Louisiana
Our History, Our Home

Presentations, Quick Notes & Internet Activities
TEACHER'S GUIDE

Louisiana: Our History, Our Home
Presentations, Quick Notes & Internet Activities

Introduction

Welcome to *Louisiana: Our History, Our Home: Presentations & Internet Activities Teacher's Guide*. Clairmont Press is pleased to provide these PowerPoint presentations, the companion Quick Notes, and Internet-based instructional activities to inspire and engage your students.

Presentations & Quick Notes

Presentations were created using Microsoft PowerPoint. The presentations may be used as created, or they may be saved and then adapted by teachers for their specific classroom needs. Teachers will need a computer with appropriate software, a classroom projection system, and a projection screen or interactive whiteboard to use the presentations with their students. Internet access is required to use the embedded hyperlinks.
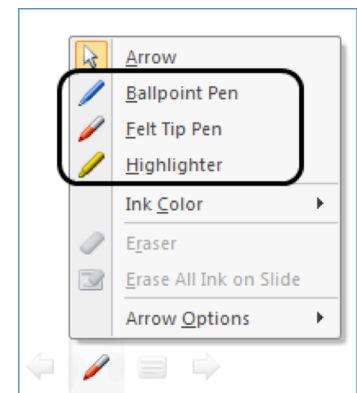
The slides of each presentation have concise bullet-point summaries of each section of every chapter in the text. These points may be used to focus lectures, class discussions, and reading summaries. Current research on multimedia learning suggests that students' learning is increased when presentations have content tightly connected to learning expectations. To that end, these presentations limit changes in background, transitions, animation, and colors that might distract learners.
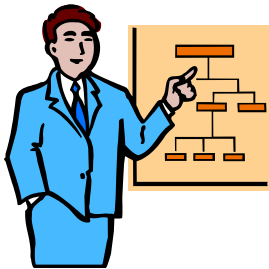
Graphics that are included have direct connections to the students' text so that a teacher may help students better understand complex charts, diagrams, or maps. Hyperlinks are included which allow a teacher to enrich the classroom experience with carefully selected Internet-based resources.

Teachers are encouraged to use the *annotation tools* while presenting to students to highlight important material in much the same way that they would use special pens on transparencies for an overhead projector. Tools may be accessed during a presentation by moving the mouse pointer to the bottom left corner of the viewing area. The user must click the annotations tool (pen) and then select one of the tools, ink color, etc. When exiting the presentation, the user will be asked whether to remove or save the annotations made during the lesson.

ABOVE: Annotation tools available while viewing a presentation in Microsoft PowerPoint 2010.

A companion to the presentations is the **Quick Notes**. They were created from the presentations and may be used in a variety of ways.

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Research suggests that the instructional power of note-taking increases when students have access to teacher's notes *as well as their own*. By using the Quick Notes, teachers can put a lecture outline in the students' hands along with spaces for notes. These Quick Notes may be used throughout a unit of study, as a preview of material, or a summary and study tool.

Students with an auditory learning style or who have trouble reading the text may find it useful to listen to the audio version of the text while using the Quick Notes to identify important material. The audio text is available on the TeacherTech resources and the textbook website.

Note that due to space limitations, certain slides from the presentations are omitted from the Quick Notes.

Online assistance is available from many sources for teachers who want to improve their proficiency using PowerPoint. A good place to start is the Microsoft website. Use this link to begin improving your skills: Introduction to PowerPoint. Take your presentation skills up a level by finding solutions to specific needs and different versions and platforms of PowerPoint by clicking here.

To learn more about teaching with multimedia, begin with the following sources:

- Kosslyn, S. M. (2007). *Clear And To The Point: 8 Psychological Principles For Compelling PowerPoint Presentations*. New York: Oxford University Press.

- *Now That I Know PowerPoint, How Can I Use It to Teach?* available for download at http://netsquirrel.com/powerpoint/powerpoint/how_do_i_use_powerpoint_to_teach.zip.

- *The Cognitive Art of Educational Psychology* available for download at http://netsquirrel.com/powerpoint/powerpoint/cognitive_art.pptx.zip.

Internet Activities

These easy-to-follow lessons require students to have Internet access. The structure of the lessons assumes that each lesson will be completed in a computer lab; however, students could work individually or in small groups at a single classroom computer. Many of the sites will work using tablets or other mobile devices. Teachers should test all links on the devices that are to be used by the students. In a BYOD (bring your own device) environment, students should know that their device may not be compatible with every Internet-based resource.

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Each lesson provides a connection to the textbook content. Students are challenged to use and extend their information processing, research, and map skills through these lessons.

We hope that you and your students will find these lessons a welcome and useful extension to your instruction.

Before Each Lesson

1. Access the website at www.mystatehistory.com. Log in using your school's login information. Note: students with eBooks may access the activity from their device within the eBook.

2. Locate the Internet Activity for the appropriate chapter.

3. Open the Internet Activity link.

4. Print the pages for the activity. In general, the lessons are organized so that one copy of the activity sheet is needed for each student. However, pairs of students could share activity sheets if they are working together.

During the Lesson

1. Distribute a copy of the activity sheet to each student or pair of students, depending on your preference.

2. In a computer lab setting, demonstrate to students how to access the website at www.mystatehistory.com and links for the appropriate chapter. A benefit of this approach is that it helps to ensure that students learn how to access other online resources available to supplement their textbook.

3. The Internet Activity link will open an Adobe Acrobat file. This file contains the hyperlinks needed for the lesson. When the hyperlink is clicked, a Security Message may be displayed. Instruct students to click "Allow" to proceed.

4. Show students how the questions on the webpage match the activity sheet. Then, model how to click the links and use the "Back" button in your web browser to return to the activity page.

Website addresses (URLs) change frequently. It is therefore good practice to test the links used in each activity. In addition, it is good practice to test videos or special features of a website on the computers that your students will use, because a school district's computers may be configured to block certain types of files that are easily accessed outside of the

school's network. Work with your school or district technology team, as needed, to gain access to the web resources that you need.

If you find any links that do not work, Clairmont Press would appreciate a report of the problem via the Clairmont Press website for Louisiana. We will work to quickly update any links that have changed since publication.

The remainder of this booklet contains teacher notes and answer keys for each of the Internet activities.

Good luck, and have fun!

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Teacher Notes and Answer Keys

Chapter 1: Louisiana's Geography

Summary:
In this lesson, students will explore websites to learn the location of their state and community using absolute and relative location. Students will also gather information related to the climate of Louisiana.

Duration: 45-90 minutes

Notes:
- Check to see that all students have access to the correct website.
- Don't rush the exploration of the maps on this site. Give students an opportunity to explore the information about their area.
- For item 5, the website may display your school's latitude and longitude in decimal form and in degrees, minutes, seconds. This will give you the opportunity to discuss that coordinates can be shown using the decimal system (DEC) or in the traditional degrees, minutes, seconds format (DMS). The school shown in the example is located at latitude is 34°40′2″ N and longitude93°44′45″ W.
- The graphs selected for the Climate section are good practice for students. They require students to study them a bit in order to understand what the graphs show. If necessary, you may want to examine one as a group and discuss its principal parts in detail. The black line, for instance, is the mean (e.g. mean temperature). The red lines show the record maximum and the blue lines show the record minimum. Make sure students notice that there is a link at the bottom with data about the daily percent chance of sun and precipitation.
- Extension Question for Climate section: Explain that a national bike race company wants to have a race in Louisiana. They want to choose a location and time of year that would have the best chance of a temperature above 60°, not too hot, and little chance of rain. Using the weather stations' data, have students write a proposal to have the company choose an area near one of the weather stations and suggest a month that best matches the company's needs.

Answer Key:
1. Mississippi, Arkansas, Texas
2. Sample: Louisiana is west of Mississippi and south of Arkansas. It is east of Texas.
3. Answers vary but should include another location and your county's location relative to it.
4. Answers will be specific to your school's location. (SAMPLE: Webster, Bienville, Red River, Caddo)

5. Answers will vary depending on your school's location. (SAMPLE: Bossier parish is west of Webster and Bienville parishes, north of Red River, and east of Caddo.)

6.

Cultural Feature	*Latitude (Degrees, Minutes, Seconds)*	*Longitude (Degrees, Minutes, Seconds)*
answers will be specific to your school's location	answers will be specific to your school's location	answers will be specific to your school's location
answers will vary	answers will vary	answers will vary
answers will vary	answers will vary	answers will vary
answers will vary	answers will vary	answers will vary

7. Answers will vary. An example would be: *Absolute location is needed if you are landing a plane. You don't want to just be close to the runway, you need to be right on it! Or, one might use relative location for giving a friend directions to a meeting place in town; an Army soldier firing a missile would be better served to use absolute location in order to hit the target.*

8.

	Weather Station Nearest My House: (list station) answers will be specific to your school's location	*Another Louisiana Weather Station: (list station)* answers will be specific to your school's location
Maximum Temperature (°F)	answers will vary	answers will vary
Minimum Temperature (°F)	answers will vary	answers will vary
Average Snowfall (in.)	answers will vary	answers will vary
Average Rainfall (in.)	answers will vary	answers will vary
Usual Coldest Month	answers will vary	answers will vary
Usual Warmest Month	answers will vary	answers will vary

Finished Early? This section allows student exploration of the maps. Encourage students to consider when one map would be appropriate to use as opposed to another. Written responses should include an explanation of student's thinking.

Chapter 2: Louisiana's Culture

Summary:
In this lesson, students will do some quick research on one of Louisiana's famous authors and will use the information to make a Tagxedo word cloud about the writer. Then, they will try their hand at being a writer using an online tool to create an acrostic poem.

Duration: 45-60 minutes

Notes:

- Test the websites for this lesson ahead of time on your student computer workstations. Microsoft Silverlight (free) is required for Tagxedo. Occasionally, this program must be installed ahead of time.

- Students will be printing two documents in this lesson, one word cloud and one poem. If paper use is an issue, you may want to have them save both files but only print one of them.

- For the research portion of the activity, you may want to assign students to a particular author. If information is lacking on the website, direct students to online resources available at your school.

- Another web tool for writing poetry is: http://www.readwritethink.org/files/resources/interactives/diamante/. Extend your students' writing opportunities with this interesting tool. This site works best when students choose two very similar or two opposite people, places, or events as topics. For instance, a student might choose Sojourner Truth and Abraham Lincoln as topics for a diamante poem.

Answer Key:

Students will print their Tagxedo word cloud and their acrostic poem. Assessment options vary depending on what you are trying to accomplish at this point in the school year.

Teachers can make a rubric for these student products at http://rubistar.4teachers.org, which would be customized to the class's specific situation.

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Chapter 3: Louisiana's Economy

Summary: Students will analyze and use data from the U.S. Census to create and print graphs using Louisiana population and economic data in the 20th and 21st centuries.

Duration: 60-90 minutes

Notes:
- The activity in this lesson makes use of the Create A Graph website at http://nces.ed.gov/nceskids/createagraph/default.aspx. The website allows students to easily enter data and create a graph. Teachers should familiarize themselves with this site before students' use.

- Students may want to use a calculator or the calculator website at www.calculator.com to speed their work calculating percentages in Part I.

- As students are working, verify that they are including the correct labels for their graphs.

- Discuss that each of the changes in population can affect Louisiana's economy. For instance, a larger population may show that people are moving to the state for work, which indicates a strong economy. A declining population may indicate a weak economy.

Answer Key:
1. 4,625,470
2. 2,363,880
3. increased by 2,261,590
4. increased by 95.67%
5. increased by 139%
6. (sample) The population of Louisiana nearly doubled in 70 years. The population of the U.S. more than doubled in that time and had about 43% greater growth.
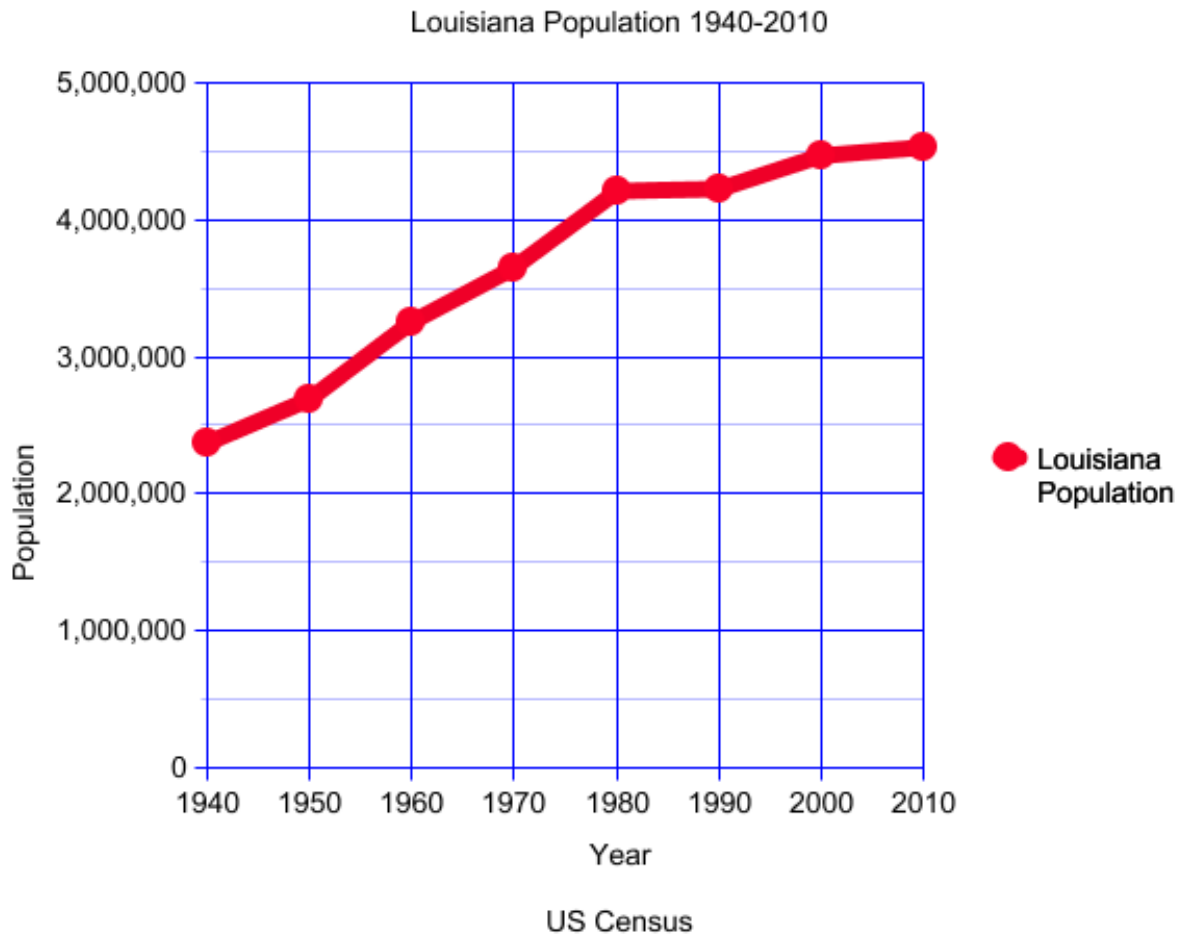7. see table at right

Year	Population
1940	2,363,880
1950	2,683,516
1960	3,257,022
1970	3,641,306
1980	4,205,900
1990	4,219,973
2000	4,468,976
2010	4,533,372

Part II: (sample)

A graph should be printed that looks similar to this one.

Part III: Students should attach a graph they completed showing economic data from Louisiana that they found on the U.S. Census website. Students should include a statement summarizing the graph's data.

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Chapter 4: Louisiana's Government

Summary:
In this lesson, students will identify their representatives in state government and an issue from the most recent legislative session. Additionally, students will examine some leaders and issues at the municipal level.

Duration: 45-60 minutes

Notes:

- Use a search engine to find the website most appropriate to your class and share the URL (website address) with students (your county, your town, etc.). Students will need this to complete page two of the activity. Look for a meeting agenda or list of ordinances to help students understand the work of this governing body.

- If no ordinances or agendas are available online for your community, have students complete the activity using a nearby community.

- Preview the legislation website before students begin the lesson. Depending on the class, it may be necessary to provide direction to a particular piece of legislation that is relevant to the students.

Answer Key:

Part I: responses will vary by school location.

Part II: students should summarize a piece of recent legislation and give a brief statement of support or opposition.

Part III: responses will vary by school location.

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Chapter 5: Louisiana's Native People and Early European Explorers

Summary:
In this lesson, students will learn about Native Americans that lived in Louisiana before the arrival of Europeans using a special purpose map and website sources. They will use their knowledge to create a Wordle word art project to print and share.

Duration: 45-90 minutes

Notes:
- Try a variation on the lesson in which you assign pairs of students to research one of the tribes shown on the map as living in the region of Louisiana.
- Be sure to define "linguistic stock" with your students. This term, used on the map, might be confusing. Use a definition such as: the parent language of group of languages.
- Your students can type their sentences in a word processor such as Microsoft Word. There is an advantage to this since they can save this file, and they cannot save a Wordle file.

Answer Key:
1. to show the location of the Native American tribes and information about the tribe
2. answers will vary with your location
3. answers will vary with your location
4. answers will vary with your location
5. answers will vary with your location

Students should have typed eight to ten facts and included them to create their Wordle. It is recommended that they type the tribe's name in each sentence. This will help to make sure the Wordle website makes the tribe's name large in the word art. Teachers may copy and paste the sentences below to demonstrate the website.

Sample sentences:
The Caddo Indians spoke a Caddoan language from the southern plains.
The Caddo were farmers.
The Caddo farmers grew corn as one important crop.
The Caddo Indians were an Eastern Woodlands tribe.
The Caddo had a variety of dances such as the Duck Dance, the Alligator Dance, and the Bear Dance.
The Caddo Indians lived along the Brazos, Trinity, Neches, Sabine, Red, and Ouachita rivers.
The Caddo in Louisiana today are a small tribe.
The Caddo in Louisiana called themselves Kadohadacho.
The meaning of the word Kadohadacho is not known. It might mean "True Chiefs."
The Caddo chiefs led a council.
The eastern Caddo in Louisiana built tall beehive-shaped grass houses.

Wordle™   Home   Create   Gallery   Credits   News   Forum

Paste in a bunch of text:

The Caddo Indians spoke a Caddoan language from the southern plains.
The Caddo were farmers.
The Caddo farmers grew corn as one important crop.
The Caddo Indians were an Eastern Woodlands tribe.
The Caddo had a variety of dances such as the Duck Dance, the Alligator Dance, and the Bear Dance.
The Caddo Indians lived along the Brazos, Trinity, Neches, Sabine, Red, and Ouachita rivers.
The Caddo in Louisiana today are a small tribe.
The Caddo in Louisiana called themselves Kadohadacho.
The meaning of the word Kadohadacho is not known. It might mean "True Chiefs."
The Caddo chiefs led a council.
The eastern Caddos in Louisiana built tall beehive-shaped grass houses.

Go

Sample student word art.
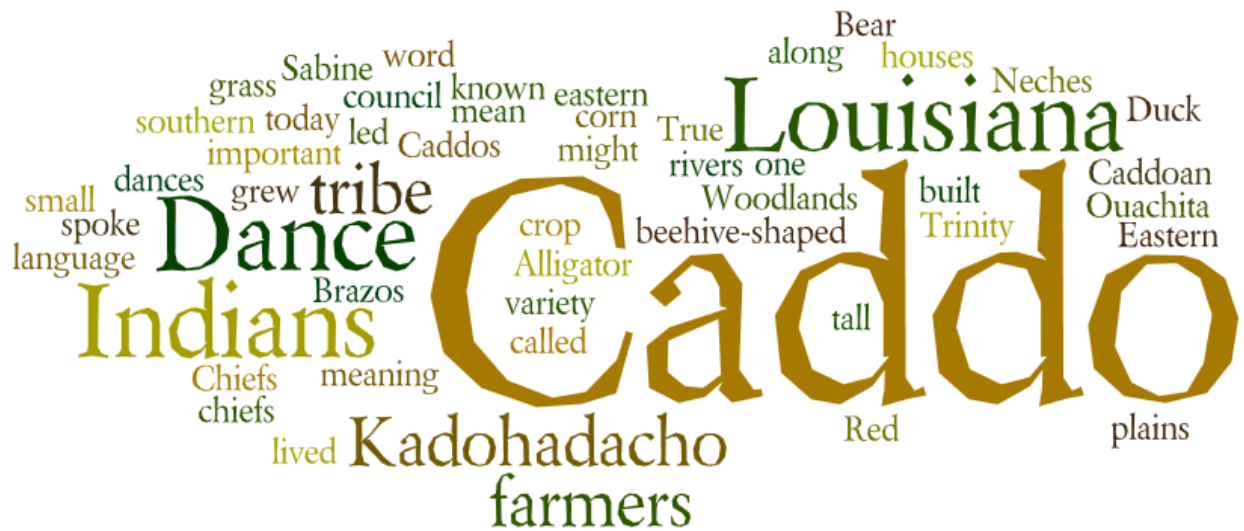
Completed word art should be attached to the student worksheet.

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Chapter 6: French Louisiana

Summary:
In this lesson, students will learn about the ships that sailed the seas when the American colonies were small and struggling.

Technical Note:
In order to do the virtual tour of the *Mary Rose*, you will need to use Internet Explorer and install Viscape SVR on a Windows-based PC. Download the viewer at http://www.maryrose.org/explore/modelguide.htm. You may want to familiarize yourself with the controls on the virtual tour of the Mary Rose so that you can demonstrate for students.

Students will need speakers or headphones to hear the audio portions of the Mary Rose website.

Building on Prior Knowledge:
Review the information at the top of the activity sheet. Discuss how life would be different if we had to wait 5-6 months for a response to a letter! What challenges would this bring for citizens and the government? Contrast this time with the speed of a cell phone or Internet communication (nearly instant), supersonic trans-Atlantic flight (3.5 hours), shipping "overnight" with companies such as FedEx or UPS.

During the Lesson:
There is a lot of information on the Mary Rose site, in particular. Encourage students to spend time visiting the links associated with "Explore the Ship and meet the Crew."

Wrapping Up:
As students finish, direct them to explore the links in the "Finished Early" section. A space is provided for students' notes. Discuss the findings of the students. Reinforce that ships were an integral part of the economy of the colonies.

Duration: 45-60 minutes

Answer Key:
1. Answers may include: In 18th century, ships were larger; they had more sails, and had jib sails and staysails. 18th century ships had a lower, sleeker hull design, etc.
2. Answers will vary. May include: cramped, bored, people would get on each other's nerves, seasick, scared, etc.
3. 3
4. Answer my include cannon, people, barrels, etc.
5. Humours were the "four liquids of the body" (blood, phlegm, black bile, and yellow bile)
6. Bleeding by cutting a vein or using leeches to suck blood
7. To navigate the ship

8. Used it to tell time, usually a 30-second one and one that measured half an hour
9. a log reel
10. beer
11. one kilo (about 2.2 pounds) per day
12. did not have any

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Chapter 7: Spanish Louisiana

Summary:
Students will create a web-based Padlet board to share research about a topic from the chapter.

Duration: 60-90 minutes

Notes:
- The Padlet site may be useful throughout the year as a platform to share research. This lesson can serve as an introduction to the online tool.

- Students may create an account to use Padlet, but it's optional. An account requires an email address, however. There are some strategies for accomplishing this. A good discussion is here: http://theedublogger.com/2008/07/24/creating-student-accounts-using-one-gmail-account/.

- You may want to show students the sample Padlet board in order to give them an idea of what they are creating.

- Allow students to choose from any of the people, places, or topics in the chapter. There are quite a few, and this will allow students to gain some depth of knowledge about one of them. This is certainly a project that could be accomplished by a pair of students working together. One computer could be used for the Padlet board, the other for research.

- An option is to have students email their final Padlet board to the teacher. Then, using a projection system, show the completed Padlet to the class and have them present their information in a brief presentation.

Answer Key:

The final Padlet board should have all the information required from the data table on the Padlet board.

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Chapter 8: Louisiana from Colony to Territory to State

Summary:
In this lesson, students will examine some of the effects of the invention of the cotton gin. They will examine how the cotton plant grows and the purpose of ginning it. Students will then graph data to examine the parallel growth of cotton production, slave population, and overall population Louisiana from 1800-1860.

Duration: 60-90 minutes

Notes:
- The Create-A-Graph website is an easy site to use to graph data. Depending on your students' knowledge and background, they may need some guidance at the beginning, especially in selecting the appropriate type of graph to create and adding the proper labels (see also Internet Activity for Chapter 3).

- In this activity, students will be printing several graphs of their data. You may want to have them work in groups to create the graphs and reduce the necessary printing.

- Be sure to discuss the meanings of "patent" and "obituary" as those terms are used in the activity.

Answer Key:

1. long, sunny growing period (at least 160 days of no frost)
2. 25
3. 32
4. 100
5. 3,200
6. weather, insects, moisture
7. Sample response: The mechanism inside the gin turns and brusho like objects pull the seeds from the bolls. The seeds fall away and the cotton lint gathers for removal. This process would save the farmers a lot of time as opposed to pulling out each seed by hand.
8. a newspaper from January 29, 1825
9. There was "scarcely a pound" exported before the gin but over $12,000,000 per year after its invention.
10. The writer has a positive view of the life of Mr. Whitney. He lists many achievements and benefits as a result of his invention, including providing work for people that helped them get out of debt and achieve wealth. His death was described as a public calamity.

Students should print two graphs and make a summary of what is shown in the graphs. Graphs should be either line or bar graphs since the data show changes over time. In addition, they should make a connection from these data to the invention of the cotton gin and whether the invention of the gin contributed to the expansion of slavery. There is no single, correct, answer, but students should defend their thinking.

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Chapter 9: Louisiana's Antebellum Politics, Commerce and Culture

Summary:
Students will learn about the lives of slaves in this lesson by examining primary sources and data from the 1800s.

Duration: 45-90 minutes

Notes:

- The first link is from the Library of Virginia; however, the site has a great exhibit for examining primary source material on slavery.

- In Part I, demonstrate to students how to navigate the website. It may be helpful to show students the different information available when one chooses the "high res" link versus the "transcription" link. The "high res" link allows one to zoom and pan across the artifact. The "transcription" link provides a typed transcript of the document that would be easier for 21st century students to read.

- Encourage students to view the other artifacts on the link in Part I before proceeding to Part II.

- In Part II, the slavery map shows each county in Louisiana and the percent of the population in slavery. Direct student to the map key in the bottom-right corner to help them interpret the map's data.

- The Library of Congress map is a bit tricky to navigate without some instruction. Suggest to students the following strategy:
  - Click the button for "640x480."
  - Click one of the middle buttons between "Zoom In" and "Zoom Out."
  - Click on the Zoom View map.
  - Notice how the Zoom View section enlarges for a closer view. Then, look at the Navigation View. The area enclosed by the red box matches that shown in the Zoom View.
  - Click a different area in the Navigation View to move the Zoom View. Click the buttons closer to "Zoom In" and then click the Zoom View map to see details.
  - Remind students to view the key and other map data in addition to the map itself.

Answer Key:

1. The purpose of the document was to record the sale of an enslaved woman and her son from one owner to another.
2. 1854

3. The document was needed to prove that payment had been made for a slave. It was a receipt just as one would get a receipt at a store when making a purchase today.
4. $650
5. The note was important to ensure that the new owners did not feel that they had been deceived into buying a slave that was unhealthy.
6. The purpose of this document was to encourage people to come to a particular location to buy slaves.
7. 1812
8. eleven
9. Sample answer: The slave owner may desire young slaves because they would be considered stronger, healthier, and more likely to live longer.
10. The purpose of the map was to show the percentage of people in slavery in each county in the southern states.
11. 1861
12. U.S. Census
13. Answers will vary according to your school's parish.
14. Answers will vary according to your school's parish.
15. western or southwestern areas
16. Concordia parish; 91%
17. The statement might not be true because the map shows the percent of population in slavery not the total population. You would need to know the number of people in the parish to know if the statement were true.

Chapter 10: Secession and Civil War

Summary:
Students will examine websites to determine which battles from the Civil War were fought in Mississippi and gather facts about those battles.

Duration: 45-60 minutes

Notes:
- This lesson uses two different websites with nearly identical information. The National Park Service website is the more authoritative. However, the American Civil War site has a map that is easier to read.

- From the National Park site, students can connect to the website's battlefield locations. Students who finish early should go back and view the multimedia associated with the sites.

Answer Key:

1. Ft. Jackson and Ft. Philip; April 16-18, 1862
2. Yellow Bayou; May 18, 1864
3. Mansfield, Port Hudson, Ft. Jackson, Fort Philip
4. 23
5. Virginia
6. Answers will vary according to the battle chosen for study.
7. Answers in the table will vary according to the battles chosen.

Chapter 11: Reconstruction and Redemption

Summary:
Students will examine historical panoramic maps of several of the late 19th century cities. They will study the maps, and then use them to compare and contrast the two locations.

Duration: 45-60 minutes

Notes:
- Before the lesson, practice using the Library of Congress website. Once you learn to navigate the maps, you will have an easier time teaching your students to use the website.
- One of the maps should be from Louisiana, but students may choose a panorama map *from another state* for comparison.

Answer Key:
Responses will vary depending on which maps are chosen for study. Students will analyze the documents, and then complete the Venn diagram to compare and contrast the two towns. Finally, students will write a statement explaining which town they would choose to live in, based on their observations on the maps.

Chapter 12: Louisiana's Politics, Economy, and Culture in an Era of Change

Summary:
In this lesson, students will explore websites with data, maps, and pictures to learn about World War I.

Duration: 60-90 minutes

Notes:

- Encourage students to examine the maps and photos associated with the various websites.

- The Great War Interactive Maps website could be used for a class presentation and discussion.

- Students would benefit from a group discussion of the war posters and might enjoy an opportunity to create their own war posters. The Finished Early portion could be used as a writing prompt. Have students imagine that they worked for the U.S. War Department in 1917. Their task is to decide which of the three posters will be most effective and to write a plan for their boss explaining which poster they have chosen, why it's the best, and explain how it will be used to help the war effort.

Answer Key:

	Allied (Entente) Powers	*Central Powers*
Countries	Great Britain, Canada, United States, Australia, New Zealand, Russia, France, Greece, India, Italy, Serbia, South Africa	Austria-Hungary, Germany, Ottoman (Turkey) Empire, Bulgaria
Military Killed	5,142,631	8,528,831
Prisoners & Missing	4,121,090	7,750,919
Military Wounded	12,800,706	21,189,154

1. Killed: 13,671,462; Wounded: 47,661,322
2. The United States had fewer deaths than the total of Allied Powers because the other countries had been fighting longer and many were fighting on home soil.
3. Answers may include: improved medical care, WW I was shorter for the Americans, the Civil War was fought on home soil with Americans fighting each other, etc.
4. Europe in 1914 Archduke Franz-Ferdinand of Austria was assassinated in **Sarajevo** on June 28, **1914**. War broke out between Austria-Hungary and Serbia. **Russia** joined Serbia, its traditional ally. Because of the Triple Alliance Treaty, **Germany** joined Austria-Hungary as part of the Central Powers. The Triple Entente agreements brought in **France** and Great **Britain** to assist Russia.
5. The Outbreak of War On August 4, 1914, Germany declared war and invaded the neutral country of **Belgium**. By mid-September 1914, the French had pushed the Germans to a line called the **Western** front.
6. Gallipoli – 1915 From April 1915, to January 1916, the Allies try to invade the Ottoman Empire. More than **46,000** Allied soldiers died.
7. The Battle of Verdun - 1916 In February 1916, the Germans made a surprise attack on Verdun, France. Soldiers in the trenches were split up and their was no communication. Over **300,000** died, but there was little change in the front line.
8. The Battle of the Somme - 1916, The Third Battle of Ypres - 1917, and The Western Front in 1918 The British attack near Perrone resulted in the death of **20,000** British troops in a single day. After more than 4 months of fighting, the British had pushed the Germans back only **10** miles. The Germans begin to advance again by July 18, 1918 but are stopped. Allies push back into Belgium. The agreement to stop fighting, or **Armistice** went into effect on **November 11, 1918**.
9. The was created an increased demand for cotton, driving the price, and profits, up!
10. Answers will vary but should include information about intimidation tactics used by some against others, especially under the guise of "patriotism." Students might point observe that someone who is fearful is likely to let go of some of their freedoms in order to feel safe or protected by a stronger person.

Finished Early? Responses will vary, but they should support the decision to use one poster over another.

Louisiana: Our History, Our Home
Presentations, Quick Notes & Internet Activities

Chapter 13: The Era of Huey Long

Summary:
In this lesson, students will examine Depression-era photos from the Library of Congress's American Memory collection. Students will evaluate photos taken in Louisiana to determine which best exemplify the state during this time period. Students will also look at the work of the CCC in Louisiana. This New Deal program gave thousands of young Louisianans both employment and education.

Duration: 45-60 minutes

Notes:

- Introduce the lesson by having students discuss the photos on the handout. Ask students to explain what they see in the photos. What emotions do the photos bring out of viewers? What was the photographer's purpose in publishing the photograph? etc.

- Encourage students to spend at least 15-20 minutes looking for a photo in Part I. This will help them have some great mental pictures of life during the Great Depression in Louisiana.

- Students will print one or two pictures from the Internet during this activity. These could later be used for a display of some sort or as the basis for an extended writing activity.

Answer Key:

Part I: Students should staple a photo from the American Memory collection to the activity sheet. Students should have a short paragraph on the printed page explaining why they chose that photo as best exemplifying the life of Louisianans during the Great Depression.

Part II:
1. Franklin Delano Roosevelt
2. Huey Long was a vocal opponent of Roosevelt and the New Deal programs
3. examples: park construction, reforestation of forests, dams, roads, bridges, etc.
4. about 42,000
5. World War II sent young men to war or factories

Part III:
6. The poster designed to get young men interested in joining the CCC. It is brightly colored, looks fun, and the man looks happy.
7. work, fun, learning, good health

Louisiana: Our History, Our Home
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Chapter 14: Louisiana from 1940 to 1972: Politics, War, and Civil Rights

Summary:
In this lesson, students will explore websites to learn about Civil Rights challenges due to Jim Crow laws in Louisiana and across the southern United States.

Duration: 45-60 minutes

Notes:
- Many activities and resources are available at the PBS – The Rise and Fall of Jim Crow website. Many photos, videos, and audio files could be shared in a class setting.

- Extension: Data gathered in this lesson could be graphed and further analyzed. Similar data for other states could be collected as well.

- Technical Note: Real Player software is required for some videos to play. Also, headphones or speakers are required to hear audio.

- Additional information from the site includes these data. Discuss the problem of "street justice" exemplified in the data.

State	Black Lynching	White Lynching
California	2	41
Mississippi	539	42
New York	1	1
Louisiana	40	82

Extension Writing: Have students write a reflective piece contrasting their life in Louisiana without Jim Crow and life in the last century when the Jim Crow laws were in place.

Answer Key:

1. Answers vary by student choice.
2. Answers vary by student choice.
3. The Plessy decision set the precedent that "separate" facilities for blacks and whites were constitutional as long as they were "equal".
4. Answers will vary but should include information about the Tulsa riot such as the date: 1921, over 35 city blocks were burned to the ground, 20 whites were killed, and an unknown number of blacks (20-300). Additional facts are acceptable.
5. Answers vary by student choice.

6. Constitutional amendments in 1907 and 1931 made separate schools for "colored" and "white" children a requirement of the state government.
7. Langston University, 1897
8. See completed chart for answers – trend answers will vary

Year	Black Population	White Population	Black Migration
1870	364,000	362,000	n/a
1890	559,000	558,000	3,300
1910	714,000	941,000	-16,100
1930	776,000	1,323,000	-25,500
1950	882,000	1,797,000	-113,800
1960	1,039,000	2,212,000	-66,200

Louisiana: Our History, Our Home
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Chapter 15: Louisiana from 1972 to the Present

Summary: In this lesson, students will use an interactive map of the United States to gather data, draw conclusions, and make inferences about the modern state of Louisiana as compared to other states.

Duration: 45-60 minutes

Notes:
- Visit the website and experiment with the map ahead of time. The main feature is the states are resized proportionally depending on the data set used to compare them. This is a fun way to visualize differences between Louisiana and its sister states.

- You may want to demonstrate the site to the students and explore a data set such as Krispy Kreme doughnut stores.

- Extend the lesson by having students print a pair of maps and preparing a display to compare the two maps and offer and explanation of the differences between them.

Answer Key:

Population	4.5 million
Population Rank	25
Population Density (people per square mile)	98.5
Rural Population (rank)	28
Urban Population (rank)	25

1. The state shrinks while others grow. This is because Louisiana's population is smaller as compared to other states.
2. It gets extremely small because it is not heavily populated.
3. New Jersey grew much larger because of its large population.
4. 1.4 million; 12th
5. (sample answer) The largest population of African Americans is on the eastern half of the United States. The northwest has the smallest population of African Americans.
6. (sample answer) The southwestern states and Florida grow much larger because that have a larger percentage of the Hispanic population.
7. (sample answer) The states in the northeast grow very large. They have a large population in a small area of land.

8. (sample answer) New Jersey is much more crowded with 1,200 people per square mile compared to 98.5 in Louisiana.
9. Answers will vary by student choice.
10. Answers will vary, but should match the choice in item 9.
11. Answers will vary, but should match the choice in item 9.
12. Answers will vary, but should match the choice in item 9.
13. Students should describe any patterns they notice in the location of the states represented on the map using their chosen data set.