Bicentennial of Louisiana Statehood

Louisiana

1812 | **200 YEARS** | 2012

200 YEARS IN THE MAKING
Celebrating the Bicentennial of Louisiana Statehood
1812-2012

Desk Reference For Educators
K-12

200 Years in the Making
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Desk Reference for Educators
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Developed for the Louisiana Bicentennial Commission
by the

Office of the Lieutenant Governor
and the
Louisiana State Museum

Department of Culture, Recreation, and Tourism
State of Louisiana
www.crt.state.la.us

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The Desk Reference for Educators is available for free download
at www.crt.state.la.us/education

200 YEARS IN THE MAKING

Louisiana Bicentennial Commission

The Louisiana Bicentennial Commission was created to mark the 200th anniversary of Louisiana's attainment of statehood as the eighteenth state in the Union. Through both education and celebration, the Commission's goal is to commemorate our Bicentennial in every corner of the state.

In accordance with Act 550 of the 2010 Regular Session of the Legislature, as codified in R.S. 25:1232, the Bicentennial commission was formed. The following are members of the commission: Sen. Dan Claitor, Baton Rouge; Windell Curole, Galliano; Rhyn Duplechain, Opelousas; Randy Haynie, Lafayette; LTG (Retired) Russel Honoré, Baton Rouge, Sheila McCant, Baton Rouge, Rosemary Patterson, Bossier City; Sen. Karen Carter Peterson, New Orleans, Buddy Stall, Metairie, Roger Villere, Jr., Metairie; Sen. Mike Walsworth, W. Monroe; and Michael Wynne of Alexandria.

State of Louisiana
OFFICE OF THE LIEUTENANT GOVERNOR

JAY DARDENNE
LIEUTENANT GOVERNOR

POST OFFICE BOX 44243
BATON ROUGE, LA 70804

Dear Educator,

The beginning of the 2011-2012 school year presents the educators of this state with a unique opportunity to engage all students in the birthday celebration of Louisiana's 200th year of statehood. Admitted as the eighteenth state into the Union on April 30, 1812, Louisiana, with its diverse heritage, is perhaps the most distinctive of all states. I encourage you to celebrate Louisiana's statehood, 200 years in the making, in all classrooms—elementary, middle, and secondary—and across the curricula.

To help educators incorporate the statehood celebration into their classroom, the Louisiana Bicentennial Commission, chaired by Lt. General (Retired) Russell Honoré, and the Department of Culture, Recreation, and Tourism have developed a standards-based desk reference, which will be accessible to teachers across this great state. The lesson plans and projects, designed for ease of implementation and aligned to the state standards and GLEs, will assist educators in actively engaging all students in learning about Louisiana. Some of the activities and materials that will be available to all educators include

- The Louisiana Statehood Bicentennial Desk Reference for Educators, complete with primary sources, historical essays, and lesson plans
- An Internet-based education site, www.crt.state.la.us/education
- A Web-based interactive Louisiana history timeline
- Statewide teacher workshops

Additionally, opportunities for student involvement across the state will be tremendous, as during 2012 Louisiana communities will commemorate not only the 200th anniversary of statehood, but also the bicentennial anniversary of the beginning of the War of 1812 and the sesquicentennial of the Civil War. This convergence of events provides an unprecedented opportunity for educators and communities to positively impact student learning.

Therefore, as we join to celebrate the 200th anniversary of Louisiana's statehood, I urge you to take advantage of the educational materials and opportunities provided by the Louisiana Bicentennial Commission and the Office of the Lieutenant Governor's Department of Culture, Recreation, and Tourism. Please visit the Louisiana Statehood Bicentennial Internet site, www.louisianabicentennial2012.com, or the Department of Culture, Recreation, and Tourism site, www.crt.state.la.us/education, for more information about our educational resources and opportunities.

Sincerely,

Jay Dardenne

Celebration of the Century

Grade Level Expectations (GLEs)

Social Studies and English Language Arts GLEs are given for lessons and activities. Please see pages 115 and 116 for the text of each GLE and for additional GLEs. Lessons and activities incorporate basic literacy strategies and Comprehensive Curriculum instructional ideas and methods.

Louisiana has a story unlike any other state; I am pleased to participate in the planning and celebration of this milestone.

Jay Dardenne
Lieutenant Governor
State of Louisiana

We want full participation from every city, town, and parish around the state in celebrating the birthday of Louisiana's statehood. It's a time for us to be proud of our state, and we want everyone to be excited about the commemoration and take part in the celebration.

Lieutenant General (Retired) Russel L. Honoré
Chairman
Louisiana Bicentennial Commission

200 YEARS IN THE MAKING

INTRODUCTION

On April 30, 1812, the United States admitted Louisiana as the eighteenth state into the Union. Louisiana was the first state to have a majority Catholic French - and Spanish-speaking population, reflecting its origins as a colony under France from 1699-1763 and Spain from 1763-1803.

Admission of the Orleans Territory as a state followed years of lobbying efforts by prominent citizens, both American and Creole. Men such as the French-born planter Julien Poydras and American attorney Edward Livingston sought the greater political rights that statehood bestowed. By 1810, they had convinced Territorial Governor William C. C. Claiborne that the Orleans Territory qualified for statehood. In late 1811 and early 1812, Louisianans wrote the first state constitution, which Congress approved. On April 14, 1812, President James Madison signed the bill approving statehood. The bill designated April 30, 1812 as the day of formal admission.

Although there were conflicts regarding law, language, politics, and culture, Louisiana's distinctive French Catholic Creole culture eventually blended with the American English Protestant culture to create a distinct Creole-American society.

Two hundred years after statehood, Louisiana remains one of the most distinctive states in the union. The state's rich Creole heritage is evident in the use of the civil law system, the organization of parishes as local political units, and the celebration of Catholic traditions such as Mardi Gras. Louisiana is also one of the most patriotic of states, with consistently high rates of military service and an all-American spirit. Therefore, as Louisiana commemorates this important bicentennial event, we can also celebrate the distinct Creole-American culture that U.S. statehood has fostered.

1 Extent of Louisiana

When Louisiana was admitted as a state in 1812, its political boundaries were far different from those of the expansive Louisiana Territory that was purchased by the United States just nine years earlier.

Guiding Questions

1. Why were the political boundaries of the new state of Louisiana different from the boundaries of the Louisiana Territory?

2. Following the acquisition of statehood, which events and individuals helped define the boundaries of the young state?

3. How have location and physical features influenced both historical events in Louisiana and the development of the state?

CARTE DE LA LOUISIANE ET DU COURS DU MISSISSIPI

Colonial Boundaries

In 1682, René-Robert Cavelier, sieur de La Salle, took possession of the Mississippi River, its tributaries, and all the lands drained by the river for Louis XIV, king of France. The vast territory claimed by La Salle included the Mississippi River valley north to Canada and the Missouri River valley as far west as the Rockies. La Salle named this vast expanse "Louisiane" in honor of his king.

In the eighteenth century, French settlements began to define the boundaries

MAP INVESTIGATION
1. What is a "foundation map?"
2. Why is Delisle's map considered a foundation map?
3. What is different (and important!) about Delisle's first and second editions of this map?

Visit http://lsm.crt.state.la.us/3-4a.htm for information about this map and answers to the three questions shown above.

STUDENT ACTIVITY
Make your own "Iberville stone." See page ten for directions.

of Louisiana. Pierre Le Moyne, sieur d'Iberville, established the first French settlement in Louisiana on the eastern shore of the Bay of Biloxi. Other settlements followed at the mouth of the Mississippi River and at New Orleans. Inland, strategic fortifications were located at Opelousas and Attakapas and along the Red River at Fort St. Jean Baptiste, present-day Natchitoches. With the exception of a few posts established along the northern sections of the Mississippi and its tributaries, most French settlements in colonial Louisiana were located inside the borders of the present state, primarily around New Orleans. The majority of the territory remained a wilderness.

Boundary Changes

The Seven Years' War (also called the French and Indian War) effectively redrew European colonial boundaries in North America. In the face of significant British victories, France transferred Louisiana west of the Mississippi and the Isle of Orleans to Spain with the 1762 Treaty of Fontainebleau. A year later, the Treaty of Paris formally ended the war, placing Spanish Florida and French Louisiana east of the Mississippi River under British control. For administrative purposes, Britain divided her new Florida colony into East and West Florida. However, British rule along the Gulf Coast was short-lived.

Above: Governor Bernardo de Galvez
Louisiana State Museum

STUDENT ACTIVITY
Read the surrender terms for the 1779 Battle of Baton Rouge. Access the desk reference at www.crt.state.la.us/education for the URL.

During the American Revolution, Spanish troops led by Bernardo de Galvez, governor of Spanish Louisiana, seized British outposts at Baton Rouge in 1779 and later captured Mobile and Pensacola. In 1783, another Treaty of Paris ended the American Revolution and returned both East and West Florida to Spain. It also gave the young United States control of land located between the Appalachian Mountains and the Mississippi River. These new boundaries extended Spain's empire in North America, but brought it directly into conflict with a new rival, the United States.

The retrocession of Louisiana from Spain to France in the 1800 Treaty of San Ildefonso ultimately benefitted the United States. Although Napoleon Bonaparte envisioned a renewed French empire in North America, his troops could not suppress the rebellion of enslaved Africans in the sugar-producing colony of Saint-Domingue (modern-day Haiti). Without Saint-Domingue, there was no reason to hold Louisiana. Napoleon agreed to sell Louisiana to the Americans in 1803 for $15 million.

United States Territory

On December 20, 1803, French colonial prefect Pierre Clément de Laussat transferred control of Louisiana to United States

ART ACTIVITY: IBERVILLE STONE
GLEs— Grade Eight: 4, 71, 72; Grade Three: 48. 53. 54, 55

Overview
Encourage students to commemorate the bicentennial of Louisiana's statehood by exploring interesting Louisiana locations and discovering what makes Louisiana unique. Ask students to make their own Iberville Stone marker for one of their favorite Louisiana locations.

Materials
Two cups of warm water, three cups of flour, bowl, large spoon, newspapers, flat box for form (students will shape their stone in this box), pencil

Directions
Spread newspaper on the work surface. Mix all ingredients and stir until smooth. Paste should be thick and smooth, but easy to stir. Add more flour or water as needed for the proper consistency. Pour the paste into the form, shaping it into a flat "stone." While the mixture is still wet, use a pencil to "carve" the stone. Carve either the name or initials of your group members as well as the name of the location and the date the stone was made.

DIGITAL MAP ACTIVITY
View this map in the LOUISiana Digital Library to examine the extent of the United States in 1829. Access the desk reference at www.crt.state.la.us/education for the URL.

commissioners William C. C. Claiborne and General James Wilkinson. The acquisition of the new territory more than doubled the physical size of the United States. However, since the territory had never been surveyed or mapped thoroughly, the treaty did not outline the exact boundaries of Louisiana.

President Thomas Jefferson commissioned Meriwether Lewis and William Clark to explore the Louisiana Territory; however, Jefferson also pursued a very broad vision of the territorial boundaries. This pursuit led the young nation into conflict with both Britain in the north and Spain in the southwest and southeast. Although the United States and Spain

acknowledged the middle of the Mississippi River as the legitimate eastern boundary of Louisiana to the 31° north latitude, the two countries disagreed over control of territory in West Florida and along the present-day border

between Louisiana and Texas.

West Florida

In early 1804, Congress passed the Mobile Act claiming control of West Florida to the Perdido River,

Above: Border Bottle from Texas/ Louisiana Border
Louisiana State Museum

(1801) transferred Louisiana from Spain to France. Neither was it mentioned in the Louisiana Purchase Treaty of 1803.

Spanish authorities continued to occupy West Florida despite American claims. It was only in 1810, after the Anglo-American settlers in West Florida rebelled against Spanish rule and set up their own government, the West Florida Republic, that the United States moved to annex the area. Even then, American authority only extended to roughly the Pearl River. This reduced West Florida was included within the borders of the state of Louisiana in 1812. A series of armed confrontations and negotiations settled the remaining West Florida boundary issues. American forces seized Mobile in 1813, and the 1819 Adams-Onis Treaty secured all of Spanish Florida for the United States.

Neutral Strip

Spain and the United States disagreed concerning Louisiana's western border with Texas. Spanish officials maintained that the traditional Texas border had extended to the Arroyo Hondo, a dry gulch west of Natchitoches. The Arroyo had served as the eighteenth century dividing

line between the Spanish at Los Adaes and the French at Fort St. Jean Baptiste. However, the United States argued that Louisiana's border stretched at least to the Sabine River and possibly even to the Rio Grande.

Negotiations to resolve the western border dispute broke down when Spain and the United States severed diplomatic relations in 1805. Rumors circulated that both sides were gathering troops near the contested area. General Wilkinson managed to avert warfare and found a solution acceptable to both sides. The compromise that was reached with Spain established a "neutral strip" in the disputed area, with neither power presiding over it for over a decade. Finally, the 1819 Adams-Onis Treaty placed the boundary between Texas and the United States along the Sabine River, where it remains today.

Two Territories

Following the transfer of Louisiana to the United States, Congress moved quickly to organize its new acquisition. In March 1804, the U.S. Congress passed legislation entitled "An Act Erecting Louisiana Into Two Territories, and Providing for the Temporary Government Thereof," which divided the

the current boundary between the states of Alabama and Florida. France had administered their earliest settlements in this area as part of Louisiana, and Spain had continued the practice following the American Revolution. However, this area had not been clearly specified when the treaties of San Ildefonso (1800) and Madrid

Purchase at 33° north latitude, establishing the Territory of Orleans and the District of Louisiana. The present state of Louisiana, minus the Florida parishes, made up the Territory of Orleans. In 1805, the District of Louisiana was organized as the Louisiana Territory; it was later renamed the Missouri Territory to avoid confusion with the recently admitted state of Louisiana.

On April 30, 1812, Congress admitted Louisiana to the Union as the eighteenth state. Louisiana was the first state carved out of the Louisiana Purchase and the first state located west of the Mississippi River. Exactly nine years had passed since the signing of the Louisiana Purchase.

⚜

Below: Map of Louisiana 1814, with Neutral Strip
M. Carey
Louisiana State Museum

Above: Fort St. Jean Baptiste State Historic Site, 1716-1762

STUDENT ACTIVITY
Compare and contrast lifestyles in the eighteenth century French fort St. Jean Baptiste with life in the Spanish mission and fort at Los Adaes. Learn more about Fort St. Jean Baptiste at www.crt.state.la.us/parks/iftstjean.aspx and Los Adaes at http://www.crt.state.la.us/parks/iLosadaes.aspx .

LESSON: LOUISIANA BOUNDARIES MAP

Overview
Students use historical and contemporary maps to compare and contrast the eighteenth and twenty-first century boundaries of Louisiana.

Guiding Questions
1. Why were the political boundaries of the new state of Louisiana different from the boundaries of the Louisiana Territory?
2. Following the acquisition of statehood, which events and individuals helped define the boundaries of the young state?
3. How have location and physical features influenced historical events in Louisiana and the development of the state?

Directions
1. To review longitude and latitude with your students, use the review activity on page seventeen.
2. Make and distribute copies of the Eighteenth Century Louisiana Boundaries and Louisiana Boundaries maps on pages fifteen and sixteen, one per student.
3. Ask students to use the provided map URLs (on page fifteen) to research the eighteenth century boundaries of Louisiana and the North American areas claimed by England, Spain, and France. Students can access the URLs at www.crt.state.la.us/education. Students should be able to explain that the 1803 boundaries of Louisiana were vague, leading to many different interpretations of the extent of the territory.
4. Ask students to complete the Louisiana Boundaries map, page sixteen, concerning the present boundaries of Louisiana. Students should be able to answer the three guiding questions shown above.

ACTIVITY: THE FLAGS OF LOUISIANA

GLEs—Grade Eight: 76,81; Grade Four: 62; Grade Three: 15, 53, 55, 57; ELA Grade Eight: 9, 40, 41

Overview
Students research the number of flags that have flown over Louisiana to gain an understanding of the events and global influences that have shaped Louisiana's history and culture.

Directions
1. Ask students to prepare a booklet or a set of flashcards (see page 65) that indicates the many flags that have flown over Louisiana.
2. Use the Student Packet provided by the Louisiana Secretary of State, www.sos.louisiana.gov, to identify the flags. Next, use the library and/or Internet to research the nationality and meaning of each flag.

EIGHTEENTH CENTURY LOUISIANA BOUNDARIES MAP

Student Worksheet

Name _____

Directions

In 1803, the United States claimed the Louisiana Territory based on the traditional boundaries of Louisiana. Use the Delisle and Homanno historic maps (see the links below) to shade the North American areas claimed by France, England, and Spain during the eighteenth century.

- http://louisdl.louislibraries.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=24&CISOBOX=1&REC=1
- http://louisdl.louislibraries.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=150&CISOBOX=1&REC=12
- http://louisdl.louislibraries.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=113&CISOBOX=1&REC=19

After reviewing the historical maps, what general statement(s) can you make concerning the eighteenth century boundaries of Louisiana?

Map Legend

LOUISIANA BOUNDARIES MAP

Student Worksheet
Name _____

Directions

Use Google Maps to locate the following borders of Louisiana. Label each border on the map below.
Research URL:
http://maps.google.com/

1. 31° N latitude
2. 33° N latitude
3. 94° W longitude
4. Mississippi River
5. Pearl River
6. Sabine River
7. Toledo Ben d
8. Gulf of Mexico

The system of latitude and longitude is used to mark some of the political borders between states. Louisiana lies between 28° 55' N latitude and 33° N latitude and between 89° W longitude and 94° W longitude.

One of the boundaries between Mississippi and Louisiana is the thirty-first parallel north (31° N latitude). The boundary between Arkansas and Louisiana is the thirty-third parallel north (33° N latitude), and the ninety-fourth meridian west (94° W longitude) separates Louisiana and Texas. Several waterways also form portions of Louisiana's boundaries. The Mississippi River forms the upper boundary between Louisiana and Mississippi, the Pearl River forms the lower boundary, and the Gulf of Mexico marks Louisiana's southern boundary. The Sabine River and Toledo Bend Reservoir mark the boundary between Louisiana and Texas.

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Used with Permission
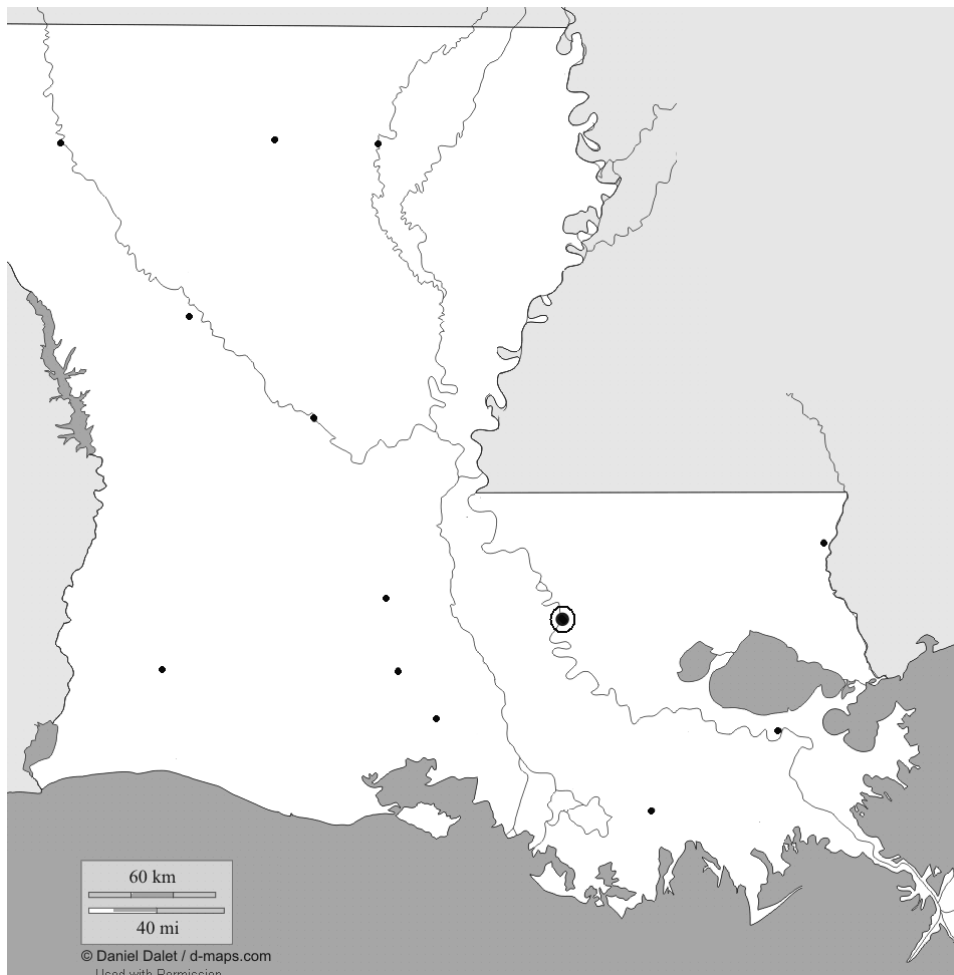
Map Skills

Use Google Maps to find the answers to these questions:

1. What natural feature forms the longest border of Louisiana?

2. Which other states share approximately the same latitude as Louisiana?

3. Which is the only state whose borders are both north and south of Louisiana?

LATITUDE AND LONGITUDE REVIEW SHEET

Student Worksheet
Name _____

Introduction
Lines of latitude and longitude are used to identify where a specific location can be found on the earth's surface. They are also used to mark political boundaries between some states. The interactive student worksheet is available at www.crt.state.la.us/education.

Absolute and Relative Locations
Geographers identify a location in either absolute or relative terms. Absolute location refers to a specific spot on the planet's surface. For example, Louisiana's State Capitol is at 900 North Third Street in Baton Rouge. Relative location explains where a place is in relation to another place or other places. For example, the Louisiana State Capitol is located between Capitol Lake and Capitol Park. If you tell someone the street address of your home, you have said the absolute location of your home. If you say your home is located across the street from the park, you have given the relative location of your home.

Longitude and Latitude
Geographers use a grid system of lines called latitude (horizontal lines) and longitude (vertical lines) to show the absolute location of a specific place. Lines of latitude (called parallels) measure a location's distance north or south of the equator. Lines of longitude (called meridians) measure how far east or west a location is from the prime meridian (in Greenwich, England). On the earth's surface, there are approximately sixty-nine miles between each degree of longitude or latitude (divide the earth's circumference, approximately 25,000 miles, by 360 degrees to get slightly more than sixty-nine miles). However, as you move north or south of the equator, the distance between the lines of longitude gets shorter until the lines actually meet at the poles. At forty-five degrees north or south of the equator, one degree of longitude equals about forty-nine miles.

To locate a specific point between lines of longitude or latitude, geographers divide degrees of longitude and latitude into minutes (') and seconds ("). There are sixty minutes in each degree and sixty seconds in each minute. Seconds are also divided into smaller units.

Louisiana's Absolute Location
Louisiana's absolute location is between 28° 55' N and 33° N and between 89° W and 94° W, which means that Louisiana stretches from twenty-eight degrees fifty-five minutes north latitude (the southernmost boundary) to thirty-three degrees north latitude (the northernmost boundary) and from eighty-nine degrees west longitude (easternmost boundary) to ninety-four degrees west longitude (westernmost boundary).

Activity: Louisiana Boundaries
1. Use Google Maps, http://maps.google.com/, to find the lines of latitude and longitude that mark all or part of the boundaries between Louisiana and Mississippi, Louisiana and Texas, and Louisiana and Arkansas. Draw those lines on the map provided. Label the lines of latitude and longitude and the states they divide.
2. Use Google Maps to find the other lines of latitude and longitude that mark Louisiana's absolute location. Draw and label those lines on the map.
3. Can you describe Louisiana's relative location in terms of the states and water boundaries that surround the state?

Resources
- Longitude and Latitude Finder: http://www.worldatlas.com/aatlas/latitude_and_longitude_finder.htm
- Louisiana Cities List: http://citylatitudelongitude.com/LA/index.htm
- Download Google Earth, http://www.google.com/earth/index.html, to "fly" to destinations in Louisiana and to view lines of latitude and longitude

LESSON: INFLUENTIAL FIGURES TRADING CARDS

GLEs– Grade Eight: 65, 66, 72, 73; Grade Three: 53; ELA Grade Eight: 9, 40, 41

Overview
Students develop trading cards that illustrate and identify influential figures in Louisiana's colonial history. This activity can be used to identify significant figures from any historical period.

Directions

1. Ask students to work in pairs and select from the Influential Figures list an individual for whom they will create a trading card.
2. Ask students to write their notes as if they are that person, or are quoting that person, in reference to the causes, effects, or impact of a historical event that occurred in Louisiana during that person's lifetime.
3. Have each pair of students present their trading cards to the class.

The trading card should include

- A picture of the individual
- Contributions made by the individual
- How this individual influenced or changed the course of Louisiana's history

Influential Figures: Louisiana Exploration and Colonization

1. Robert Cavelier, sieur de La Salle
2. Henri de Tonti
3. Pierre le Moyne, sieur d'Iberville
4. Jean Baptiste le Moyne, sieur de Bienville
5. Antoine Crozat
6. Louis Juchereau de St. Denis
7. Antoine de Lamothe, sieur de Cadillac
8. John Law
9. Jean-Jacques-Blaise d'Abbadie
10. Antonio de Ulloa
11. Charles Philippe Aubry
12. Alejandro O'Reilly
13. Luis de Unzaga Amezaga
14. Bernardo de Galvez
15. Esteban Rodriguez Miro
16. Francois-Louis Hector, Baron de Carondelet et Noyelles
17. Don Andre Almonester y Roxas
18. Etienne de Bore

TRADING CARD TEMPLATE

Trading Card Front

TITLE HERE

Picture Here

Trading Card Back

Information Here
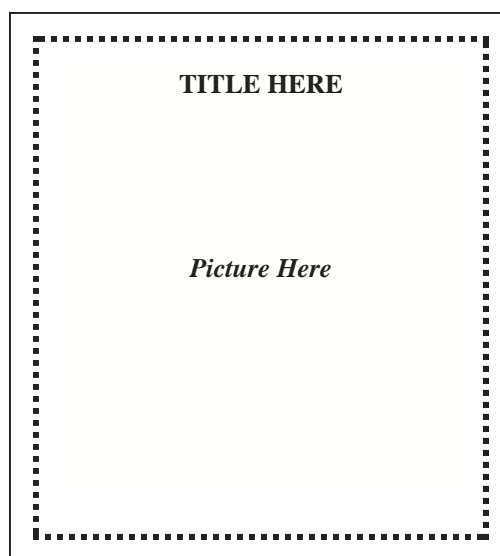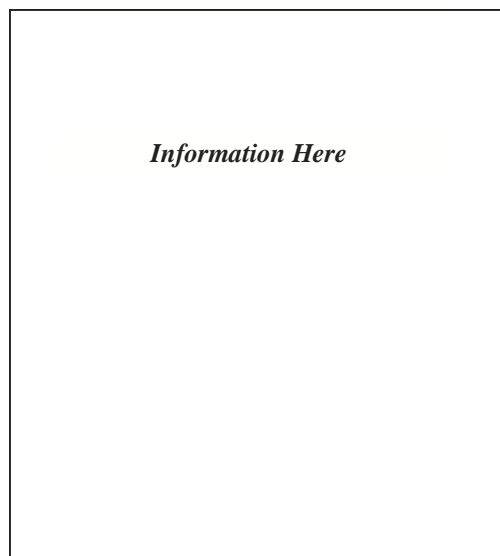
ACTIVITY: LOS ADAES
GLEs—Grade Eight: 2, 6, 8, 64, 70; Grade Three: 47, 51; ELA Grade Eight: 9, 40, 41

Overview
Built on the edge of the Spanish empire, Los Adaes served as the capital of the Province of Texas for forty-one years. Los Adaes was a place of rare cooperation among the Spanish, the French, and the Caddo Indians. Los Adaes is a state historic site operated by the Office of State Parks within the Department of Culture, Recreation, and Tourism.

Directions

1. Los Adaes Interactive. Explore the Louisiana Division of Archaeology's Los Adaes interactive to learn about life in an eighteenth century Spanish colonial outpost, http://www.crt.state.la.us/siteexplorer/.

■ Los Adaes

2. Los Adaes Satellite Imagery. Use Google Maps, http://maps.google.com/, to view a satellite image of the Los Adaes site. Enter the GPS coordinates in the search blank. View the satellite image. Zoom in to see the terrain, and zoom out to locate related historical sites.
   - Los Adaes Coordinates: N31.7084996, W93.2932262
   - Zoom out to locate the Sabine River, Natchitoches, and the Red River
   - 3. Extension: Visit the French Fort St. Jean Baptiste at the following coordinates: N31.752328, W93.088124.

ACTIVITY: EXPLORING THE LOUISIANA TERRITORY
GLEs— Grade Eight: 2, 3, 4, 6, 65, 70, 71, 73; Grade Three: 5, 47; ELA Grade Eight: 9, 40, 41

Overview
In order to claim its new territory with authority, the United States first had to explore and then populate it. Students will develop a map and chart showing three major early nineteenth century explorations of the Louisiana Territory.

Internet Resources
- Jefferson's letter to Lewis: http://www.loc.gov/exhibits/jefferson/168.html
- Investigate the Corps of Discovery: http://www.pbs.org/lewisandclark/; www.lewisandclarktrail.com/
- Pike-The Real Pathfinder: http://zebulonpike.org/
- Freeman-Custis Expedition: http://digital.library.okstate.edu/encyclopedia/entries/F/FR019.html

Directions

1. Ask students to develop a map and chart that indicate the routes taken by nineteenth century explorers, the areas they claimed, and the importance of their explorations. Explorers: Peter Custis, William Clark, Thomas Freeman, Meriwether Lewis, Zebulon Pike
2. Read President Jefferson's 1803 letter to Meriwether Lewis regarding the Corps of Discovery. What were Jefferson's instructions regarding supplies for the journey, the mission of the journey, and Native Americans?

2 Medley of Cultures

Louisiana was the first state to have a majority Catholic French- and Spanish-speaking population, reflecting its origins as a colony under France from 1699-1763 and Spain from 1763-1803.

Guiding Questions

1. Which cultural and ethnic groups lived in Louisiana in 1812?

2. How did early Louisiana settlers contribute to Louisiana's distinct cultural heritage?

3. How and why do some historical maps combine elements of art and science?

Left: "Mississippi Bubble" Table Top Louisiana State Museum

This table top depicts the result of attempts made by the Company of the Indies to encourage migration to and investment in Louisiana.

A Meeting of Three Worlds

The promise of prosperity brought people to Louisiana, voluntarily or by force. Among the many ethnic groups in colonial Louisiana were people of French, English, Spanish, German, Anglo, and African descent. Along with American Indians, they helped make Louisiana a true "medley of cultures."

Contact among Louisiana's most numerous inhabitants—whites, Indians, and Africans—was a three-way exchange. No one racial or ethnic group dominated during much of the colonial period. American Indians made up the largest segment of Louisiana's eighteenth century population, often sharing their food, medicines, and material goods as well as building and recreational practices with colonists.

Through trade and gift-giving, American Indians acquired a taste for such European items as sophisticated weapons, liquor, cloth, glass beads, and other goods. Europeans used these goods to increase American Indian dependency on them.

Africans were also a powerful cultural force in colonial Louisiana. Since they were introduced in large numbers over short periods of time and came mostly from one region in West Africa, their language and customs were similar.

Census

A 1726 census showed a Louisiana population of 3,784 people. Of those, 2,240 were white (including 245 indentured servants and 332 soldiers), 1,385 were enslaved Africans, and 159 were enslaved American Indian. By 1746, Louisiana had a black majority, with about 4,500 enslaved people, 3,300 white settlers, and 600 white soldiers. Blacks continued to outnumber whites according to a census taken in 1766, which showed 5,556 whites and 5,940 enslaved Africans. Though greatly diminished, the number of American Indians surpassed all, with almost 16,000 capable of carrying arms, a figure that did not include women, children, the elderly, and the ailing.

Colonial Settlers

While a French possession, Louisiana was governed alternately by the crown and by several chartered proprietors who contracted with the crown for administration of the colony and a trade monopoly. In return, the proprietors would provide the colony with the settlers and laborers (both free and enslaved) needed to turn the colony into a successful and profitable venture. Antoine Crozat was Louisiana's first proprietor of Louisiana from 1712 until 1717 when he resigned. The crown then turned the colony over to John Law, who established the corporation called the Company of the Indies to govern Louisiana.

Intent upon making Louisiana profitable and unsatisfied with its French

settlers, the Company of the Indies tried to lure farmers, especially hard-working Germans, to the colony. Between 1720 and 1722, Law sent an estimated 1,600 German, Alsatian, and Swiss settlers, soldiers, and indentured servants to his Louisiana concessions, which were located in Arkansas, on the Gulf Coast, and just below New Orleans. Over half of these settlers died en route to Louisiana. Disease, famine,

Right and Below: 1719 Bank Note John Law's Company of the Indies Randy Haynie Family Collection

STUDENT ACTIVITY
Complete an opinionaire about the
location of New Orleans. See page
thirty-three for the activity directions.
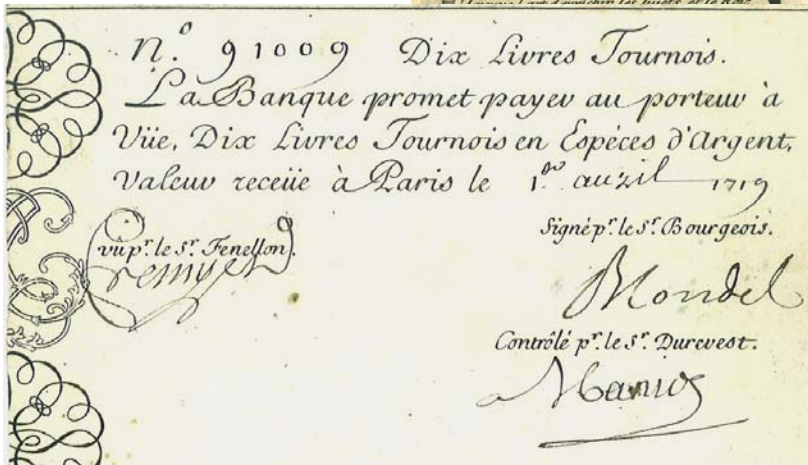
PLAN DE LA NOUVELLE ORLEANS

and natural disasters forced most of the German immigrants to resettle in a more fertile, safer location just above New Orleans, an area known today as the "German Coast."

Beset by failed crops, wars with Native Americans, insurrections of enslaved people, and financial disaster, the Company of the Indies returned the colony to the French crown, which administered it until 1763 when France turned Louisiana west of the Mississippi and New Orleans over to Spain.

Although most settlers in Louisiana were of the Catholic faith, a few were Protestant or Jewish. Royal policy in France and Spain prohibited non-Catholics from living in the colonies, but enforcement was lax in frontier areas such as Louisiana.

These first Jews were descendants of the Sephardic Jews who had been expelled from the Iberian peninsula. They established themselves in Brazil and the Caribbean in the 1600s and later migrated throughout the Americas, including Louisiana.

By 1788, the number of settlers and enslaved people had more than doubled to include 19,445 whites, 1,701 free people of color, and 21,465 enslaved people. Figures for 1788, however, included a much larger geographical area. By then, Spain had acquired West Florida and placed it under the jurisdiction of Louisiana.

In the 1780s and 1790s, American settlers began moving west of the Appalachian Mountains, often settling in areas such as present-day Tennessee and Kentucky or further south in the lower Mississippi Territory. Some settled in Spanish territory in north Louisiana and West Florida. Many of these settlers depended on access to the Mississippi River or its

Left: Jean-Baptiste Le Moyne, sieur de Bienville
Rudolph Bohunek
1933
Louisiana State Museum

Considered the "Father of Louisiana," Bienville dominated the colony's political scene for decades.

22

tributaries to get their goods to market. This migration continued after the Louisiana Purchase.

New Orleans

In 1718, Jean-Baptiste Le Moyne, sieur de Bienville, established the city of New Orleans on a crescent-shaped section of the Mississippi River about 100 miles from the river's mouth. He named the settlement in honor of the ruling regent, the Duc d'Orleans.

The site chosen for New Orleans had many advantages. Located where distance between the river and Lake Pontchartrain is shortest, American Indians in Louisiana had long used the area as a depot and market for goods carried between the two waterways. The narrow strip of land also aided rapid troop movements, while the river's curve slowed ships that approached from downriver and exposed them to gunfire.

Although much smaller than U.S. cities such as Boston or Philadelphia, Louisiana's colonial capital, New Orleans, was the largest city in the Gulf South at that time. Between 1721 (the year of the city's first census) and 1805, New Orleans' population rose from 472 to 8,222. Most of this surge occurred toward the end of the century when immigration to the colony increased.

During the years of Spanish rule (1763 to 1803), the white population almost doubled and the enslaved population grew 250 percent. The number of free people of color increased sixteen-fold, although this group was undercounted throughout the period.

Free People of Color

The first recorded emancipation of an enslaved African in Louisiana was that of Louis Congo, who obtained his freedom by accepting a position as colonial executioner in the early 1720s.

From the beginning of its history, New Orleans was home to a sizeable population of free people of color, or gens de couleur libre; however, their exact numbers remain unknown. French census takers consolidated free people of color with whites, indentured servants, or enslaved Africans. Only when Spain effectively took over Louisiana in 1769 did census takers begin to distinguish between free people of color and the enslaved; however, these census figures usually undercounted free persons of color.

Colonial Trade

All trade conducted with the colony was supposed to take place with the mother country, thereby keeping profits within the imperial system. This practice did not work well in colonial Louisiana, because Louisiana had too few desirable products to export and too few people to exploit the natural resources that existed. Toward the end of the colonial period, an export-directed economy finally succeeded in Louisiana, and the colony benefited from the exportation of such crops as cotton, sugar, tobacco, indigo, and rice and from natural resources such as timber, furs, hides, and fish.

Louisiana settlers used earnings from the export of cash crops and natural resources to purchase imported enslaved Africans and merchandise, primarily manufactured goods and foods they did not or could not produce themselves. These items included textiles, furniture, and household furnishings. For most of the colonial period, wholesale merchants imported goods and enslaved Africans first from France and later from Spain. Smuggling goods from European and American ships became prevalent and remained so even when trade restrictions in the colony were lifted.

EARLY COLONIAL SETTLERS

Year	Group	Description
1714	French	St. Denis established a military post, St. Jean Baptiste, on the Red River. Located near the Natchitoches tribe of Caddo, the settlement quickly took their name. Natchitoches still exists as the oldest European settlement in Louisiana.
1718	French	Established by Bienville, New Orleans replaced Biloxi as the capital of Louisiana in 1723. By 1720, the Mississippi River banks had been settled as far north as Point Coupee. The French established a short-lived post near present-day Baton Rouge in 1722.
1716	Africans	This year marked the first major importation of enslaved Africans into Louisiana. Within a four-year period, over 2,000 Africans from Guinea, the Gold Coast, and Angola arrived in Louisiana; others arrived from the French islands in the Caribbean. In 1724, the growing number of enslaved Africans in Louisiana led to the passage of a series of laws, known as the Code Noir, which governed slavery in the colony. In 1785, Spain estimated there were 16,544 enslaved in Louisiana; by 1803, estimates reached 28,000.
1720	Germans	John Law sponsored 2,000 settlers who entered Louisiana through the port at Biloxi. Bienville settled many north of New Orleans along the "German Coast" in present-day St. Charles and St. James parishes. German farmers became important suppliers of food products for the New Orleans market.
1765	Acadians	Acadian exiles from Canada established farms in the Attakapas District. In the 1780s, thousands more arrived under the sponsorship of the Spanish government; most settled in southwest Louisiana.
1777	Islenos	Spain sent 700 Canary Island residents to increase the population of Louisiana. They initially settled along the Amite River at Galveztown. They later moved to the area of present-day St. Bernard and Plaquemines parishes with a small group settling in Baton Rouge. Later, a group of Spanish from the Iberian Peninsula established New Iberia along Bayou Teche.
1786	Anglo-Americans	Anglo-Americans migrated into the Ohio and lower Mississippi River Valleys in increasing numbers after the American Revolution. Encouraged by a generous Spanish land policy, Anglo-Americans began settling in the Florida Parishes and the Opelousas District. This migration increased after the Louisiana Purchase with movement into the area of Fort Miro (Monroe) on the Ouachita River, Vidalia across the Mississippi River from Natchez, and Alexandria on the Red River. Many brought enslaved Africans with them.
1791	French and Africans	The Saint-Domingue revolt caused French planters to seek refuge in Louisiana, bringing their more numerous enslaved Africans with them. In addition, free people of color that escaped the island began to migrate to Louisiana.
1810 Census		The estimated population of the Territory of Orleans was 76,000, with approximately equal numbers of blacks and whites. This number was well above the 60,000 needed for statehood as established by the Northwest Ordinance of 1787. In 1811, Congress authorized the convening of a constitutional convention.

LESSON: COLONIAL LOUISIANA MIGRATIONS

Overview

Students trace the basic migratory routes of selected early immigrants, completing a Louisiana Migrations graphic organizer and map.

Directions

1. Make copies of the Louisiana Migrations map and chart on pages twenty-six and twenty-seven, one copy of each per student. For grade three, see pages twenty-eight and twenty-nine.
2. Arrange students in teams. Explain that each team will research the reasons for early migration to Louisiana and complete the supporting graphic organizer. Explain that students will include both the "Push/Pull" factors (cause/attraction) that encouraged selected groups to migrate to Louisiana and the major strengths or contributions made by the indicated group.
3. Ask students to produce a Louisiana Migration map (page twenty-six) that shows where each cultural group originated and where they settled in Louisiana.

Research Sites

- World Map (with country labels): http://geology.com/world/world-map.shtml
- Louisiana History Online: http://lsm.crt.state.la.us/cabildo/cab-intro.htm
- Louisiana Folklife Cultural Regions: www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html
- Louisiana Folklife New Populations: http://www.louisianafolklife.org/NewPopulations/
- Historical Map: http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4

Louisiana Migration and Settlement Chart

Immigrants	Push/Pull Factor (why they left, why they came)	Differences and Similarities (Factors that made it easy or difficult to fit in)	Contribution(s) to the Development of Louisiana
Acadians from Nova Scotia			
Africans from West Africa via Caribbean			
Islenos from Canary Islands			
Irish from Ireland			
Germans from German States in Europe			
French from France			

LOUISIANA MIGRATION MAP

Student Worksheet

Name _____

Directions

Trace the basic migratory routes of some of the early immigrants to Louisiana, indicating their area of origin and their area of settlement in Louisiana:

1. Acadians from Nova Scotia
2. Africans from West Africa via the Caribbean
3. Islenos from Canary Islands
4. Irish from Ireland
5. Germans from German states
6. French from France
7. Africans from West Africa

Research Sites

- World Map (with country labels): http://geology.com/world/world-map.shtml
- Louisiana History Online: http://lsm.crt.state.la.us/cabildo/cab-intro.htm
- Louisiana Folklife Cultural Regions: www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html
- Louisiana Folklife New Populations: http://www.louisianafolklife.org/NewPopulations/
- Historical Map: http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4

60 km

40 mi

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LOUISIANA MIGRATION AND SETTLEMENT

Middle and High School

Student Worksheet

Name _____

Directions
Research the early groups that migrated to colonial Louisiana. Complete the Louisiana Migration and Settlement chart, indicating why each group left their country of origin to come to Louisiana, factors that made it easy/difficult to live in Louisiana, and the contributions made by each group to the Louisiana colony or state.

Louisiana Migration and Settlement Chart

Immigrants	Push/Pull Factor (why they left, why they came)	Differences and Similarities (Factors that made it easy or difficult to fit in)	Contribution(s) to the Development of Louisiana
Acadians from Nova Scotia			
Africans from West Africa via Caribbean			
Islenos from Canary Islands			
Irish from Ireland			
Germans from German States in Europe			
French from France			

SETTLING LOUISIANA

Grade Three

Student Worksheet

Name _____

Directions
Complete the K-W-L chart by providing information about early Louisiana settlers.
        K – Stands for what you KNOW about the subject.
        W – Stands for what you WANT to learn.
        L – Stands for what you LEARN as you read.

KWL

What We Know	What We Want to Find Out	What We Learned

WHY PEOPLE CAME TO LOUISIANA

Grade Three

Student Worksheet
Name _____

Louisiana Settlers Chart

People	Economics	Religion	Settlement	Did they stay in Louisiana?
French				
Spanish				
Acadians				
Germans				
Africans				

LESSON: CULTURAL DIFFUSION, DIVERSITY, AND LOUISIANA HERITAGE

Overview

Culture is the way of life of a group of people. The elements of culture include religion, music, food, art, language, literature, clothing, recreational activities, and language as well as housing styles and architecture. In Louisiana, these elements combine to create the interesting culture of Louisiana and to enhance the quality of life for the state's citizens. Throughout history, groups from many different countries and continents have made Louisiana their home, bringing with them their unique cultural traditions. In this lesson, students will research cultural diffusion and Louisiana's cultural heritage.

Directions

1. Make copies of the Cultural Diffusion worksheet on page thirty-one, one per group.
2. Begin this activity with a brainstorming session on the topic, "What is cultural diffusion?" Make a list of student responses on the board.
3. Divide students into teams, assigning one of the following groups to each team: Germans, Acadians, Irish, French, Spanish, Anglo/Americans, African Americans, and American Indians. You may also want to assign one or more of Louisiana's twenty-first century new population groups; see page eighty for information. The following Internet sites will help identify Louisiana's traditional and new populations:
   - Louisiana Folklife, Traditional Cultures: http://www.louisianafolklife.org/LT/Maidas_Essay/main_introduction_onepage.html
   - Louisiana Folklife New Populations: http://www.louisianafolklife.org/NewPopulations/
   - Louisiana State Museum Antebellum Immigration: http://lsm.crt.state.la.us/cabildo/cab8.htm
3. **Cultural Diffusion Worksheet:** Have students research their group and identify why they came, where they settled, and their contributions to Louisiana, taking notes on the Cultural Group Research chart. Each student group will use this information to make a presentation about the culture they researched. Conclude with a question and answer session. Make copies of each team's research. Each student team should have a copy of every team's chart. Following the classroom presentations, ask students to use what they learned about cultural diffusion and Louisiana's diverse cultural heritage to produce a virtual poster or wall mural entitled Louisiana's Cultural Heritage.
4. **Louisiana 's Cultural Heritage Mural or "Glogster" Poster:** For a technology-based lesson, ask students to use their Cultural Diffusion worksheet information (page thirty-one) and the free Internet-based poster site, Glogster, to produce an interactive virtual poster that explains and illustrates Louisiana's diverse cultural heritage. See the Cultural Diffusion worksheet for student instructions. Alternately, students can use markers and bulletin board paper to produce a classroom Louisiana Heritage wall mural.

Virtual Poster Project

Glogster Information for Teachers

With Glogster, students can insert images and text as well as audio and video files about Louisiana's cultures into their virtual poster to produce a true interactive experience for viewers. Please use the Glogster education portal, http://edu.glogster.com/edu/register/. Register each student group free of charge. View sample Glogster education posters for ideas, http://edu.glogster.com/glogpedia/. Email some of your poster links to lsmeducation@crt.state.la.us for a chance to have some of your class posters featured on the Louisiana Bicentennial Commission Internet site, www.louisianabicentennial2012.com.

CULTURAL DIFFUSION WORKSHEET

Middle and high school

Student Worksheet

Name _____

Culture is the way of life of a group of people. The elements of culture include religion, music, food, art, language, literature, clothing, recreational activities, and language as well as housing styles and architecture. In Louisiana, these elements combine to enhance the quality of life for the state's citizens.

Directions
Research your selected cultural group and complete the Cultural Group Research Chart.

Internet Resources

- Louisiana Folklife, Traditional Cultures: http://www.louisianafolklife.org/LT/Maidas_Essay/main_introduction_onepage.html
- Louisiana Folklife New Populations: http://www.louisianafolklife.org/NewPopulations/
- Louisiana State Museum, Antebellum Immigration: http://lsm.crt.state.la.us/cabildo/cab8.htm
- Louisiana Music Hall of Fame: http://louisianamusichalloffame.org/content/view/132/149/

Cultural Group Research Chart

1. Cultural group researched: _____
2. Where did this group originate? _____
3. Where in Louisiana did they settle? _____
4. What did this group contribute to Louisiana? _____
   _____

Religion	Customs
Language	**Festivals**
Food	**Other**
Music/Dance	**Other**

Group Project: Louisiana 's Cultural Heritage Virtual Poster

Use the Cultural Group worksheets from the classroom presentations and the free Internet-based poster site, Glogster, to produce an interactive virtual poster that explains and illustrates Louisiana's diverse cultural heritage. Insert images and text as well as audio and video files about Louisiana's cultures into your virtual poster to produce a true interactive experience for viewers.

LESSON: NEW ORLEANS OPINIONAIRE

Overview and Directions

Students investigate Bienville's decision concerning the location of New Orleans and respond to an opinionaire before completing a chart on the pros and cons of the selected site. This activity asks students to examine historical events in terms of contemporary significance and relevance. Make copies of the opinionaire, page thirty-three.

Extension Activity

This procedure can be used when considering the location of historical and contemporary communities, transportation systems, etc.

Directions

Investigate Bienville's decision concerning the location of New Orleans.

1. Ask students to complete the Opinionaire chart. Explain that they will use what they know about New Orleans to circle either A (agree) or D (disagree) after each opinionaire statement.
2. Ask students to use their textbook, Google maps (http://maps.google.com/), and the Louisiana State Museum History of Louisiana Internet site, http://lsm.crt.state.la.us/CABILDO/cab-colonial.htm, to investigate Bienville's choice of location for New Orleans and to complete the Pro/Con chart concerning the benefits and consequences (negative result) of the city's location.
3. Ask students to review their research findings to see if their original opinionaire answers changed as a result of their investigation.

Opinionaire on the Location of New Orleans

Bienville, one of the early founders of French Louisiana, made the decision to locate the settlement of New Orleans between the Mississippi River and Lake Pontchartrain. This was an economically sound decision.	A	D
The location of New Orleans allowed access to multiple waterways for trade.	A	D
The advantages of the geographic location of New Orleans outweighed the disadvantages.	A	D

Pro/Con List for the Location of New Orleans

List the Benefits of New Orleans' Location	List the Consequences (negative result) of New Orleans' Location

NEW ORLEANS' LOCATION OPINIONAIRE

Student Worksheet

Name _____

Opinionaire on the Location of New Orleans

Directions: Using what you already know about New Orleans, give your opinion concerning each of the following statements. After each statement circle either A (agree) or D (disagree).

Bienville, one of the early founders of French Louisiana, made the decision to locate the settlement of New Orleans between the Mississippi River and Lake Pontchartrain. This was an economically sound decision.	A	D
The location of New Orleans allowed access to multiple waterways for trade.	A	D
The advantages of the geographic location of New Orleans outweighed the disadvantages.	A	D

Pro/Con List for the Location of New Orleans

List the Benefits of New Orleans' Location	List the Consequences (negative result) of New Orleans' Location

LESSON: THE MAP AS ART

Overview

Students use modern symbolism to produce a cartouche for their Louisiana Migration map, page twenty-six. Assign this activity after students have completed the Louisiana Migration and Settlement chart on page twenty-seven and the Louisiana Migration map on page twenty-six.

Words to Know

- Symbolism – the use of items or symbols to represent other items, ideas, etc.; as an example, each star on the U.S. flag represents one U.S. state
- Cartographer— a person who makes maps
- Cartouche— a structure or symbol, usually in the shape of an oval, that is used as a decorative element or to present information

The Map as Art and Craft

Maps serve many purposes besides showing us how to get from one point to another. They are at once artistic, scientific, and technological creations with more than one level of meaning.

Like architecture, cartography is where science and art meet; and, like art, maps reflect the age in which they are produced. The papermaker's craft, like the engraver's art, the colorist's illumination and the printer's skill all contribute to the beauty of a map and enhance the cartographer's creation.

The decorative devices surrounding the titles of many historical maps are known as cartouches. They provide visual stimulation and information, sometimes serving political purposes as well.

Procedure

1. Make copies of the Map as Art viewing journal, page thirty-five, one per group.
2. Explain the use of symbolism in art. As an example, examine the Seutteri "Mississippi Bubble" cartouche at www.louisianadigitallibrary.org/cdm4/ item_viewer.php?CISOROOT=/ LHC&CISOPTR=65&CISOBOX=1&REC=1. A discussion of the cartouche's symbolism is available at http://lsm.crt.state.la.us/6-2.htm.
3. Arrange students in groups of four. Distribute copies of the Map as Art viewing journal, one per group.
4. Ask students to view samples of ornate cartouches on selected historic maps located at http:// www.davidrumsey.com/blog/2010/2/25/cartouches-decorative-map-titles. Explain that students will use their viewing journal to record their observations of cartouche symbolism.
5. Encourage a class discussion about student observations to ensure all students understand symbolism.
6. Ask students to use symbolism to design and produce an informational cartouche for their completed Louisiana Migration map. The cartouche should include accurate visual information about three different cultural groups and one contribution to Louisiana history or culture that was made by each group. Direct student attention to the project instructions detailed at the bottom of the Map as Art viewing journal

Extension Activity

As an extension, students can investigate the science of historical and contemporary mapmaking.

DCRT Education, www.crt.state.la.us/education

THE MAP AS ART
Viewing Journal: Mapmaking and Symbolism

Student Worksheet
Name _____

Map Cartouches	Notes and Observations
As you view the historical maps, make a list of the cartouche figures and symbols that you find interesting. Why do you think the mapmaker-artist included each figure or symbol? Consider: Why did early mapmakers decorate their maps?	
List interesting cartouche symbols or figures that you see. What do you think each item represents?	

Project: The Map as Art

In the style of early cartographers, design an informational cartouche for your Louisiana Migrations map. Your map should include accurate visual information about three different cultural groups and one contribution to Louisiana history of culture that was made by each cultural group. Before producing your final cartouche, prepare a chart showing the symbols you will use and what each symbol represents. Work with a group of your peers to critique one another's cartouche before producing the final product.

YESTERDAY AND TODAY
Grade Three

Yesterday and Today

FEATURES	LOUISIANA YESTERDAY	LOUISIANA TODAY
Traditions, Customs, and Celebrations		
Religion		
Art/Music		
Shelter		
Clothing		
Recreation		
Tools		
Food		
Communication		

3 A New American Territory

The Louisiana Purchase more than doubled the size of the United States and gave the young nation control of the important Mississippi River. It also paved the way for the admission of Louisiana as the eighteenth state in the union.

Guiding Questions

1. What international events made it possible for the United States to purchase the Louisiana Territory in 1803?

2. Why was the Louisiana Purchase important to the young United States?

3. What events in New Orleans surrounded the 1803 land transfers from Spain to France and from France to the United States?

Napoleon Bonaparte

Louisiana's colonial period ended on December 20, 1803 when the French colonial prefect, Pierre Clément de Laussat, transferred the territory to representatives of the United States, William C. C. Claiborne and General James Wilkinson. A scarce twenty days before, Spain's officials, Governor Manuel de Salcedo and the Marqués de Casa Calvo, had transferred Louisiana to Laussat and the French. This seemingly sudden change in rule had been years in the making.

Napoleon Bonaparte, soon to be Emperor of France, had a vision for a renewed

Right: Napoleon Crossing the Alps
Early 19th century
Attributed to the Studio of Jacques-Louis David
Louisiana State Museum

Left: Hoisting American Colors, Louisiana Cession, 1803
Thure de Thulstrup
c. 1903
Courtesy of the Louisiana Historical Society

French colonial empire in the Americas that included Louisiana. Control over this vast territory would halt the westward expansion of the young United States and provide the sugar-producing

islands of the West Indies with needed supplies. To this end, Napoleon signed the 1801 secret Treaty of Ildefonso with Spain, an agreement that returned Louisiana to France.

Napoleon's plan for his American empire collapsed as a result of a twelve-year revolt, which was led by enslaved Africans and free people of color, in Saint-Domingue (Haiti). The revolutionaries defeated Napoleon's troops and forced them to return to France. This turn of events prevented French troops from reaching their ultimate destination,

Louisiana. As Napoleon's New World empire disintegrated, the loss of Saint-Domingue made Louisiana unnecessary.

The United States

The United States was interested in acquiring New Orleans because of its vital geographic location at the mouth of the Mississippi River. Many American settlers and merchants had already made their way to the region; many more shipped their farm goods and produce down the Mississippi River through the port of New Orleans and to ports along the eastern Atlantic coast and in Europe.

When President Thomas Jefferson discovered the transfer of Louisiana from Spain to France, he sent Robert Livingston to France to negotiate a purchase of New Orleans from Napoleon. Napoleon initially refused. This prompted Jefferson to send James Monroe to help close a deal. However, France's sudden need to dispose of Louisiana in the wake of the Saint-Domingue disaster and the United States' desire to obtain the port of New Orleans drew representatives of both governments to the bargaining table.

In April 1803, just days before Monroe was to arrive in Paris, Napoleon

Left: Robert R. Livingston
Lucienne de St. Mart
Louisiana State Museum

offered to sell not only New Orleans, but all of Louisiana to the United States. Napoleon's minister of the treasury, the Marquis de Barbé-Marbois, dealt with Livingston and Monroe concerning the terms of the Louisiana Purchase. The United States purchased Louisiana for $11,250,000 and assumed claims of its own citizens against France up to $3,750,000 for a total purchase price of $15 million. The treaty was translated from French to English, and the diplomats signed it on May 2, 1803 in Paris, although the documents were dated to April 30.

On November 30, 1803, Spain's representatives officially transferred Louisiana to France in the *Sala Capitular* (council meeting room) in the Cabildo. Although the French representative, Laussat, had been instructed to transfer Louisiana to the United States the next day, twenty days actually separated the transfers, during which time Laussat became governor of Louisiana and created a new town council.

Thomas Jefferson selected William Charles Cole Claiborne, governor of the Mississippi territory and highest-ranking civilian official in the vicinity, to govern lower Louisiana. Backing Claiborne with military power was General James Wilkinson. On December 20, 1803, again in the *Sala Capitular*, these two commissioners signed the transfer document with Laussat, giving lower Louisiana to the United States. Three months later, a similar transfer took place in St. Louis, when France handed over the rights to upper Louisiana to Captain Amos Stoddard, the U.S. representative.

⚜

Above: The Cabildo

The site of the Louisiana Purchase Transfer, the Cabildo was constructed in 1795-99 as the seat of the Spanish municipal government in New Orleans. The name of the governing body that met there was the "Illustrious Cabildo," or city council. http://lsm.crt.state.la.us/cabex.htm,

Right: The *Sala Capitular*

The *Sala Capitular* also functioned as a courtroom, first for the cabildo under Spanish rule (1799-1803), then the superior court in the territorial period (1803-1812), and later the Louisiana Supreme Court after the Civil War (1868-1910).

PREFECT LAUSSAT DESCRIBES THE TRANSFER CEREMONIES

Above: Pierre Laussat
Andres Molinary
c. 1911
Louisiana State Museum

GPS VIRTUAL FIELD TRIP ACTIVITY

Visit the Place d'Armes (Jackson Square) in New Orleans, or enter the following coordinates at http://maps.google.com to explore a satellite image of the Place d'Armes: 29°57′25.93″N, 90°3′47.04″W

FIELD TRIP ACTIVITY

Visit the Cabildo in New Orleans; walk through the *Sala Capitular* where the historic land transfers took place.

FROM SPAIN TO FRANCE

At 11:45 on November 30, 1803, I set afoot for the City Hall [Cabildo], escorted by about sixty Frenchmen . . . We arrived at the Place [d'Armes]. . . . The commissioners of His Catholic Majesty came to meet me . . . Monsieur de Salcedo seated himself in the middle . . . I sat . . . on his right, the Monsieur the Marquis de Casa Calvo on his left. I presented my powers . . . . The Marquis declared in a loud voice that "the subjects who did not wish to remain under Spanish domination were from that moment completely freed of their oath of allegiance." The governor handed me on a silver tray the keys to the forts St. Charles and St. Louis. We signed and affixed seals. We then arose and went out on . . . the balconies of the City Hall.

Pierre Clément de Laussat,
Memoirs of My Life

FROM FRANCE TO THE UNITED STATES

The commissioners, Messieurs Claiborne and Wilkinson, were received at the foot of the stairs of the City Hall . . . . I advanced toward them, midway down the length of the council room [*Sala Capitular*]. Claiborne seated himself in an armchair at my right, and Wilkinson in another at my left. I announced the purpose of the ceremony. . . . I ordered to be read: first, the treaty covering the cession; second, my powers; and third, the act covering the exchange of ratifications. I then declared that I transferred the country to the United States . . . I handed the keys of the city, interlaced with tricolor ribbons, to Monsieur Wilkinson, and I immediately released from their oath of fidelity to France all those inhabitants who wished to remain under the domination of the United States.

Pierre Clément de Laussat,
Memoirs of My Life

TOUSSAINT L'OUVERTURE

On the island of Saint-Domingue, Toussaint L'Ouverture's resistance coupled with the loss of valuable French troops to an epidemic of yellow fever interfered with Napoleon's plans for empire. In 1793, L'Ouverture took charge of the poorly organized revolutionaries and shaped them into an efficient guerrilla force. In 1796, he became Saint-Domingue's governor general and began to rebuild his war-torn island.

Promulgating the Constitution of 1801, L'Ouverture officially established control over all of the island of Hispanola. Article 3 of the constitution states: "There cannot exist slaves [in Saint-Domingue], servitude is therein forever abolished. All men are born, live, and die free and French." In 1802, the French lured L'Ouverture to a meeting under the guise of discussing peace. Once there, French troops captured and transported him to France. He died ten months later in a French prison. Far from ending the revolution, the death of Toussaint L'Ouverture strengthened the resolve of the revolutionary leaders. Saint-Domingue (Haiti) formally renounced its colonial ties with France in January 1804 with the formation of the Republic of Haiti.

ACTIVITY: TIMELINE

GLEs– Grade Eight: 4, 62, 63, 71, 76; Grade Three: 46, 54; ELA Grade Eight: 9, 16, 18, 19.

Overview

Students work in groups to develop a tri-level timeline of Louisiana history covering the period 1500-1800.

Directions

1. Timeline organization: The top level should focus on Louisiana history, the middle level should correlate with colonial/U.S. history, and the bottom level should correlate with significant events in world history. For the Louisiana section, have students include early French and Spanish explorers (e.g., Desoto, LaSalle, Iberville), colonial governors (e.g., Bienville, Cadillac, Ulloa, O'Reilly, de Galvez, Miro), important treaties (e.g., Fontainebleau, San Ildefonso), and other important events. Distribute copies of the timeline, page forty-two.
2. Have students annotate these entries to indicate how each individual or event shaped Louisiana history.
3. Have students describe possible cause/effect or push/pull factors between events in similar time periods and among the timelines (world, U.S., Louisiana) (e.g., French and Indian War ending in 1763 and the arrival of the first Acadians in the 1760's; Haitian uprising led by Toussaint L'Ouverture and Napoleon selling Louisiana to the United States).

Assessment

Ask students to choose a time period from the timeline and write a news article describing events that were occurring in Louisiana, the United States, and the world during that time period. A generic writing rubric is on provided on page 114.

Tri-Level Louisiana History Timeline

Louisiana History

1500   1800

Colonial and United States History

World History

CHAIN REACTION GRAPHIC ORGANIZER

Directions

Prepare a tri-level timeline of Louisiana history from 1500 through 1800.

1. Timeline organization: The top level will focus on Louisiana history, the middle level will correlate with colonial/U.S. history, and the bottom level will correlate with significant items in world history. For the Louisiana section, include early French and Spanish explorers (e.g., Desoto, LaSalle, Iberville), colonial governors (e.g., Bienville, Cadillac, Ulloa, O'Reilly, de Galvez, Miro), treaties (e.g., Fontainebleau, San Ildefonso), and other important events.

2. Provide a brief description of each entry to indicate its significance in Louisiana history.

3. Describe the possible cause/effect or push/pull factors between events in similar time periods and among the timelines (world, U.S., Louisiana) (e.g., French and Indian War ending in 1763 and the arrival of the first Acadians in 1763 and the arrival of the first Acadians in 1763 and the arrival of the first Acadians in the 1760's; Haitian uprising led by Toussaint L'Ouverture and Napoleon selling Louisiana to the United States).

Tri-Level Louisiana History Timeline

1500 ■——■ **1800**

Louisiana History Level

U.S. and Colonial History Level

World History Level

LESSON: LOUISIANA PURCHASE

Overview

Students complete a graphic organizer examining actions and reactions that may have influenced negotiations between the representatives of France and the United States.

Directions

1. Make copies of the Chain Reaction graphic organizer, page forty-four, one per person or group.
2. Ask students to write a speech as a supporter of either the interests of Thomas Jefferson or Napoleon Bonaparte. The speech should be a defense of the choice made by either Jefferson or Napoleon regarding the Louisiana Purchase to someone who might be critical of the choice (e.g., Why would Jefferson want the United States to buy the property? Why would Napoleon be willing to sell?).
3. Explain that students should describe the importance of each action (listed on the chart below) to the development of Louisiana. Sample answers are provided below.

Chain Reaction Graphic Organizer Sample Answers
Events Related to Louisiana Purchase

ACTION	REACTION	
	Napoleon Bonaparte *(France)*	Thomas Jefferson *(United States)*
Increased use of New Orleans as a port of trade	*Potential for collecting and trading resources from North American interior*	*The continued use of New Orleans as a trading port for the western United States*
France regains possession of Louisiana		
Saint-Domingue Revolt		
War between France and England		

CHAIN REACTION GRAPHIC ORGANIZER

Student Worksheet
Name _____

ACTION	REACTION	
	Napoleon Bonaparte *(France)*	Thomas Jefferson *(United States)*
Increased use of New Orleans as a port of trade		
France regains possession of Louisiana		
Saint-Domingue Revolt		
War between France and England		

4 Gaining Statehood

With the Louisiana Purchase, the United States gained a region very different from other states and territories; the road to statehood was not at all smooth.

Guiding Questions

1. Which American and Creole leaders were influential during Louisiana 's territorial and early statehood periods?

2. How did the United States Constitution influence the delegates who attended Louisiana's first constitutional convention?

3. Which two political organizational units that are unique to Louisiana were implemented during the territorial period?

Background: Colonial Government

The royal houses of France and Spain governed colonial Louisiana through their appointed representatives, which consisted of a governor, a commissioner or intendant, several post commanders, and a council. Unlike their counterparts in the British North American colonies, white male property owners in French Louisiana could not elect representatives to the colonial assemblies. However, under Spanish rule, local elites could purchase seats on the New Orleans town council (cabildo). According to the French and Spanish systems of governing, crown officials were to take the interests of all subjects into account and make decisions based upon the common good.

Right: William Charles Cole Claiborne
E. B. Savary
19th century
Louisiana State Museum

Left: Etienne de Bore
Ralph Bohunek
1910
Louisiana State Museum

De Bore was appointed New Orleans's first mayor. A planter, de Bore introduced a process for converting sugarcane juice into sugar granules.

STUDENT ACTIVITY
Investigate the process for converting sugarcane to sugar granules.

The highest-ranking official in colonial Louisiana was the governor. Because Louisiana was a frontier colony, most of its governors were military officers, whose primary duty was to protect the province against armed threats from other European powers and Native Americans. Most colonial governors were born in France or Spain. In contrast to the British North American colonies, the governor's power in Louisiana was not curbed by local legislative bodies and only rarely by the intendant and council members.

Although Louisiana's colonial governors frequently abused this power, they also used their authority to act in the interest of colonials—allowing merchants and settlers to transport much-needed food, supplies, money, and enslaved Africans into Louisiana illegally— even when such actions ran counter to the crown's interests.

During the French era, Louisiana was regulated by the Code Civil, the collection of legal traditions and practices that was the accepted foundation of law in France. Following the 1762 French cession of Louisiana to Spain, French law codes remained in practice until Governor O'Reilly ordered the use of Spanish laws throughout the territory.

Territorial Government

In 1803, Louisiana had a more ethnically and racially diverse population than many parts of the United States, and its political and social systems were deeply rooted in the French and Spanish colonial period.

Perhaps one of the greatest difficulties of merging Louisiana into the United States came with finding a way to incorporate English common law, the basis of the American legal system, with the French and Spanish civil law that prevailed in Louisiana during the colonial period.

Prior to statehood, Americans such as Louisiana Territorial Governor William C. C. Claiborne expressed concern over the abilities of Louisiana's Creole residents to embrace American democracy. Creole residents of colonial Louisiana had lived under the Catholic Church, a political monarchy, and a civil law system. In contrast, the new American political laws enforced religious freedom, republican democracy, and

CREOLES

The term "Creole" often means different things to different people. At the beginning of the nineteenth century, the term referred to a person, black or white, who was born in the Americas to parents who were born in the Latin countries of Europe.

Find more information about eighteenth century Louisiana Creoles at KnowLA: Encyclopedia of Louisiana, http://www.knowla.org/

English common law. After the Orleans Territory came under U.S. rule, Catholic residents continued to worship freely, but battles ensued over the legal system. The Creoles preferred civil law, which places emphasis on codified community laws, while Americans preferred common law, which places greater reliance on judges for legal interpretation.

President Thomas Jefferson appointed Claiborne territorial governor of Louisiana and vested in him almost unlimited authority. Not only did he have all the normal executive duties expected of the office, but he also served as commander-in-chief of the local militia and had the power of appointment over all civil and military posts, including local judges and sheriffs. In 1804, Congress established a Legislative Council of thirteen members, which were to be appointed by the President based on the recommendations of the governor.

Fearing that appointees of the President would favor adoption of the common law system in Louisiana, local leaders attempted to block the appointment of the Council. In protest, Etienne de Boré, Mayor of New Orleans, resigned. A committee of concerned citizens began work

on a memorial petition asking Congress for immediate statehood and for the right to elect delegates to the territorial legislature, a right granted by Congress to the recently organized Mississippi Territory.

Recent immigrants from Saint-Domingue and France, such as Pierre Suavé and Pierre Derbigny, joined local citizens, like de Boré and wealthy planter Jean Noel Destréhan, in their protest. Other supporters included New Orleans residents Daniel Clark, a wealthy Irish immigrant and businessman; New York-born speculator Evan Jones; and Edward Livingston, former mayor of New York City who had recently moved to New Orleans.

However, the first Legislative Council met in New Orleans on December 4, 1804 before Congress could consider the memorial petition. The Council chose as their president Julien Poydras, a prominent planter and politician from Pointe Coupeé Parish. Although statehood was not granted immediately, upon consideration of the memorial petition, Congress abolished the Legislative

Council early in 1805 and replaced it with a bicameral legislature consisting of an elected House of Representatives and an appointed Legislative Council. In 1806, the new Legislature appointed James Brown and Louis Moreau-Lislet to write a civil code for Louisiana.

In 1808, the Legislative Council adopted the Digest of 1808, or Civil Code of 1808, written by Brown and Moreau-Lislet. The Digest drew upon French and Spanish colonial law and the Napoleonic Code and instituted some unique aspects of Louisiana law. Claiborne believed the Digest would provide a greater knowledge of the law to magistrates and citizens, but was dissatisfied

DESLONDES REVOLT, 1811

The largest revolt of enslaved Africans in the history of the United States erupted in Louisiana in 1811. A group of enslaved Africans launched their attack from a plantation upriver from New Orleans. Led by Charles Deslondes (historians disagree concerning whether Deslondes was born enslaved in Saint-Domingue or in Louisiana), the insurgents marched down River Road toward New Orleans, killing two whites, burning plantations and crops, and capturing weapons and ammunition.

Planters organized militiamen and vigilantes, reinforced with United States Army troops from Baton Rouge and New Orleans and one militia unit of free men of color. The two sides met outside of New Orleans. Sixty-six enslaved persons were killed in the revolt, with others missing or captured and held for trial. Two whites were killed during the confrontation. Of the enslaved who were tried, twenty-one of them were sentenced to death, shot, and decapitated.

CONSIDER

Why do you think the Deslondes Revolt was used by some Americans as an argument against granting statehood to Louisiana?

with it because it differed so greatly from the laws of the other states. Still, the Digest served as the law of Louisiana from 1808 to 1825, when the legislature adopted the 1825 Civil Code of the State of Louisiana , which was written by Edward Livingston, Louis Moreau-Lislet, and Pierre Derbigny. Today, Louisiana remains the only U.S. state that follows the civil law model.

Two political organizational units unique to Louisiana were implemented during the territorial period— the parish system and the police jury system. In 1807, the territorial legislature replaced the twelve counties that were created shortly after the Louisiana Purchase with nineteen civil parishes. The new civil parishes were modeled on the Catholic parishes that existed during French and Spanish rule. The parish, rather than the county, still constitutes the basic unit of local government in Louisiana.

Under Louisiana's new parish system, the parish judge, justices of the peace, and a group of twelve citizens carried out administrative duties on the local level. This twelve-person body came to be known as the police jury. The police jury system, modeled after the Spanish system of syndics (court advocates or representatives), was, and still is, roughly

equivalent to most states' county court systems.

Constitutional Convention

In 1811, the United States Congress authorized the calling of a state convention to draft a constitution for Louisiana. According to the 1810 census, more than 76,000 people, about half black and half white, resided in the Territory of Orleans. This number exceeded the minimum population of 60,000 specified for statehood. The convention of forty-three delegates, more than half of French descent, convened at the Tremoulet House in New Orleans with Julien Poydras as the president of the convention.

Louisiana's 1812 constitution, conservative for the time, was modeled after

Below: Julien Poydras
State Library of Louisiana
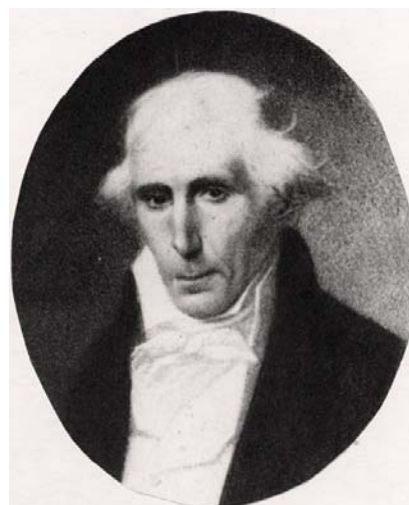
The Finley map shows the 1829 parishes of Louisiana.

STUDENT ACTIVITY
Compare and contrast Louisiana parishes as revealed by historical and contemporary political maps. See the activity instructions on page sixty-seven.

that of Kentucky, providing for a two-house legislature, limited suffrage (only white males who paid taxes could vote), and extensive executive powers. Age, property, and residency requirements restricted those 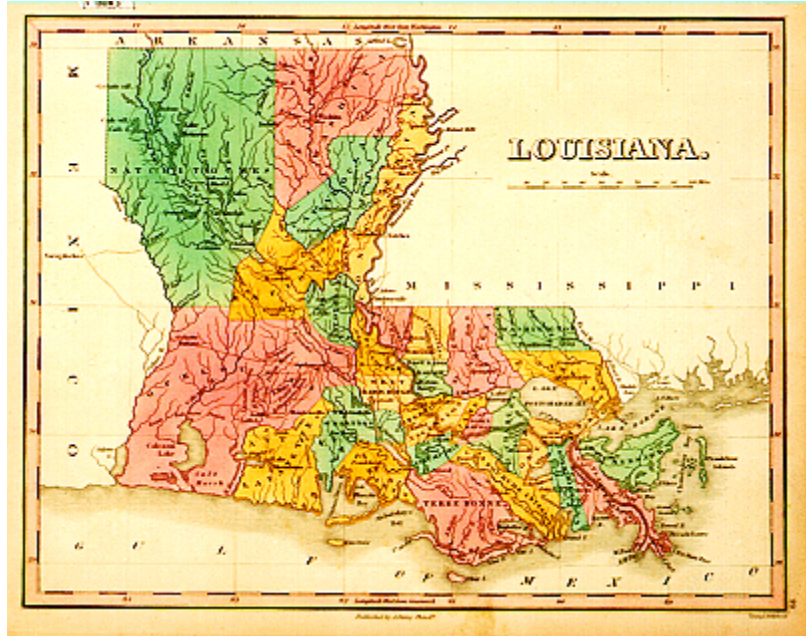who could hold office. Unlike most states, Louisiana's governor had the authority, with senate approval, to appoint all judges and local officials. This policy of a strong head of state accorded with Louisiana's French and Spanish colonial tradition of powerful governors.

Statehood

On April 8, 1812, President Madison signed the bill to make Louisiana a state. The original bill excluded West Florida from Louisiana. On April 14, 1812, another bill added West Florida territory located between the Mississippi and Pearl Rivers to the area of Louisiana. The Louisiana legislature did not approve the bill until August 4, 1812. Thus, when Louisiana became a state, West Florida was not part of the state.

On April 30, 1812 Congress admitted Louisiana as the eighteenth state in the Union. Exactly nine years had passed since the signing of the Louisiana Purchase.

In June 1812, Louisianians held their first state election. Creole candidates for governor included wealthy planters Jacques Phillippe Villeré, respected mediator between the Creole and American populations, and Jean Noel Destréhan, a member of the Orleans Territorial Council.

Right: Jacques Phillipe Villeré
Andres Molinary
Louisiana State Museum

They were defeated by territorial governor William Claiborne, who became the first elected governor of the state of Louisiana. Villeré went on to command the First

Division of the Louisiana Militia during the War of 1812 before being elected Louisiana's first Creole governor in 1816. Destrehan was elected to the United States Senate in 1812 but resigned immediately after taking office.

War of 1812

Amidst these internal struggles for leadership, the young state and nation also faced a common threat that would serve as Louisiana's test of loyalty.

For thirty years after the American Revolution, British troops continued to occupy American territory along the Great Lakes and to encourage Native American unrest in the Northwest Territory. On the high seas,

British naval ships stopped American merchant ships, seizing goods and American sailors. Accused of being British deserters, these sailors were taken and forced to serve in the British navy (impressments). Then, on June 18, 1812, President James Madison declared war on Great Britain.

Control of the Mississippi River and the port of New Orleans was important to both countries. In late 1814, British warships entered the Gulf of Mexico and blockaded New Orleans, attempting to isolate the city and force its surrender. American troops under the command of Major General Andrew Jackson were sent to defend the city.

The battle for control of New Orleans consisted of a series of confrontations that began in December 1814 and ended with the two armies facing each other on January 8, 1815 in a battle that lasted less than an hour.

Early Statehood Period, 1812-1828

The War of 1812 settled the major conflicts between the United States and

Great Britain. Defense of the city brought all of Louisiana's citizens—Creoles and Americans—together to fight for the American cause. However, with their common threat eliminated, tensions soon reappeared.

Throughout the antebellum period, cultural differences and individual personalities, rather than party platforms and philosophies, defined Louisiana politics. Overall, wealthy planters and their merchant allies dominated state government during this time. Generally, the Florida parishes (formerly English and Spanish possessions) and north Louisiana supported Anglo-American candidates of the Democratic party. Many of these voters were Protestants of English or American descent. On the other side of the political arena stood the wealthier planters and their merchant allies from the sugar parishes of south Louisiana. Primarily Creole Catholics, the south Louisiana voters supported issues championed by the Whig party and its candidates.

During the mid and late 1820s, tension between the two groups eased briefly when the Marquis de Lafayette, French hero of the American Revolution, toured Louisiana in 1825. Both Creoles and Americans cheered him as their champion.

CLAIBORNE AS GOVERNOR
Territorial Governor 1804-1812
Governor of the State of Louisiana, 1812-1816

During the thirteen years Claiborne served as governor, he guided Louisiana through a series of critical local, national, and international issues and events. Immigration from France and Saint-Domingue as well as migration from American territories and states served to intensify Louisiana's existing cultural tensions. The 1811 Deslondes Revolt, the largest slave rebellion in American history, resulted in bloodshed and led many Americans to question the advisability of admitting Louisiana as a state. Conflicts with Spain over the southwest Texas-Louisiana border were intensified by the Burr Conspiracy; armed confrontation was narrowly averted by the establishment of a neutral strip in the area. The 1810 West Florida revolt against Spain heightened international tension, yet provided Claiborne and the United States with an opportunity to secure and expand Louisiana's borders. Spanish and British attempts to forge alliances with privateers, pirates, and American Indian tribes threatened to undermine U.S. sovereignty and borders; however, these threats served to solidify internal support for the American cause, at least temporarily. The loyalty and aid of the Caddo helped safeguard the Natchitoches region from Spanish infringement while Chief Pushmataha's Choctaw soldiers and Jean Lafitte's volunteers played significant roles in the 1815 American victory at the Battle of New Orleans.

STUDENT ACTIVITY
Divide the class into groups, asking each to research one of the topics mentioned above or Governor Claiborne's administration. Ask students to prepare a multimedia presentation to share with the class. See page seventy-eight for a multimedia project rubric.

Above: Louisiana Statehood Flag
Louisiana State Museum

View this flag in the Louisiana State Museum in Baton Rouge.

Below: Pushmataha
Frank Schneider, 1824
Louisiana State Museum

Pushmataha led his own company of Choctaw soldiers at the Battle of New Orleans in 1815. Brigadier General Pushmataha is the only American Indian buried in the Congressional Cemetery in Washington, DC.

For additional information, please visit http://mshistory.k12.ms.us/articles/14/pushmataha-choctaw-warrior-diplomat-and-chief.

LOUISIANA GOVERNORS
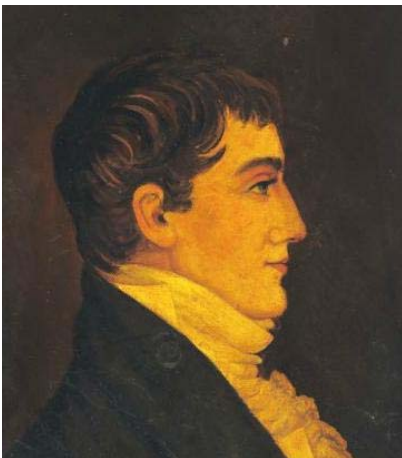## Early Statehood Period, 1816-1831

Jacques Villeré
Term: 1816-1820

Jacques Villeré was born in Louisiana in 1761. He was educated in France and served with the French military in Saint-Domingue in the 1770s. Villeré was a member of the convention that drafted Louisiana's first state constitution. He ran for governor in 1812, but was defeated by William C. C. Claiborne. Villeré was elected governor of Louisiana in 1816, becoming the state's first native-born chief executive.

Thomas B. Robertson
Term: 1820-1824

Robertson, a native Virginian, was appointed secretary of the Territory of Orleans by President Thomas Jefferson. He won election as Louisiana's first member in the U.S. House of Representatives in 1812. In 1820, he was elected governor; however, he resigned the position in 1824. During his term, rivalry between Creole and American factions created a political crisis that Robertson failed to resolved; this was one factor that led to his decision to resign from office.

Henry Thibodaux
Term: 1824

Only in office for a month, Thibodaux, of French Canadian descent, was born in New York and moved to Louisiana in the 1790s. He served as a member of the first state constitutional convention and became governor when Thomas Robertson resigned in 1824. The city of Thibodaux is named in his honor.

Henry S. Johnson
Term: 1824-1828

A native Virginian who had arrived during the territorial period, Johnson was a well-liked lawyer and was elected to fill the deceased William C. C. Claiborne's seat in the U.S. Senate in 1818. Johnson was elected governor in 1824. As governor, Johnson welcomed the Marquis de Lafayette to Louisiana in 1825. The Civil Code of 1825 was adopted during Johnson's term as governor.

Pierre Derbigny
Term: 1828-1831

Derbigny was born in France in 1769 and moved to New Orleans in the late 1790s. He was one of the three delegates to petition the U.S. Congress for statehood in 1804. He later served as a justice of the Louisiana Supreme Court and secretary of state. He was influential in drafting the Civil Code of 1825 with Edward Livingston and Louis Moreau-Lislet. He was elected governor in 1828 and died in office in 1831. ❧

Left: Thomas B. Robertson
Lucienne St. Mart
Louisiana State Museum

ACTIVITY: BATTLE OF NEW ORLEANS

Overview
Students research the 1814-1815 Battle of New Orleans.

Research Sites
- Battle of New Orleans, http://lsm.crt.state.la.us/CABILDO/cab-lapurchase.htm
- National Park Service Chalmette Battle Field, http://www.nps.gov/jela/new-chalmette-battlefield-visitor-center.htm
- Map of the battlefield, http://www.lib.utexas.edu/maps/national_parks/jean_lafitte_park98.pdf

Research Questions
1. Why did the British want New Orleans?
2. Which groups joined or fought with the American forces during the battle?
3. Why was the Battle of New Orleans significant in American history?
4. Activity: Produce a map on which you locate the different groups who participated in the battle.

Above: Brigadier General Jean Baptiste Plauché
Jean Joseph Vaudechamp
1836
Louisiana State Museum

Major Jean Baptiste Plauché headed the New Orleans uniformed militia companies. Each of these companies had its own distinctive uniform, and many of their members had previous military experience in France, Saint-Domingue (Haiti), and Latin America.

STUDENT ACTIVITY
Read about the Battle of New Orleans at http://lsm.crt.state.la.us/CABILDO/cab-battle.htm. Investigate the role played by Americans, Creoles, free people of color, and women during the Battle of New Orleans. Share your findings in a peer group discussion.

Left: Snare Drum
Klemm and Brother, Philadelphia
1860

Jordan Noble, a free person of color, was a drummer famous for beating the long roll at the 1815 Battle of New Orleans. Born in 1800 in Georgia, Noble came to New Orleans in 1811 and joined the United States army one year later. At the Battle of New Orleans, he opened with reveille. He later served as a drummer in the Mexican War of 1846-1848 and rallied New Orleans free men of color to form militia companies on behalf of the Confederacy at the outbreak of the Civil War. Noble used the drum shown to the left later in his career.

CONSIDER: How old was Jordan Noble during the 1815 Battle of New Orleans?
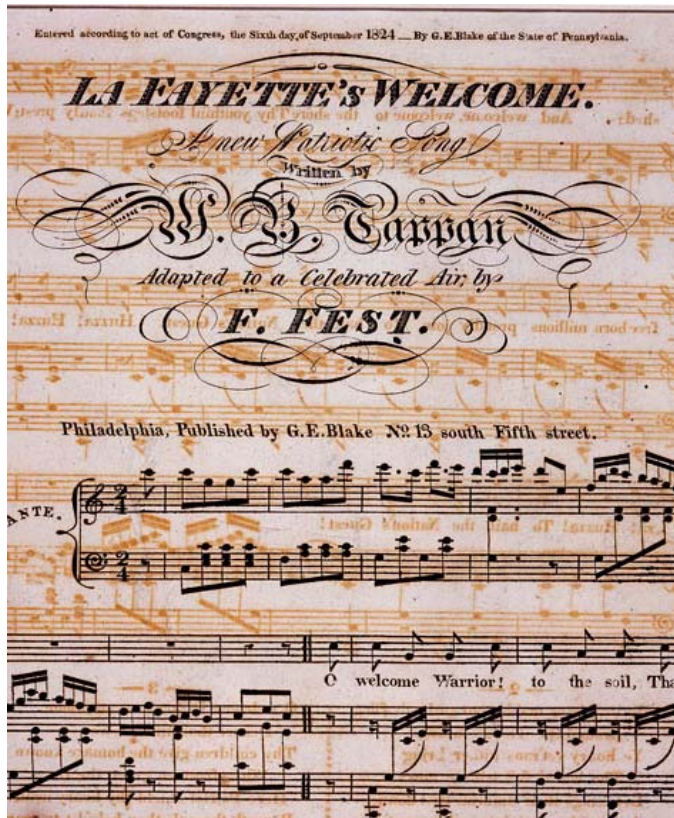
STUDENT ACTIVITY
This sheet music was written to commemorate Lafayette's visit to the United States in 1824. Read the song lyrics. Access the desk reference at www.crt.state.la.us/education for the URL.

Consider: What is the message of the song?

REMARKS ON LAFAYETTE'S ARRIVAL IN LOUISIANA

We rejoice in seeing the one who was the friend of our infant Nation come in his old age to look upon . . . the progress made in the space of half a century by the States that were the immediate theater of the Revolutionary War. . . Louisiana will offer you a delightful and comforting spectacle which none of the other States has been able to afford to you; here you will acquire the sweet conviction that your generous efforts for the cause of liberty have not been unfruitful for all those who pride themselves for having a common origin with you. This State founded by the French, in which the largest part of the inhabitants are their descendants, enjoys completely, as a member of the American confederation, that liberty for which you fought and spilled your blood.

Governor Henry Johnson

LAFAYETTE REFLECTS ON THE MEANING OF THE BATTLEFIELD AT CHALMETTE

When I see myself on this majestic river, within the borders of this Republic . . . feelings of American and French patriotism are joined in my heart, just as they are mingled in this fortunate Union, which has made Louisiana a member of the Great American Confederation established for the happiness of several million living beings, for that of so many other millions yet to be born, and as an example for the human race. But I feel an emotion still more passionate in receiving on this celebrated soil . . . so affectionate a welcome. It is here, Gentlemen, that under the leadership of General Jackson … the blood of the sons of my revolutionary contemporaries was mixed with that of the children of Louisiana on that memorable day . . . .

ACTIVITY: LOUISIANA STATE SYMBOLS ELECTRONIC JOURNAL (E-BOOK)

Directions
Ask students to work with their team to find pictures of Louisiana's state symbols and to produce an electronic Louisiana State Symbols Journal, using a freely available Internet application such as MixBook, http://www.mixbook.com/.

The journal should list the symbols, provide images as appropriate, and explain why the symbols are important to the people of Louisiana. Encourage students to nominate one new symbol that they consider important to Louisiana and provide a nomination statement indicating why that symbol should be adopted. For information about Louisiana's symbols, please see page 106 and the Louisiana House of Representatives at http://house.louisiana.gov/pubinfo/Kids.htm .

PRIMARY DOCUMENTS
In the LOUISiana Digital Library

Wedding announcement of William C. C. Claiborne to Miss Clarice Duralde from the Louisiana Gazette of New Orleans in 1806
> *Original document was transcribed by the WPA, 1942.* State Library of Louisiana

William C.C. Claiborne, New Orleans, to Judge William Wikoff, Baton Rouge, 1808
> Letter discussing problems with law enforcement in Louisiana and an explanation of the U.S. Civil Code now in effect. Includes a footnote outlining the creation and adoption of a new civil code for Louisiana, including parts of the Code Napoleon. *Hint: Under "View," select "page and text" for a view of the original page and a transcription of the text.* Louisiana State Museum

Legislature of the House of Representatives of Orleans Territory for February 5, 1811
> *Original document was transcribed by the WPA, 1942.*
> Contents:
> 1. An act providing for the election of representatives in the general meeting of the Orleans territory
> 2. An "inquiry to be made on the conduct of the "negroes who have given extraordinary proofs of fidelity during the late insurrection" (1811 Slave Revolt)
> 3. A motion for a memorial to the Congress of the U.S., State Library of Louisiana

Newspaper article, English-language account of the 1811 Slave Revolt, from Le Courrier de la Louisiane, Jan. 14,1811
> *Hint: Download the free ExpressView Browser Plugin at the LOUISiana Digital Library to view the vintage newspaper.* Louisiana State Museum

Annexation of West Florida to the Mississippi Territory in 1811
> *Original document was transcribed by the WPA, 1942*
> A petition by the inhabitants of West Florida asking for the annexation of West Florida to the Mississippi Territory. State Library of Louisiana

Receipt, Captain Zachary Taylor (7th Regiment U.S. Infantry) for equipment from James Wilson, U.S. Agent at Newport, KY
> Zachary Taylor, hero of the 1846-1848 Mexican War, had a forty-year military career in the United States Army. He began his career during the War of 1812; this receipt shows his purchase of equipment during that war. Taylor was elected President of the United States in 1848. Historic New Orleans Collection

LESSON: LOUISIANA STATEHOOD PANEL DISCUSSION AND STORY CHAIN

Overview
Students participate in a panel discussion and write a story chain to indicate their understanding of the events leading to Louisiana statehood.

Directions
1. Make copies of the Story Chain worksheet on page fifty-seven.
2. Have students construct a chart to display the requirements that Louisiana had to meet to become a state. Have students anticipate potential problems that might have occurred. Create a class timeline of the dates and events leading to Louisiana's acceptance of statehood.
3. Ask students to hold a panel discussion to analyze the significance of the administrations of William C. C. Claiborne (American) and Jacques Villere (Louisiana French Creole) regarding Louisiana's transition from French/Spanish colony to U.S. territory to U.S. state.
4. Use a story chain to summarize the panel discussion. Place students in groups of five. Ask one student in each group to write the opening sentence for the story chain: "A territory must have at least 60,000 residents before Congress will allow it to become a state." Explain that students will always pass the paper to the student sitting to the right who will write the next sentence in the summary story. Sample sentence progression: Second sentence: "Louisiana reached the 60,000 residents in 1809 and sent a request to Congress for statehood." Third sentence: "Governor Claiborne opposed statehood, because he wanted more Americans to reside in the territory before it became a state." Fourth sentence: "In 1811, Congress admitted Louisiana as the eighteenth state." Fifth and concluding sentence: "The statehood bill was signed on February 16, 1811, by President James Madison, with the official date of statehood being April 30, 1812." Conclude the activity by having students read the final version in each group. Students should listen for accuracy.

Story Chain

Directions
        Write a five-sentence group story that summarizes the classroom panel discussion about Louisiana statehood. Write one sentence then pass the story chain to the student sitting to your right.

STORY CHAIN

Directions
Write a five-sentence group story that summarizes the classroom panel discussion about Louisiana statehood. Write one sentence then pass the story chain to the student sitting to your right.

Name _____
Name _____
Name _____
Name _____
Name _____

1

2

3

4

5

LESSON: COMPARING CONSTITUTIONS
Louisiana 1812 and United States Constitutions

Overview

The 1812 Louisiana Constitution was an early blueprint for state government. It is thirty-two pages in length and consists of six main sections. The document was published in 1812 in both French and English. In this lesson, students will serve as members of an 1812 fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution. Students will read a digital copy of the first state constitution to discover how Louisiana's first state government was organized.

Directions

1. Arrange students in groups of four. Explain that each group will serve as an 1812 fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution.
2. Distribute copies of the split-page notetaking guide, page fifty-nine; explain that students will use the guide to record their research. Ask students to open a digital copy of Louisiana's 1812 constitution: http://louisdl.louislibraries.org/cdm4/document.php?CISOROOT=/ lapur&CISOPTR=25275&REC=1.
3. Ask students to review the structure of the U.S. Constitution, completing a Venn diagram (page sixty) to show how Louisiana's 1812 constitution compares and contrasts with the U.S. Constitution. Read the U.S. Constitution on the Internet at http://www.archives.gov/exhibits/charters/ constitution.html.
5. Explain that each team will use the Right Answer Protocol (RAP) process to write a constructed response summary of their findings. Please refer to the RAP worksheet and essay rubric on page sixty-one. ***Constructed Response:*** Were the writers of Louisiana's 1812 constitution guided by the principles of the United States Constitution?
6. Extension Activity: Contemporary Government Structure. Organize students into teams. Ask each team to investigate government organization at both the state and federal level by comparing Louisiana's current constitution (written in 1974) with the U.S. Constitution. Assign each group one branch of government to investigate. Distribute copies of the Branches of Government graphic organizer, page sixty-two, to guide student research. Use the following Internet research sites:
   - United States Constitution: http://www.archives.gov/exhibits/charters/constitution.html
   - Louisiana State Constitution: http://senate.legis.state.la.us/documents/constitution/

Extension Activities

- **Government Organization Past and Present.** Examine Louisiana's historical and contemporary frameworks of government as reflections of times during which they were written. Use the Louisiana State Senate's Internet site, http://senate.legis.state.la.us/documents/constitution/, to examine the 1974 Louisiana Constitution, our present governmental framework.
- **Social Studies Project.** How has Louisiana's philosophy and structure of government evolved over the last two hundred years? Identify the individuals and major political, social, and economic events that influenced this evolution.

Comparing Constitutions

	U.S. Constitution	Louisiana Constitution
Year of Ratification	*1788*	*1974*
Number of Revisions		
Number of Amendments		
Unique differences		

1812 LOUISIANA CONSTITUTION
Fact-Finding Team

Student Worksheet
Name _____

Directions
The year is 1812. Your group will serve as a fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution. Open a digital copy of the 1812 Louisiana constitution, http://louisdl.louislibraries.org/cdm4/ document.php?CISOROOT=/lapur&CISOPTR=25275&REC=1. Use the split-page notetaking guide to record the facts you find.

Split-Page Notetaking Guide

Questions	Details
1. Page 4: What was the goal of the 1812 Constitutional Convention?	
2. Page 4: How was power distributed by the constitution? Was this organization similar to or different from government organization during Louisiana's colonial period?	
3. Pages 5 – 10: How did the constitution organize the legislature? How were its members chosen? Were there restrictions on who could serve? What were the responsibilities of the legislature? Were there limits to their power?	
4. Pages 11 – 16: How did the constitution organize the executive? How were executive officers chosen? Were there restrictions on who could serve? What were the major responsibilities of members of the executive? Were there limits to their authority?	
5. Pages 17 – 19: How did the constitution organize the judicial branch? How were judicial members chosen? Were there restrictions on who could serve? What were the major responsibilities of the judicial members? Were there limits to their authority?	
6. Pages 20-24: What general provisions were made to ensure that the constitutional government could solve problems facing both the state and its citizens?	

COMPARING CONSTITUTIONS
Louisiana 1812 and U.S. Constitutions

Student Worksheet
Name _____

Directions
After examining the 1812 Louisiana Constitution, review the content of the U.S. Constitution to identify similarities and differences.

Venn Diagram

United States Constitution   **Louisiana Constitution, 1812**
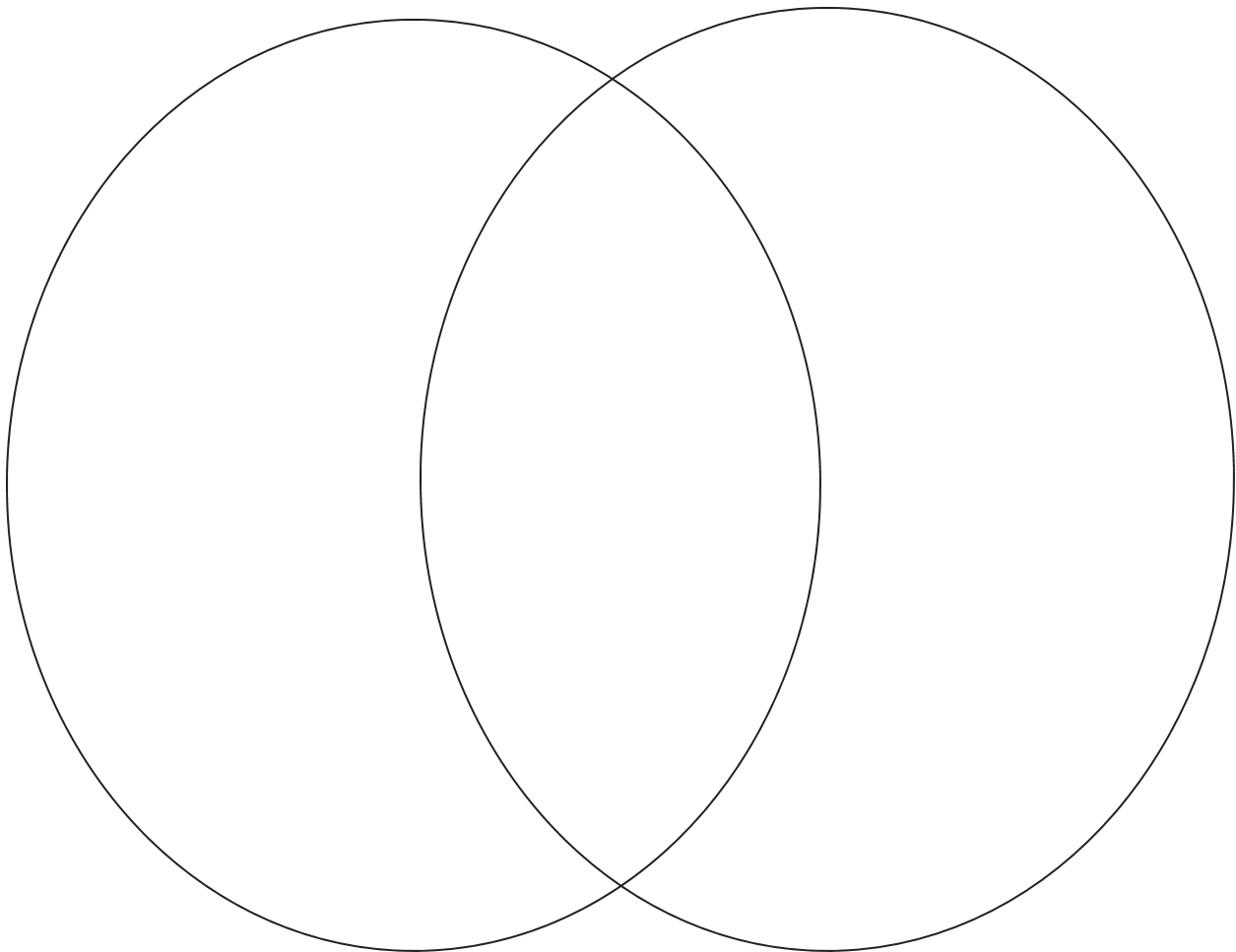
Constructed Response

Directions
Use your research and the RAP constructed response method to answer the following question: Were the writers of Louisiana's 1812 constitution guided by the principles of the United States Constitution?

RAP RESPONSE: COMPARING CONSTITUIONS
Constructed Response Activity

Student Worksheet
Name _____

Directions

Using the Right Answer Protocol (RAP) method for completing a constructed response, answer the following question:

Were the writers of Louisiana's 1812 constitution guided by the principles of the United States Constitution?

RAP Process:

        R – *Restate* the question in the form of a direct answer.
        A – *Add* supporting details to justify the answer.
        P – *Provide* a concluding sentence.

RAP Essay Rubric

Score Level	Description of Score Level
4	• The response demonstrates in-depth understanding of the relevant content and/or procedure. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.
3	• The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student completes the most important aspects of the task accurately and communicates clearly. • The student's logic and reasoning may contain minor flaws.
2	• The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	• The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.
0	• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

BRANCHES OF GOVERNMENT: LOUISIANA AND U.S. CONSTITUTIONS

Student Worksheet
Name _____

Directions
Both the U.S. Constitution and the 1974 Louisiana Constitution organize government into three branches. With your group members, research one branch of government at both the state and federal levels. Use the following graphic organizer to record your findings. Write your assigned branch at the top of the graphic organizer.
- United States Constitution: http://www.archives.gov/exhibits/charters/constitution.html
- Louisiana State Constitution: http://senate.legis.state.la.us/documents/constitution/

_____

Federal	**State**
Office	**Office**
Qualifications	**Qualifications**
Terms of Office	**Terms of Office**
Separation of Power (Duties)	**Separation of Power (Duties)**
Checks and Balances	**Checks and Balances**
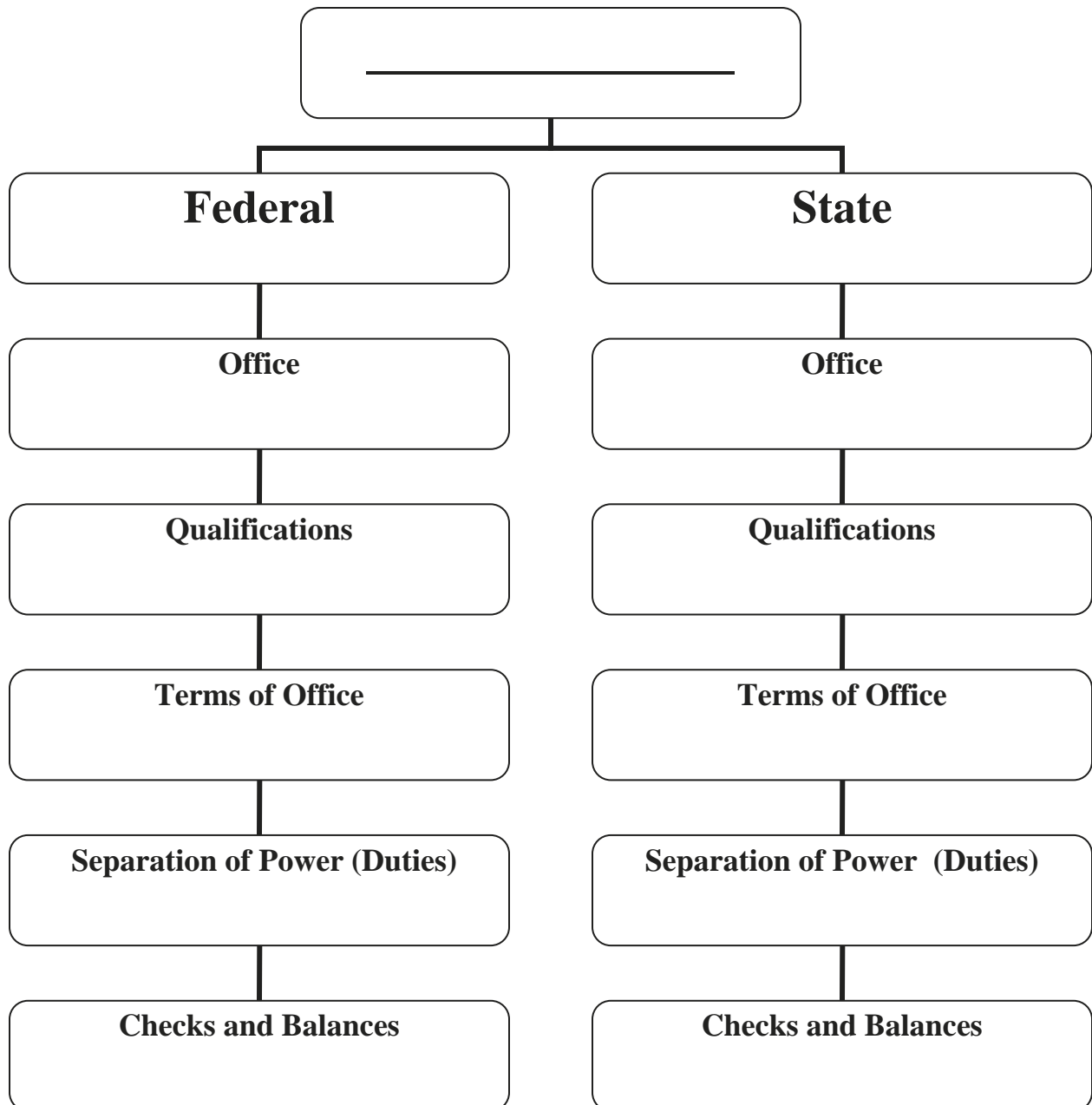
LESSON: CLAIM TO FAME ROLE-PLAYING AND FLASH CARDS

Louisiana Bicentennial Historical Figure Process Guide and Flash Cards/Electronic Flash Cards

Directions

1. Make copies of the Historical Figure process guide, page sixty-four. Assign each student one of the following Louisiana historical figures to research. Have students complete the Historical Figure process guide using the questions to guide their research.

   - William C. C. Claiborne
   - Jacques Phillipe Villeré
   - Etienne de Bore
   - Jean Noel Destrehan
   - Jean Michel Fortier
   - Joseph Savary
   - Jordan Noble

   - Aaron Burr
   - General James Wilkinson
   - Philemon Thomas
   - Julien Poydras
   - Jean Lafitte
   - Andrew Jackson

   - Thomas Robertson
   - Henry Thibodeaux
   - Henry Johnson
   - Pierre Derbigny

2. After the process guides have been completed, have students introduce their character by role-playing the individual.

3. Encourage students to debate the process guide topics in the form of a panel discussion; students debate using their historical figure's persona. Have students determine through debate a rank order for the historical figures researched by the class, from the most critical figure in Louisiana history to the least critical figure in Louisiana history.

4. **Flash Cards:** Prepare a classroom set of Louisiana Historical Figures flash cards using the template on page sixty-five. Ask each student to prepare a flash card for his/her researched individual. For electronic flashcards that students can access via the computer, use the free Quizlet Internet site, http://quizlet.com/create_set/.

What role did this figure play in the development of Louisiana?	What is this figure's opinion on the question of whether Louisiana should become an American state?

Historical Figure Process Guide

What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?	What direction does this figure think Louisiana should take in terms of the economy?

HISTORICAL FIGURE PROCESS GUIDE

What role did this figure play in the development of Louisiana?

What is this figure's opinion on the question of whether Louisiana should become an American state?

HISTORICAL FIGURE PROCESS GUIDE

What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?

What direction does this figure think Louisiana should take in terms of the economy?

FLASH CARDS
Louisiana Historical Figures

Student Worksheet

Name _____

Directions

Prepare a flash card for the historical figure you researched. On the front, place the name and picture of the person you researched. On the back, provide information about the individual, using the headings from your Historical Figures process guide.
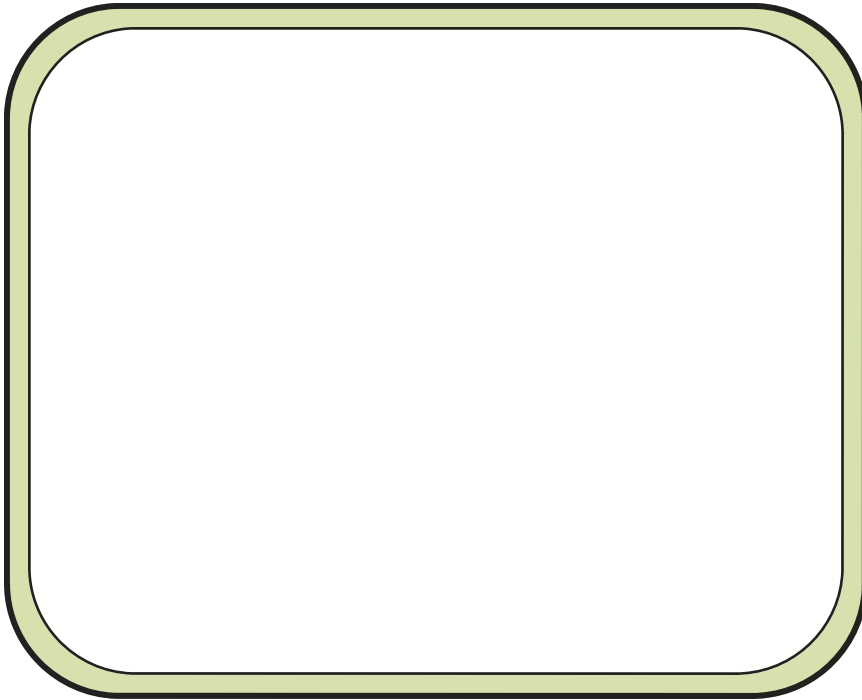
FRONT

Assemble Your Flash Card

1. When you finish inserting your information on each side of the flash card, cut out the front and back sections.
2. Place the backs of the two sections together; make certain the information is visible when you flip the card.
3. Glue or tape the two sides to form a flash card.
4. Share copies of your card with your classmates.

BACK

LESSON: INDIVIDUAL RIGHTS IN THE LOUISIANA CONSTITUTION

Overview
Students research the individual rights guaranteed in the Louisiana Constitution and consider how those guaranteed rights affect their lives.

Directions
1. Ask students to prepare a chart similar to the one shown below.
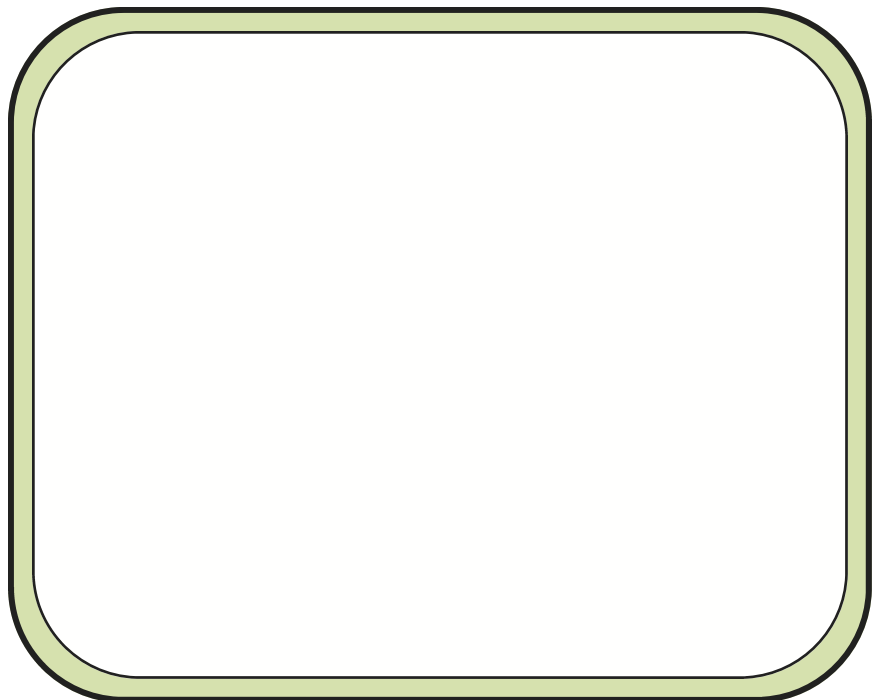2. Explain that students will compare the rights specified in the U.S. Bill of Rights with the rights listed in Article One (Declaration of Rights) of Louisiana's 1974 constitution. Have students discuss the possible origin of the state's Declaration of Rights.
3. Ask students to explain how guaranteed individual rights affect their lives. You may want students to prepare a daily journal in which each student reflects on how he/she exercises her/his individual rights or how those rights touch her/his life each day.

Research Sites:
Louisiana Constitution of 1974: http://senate.legis.state.la.us/Documents/Constitution/
United States Constitution: http://www.archives.gov/exhibits/charters/constitution.html

IDENTIFIED RIGHTS	
U.S. Bill of Rights	**Louisiana Declaration of Rights**

ACTIVITY: TARIFF OF 1828

GLEs– Grade Eight: 58, 64, 65, 73; Grade Three: 54

Overview and Directions

The Battle of New Orleans and the Tariff of 1828 (Tariff of Abominations) were important national issues that contributed to Andrew Jackson's victory in the presidential election of 1828.

1. Read about Louisiana's response to the "Tariff of Abominations." Resolution URL:http://louisdl.louislibraries.org/cdm4/document.php?CISOROOT=/APC&CISOPTR=118&REC=13
2. Investigate how the Battle of New Orleans and the Tariff of 1828 contributed to Jackson's election.
3. Visit History Central to find out how Louisianians voted in the 1828 presidential election: http://www.historycentral.com/elections/index.html.

ACTIVITY: ELECTIONS 1812 AND 2012

GLEs– Grade Eight: 73, 74; Grade Three: 54; ELA Grade Eight: 9, 40, 41

Overview and Directions

Students research the issues, candidates, and results of the1812 and 2012 presidential elections. Students use their knowledge of the Electoral College to track the results of the 2012 presidential election.

1. Review the fundamentals of the Electoral College election process.
2. Ask students to research the 1812 presidential candidates and gather election results, www.historycentral.com/elections/index.html.
3. Help students gather information about issues and candidates related to the 2012 presidential election. Make a chart showing the candidates and their stands on the major issues.
4. Use the Election 2012 worksheets on pages 112 and 113 to track election night results.

ACTIVITY: LOUISIANA PARISHES

GLEs– Grade Eight: 64, 65; ELA Grade Eight: 9, 40, 41

Overview and Directions

Students compare and contrast historical and contemporary maps. Ask students to use the map on page sixty-eight to label Louisiana's sixty-four parishes. Ask students to compare and contrast an 1838 map of Louisiana parishes with a contemporary map. Consider: What are the major similarities and differences? What are the reasons for the changes observed?

1838 Map URL:
http://louisdl.louislibraries.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=137&CISOBOX=1&REC=13

ACTIVITY: PARISH NAME GAME

Arrange students in groups of four. Assign multiple parishes to each group. Ask students to research how the assigned parishes received their names. Explain that the class will develop a Name that Parish game, with each group contributing their game ideas and parish information. Share your Name that Parish game with other classes. Be sure to provide the instructions and an answer key for your game.

LOUISIANA PARISHES

Directions
Use the Internet resources (right) to label the sixty-four Louisiana parishes on the map below.

Louisiana Project
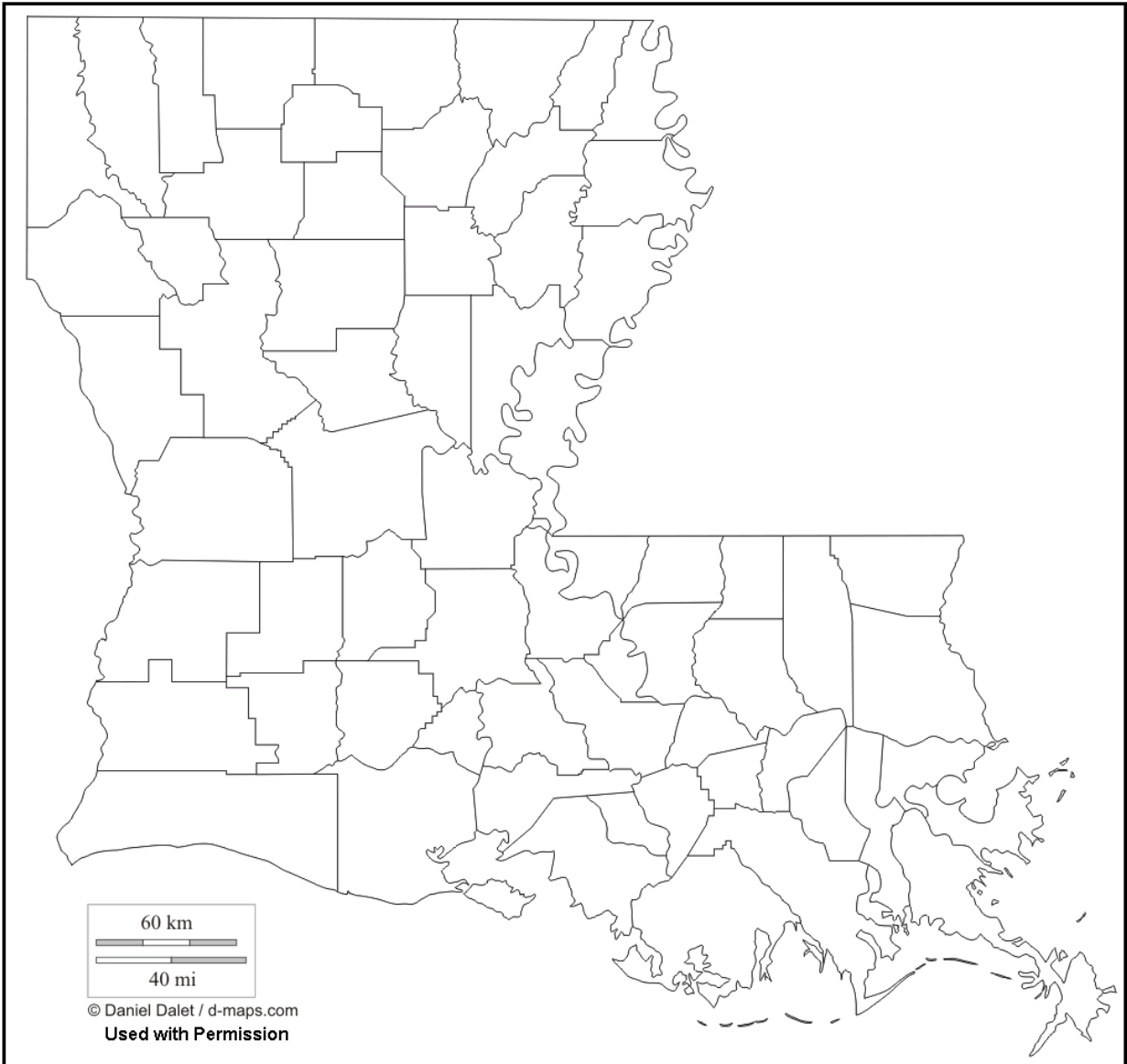Research how each parish received its name.

Internet Resources:

Louisiana Map Database:
http://geology.com/state-map/louisiana.shtml

Google Maps:
http://maps.google.com/

60 km

40 mi

© Daniel Dalet / d-maps.com
Used with Permission

5 Growth and Change

The period following the War of 1812 brought growth and progress to Louisiana.

Guiding Questions

1. Which nineteenth century antebellum new technologies led to growth and change in Louisiana?

2. How did migration and immigration affect antebellum Louisiana?

3. How was the port of New Orleans important to Louisiana and the United States?

Post-War Changes

The War of 1812 and the Battle of New Orleans ended the British threat to the United States as well as to New Orleans and the Mississippi River. The years following the 1814 Treaty of Ghent saw improvements in transportation and agricultural technology that revolutionized river travel and trade and made cotton and sugar production even more profitable. Throughout this period, Spain's control in the America's diminished, opening the door for Mexico to declare independence and for the United States to pursue its boundary claims to the southeast and southwest of Louisiana.

During the early statehood period, Louisiana was changing from a colonial and frontier society. New Orleans was already one of the largest cities in the United States, and it had one of the largest ports. In other areas of Louisiana, small towns and settlements began developing the basics of urban life.

Below: One Hundred Dollar Bill Planter's Bank, New Orleans, 1817. Randy Haynie Family Collection

Above: Nouvelle Orleans/Nueva Orleans
The Port of New Orleans
T. H. Miller
c. 1850
Louisiana State Museum

STUDENT ACTIVITY
Ask students to research how Robert Fulton and Henry Shreve contributed to Louisiana's antebellum growth and change.

Trade and Travel

Antebellum New Orleans was the transfer point for American and foreign goods, and most of the goods that passed into and out of Louisiana and the entire Mississippi Valley region came through New Orleans. Wheat, corn, lard, pork, furs and hides, whiskey, hemp, and lead from the upper Midwest as well as cotton, sugar, molasses, and tobacco from the South flowed down the Mississippi River and its tributaries on steamboats, flatboats, and keelboats to New Orleans. These products were offloaded and stored in warehouses or transferred directly to oceangoing vessels and shipped to the Northeast, Europe, and the Caribbean. In reverse, manufactured and luxury goods, salt, coffee, West Indian and Brazilian sugar, gold and silver, and a wide variety of items entered the city from foreign and United States ports. They were distributed in New Orleans or shipped upriver.

During most of the antebellum period New Orleans was the second leading port in the United States, behind New York City. In the 1840s, it was the fourth leading commercial center in the world in value of exports. Between 1830 and 1860, the value of the city's exports rose from $15.5 to $110 million while the value of its imports rose from $7.5 to $18.5 million.

Most river trade was conducted by steamboat. The first steamboat to come down the Mississippi arrived in the Crescent City in 1812. By the 1850s, around 3,000 steamboats docked at New Orleans each year.

Although most transportation in antebellum Louisiana was by water, residents also traveled and traded by overland road and railroad. The Pontchartrain Railroad was the second completed in the United States. It began operation in 1831, carrying passengers and goods between the Mississippi River and Lake Pontchartrain in New Orleans. A few years later developers of the West Feliciana Railroad began building a line between Woodville, Mississippi, and St. Francisville, Louisiana. Railroad travel was not always reliable, and passengers traveling to New Orleans from Lake Borgne on the Mexican Gulf Railroad often arrived with clothes muddy from their efforts to lift the train back onto the track.

Small Farmers

The Louisiana countryside was dotted with a variety of landholdings ranging from several-hundred-acre sugar plantations to one- or two-acre vegetable farms. There were also a growing number of cotton plantations as well as a few tobacco

Acadians, Creoles, American Indians, Africans, free people of color, Frenchmen, and Spaniards all contributed to the historical tradition of cultural diversity in the Teche region.

plantations, livestock ranches, and grain farms. In the piney woods and hill country of northern Louisiana and on the prairies of the southwest there were small subsistence farms on which families produced only enough for their own needs.

Many of Louisiana's small farmers and ranchers were Acadians (also known as Cajuns), Germans, Isleños, Anglo-Americans, blacks, and American Indians. They generally raised just enough food and livestock, manufactured clothing and other items, fished, and hunted game for their own consumption. In addition, they sold any surplus goods, as well as small quantities of cash crops—like cotton, sugar, rice, and tobacco—in neighboring towns and cities.

When sugar and cotton became profitable in the nineteenth century, planters and real estate speculators purchased several adjacent small land holdings and consolidated them into large plantations. The largest plantation complexes were self-sufficient in that enslaved Africans produced and manufactured most of the food, clothing, and goods needed on the plantation. Even smaller holdings usually had at least one enslaved carpenter or blacksmith.

Louisiana Planters

Louisiana's planters, both white and free people of color, were among the

Below: Maison Olivier Creole Plantation near Bayou Teche, circa 1800
Evangeline-Longfellow State Historic Site

Louisiana produced from one-quarter to one-half of all sugar consumed in the United States. Louisiana's sugar harvest rose from 5,000 hogsheads (a large barrel that held an average of 1,000 pounds of sugar) in 1802 to 30,000 in 1823; 75,000 in 1833; and peaked in 1853 at 449,000. Sugar prices were highest in 1858, when hogsheads sold for an average price of $69 each, bringing the total value of Louisiana's sugar crop to $25 million.

wealthiest in the South. Most planters poured profits back into their plantations, while spending at least some of their earnings on luxurious consumer goods. Fine furniture, tableware, artwork, clothes, and jewelry added to the planter family's comfort and allowed them to show off their wealth to friends and business associates. The wealthiest planters also kept houses in New Orleans, where they stayed during the winter cultural season.

Although men owned and controlled most large holdings in Louisiana and throughout the South, women contributed significantly to the daily operation of plantations and frequently ran them in their husbands' absences. While the landowner or his representative supervised the enslaved workers in the fields, his wife managed the domestic labor force for the entire household, directing the upkeep of all plantation buildings and the production, purchase, and distribution of food and clothing.

Cotton and Sugar

Cotton was king in Louisiana and most of the Deep South during the antebellum period. Between 1840 and 1860, Louisiana's annual cotton crop rose from about 375,000 bales to nearly 800,000 bales. In 1860, Louisiana produced about one-sixth of all cotton grown in the United States and almost one-third of all cotton exported from the United States, most of which went to Britain and France.

Almost all the sugar grown in the United States during the antebellum period came from Louisiana.

Population Groups

Native Americans

Numerous and significant Native American nations resided within Louisiana's state boundaries in 1812. The Caddo Nation resided on the northern Red River region in the 1810s. They had been one of the most powerful and influential tribes in the American South during the French and Spanish colonial periods. With the influx of American settlers and planters into northwest Louisiana after 1803, the Caddo agreed to leave Louisiana for Texas and Oklahoma by the 1830s. In 1835, the Kadohadacho band sold the rights to their land in Caddo Parish at a site that became the town of Shreveport in 1839.

In the lower Red River valley of central Louisiana, the

Tunica and Biloxi resided as separate nations, and eventually merged in Avoyelles Parish to form one of Louisiana's four federally recognized Indian nations. The Choctaw nation resided largely in southwest Mississippi, but in the 1800s, bands, including the Jena band, migrated west to Louisiana for safety and isolation. The Coushatta (Koasati) migrated to southwest Louisiana in the early 1800s. The Chitimacha Nation had endured a war against France over their lands in the early 1700s and had withdrawn to the isolated Atchafalaya River basin in the 1800s for protection. The Houma nation, which originally resided in the Tunica Hills north of Baton Rouge, migrated south to Ascension Parish, where they resided before moving to the swamp and marshes of Terrebonne Parish in the middle 1800s.

Free People of Color

Under the French and Spanish regimes, free people of color ideally had legal rights and privileges equal to those of white

Right: Self-Portrait,
Julien Hudson
1839
Louisiana State Museum

Julien Hudson, a free man of color, had a successful career as a painter and an art teacher. His father was an English merchant, and his mother was a free woman of color from New Orleans. Hudson was one of many free men of color during the antebellum period who worked as professional artists, writers, and musicians in New Orleans.

citizens. With the Americanization of Louisiana and the commercialization of sugar and cotton production, free people of color encountered increasing discrimination and legal restrictions. During Louisiana's first decades as a state, cotton and sugar production and trade exploded, encouraging migration and immigration to Louisiana. This was accompanied by a rising tide of racism and more intense competition between free people of color and white labor in the antebellum period. Unaccustomed to

Left: Chitimacha
Basket
20th Century
Louisiana State
Museum

Below: Marie Laveau
Frank Schneider
1912
Louisiana State Museum

Marie Laveau, a free woman of color, was born in New Orleans in 1801. For information about Marie Laveau's life, please visit KnowLA: Encyclopedia of Louisiana at www.knowla.org/entry.php?rec=800.

Left: Armoire Celestine Glapion C. 1790

Glapion was a free man of color and furniture-maker in colonial Louisiana.

large, influential groups of free people of color, American residents and immigrants alike regarded their numbers, skills, and military power, all primarily gained during the era of Spanish rule, with concern. In response to increasing discrimination, oppression, and restrictive legislation in Louisiana and throughout the South, approximately 7,000 free people of color moved to Haiti, Mexico, France, and other foreign destinations between 1840 and 1860.

Even as they faced increasingly adverse circumstances in the first half of the nineteenth century, free people of color were some of Louisiana's most prosperous planters and farmers, owning more property than free people of color in any other state. Free people of color composed about forty percent of the African American population in New Orleans, reaching a high of forty-six percent in 1820. In 1850, there were over 500 free people of color in Louisiana who owned real estate worth at least $2,000. Their average holding was almost $8,000, which included urban and rural properties. In comparison, there were less than two hundred free people of color in South Carolina with an average real estate holding of $4,723. Three out of every ten estate owners were free women of color.

Immigration

New Orleans was the second leading port of entry in the United States during the antebellum period. Between 1820 and 1860, over 550,000 immigrants came through New Orleans, although the Crescent City lagged far behind its top competitor, New York City. Still, by 1850, about one-quarter of Louisiana's and the majority of New Orleans' white population was foreign-born.

Several factors drew immigrants to New Orleans. European immigrants often

MARIE THERESE COINCOIN

Marie Therese "Coincoin" was born enslaved to African parents in French colonial Natchitoches during the 1740s: she later gained her freedom. By the time of her death in 1816, she owned an estate of over 1,000 acres and sixteen slaves. Building upon her successes, her children eventually became the wealthiest free family of color in the nation. For more information about Coincoin, please visit KnowLA: Encyclopedia of Louisiana History, www.knowla.org/entry.php?rec=799, and the National Park Services' Cane River National Heritage Area, http://www.nps.gov/history/nr/travel/caneriver/mel.htm.

found it less expensive to go to New Orleans than to Atlantic ports. The large vessels that carried southern agricultural products to Europe, especially cotton, returned to New Orleans with less bulky manufactured goods and had enough room to offer bargain fares to passengers. New Orleans was also an attractive gateway to the western interior, made accessible and inexpensive by steamboats that opened inland waterways in the early years of the nineteenth century. New Orleans also offered cheaper passage to the West and Midwest than did overland modes of transportation from the East.

Germans

Between 1820 and 1850, almost 54,000 Germans entered the port of New Orleans, with over 126,000 adding to that number in the first five years of the 1850s. While most continued on to the Midwest and California or fell victim to disease in Louisiana, enough remained to make up about one-tenth of the population of New Orleans in 1860.

Many of these mid-nineteenth century Germans were farmers, butchers, skilled workers, and professionals. As in other states, Germans gradually monopolized the

brewing trade in Louisiana. Most New Orleans metalworkers, especially silversmiths, were German. German immigrants also dominated the art of lithography, which had been invented in Munich, Germany. Other Germans came to Louisiana as indentured servants.

Germans also contributed to the unique culture of Louisiana, adding German restaurants, dance halls, theaters, and music festivals. Architects from Germany left a significant legacy in New Orleans.

French

French nationals came to Louisiana directly from France and as refugees from the West Indies. During the nineteenth century, New Orleans continually drew greater numbers of French-speaking immigrants than any other urban area in the United States. By 1860 New Orleans was home to over 10,000 French-born residents, some of whom were lawyers, merchants, physicians, or artists. Ties between Louisiana and France remained strong during the antebellum period. Some Louisiana residents, both black and white, made frequent trips to France, maintained contact with friends and relatives there, and received schooling or training in France.

Jews

Spurred by immigration from Germany, Louisiana's Jewish population flourished in the nineteenth century. By 1860, Louisiana was home to the largest Jewish population in the South, numbering about 8,000 residents. Many small storekeepers and traders in rural Louisiana were Jews. They prospered by maintaining kinship and business ties with Jewish merchants in New

Irish

Immigrants from Ireland also settled in Louisiana during the late eighteenth and early nineteenth century. The Crescent City held its first St. Patrick's Day celebration in 1809. The major influx of Irish, most of whom were peasants, came after 1830 and following the potato blights of the 1840s. By 1860, Irish numbered over 24,000 in New Orleans. Many Irish, especially those arriving before 1830, held professional jobs and were teachers, lawyers, doctors, architects, and printers.

Domingue refugees came to New Orleans, doubling the city's population. These immigrants originally fled war-torn Saint-Domingue in 1803. Many first settled in nearby Cuba but left six years later when Spanish authorities expelled them in retaliation for Napoleon's invasion of Spain. This group was made up of about equal numbers of whites, free people of color, and enslaved people.

Black refugees to Louisiana brought with them elements of African and Haitian culture in the form of foodways and shotgun house architecture.

Orleans and New York. In Louisiana's urban areas, many retailers, especially dry-goods merchants, were Jews.

Saint-Domingue Refugees

In 1809 and 1810 over 10,000 French Saint-

Enslavement: Forced Migration

By 1850, New Orleans was the South's largest slave-trading center. At that time, there were twenty-five major slave depots within a half mile from the St. Charles Hotel where enslaved Africans could be bought and sold, including hotels and the Masonic Temple. Most enslaved people were sold at public auction rather than in private transactions. Most of the enslaved that were traded in New Orleans came from other states, particularly from the Atlantic seaboard. In 1804, the federal government outlawed the external slave trade in Louisiana, and the United States Constitution
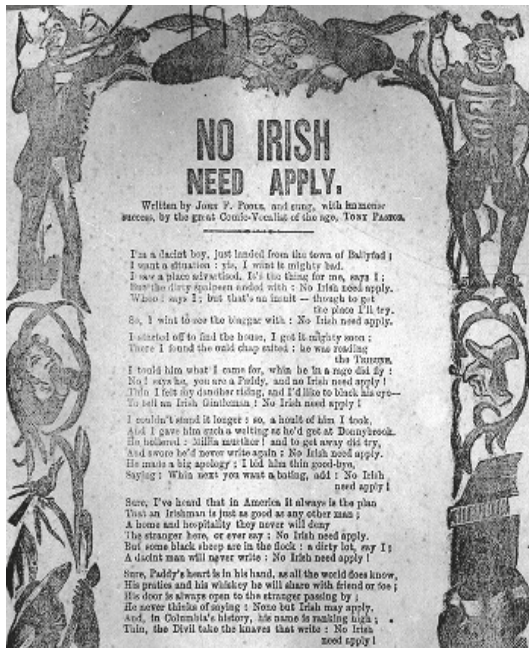
Song lyrics tell the story of an Irish immigrant looking for work.

STUDENT ACTIVITY
Discover how historical song lyrics reflect the political and social climate of the time during which they were written.

Visit the LOUISiana Digital Library to read the song lyric. Access the desk reference at www.crt.state.la.us/education for the URL.

forbade the importation of enslaved people after January 1808.

Traders smuggled enslaved people into Louisiana by way of the state's many bayous and swamps. Rising prices for enslaved people in the 1850s produced an increase in this illicit traffic and prompted some white southerners to petition the federal government for repeal of the African slave trade ban. This petition was unsuccessful.

Enslaved Africans made up slightly less than half of Louisiana's total population but almost three-fifths of those living outside New Orleans in 1850, with a high of 332,000 in Louisiana by 1860. Nine out of ten enslaved people in Louisiana worked on rural farms and plantations.

Enslaved Africans occasionally engineered mutinies aboard ships while they were transported from the Atlantic coast to Louisiana. One of the most famous mutinies took place aboard the *Creole* in 1841, when enslaved people took over the ship on its way from Virginia to Louisiana and headed for the Bahamas, a British commonwealth that had abolished slavery. Over the protest of American authorities, the British granted freedom to all enslaved people aboard the *Creole* when it arrived in Nassau.

Above: Cabin Living Quarters for Enslaved Africans, circa 1806
Audubon State Historic Site
www.crt.state.la.us/parks/Audubon.aspx

Right: Creole Log Book 1841
Louisiana State Museum

This is a page from the log book of the brig *Creole* concerning the mutiny of the enslaved people aboard the ship.

STUDENT ACTIVITY
Examine a first-hand account of the events that occurred aboard the Creole. Access the desk reference at www.crt.state.la.us/education for the URL.

Compare and contrast the outcome of the *Creole* mutiny with events that occurred aboard the Spanish ship, *Amistad*, in 1839.
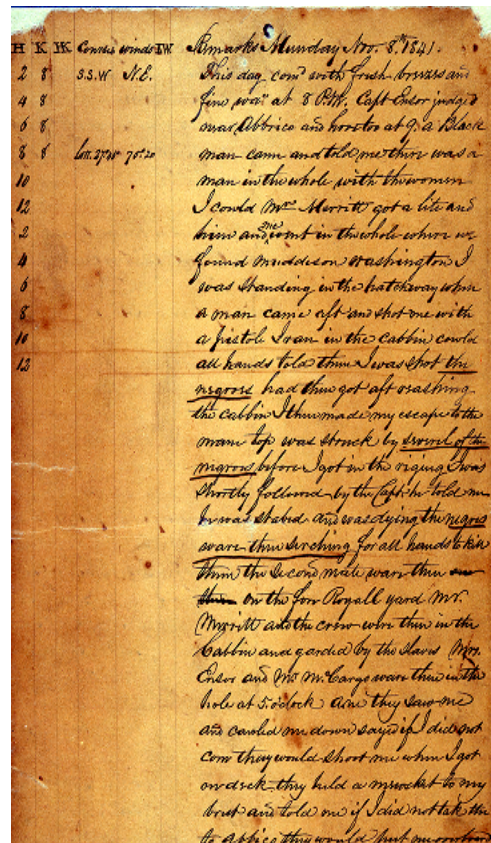
LESSON: TECHNOLOGY AND INNOVATION
Student Investigation, Science and History

Overview
Students will investigate how technology and innovation changed Louisiana's antebellum agriculture, industry, transportation, communication, and way of life.

Directions
Arrange students into groups of three or four students per group. Explain that students will investigate one or more of the topics listed in the overview (above) to discover the inventions and new technologies that changed Louisiana's antebellum economy and/or society. Ask each group to prepare a two-minute multimedia presentation of their research. Ask students to critique the class presentations.

MULTIMEDIA PRESENTATION RUBRIC

Grading Criteria **Points**

Content	5	4	3	2	1
Historically Relevant Facts	Contains at least 2 accurate pieces of information for each required heading (5 pts)		Contains 3, accurate	Contains 2, accurate	Contains 1, accurate
Significance of Information	Facts are accurate and significant for all entries (5pts)	Accurate facts; most info is significant	Most facts are accurate, some info is significant	Some facts are accurate; some info is significant	Much important information is lacking
Pictures or graphics	Contains at least 4 accurate/ relevant (5pts)		Contains 2, accurate and/or lack relevance (3/2pts)		Contains 1, accurate
Spelling	No errors (5pts)		1 error	2 errors	3 or more errors
Grammar/style.	No errors (5pts)		1 error	2 errors	3 or more errors
Organization	Well organized and easy to follow (5pts)		Average organization		Lacks organization
Title Page or Visual	Contains title, group members' names, date (5pts)			Information incomplete (2pts)	No information given
Visual Appeal	Colors and graphic design complements information, does not detract from audience engagement with information. (5pts)		Colors/graphs visually appealing but detract from audience engagement with information (3pts)		Little attention given to graphic design
Group Participation	All members participated in organization/construction of visual. Covers all indicated issues related to the topic.		Some assignments incomplete, some members not on task (3/2pts)		Failed to cooperate, incomplete or poor quality product

LESSON: MEDLEY OF CULTURES
Cross-curricular Student Project
GLEs– Grade Eight: 9, 48, 58, 65, 66, 72, 73, 79; ELA Grade Eight: 9, 16, 18, 19, 40, 41

Overview
Students develop a multimedia presentation about one of the many cultural groups that lived in Louisiana during the 1812-1830 period and how that cultural group contributed to Louisiana's rich cultural heritage.

Directions
1. Organize class into groups with four students in each group.
2. Explain that each group will develop a multimedia presentation (slideshow; video; Glogster multimedia poster; SmileBox, Zooburst, or MixBook multimedia book; etc.) about one of the many cultural groups that lived in Louisiana during the 1812-1830 period and how that cultural group contributed to Louisiana's rich cultural heritage. See the Multimedia Presentation rubric, page seventy-eight.
3. Suggestions for content:

- Foodways and recipes
- Clothing
- Religion
- Architecture
- Livelihood
- Family Life
- Education
- Music
- Literature
- Art
- Inventors and inventions
- Significant individuals

4. Encourage students to use a variety of primary and secondary resources for their research. The LOUISiana Digital Library, http://louisdl.louislibraries.org, contains over 140,000 digital artifacts. Its purpose is to make unique historical treasures from the Louisiana institution's archives, libraries, museums, and other repositories in the state electronically accessible to Louisiana residents, students, teachers, and the general public.

MATH ACTIVITY: PORT OF NEW ORLEANS (CONNECTIONG PAST AND PRESENT
GLEs– Grade Eight: 6, 8, 10, 64, 70

Overview
Newspapers of the early nineteenth century indicate the volume of national and international trade conducted through the port of New Orleans. They also reflect the market prices of everyday goods.

Directions
1. View the newspaper advertisement for ships departing New Orleans in 1811 (above). Access the desk reference at www.crt.state.la.us/education for the URL. Develop a world map that shows some of the different countries that docked at the port of New Orleans during Louisiana's early statehood period.
2. Direct students to view the advertisement "Wholesale Prices Current, at New Orleans, 1812" (above) in the LOUISiana Digital Library. See the desk reference at www.crt.state.la.us/education for the URL. Ask students to use the ad to make a shopping list containing five food items and the price of each item. Ask students to use a recent newspaper to compare and contrast the historical and contemporary prices of items on their shopping list.

Challenge: Investigate Louisiana's major twenty-first century coastal and internal port cities. Develop an interactive map that shows the major Louisiana ports, important items traded through each, and the national and global regions affected by this trade. Ask students to think about how this global trade shapes their lives.

Extension: Ask students to work in groups to develop a graphic organizer that compares and contrasts Louisiana's global river and coastal port trade in 1812 and 2012.

2012: LOUISIANA'S NEW POPULATIONS

During the twentieth and twenty-first centuries, continued immigration brought new cultural groups to Louisiana. As a result, Louisiana is now home to significant numbers of people from Asia, Central and South America, the Middle East, northern and eastern Europe as well as from southern and eastern Africa. Each group has added to the cultural environment of Louisiana and, in varying ways, influenced the traditions found here.

The Louisiana Folklife Program within the Department of Culture, Recreation, and Tourism's Division of the Arts, serves to identify, document, conserve, and present the folk cultural resources of Louisiana. Folklife and folk culture includes living traditions learned informally over time within ethnic, regional, occupational, and family groups.

In 2005, the Louisiana Folklife Program initiated the New Populations project to document the more recent immigrants and refugee communities and to engage these communities in the identification and documentation of their traditional culture and art forms.

Above Left Folklife in Louisiana
Louisiana Division of the Arts

LESSON: NEW POPULATIONS
Student Investigation
GLEs– Grade Eight: 3, 10, 11, 12, 75; Grade Three: 16, 53, 56, 57; ELA Grade Eight: 9, 40, 41

Overview
Students use the Louisiana Folklife Internet essay, http://www.louisianafolklife.org/NewPopulations/, to research Louisiana's new populations that migrated to the state during the twentieth and twenty-first centuries.

Directions
1. Make copies of the New Populations Louisiana Migration and Settlement chart on page eighty-two and the Louisiana Migrations map on page eighty-three, one copy per student.
2. Arrange students in groups to research the reasons new population groups migrate(d) to Louisiana in the twentieth and twenty-first centuries. Some groups include Laotians, Vietnamese, Croatians, Italians, Cubans, Haitians, and Hispanics.
3. Explain that students will complete the New Populations graphic organizer, including both the "Push/Pull" factors (cause/attraction) that encouraged groups to migrate to Louisiana and the contributions made by cultural groups.
4. Ask students to produce a Louisiana Migration map (page eighty-three) that shows where each cultural group originated and where they settled in Louisiana.

Activity Suggestion
Plan a cultural festival at your school.

    DCRT Education, www.crt.state.la.us/education

LESSON: POPULATION TRENDS
Math and Demographics

Overview
Students examine demographic information about Louisiana to determine the cultural groups that live in contemporary Louisiana and to identify factors that cause regions to change

Population Trends Lesson Procedures
1. Ask students to develop a chart similar to the one shown below on which to record the population of one or more selected ethnic groups in Louisiana during four separate time periods (1940, 1980, 2000, 2010). The chart may also be in the form of a bar graph or population pyramid (male/female, age). Option: Divide students into teams of three or four, then assign each team an ethnic group to research. Use the Internet resources to locate the answers. Some answers have been provided below. For a technology option, ask students to construct a worksheet and graph using Excel.
2. Ask students to write a narrative that may explain the population trend(s) they observed.
3. Extension: Students may research population demographics and trends as well as comparisons between state, parish, and national statistics.

Research Sites
- Profile of General Demographic Characteristics from 2000 Census for Louisiana: http://mcdc2.missouri.edu/webrepts/sf3pros/laindex.html
- Historical Census Statistics on Population Totals By Race, 1790 to 1990, and By Hispanic Origin, 1970 to 1990, For the United States, Regions, Divisions, and States: http://www.census.gov/population/www/documentation/twps0056.html
- 2010 Census Data: http://quickfacts.census.gov/qfd/states/22000.html

Population Trends Chart

	1940	1980	2000	2010
White	*1,511,739*	*2,912,172*	*2,856,161*	
African American	*849,303*	*1,238,241*	*1,451,944*	
American Indian	*1,801*	*12,065*	*42,878*	
Asian	*1,037*	*23,779*	*54,758*	
Hispanic	*5,636*	*99,134*	*107,738*	

NEW POPULATIONS
MIGRATION AND SETTLEMENT CHART

Student Worksheet
Name _____

Research Sites

- World Map (with country labels): http://geology.com/world/world-map.shtml
- Louisiana History Online: http://lsm.crt.state.la.us/cabildo/cab-intro.htm
- Louisiana Folklife Cultural Regions: www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html
- Louisiana Folklife New Populations: http://www.louisianafolklife.org/NewPopulations/
- Historical Map: http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4

Louisiana Migration and Settlement Chart

Immigrants	Push/Pull Factor (why they left, why they came)	Differences and Similarities (Factors that made it easy or difficult to fit in)	Contribution(s) to the Development of Louisiana

LOUISIANA NEW POPULATIONS MIGRATION AND SETTLEMENT MAP

Student Worksheet
Name _____

Directions
Use the Louisiana Folklife Internet essay, http://www.louisianafolklife.org/NewPopulations/, to research Louisiana's new populations that migrated to the state during the twentieth and twenty-first centuries. Draw lines from their region of origin to where they settled in Louisiana. Produce a key (legend) for your map.

Map Legend

60 km

40 mi

© Daniel Dalet / d-maps.com
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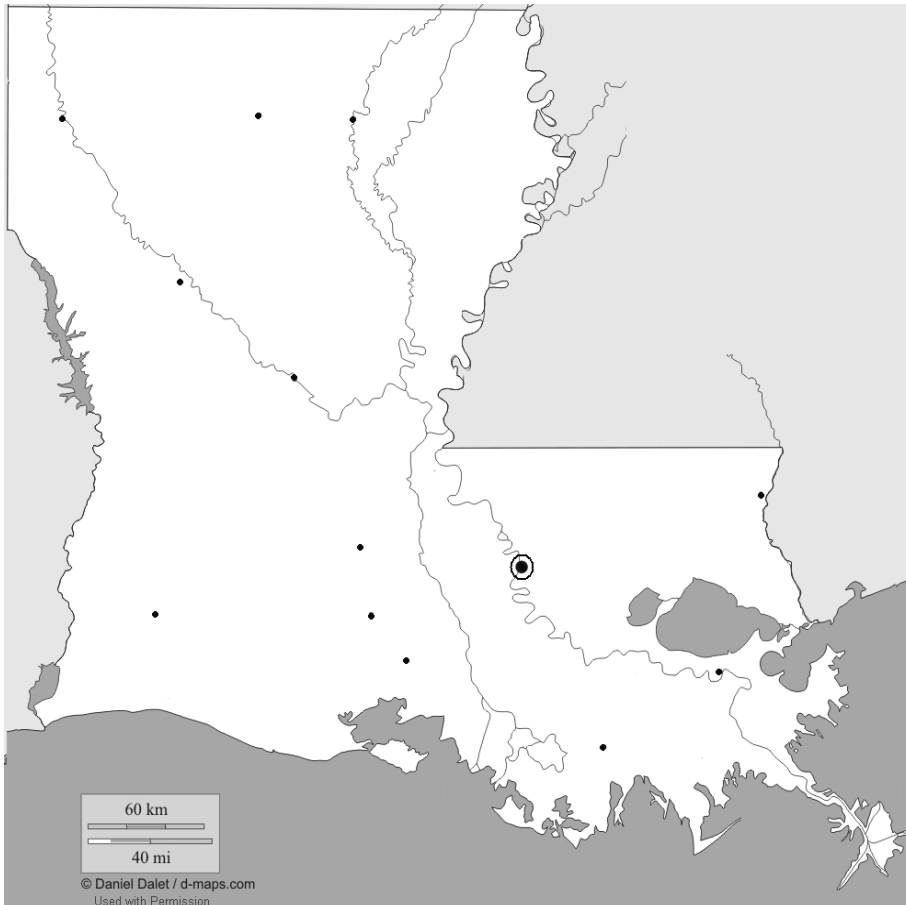
200 YEARS IN THE MAKING

6 Cities and Towns

In 1812, Louisiana had several important towns that were established by France and Spain during the colonial period (1699-1803); however, some of Louisiana's largest contemporary cities were not established until after Louisiana became a state.

Guiding Questions

1. What factors contribute to the growth of towns and cities?

2. Which major Louisiana cities were established during the French and Spanish colonial period? Which were established in the antebellum period?

3. How do cultural groups affect the development of the cities in which they live?

4. How does your community represent some of the best features of Louisiana?

LOUISIANA REGIONS

1. **Shreveport—Bossier City—Monroe—Ruston**
2. **Toledo Bend—Lake Country—Natchitoches—Winnfield—Alexandria—Vidalia—Marksville**
3. **Lake Charles—Lafayette—New Iberia—Morgan City—Houma—Thibodaux—Grand Isle**
4. **Baton Rouge—Great River Road**
5. **Northshore—Greater New Orleans**
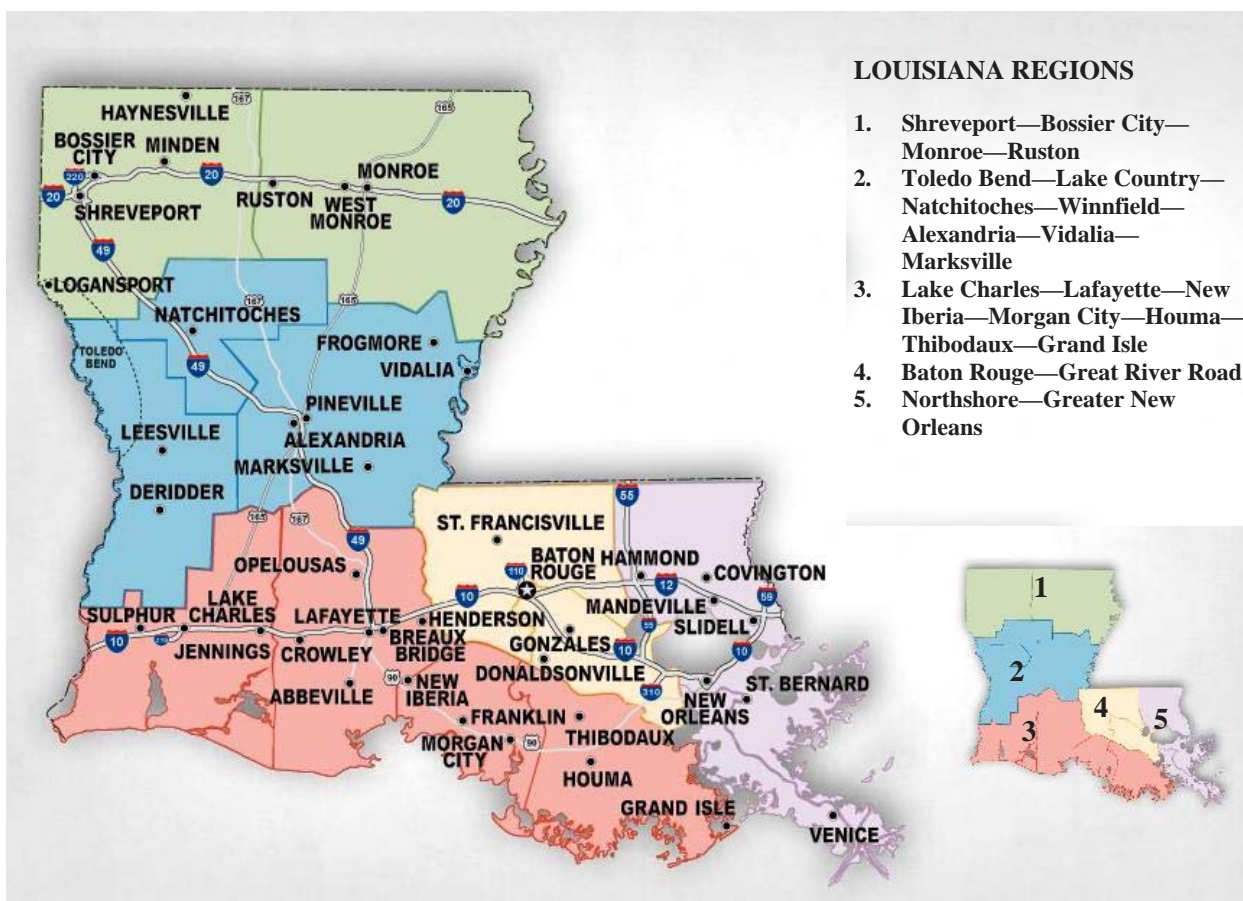
New Orleans

Established in 1718 as a French colonial settlement and port, New Orleans by 1812 was one of the most important ports in the United States, as it was essential for exporting goods into and out of the Mississippi Valley. Whereas the city's population stood at 10,000 at the time of statehood, the economic opportunity within the city drew Americans and European immigrants in great numbers so that by1840 the population stood at 102,000. Between 1810 and 1840 the city grew to be the fourth largest in the U.S. and the largest in the South. Today, New Orleans remains one of the country's busiest and most important ports and one of the nation's most distinctive cities for its food, music, architecture, and Carnival celebrations.

Baton Rouge

Founded as the site of a British fort in 1779, Baton Rouge existed as a Spanish colonial settlement from 1779 to 1810, at which point the slave-holding English-speaking residents of West Florida revolted against Spain. The short-lived West Florida Republic, of which Baton Rouge was the westernmost town, was annexed by the U.S. into Louisiana in1812. The city laid out the Spanish Town community for the Spanish-speaking residents of Ascension Parish to settle after 1803. However, Baton Rouge remained a largely rural town and maintained a population of only 2,269 in 1840 and 5,429 by 1860. The city did not experience considerable growth until the coming of the modern petrochemical industries during the twentieth century.

Natchitoches

Louisiana's oldest settlement, founded in 1713, emerged as an important Native American trade center in French colonial Louisiana, and then an important tobacco-growing region under Spanish rule during the 1780s and 1790s. At the time of statehood, Natchitoches' population stood under 2,000 persons, but the settlement contained one of the largest and wealthiest communities of free persons of color in the U.S. After the Red River's main channel was opened to commercial navigation in the 1830s, the port of Natchitoches on the Cane River tributary declined, but the area remained one of the most important cotton-producing regions of the state and home to a unique rural Creole of color community. In the 1990s, the National Park Service designated the Natchitoches-Cane River region as a National Heritage Area because of its distinct Creole culture. Today, the National Park Service operates the two historic Magnolia and Oakland plantations for the public.

Monroe

Originally founded as the Spanish settlement of Fort Miro, the American town was established in 1807 and renamed in 1819 when the first steamboat, *James Monroe*, reached the upper Ouachita River. At the time of statehood, Prairie de Canots, as the settlement was then known, was small but grew in importance with the rise of the cotton industry in the mid-1800s and the lumber industry in the early 1900s.

Alexandria

Originally established as a trade post in the 1780s, Alexandria was officially incorporated in 1819, and emerged as an important cotton and lumber trade center for the lower Red River Valley in the 1800s. The town is the seat of Rapides Parish, named after the historic falls (rapides) on the Red River above the city. In the twentieth century, the growth of military bases in the region brought new economic development. At the time of statehood, it remained a small river trade settlement.

Shreveport

Louisiana's third largest city was founded in 1839 after the upper section of the Red River was opened to steamboat navigation. The city is named for Captain Henry Shreve, of the Army Corps of Engineers, who removed the 180-mile long wood debris field, known as the Great Raft, on the middle Red River and opened the upper river to commercial river vessels in the 1830s. Originally named Shreve Town, the site was purchased from the Kadohadacho band of the Caddo Indians in 1835 and soon grew to be an important trade center and river port. By 1860, the town had 2,200 free persons and 1,300 enslaved persons. With the growth of oil, gas, lumber, and military industries in the twentieth century, Shreveport grew rapidly into the commercial center of the Ark-La-Tex region. Shreveport's modern economy has benefitted from the growth of the film and shale gas industries.

Lake Charles

This southwestern Louisiana town was founded in 1861 and soon emerged as a center of lumber, cattle, and rice trade in the region. At the time of statehood, southwest Louisiana remained sparsely settled, and was largely an open prairie used for foraging cattle from local ranches. Like Baton Rouge, the petro-chemical industries brought economic development to the area in the twentieth century. With its rich ranching heritage and proximity to Texas, Lake Charles maintains a strong cowboy culture and identity today.

LESSON: LOUISIANA FESTIVALS
GLEs— Grade Eight: 81; Grade Three: 57

Overview
Over 400 festivals occur annually in Louisiana. Students will research the variety of festivals celebrated in Louisiana.

Directions
1. Make copies of the Louisiana Festivals worksheet on page eighty-seven, one per students or team.
2. Ask students to explore the Louisiana Tourism Internet site, www.louisianatravel.com, to find information about Louisiana festivals. Hint: Type the name of a city in the search box that is located at the top right corner of the page.
3. Explain that students will match the towns in the left hand column with their annual festivals in the right hand column .
4. Extension: Ask students to use their information to prepare a Louisiana Festival calendar wheel for their classroom. See the template on page eighty-eight.

ACTIVITY: INVESTIGATE THE HISTORY OF YOUR COMMUNITY
GLEs— Grade Eight: 64, 70, 76, 81; Grade Three: 51, 54, 57

Overview
Students will use a variety of community resources, including local libraries and museums, to investigate the political social, and economic history and development of their community.

Directions
1. Ask students to work within their team to research one topic related to the history of their community. Suggested topics—architecture, education, early families, transportation systems, economic development, political development, music, religion, etc.
2. Ask students to develop a multimedia advertising campaign (plan and/or produce brochures, public service announcements, YouTube video ad, Internet page, etc.) to promote their community to the rest of the state and nation. *Hint:* See the Louisiana Destinations Family Guide project on page eighty-nine for project organization ideas.

LOUISIANA FESTIVALS WORKSHEET

Student Worksheet
Name _____

Overview
Over 400 festivals occur annually in Louisiana. Find information about the variety of festivals celebrated in Louisiana.

Directions
1. Explore the Louisiana Tourism Internet site, www.louisianatravel.com, to find information about Louisiana festivals. Hint: Type the name of a city in the search box that is located at the top right corner of the page.
2. Match the towns in the left hand column (below) with their annual festivals in the right hand column (below). Fill in the month during which each festival is celebrated.
3. Extension: Use your information to prepare a Louisiana Festivals calendar wheel (page eighty-eight) for your classroom.

City or Town	Festival	Month Celebrated
1. Breaux Bridge	____ a. Pecan Festival	Month _____
2. Bernice	____ b. Picking and Ginning Festival	Month _____
3. Columbia	____ c. Crawfish Festival	Month _____
4. Colfax	____ d. International Rice Festival	Month _____
5. Crowley	____ e. Shrimp and Petroleum Festival	Month _____
6. DeQuincy	____ f. Blueberry Festival	Month _____
7. Dubach	____ g. Tamale Festival	Month _____
8. Fisher	____ h. Festivals Acadiens	Month _____
9. Independence	____ i. Sawmill Days	Month _____
10. Lafayette	____ j. Southwest LA Zydeco Fest.	Month _____
11. Lutcher	____ k. La Grand Boucherie	Month _____
12. Madisonville	____ l. Corney Creek Festival	Month _____
13. Mansfield	____ m. Peach Festival	Month _____
14. Marion	____ n. Tunica-Biloxi Powwow	Month _____
15. Marksville	____ o. Wooden Boat Festival	Month _____
16. Morgan City	____ p. Italian Festival	Month _____
17. New Orleans	____ q. Festival of the Bonfires	Month _____
18. Plaisance	____ r. Railroad Days	Month _____
19. Ruston	____ s. Germanfest	Month _____
20. Robert's Cove	____ t. Corn Festival	Month _____
21. Bunkie	____ u. Uncle Earl Hog Calling Fest.	Month _____
22. St. Martinville	____ v. Chicken Festival	Month _____
23. Rayville	____ w. Mayhaw Festival	Month _____
24. Zwolle	____ x. Jazz and Heritage Festival	Month _____

Adapted from Louisiana Voices: Lesson 3 Folklife Around the Year and Around the State
http://www.crt.state.la.us/arts/folklife/edu_home.html

LOUISIANA FESTIVALS
CALENDAR WHEEL

Student Worksheet
Name _____

Directions

Calendar wheels are charts that help you organize events or important dates by seasons (fall, winter, spring, summer). Use the information on your Louisiana Festivals worksheet to prepare a Louisiana Festivals calendar wheel.

1. Investigate the meaning of "solstice: and "equinox." How is each related to the seasons? Place the approximate date of each solstice and equinox on the calendar wheel below.
2. On the calendar wheel, use a different color to shade the name of each season.
3. Using the information on your Louisiana Festivals worksheet, place each festival in the season during which it occurs. Write the festival names in the areas between the words "solstice" and equinox."
4. Personalize your calendar wheel by placing dates and events that are important to you (your birthday, etc.) in the season during which each occurs.
5. Based on your calendar wheel, what general statements can you make about Louisiana festivals (when most of them occur, are they based on planting or harvest seasons, etc.)?

Louisiana Festivals Calendar Wheel
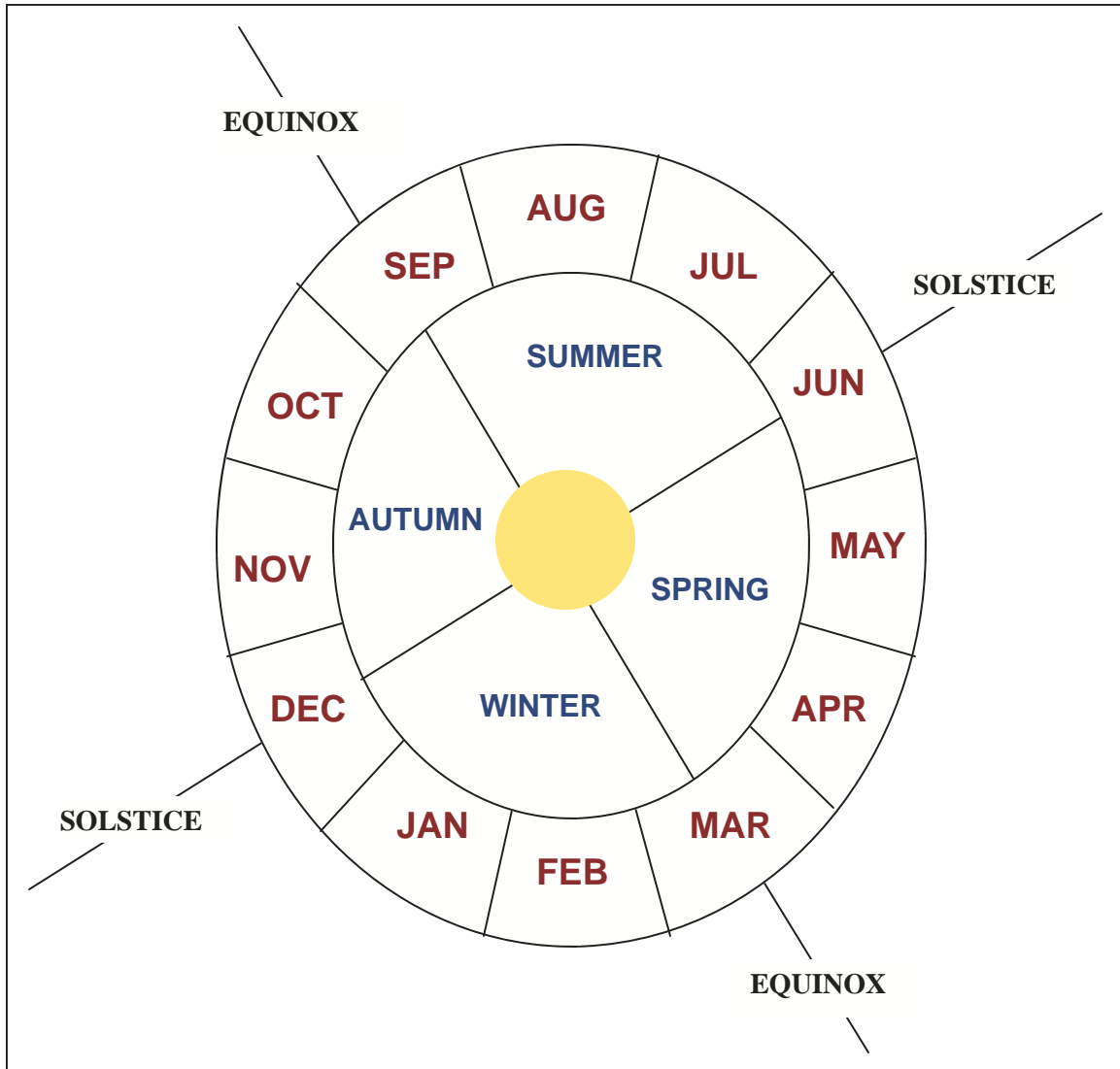
LESSON: LOUISIANA DESTINATIONS FAMILY GUIDE

Overview

Students work in teams to;
1. Discover some of Louisiana's important cities and highways– teams label the cities and highways shown on the Louisiana Destinations map, page ninety-three.
2. Learn about Louisiana's tourism regions—each team researches one Louisiana tourism region.
3. Develop a Louisiana Destinations Project—each team uses their researched tourism region and the Louisiana Destinations cities and roads map to plan a family trip to a location in their region.
4. Produce a Louisiana Destinations Family Guide—work as a class to combine all Louisiana Destinations projects to compile and produce a Louisiana Destinations family guide.

Find enhanced directions and student worksheets for this and other student and family projects at http://www.crt.state.la.us/education.

Directions
1. Louisiana Destinations Cities and Roads Map (page ninety-three)
   - Use Google Maps and LouisianaTravel.com to label a map showing some of Louisiana's important roads, highways, and cities.
2. Louisiana Tourism Regions
   - Use the Louisiana's Regional Characteristics graphic organizer, page ninety, and the Office of Tourism's interactive destination explorer, http://www.louisianatravel.com/destinations, to discover interesting facts about one Louisiana region.
3. Louisiana Destinations Project (Make copies of the project overview on page ninety-one and the student guide on page ninety-two, one for each student.)
   - Ask students to use the researched information, their completed destinations map, Louisiana highway maps, GPS coordinates, cardinal directions, intermediate directions, and Internet research sites to plan a family road trip to visit one of Louisiana's historic sites in their researched region.
   - Explain that students should find the best route from the team's present location to their chosen Louisiana destination.
   - Try It Out Peer Editing: Ask students to share their directions with another group, but do not tell the final destination. Each team should follow the directions to determine the destination. Ask students to make notes when directions are clear or unclear.
   - Ask students to use the Office of State Parks' Internet site, www.crt.state.la.us/parks, and the Office of Tourism's virtual visitor center guidebooks, http://www.louisianatravel.com/virtual-visitor-center, to write a short travel guide overview about their destination.
4. Louisiana Destinations Family Guide
   1. Work as a class, combining all Louisiana Destinations projects and guides, to compile and produce a Louisiana Destinations Family Guide. Make a copy of the guide for each student to share with her/his family
   2. Suggestion: Ask students to develop a technology-based advertising campaign for their region by producing an e-brochure, 30-second YouTube video, virtual poster (such as Glogster, http://edu.glogster.com/edu/register/), e-book (such as MixBook, www.mixbook.com), Internet slideshow (such as Flickr, www.flickr.com), etc.

LOUISIANA TOURISM REGIONS GRAPHIC ORGANIZER

Student Worksheet
Name _____

Directions
Working with your team, use the Office of Tourism's interactive destination explorer, http://www.louisianatravel.com/destinations, to discover interesting facts about your chosen region. Develop a technology-based advertising campaign for your region by producing an e-brochure, 30-second YouTube video, virtual poster (such as Glogster, http://edu.glogster.com/edu/register/), e-book (such as MixBook, www.mixbook.com), Internet slideshow (such as Flickr, www.flickr.com), etc. Share your advertisement by sending a URL of your online production to lsmeducation@crt.state.la.us.

Louisiana's Regional Characteristics Graphic Organizer

Region Researched: _____

Parishes in this region: _____

1. **Sportsman's Paradise**
2. **Crossroads**
3. **Cajun Country**
4. **Plantation Country**
5. **Greater New Orleans**

Festivals

Physical Features

Landmarks

REGION:

Religion

Music

Food
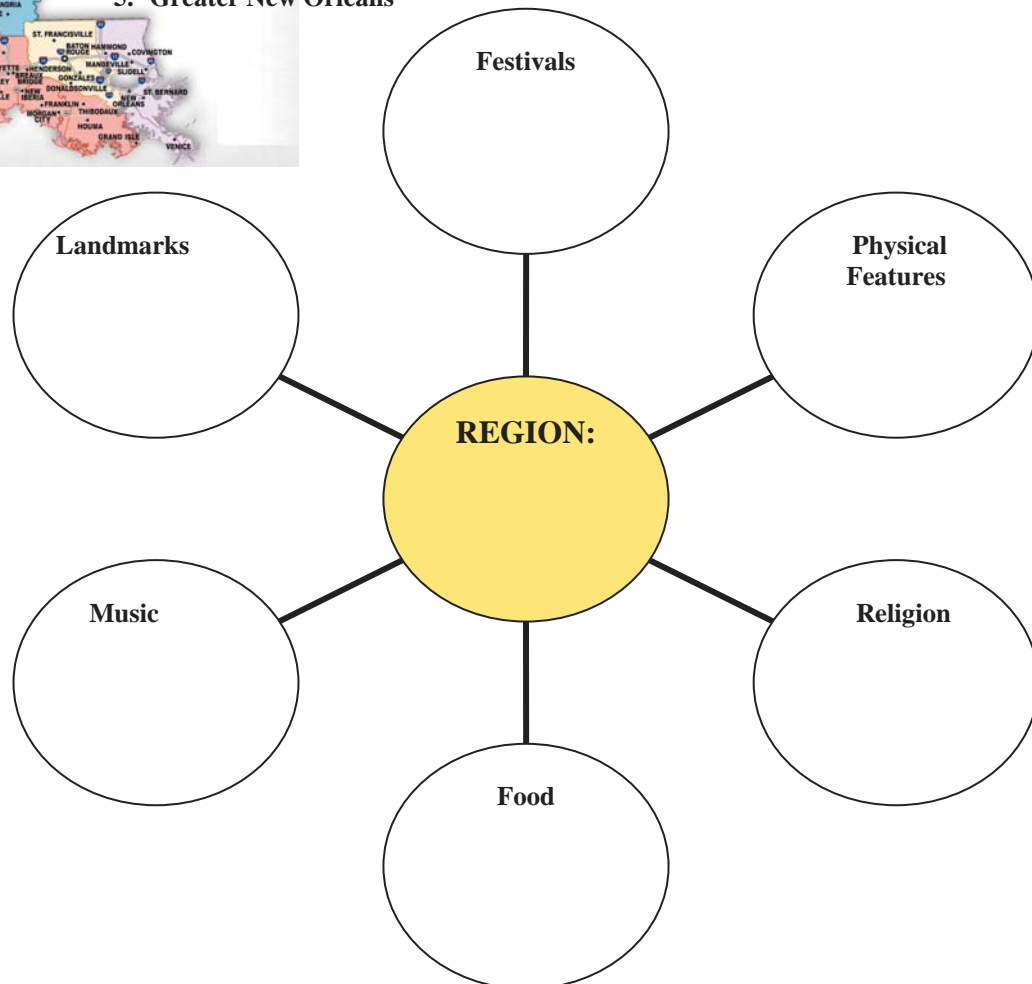
LOUISIANA DESTINATIONS FAMILY GUIDE
Project Overview

Student Worksheet
Name _____

<div style="background-color: #d9e3b0;">

Overview

Working with your team, use Louisiana highway maps, GPS coordinates, cardinal directions, and Internet research to plan a road trip to visit one of Louisiana's historic sites. Work with other students in your class to produce a Louisiana Destinations family guide.

</div>

Directions

1. Use Google Map and LouisianaTravel.com to label a map showing some of Louisiana's important roads, highways, and cities.
2. **Louisiana Destinations Proje**ct: Select a Louisiana destination (city, historic site, etc.), which is located in the region you researched, to visit. Use the completed map and the Internet resources to find the best route from your present location to your selected trip destination.

   - Write your directions in a narrative format giving cardinal (north, south, east, west) and intermediate (northwest, southeast, etc.) directions, distance between two other interesting cities or sites in the region, GPS coordinates, and landmarks along the way.
   - Share your directions with another team, but do not tell them the final destination. Ask the other team to use your directions to trace the route and discover your Louisiana destination. Use their suggestions to revise your project.
   - **Louisiana Destinations Family Guide:** When you have finished your project, explore the Office of State Parks Internet site and write a short travel guide overview about your destination. Combine your destination directions and travel guide with those written by other groups in your class to develop a Louisiana Destinations family guide. Make copies so each student can share with their family.

Suggested Locations

- Poverty Point State Historic Site
- Los Adaes State Historic Site
- Plaquemine Lock State Historic Site
- Fort St. Jean Baptiste State Historic Site
- Centenary State Historic Site
- Audubon State Historic Site
- Longfellow-Evangeline State Historic Site
- Hodges Gardens State Park
- Grand Isle State Park

Internet Resources (View online at www.crt.state.la.us/education)

Office of Tourism:
http://www.louisianatravel.com/destinations

Office of State Parks:
www.crt.state.la.us/parks/ihistoricsiteslisting.aspx
www.crt.state.la.us/parks/iparkslisting.aspx

Louisiana State Museum: http://lsm.crt.state.la.us

Division of Historic Preservation
http://www.crt.state.la.us/hp/nationalregister/historicplacesdatabase.aspx

Extension: National Register of Historic Places

The National Register of Historic Places is the nation's official list of buildings, structures, objects, and districts that relate to our nation's history or culture. Louisiana has over 1,300 entries on this prestigious list. Investigate the Division of Historic Preservation's National Register of Historic Places database (see URL above) to learn about Louisiana's historical architecture and locations such as the Cabildo and Madame John's Legacy in New Orleans. Include such locations in your Louisiana Destinations project.

LOUISIANA DESTINATIONS
FAMILY GUIDE
Student Guide

Student Worksheet
Name _____

LOUISIANA DESTINATION   Your Destination is _____

Highways, cardinal directions (north, south, etc.), and intermediate directions (northeast, southwest, etc.) to follow, in order of travel:

Interesting cities through which you will pass as you travel to your destination:

Major landmarks or physical features you will see, in order of travel, and GPS coordinates of each:

DCRT Education, www.crt.state.la.us/education
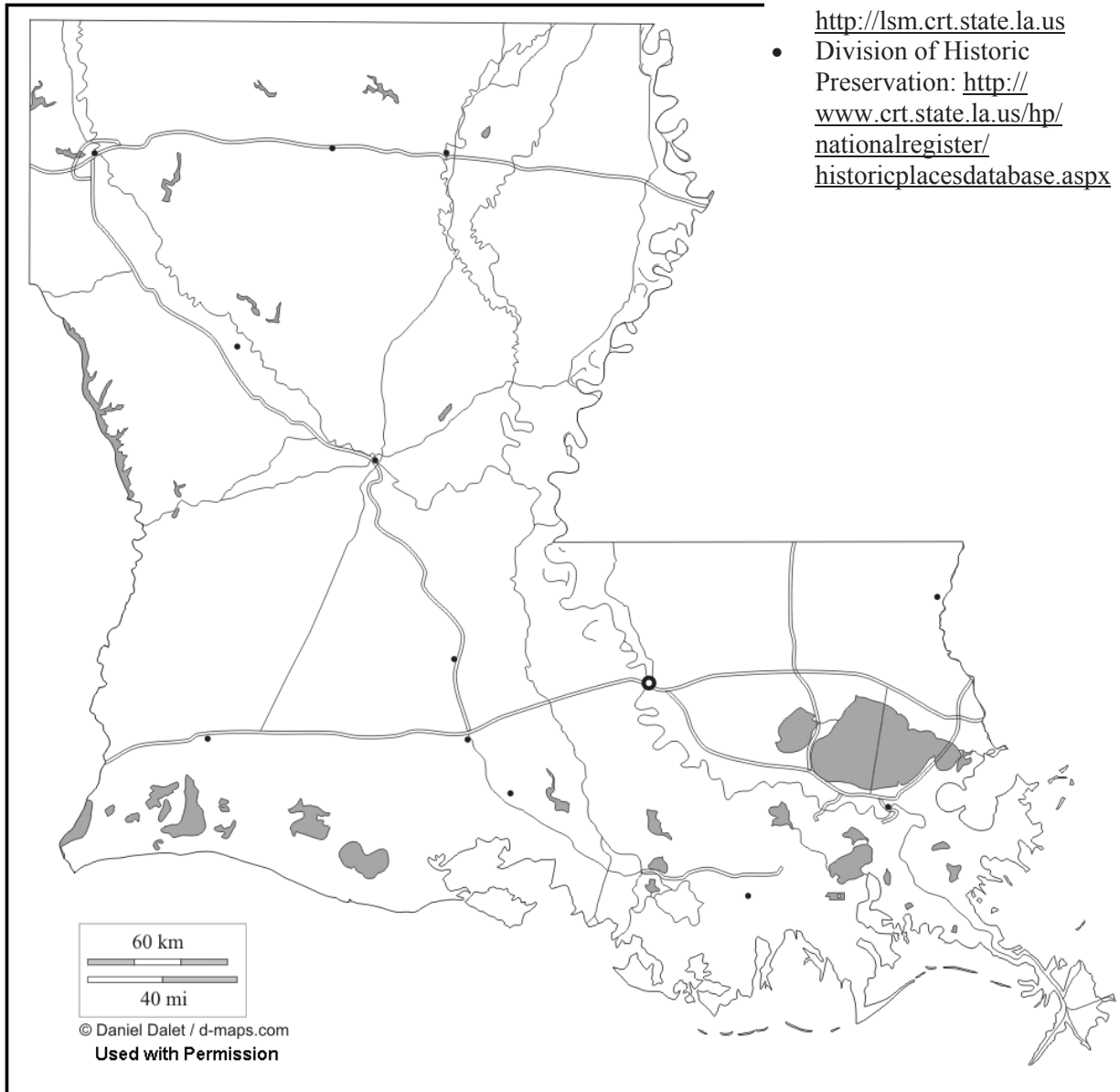
LOUISIANA DESTINATIONS
Cities and Roads

Student Worksheet
Name _____

Directions

Use the Internet resources to label the cities and highways shown on this map. Use these locations to complete your Louisiana Destinations project.

Internet Resources

- Office of Tourism: http://www.louisianatravel.com/destinations
- Office of State Parks: www.crt.state.la.us/parks/ihistoricsiteslisting.aspx and www.crt.state.la.us/parks/iparkslisting.aspx
- Louisiana State Museum: http://lsm.crt.state.la.us
- Division of Historic Preservation: http://www.crt.state.la.us/hp/nationalregister/historicplacesdatabase.aspx

60 km

40 mi

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7 Discover Louisiana: Geographic Regions

Louisiana's geographic regions and diverse environments affect where and how people live.

Used with permission, Geology.com

ACTIVITY: LOUISIANA RIVERS

Overview
Students use research links and the Louisiana Waterways map on page ninety-five to label Louisiana rivers.

Consider
Louisiana has almost 5,000 miles of navigable rivers, bayous, creeks, and canals. How do Louisiana's waterways affect the way people live?

LESSON: LOUISIANA'S GEOGRAPHIC REGIONS MAP
GLEs— Grade Eight: 2, 3,

Overview
Natural regions are defined and classified according to relief, soil, vegetation, and climate. Louisiana can be divided into three natural, or geographic, regions (and additional sub-regions). Students will explore Louisiana's geographic regions, using the student instructions sheet on page ninety-six and the map on page ninety-seven to record their information.

Student Project
Students will work with their team to explore life in one of Louisiana's geographic regions, preparing a presentation to share with their peers. Students will use the completed Geographic Regions map and chart and the Office of Tourism's Louisiana Destinations site, http://www.louisianatravel.com/destinations, to explore how Louisiana's geography affects life in their selected region.

LOUISIANA WATERWAYS

Student Worksheet
Name _____

Louisiana has almost 5,000 miles of navigable rivers, bayous, creeks, and canals.

Directions
Use the Internet sites below to locate the following waterways and label them on the map provided. Prepare a key, or legend, that identifies the symbols you use.

Louisiana Map Database: http://geology.com/state-map/louisiana.shtml
Google Maps: http://maps.google.com/

1. Mississippi River
2. Boeuf River
3. Red River
4. Ouachita River
5. Atchafalaya River
6. Sabine River
7. Pearl River
8. Toledo Bend
9. Lake Maurepas
10. Lake Pontchartrain
11. Lake Borgne

MAP EXTENSION ACTIVITY

Use the map database to add other rivers and waterways to your map.

Gulf Intracoastal Waterway
The Gulf Intracoastal Waterway is a navigable inland waterway that stretches for about 1,050 miles from Carrabelle, Florida to Brownsville, Texas. The waterway is twelve feet deep and serves as an inland transportation route for barge traffic.

Draw and label the Gulf Intracoastal Waterway on your map.

Map Legend

60 km

40 mi

© Daniel Dalet / d-maps.com
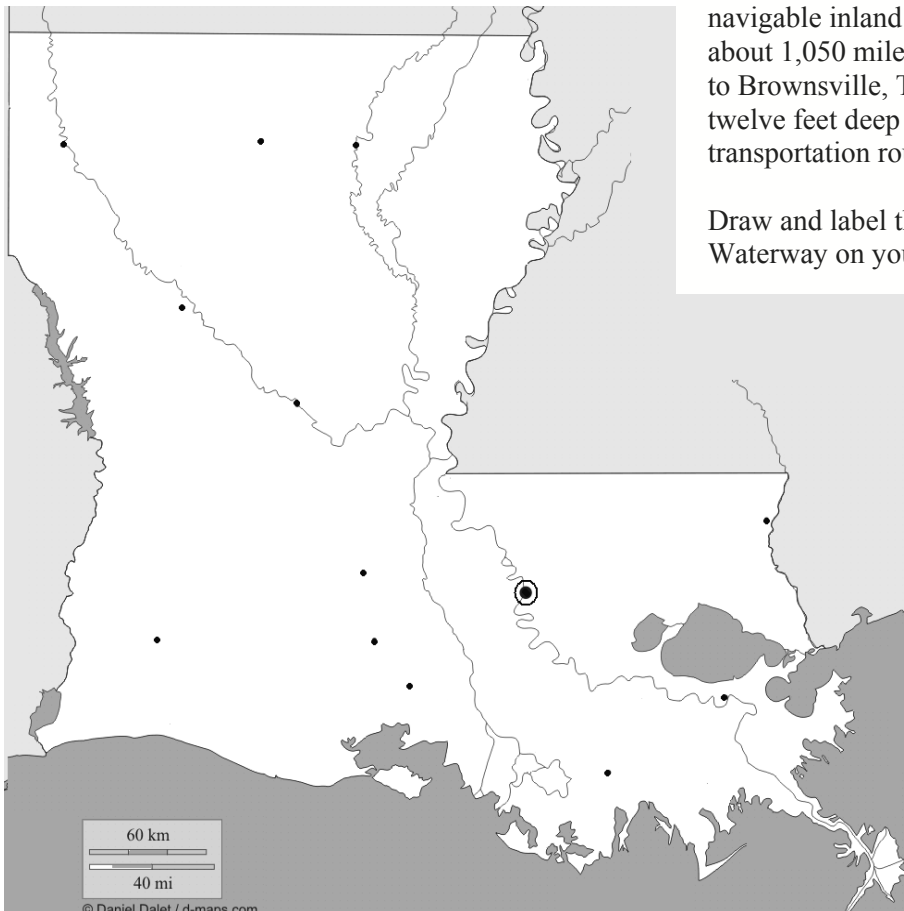
LOUISIANA GEOGRAPHIC REGIONS
Student Instruction Sheet

Student Worksheet
Name _____

Louisiana can be divided into three geographic land areas.
1. The **East Gulf Coastal Plain** lies to the east of the Mississippi River north of Lake Pontchartrain. The land is low and consists of marshland near the river. The land rises slightly in the north to rolling hills.
2. The **Mississippi Alluvial Plain** stretches along the Mississippi River from Arkansas in the north to the Gulf of Mexico in the south. Located along the river, this area is characterized by ridges of land and areas of lower elevation (hollows). The Mississippi Delta covers about 13,000 square miles (about twenty-five percent of Louisiana) and consists of silt deposited by the river. The Mississippi Delta is the most fertile area of Louisiana.
3. The **West Gulf Coastal Plain** lies west of the Mississippi Alluvial Plain. In the south, along the gulf, are barrier beaches. Behind the barrier beaches are marshes that extend about twenty miles north into the interior of Louisiana. To the north of the marshlands are the Louisiana Prairies, characterized by a gently rolling landscape. The land gradually rises in the north, toward Arkansas. The highest point in Louisiana, Driskill Mountain, is only about forty miles from the Arkansas state line.

Internet Resources:
- Louisiana Map Database: http://geology.com/state-map/louisiana.shtml
- Google Maps: http://maps.google.com/
- Louisiana Folk Regions: http://www.louisianafolklife.org/LT/Maps/creole_maps_subregions.html

Directions
1. Geographic Regions: Use the narrative located at the top of this page and the Louisiana Geographic Regions map, page ninety-seven, to locate Louisiana's three geographic regions. Use a different colored pencil to shade each region on the map. Provide a legend, or color code.

2. Locate each of the following on your map:
   - Mississippi River
   - Driskill Mountain
   - Gulf of Mexico
   - Arkansas
   - Lake Pontchartrain

3. Sub-regions: Use the Louisiana Folk Regions map (http://www.louisianafolklife.org/LT/Maps/ creole_maps_subregions.html) to locate the major sub-regions of Louisiana. Label each sub-region on the map.

   - Hill Parishes
   - Delta Parishes
   - Terrace
   - Flatwoods
   - Prairies
   - Coastal Marsh
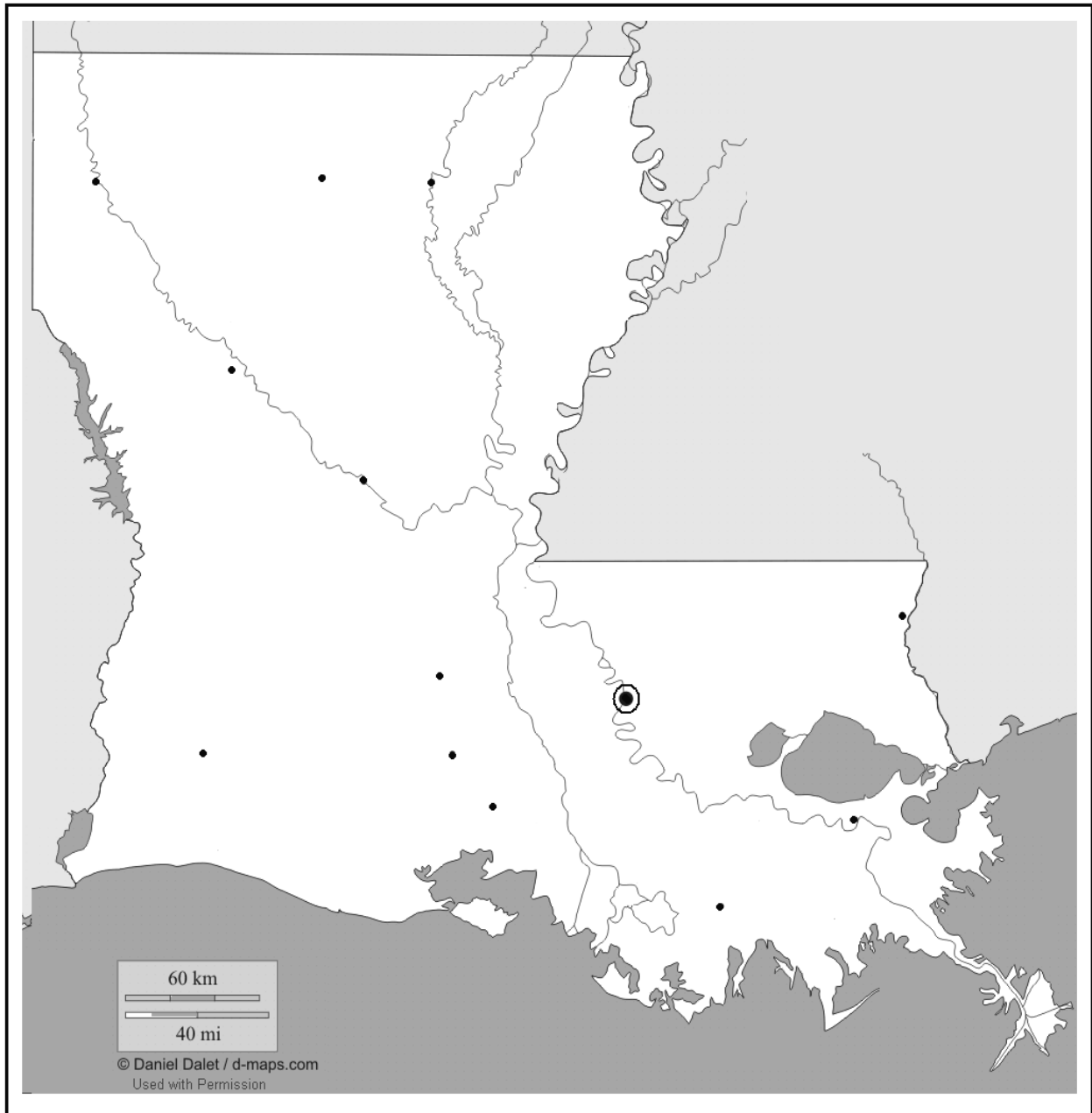   - Red River Valley

LOUISIANA GEOGRAPHIC REGIONS MAP

Student Worksheet

Name _____

Directions

Prepare a map indicating Louisiana's Geographic Regions. Develop a map legend that explains the symbols and colors you use.

MAP LEGEND

200 YEARS IN THE MAKING

8 Pick Your Passion Student and Family Projects

J oin the fun as we mark the bicentennial anniversary of Louisiana's statehood. This bicentennial year, you can learn interesting facts about Louisiana by participating in one or more of our bicentennial project ideas or by designing your own project!

Pick your passion and make Louisiana your favorite learning adventure!

The Bicentennial Commission is sponsoring a variety of education projects and learning experiences for families and schools. Our major community-based projects are listed below. The following pages provide ideas for family and classroom Bicentennial projects.

Read about our community projects, download our project guides, and join the celebration. Project information and guides are available at www.crt.state.la.gov/education.

COMMUNITY-BASED EDUCATION PROJECTS

- **Bicentennial Legacy Trees**—Learn about Louisiana's 200+ year old cypress trees, the significant role cypress trees have played in Louisiana history, and how you can help protect Louisiana's old growth forests; take a GPS tour or virtual tour to view one or more of Louisiana's legacy trees.
- **Louisiana Waterways: Atchafalaya National Heritage Area Project**—Experience the wonder of "America's Foreign Country," the Atchafalaya National Heritage Area—one of the most culturally rich and ecologically varied regions in the United States.
- **ULL's B.I. Moody College of Business Administration Louisiana Tourism Project**—Plan and develop a media campaign to promote your community; learn how and why tourism is important to our state.
- **George Rodrigue Foundation of the Arts Bicentennial Poster Contest**—Eleventh and twelfth grade students compete for an opportunity to work with Louisiana artist George Rodrigue in developing the official Louisiana Bicentennial Poster.
- **A Bicentennial Tale: We Want to Be Authors School Project**—Students use their history knowledge and the four-square writing method to develop a bicentennial-related children's book.
- **Celebrate Louisiana School and Community Concerts**—Plan an April 2012 Bicentennial school or community concert (band and choir) that features Louisiana music.
- **Louisiana Explorers School and Family Project**—Take a GPS tour to explore some of Louisiana's historic sites; follow one of Louisiana's heritage trails, such as the Heroes and Heritage Trail or the African American Heritage Trail. ⚜

K-W-L FAMILY TRIP PLANNING GUIDE

Student Worksheet
Name _____

Destination _____

K	W	L
What we know.	What we want to know.	What we learned.

LOUISIANA NATURALISTS

Louisiana is well known for its rich ecology, diverse environments, and abundant natural resources. Residents and visitors alike rely on that natural abundance to make Louisiana a great place to live, work, and play. Learn about some of the Louisiana naturalists who have documented Louisiana's wildlife and natural environments as well as efforts to conserve our state's bountiful natural resources.

John James Audubon, American Naturalist , 1820s

John James Audubon was one of the most famous nineteenth century American ornithologists and naturalists. He is known for both his romantic life and the beautiful watercolor prints he created. Audubon's most famous publication, *The Birds of America,* is a book containing 435 life-size images—portraits of every bird then known in the United States.

Audubon's life spanned one of the most remarkable periods of American history. Arriving in America in 1803, Audubon witnessed many significant events that shaped the young United States, including the Louisiana Purchase and the War of 1812. Through his journeys, Audubon was fortunate to meet many of the men who shaped this period of American history. In 1821, he spent four months at the Oakley Plantation in St. Francisville, Louisiana. During this time, he recorded notes and sketches about Louisiana's birds and their habitats.

Caroline Dormon , Louisiana Naturalist , 1920s

Caroline Dormon was born 1888 near Saline, Louisiana and was instrumental in the establishment of Kisatchie National Forest. She collected and studied wild irises and other native plants and was employed as a beautification and landscape consultant for several state and private gardens. Ms. Dormon died in 1971 near Shreveport. She dedicated her family home, Briarwood, as a nature preserve for all to enjoy.

The Kisatchie National Forest consists of more than 604,000 acres and is spread across seven parishes in Louisiana. It is Louisiana's only national forest. *Photo is used with permission from the Cammie Henry Research Center at Northwestern State University.*

Louisiana Bicentennial Legacy Trees, 2012

The Louisiana Purchase Cypress Legacy is a volunteer campaign to identify landmark cypress trees (the Louisiana State tree) that are at least 200 years old—alive at the time of the Louisiana Purchase! The celebration of the Louisiana Bicentennial is an ideal opportunity to link the cultural and historic heritage of our state with its ecological inheritance. Visit www.crt.state.la.us/education for information on how you can participate in our Louisiana Bicentennial Legacy Tree family project.

Atchafalaya National Heritage Area, America's Foreign Country

The Atchafalaya National Heritage Area is among the most culturally rich and ecologically varied regions in the United States. It is home to the widely recognized Cajun culture as well as to a diverse population of European, African, Caribbean, and American Indian descent. Established in 2006, the Atchafalaya National Heritage Area stretches across 14 parishes in south-central Louisiana.

FAMILY ACTIVITY: LOUISIANA NATURALIST FIELD EXPERIENCE
Become a Louisiana naturalist and enjoy Louisiana's natural environments responsibly

Louisiana naturalists, such as John J. Audubon and Caroline Dormon, studied Louisiana wildlife and plants in their natural surroundings. In addition to sketching plants, birds, and other wildlife, these naturalists kept field journals in which they recorded detailed notes about the environment. Be a Louisiana naturalist.!Take a scenic walk through your neighborhood, a local park, or one of Louisiana's many state or local parks and enjoy Louisiana's beautiful natural environments. Take along your "field pack" and "capture" the experience through photos and sketches as well as audio and video recordings (where allowed). Remember to practice outdoor safety and the naturalist rule—"take nothing, leave nothing."

Neighborhood Naturalist Family Activity
As you tour your neighborhood, take notes about the birds, animals, plants, and geographic features you see. You can complete this activity in one day, or you can make your observations over a period of days. To observe a wider variety of birds and animals, vary the time of day that you walk. Remember to practice good outdoor safety, always walk with someone you know, and tell a parent or guardian where you are going!

Field Kit: Some Items You May Need
Before starting the journey, gather a few simple tools to record your observations.

Basic Kit
- Field journal (page 102) to record your observations and sketches
- Pen for writing
- Pencil for sketching

Optional Kit Items
- Binoculars to bring birds, animals, and plants "up close"
- Camera to capture pictures
- Field guide to identify types of birds and plants
- Audio recorder to capture sounds or to record your observations
- Compass to record the directions you walk
- Handheld GPS to record and then share or vary your path
- Water to prevent dehydration
- Granola or fruit for snack
- Container for your trash—leave the environment as you found it
- Mobile phone—for emergencies only
- A watch to record when events occur

Field Journal Tips
- Write the date, location, and time of day that you walk
- Be alert and look carefully
- Describe sounds, smells, feelings, sights
- Bring tracing paper to make a rubbing of a tree trunk, a rock, or other objects; identify and frame the rubbings and arrange them into a gallery exhibit; do not pick plants or pick up items you find
- Bring an audio recorder and record the sounds you hear; play the recording a few days later and try to identify the sounds; use simple audio software to combine your sounds into a natural symphony
- Choose one object or scene from your field experience and write a story describing it, telling why you chose to write about the object or scene, and why it appeals to you
- When you return home, use a field guide or the Internet to identify the plants, birds, and animals you observed; some research sites are listed below
- Use a camera to take pictures; create a poster or multimedia slideshow of your neighborhood plants, birds, and animals (Glogster, Flickr, Mixbook, etc)

Searchable Databases and Field Guides: eNature.com Online Field Guide, http://enature.com/home; Birds of North America, http://www.whatbird.com; United States Department of Agriculture Plants Database, http://plants.usda.gov

Louisiana Naturalist Field Journal: What Do You See?

Name _____ *Date* _____ *Time* _____a.m./p.m. *Location* _____

OBSERVATIONS	REFLECTIONS
What Do You See?	**Questions and Notes:**
(birds, animals, plants, insects, objects, shapes, colors, physical features, etc.)	
What action do you see?	**Your thoughts and feelings:**
Notes and Sketches	

BICENTENNIAL COIN

Color Louisiana's Bicentennial Coin

One way the Bicentennial Commission is helping Louisiana residents celebrate the birthday of their state is by issuing a special commemorative bicentennial coin.

The coins on this page show the design of the 2012 Bicentennial coin.

Bicentennial Coin Information

The 2012 bicentennial coin is based on the 1912 centennial celebration coin and will be available to the public in bronze, silver, and gold versions. For information about the bicentennial coin, please visit www.louisianabicentennial2012.com.

LOUISIANA STATE SEAL COLORING PAGE

The Great Seal of Louisiana was adopted in 1902. The Louisiana Secretary of State is the keeper of Louisiana's Great Seal. For help coloring the seal of Louisiana, please visit the Secretary of State's site at http://www.sos.la.gov/tabid/656/Default.aspx. Explore Louisiana.gov, http://louisiana.gov/Explore/About_Louisiana/, for information and pictures of the Louisiana state seal.

ACTIVITY: GOVERNOR CLAIBORNE AND THE LOUISIANA STATE SEAL
Investigate the appearance of a pelican on the first Louisiana state seal. Can you explain the action portrayed on Louisiana's seal and what it symbolizes? Research URL: http://lsm.crt.state.la.us/1nation/1nation6.htm

LOUISIANA'S BIRTHDAY CELEBRATION!
Make a birthday card to celebrate Louisiana's April 30 birthday.

Use the state outline below to design a birthday card for Louisiana. Glue or tape the image shown below on a card or sheet of paper. Use pictures or other items to decorate your card. For a Louisiana-shaped card, glue or tape two of the Louisiana images together along the left border of the image to open and close your card. Be creative with your decorating ideas!

Join the birthday celebration in Baton Rouge during April 2012 and bring your card to the Louisiana State Capitol. See the Bicentennial Internet site, www.louisianabicentennial2012.com, for information and the date of the April 2012 celebration.

LOUISIANA STATE SYMBOLS STUDENT AND FAMILY PROJECTS

Visit the Louisiana House of Representatives, http://house.louisiana.gov/publicinfo/state.htm, for a printable state symbols coloring book.

TYPE	SYMBOL	HOW YOU CAN CELEBRATE
State amphibian	Green Tree Frog	
State beverage	Milk	
State bird	Brown Pelican	
State colors	Blue, White, Gold	
State crustacean	Crawfish	
State dog	Catahoula Leopard Dog	
State fish	White Perch	
State flower	Magnolia	
State fossil	Petrified palmwood	
State fruit	Strawberry	
State gemstone	Agate	
State insect	Honeybee	
State jellies	Mayhaw jelly and Louisiana sugar cane jelly	
State mammal	American black bear	
State meat pie	Natchitoches meat pie	
State drink	Milk	
State motto	Union, Justice, and Confidence	
State musical instrument	Diatonic accordion, also known as the Cajun accordion	
State reptile	American Alligator	
State slogan	"Come Fall in Love With Louisiana All Over Again."	
State songs	"You Are My Sunshine" and "Give Me Louisiana"	
State song — environmental	"The Gifts of Earth"	
State song — march	"Louisiana My Home Sweet Home"	
State tree	Bald Cypress	
State vegetable and vegetable plant	Sweet potato and Creole tomato	

PLAN LOUISIANA'S BIRTHDAY PARTY!
No birthday celebration is complete without food!

Louisiana became a state on April 30, 1812. From September 2011 through December 2012, Louisiana residents will celebrate their state's 200th birthday!

With your class, family, and/or friends, plan an April 30, 2012 Louisiana birthday celebration or a family birthday meal. Make Louisiana decorations, play your favorite Louisiana music, and work with your parents to plan and prepare a family or class birthday celebration.

Interview family members or your classmates to identify their favorite Louisiana dishes or recipes and music. Make or wear your favorite Louisiana hat, badge, t-shirt, etc. Take pictures during your celebration. See the Louisiana Bicentennial Internet site, www.louisianabicentennial2012.com, to learn how to share your birthday celebration stories and photos. For menu ideas, visit www.louisianatravel.com. For music ideas, visit http://www.louisianatravel.com/music.

BIRTHDAY PLANNING GUIDE
BIRTHDAY MENU

LOUISIANA SONGS TO PLAY

Song	Author	Singer(s) / Musician(s) / Band / Group

STUDENT AND FAMILY MONTHLY PROJECTS

MONTH	NATIONAL HERITAGE MONTHS	YOUR PROJECT IDEAS
January	Creativity Month Mentoring Month	
February	African American History Month Youth Leadership Month	
March	Irish-American Heritage Month Music in our Schools Month Women's History Month Youth Art Month	
April	Jazz Appreciation Month Landscape Architecture Month Poetry Month World Habitat Awareness Month	
May	Asian Pacific American Heritage Month Get Caught Reading Month Personal History Month Preservation Month Young Achiever Month	
June	Accordion Awareness Month Dairy Month (Milk is our State Drink!) Rivers Month	
July	Family Reunion Month Recreation and Parks Month	
August	Children's Learning Month Family Meal Month Inventors' Month	
September	Civics Awareness Month School Success Month Hispanic Heritage Month (Sept 15 - Oct 15)	
October	Book Month German-American Heritage Month Go on a Field Trip Month Polish American Heritage Month	
November	American Indian Heritage Month Aviation History Month Family Stories Month Inspirational Role Models Month	
December	Universal Human Rights Month	

200 YEARS IN THE MAKING

APPENDIX

Note: A bibliography of sources is available via the Internet at www.crt.state.la.us/education/bicentennial.aspx.

LOUISIANA LAGNIAPPE

What was life like for families and children during the early nineteenth century? Explore these research sites to find out.

- Kent Plantation House, a circa 1796 Louisiana plantation house: http://www.osv.org/explore_learn/document_viewer.php?DocID=612
- LSU Rural Life Museum: http://www.osv.org/explore_learn/document_viewer.php?DocID=612
- American Centuries: www.americancenturies.mass.edu/classroom/curriculum_6th/lesson13/bkgdessay1.html
- Louisiana State Museum Historic Fashions Illustrations, http://louisdl.louislibraries.org/cdm4/index_LCT.php?CISOROOT=/LCT
- History Lives: http://www.historylives.com/toysandgames.htm
- Old Sturbridge Village: http://www.osv.org/explore_learn/document_viewer.php?DocID=612

Top: Open Hearth Cooking
West Baton Rouge Museum, http://www.osv.org/explore_learn/document_viewer.php?DocID=612

Bottom: Milk House, 1820
Kent Plantation House, http://www.osv.org/explore_learn/document_viewer.php?DocID=612

VOCABULARY SELF-AWARENESS CHART

These are some of the words you will hear during the 2011-2012 Louisiana Bicentennial celebration. Can you find their meanings? Add other important Bicentennial-related words that you learn.

Vocabulary	+	√	–	Explanation	Example
bicentennial					
capital					
capitol					
centennial					
commission					
constitution					
convention					
Creole					
culture					
exhibition					
heritage					
history					
state					
territory					

VOCABULARY SELF-AWARENESS CARDS

Definition		Characteristics
	Vocabulary Word	
Examples		Illustration

Definition		Characteristics
Examples		Illustration
	Vocabulary Word	

ELECTION 2012

Election Night Results

GLEs: 33, 34, 35, 36

Candidates	# Electoral Votes		Popular Vote		Candidates	# Electoral Votes		Popular Vote	
	Candidate 1	*Candidate 2*	*Candidate 1*	*Candidate 2*		*Candidate 1*	*Candidate 2*	*Candidate 1*	*Candidate 2*
Alabama					Nebraska				
Alaska					Nevada				
Arizona					New Hampshire				
Arkansas					New Jersey				
California					New Mexico				
Colorado					New York				
Connecticut					North Carolina				
Delaware					North Dakota				
Florida					Ohio				
Georgia					Oklahoma				
Hawaii					Oregon				
Idaho					Pennsylvania				
Illinois					Rhode Island				
Indiana					South Carolina				
Iowa					South Dakota				
Kansas					Tennessee				
Kentucky					Texas				
Louisiana					Utah				
Maine					Vermont				
Maryland					Virginia				
Massachusetts					Washington				
Michigan					West Virginia				
Minnesota					Wisconsin				
Mississippi					Wyoming				
Missouri									
Montana					**Totals**				

ELECTION 2012: ELECTORAL COLLEGE   *GLEs: 33, 34, 35, 36*

Student Worksheet

Name _____

State	Population (2010 Census)	Number of Seats in Congress	Number of Electoral Votes	State	Population (2010 Census)	Number of Seats in Congress	Number of Electoral Votes
Alabama				Nebraska			
Alaska				Nevada			
Arizona				New Hampshire			
Arkansas				New Jersey			
California				New Mexico			
Colorado				New York			
Connecticut				North Carolina			
Delaware				North Dakota			
Florida				Ohio			
Georgia				Oklahoma			
Hawaii				Oregon			
Idaho				Pennsylvania			
Illinois				Rhode Island			
Indiana				South Carolina			
Iowa				South Dakota			
Kansas				Tennessee			
Kentucky				Texas			
Louisiana				Utah			
Maine				Vermont			
Maryland				Virginia			
Massachusetts				Washington			
Michigan				West Virginia			
Minnesota				Wisconsin			
Mississippi				Wyoming			
Missouri							
Montana							

ESSAY RUBRIC

Score Level	Description of Score Level
4	• The response demonstrates in-depth understanding of the relevant content and/or procedure. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.
3	• The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student completes the most important aspects of the task accurately and communicates clearly. • The student's logic and reasoning may contain minor flaws.
2	• The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	• The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.
0	• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.
Total	**Comments**

2. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
3. Construct a map based on given narrative information (G-1A-M2)
4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)
5. Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
6. Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
8. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
11. Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
13. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)
18. Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)
19. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
20. Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)
31. Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)
35. Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
39. Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels   (C-1D-M4)
41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
48. Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
49. Describe how the four basic economic questions are answered in traditional vs. command vs. market economies (E-1A-M6)
51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
62. Construct a timeline of key events in Louisiana history (H-1A-M1)
63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64. Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65. Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1AM3)
66. Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
71. Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72. Describe leaders who were influential in Louisiana's development (H-1D-M1)
73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74. Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75. Describe the contributions of ethnic groups significant in Louisiana history (H-1DM1)
76. Trace and describe various governments in Louisiana's history (H-1D-M2)
78. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4)
79. Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
81. Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

GRADE LEVEL EXPECTATIONS: GRADE THREE SOCIAL STUDIES

5. Locate major geographic features of Louisiana on a map (G-1A-E2)
9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)
10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)
14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)
15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)
21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)
23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
24. Describe major responsibilities of state government (C-1A-E4)
28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)
30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)
39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)
42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)
45. Identify major goods and services produced in Louisiana (E-1B-E5)
46. Complete a timeline based on given information (H-1A-E1)
47. Use information in a map, table, or graph to describe the past (H-1A-E3)
48. Identify primary and secondary sources (H-1A-E3)
51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)
52. Identify and describe early settlers in Louisiana (H-1C-E1)
53. Identify people and their influence in the early development of Louisiana (H-1C-E1)
54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)
55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)
56. Identify the causes and effects of the major historical migrations to Louisiana (H-1CE3)
57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

GRADE LEVEL EXPECTATIONS: GRADE FOUR SOCIAL STUDIES

Families and Communities
55. Describe beliefs, customs, and traditions of family life in the past and present (H-1BE1)
56. Identify and describe major early explorers and explorations in North America (H-1C-E1)
57. Identify leaders and their influence in the early development of America (H-1C-E1)
58. Describe the importance of events and ideas significant to our nation's development (H-1C-E1)
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)
61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)
65. Identify and describe inventions that have affected people's lives or altered their view of the world   (H-1D-E2)

GRADE LEVEL EXPECTATIONS: GRADE EIGHT ENGLISH LANGUAGE ARTS

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies (ELA-7-M1)
16 Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
18. Develop grade-appropriate compositions by identifying and applying writing processes (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, (ELA-5-M2)
41. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

This is one Celebration that's been 200 Years in the Making!

Louisiana

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