explain how land use is different in different types of communities (for example, in the area of the state used for growing sugarcane, there will likely be a smaller population because the land is needed to grow the crop)</li> <li>• Make a connection between Louisiana’s geography and resources (seafood production needs large bodies of water, agricultural production needs a water source like a river valley, flood plain or a terrace, logging happens in forested areas and hills)</li> </ul>
<b>3.7.3</b> Explain the benefits of comparative shopping when making economic decisions	<ul style="list-style-type: none"> <li>• Explain how comparative shopping can save consumers money</li> </ul>
<b>3.9.2</b> Investigate the responsibilities and characteristics of various jobs	<ul style="list-style-type: none"> <li>• For common community jobs, determine the good or service produced, what good/service the community consumes from that job, what that job specializes in making or providing to other businesses or the public, and what other resources that job needs to provide their good or service. Discuss jobs that require special training (such as doctors or fire fighters)</li> </ul>

## 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 content:** Students describe how Louisiana's economy works and the role of individuals in the larger economy.

**Suggested Timeline:** 17 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.
- Students write a paragraph describing economic choices and opportunity cost.
- Student groups write a text chain about imports and exports, which can be collected for a grade.

## 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:** 17 class periods

**Materials:** Economic Vocabulary Review handout ([blank](#) and [completed](#)), [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](#), [What We Need to Make Cookies Chart](#), [Map of Louisiana's Resources](#), Economics Bingo ([blank](#) and [completed](#)), [Louisiana product map](#), Comparative Shopping and Opportunity Cost handout ([blank](#) and [completed](#)), [Cotton: From Field to Fabric](#), [Louisiana Sugarcane: From the Field to the Table](#), [Petroleum Oil: A Fossil Fuel](#)

#### 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: "throughout this task, we are going to explore various economic terms and features. We're going to keep track of everything we learn about the economy in a handout to refer back to."
5. Provide each student with a copy of the [Economic Vocabulary Review handout](#) and instruct students to keep it in a safe place, as they will be referring back to it throughout the entire task.
6. Say: "to start off our economic exploration, we're first going to learn about **producers** and **consumers**."
7. Provide students with access to [Consumers](#) and [Producers](#).
8. 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?
9. Direct students to record definitions and examples for producer and consumer on their [Economic Vocabulary Review handout](#)
10. Say: "we are now going to learn about **goods, services, supply, and demand**."
11. Read aloud *A New Coat for Anna* by Harriet Ziefert to the class.

12. 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?
13. Provide students with access to *A New Coat for Anna* and the [producer chart](#).
14. 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."
15. 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.
16. Support students as they record information about the producers on columns 1-3 of their [producer chart](#).
17. Project and play [Goods and Services](#) for student viewing.
18. 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?
19. Direct students to record definitions and examples for supply, demand, goods, and services on their [Economic Vocabulary Review handout](#).
20. Have students check their responses to the fourth column of their [producer chart](#).
21. 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.
22. 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?
23. Provide students with access to [Fake Yellow Pages](#).
24. Divide the class into pairs using an established classroom routine then ask students to work together to match the correct competitors to each business.
25. Project the [Smalltown Pizza Battles](#) slides from EconEdLink's [Competition Pizza](#) lesson, and have students work through each step of [Smalltown Pizza Battles](#).
26. 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?
27. Have students write a summary that describes at least two ways that prices of goods and services are impacted.
28. Direct students to record definitions and examples for competition on their [Economic Vocabulary Review handout](#).
29. Say: “we are now going to learn about *interdependence* and *specialization*.”
30. 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.”
31. 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?
32. Record answers on a chart or whiteboard. Answers might include sugar, flour, eggs, chocolate chips, nuts, etc.
33. Write the words *interdependence* and *specialization* on the board.
34. Provide students with access to the [What We Need to Make Cookies Chart](#).
35. Have students read through the information in the chart.
36. 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?”
37. 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.”
38. 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.
39. Ask students to brainstorm what other things they need for their families or farm (e.g., farm equipment, clothes, seeds, and tools).
40. 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.”

41. Provide students with access to the [Map of Louisiana’s Resources](#).
42. 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?”
43. Direct students to record definitions and examples for interdependence and specialization on their [Economic Vocabulary Review handout](#).
44. 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.”
45. 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.
46. Ask: “Do all of the jobs on our bingo board require the same skills?”
47. Have students look at their listed jobs and think about the requirements needed to accomplish each job.
48. Model for students what they will be doing for each job using doctor.
49. 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.”
50. 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.
51. 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.
52. 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.

53. 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.
54. Say: “We are now going to explore the economic term **opportunity cost**.”
55. 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)
56. 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.”
57. 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.”
58. Provide students with a copy of the [Comparative Shopping and Opportunity Cost](#) [handout](#).
59. Have students work with a partner to read the scenario and complete the questions on the [Comparative Shopping and Opportunity Cost](#) [handout](#).
60. 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.”
61. Have students write a paragraph that describes the advantages and disadvantages of the different ways of saving money.
62. Direct students to record definitions and examples for opportunity cost on their [Economic Vocabulary Review](#) [handout](#).
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. Before closing out the task, support students in completing their [Economic Vocabulary Review handout](#).
78. Say: “In the next task, we will be looking at how these unique characteristics are shaping the future of our state.”

Economic Vocabulary Review

Term	Definition	Examples
Good		
Service		
Need		
Want		
Consumer		
Producer		
Demand		
Supply		
Shortage		
Surplus		
Scarcity		

Price		
Opportunity Cost		
Competition		
Interdependence		
Specialization		

**Economic Vocabulary Review (Completed)**

Term	Definition	Examples
Good	something you can use	paper, pizza, video game
Service	something someone does for others	mowing grass, teaching students
Need	something you need to stay alive	food, water
Want	something you would like to have	candy, cell phone
Consumer	someone who uses goods and services	customer in a grocery store
Producer	someone who provides a good or service	farmer, doctor
Demand	how much of something people want to buy	a big group of people standing in line to buy something shows there is a demand for that good
Supply	how much of something available to be bought	the number of items on a shelf in a store that people are able to buy
Shortage	not enough of something for everyone	23 students in class but only 14 cookies
Surplus	extra of something	23 students in class and 27 cookies
Scarcity	extreme shortage of something	23 students in class but only 2 cookies

Price	how much something costs	a toy you like costs \$12
Opportunity Cost	what you give up to get something else	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.
Competition	businesses that sell the same products and try to sell them to customers	McDonald's and Burger King, Nike and Reebok
Interdependence	People depend on each other to get the goods and services they need and want	A farmer grows food that a doctor eats; the doctor takes care of the farmer if he gets sick.
Specialization	People produce only some of the goods and services they consume.	A farmer grows food, they don't build tractors

**What We Need to Make Cookies Chart**

<b>What do we need?</b>	<b>Where does it come from?</b>
flour	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.
sugar	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.
eggs	Eggs are laid by chickens. Farmers collect the eggs from the chickens and send them to stores where they can be sold.
chocolate chips	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.
oven	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.
kitchen supplies (mixing bowl, baking sheet, mixer)	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.

Map of Louisiana's Resources



Key	
= oil	= hills
= salt	= terraces
= sugarcane	= marsh
= seafood	= Mississippi floodplain
= rice	= Red River Valley
= clay	= Mississippi River
= wood	
= cotton	

### Economics Bingo

		FREE SPACE		

**Economics Bingo (Completed)**

baker	dentist	judge	police officer	barber
doctor	lawyer	reporter	farmer	shrimper
bus driver	governor	<b>FREE</b> <b>SPACE</b>	mayor	soldier
carpenter	musician	cashier	pharmacist	nurse
teacher	cook	oilfield worker	hunter	firefighter

Producer Chart: A New Coat for Anna

Producer	What is being produced?	How did Anna's mother pay for what was produced?	Is what is being produced a good or service?

**Producer Chart: A New Coat for Anna (Completed)**

<b>Producer</b>	<b>What is being produced?</b>	<b>How did Anna's mother pay for what was produced?</b>	<b>Is what is being produced a good or service?</b>
Farmer	Wool for the coat	Gold watch	Good
Spinner	Spinning wool into yarn	Lamp	Service
Weaver	Weaving yarn into cloth	Necklace	Service
Tailor	Making coat from cloth	Porcelain teapot	Service

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?

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What is Jeremy's opportunity cost of making that choice?

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### Comparative Shopping and Opportunity Cost (Completed)

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 content:** 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.
- 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 an [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](#).
- Students write a letter that describes how to protect one of Louisiana’s resources.

## Grade 3 Instructional Task: Louisiana’s Geography and People<sup>14</sup>

### 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](#)), [Louisiana Map Collection](#), [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](#), [Gulf Coast Oil-Spill Disaster](#), [Citizen’s Letter Frame](#)

#### 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?

<sup>14</sup> 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.

- 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 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 read [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:
- What is an *industry*?
  - What do you notice about the population of the state and the location of oil refineries?
  - Why is there a connection between population and the location of the refineries?
  - What does this connection indicate about the importance of refineries to our economy?
  - 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 [Gulf Coast Oil-Spill Disaster](#) and read aloud to students. Stop periodically to check for understanding. Potential questions include:
- How did the oil spill? What happened?
  - What was the reaction to the oil spill by the government? By society?
  - What cleanup efforts were made?
  - What were the effects of the oil spill on animals, people, and business?
47. 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.”
48. 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.
49. 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?”
50. 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]

### Analyze a Map

**Meet the map.**  
 Does the map have a title?

**Observe its parts.**  
 Does the map include? Circle all that apply.

  
 COMPASS ROSE

  
 LEGEND

  
 SCALE

Are symbols or colors used in the legend?  
 If so, what do they stand for?

What place or places are on the map?

What does the map show? Circle all that apply.

  
MOUNTAINS

  
RIVERS

  
LAKES

  
OCEANS

  
CITIES

  
STATES

  
COUNTRIES

  
ROADS

  
OTHER

**Try to make sense of it.**  
 When was the map drawn?

Why do you think this map was made?  
 List two parts of the map that tell you this.

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





**Use it as historical evidence.**  
 Where do you think we could find out more information about the place or places shown on the map?



Materials created by the National Archives and Records Administration are in the public domain.

[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](https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet_novice.pdf).

## Map Analysis Worksheets (Completed)

**Analyze a Map**

**What do you see?**  
 river, Swamps, city

**Does the map include? Circle all that apply.**

COMPASS  
ROSE

CITY  
★ CAPITAL

0 1 2 3 4  
 SCALE

**What does the map show? Circle all that apply.**

MOUNTAINS

RIVERS

LAKES

OCEANS

CITIES

STATES

COUNTRIES

ROADS

?  
OTHER

**Meet the map.**  
 Does the map have a title? *Plan of the City of New Orleans 1798*

**Observe its parts.**  
 Are symbols or colors used in the legend?  
 If so, what do they stand for?  
*letters stand for buildings like forts and churches*

What place or places are on the map?  
*New Orleans Lake Pontchartrain Mississippi River*

**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 look at other maps of New Orleans.*

**Try to make sense of it.**  
 When was the map drawn?  
 1798

Why do you think this map was made?  
 List two parts of the map that tell you this.  
*to show the plan for building a city*

How does it compare to a current map of the same place?  
*the city of New Orleans is very small on this map this map has more open land*

Material created by the National Archives and Records Administration and is in the public domain.

Analyze a Map



Meet the map.

What do you see?  
a city with lots of lines

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

Try to make sense of it.

When was the map drawn?  
It is a new map.

Observe its parts.

Does the map include? Circle all that apply.



Are symbols or colors used in the legend?  
If so, what do they stand for?  
water is blue  
New Orleans is yellow

What place or places are on the map?  
New Orleans  
Mississippi River  
Lake Pontchartrain

Why do you think this map was made?  
List two parts of the map that tell you this.  
To give information about the city  
1. roads  
2. location of places  
How does it compare to a current map of the same place?

This is the current map

What does the map show? Circle all that apply.



The area that was New Orleans in the older map is only a small part of the city on this map.



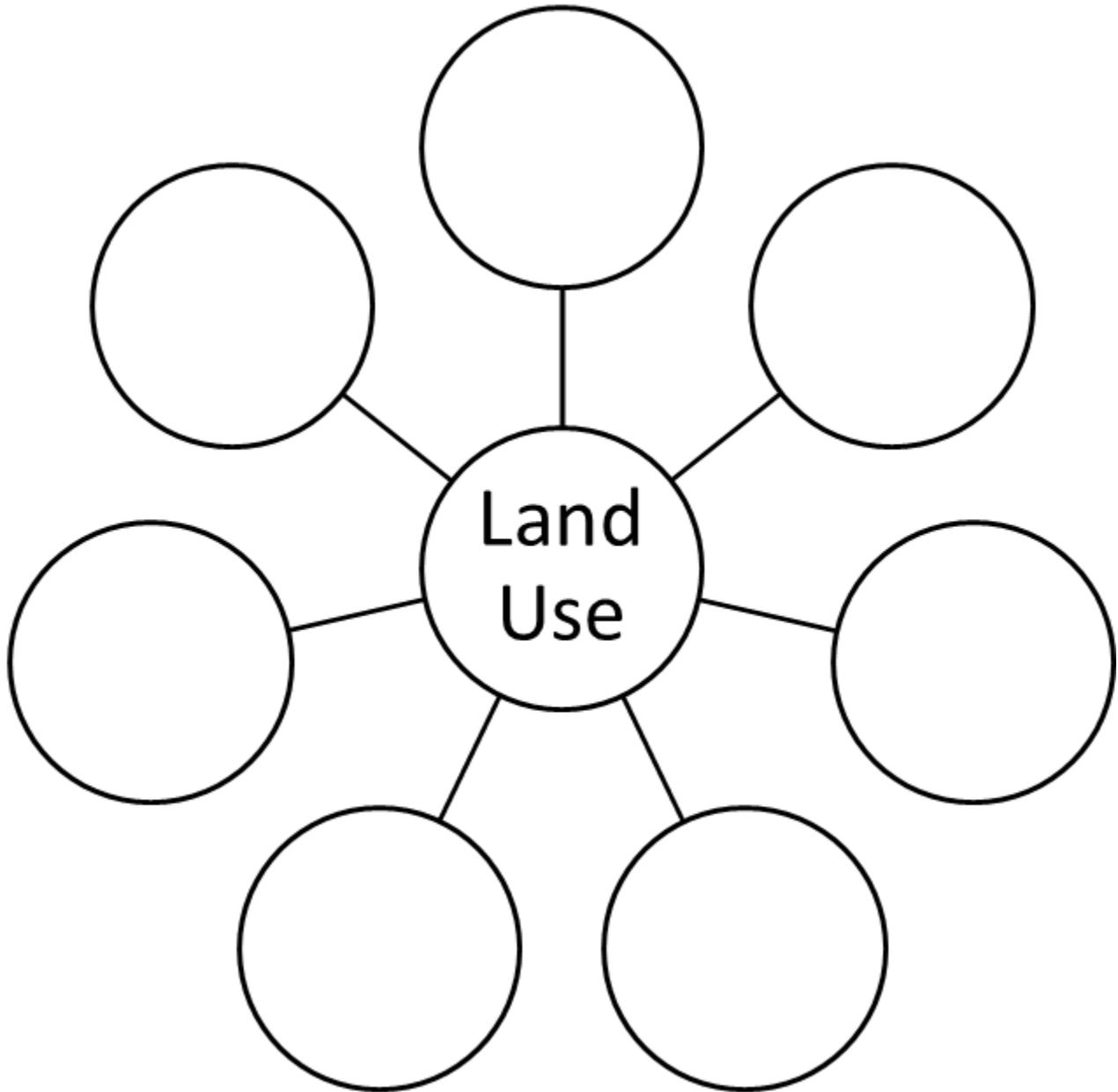
Use it as historical evidence.

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.



Land Use Organizer



Land Use Organizer (Completed)



## Land Use Images



**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.

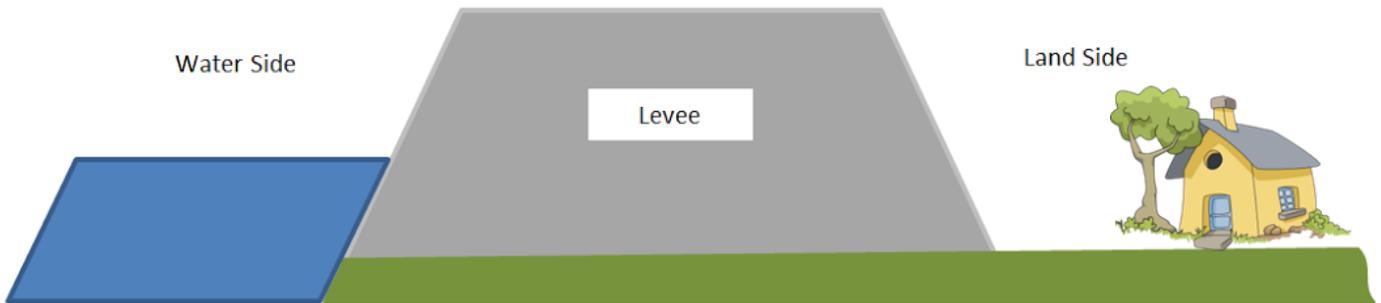
iStock © slobo.



**Image 4: Industrial use of land in an urban area.**

iStock © akiyoko.

## Levee Diagram



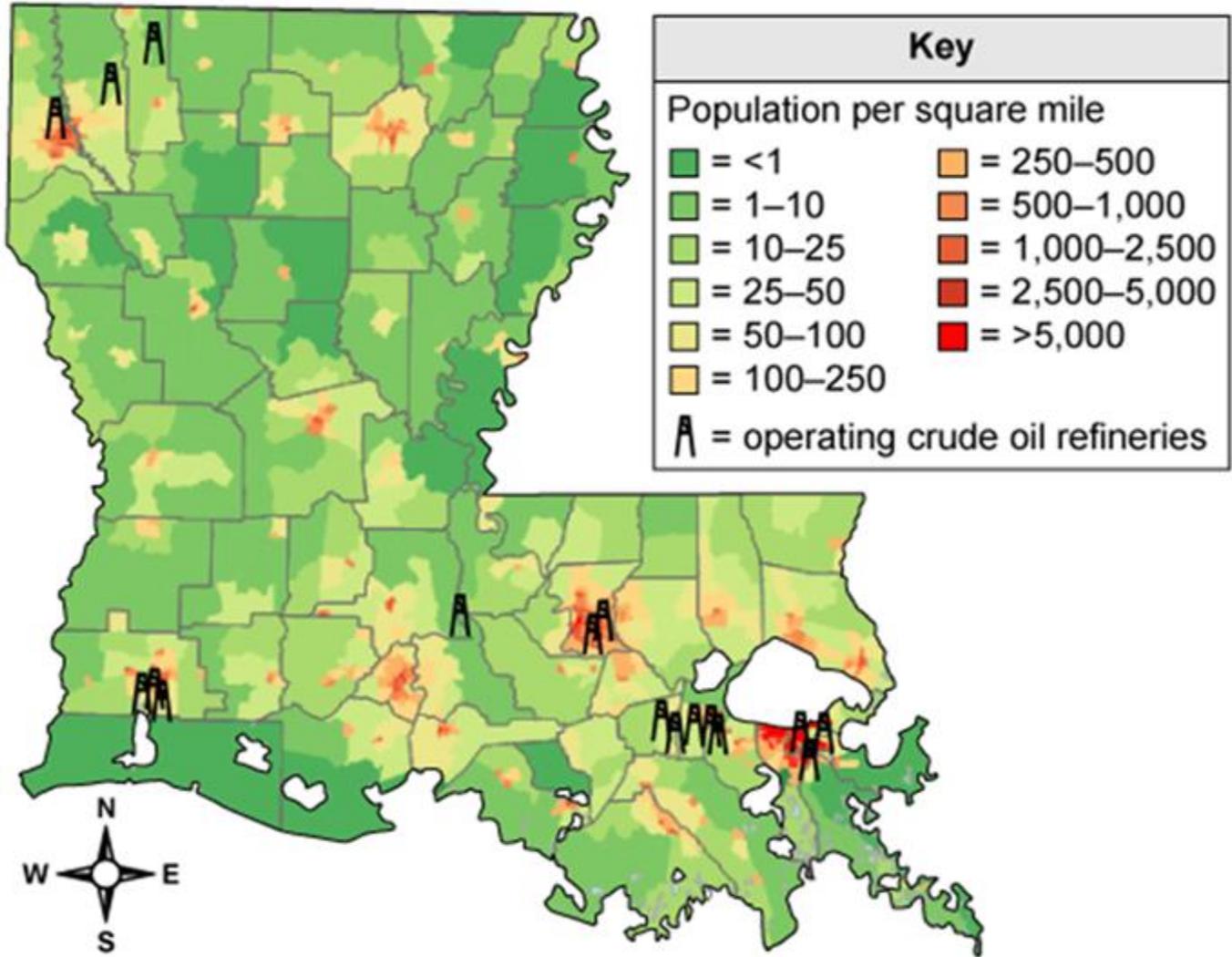
Louisiana's Disappearing Coastline

	Damage to the environment	Damage to the economy	Changes in the quality of life
Rise of sea level			
Tides			
Storms			
Hurricanes			
Animals			

**Louisiana’s Disappearing Coastline (Completed)**

	<b>Damage to the environment</b>	<b>Damage to the economy</b>	<b>Changes in the quality of life</b>
<b>Rise of sea level</b>	<i>Erodes beaches and causes coastal flooding</i>	<i>Destroys wetlands</i>	<i>Destroys the land where people live and work</i>
<b>Tides</b>	<i>Causes erosion to the coastline</i>	<i>Destroys property Damages farmland</i>	<i>Destroys the land where people live and work</i>
<b>Storms</b>	<i>Causes erosion and flooding</i>	<i>Destroys property</i>	<i>Destroys the land where people live and work</i>
<b>Hurricanes</b>	<i>Causes erosion and flooding</i>  <i>Destroys wildlife</i>	<i>Destroys business and property</i>	<i>Destroys the land where people live and work</i>
<b>Animals</b>	<i>Animals rub trees and cause damage to the bark</i>  <i>Nutria rats damage the bayous and marshes</i>	<i>Destroys the trees used in the forestry industry</i>  <i>Damages levees</i>  <i>Damages crops</i>	<i>Destroys farmers’ crops</i>

Louisiana Petroleum Industry



Barrels of Oil Drilled in Louisiana, 1950–2010

Year	North Louisiana	South Louisiana
1950	41,475,993	159,222,397
1970	43,264,126	367,692,167
1990	22,681,173	72,770,216
2010	7,789,566	36,652,296

Source: Dept. of Natural Resources  
 –Office of Conservation

**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 content:** 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:** 6 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.
- 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.

## 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:** 6 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](#))

#### 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.”
6. Project [Where is Rice Grown?](#) for students.
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](http://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](http://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



Key	
	= cotton
	= dairy
	= fruit
	= beef cattle
	= forest products
	= rice
	= soybeans
	= sugarcane
	= vegetables
	= sweet potatoes

Louisiana's Special Agriculture

	What states?	Why is Louisiana good at growing it?
Rice		
Sugar		

**Louisiana's Special Agriculture (Completed)**

	<b>What states?</b>	<b>Why is Louisiana good at growing it?</b>
<b>Rice</b>	Arkansas California Louisiana Mississippi Missouri Texas	wetlands
<b>Sugar</b>	Florida Louisiana Hawaii Texas	warm climate fertile soil

### 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.



[1] This text is excerpted from the United States Department of Agriculture. It is available online at <https://www.ers.usda.gov/topics/crops/sugar-sweeteners/background.aspx>.

### Welcome to Louisiana Sign



**Why People Visit Louisiana**

If a person is interested in:	Where should they go? What should they do/see?
Geography/Sportsman’s Paradise (hunting, fishing, swamp tours, state parks, etc.)	
Celebrations (holidays, festivals, etc.)	
Culture (food, language, music, etc.)	
History (historic landmarks, etc.)	

**Why People Visit Louisiana (Completed)**

If a person is interested in:	Where should they go? What should they do/see?
Geography/Sportsman’s Paradise	<ul style="list-style-type: none"> <li>· Creole Nature Trail</li> <li>· swamp tours</li> <li>· state parks</li> <li>· fishing in the Gulf of Mexico</li> <li>· Audubon Golf Trail</li> <li>· Kisatchie National Forest</li> <li>· Mandalay National Wildlife Refuge</li> <li>· Driskill Mountain</li> <li>· Toledo Bend</li> </ul>
Celebrations	<ul style="list-style-type: none"> <li>· Natchitoches Christmas Festival of Lights</li> <li>· Mardi Gras</li> <li>· Frog Festival</li> <li>· International Rice Festival</li> <li>· Louisiana Seafood Festival</li> <li>· Mudbug Madness Festival</li> </ul>
Culture	<ul style="list-style-type: none"> <li>· New Orleans jazz</li> <li>· Cajun restaurants throughout the state that serve Louisiana specialties like etouffee, boudin, jambalaya, gumbo, crawfish, alligator, and other Louisiana seafood</li> <li>· Acadian Cultural Center (Lafayette)</li> <li>· Louisiana Cajun-Zydeco Festival</li> <li>· New Orleans Jazz and Heritage Festival</li> </ul>

History

- Poverty Point
- Old State Capitol
- Louisiana State Museum
- Vermilionville
- plantation homes
- Civil War sites
- Los Adaes State Historic Site
- Riverboat cruise on the Mississippi River
- Lafitte's Barataria Museum
- National World War II Museum

## 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:** 1 class period

**Student Directions:** Read and study the sources about the traditions and culture that have influenced life in Louisiana. Then use the four sources and your knowledge of social studies to answer the questions that follow.

**Resources:**

- [G3. Louisiana Culture \(Passage 127664\)](#)

**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<sup>15</sup>

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>• What do you think about ____?</li> <li>• How did you answer __[the question]__?</li> </ul>	
<ul style="list-style-type: none"> <li>• What is the most important idea you are communicating?</li> <li>• What is your main point?</li> </ul>	<ul style="list-style-type: none"> <li>• Overall what I'm trying to say is ____.</li> <li>• My whole point in one sentence is ____.</li> </ul>
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>• Let me see if I heard you correctly. Did you say ____?</li> <li>• I heard you say _____. Is that correct?</li> <li>• Put another way, are you saying ____?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/no. I said ____.</li> </ul>
<ul style="list-style-type: none"> <li>• Tell me more about ____ or Say more about ____.</li> <li>• I'm confused when you say _____. Say more about that.</li> <li>• Give me an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Sure. I said __[restate what was said and add further explanation or examples]__.</li> <li>• An example is ____ because __[explain why]__.</li> </ul>
<ul style="list-style-type: none"> <li>• Who can rephrase what X said?</li> </ul>	<ul style="list-style-type: none"> <li>• ____ said ____.</li> </ul>
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>• What from the source(s) makes you think so?</li> <li>• How do you know? Why do you think that?</li> <li>• Explain how you came to your idea.</li> </ul>	<ul style="list-style-type: none"> <li>• According to the source _____. This means _____.</li> <li>• If you look at _____, it says _____. This means _____.</li> <li>• I think _____ because _____.</li> </ul>
Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> <li>• Who can add to what X said?</li> </ul>	<ul style="list-style-type: none"> <li>• Adding to what X said, _____.</li> <li>• I agree, and I want to add _____.</li> </ul>
<ul style="list-style-type: none"> <li>• Who agrees/disagrees with X?</li> </ul>	<ul style="list-style-type: none"> <li>• What X said supports what I am saying because _____.</li> <li>• I agree/disagree with X because _____.</li> <li>• I see it similarly/differently because _____.</li> </ul>
<ul style="list-style-type: none"> <li>• How does that idea compare with X's idea?</li> <li>• What do you think about X's idea?</li> </ul>	<ul style="list-style-type: none"> <li>• X's point _____ is important/flawed because _____.</li> </ul>

<sup>15</sup> Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from [https://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf)

<ul style="list-style-type: none"><li>• Whose thinking has changed as a result of this conversation? How and why has it changed?</li></ul>	<ul style="list-style-type: none"><li>• Before I thought ____, but now I think ____ because ____.</li><li>• My new thinking is ____ because ____.</li></ul>
<ul style="list-style-type: none"><li>• Now that you've heard __ [summarize the conversation so far] __, what are you thinking? What are you still wondering about?</li></ul>	<ul style="list-style-type: none"><li>• I still think ____, but now I wonder ____.</li></ul>

**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.

Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>thorough</b> knowledge of [item specific], by incorporating ample, focused, factual information from prior knowledge and the sources;</li> <li>• Develops a <b>valid</b> claim that expresses a solid understanding of the topic;</li> <li>• Supports the claim with well-chosen evidence from the sources;</li> <li>• 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.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>general</b> knowledge of [item specific], by incorporating adequate factual information from prior knowledge and the sources;</li> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>limited</b> knowledge of [item specific], by incorporating some factual information from prior knowledge and the sources;</li> <li>• Presents a claim that expresses a basic understanding of the topic;</li> <li>• Includes limited support for the claim by using some evidence from the sources;</li> <li>• Contains some accurate understandings with a few errors that detract from the overall response.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>minimal</b> knowledge of [item specific], by incorporating little or no factual information from prior knowledge and the sources;</li> <li>• Presents a claim with little or no evidence from the sources;</li> <li>• Contains few accurate understandings with several errors that detract from the response.</li> </ul>
0	The student's response is blank, incorrect, too brief to evaluate, or does not address the prompt.



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