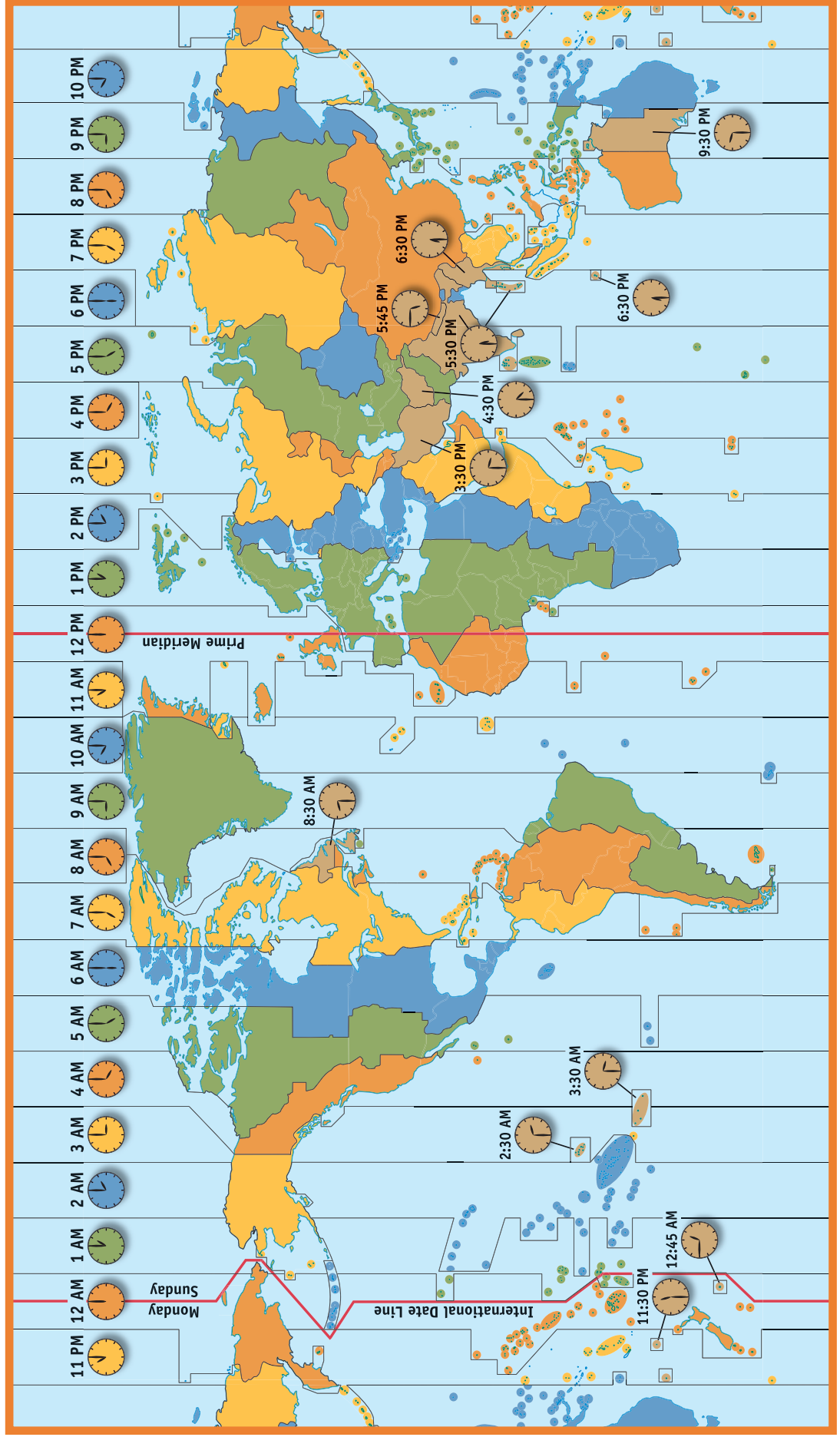


Visual Aid 1: Louisiana's Latitude and Longitude
The United States and Louisiana: Beginnings to 1791
© 2023 Clairmont Press, Inc.



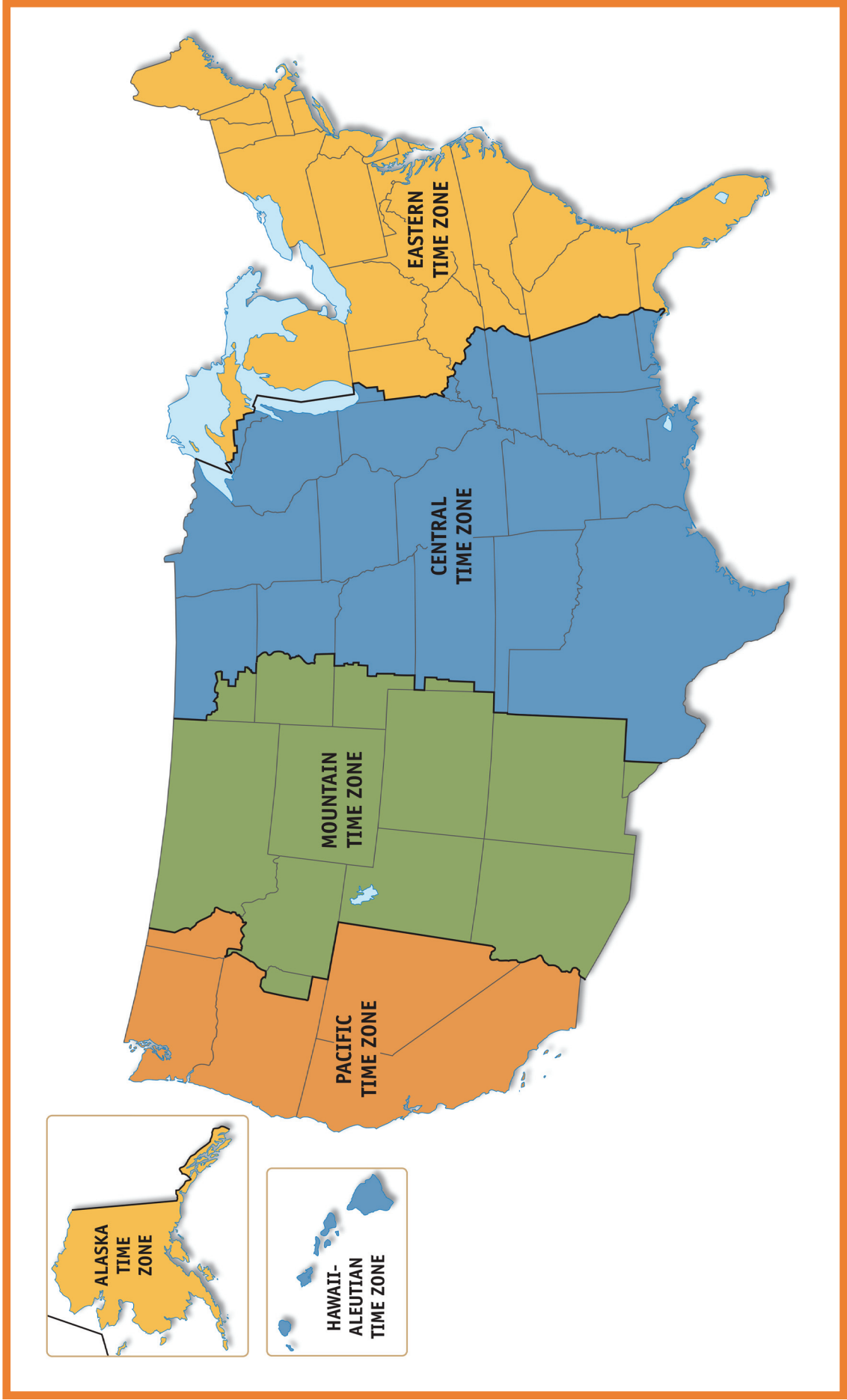
Visual Aid 2: World Time Zones
The United States and Louisiana:
Beginnings to 1791

© 2023 Clairmont Press, Inc.



Visual Aid 3: U.S. Time Zones
The United States and Louisiana:
Beginnings to 1791

© 2023 Clairmont Press, Inc.



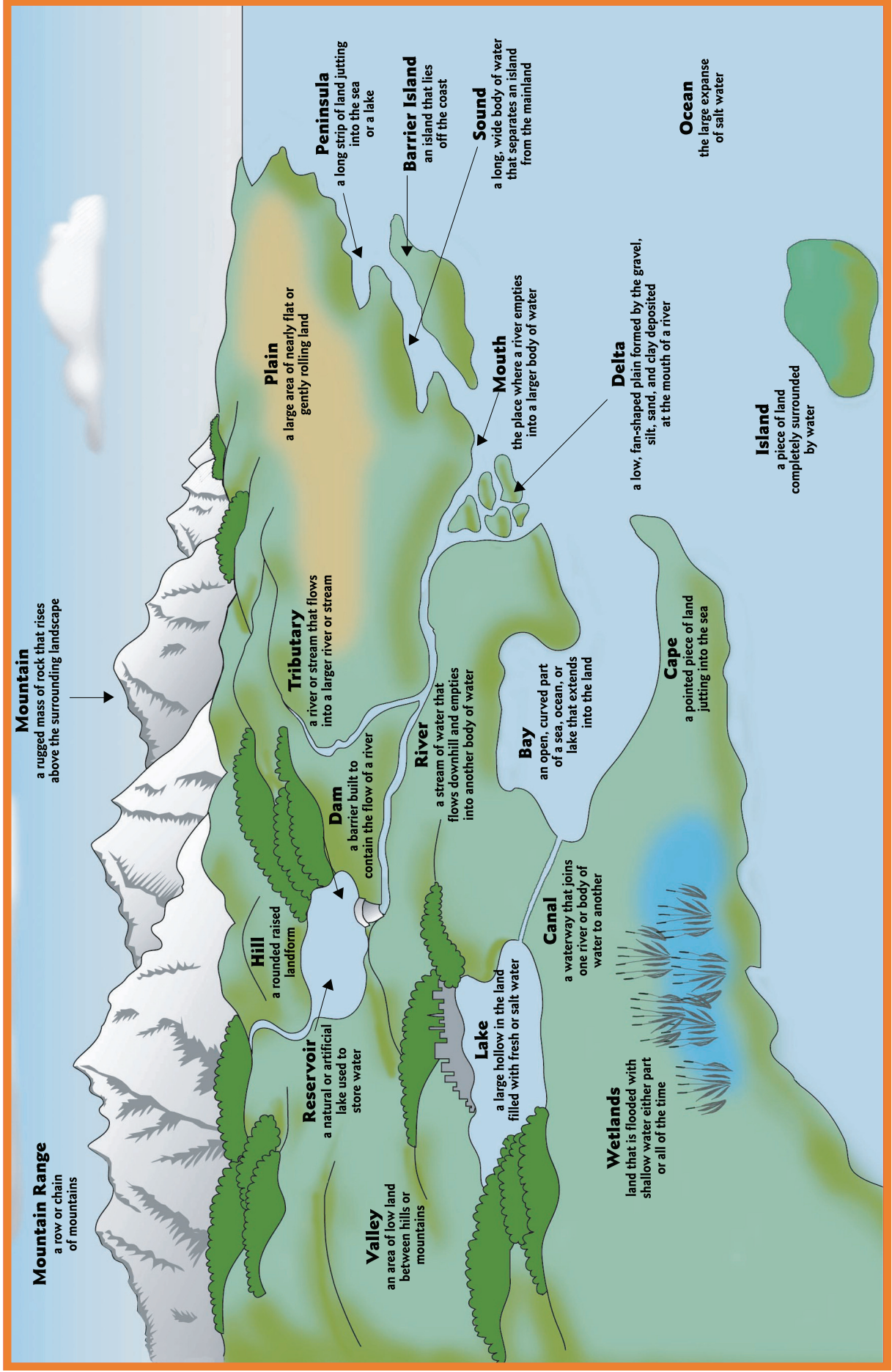
Visual Aid 4: Louisiana's Land Regions

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.

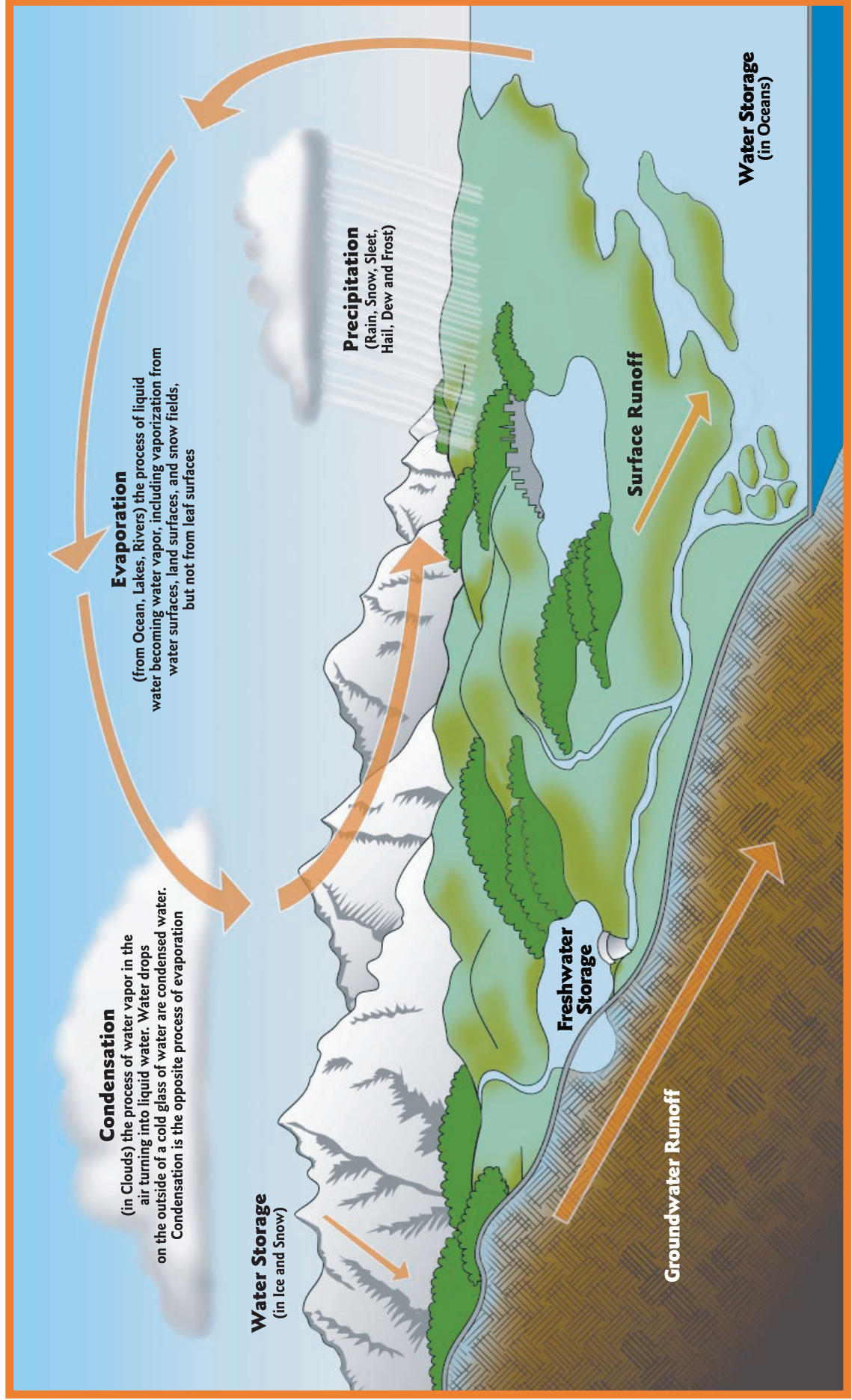


Visual Aid 5: Geographic Terms
The United States and Louisiana: Beginnings to 1791
© 2023 Clairmont Press, Inc.



Visual Aid 6: Hydrologic Cycle
The United States and Louisiana:
Beginnings to 1791

© 2023 Clairmont Press, Inc.



Visual Aid 10: Louisiana's Cultural Regions

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.



Visual Aid 11: Louisiana's Folk Regions

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.



Visual Aid 12: Levels of Government

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.

LEVELS OF GOVERNMENT

Level/Branch	Elected by	Functions
FEDERAL		
Legislative Senate House of Representatives	Popular vote in each state	Makes laws for the nation
Executive President Vice President	Electoral vote	Approves laws; Commander in Chief of armed forces; makes treaties
Judicial Supreme Court Court of Appeals District Courts	Appointed by president	Interprets laws and U.S. Constitution
STATE		
Legislative (Legislature) Senate House of Representatives	Popular vote in state districts	Makes laws for state
Executive Governor Lieutenant Governor	Statewide popular vote	Heads state militia; can veto state legislative bills
Judicial State Supreme Court Court of Appeals Circuit Court	Generally elected by popular vote	Interprets state laws; passes sentences
PARISH/CITY		
Police Jury or Parish Council	Popular vote in parish districts	Provides services to parish residents (police, fire, sanitation, etc.)
Mayor and City Council	Popular vote of residents of city; (mayor sometimes elected by city council or commissioners)	Provides services to residents (police, sanitation, etc.)
City Council and City Manager	Council elected by popular vote of residents of city; city manager appointed by council	Provides services to residents (police, sanitation, etc.)

Visual Aid 13: Louisiana Outline Map

**The United States and Louisiana:
Beginnings to 1791**

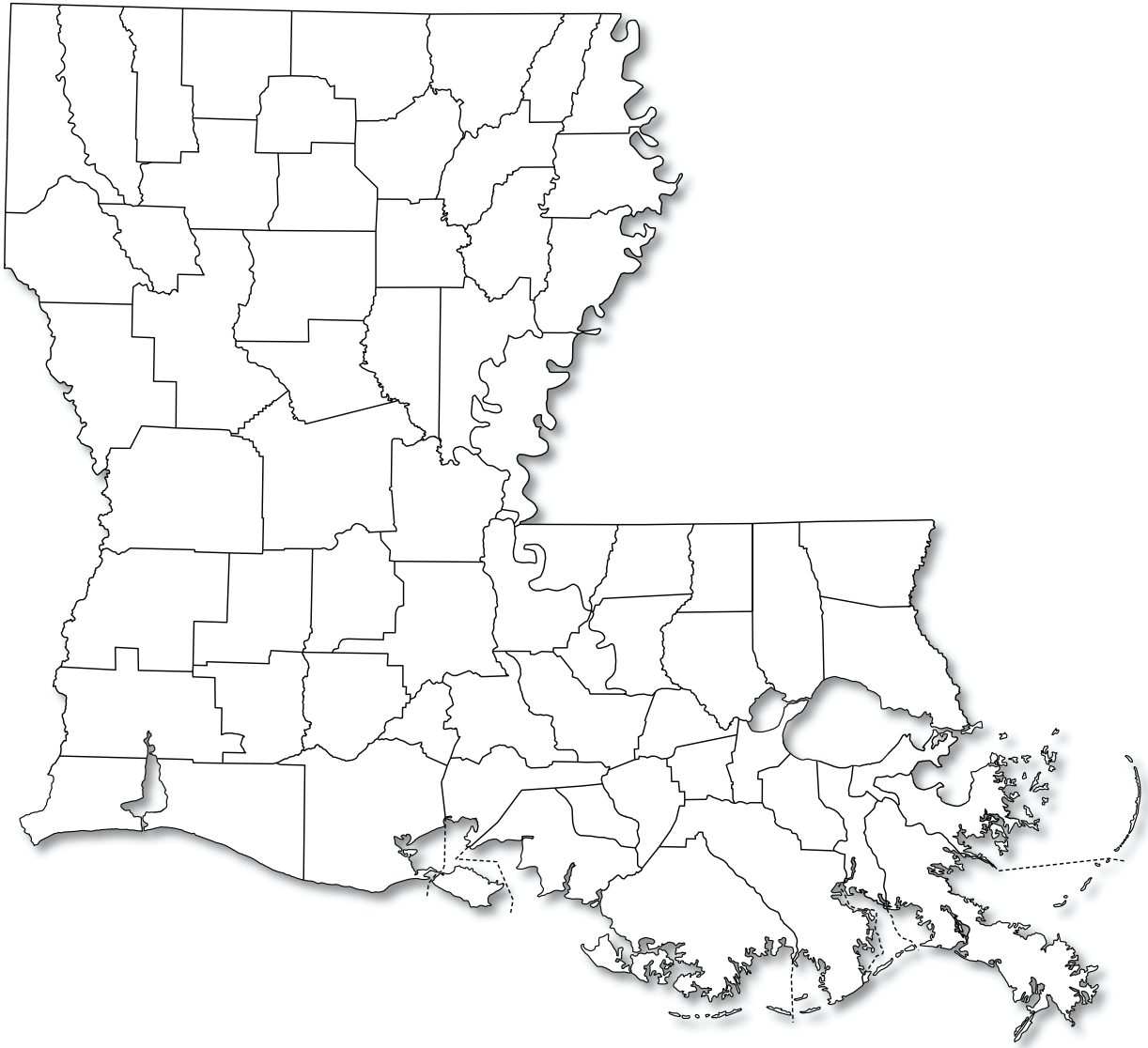
© 2023 Clairmont Press, Inc.



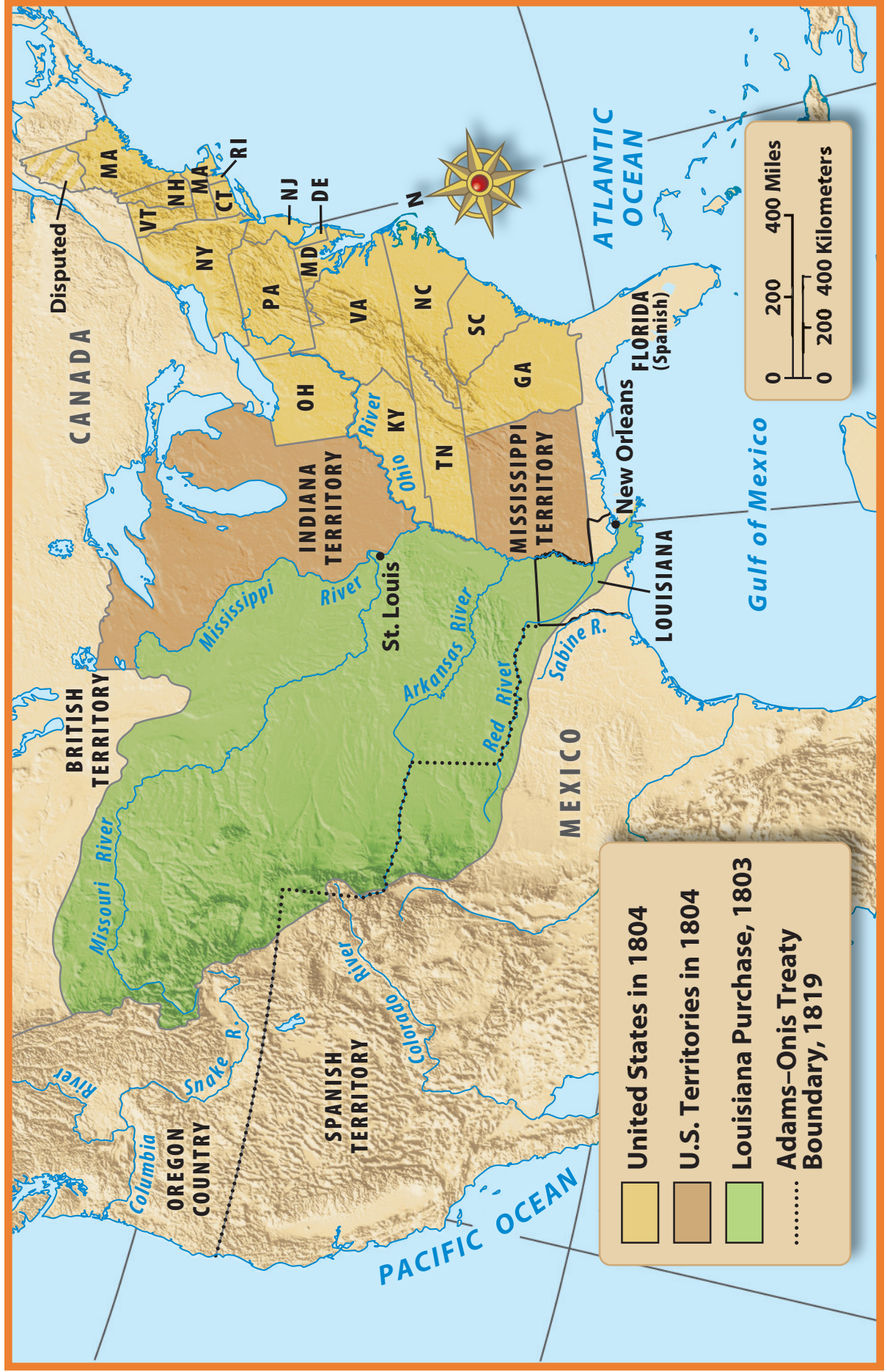
Visual Aid 14: Louisiana Parish Outline Map

**The United States and Louisiana:
Beginnings to 1791**

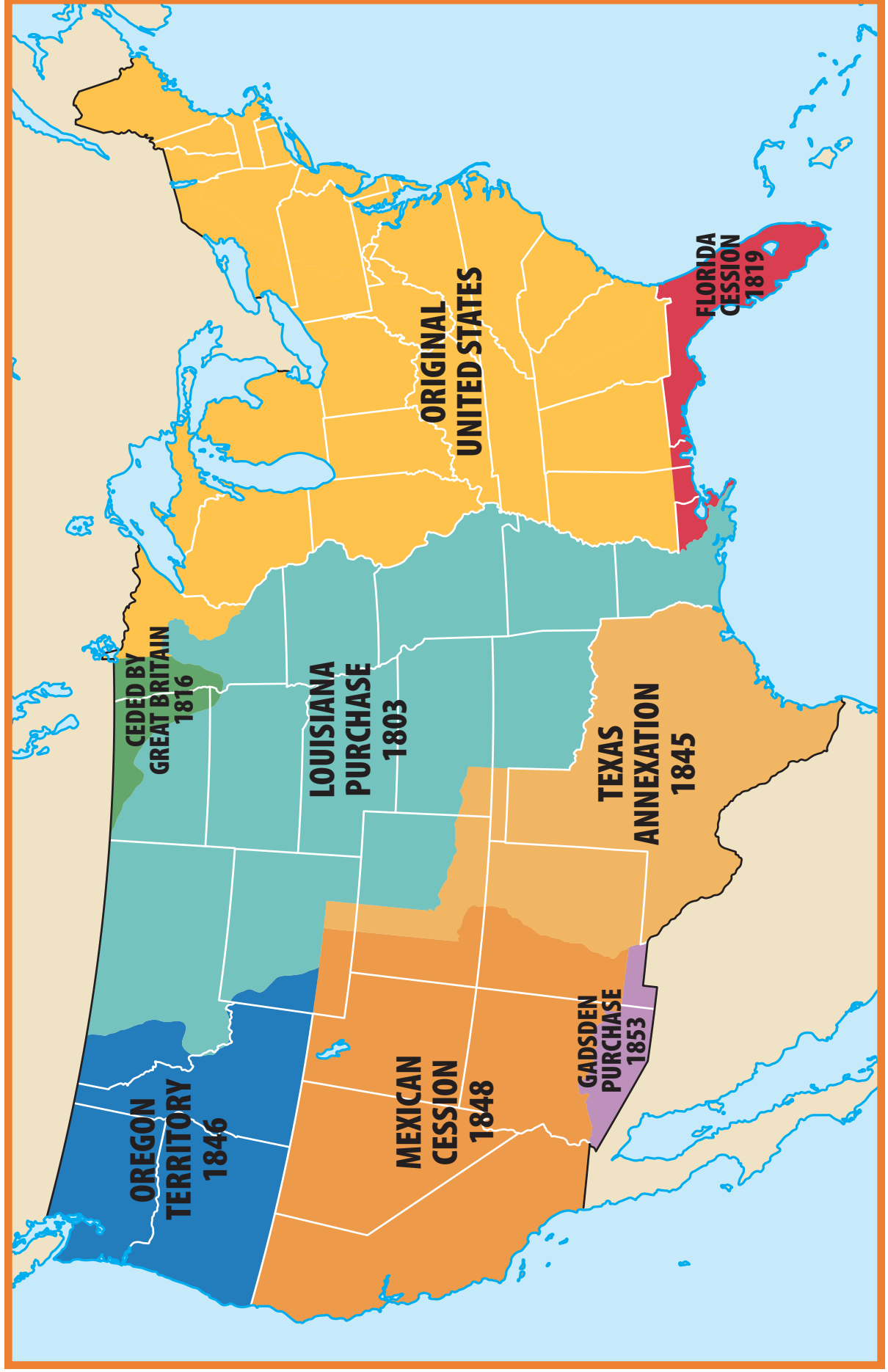
© 2023 Clairmont Press, Inc.



Visual Aid 16: The Louisiana Purchase
The United States and Louisiana: Beginnings to 1791
 © 2023 Clairmont Press, Inc.



Visual Aid 17: The Expansion of the United States
The United States and Louisiana: Beginnings to 1791
© 2023 Clairmont Press, Inc.



CAUSES OF THE AMERICAN CIVIL WAR

- **SECTIONALISM**
- **ECONOMIC DIFFERENCES**
- **SLAVERY**
- **STATES' RIGHTS**
- **CLASS SYSTEM**
- **ELECTION OF 1860**

RECONSTRUCTION AMENDMENTS

AMENDMENT XIII

Ratified December 6, 1865

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

AMENDMENT XIV

Ratified July 9, 1868

(Excerpt)

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

AMENDMENT XV

Ratified February 3, 1870

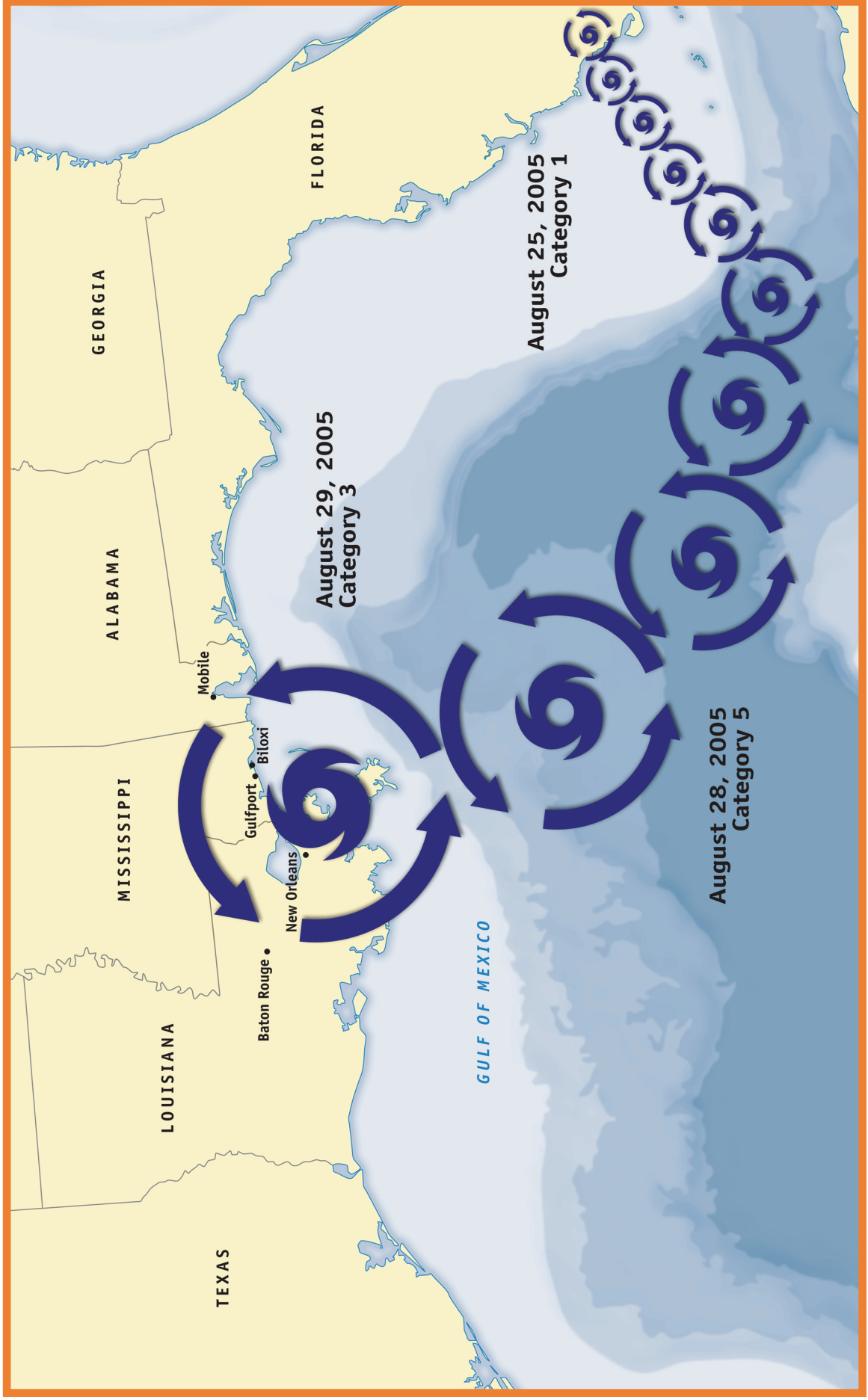
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

CAUSES OF THE GREAT DEPRESSION

- **OVERBORROWING**
- **OVERPRODUCTION BY BUSINESSES**
- **AGRICULTURAL OVERPRODUCTION**
- **HIGH TARIFFS**
- **SPECULATION IN STOCK MARKET**
- **POOR PRACTICES BY BANKS**
- **LAISSEZ-FAIRE ATTITUDE TOWARD ECONOMY**

Visual Aid 21: Hurricane Katrina Path
The United States and Louisiana:
Beginnings to 1791

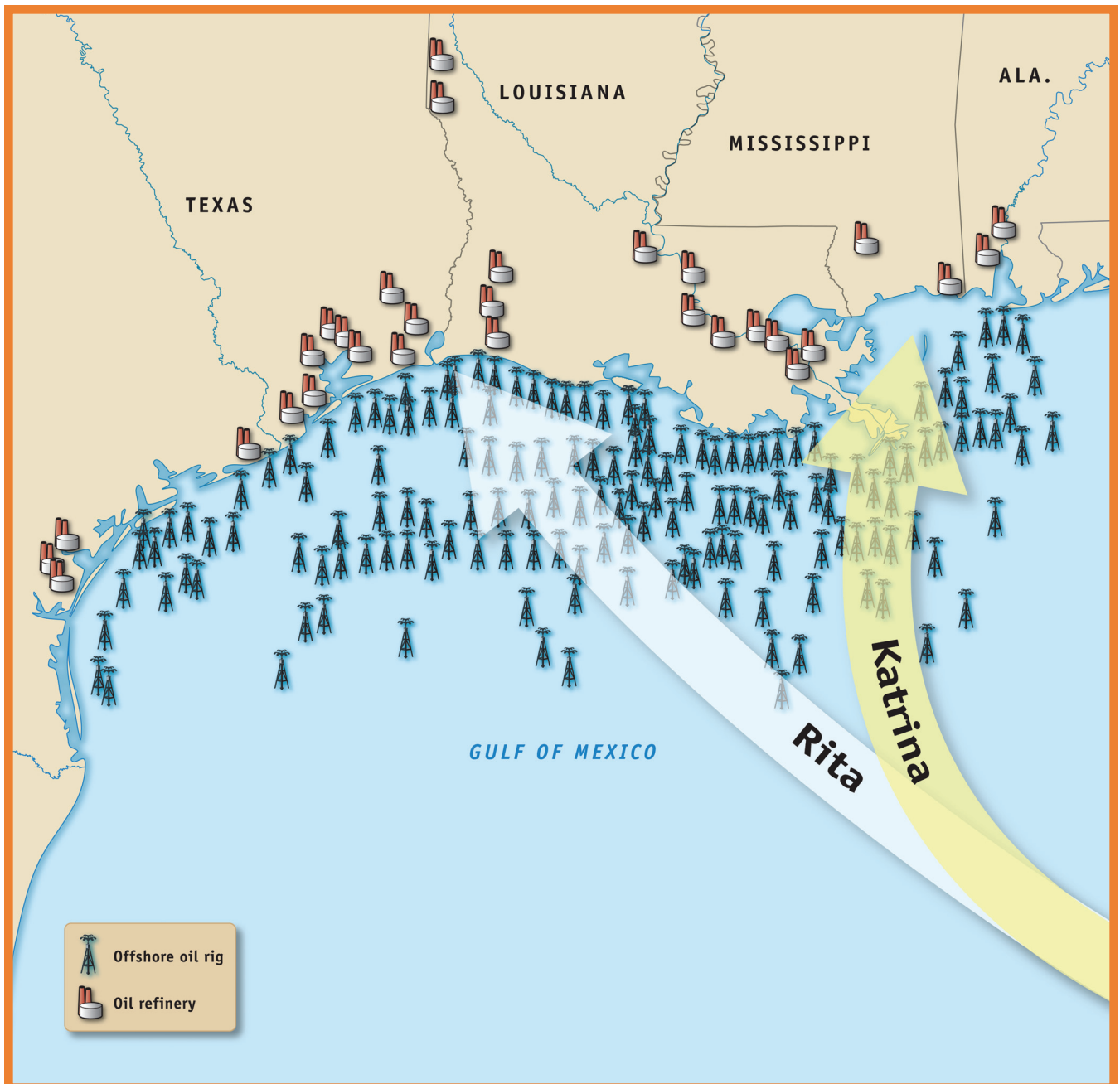
© 2023 Clairmont Press, Inc.



Visual Aid 22: Hurricanes Katrina and Rita and Offshore Oil

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.



Visual Aid 23: Decision-making Graphic Organizer

The United States and Louisiana:

Beginnings to 1791

© 2023 Clairmont Press, Inc.

Decision-making Graphic Organizer

PROBLEM:			
ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3	
PROS	PROS	PROS	
CONS	CONS	CONS	
DECISION:			

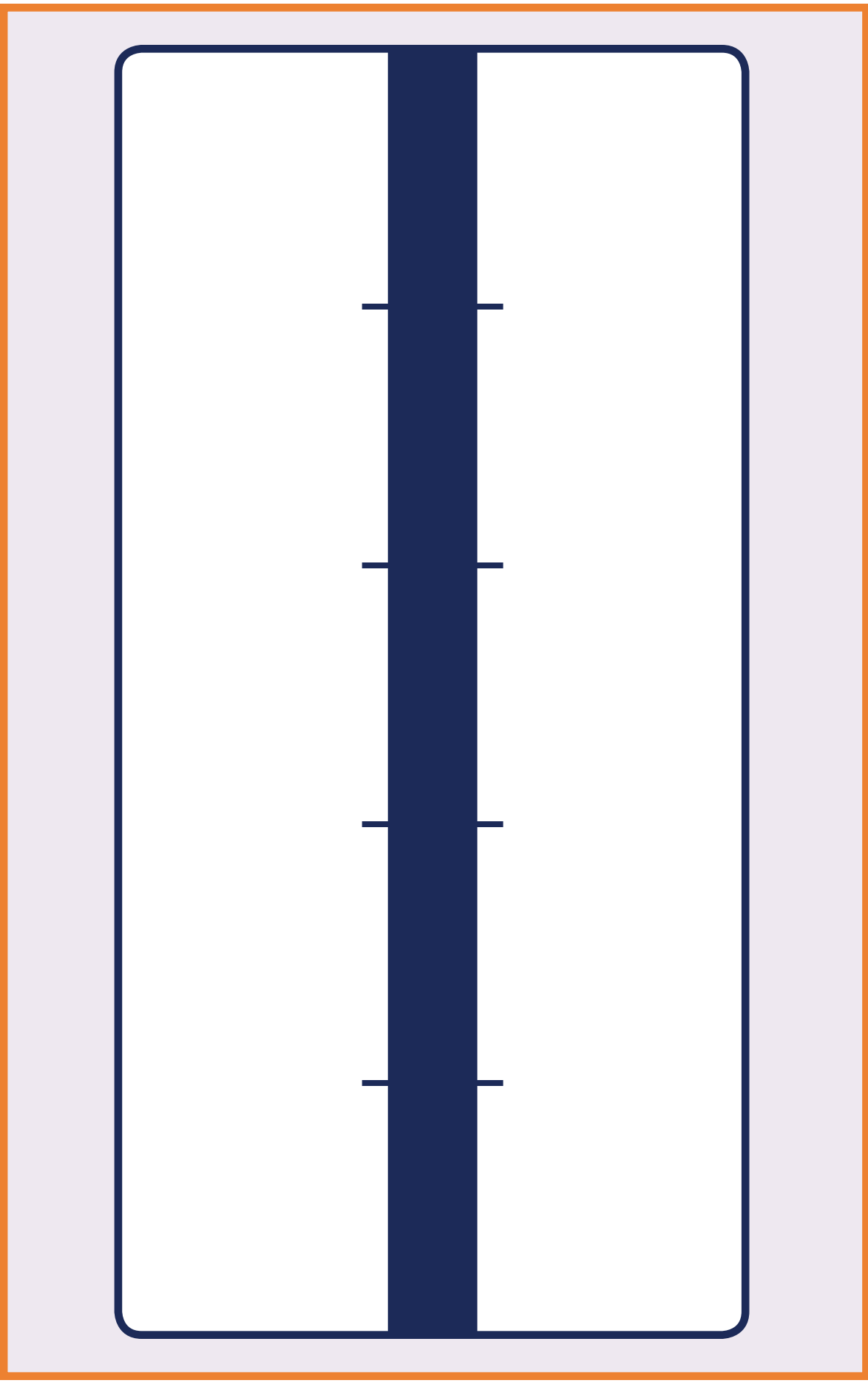
Visual Aid 24: Timeline Graphic Organizer

The United States and Louisiana:

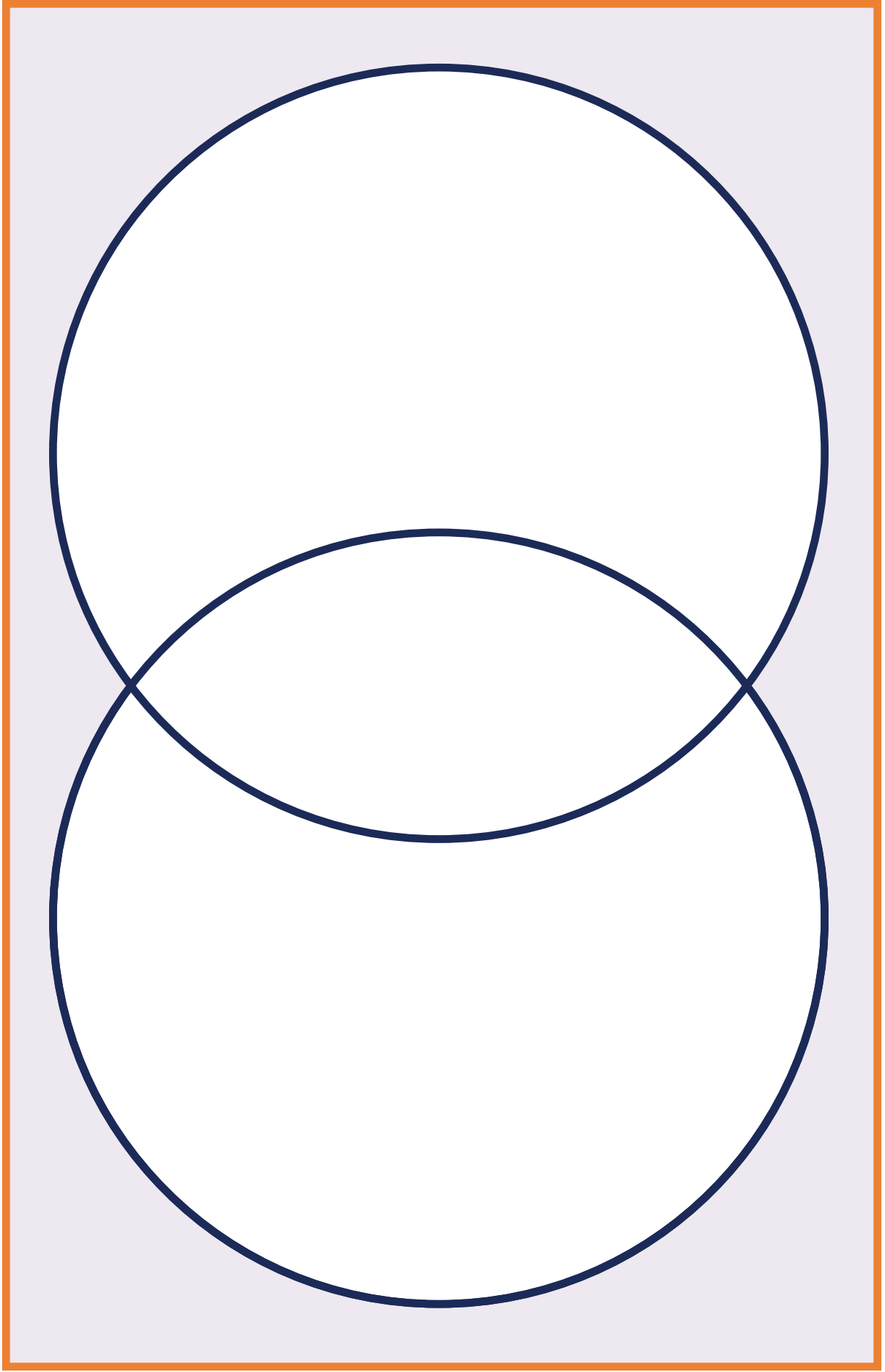
Beginnings to 1791

© 2023 Clairmont Press, Inc.

Timeline Graphic Organizer



Venn Diagram



Visual Aid 26: Cause/Effect Graphic Organizer

The United States and Louisiana:

Beginnings to 1791

© 2023 Clairmont Press, Inc.

Cause/Effect Graphic Organizer

CAUSE	EFFECT

Making Inferences Graphic Organizer

DRAWING CONCLUSIONS

STATEMENT	CONCLUSIONS	EVIDENCE	
		SUPPORT	REFUTE

Visual Aid 28: Compare/Contrast Matrix

The United States and Louisiana:

Beginnings to 1791

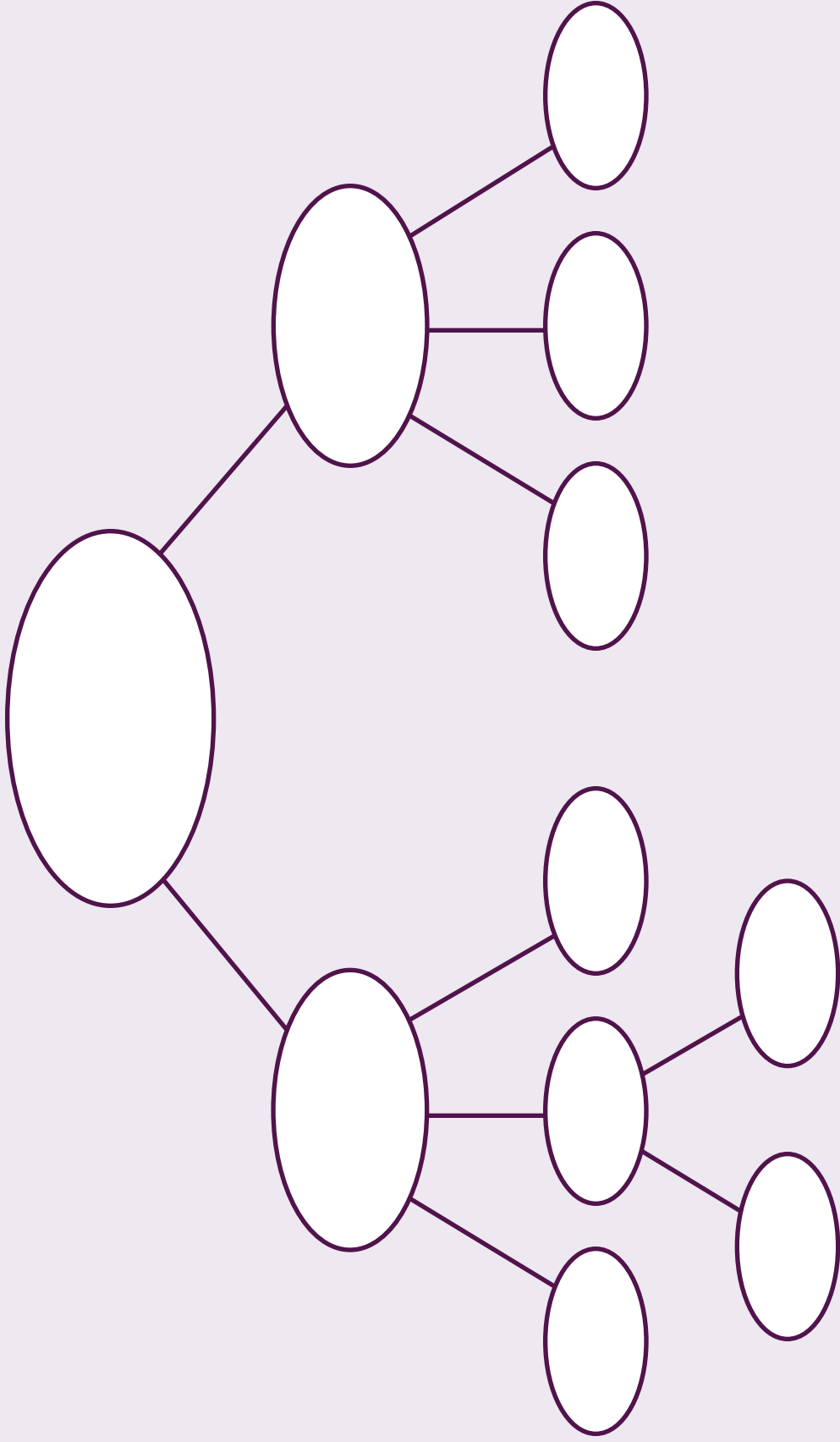
© 2023 Clairmont Press, Inc.

Compare/Contrast Matrix

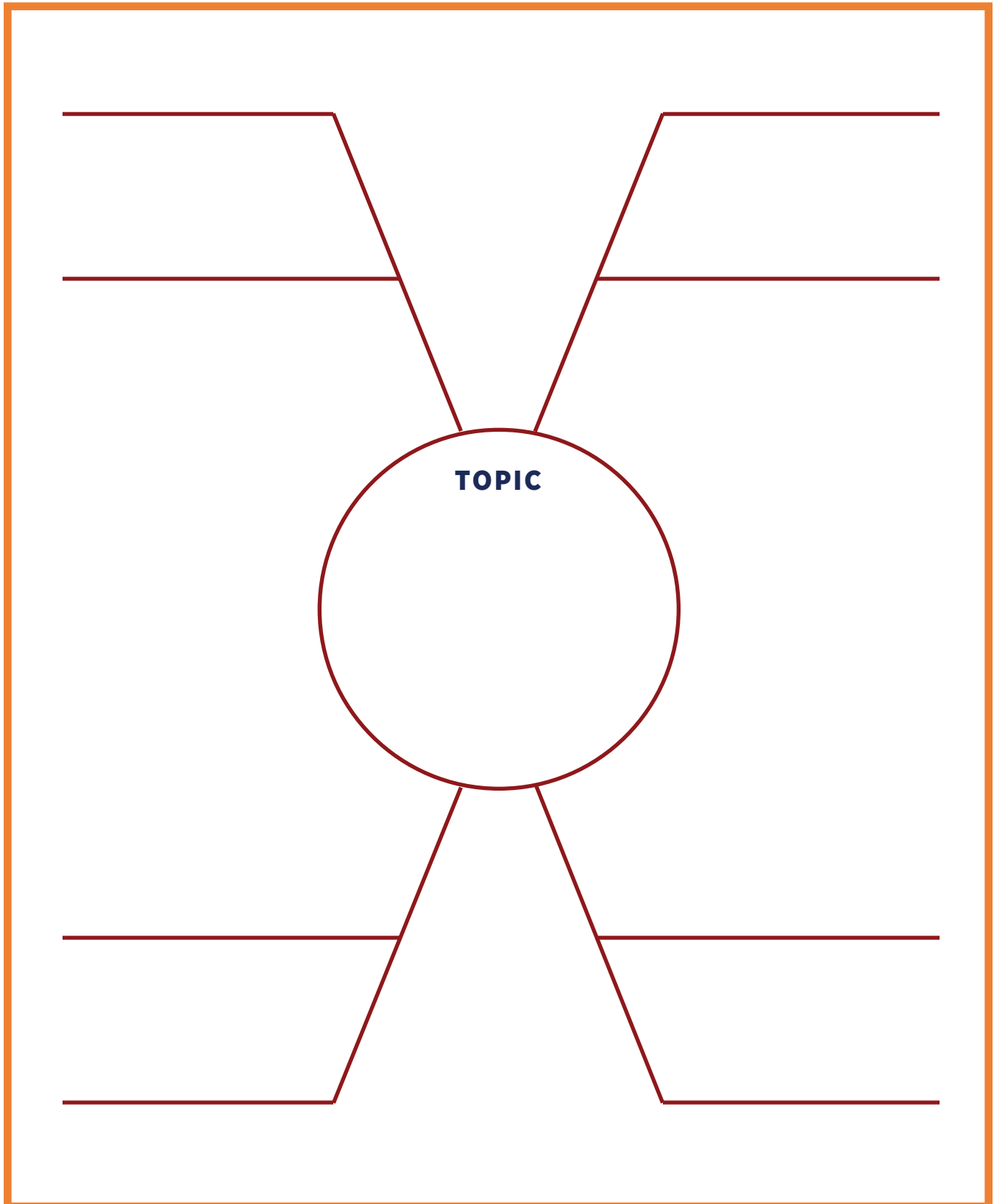
TOPIC: _____

	NAME 1	NAME 2
ATTRIBUTE 1		
ATTRIBUTE 2		
ATTRIBUTE 3		

Concept Map



Spider Map



KWL Chart

TOPIC: _____

WHAT I KNOW

WHAT I WANT TO KNOW

WHAT I LEARNED

Five W's and H Chart

TOPIC/CHAPTER: _____

WHAT?

WHO?

WHY DID IT HAPPEN?

WHEN DID IT HAPPEN?

WHERE DID IT HAPPEN?

HOW DID IT HAPPEN?

SUMMARY:

ANALYZING POLITICAL CARTOONS

Editorial or political cartoons are not like other comics. They may be funny, but their main purpose is to offer an opinion or point of view about some issue or problem in the news. Some of the elements of political cartoons are:

SYMBOLISM

A *symbol* is any object or design that stands for some other thing, person, or idea.

EXAGGERATION AND DISTORTION

Changes in size or shape often add to the cartoon's point. Distorting an object means changing it in some way to make it look funny, ugly, etc.

STEREOTYPES

A *stereotype* is a simplistic view of some group. It is often insulting, but it can also help the cartoon make its point quickly.

CARICATURE

Caricature is a portrayal of an individual's features in an exaggerated or distorted way.

HUMOR AND IRONY

Humor is important in many editorial cartoons. Irony is one kind of humor. In it, a viewpoint is expressed in such an odd way as to make that view actually seem ridiculous.

CAPTIONS

Words are used to reinforce the cartoon's nonverbal features. Words help the other parts of the cartoon make one overall point. Famous sayings, slogans, song lyrics, and well-known phrases can be used as captions.

Visual Aid 34: Examining a Political Cartoon

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.

EXAMINING A POLITICAL CARTOON

WHY?

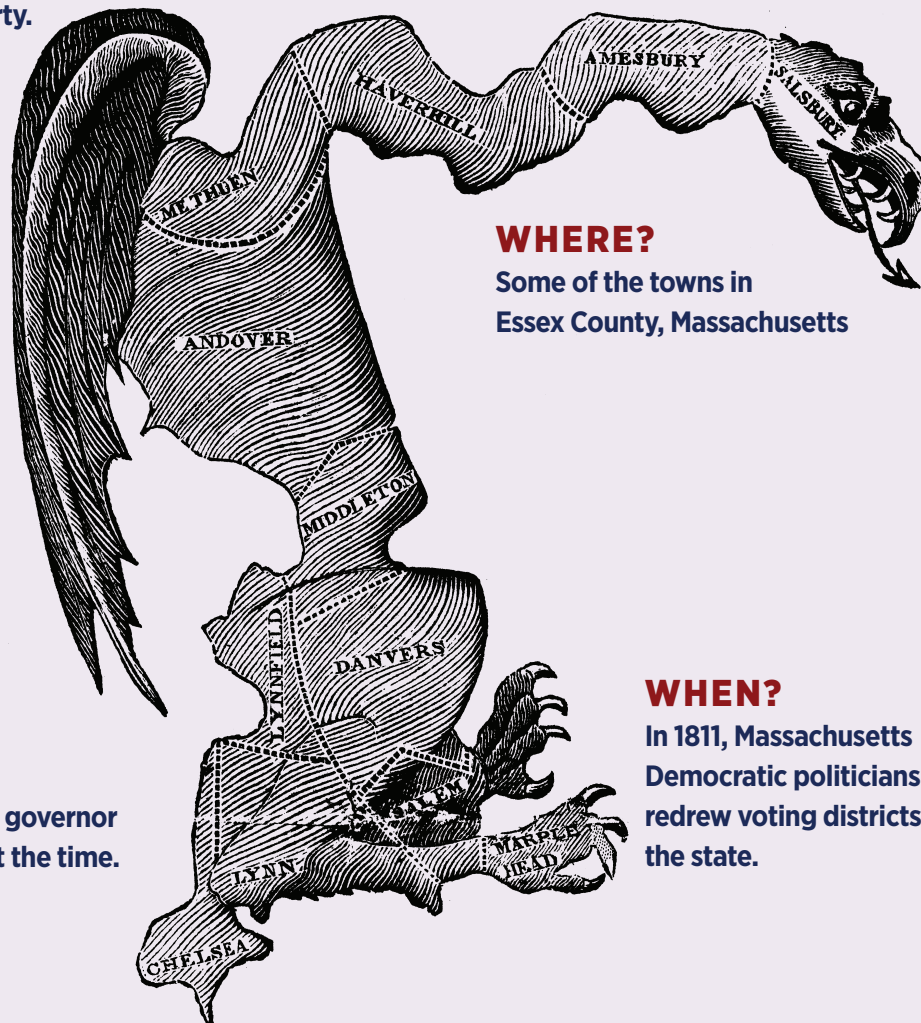
District was drawn so as to ensure the election of senators from Governor Gerry's political party.

WHAT?

New political district was said to look like a "squatting salamander." Cartoonist added a head, wings, and claws to make that image more apparent.

WHO?

Elbridge Gerry was governor of Massachusetts at the time.



WHERE?

Some of the towns in Essex County, Massachusetts

WHEN?

In 1811, Massachusetts Democratic politicians redrew voting districts in the state.

In 1812, this political cartoon appeared in the *Boston Weekly Messenger* depicting the odd shape of a voting district created by Massachusetts Governor Elbridge Gerry to gain political advantage for his party. The cartoonist called it a "Gerry-mander."

Political Cartoon Analysis Worksheet

LEVEL 1	
VISUALS	WORDS (Not all cartoons include words.)
<ol style="list-style-type: none">1. List the objects or people you see in the cartoon.	<ol style="list-style-type: none">1. Identify the cartoon caption and/or title.2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.3. Record any important dates or numbers that appear in the cartoon.
LEVEL 2	
VISUALS	WORDS
<ol style="list-style-type: none">2. Which of the objects on your list are symbols?3. What do you think each symbol means?	<ol style="list-style-type: none">4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?5. List adjectives that describe the emotions portrayed in the cartoon.
LEVEL 3	
<ol style="list-style-type: none">A. Describe the action taking place in the cartoon.B. Explain how the words in the cartoon clarify the symbols.C. Explain the message of the cartoon.D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Designed and developed by the Education Staff, U.S. National Archives and Records Administration, Washington, DC 20408.

Visual Aid 36: Written Document Analysis Worksheet

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.

Written Document Analysis Worksheet

1. Type of Document (Check one)

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. Unique physical qualities of the document (Check one or more)

- | | | |
|---|---|--------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Seals | <input type="checkbox"/> Other |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Notations | |
| <input type="checkbox"/> Typed | <input type="checkbox"/> "Received" stamp | |

3. Date(s) of document:

4. Author (or Creator) of the document:

Position (Title):

5. For what audience was the document written?

6. Document information (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written?

Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document.

Photograph Analysis Worksheet

STEP 1. OBSERVATION

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE	OBJECTS	ACTIVITIES

STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer from this photograph.

STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Visual Aid 38: Map Analysis Worksheet

The United States and Louisiana: Beginnings to 1791

© 2023 Clairmont Press, Inc.

Map Analysis Worksheet

1. Type of Map (Check one)

- Raised relief map
- Topographic map
- Political map
- Contour-line map

- Natural resource map
- Military map
- Bird's-eye view
- Artifact map

- Satellite photograph/mosaic
- Pictograph
- Weather map
- Other

2. Unique physical qualities of the map (Check one or more)

- Compass
- Handwritten
- Date

- Notations
- Scale

- Name of mapmaker
- Other

3. Date(s) of map:

4. Creator of the map:

5. Where was the map produced?

6. Map information

A. List three things in this map that you think are important.

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

F. Write a question to the mapmaker that is left unanswered by this map.
