

LOUISIANA STUDIES 8th
The United States and Louisiana:
The Industrial Age through the Modern Era (Book 3)
Substitute Teacher Folder

Date _____

Good Morning:

Thank you for substituting today. As it stands now, I should return _____. Below are the assignment(s) and corresponding page numbers for the textbook, *The United States and Louisiana: The Industrial Age through the Modern Era (Book 3)*, along with the corresponding student workbook pages.

If my absence was unexpected today and I didn't have the opportunity to make the appropriate number of copies, I am sure that _____ in the main office or _____ in the _____ will be glad to assist you in getting copies for the class.

There is a report form in the Substitute Folder for you to share information regarding the day(s).

My thanks for your assistance, and we are glad to have you. Should you need to contact me, I can be reached at _____.

Regards,

Additional Notes:

LOUISIANA STUDIES

Substitute Assignment Form

Period	Time	Text Pages	Homework Yes/No	In-Class Student Activity Numbers or Class Assignment	Homework Assignment for Tomorrow
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					

“Things to be aware of” Comments

1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	

Procedures

Beginning of class: _____

Recognition of students: _____ **Hands raised only** _____ **May call out answer quietly**

Closure of class: _____

Lunch: Time _____ _____ **Please sit with** _____ **Sit elsewhere**

Attention-getting techniques I use: _____

Neighboring instructor to call on for help: _____ **Room** _____

Fire drill instructions are located _____

Tornado drill instructions are located _____

Other: _____

LOUISIANA STUDIES

Seating Chart

Students are listed by _____ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
Seat 1 1st 2nd 3rd 4th	Seat 1 1st 2nd 3rd 4th	Seat 1 1st 2nd 3rd 4th	Seat 1 1st 2nd 3rd 4th	Seat 1 1st 2nd 3rd 4th
Seat 2 1st 2nd 3rd 4th	Seat 2 1st 2nd 3rd 4th	Seat 2 1st 2nd 3rd 4th	Seat 2 1st 2nd 3rd 4th	Seat 2 1st 2nd 3rd 4th
Seat 3 1st 2nd 3rd 4th	Seat 3 1st 2nd 3rd 4th	Seat 3 1st 2nd 3rd 4th	Seat 3 1st 2nd 3rd 4th	Seat 3 1st 2nd 3rd 4th
Seat 4 1st 2nd 3rd 4th	Seat 4 1st 2nd 3rd 4th	Seat 4 1st 2nd 3rd 4th	Seat 4 1st 2nd 3rd 4th	Seat 4 1st 2nd 3rd 4th
Seat 5 1st 2nd 3rd 4th	Seat 5 1st 2nd 3rd 4th	Seat 5 1st 2nd 3rd 4th	Seat 5 1st 2nd 3rd 4th	Seat 5 1st 2nd 3rd 4th
Seat 6 1st 2nd 3rd 4th	Seat 6 1st 2nd 3rd 4th	Seat 6 1st 2nd 3rd 4th	Seat 6 1st 2nd 3rd 4th	Seat 6 1st 2nd 3rd 4th

Circle the name of a student who can be relied upon each period.

LOUISIANA STUDIES

Seating Chart

Students are listed by _____ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
Seat 1 5th 6th 7th 8th	Seat 1 5th 6th 7th 8th	Seat 1 5th 6th 7th 8th	Seat 1 5th 6th 7th 8th	Seat 1 5th 6th 7th 8th
Seat 2 5th 6th 7th 8th	Seat 2 5th 6th 7th 8th	Seat 2 5th 6th 7th 8th	Seat 2 5th 6th 7th 8th	Seat 2 5th 6th 7th 8th
Seat 3 5th 6th 7th 8th	Seat 3 5th 6th 7th 8th	Seat 3 5th 6th 7th 8th	Seat 3 5th 6th 7th 8th	Seat 3 5th 6th 7th 8th
Seat 4 5th 6th 7th 8th	Seat 4 5th 6th 7th 8th	Seat 4 5th 6th 7th 8th	Seat 4 5th 6th 7th 8th	Seat 4 5th 6th 7th 8th
Seat 5 5th 6th 7th 8th	Seat 5 5th 6th 7th 8th	Seat 5 5th 6th 7th 8th	Seat 5 5th 6th 7th 8th	Seat 5 5th 6th 7th 8th
Seat 6 5th 6th 7th 8th	Seat 6 5th 6th 7th 8th	Seat 6 5th 6th 7th 8th	Seat 6 5th 6th 7th 8th	Seat 6 5th 6th 7th 8th

Circle the name of a student who can be relied upon each period.

LOUISIANA STUDIES

Directed Teaching Lesson Plan (Page 1)

The lesson plan for the day is in my plan book or indicated in the space below. *Should* students complete their in-class assignments, listed below are some alternative activities. I've checked those I would like for students to do if their assigned classwork is completed _____ minutes prior to the end of the period.

LESSON PLAN

Text Pages: _____ Student Workbook Pages: _____ Date: _____

Materials Needed:

Objectives:

Focus Activity:

Directed Teacher/Teacher Input:

Modeling for Directed Practice:

Directed Practice:

Independent Practice and/or Homework Assignment:

Enrichment/Remediation:

Learning Style Accommodations:

Closure (Indicated Below):

LOUISIANA STUDIES

Directed Teaching Lesson Plan (Page 2)

OUT-OF-CLASS ACTIVITIES

- ___ Yes ___ No Students may immediately begin reading their in-class library book.
- ___ Yes ___ No Individual students may begin work on homework assignments.
- ___ Yes ___ No If everyone has completed the day's class activities they are allowed to talk softly.
- ___ Yes ___ No Individual students may report to the Library when they complete their class activities.
- ___ Yes ___ No Individual students may begin working on other classes' activities or assignments.
- ___ Yes ___ No Students in small groups of _____ may work together on other class activities or projects.
- ___ Yes ___ No Other:

IN-CLASS ACTIVITIES

For Today	Indiv.	Team	Turn In	
___	___	___	Yes/No	1. You give a letter and the students name the Louisiana towns/cities/rivers that begin with that letter.
___	___	___	Yes/No	2. You give a letter and the students name a famous Louisianian or American whose name begins with that letter. They must be able to give one fact about the individual they name.
___	___	___	Yes/No	3. Historical Spelling: You flip through the text and call out the name of a person, place, or thing. Students must spell the term ___ orally or ___ in writing. If oral, other students may challenge the spelling.
___	___	___	Yes/No	4. Using the index, call out the names of Louisiana or American history figures. Students are to assume that they are at a dinner party seated next to that person. Students list three things they would ask the person and why. (If the student does not recognize the figure, have her or him flip to the appropriate page as indicated in the index and read about the individual, then determine if and why they would change their dinner conversation questions.)
___	___	___	Yes/No	5. Write the following slogan on the chalkboard: PROUD TO BE A LOUISIANIAN. Have students write out as many words as they can with the letters of the slogan. (They are allowed to use any combination of letters.) The winner receives _____.

LOUISIANA STUDIES

Directed Teaching Lesson Plan (Page 3)

IN-CLASS ACTIVITIES

For Today	Indiv.	Team	Turn In	
___	___	___	Yes/No	6. Students should design a test review puzzle to cover pages ___ - ___ in their Louisiana Studies textbook.
___	___	___	Yes/No	7. Students should design a 9-square "Tic-Tac-Toe" game based on Louisiana symbols and play their game with one other person seated close enough that desks do not have to be moved to play the game.
___	___	___	Yes/No	8. Tell students to imagine that they have \$400 for a weekend with their family. Where in Louisiana would they most like to visit and why? Plan a budget for a family of four to visit your site. (Use the current price for gasoline.)
___	___	___	Yes/No	9. Review the Louisiana symbols. Select five and have students record their alternate choices for the symbols. They should explain the reasons for their choices over the current symbols. For example, "The magnolia is Louisiana's state flower. It should be the azalea because . . ."
___	___	___	Yes/No	10. Using coloring markers and news stories cut from the newspaper, have students underline the 5 W's and H for assigned stories. (Who - red; What - blue; Where - orange; When - brown; Why - yellow; and How - green)
___	___	___	Yes/No	11. Using the textbook index, have students select the name of a person, event, place, or thing. The next student in the row has to name another example in the same category that begins with the <i>last</i> letter of the person, event, place, or thing named.
___	___	___	Yes/No	12. Assign students a picture from any page in the text. Students should study the picture for one minute, close the textbook, and quickly write down all of the things about the picture that they can remember. Then they return to the page to check and see how many points they remembered about the picture. The winner gets _____.
___	___	___	Yes/No	13. Teacher's Choice:

LOUISIANA STUDIES

Closure Questions

Before students begin to “pack up” at the end of class, please take about five minutes and ask any of the closure questions that are circled. If *none* are circled, ask students “round robin” what they learned from the day’s lesson. Summarize each answer with a one-word description on the board or overhead. These words need to be recorded in their Louisiana Studies notebook.

1. Name something you learned today that you didn’t know yesterday.
2. Name something you learned today that you would like to remember. Why?
3. Of today’s activities, which one did you like most? Why?
4. Why do you think it was important to learn about _____ today?
5. As a result of what you learned today, in what ways can you become a better Louisianian? A better American?
6. What did you learn today that you would like to know more about? Why?

LOUISIANA STUDIES

Substitute Teacher Feedback

Your Name: _____

Date: _____

As you close out the day, I would appreciate your reflective analysis of the day. Please complete one sheet for each day you substitute. Thank you again for being here today!

Period	Overall Comments	Follow-up Needed
1		
2		
3		
4		
5		
6		
7		
8		
Lunch		

Finally, I would like to share _____

Name: _____ Date: _____

SUBSTITUTE FOLDER
The United States and Louisiana:
The Industrial Age through the Modern Era (Book 3)
Student Activity 1 - Scavenger Hunt

Directions: Use your textbook to find the following information.

1. What is the definition of *hyperinflation*?

2. Who is the first person listed under *F* in the index? _____
3. On what page is the first picture of the Louisiana State Capitol? _____
4. Which chapters discuss the two World Wars? _____
5. What are the topics of the four sections in Chapter 1? _____
6. What occurred on June 6, 1944? _____
7. What is the full name of the President of the United States who promised a New Deal?

8. On what page does the first map appear in your textbook? _____
9. Which countries were involved in the Cold War? _____
10. How many time zones are in the United States and what are their names?

11. Which Louisiana governor initiated the deduct box? _____
12. What two components does each Chapter Review have? _____
13. Where would you find a picture of Louisiana's state bird? _____
14. What are on the two pages before Section 1 in each chapter?

15. Name the components of the eBook listed on page 1 of your textbook.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Name: _____ Date: _____

SUBSTITUTE FOLDER

Student Activity 2 - Put Your Mind to the Challenge (Page 1)

Directions: Working individually or in teams of four, fill in the blanks below. Write the letter that corresponds with the number below each blank.

1. Succeeded Huey Long in his United States Senate seat

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

2. Last name of Louisiana governor who made the fleur-de-lis an official symbol of Louisiana

9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____

3. State that borders Louisiana on the west

15 _____ 16 _____ 17 _____ 18 _____ 19 _____

4. Nickname for Huey Long

20 _____ 21 _____ 22 _____ 23 _____ 24 _____ 25 _____ 26 _____ 27 _____

5. Number of chapters in your textbook

28 _____ 29 _____ 30 _____ 31 _____ 32 _____ 33 _____ 34 _____

6. City where the National World War II Museum is located

35 _____ 36 _____ 37 _____ 38 _____ 39 _____ 40 _____ 41 _____ 42 _____ 43 _____ 44 _____

7. Last name of attorney who argued *Brown v. Board of Education* case and won

45 _____ 46 _____ 47 _____ 48 _____ 49 _____ 50 _____ 51 _____ 52 _____

Name: _____

Date: _____

SUBSTITUTE FOLDER

Student Activity 2 - Put Your Mind to the Challenge (Page 2)

8. An antibiotic produced naturally by certain molds

53 54 55 56 57 58 59 60 61 62

9. Rodents that once were valued for their fur but now add to coastal erosion

63 64 65 66 67 68

10. Louisiana's capital city

69 70 71 72 73 74 75 76 77 78

11. Louisiana's most famous holiday

79 80 81 82 83 84 85 86 87

Louisiana governor elected in 2016 who served two terms in office.

9 71 49 22 69 54 60

16 82 w 18 47 12 44

Name: _____ Date: _____

SUBSTITUTE FOLDER

Student Activity 3

There are some general facts about our state that you should know simply to make you a more informed citizen. All of the questions below can be answered by reviewing the first two chapters and the Louisiana State Symbols list in the appendix.

Directions: Read each question carefully. Circle either the letter in the True column or the letter in the False column. If the answer is false, make the appropriate correction on the line below each sentence. When you finish the questions, you will know whether or not you are correct because a correct response will spell out the name of one of Louisiana's honored "citizens."

True False

H L 1. Osama bin Laden founded a group called al-Qaeda.

O U 2. America has never been under attack by foreign terrorists.

M R 3. The shift from manufacturing to an agricultural economy is the Industrial Revolution.

R A 4. John D. Rockefeller earned his wealth from oil products.

H I 5. Struggling entrepreneurs were called "robber barons" in the late 1800's.

V C 6. A picture of an eagle feeding her young is on the current Louisiana state flag.

A P 7. Louisiana's largest natural lake is Lake Pontchartrain.

N L 8. Henry Ford introduced the Model T automobile in 1908.

A E 9. A recession lasts longer than a depression.

The letters you've selected should spell out a natural disaster of water and wind.

What does it spell? _____

Name: _____

Date: _____

SUBSTITUTE FOLDER

Student Activity 4 - Making a State Quilt

Some of you may have seen quilts made by relatives. Quilts are bed coverings made by sewing together pieces of material. Often the materials, shapes, and colors used in quilts form patterns, sometimes very complex ones. Quilts can also tell a story through pictures. In this activity, you are going to make a state quilt.

Directions: The sixteen squares below represent your state quilt. In each section, draw a symbol, map, or some other representation of Louisiana. Color your squares and add “stitching marks” between each section. Here’s your chance to be creative!

Name: _____ Date: _____

SUBSTITUTE FOLDER

Student Activity 6 - What Do You Think? (Page 1)

A list of character traits appears in the box below. Draw a line under the ones you find it easy to practice. Place parentheses around the ones you find it difficult to practice.

Compassion	Tolerance	Self-Control	Punctuality
Courtesy	Cooperation	Self-Respect	Respect for Others
Kindness	Honesty	Fairness	Courage
Patriotism	Cleanliness	Cheerfulness	Respect for the Environment
Patience	Creativity	Sportsmanship	Loyalty
Perseverance	Citizenship	Diligence	Generosity
	School Pride	Virtue	

Directions: Below and on the next page are several quotations from well-known Americans and a special Louisiana motto. Your task is to take each quote and determine which character traits the quotation exemplifies (illustrates).

*The sound of tireless voices is the price we pay for
the right to hear the music of our own opinions.
– Adlai Stevenson*

1. The overall meaning of the quotation is _____

2. List the character traits represented in the quotation and the reasons for your choice(s).

*True patriotism hates injustice
in its own land more than anywhere else.
– Clarence Darrow*

3. The overall meaning of the quotation is _____

4. List the character traits represented in the quotation and the reasons for your choice(s).

Name: _____ Date: _____

SUBSTITUTE FOLDER

Student Activity 6 - What Do You Think? (Page 2)

*There is nothing wrong with America
that together we can't fix.
– President Ronald Reagan*

5. The overall meaning of the quotation is _____

6. List the character traits represented in the quotation and the reasons for your choice(s).

*Union, Justice, Confidence
-Louisiana State Motto*

7. The overall meaning of the quotation is _____

8. List the character traits represented in the quotation and the reasons for your choice(s).

Read the special feature about Ruby Bridges on page 396 of your textbook. Then answer these questions.

9. What were the circumstances depicted on this page? _____

10. List the character traits that you think were shown by

Ruby Bridges _____

Ruby's mother _____

Ruby's teacher _____

The U.S. marshals _____

Name: _____ Date: _____

SUBSTITUTE FOLDER

Student Activity 7 - A State by Any Other Name

It takes some practice to learn the names of all fifty states that make up our great country. However, there are some fun ways to become familiar with both the name and spelling of each state. Try this.

Directions: The names of the states below are scrambled. Unscramble each word to form the name of a state. For bonus points, write the name of the state's capital on the line after the name of the state.

kalsaa: _____	goitnwnash: _____
enorog: _____	edavan: _____
araolincif: _____	awhiai: _____
ranoiza: _____	wen ceixom: _____
haut: _____	doaih: _____
tonnmaa: _____	iogymnw: _____
thorn adakto: _____	roadcool: _____
brsanake: _____	setax: _____
woia: _____	nagchimi: _____
icnnswoi: _____	nasaks: _____
outsh kodaat: _____	isisispmp: _____
iseonmnat: _____	aohaklmo: _____
nioslil: _____	nainaid: _____
iusrioms: _____	wne roky: _____
ogreiag: _____	ynetckuk: _____
rnakssaa: _____	mabaaal: _____
unaoialis: _____	hoio: _____
tronh raincola: _____	waledear: _____
houst loancair: _____	doarfil: _____
neteseens: _____	ganviiri: _____
ewn yesjre: _____	deorh lisdan: _____
toneccnuite: _____	larnyamd: _____
sewt ignivria: _____	tomnrev: _____
nesnvailpnya: _____	wen pasirrhme: _____
tcessaahumsts: _____	naiem: _____

How did you do? Total Number: _____

Name: _____

Date: _____

SUBSTITUTE FOLDER

Student Activity 8 – Louisiana A to Z

Directions: Name something associated with the state of Louisiana that begins with each letter of the alphabet. It can either be something you learned in Louisiana Studies or it can be something you know about personally. Feel free to name more than one for each letter.

Acadians (French Canadians who came to LA)

N

B

O

C

P

D

Q

E

R

F

S

G

T

H

U

I

V

J

W

K

X

L

Y

M

Z

