

**LOUISIANA HISTORY**  
**8<sup>TH</sup> GRADE**  
**CURRICULUM MAP 2011-2012**

**1<sup>ST</sup> SIX WEEKS**

**UNIT 1: LOUISIANA'S PHYSICAL AND CULTURAL GEOGRAPHY**

**SUGGESTED TIME: THREE WEEKS (AUGUST 15- SEPTEMBER 2)**

**GUIDING QUESTIONS:**

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| <ol style="list-style-type: none"> <li>1. Can students use time zones in the U.S. or the International Date Line to interpret a map or representation of a globe and calculate current times in different places?</li> <li>2. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana?</li> <li>3. Can students construct a map based on narrative information?</li> <li>4. Can students construct a chart or diagram to display geographical information in an organized way?</li> <li>5. Can students describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions?</li> </ol> | <ol style="list-style-type: none"> <li>6. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?</li> <li>7. Can students explain how or why specific regions are changing as a result of physical phenomena?</li> <li>8. Can students identify and describe factors that cause a Louisiana region to change?</li> <li>9. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and use of places or regions in Louisiana?</li> <li>10. Can students describe the causes and effects of cultural diffusion and effects of cultural diversity in Louisiana?</li> <li>11. Can students describe the contributions of ethnic groups significant in Louisiana history?</li> <li>12. Can students explain cultural elements that have shaped Louisiana's state heritage?</li> </ol> |
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GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)		SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 1 (C) <input type="checkbox"/> 2 (E) <input type="checkbox"/> 3 (C) <input type="checkbox"/> 4 (C) <input type="checkbox"/> 5 (E) <input type="checkbox"/> 6 (E) <input type="checkbox"/> 7 (C) <input type="checkbox"/> 8 (I) <input type="checkbox"/> 9 (I) <input type="checkbox"/> 10 (I) <input type="checkbox"/> 11 (I) <input type="checkbox"/> 12 (E) <input type="checkbox"/> 15 (I) <input type="checkbox"/> 16 (E) <input type="checkbox"/> 17 (I) <input type="checkbox"/> 75 (I) <input type="checkbox"/> 81 (C)	<input type="checkbox"/> Cultural diffusion, culture <input type="checkbox"/> Jazz/Blues/Zydeco <input type="checkbox"/> Fais-do-do <input type="checkbox"/> Gospel music <input type="checkbox"/> Spirituals <input type="checkbox"/> Gumbo/Jambalaya <input type="checkbox"/> Mardi Gras <input type="checkbox"/> Region <input type="checkbox"/> Upland South <input type="checkbox"/> Urban/rural <input type="checkbox"/> Ethnic group <input type="checkbox"/> Free people of color <input type="checkbox"/> Lowland South <input type="checkbox"/> Absolute and relative location <input type="checkbox"/> Time Zone <input type="checkbox"/> Navigable <input type="checkbox"/> Bayou <input type="checkbox"/> Elevation/Relief/Topography <input type="checkbox"/> Alluvial <input type="checkbox"/> Swamp/Marsh/Estuary/Wetlands <input type="checkbox"/> Salt dome <input type="checkbox"/> Geologist <input type="checkbox"/> Weather/Climate/Precipitation <input type="checkbox"/> Hurricane/Tornado <input type="checkbox"/> Growing season	<input type="checkbox"/> Subsidies <input type="checkbox"/> Barrier islands <input type="checkbox"/> Acadians/Creoles <input type="checkbox"/> Anglos <input type="checkbox"/> Islenos <input type="checkbox"/> Sportsman's Paradise Region <input type="checkbox"/> Crossroads Region <input type="checkbox"/> Cajun Country Region <input type="checkbox"/> Plantation Country Region <input type="checkbox"/> Greater New Orleans Region <input type="checkbox"/> West Florida <input type="checkbox"/> Mississippi River <input type="checkbox"/> Pearl River <input type="checkbox"/> Gulf of Mexico <input type="checkbox"/> Sabine River <input type="checkbox"/> Toledo Bend <input type="checkbox"/> Gulf Intercoastal Waterway <input type="checkbox"/> Lake Pontchartrain <input type="checkbox"/> Driskill Mountain <input type="checkbox"/> Mississippi River Floodplain Region <input type="checkbox"/> Marsh Region <input type="checkbox"/> Red River Valley Region <input type="checkbox"/> Hills Region <input type="checkbox"/> Terraces Region	Activity 1: GLE 1  Activity 2: GLE 2, 3  Activity 3: GLEs 4, 42, 78, 80  Activity 4: GLEs 4, 9, 10  Activity 5: GLEs 1-4  Activity 6: GLEs 2, 6, 15, 16  Activity 7: GLEs 5, 6, 10  Activity 8: GLEs 6, 9  Activity 9: GLEs 7, 8  Activity 10: GLEs 7-9, 17  Activity 11: GLEs 12, 75, 81  Activity 12: GLEs 11, 12, 75, 81	Chapters 1 and 2	<input type="checkbox"/> Label maps with LA geographic features covered in this unit. Other concepts: map key, map symbols, distance scale, compass rose, cardinal & intermediate directions. <input type="checkbox"/> Identify/utilize different types of maps (i.e., physical, political, polar view, distribution, economic, historical). <input type="checkbox"/> Label a world map with concepts such as: hemisphere, equator, latitude, longitude, North Pole, South Pole, Prime Meridian, Tropics, International Date Line, U.S. time zones. <input type="checkbox"/> Journal writing: traveling through time zones, traveling through the regions of LA, effects of coastal erosion, contributions of the various ethnic groups in LA <input type="checkbox"/> Create a pictograph, pie graph, bar graph, and line graph with concepts from this unit.

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**1<sup>ST</sup> AND 2<sup>ND</sup> SIX WEEKS**

**UNIT 2: ECONOMICS IN LOUISIANA**

**SUGGESTED TIME: FOUR WEEKS (SEPTEMBER 5- SEPTEMBER 30)**

**GUIDING QUESTIONS:**

1. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana past and present?
2. Can students analyze the distribution and uses of Louisiana's natural resources?
3. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?
4. Can students explain how effective economic decisions require comparing the additional costs of alternatives with additional benefits?
5. Can students explain choice/trade offs, cost/benefits, and opportunity costs related to making personal economic decisions?
6. Can students analyze the role of specialization in Louisiana's economy?
7. Can students use a variety of resources to research education and training for jobs and careers?
8. Can students cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities and which skills/knowledge would enhance particular career prospects?

9. Can students describe how the four basic economic questions are answered in traditional versus command versus market economies?
10. Can students describe how supply and demand affects prices?
11. Can students explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States?
12. Can students explain the difference between private goods/services and public goods/services and give examples of each?
13. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
14. Can students identify the meaning of various economic indicators that help describe the state of an economy?
15. Can students describe the influence/impact of inflation or unemployment on different groups of people?
16. Can students describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, and economic development?
17. Can students explain how Louisiana's natural resources have shaped its history?

GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)		SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 30 (I) <input type="checkbox"/> 37 (I) <input type="checkbox"/> 38 (E) <input type="checkbox"/> 42 (E) <input type="checkbox"/> 43 (I) <input type="checkbox"/> 44 (I) <input type="checkbox"/> 45 (E) <input type="checkbox"/> 46 (I) <input type="checkbox"/> 47 (C) <input type="checkbox"/> 49 (E) <input type="checkbox"/> 50 (C) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 52 (E) <input type="checkbox"/> 53 (I) <input type="checkbox"/> 54 (I) <input type="checkbox"/> 55 (I) <input type="checkbox"/> 57 (E) <input type="checkbox"/> 58 (E) <input type="checkbox"/> 59 (E) <input type="checkbox"/> 60 (I) <input type="checkbox"/> 61 (I)	<input type="checkbox"/> Goods and services <input type="checkbox"/> Benefit <input type="checkbox"/> Consumer and Producer <input type="checkbox"/> Poverty <input type="checkbox"/> Natural resources <input type="checkbox"/> Capital resources <input type="checkbox"/> Scarcity <input type="checkbox"/> Opportunity cost <input type="checkbox"/> Supply and demand <input type="checkbox"/> Stock market <input type="checkbox"/> Profit <input type="checkbox"/> Traditional economy <input type="checkbox"/> Command economy <input type="checkbox"/> Market economy <input type="checkbox"/> Barter <input type="checkbox"/> Mercantilism <input type="checkbox"/> Smuggling <input type="checkbox"/> Mineral resources	<input type="checkbox"/> Biological resources <input type="checkbox"/> Renewable/Nonrenewable resources <input type="checkbox"/> Labor union <input type="checkbox"/> Private goods and services <input type="checkbox"/> Interdependent <input type="checkbox"/> Superport <input type="checkbox"/> Tariff <input type="checkbox"/> Economic indicators <input type="checkbox"/> Gross Domestic Product <input type="checkbox"/> Consumer Price Index <input type="checkbox"/> Inflation <input type="checkbox"/> Unemployment rate <input type="checkbox"/> Jennings <input type="checkbox"/> Sulphur <input type="checkbox"/> Specialization <input type="checkbox"/> 4 economic questions <input type="checkbox"/> NAFTA <input type="checkbox"/> OPEC <input type="checkbox"/> NATO	Activity 1: GLE 13  Act 2: GLEs 13, 65, 78  Activity 3: GLEs 16, 79  Activity 4: GLEs 42  Activity 5: GLEs 42-44  Activity 6: GLEs 43, 44  Act 7: GLEs 43, 44, 47  Activity 8: GLEs 45, 46  Activity 9: GLEs 45, 52  Activity 10: GLE 49  Act 11: GLEs 50,52-54  Act 12: GLEs 48, 49  Activity 13: GLE 58 Act 14: GLEs 37, 38, 55, 58, 59 Act 15: GLEs 60, 61 Activity 16: GLE 78	Chapter 3	<input type="checkbox"/> Journal writing: supply and demand in a competitive market system, factors that affect the production and distribution of goods and services, taxes and user fees and predicting their consequences, reasons for trade between nations; analyze the consequences and opportunity cost of economic decisions; analyze the role of specialization in the economic process. <input type="checkbox"/> Complete graphic organizers to analyze key economic concepts (e.g., interdependency, costs and benefits, career opportunities, economic systems, forms of business ownership, productive resources, supply/demand, types of taxes, & user fees. <input type="checkbox"/> Role-play: scarcity of resources, making effective economic decisions, producers and consumers, forms of exchange.

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**2<sup>ND</sup> SIX WEEKS**

**UNIT 3: LOUISIANA'S GOVERNMENT** **SUGGESTED TIME: FOUR WEEKS (OCTOBER 3-OCTOBER 31)**

- GUIDING QUESTIONS:**
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|---|--|
| <ol style="list-style-type: none"> <li>1. Can students identify the powers of state government as defined in the Louisiana Constitution?</li> <li>2. Can students describe the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution?</li> <li>3. Can students identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch?</li> <li>4. Can students describe the various forms of local government in Louisiana?</li> <li>5. Can students describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana?</li> <li>6. Can students identify current government leaders at the state, local, and national levels in the U.S.?</li> </ol> | <ol style="list-style-type: none"> <li>7. Can students list and apply criteria for evaluating rules and laws?</li> <li>8. Can students describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents?</li> <li>9. Can students identify types of taxes collected by the local, state, and federal government?</li> <li>10. Can students explain how the LA Constitution reflects the principles of govt. set forth in the U.S. Constitution?</li> <li>11. Can students analyze how the democratic process has been used to institute change in Louisiana?</li> <li>12. Can students describe the role of the Electoral College and how Louisiana participates in that system?</li> <li>13. Can students describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels?</li> <li>14. Can students identify various types of taxes and user fees and predict their consequences?</li> </ol> |
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GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)		SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 18 (E) <input type="checkbox"/> 19 (E) <input type="checkbox"/> 20 (E) <input type="checkbox"/> 21 (E) <input type="checkbox"/> 22 (E) <input type="checkbox"/> 23 (E) <input type="checkbox"/> 24 (E) <input type="checkbox"/> 25 (E) <input type="checkbox"/> 26 (I) <input type="checkbox"/> 27 (I) <input type="checkbox"/> 28 (E) <input type="checkbox"/> 29 (E) <input type="checkbox"/> 30 (E) <input type="checkbox"/> 31 (E) <input type="checkbox"/> 32 (I) <input type="checkbox"/> 33 (I) <input type="checkbox"/> 34 (E) <input type="checkbox"/> 35 (E) <input type="checkbox"/> 36 (I) <input type="checkbox"/> 39 (E) <input type="checkbox"/> 40 (I) <input type="checkbox"/> 41 (E) <input type="checkbox"/> 56 (C) <input type="checkbox"/> 59 (E) <input type="checkbox"/> 67 (I) <input type="checkbox"/> 68 (E)	<input type="checkbox"/> Government <input type="checkbox"/> Parish <input type="checkbox"/> Constitution <input type="checkbox"/> Federalism <input type="checkbox"/> Checks and balances <input type="checkbox"/> Veto <input type="checkbox"/> Executive branch <input type="checkbox"/> Budget <input type="checkbox"/> Legislative branch <input type="checkbox"/> Bicameral <input type="checkbox"/> Census <input type="checkbox"/> U.S. Constitution Preamble v. Louisiana Constitution Preamble <input type="checkbox"/> Constituent <input type="checkbox"/> How a bill becomes a law <input type="checkbox"/> Judicial branch <input type="checkbox"/> Civil law <input type="checkbox"/> Criminal law <input type="checkbox"/> Jury <input type="checkbox"/> Taxes <input type="checkbox"/> Bill of Rights and the amendments <input type="checkbox"/> Electoral College <input type="checkbox"/> Role of a citizen <input type="checkbox"/> Separation of powers	<input type="checkbox"/> Lobbying <input type="checkbox"/> Governor <input type="checkbox"/> Lieutenant Governor <input type="checkbox"/> Attorney General <input type="checkbox"/> Secretary of State <input type="checkbox"/> Treasurer <input type="checkbox"/> Speaker of the House <input type="checkbox"/> President of the Senate	Activity 1: GLE 18, 19  Activity 2: GLEs 19, 22, 31  Activity 3: GLE 21  Activity 4: GLEs 20, 22, 23  Activity 5: GLE 24  Activity 6: GLEs 25-27  Activity 7: GLEs 28, 29, 56  Activity 8: GLE 32  Activity 9: GLEs 33, 36  Activity 10: GLE 34  Activity 11: GLE 35  Activity 12: GLE 39  Activity 13: GLE 40  Activity 14: GLE 56  Activity 15: GLE 41	Chapter 4	<input type="checkbox"/> Journal writing: patriotism, due process of law, how a bill becomes a law, principles of the constitution, electoral college, U.S. census and reapportionment of districts, citizen involvement in government. <input type="checkbox"/> Compare and contrast using a graphic organizer: systems of government (Democracy, Monarchy, Oligarchy, Totalitarian), the relevance and relationships between historical (core) documents (e.g., federal and state constitutions and amendments). <input type="checkbox"/> Create charts for the following concepts: identifying government leaders and representatives at local, state, and national level (include roles and responsibilities, qualifications, terms of office); identifying various taxes and their purposes, major components of the U.S. political system (elections, political parties, campaigns, democratic processes, role of citizens).

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**2<sup>ND</sup> AND 3<sup>RD</sup> SIX WEEKS**

**UNIT 4: EARLY PEOPLES OF LOUISIANA AND A MEETING OF DIFFERENT WORLDS**

**SUGGESTED TIME: FIVE WEEKS (NOVEMBER 1-DECEMBER 9)**

**GUIDING QUESTIONS:**

1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?
2. Can students explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana?
3. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in LA?
4. Can students analyze, evaluate, and predict consequences of environmental modifications on LA landforms, natural resources, and plant or animal life?
5. Can students analyze the benefits and challenges of LA's physical environments on its inhabitants?
6. Can students construct a timeline of key events in Louisiana history?
7. Can students interpret data presented in a timeline correlating LA, U.S., and world history?
8. Can students compare and contrast events and ideas from LA's past and present, explaining political, social, or economic contexts?

9. Can students analyze how a given historical figure influenced or changed the course of LA's history?
10. Can students analyze given source material to identify opinion, propaganda, or bias?
11. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?
12. Can students describe major early explorers and explorations significant to LA or early settlers in LA?
13. Can students describe leaders who were influential in Louisiana's development?
14. Can students describe and explain the importance of major events and ideas in the development of LA?
15. Can students describe the causes and effects of various migrations into Louisiana?
16. Can students describe the contributions of ethnic groups significant in Louisiana history?
17. Can students describe major conflicts in the context of Louisiana history?
18. Can students describe and analyze the impact of LA's geographic features on historic events, settlement patterns, and economic development?

GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)			SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 6 (E) <input type="checkbox"/> 11 (I) <input type="checkbox"/> 12 (E) <input type="checkbox"/> 13 (E) <input type="checkbox"/> 14 (I) <input type="checkbox"/> 15 (I) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 62 (I) <input type="checkbox"/> 63 (C) <input type="checkbox"/> 65 (E) <input type="checkbox"/> 66 (E) <input type="checkbox"/> 70 (E) <input type="checkbox"/> 71 (C) <input type="checkbox"/> 72 (E) <input type="checkbox"/> 73 (I) <input type="checkbox"/> 74 (I) <input type="checkbox"/> 75 (I) <input type="checkbox"/> 76 (I) <input type="checkbox"/> 77 (I) <input type="checkbox"/> 78 (I)	<input type="checkbox"/> Archaeologists <input type="checkbox"/> Nomad <input type="checkbox"/> Mound/Temple Mound <input type="checkbox"/> Artifacts <input type="checkbox"/> Agriculture <input type="checkbox"/> Immunity <input type="checkbox"/> Tribe/Clan <input type="checkbox"/> Treaty <input type="checkbox"/> Colony <input type="checkbox"/> Proprietorship <input type="checkbox"/> Superior Council <input type="checkbox"/> Land grant <input type="checkbox"/> Mississippi Bubble <input type="checkbox"/> Slave/Plantation <input type="checkbox"/> Code Noir <input type="checkbox"/> Casket Girls <input type="checkbox"/> Treason <input type="checkbox"/> Cabildo <input type="checkbox"/> Surveyor <input type="checkbox"/> Siege <input type="checkbox"/> Militia <input type="checkbox"/> French Revolution	<input type="checkbox"/> Right of deposit <input type="checkbox"/> Attakapas/Natchez <input type="checkbox"/> Caddo/Choctaw <input type="checkbox"/> Houma/Tunica <input type="checkbox"/> Chitimacha/Coushatta <input type="checkbox"/> Rene Robert Cavalier <input type="checkbox"/> Sieur de La Salle <input type="checkbox"/> Henri de Tonti <input type="checkbox"/> Pierre la Moyné <input type="checkbox"/> Sieur d'Iberville <input type="checkbox"/> Jean Baptiste Le Moyné <input type="checkbox"/> Sieur de Bienville <input type="checkbox"/> Antoine Crozat <input type="checkbox"/> Antoine de Lamathe <input type="checkbox"/> Sieur de Cadillac <input type="checkbox"/> Louis Jucereau de St. Denis <input type="checkbox"/> John Law <input type="checkbox"/> Etienne de Perier <input type="checkbox"/> Pierre Francois de Rigaud <input type="checkbox"/> Marquis de Vaudreuil <input type="checkbox"/> Louis Billouart Chevalier de Kerlerec	<input type="checkbox"/> Antoine de Ulloa <input type="checkbox"/> Alejandro O'Reilly <input type="checkbox"/> Bernardo de Galvez <input type="checkbox"/> Luis de Unzaga y Amezaga <input type="checkbox"/> Esteban Miro <input type="checkbox"/> Baron de Carondelet <input type="checkbox"/> Etienne de Bore <input type="checkbox"/> Poverty Point <input type="checkbox"/> Natchez/Marksville <input type="checkbox"/> Forts Maurepas, Louis, Mississippi, Miro, & Rosalie <input type="checkbox"/> New Orleans <input type="checkbox"/> Nova Scotia <input type="checkbox"/> German Coast	Activity 1: GLEs 11, 12, 70, 78  Activity 2: GLEs 62-65, 71, 76  Activity 3: GLEs 11, 74, 75  Activity 4: GLEs 14, 15  Activity 5: GLEs 64, 76, 77  Activity 6: GLEs 65, 66, 72, 73, 77  Activity 7: GLEs 73, 77  Activity 8: GLEs 6, 15, 67	Chapters 5-7	<input type="checkbox"/> Using a map of LA, plot settlement of ethnic groups in LA and include a chart of their contributions and legacies (cultural diffusion). <input type="checkbox"/> Role-play interactions between various groups and individuals during this era. Historical figures to include: Iberville, Bienville, St. Denis, N. Americans. <input type="checkbox"/> Create a timeline of colonial governors (include major contributions). <input type="checkbox"/> Create a graphic organizer showing cause and effect of transferring LA from one power to another power. <input type="checkbox"/> Using a map of Louisiana, have students plot the routes of early explorers (LaSalle, Iberville, De Soto) and include significance of their contributions.

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**8<sup>TH</sup> GRADE**

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**3<sup>RD</sup> SIX WEEKS**

**UNIT 5: THE ACADIAN ODYSSEY**

**SUGGESTED TIME: ONE WEEK (DECEMBER 12-20)**

**GUIDING QUESTIONS:**

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| <ol style="list-style-type: none"> <li>1. Can students construct a map of the Acadian odyssey based on given narrative information?</li> <li>2. Can students explain ways in which cultures have affected perceptions and uses of places or regions in LA?</li> <li>3. Can students explain why the Acadians settled and formed societies in specific areas of LA?</li> </ol> | <ol style="list-style-type: none"> <li>4. Can students analyze the causes, effects, or impact of the Acadian migration to Louisiana?</li> <li>5. Can students describe the causes and effects of various migrations into Louisiana?</li> <li>6. Can students describe the contributions of ethnic groups (e.g., the Acadians) significant in Louisiana history?</li> <li>7. Can students explain cultural elements that have shaped Louisiana's heritage?</li> </ol> |
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<b>GLEs COVERED</b>	<b>CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)</b>	<b>SUGGESTED ACTIVITIES</b>	<b>TEXTBOOK ALIGNMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 (C)</li> <li><input type="checkbox"/> 11 (I)</li> <li><input type="checkbox"/> 64 (E)</li> <li><input type="checkbox"/> 65 (E)</li> <li><input type="checkbox"/> 74 (I)</li> <li><input type="checkbox"/> 81 (C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grand Derangement</li> <li><input type="checkbox"/> Acadiens</li> <li><input type="checkbox"/> Cajuns</li> <li><input type="checkbox"/> Jean Mouton</li> <li><input type="checkbox"/> Alexandre Mouton</li> <li><input type="checkbox"/> Jean Jacques Alfred Mouton</li> <li><input type="checkbox"/> Acadie</li> <li><input type="checkbox"/> Nova Scotia</li> <li><input type="checkbox"/> Treaty of St. Germain-en-Laye</li> <li><input type="checkbox"/> Gumbo</li> <li><input type="checkbox"/> Etouffee</li> <li><input type="checkbox"/> Jambalaya</li> <li><input type="checkbox"/> Bousillage</li> <li><input type="checkbox"/> Armand Broussard</li> <li><input type="checkbox"/> Baton Rouge</li> <li><input type="checkbox"/> New Orleans</li> <li><input type="checkbox"/> Vermillionville (Lafayette)</li> <li><input type="checkbox"/> Natchitoches</li> <li><input type="checkbox"/> Opelousas</li> </ul>	<p>Activity 1: GLE 3</p> <p>Activity 2: GLEs 11, 65, 74, 81</p> <p>Activity 3: GLEs 64, 65, 81</p> <p>*See additional resources on CD/Blackboard</p>	<p>Chapters 1 and 7</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a map of LA to plot settlement of the Acadians and include a chart of their contributions and legacies.</li> <li><input type="checkbox"/> Create a timeline of major events between 1600 and 1812 that are pertinent to the unit. One timeline should reflect events occurring in North America (Canada / British Colonies / United States) and the second timeline should denote events in LA (colony to statehood).</li> <li><input type="checkbox"/> Graphic organizers: Compare and contrast similarities between Acadians and British, Acadians and Spanish. Benefits and consequences of legislation on LA's Acadians.</li> </ul>

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**3<sup>RD</sup> AND 4<sup>TH</sup> SIX WEEKS**

**UNIT 6: THE EARLY AMERICAN ERA OF LOUISIANA**      **SUGGESTED TIME: FOUR WEEKS (JANUARY 4-26)**

**GUIDING QUESTIONS:**

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| <ol style="list-style-type: none"> <li>1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of LA?</li> <li>2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana?</li> <li>3. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in LA?</li> <li>4. Can students describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present?</li> <li>5. Can students characterize and analyze the use of productive resources in an economic system?</li> <li>6. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in LA?</li> <li>7. Can students explain reasons for trade between nations and the impact of international trade?</li> </ol> | <ol style="list-style-type: none"> <li>8. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?</li> <li>9. Can students construct a timeline of key events in Louisiana history?</li> <li>10. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?</li> <li>11. Can students propose and defend potential solutions to past and current issues in Louisiana?</li> <li>12. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?</li> <li>13. Can students describe leaders who were influential in Louisiana's development?</li> <li>14. Can students describe and explain the importance of major events and ideas in the development of LA?</li> <li>15. Can students describe the contributions of ethnic groups significant in Louisiana history?</li> <li>16. Can students trace and describe various governments in Louisiana's history?</li> <li>17. Can students explain how Louisiana's natural resources have shaped its history?</li> </ol> |
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GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)	SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES		
<input type="checkbox"/> 2 (E) <input type="checkbox"/> 9 (I) <input type="checkbox"/> 12 (E) <input type="checkbox"/> 13 (E) <input type="checkbox"/> 48 (C) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 57 (E) <input type="checkbox"/> 58 (E) <input type="checkbox"/> 62 (E) <input type="checkbox"/> 65 (E) <input type="checkbox"/> 66 (E) <input type="checkbox"/> 70 (E) <input type="checkbox"/> 72 (E) <input type="checkbox"/> 73 (E) <input type="checkbox"/> 76 (I) <input type="checkbox"/> 77 (I) <input type="checkbox"/> 78 (I) <input type="checkbox"/> 79 (E)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Louisiana Purchase  <input type="checkbox"/> Capitol  <input type="checkbox"/> Privateer  <input type="checkbox"/> Impressments  <input type="checkbox"/> Blockade  <input type="checkbox"/> Antebellum  <input type="checkbox"/> Immigrant  <input type="checkbox"/> Compromise  <input type="checkbox"/> Suffrage  <input type="checkbox"/> Depression  <input type="checkbox"/> Exports  <input type="checkbox"/> Factor  <input type="checkbox"/> Canal  <input type="checkbox"/> Internal improvements  <input type="checkbox"/> Manifest Destiny  <input type="checkbox"/> Compromise of 1820  <input type="checkbox"/> Napoleon  <input type="checkbox"/> General James Wilkinson  <input type="checkbox"/> William C.C. Claiborne  <input type="checkbox"/> Philemin Thomas  <input type="checkbox"/> Julien Poydras                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Nicholas Roosevelt  <input type="checkbox"/> Henry Miller Shreveport  <input type="checkbox"/> James Dakin  <input type="checkbox"/> Alexander Porter  <input type="checkbox"/> Eli Whitney  <input type="checkbox"/> Norbert Rilleaud  <input type="checkbox"/> Territory of Orleans  <input type="checkbox"/> Sabine Strip  <input type="checkbox"/> Barataria Bay  <input type="checkbox"/> Fort Jesup  <input type="checkbox"/> Many  <input type="checkbox"/> Shreveport  <input type="checkbox"/> Madisonville  <input type="checkbox"/> Donaldsonville  <input type="checkbox"/> Baton Rouge  <input type="checkbox"/> Andrew Jackson &amp; Battle of New Orleans  <input type="checkbox"/> Jean Lafitte  <input type="checkbox"/> Touissant L'Ouverture  <input type="checkbox"/> Eli Whitney  <input type="checkbox"/> Plantation economy  <input type="checkbox"/> Louisiana statehood                 </td> </tr> </table>	<input type="checkbox"/> Louisiana Purchase <input type="checkbox"/> Capitol <input type="checkbox"/> Privateer <input type="checkbox"/> Impressments <input type="checkbox"/> Blockade <input type="checkbox"/> Antebellum <input type="checkbox"/> Immigrant <input type="checkbox"/> Compromise <input type="checkbox"/> Suffrage <input type="checkbox"/> Depression <input type="checkbox"/> Exports <input type="checkbox"/> Factor <input type="checkbox"/> Canal <input type="checkbox"/> Internal improvements <input type="checkbox"/> Manifest Destiny <input type="checkbox"/> Compromise of 1820 <input type="checkbox"/> Napoleon <input type="checkbox"/> General James Wilkinson <input type="checkbox"/> William C.C. Claiborne <input type="checkbox"/> Philemin Thomas <input type="checkbox"/> Julien Poydras	<input type="checkbox"/> Nicholas Roosevelt <input type="checkbox"/> Henry Miller Shreveport <input type="checkbox"/> James Dakin <input type="checkbox"/> Alexander Porter <input type="checkbox"/> Eli Whitney <input type="checkbox"/> Norbert Rilleaud <input type="checkbox"/> Territory of Orleans <input type="checkbox"/> Sabine Strip <input type="checkbox"/> Barataria Bay <input type="checkbox"/> Fort Jesup <input type="checkbox"/> Many <input type="checkbox"/> Shreveport <input type="checkbox"/> Madisonville <input type="checkbox"/> Donaldsonville <input type="checkbox"/> Baton Rouge <input type="checkbox"/> Andrew Jackson & Battle of New Orleans <input type="checkbox"/> Jean Lafitte <input type="checkbox"/> Touissant L'Ouverture <input type="checkbox"/> Eli Whitney <input type="checkbox"/> Plantation economy <input type="checkbox"/> Louisiana statehood	Activity 1: GLEs 62, 73, 76  Activity 2: GLEs 58, 65, 66, 72, 73, 75, 78  Activity 3: GLEs 11, 12, 65, 70, 73, 74, 76, 81  Act. 4: GLEs 12, 66, 72, 73  Activity 5: GLEs 2, 6, 77, 78  Activity 6: GLEs 2, 62, 68, 69, 73, 77  Activity 7: GLEs 13, 15, 42, 48, 49, 51-53, 57, 58, 62, 69, 70, 75, 80  Activity 8: GLEs 70, 75, 81  Activity 9: GLEs 66, 72  Activity 10: GLEs 9, 13, 51, 57, 58, 79	Chapters 8 and 9	<input type="checkbox"/> Journal writing: William C. C. Claiborne, LA Purchase, statehood, states rights, governments: territorial, Republic of West Florida, statehood; War of 1812 / Battle of New Orleans, right of deposit, Napoleon, Haitian Revolt, Port of New Orleans, plantation economy, institution of slavery, and/or the unique social classes and contributions of African Americans in LA. <input type="checkbox"/> Timeline comparing major events in LA history with events in U.S. history and world history (i.e., LA Purchase, LA Statehood, Battle of New Orleans) <input type="checkbox"/> Graphic organizers for comparing and contrasting LA as a foreign colony and LA as a state (i.e., political, social)
<input type="checkbox"/> Louisiana Purchase <input type="checkbox"/> Capitol <input type="checkbox"/> Privateer <input type="checkbox"/> Impressments <input type="checkbox"/> Blockade <input type="checkbox"/> Antebellum <input type="checkbox"/> Immigrant <input type="checkbox"/> Compromise <input type="checkbox"/> Suffrage <input type="checkbox"/> Depression <input type="checkbox"/> Exports <input type="checkbox"/> Factor <input type="checkbox"/> Canal <input type="checkbox"/> Internal improvements <input type="checkbox"/> Manifest Destiny <input type="checkbox"/> Compromise of 1820 <input type="checkbox"/> Napoleon <input type="checkbox"/> General James Wilkinson <input type="checkbox"/> William C.C. Claiborne <input type="checkbox"/> Philemin Thomas <input type="checkbox"/> Julien Poydras	<input type="checkbox"/> Nicholas Roosevelt <input type="checkbox"/> Henry Miller Shreveport <input type="checkbox"/> James Dakin <input type="checkbox"/> Alexander Porter <input type="checkbox"/> Eli Whitney <input type="checkbox"/> Norbert Rilleaud <input type="checkbox"/> Territory of Orleans <input type="checkbox"/> Sabine Strip <input type="checkbox"/> Barataria Bay <input type="checkbox"/> Fort Jesup <input type="checkbox"/> Many <input type="checkbox"/> Shreveport <input type="checkbox"/> Madisonville <input type="checkbox"/> Donaldsonville <input type="checkbox"/> Baton Rouge <input type="checkbox"/> Andrew Jackson & Battle of New Orleans <input type="checkbox"/> Jean Lafitte <input type="checkbox"/> Touissant L'Ouverture <input type="checkbox"/> Eli Whitney <input type="checkbox"/> Plantation economy <input type="checkbox"/> Louisiana statehood					



**LOUISIANA HISTORY**  
**8<sup>TH</sup> GRADE**  
**CURRICULUM MAP 2011-2012**

**4<sup>TH</sup> AND 5<sup>TH</sup> SIX WEEKS**

**UNIT 7: CIVIL WAR AND RECONSTRUCTION**

**SUGGESTED TIME: FOUR WEEKS (JANUARY 27-FEBRUARY 29)**

**GUIDING QUESTIONS:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of LA?</li> <li>2. Can students describe ways in which location and physical features have influenced historical events in LA and the development of the state?</li> <li>3. Can students analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision?</li> </ol> | <ol style="list-style-type: none"> <li>4. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?</li> <li>5. Can students construct a timeline of key events in Louisiana history?</li> <li>6. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?</li> <li>7. Can students analyze how a given historical figure influenced or changed the course of LA's history?</li> <li>8. Can students propose and defend potential solutions to past and current issues in Louisiana?</li> <li>9. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?</li> </ol> |
|---|---|

GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)			SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 2 (E) <input type="checkbox"/> 6 (E) <input type="checkbox"/> 35 (E) <input type="checkbox"/> 42 (E) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 52 (E) <input type="checkbox"/> 58 (E) <input type="checkbox"/> 62 (E) <input type="checkbox"/> 64 (E) <input type="checkbox"/> 65 (E) <input type="checkbox"/> 66 (E) <input type="checkbox"/> 69 (C) <input type="checkbox"/> 70 (E) <input type="checkbox"/> 72 (E) <input type="checkbox"/> 73 (I) <input type="checkbox"/> 75 (I) <input type="checkbox"/> 76 (I) <input type="checkbox"/> 77 (I) <input type="checkbox"/> 78 (I)	<input type="checkbox"/> States rights <input type="checkbox"/> Missouri Compromise <input type="checkbox"/> Compromise of 1850 <input type="checkbox"/> Abolitionists <input type="checkbox"/> Election of 1860 <input type="checkbox"/> Secession <input type="checkbox"/> Propaganda <input type="checkbox"/> Confederate States of America <input type="checkbox"/> Enlist and Conscription <input type="checkbox"/> Campaign <input type="checkbox"/> Bailey's Dam <input type="checkbox"/> Guerilla <input type="checkbox"/> Confiscation Act <input type="checkbox"/> Emancipation Proclamation <input type="checkbox"/> Gettysburg Address <input type="checkbox"/> 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> , Amendments <input type="checkbox"/> Freedmen <input type="checkbox"/> Reconstruction <input type="checkbox"/> Radicals and Unionists <input type="checkbox"/> Black Code <input type="checkbox"/> Contract <input type="checkbox"/> Freedmen's Bureau	<input type="checkbox"/> Carpetbagger <input type="checkbox"/> Sharecropping <input type="checkbox"/> Credit <input type="checkbox"/> Abraham Lincoln <input type="checkbox"/> Anaconda Plan <input type="checkbox"/> PGT Beauregard <input type="checkbox"/> David Farragut <input type="checkbox"/> Benjamin Butler <input type="checkbox"/> Ulysses S. Grant <input type="checkbox"/> Nathaniel Banks <input type="checkbox"/> Henry Watkins Allen <input type="checkbox"/> George McClellan <input type="checkbox"/> Jean J. Alfred Mouton <input type="checkbox"/> Alexandre Mouton <input type="checkbox"/> Andrew Johnson <input type="checkbox"/> James Madison Wells <input type="checkbox"/> Henry Clay Warmouth <input type="checkbox"/> Oscar J. Dunn <input type="checkbox"/> William P. Kellogg <input type="checkbox"/> PBS Pinchback <input type="checkbox"/> William T. Sherman <input type="checkbox"/> John Wilkes Booth <input type="checkbox"/> Jefferson Davis <input type="checkbox"/> Robert E. Lee <input type="checkbox"/> Ft. Jackson/Ft. St. Philip	<input type="checkbox"/> Scorched earth/total war <input type="checkbox"/> Port Hudson <input type="checkbox"/> Mansfield <input type="checkbox"/> New Orleans <input type="checkbox"/> Lafayette/Pinhook Bridge <input type="checkbox"/> Grant & Red River Parish <input type="checkbox"/> Colfax <input type="checkbox"/> Lincoln, Johnson, Radical, Military plans of Reconstruction	Activity 1: GLEs 62, 63, 77  Activity 2: GLEs 2, 6, 78  Activity 3: GLEs 13, 42, 51, 52, 58, 60, 79  Activity 4: GLEs 66, 70, 73, 77  Activity 5: GLEs 64, 65, 69, 73, 77  Activity 6: GLEs 65, 66, 72, 73, 76  Activity 7: GLEs 64, 65, 69, 73, 76  Activity 8: GLEs 70, 72, 74-77  Activity 9: GLEs 65, 75	Chapters 10 and 11	<input type="checkbox"/> Create a timeline from this era in history comparing LA historical events and US historical events. <input type="checkbox"/> Have students write journal entries with the following topics: political differences between North and South, LA secession, New Orleans during Union occupation, Civil Rights Act, Freedmen's Bureau Act, 13 <sup>th</sup> -15 <sup>th</sup> Amendment, war's effect on LA, and Reconstruction. <input type="checkbox"/> Create graphic organizers: debate over secession, occupation resulting in two state governments, relocating state capitals, key Louisiana battles; reconstruction plans: Lincoln's Ten Percent Plan, Johnson's Plan, Military Reconstruction.

**LOUISIANA HISTORY**

**8<sup>TH</sup> GRADE**

**CURRICULUM MAP 2011-2012**

**5<sup>TH</sup> SIX WEEKS**

<b>UNIT 8: TRANSITIONS TO THE TWENTIETH CENTURY</b>	<b>SUGGESTED TIME: THREE WEEKS (MARCH 1-MARCH 23)</b>
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<p><b>GUIDING QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can students locate major landforms and geographic features, places, and bodies of water/waterways on a map of LA?</li> <li>2. Can students describe ways in which location and physical features have influenced historical events in LA and the development of the state?</li> <li>3. Can students explain how or why specific regions are changing as a result of physical phenomena? Can students identify and describe factors that cause a Louisiana region to change?</li> <li>4. Can students analyze the benefits and challenges of the LA physical environment on its inhabitants?</li> <li>5. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?</li> <li>6. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?</li> </ol>	<ol style="list-style-type: none"> <li>7. Can students construct a timeline of key events in LA history and interpret data presented in a timeline that correlates LA, U.S., and world history?</li> <li>8. Can students compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic concepts?</li> <li>9. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?</li> <li>10. Can students analyze how a given historical figure influenced or changed the course of LA's history?</li> <li>11. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?</li> <li>12. Can students describe leaders who were influential in Louisiana's development?</li> <li>13. Can students describe and explain the importance of major events and ideas in the development of LA?</li> <li>14. Can students trace and describe various governments in Louisiana's history?</li> <li>15. Can students describe major conflicts in the context of Louisiana history?</li> <li>16. Can students explain how Louisiana's natural resources have shaped its history?</li> </ol>
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<b>GLEs COVERED</b>	<b>CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)</b>		<b>SUGGESTED ACTIVITIES</b>	<b>TEXTBOOK ALIGNMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<input type="checkbox"/> 2 (E) <input type="checkbox"/> 6 (E) <input type="checkbox"/> 7 (C) <input type="checkbox"/> 8 (I) <input type="checkbox"/> 9 (I) <input type="checkbox"/> 14 (I) <input type="checkbox"/> 15 (I) <input type="checkbox"/> 27 (I) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 52 (E) <input type="checkbox"/> 58 (E) <input type="checkbox"/> 62 (E) <input type="checkbox"/> 64 (E) <input type="checkbox"/> 65 (E) <input type="checkbox"/> 66 (E) <input type="checkbox"/> 70 (E) <input type="checkbox"/> 72 (E) <input type="checkbox"/> 73 (I) <input type="checkbox"/> 75 (I) <input type="checkbox"/> 76 (I) <input type="checkbox"/> 77 (I) <input type="checkbox"/> 78 (I) <input type="checkbox"/> 79 (E)	<input type="checkbox"/> Bourbons <input type="checkbox"/> Reactionary <input type="checkbox"/> Louisiana Lottery Company <input type="checkbox"/> Farmers' Union <input type="checkbox"/> Populists <input type="checkbox"/> Fusion Movement <input type="checkbox"/> Disenfranchise <input type="checkbox"/> Grandfather clause <input type="checkbox"/> Segregation <input type="checkbox"/> Jim Crow Laws <input type="checkbox"/> Separate-but-equal <input type="checkbox"/> Convict lease system <input type="checkbox"/> Progressive Movement <input type="checkbox"/> Workers' Compensation <input type="checkbox"/> Prohibition <input type="checkbox"/> Women's Christian Temperance Union <input type="checkbox"/> KKK <input type="checkbox"/> Public Service Commission <input type="checkbox"/> 18 <sup>th</sup> and 19 <sup>th</sup> Amendments <input type="checkbox"/> Women's suffrage <input type="checkbox"/> Flood of 1927	<input type="checkbox"/> Impeachment <input type="checkbox"/> Censor <input type="checkbox"/> Share Our Wealth Program <input type="checkbox"/> Great Depression <input type="checkbox"/> Civilian Conservation Corps <input type="checkbox"/> Works Progress Administration <input type="checkbox"/> Francis T. Nicholls <input type="checkbox"/> EA Burke <input type="checkbox"/> Homer Plessy <input type="checkbox"/> Huey Long <input type="checkbox"/> Earl Long <input type="checkbox"/> Alvin O. King <input type="checkbox"/> OK Allen <input type="checkbox"/> Dr. Carl Weiss <input type="checkbox"/> Richard Leche <input type="checkbox"/> Franklin D. Roosevelt <input type="checkbox"/> Herbert Hoover <input type="checkbox"/> Thibodaux <input type="checkbox"/> Ruston <input type="checkbox"/> Winn Parish	Act. 1: GLEs 65, 66, 72, 76, 77  Activity 2: GLEs 32, 40, 62-66, 69, 73, 75  Activity 3: GLEs 27, 33, 55, 58, 67, 68  Act 4: GLEs 51, 52, 65  Activity 5: GLEs 9, 16, 58, 62, 63, 79  Activity 6: GLEs 62, 66, 70, 72, 76  Activity 7: GLEs 9, 64  Act 8: GLEs 30, 70, 77  Activity 9: GLEs 63-68, 72, 73, 76  Activity 10: GLEs 2, 6, 7, 8, 14, 15, 58, 62, 64, 65, 70, 73, 78  Activity 11: GLEs 2, 6, 7, 8, 14, 15, 17, 64, 69, 78  Act 12: GLE 27, 58, 65, 73	Chapters 12 and 13	<input type="checkbox"/> Create a timeline from this era in history comparing LA historical events and US historical events. <input type="checkbox"/> Journaling: The Bourbons and the LA Lottery, The Struggle for Civil Rights, Agriculture, Industrial Progress, Healthcare Progress, Huey Long, Flood of 1927, the new LA State Capitol. <input type="checkbox"/> Create graphic organizers on inconveniences of life in rural LA, Huey Long's political achievements, the effects of the Flood of 1927 on LA's economy, channeling the Mississippi River through New Orleans, the effects of the Great Depression and the New Deal in LA.



**LOUISIANA HISTORY**  
**8<sup>TH</sup> GRADE**  
**CURRICULUM MAP 2011-2012**

**5<sup>TH</sup> AND 6<sup>TH</sup> SIX WEEKS**

**UNIT 9: ERAS OF WORLD WAR II AND CIVIL RIGHTS**

**SUGGESTED TIME: FOUR WEEKS (MARCH 26-APRIL 26)**

**GUIDING QUESTIONS:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Can students describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state?</li> <li>2. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?</li> <li>3. Can students trace the state's economic development and growth toward economic diversity?</li> <li>4. Can students describe factors that contribute to economic interdependence at the local, national, and global level as related to Louisiana's past and present?</li> <li>5. Can students analyze the distribution and uses of Louisiana's natural resources?</li> <li>6. Can students explain why taxes are needed and purposes for which tax monies/revenues are used?</li> <li>7. Can students describe various peaceful ways of resolving political or social conflicts, including majority vote vs. consensus?</li> <li>8. Can students analyze how the democratic process has been used to institute change in Louisiana?</li> <li>9. Can students identify individual rights guaranteed in the Louisiana Constitution?</li> <li>10. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?</li> </ol> | <ol style="list-style-type: none"> <li>11. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?</li> <li>12. Can students construct a timeline of key events in Louisiana history?</li> <li>13. Can students interpret data presented in a timeline correlating LA, U.S., and world history?</li> <li>14. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?</li> <li>15. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?</li> <li>16. Can students analyze given source material to identify opinion, propaganda, or bias?</li> <li>17. Can students interpret a political cartoon?</li> <li>18. Can students conduct historical research using a variety of resources and evaluate those resources to answer historical questions related to Louisiana history?</li> <li>19. Can students describe leaders who were influential in Louisiana's development?</li> <li>20. Can students describe and explain the importance of major events and ideas in the development of LA?</li> <li>21. Can students trace and describe various governments in Louisiana's history?</li> <li>22. Can students describe major conflicts in the context of Louisiana history?</li> <li>23. Can students explain how Louisiana's natural resources have shaped its history?</li> </ol> |
|---|---|

GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)				SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li><input type="checkbox"/> 6 (E)</li> <li><input type="checkbox"/> 9 (I)</li> <li><input type="checkbox"/> 13 (E)</li> <li><input type="checkbox"/> 16 (E)</li> <li><input type="checkbox"/> 19 (E)</li> <li><input type="checkbox"/> 28 (E)</li> <li><input type="checkbox"/> 32 (I)</li> <li><input type="checkbox"/> 33 (E)</li> <li><input type="checkbox"/> 39 (E)</li> <li><input type="checkbox"/> 45 (E)</li> <li><input type="checkbox"/> 51 (E)</li> <li><input type="checkbox"/> 53 (I)</li> <li><input type="checkbox"/> 58 (E)</li> <li><input type="checkbox"/> 62 (E)</li> <li><input type="checkbox"/> 63 (C)</li> <li><input type="checkbox"/> 64 (E)</li> <li><input type="checkbox"/> 65 (E)</li> <li><input type="checkbox"/> 66 (E)</li> <li><input type="checkbox"/> 67 (I)</li> <li><input type="checkbox"/> 68 (E)</li> <li><input type="checkbox"/> 69 (C)</li> <li><input type="checkbox"/> 70 (E)</li> <li><input type="checkbox"/> 72 (E)</li> <li><input type="checkbox"/> 73 (I)</li> <li><input type="checkbox"/> 76 (I)</li> <li><input type="checkbox"/> 77 (I)</li> <li><input type="checkbox"/> 78 (I), 79 (E)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ration</li> <li><input type="checkbox"/> Victory garden</li> <li><input type="checkbox"/> USO</li> <li><input type="checkbox"/> Civil service system</li> <li><input type="checkbox"/> Right-to-work law</li> <li><input type="checkbox"/> Cold War</li> <li><input type="checkbox"/> <i>Brown v. Bd. of Ed. Of Topeka</i></li> <li><input type="checkbox"/> Boycott</li> <li><input type="checkbox"/> Citizen's Council</li> <li><input type="checkbox"/> Propaganda</li> <li><input type="checkbox"/> NAACP</li> <li><input type="checkbox"/> Sit-in</li> <li><input type="checkbox"/> Civil Rights Act of 1964</li> <li><input type="checkbox"/> Voting Rights Act</li> <li><input type="checkbox"/> Code of ethics</li> <li><input type="checkbox"/> Sunshine Law</li> <li><input type="checkbox"/> Interstate highway system</li> <li><input type="checkbox"/> Suburbs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Busing</li> <li><input type="checkbox"/> Claire Lee Chenault</li> <li><input type="checkbox"/> Sam Jones</li> <li><input type="checkbox"/> Jimmie Davis</li> <li><input type="checkbox"/> Earl Long</li> <li><input type="checkbox"/> Robert McKennon</li> <li><input type="checkbox"/> Andrew Higgins</li> <li><input type="checkbox"/> Dwight D. Eisenhower</li> <li><input type="checkbox"/> FD Roosevelt</li> <li><input type="checkbox"/> Harry S. Truman</li> <li><input type="checkbox"/> Adolf Hitler</li> <li><input type="checkbox"/> Benito Mussolini</li> <li><input type="checkbox"/> Joseph Stalin</li> <li><input type="checkbox"/> Winston Churchill</li> <li><input type="checkbox"/> Emperor Hirohito</li> <li><input type="checkbox"/> Ruby Bridges</li> <li><input type="checkbox"/> AP Turead</li> <li><input type="checkbox"/> John McKeithen</li> <li><input type="checkbox"/> Edwin Edwards</li> <li><input type="checkbox"/> Ernest Morial</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lindy Boggs</li> <li><input type="checkbox"/> John F. Kennedy</li> <li><input type="checkbox"/> Lyndon B. Johnson</li> <li><input type="checkbox"/> MLK, Jr.</li> <li><input type="checkbox"/> DeSoto Parish</li> <li><input type="checkbox"/> Vernon Parish</li> <li><input type="checkbox"/> Pearl Harbor</li> <li><input type="checkbox"/> DeRidder</li> <li><input type="checkbox"/> Iwo Jima</li> <li><input type="checkbox"/> Hawaii</li> <li><input type="checkbox"/> Guadalcanal</li> <li><input type="checkbox"/> Hiroshima/Nagasaki</li> <li><input type="checkbox"/> Midway</li> <li><input type="checkbox"/> Normandy</li> <li><input type="checkbox"/> Sunshine Bridge</li> <li><input type="checkbox"/> Fort Polk</li> </ul>	<p>Activity 1: GLE 6, 9, 16, 45, 53, 58, 62, 65, 66, 70, 73, 78</p> <p>Activity 2: GLE 62, 63, 66, 70, 72, 73, 76</p> <p>Activity 3: 13, 16, 48, 53, 58, 79</p> <p>Activity 4: GLE 64</p> <p>Activity 5: GLE 33, 40, 41, 70, 73, 77</p> <p>Activity 6: GLE 18, 19, 32, 39, 63, 64, 76</p> <p>Activity 7: GLE 28, 42, 44, 51, 67-69, 80</p> <p>Activity 8: GLE 10, 58, 64, 69, 80</p>	<p>Chapters 14 and 15</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Journal writing: LA war maneuvers, army bases in LA, production of the Higgins boat, WWII shipbuilding in LA, Dwight Eisenhower, George Patton, Major General Claire Lee Chennault, Superdome construction, LA civil rights</li> <li><input type="checkbox"/> Timeline comparing major events in LA history with events in US history and world history (LA governors 1926-1972, LA Constitutions).</li> <li><input type="checkbox"/> Graphic organizers: compare major precedents set by Supreme Court decisions on Plessy and Brown, major changes to 1974 LA Constitution.</li> <li><input type="checkbox"/> Maps: LA military bases, distribution of petroleum in LA, LA's natural resources 1900's-1970's.</li> </ul>	

**LOUISIANA HISTORY**  
**8<sup>TH</sup> GRADE**  
**CURRICULUM MAP 2011-2012**

**6<sup>TH</sup> SIX WEEKS**

**UNIT 10: LOUISIANA ENDS THE TWENTIETH CENTURY AND ENTERS THE TWENTY-FIRST**

**SUGGESTED TIME: THREE WEEKS (MAY 1-END OF YEAR)**

**GUIDING QUESTIONS:**

1. Can students explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in Louisiana?
2. Can students analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life?
3. Can students analyze the benefits and challenges of the LA physical environments on its inhabitants?
4. Can students analyze the distribution and uses of Louisiana's natural resources?
5. Can students identify a contemporary Louisiana geographic issue and research possible solutions?
6. Can students evaluate a type of tax in a historical context?
7. Can students explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana?
8. Can students explain how U.S. foreign policy has affected Louisiana?

9. Can students explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues?
10. Can students use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana?
11. Can students explain how supply and demand affect prices?
12. Can students describe historic and economic factors influencing the economic growth, interdependence and development of Louisiana and the nation?
13. Can students construct a timeline of key events in Louisiana history?
14. Can students analyze how a given historical figure influenced or changed the course of Louisiana's history?
15. Can students describe leaders who were influential in Louisiana's development?
16. Can students explain how Louisiana's natural resources have shaped its history?
17. Can students trace the state's economic development and growth toward economic diversity?

GLEs COVERED	CONTENT (MAJOR CONCEPTS, FIGURES, AND EVENTS)	SUGGESTED ACTIVITIES	TEXTBOOK ALIGNMENT	ASSESSMENT STRATEGIES
<input type="checkbox"/> 9 (I) <input type="checkbox"/> 14 (I) <input type="checkbox"/> 15 (I) <input type="checkbox"/> 16 (E) <input type="checkbox"/> 17 (I) <input type="checkbox"/> 30 (I) <input type="checkbox"/> 37 (I) <input type="checkbox"/> 38 (E) <input type="checkbox"/> 41 (I) <input type="checkbox"/> 51 (E) <input type="checkbox"/> 52 (E) <input type="checkbox"/> 57 (E) <input type="checkbox"/> 58 (E) <input type="checkbox"/> 62 (E) <input type="checkbox"/> 66 (E) <input type="checkbox"/> 72 (E) <input type="checkbox"/> 74 (I) <input type="checkbox"/> 75 (I) <input type="checkbox"/> 79 (E) <input type="checkbox"/> 80 (I) <input type="checkbox"/> 81 (C)	<input type="checkbox"/> Recession <input type="checkbox"/> OPEC <input type="checkbox"/> Medicaid <input type="checkbox"/> Medicare <input type="checkbox"/> TOPS <input type="checkbox"/> Gaming <input type="checkbox"/> Bankruptcy <input type="checkbox"/> EPA <input type="checkbox"/> Dept. of Environment Quality <input type="checkbox"/> FEMA <input type="checkbox"/> Dept. of Homeland Security <input type="checkbox"/> Terrorists <input type="checkbox"/> David Treen <input type="checkbox"/> Russell Long <input type="checkbox"/> John Breaux <input type="checkbox"/> Mary Landrieu <input type="checkbox"/> Charles "Buddy" Roemer <input type="checkbox"/> Murphy "Mike" Foster <input type="checkbox"/> Cleo Fields <input type="checkbox"/> Bobby Jindal	<input type="checkbox"/> Kathleen Babineaux Blanco <input type="checkbox"/> George W. Bush <input type="checkbox"/> Rudolph Gulliani <input type="checkbox"/> Bill Clinton <input type="checkbox"/> Osama bin Laden <input type="checkbox"/> David Vitter <input type="checkbox"/> Buddy Roemer <input type="checkbox"/> Edwin Edwards <input type="checkbox"/> Versailles <input type="checkbox"/> New York City <input type="checkbox"/> September 11, 2001 <input type="checkbox"/> Pentagon <input type="checkbox"/> Afghanistan <input type="checkbox"/> Iraq <input type="checkbox"/> Saddam Hussein <input type="checkbox"/> Kenner <input type="checkbox"/> New Orleans <input type="checkbox"/> Cameron <input type="checkbox"/> World's Fair	Activity 1: GLEs 30, 37, 38, 51, 52, 57, 62, 63, 65, 79  Activity 2: GLEs 64, 69, 80  Activity 3: GLEs 7, 9, 14, 17, 53, 58, 67  Activity 4: GLEs 41, 66, 68, 72  Activity 5: GLEs 10, 13, 24, 27, 55, 59, 66, 73  Activity 6: GLEs 15, 16  Activity 7: GLEs 11, 12, 45, 48, 51, 54, 58, 74, 75, 81	Chapter 16  <input type="checkbox"/> Journaling: LA oil industry, economic impact of Mardi Gras, LA festivals. <input type="checkbox"/> Timeline comparing major events in LA history with events in US history and world history (LA political leaders, economic timeline from 1970-to the present time on the rise & fall of oil prices). <input type="checkbox"/> Graphic organizers: Create a cause and effect graphic on LA's economy, create a chart of current government leaders at local, state, and national levels, to compare traits of immigrants between 1700-1800, 1800-1900, and 1900-2000.

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## **RESOURCES**

### **General Resources**

#### Websites

- <http://www.louisianahistory.org> (Clips, lesson resources, and viewing guides for documentary, "Louisiana: A History")
- <http://www.discoveryeducation.com> (Video, lessons, activities, etc.)
- <http://www.prometheanplanet.com> (Promethean Board activities)
- <http://www.historyteacher.net> (Lessons, activities, etc.)
- <http://teachertube.com> (Video clips)
- <http://www.tolerance.org> (Free resources, lesson plans, DVD's, etc.)
- <http://www.charliefrench.com> (LEAP preparation)

### **Unit 1: Louisiana's Physical and Cultural Geography**

#### Websites

- <http://www.netstate.com> (State Information)
- <http://www.enchantedlearning.com> (Geography Lessons)
- <http://www.paulblankenship.com> (Geography Lessons)
- <http://www.kidport.com/reflib/Usageography/facts/Louisiana.htm> (Louisiana geography facts)
- <http://www.onlineatlas.us/la/htm> (Louisiana atlas)

### **Unit 2: Economics of Louisiana**

#### Websites

- <http://www.en.wikipedia.org/wiki/Economics> (Economics information)
- <http://www.mcwdn.org/ECONOMICS/CapSoc.html> (Capitalism and Socialism information)
- <http://www.economist.com> (Economist Magazine)
- <http://www.econlib.org> (Economics Database)
- <http://www.federalreserveeducation.org> (Interactive games, free resources, pamphlets, bookmarks, etc.)

### **Unit 3: Louisiana's Government**

#### Websites

- <http://www.louisiana.gov> (Louisiana information)
- [http://www.statelocalgov.net/state\\_la.cfm](http://www.statelocalgov.net/state_la.cfm) (State and local government information)
- <http://www.govspot.com/state/la.htm> (Louisiana government information)
- <http://www.lib.lsu.edu/govdocs/index.html> (Louisiana government document database by LSU)
- <http://www.iberiaparishgovernment.com> (Iberia Parish government information)
- <http://www.lafayettela.gov> (Lafayette Consolidated Government)
- <http://www.scottlouisiana.org> (Scott, LA, government information)
- [http://en.wikipedia.org/wiki/Broussard\\_Louisiana](http://en.wikipedia.org/wiki/Broussard_Louisiana) (Broussard, LA, government information)
- <http://www.carencro.org> (Carencro, LA, government information)

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- <http://ourcourts.org> (Focus on civics: interactive games, lesson plans)
- **Unit 4: Early Peoples of Louisiana and a Meeting of Different Worlds**
  - Websites
    - <http://www.native-languages.org/louisiana.htm> (Tribe data)
    - <http://www.thecajuns.com/tribe.htm> (Tribe database)
    - <http://www.louisiana101.com/ideasnatam.html> (Native American lesson plans)
    - <http://theusgenweb.org/la/colonial/native.html> (Colonial database)
    - <http://www.crt.state.la.us/parks/ipvertypt.aspx> (Maps, links to an archaeological video)
    - <http://www.native-languages.org/louisiana.htm> (Louisiana tribal maps)
    - <http://www.lpb.org/programs/povertypoint/index.htm> (Poverty Point resources)
- **Unit 5: The Acadian Odyssey**
  - Websites
    - <http://www.acadian-cajun.com> (Acadians database)
    - <http://www.acadianmemorial.org> (Acadian Memorial website)
    - <http://www.acadiansingray.com> (Acadians during the Civil War)
    - <http://www.acadian.org/history.html> (Acadians database)
    - <http://thecajuns.com> (Cajun genealogy, history, and culture)
- **Unit 6: The Early American Era of Louisiana**
  - Websites
    - <http://www.earlyamerica.com> (Colonial America)
    - <http://www.americanjourneys.org> (Eyewitness accounts of early American explorations)
    - <http://www.2020site.org/americanavern/puritan.html> (History of early American taverns)
- **Unit 7: Civil War and Reconstruction**
  - Websites
    - <http://www.civilwar.com> (Civil War)
    - <http://www.civil-war.net> (Civil War)
    - <http://www.historyplace.com/civilwar/index.html> (Civil War timeline and photos)
    - <http://www.americancivilwar.com> (Civil War database)
    - <http://www.digitalhistory.uh.edu/reconstruction/index.html> (Reconstruction database)
    - <http://www.teacheroz.com/reconstruction.htm> (Reconstruction documents database)
    - <http://lsm.crt.state.la.us/cabildo/cab10htm> (Various Louisiana primary sources)
- **Unit 8: Transitions to the Twentieth Century**
  - Websites
    - <http://enlou.com/time/timelineindex.htm> (Encyclopedia Louisiana)
    - <http://en.wikipedia.org/wiki/20th-century> (20th century information)
    - [http://avalon.law.yale.edu/subject\\_menus/20th.asp](http://avalon.law.yale.edu/subject_menus/20th.asp) (Avalon Project: 20th century documents database)

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- <http://www.eyewitnesstohistory.com> (Eye witness events in history from the ancient world through the 20<sup>th</sup> century)
- **Unit 9: Eras of World War II and Civil Rights**
  - Websites
    - <http://www.worldwar-2.net> (WWII)
    - <http://www.historyplace.com/worldwar2> (WWII)
    - <http://www.ibiblio.org/pha> (WWII resources)
    - [http://en.wikipedia.org/wiki/Civil\\_rights\\_movement](http://en.wikipedia.org/wiki/Civil_rights_movement) (Civil Rights Movement)
    - <http://www.crmvet.org> (Civil Rights Movement)
    - <http://www.voicesofcivilrights.org> (Personal accounts from the Civil Rights Movement)
    - <http://ddaymuseum.org> (Lesson plans, video clips, etc.)
    - <http://oralhistory.blogs.lsu.edu/2009/12/22/when-boys-began-to-leave-louisiana-recalls-wwii> (Louisiana Recalling WWII-Audio excerpts, photographs)
    - [http://rights.teachingmatters.org/files/images/african/1965\\_test.html](http://rights.teachingmatters.org/files/images/african/1965_test.html) (a copy of a literacy test used for voting)
    - <http://www.npr.org/templates/story/story.php?storyId=1304163> (Radio news report on the Baton Rouge Bus Boycott)
    - [http://pbs.org/wnet/aaworld/history/spotlight\\_september.html](http://pbs.org/wnet/aaworld/history/spotlight_september.html) (History: My Story: Ruby Bridges)
    - [http://www.nrm.org/pdfs/teacher\\_resource.pdf](http://www.nrm.org/pdfs/teacher_resource.pdf) (Lesson plan for the Norman Rockwell painting of Ruby Bridges, "The Problem We All Live With")
    - [http://www.anglonauts.com/voc\\_race/voc\\_race\\_1/voc\\_racism\\_bridges\\_ruby\\_il\\_tomato.jpg](http://www.anglonauts.com/voc_race/voc_race_1/voc_racism_bridges_ruby_il_tomato.jpg) ("The Problem We All Live With" painting/image)
    - [http://pbs.org/wnet/jimcrow/stories\\_events\\_plessy.html](http://pbs.org/wnet/jimcrow/stories_events_plessy.html) (Plessy vs. Ferguson)
- **Unit 10: Louisiana Ends the Twentieth Century and Enters the Twenty-First**
  - Websites
    - <http://www.rev.state.la.us> (Louisiana Department of Revenue)
    - <http://www.lmoga.com/history.htm> (History of LA Oil and Gas Industry)
    - <http://www.leeric.lsu.edu/le/cover/lead054.htm> (Louisiana's superport)
    - <http://www.enlou.com/time/timelineindex.htm> (Louisiana timeline)
    - <http://www.lded.state.la.us> (Louisiana Economic Development)
    - <http://www.deq.louisiana.gov/portal> (Department of Environmental Quality)
    - <http://www.discoverneworleans.com/maps/louisiana.html> (Map of Louisiana with major cities)
    - <http://www.enlou.com/people/peopleindex.htm> (Louisiana people)
    - <http://www.lagape.com/crt> (Louisiana Tourism Information)
    - <http://www.crt.state.la.us/crt/parks/default.htm> (Louisiana Office of State Parks)
    - <http://www.louisianatravel.com> (Louisiana Travel)
    - [http://www.louisianavoices.org/edu\\_home.html](http://www.louisianavoices.org/edu_home.html) (Louisiana Voices Folklife in Education Program)
    - <http://ism.crt.state.la.us/cabildo/cab.htm> (Antebellum Louisiana: Immigration)
    - <http://www.louisianalife.com> (Louisiana Life Magazine)
    - [http://en.wikipedia.org/wiki/List\\_of\\_festivals\\_in\\_Louisiana](http://en.wikipedia.org/wiki/List_of_festivals_in_Louisiana) (List of Louisiana festivals)
    - <http://www.louisianatravel.com/search/search.cfm?subcat=7> (List of Louisiana festivals)

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**MISCELLANEOUS INSTRUCTIONAL OBLIGATIONS**

CONSTITUTION DAY

Principals/Assistant Principals,

Please assist in communicating to all social studies teachers at all grade levels the importance of recognizing the anniversary of the ratification of the United States Constitution, which is celebrated on September 17<sup>th</sup>. The list below contains a number of useful resources.

Teachers,

Please use this opportunity to celebrate the ratification of our Constitution with your students. Listed below are a few websites that can be used to pull activities for all grade levels. There are many additional websites with activities available.

1. <http://www.constitutionday.cc/> (Constitution Day)
2. [http://www.constitutioncenter.org/ncc\\_progs\\_Constitution\\_Day.aspx](http://www.constitutioncenter.org/ncc_progs_Constitution_Day.aspx) (National Constitution Center)
3. <http://www.billofrightsintstitute.org/page.aspx?pid=593> (Bill of Rights Institute)
4. <http://www.theteacherscorner.net/seasonal/constitution/index.php> (Teachers' Corner)
5. <http://www.archives.gov/fed-employees/constitution-day.html> (National Archives)
6. <http://new.civiced.org/resources/curriculum/constitution-day-and-citizenship-day> (Center for Civic Education)
7. [http://teacher.scholastic.com/scholasticnews/indepth/constitution\\_day/constitution\\_day/index.asp?article=benfranklin](http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/constitution_day/index.asp?article=benfranklin) (Scholastic News)

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In addition, please use the information for the Louisiana bicentennial.

<http://www.louisianabicentennial2012.com/>