Grade 8 Social Studies: Year-Long Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

In grade 8, students explore the economic, political, and social changes that have formed Louisiana’s identity as they learn about Louisiana’s geography, colonial Louisiana, Antebellum period, Civil War and Reconstruction Era, Jim Crow Louisiana, Civil Rights Era and modern day Louisiana. The key themes in grade 8 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 8 claims.

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<tr>
<th>Grade 8 Content</th>
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<td>Louisiana's Identity: This is Louisiana</td>
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<td>Louisiana: Settlement and Colonial Legacy</td>
<td>What is the legacy of settlement and colonization on an area’s identity?</td>
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<td>19th Century Louisiana: A State in Conflict</td>
<td>What is the legacy of conflict and resolution on a state’s identity?</td>
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<td>Louisiana: An Identity in Transition</td>
<td>What is the impact of populism and power on a state’s identity?</td>
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<td>20th Century Louisiana: A Changing Identity</td>
<td>How do economic, social, and political changes of the 20th century redefine a state’s identity?</td>
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<td>Louisiana's Identity: A Modern State</td>
<td>What is the role of government and economics in defining a state's identity?</td>
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Grade 8 Social Studies: How to Navigate This Document

The grade 8 scope and sequence document is divided into 6 units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Louisiana's Identity: This is Louisiana
- Unit One Overview
- Unit One Instruction
  - Topic One: Louisiana’s Natural Resources
  - Topic Two: Coastal Erosion
  - Topic Three: Louisiana's Cultural Geography
- Unit One Assessment

Unit Two: Louisiana: Settlement and Colonial Legacy
- Unit Two Overview
- Unit Two Instruction
  - Topic One: Native American Settlement
  - Topic Two: European Exploration and Settlement
  - Topic Three: Louisiana Purchase
- Unit Two Assessment

Unit Three: 19th Century Louisiana: A State in Conflict
- Unit Three Overview
- Unit Three Instruction
  - Topic One: Statehood and Battle of New Orleans
  - Topic Two: Antebellum Period
  - Topic Three: Civil War in Louisiana
  - Topic Four: Reconstruction
  - Topic Five: Jim Crow Louisiana
- Unit Three Assessment

Unit Four: Louisiana: An Identity in Transition
- Unit Four Overview
- Unit Four Instruction
  - Topic One: Populism and the Flood of 1927
  - Topic Two: Huey Long
- Unit Four Assessment

Unit Five: 20th Century Louisiana: A Changing Identity
- Unit Five Overview
- Unit Five Instruction
  - Topic One: World War II

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- Topic Two: Civil Rights
- Unit Five Assessment

Unit Six: Louisiana's Identity: A Modern State
- Unit Six Overview
- Unit Six Instruction
  - Topic One: Louisiana's Government
  - Topic Two: Louisiana's Economy
- Unit Six Assessment
Unit One Overview

Description: Students learn how Louisiana’s geographic features have shaped Louisiana’s cultural and economic identity.

Suggested Timeline: 6 weeks

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<td>Louisiana’s Identity: This is Louisiana</td>
<td>How does physical geography impact a state’s cultural and economic identity?</td>
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Topics (GLEs):

1. Louisiana’s Natural Resources (8.1.1, 8.2.2-3, 8.2.10, 8.3.1-3, 8.4.1, 8.5.1)
2. Coastal Erosion (8.1.1, 8.3.1, 8.3.2, 8.3.3, 8.5.1, 8.5.2)
3. Louisiana’s Cultural Geography (8.1.1, 8.2.2, 8.4.1, 8.4.2, 8.5.2)

Unit Assessment: Students participate in a Socratic seminar in response to the question:
- How does physical geography impact a state’s cultural and economic identity?
Unit One Instruction

**Topic One:** Louisiana's Natural Resources (8.1.1, 8.2.2-3, 8.2.10, 8.3.1-3, 8.4.1, 8.5.1)

**Connections to the unit claim:** Throughout grade 8 students explore the question "What economic, political, and social changes have formed Louisiana's identity?" For this topic, students analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana's natural environment, economy, and political boundaries.

**Suggested Timeline:** 5 class periods

**Use this sample task:**
- **Louisiana's Natural Resources**

**To explore these key questions:**
- How has Louisiana's political boundaries changed since its founding?
- How does Mississippi River create land and provide fertile soil?
- What are some natural resources that are found in Louisiana?
- How do these resources impact Louisiana's economy?

**That students answer through this assessment:**
- Students use the Library of Congress' Analyzing Maps Teacher's Guide to analyze various maps about Louisiana's political boundaries and engage in class discussions. Use a discussion tracker to keep track of students' contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students write down on sticky notes the cities closest to the coordinates given on a piece of chart paper. Collect students' sticky notes for a grade.
- Students use physical geography maps and sources and complete split-page notes and discuss how the Mississippi River impacts Louisiana's physical geography. Collect the split-page notes for a grade and use a discussion tracker to keep track of students' contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students use economic maps to complete a Louisiana Industries graphic organizer and discuss how Louisiana's physical geography shapes Louisiana's economic identity. Collect the Louisiana Industries graphic organizer for a grade and use a discussion tracker to keep track of students' contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response to explain how the Mississippi River has shaped south Louisiana's physical geography and impacted Louisiana's economic identity. Grade the written response using the LEAP Assessment Social Studies Extended Response Rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.10)

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Grade 8 Instructional Task: Louisiana’s Natural Resources
Unit One: Louisiana Identity: This is Louisiana, Topic One: Louisiana’s Natural Resources

Description: Students investigate how the Mississippi River has given Louisiana ample renewable and nonrenewable natural resources which affect Louisiana’s economy.

Suggested Timeline: 5 class periods

Materials: Library of Congress’ Primary Source Analysis worksheet, French Louisiana Map, Spanish Louisiana Map, Louisiana Territory Map, Consolidation, 1819 - 1912 Map, conversation stems, Latitude and Longitude Video, Louisiana Latitude and Longitude Map, sticky notes, chart paper, Mississippi River Drainage Basin Map, Mississippi River Creating Louisiana’s Coastline, 2017 Spring Flood Risk, Excerpts from The Mississippi River Delta Basin, split-page notes (blank and completed), LEAP Assessment Social Studies Extended Response Rubric, Louisiana’s Industries graphic organizer (blank and completed), Ports in Louisiana, Sugarcane Production, Rice Production, Seafood Production, Forestry, Shale Oil and Natural Gas in Louisiana, Salt Domes in Louisiana

Instructional Process:
1. Say “Throughout this school year we will examine how geographic, economic, political, and social changes have shaped Louisiana’s identity. We will begin by examining Louisiana’s geography to understand how Louisiana’s physical landscape has shaped Louisiana’s cultural identity. We will analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana’s natural environment, economy, and political boundaries.”
2. Say, “Before we can investigate Louisiana’s physical landscape, we must first understand how the boundaries of Louisiana have changed over time.”
4. Display or provide students with individual copies of the following maps:
   a. French Louisiana Map from Discovering Lewis & Clark
   b. Spanish Louisiana Map from Discovering Lewis & Clark
   c. Louisiana Territory Map from Discovering Lewis & Clark
   d. Consolidation, 1819 - 1912 Map from Discovering Lewis & Clark
5. Instruct students to view and make observations about each map on their Library of Congress’ Primary Source Analysis worksheet. They should use an approach similar to the Library of Congress’ Analyzing Maps Teacher’s Guide. Student must include the following information in their analysis:
   a. the dates for each map
   b. how the political boundaries of Louisiana have changed over the years
   c. any other observations that are noteworthy to students
6. Conduct a discussion to compare the maps. Encourage students to use the conversation stems during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
   a. What do the maps show?
   b. Which country was the first to claim Louisiana?

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c. How did Louisiana's political boundaries change since its founding by the French in 1682?
d. What boundary remains mostly stationary after the Spanish take control of Louisiana? What establishes that boundary?
e. What do the differences in these maps show?

7. Project the French Louisiana Map from Discovering Lewis & Clark on the board. Ask, "What lands are included in this map of French Louisiana?" Support students if needed by indicating the location of the Mississippi River on the map.

8. Project the Spanish Louisiana Map from Discovering Lewis & Clark on the board. Ask, "What happened to the lands west of the Mississippi River in 1763?" Support students if needed by indicating the location of the Mississippi River on the map.

9. Project the Louisiana Territory Map from Discovering Lewis & Clark on the board. Ask, "What happened to the lands of Louisiana in 1803? What event happened in 1803 involving Louisiana? How does this event affect the political borders of Louisiana?"

10. Project the Consolidation, 1819 - 1912 Map from Discovering Lewis & Clark on the board. Ask, "What happened to the lands of Louisiana in 1812?"

11. Ask, "Why do you believe Louisiana's political boundaries have changed since its founding by the French in 1682?" Instruct students to complete a 20-word GIST summary response to this question.

12. Allow multiple students to share their GIST statements. Ask remaining students in the class to identify similarities and differences between the shared responses. Record student observations on the board for student reflection.

13. Say, "There are several important political and physical features within Louisiana's modern political boundaries that you should be familiar with. We will use latitude and longitude to identify some of these important features."

14. Watch Latitude and Longitude Video as a class to review latitude and longitude skills.

15. Model how to estimate latitude and longitude lines between mark lines on a map (for example, how to estimate where 91.5°W in between 91°W and 92°W).

16. Provide students with individual copies of the Louisiana Latitude and Longitude Map and sticky notes.

17. Instruct students to practice marking latitude and longitude lines between the marked lines of latitude and longitude. Circulate the room to help students who have not previously mastered this skill.

18. Display the following coordinates only for students to locate:
   a. 29.9° N., 90.1° W. (city of New Orleans, political)
   b. 30.5° N., 91.1° W. (city of Baton Rouge, political)
   c. 29.5° N., 93° W. (Gulf of Mexico, physical)
   d. 32.5° N., 93.7° W. (city of Shreveport, political)
   e. Challenge: 29.1° N., 89.2° W. (mouth of the Mississippi River, physical)

19. Have students work independently or in pairs to locate these coordinates and on their Louisiana Latitude and Longitude Map. Instruct students to record the features identified by the coordinates on their sticky notes and mark each feature as political or physical.

20. Write the word physical geography on the board and read or project the following definitions:
   a. Physical: relating to things perceived through the senses as opposed to the mind; tangible or concrete.

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1 From https://www.google.com/#q=physical and https://www.google.com/search?q=geography%20definition

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b. Geography: the study of the features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

21. Read aloud the first two paragraphs of the meaning of geography.

22. Ask students: “What do these definitions have in common? How does adding the word “physical” to “geography” qualify each word’s meaning?”

23. Note student responses on the board and annotate the definitions as students share their answers.

24. Direct students to explain the meaning of physical geography in their own words orally or in writing and provide visual examples of physical features a geographer would study.

25. Write the word political geography on the board and read or project the following definitions:
   a. Physical: relating to boundaries, divisions, or possessions.
   b. Geography: the study of the features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

26. Ask students: “What do these definitions have in common? How does adding the word “political” to “geography” qualify each word’s meaning?”

27. Note student responses on the board and annotate the definitions as students share their answers.

28. Direct students to explain the meaning of political geography in their own words orally or in writing and provide visual examples of physical features a geographer would study.

29. Conduct a brief discussion about the role physical geography plays in the formation of political locations. Encourage students to use the conversation stems during the discussion. Record student claims on the board.

30. Instruct students to record their responses to the following questions on the appropriate sticky notes on their maps:
   a. In what way is physical geography important to the locations of New Orleans, Baton Rouge, and Shreveport? What physical features are present at each location? (all located on rivers; Mississippi, Mississippi, Red)
   b. What do you notice about the location of cities along rivers as opposed to the Gulf of Mexico? What is one reason for this difference in location? What common natural threat do cities in both locations share? (cities are located close to rivers but further away from the coast; soil near the coast is more permeable and less solid than soil in a floodplain; flooding)
   c. What natural phenomenon is a threat to ecosystems and trade at the mouth of the Mississippi River and along the Gulf of Mexico? (erosion)

31. Say, “The Mississippi River flows through two of our largest cities and serves as our northeastern border for the state, impacting Louisiana’s geographic and economic identity. The Mississippi River’s annual flooding has shaped Louisiana’s geographic identity by depositing sediment, dirt suspended in river water, throughout south Louisiana. Louisiana’s many rivers, especially the including the Mississippi, Red and Atchafalaya, have flooded many times over the last few hundred years leaving Louisiana with fertile soil to grow crops. Next, we will investigate the effects of this phenomenon on Louisiana’s physical geography.”

32. Divide the class into small groups using an established classroom routine.

33. Project or provide students with access to the following maps and sources:

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2 From https://www.google.com/#q=physical and https://www.google.com/search?q=geography%20definition

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34. Instruct students to examine each map using an approach similar to the Library of Congress’ Analyzing Maps Teacher’s Guide and to read each source in groups. Provide the students with copies of split-page notes and instruct them to answer the questions as they examine the sources.

35. Conduct a class discussion about how the Mississippi River has shaped south Louisiana’s physical geography. Encourage students to use the conversation stems during the discussion and provide evidence from the maps and sources or outside knowledge to support their answers. Possible questions:
   a. How has the Mississippi River impacted Louisiana’s coastline?
   b. What is the role of flooding in Louisiana’s physical geography?
   c. What are the various benefits of the soil deposits from the Mississippi River to our state?
   d. What are the risks associated with settlement in some of the areas adjacent to the river?

36. Say “The location of the Mississippi River and its impact on south Louisiana’s physical geography is interconnected with Louisiana’s economic identity. The river, along with other natural resources, fuel much our state’s economy.”

37. Divide the class into small groups using an established classroom routine.

38. Project or provide students with access to the following maps and sources:
   a. Ports in Louisiana
   b. Sugarcane Production
   c. Rice Production
   d. Seafood Production
   e. Forestry
   f. Shale Oil and Natural Gas in Louisiana
   g. Salt Domes in Louisiana

39. Instruct students to examine each map using an approach similar to the Library of Congress’ Analyzing Maps Teacher’s Guide in groups. Provide the students with copies of the Louisiana Industries graphic organizer and instruct them to complete the organizer by noting the major location of each industry, the physical geography or natural resources of Louisiana that support each industry, and the effect each industry has on Louisiana’s economy.

40. Once students have analyzed the sources, instruct them to discuss the question at the bottom of the Louisiana Industries graphic organizer, “Where do you believe would be the best place to start Louisiana’s first colony in 1682?” and draft a written response in the place provided.

41. Conduct a class discussion about the connections between physical and human systems, and economics and trade. Encourage students to use the conversation stems during the discussion and provide evidence from the maps or outside knowledge to support their answers. Possible questions:
   a. What do the maps tell you about Louisiana’s economy?
   b. Would you describe Louisiana as being economically diverse? Why/Why not?
   c. How do Louisiana’s natural resources affect jobs in Louisiana?
   d. How has the Mississippi River and other natural resources impacted Louisiana’s economic identity?

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42. Conclude the discussion by having students write a response to the following question: How has the Mississippi River shaped south Louisiana's physical geography and impacted Louisiana's economic identity? Provide students with a copy of the LEAP Assessment Social Studies Extended Response Rubric to reference as they are writing.
Mississippi River Drainage Basin Map

Mississippi River Drainage Basin, Image is created by U.S. Army Corps of Engineers. It is available online at http://www.mwn.usace.army.mil/Missions/Mississippi-River-Flood-Control/Mississippi-River-Tributaries/Mississippi-Drainage-Basin/
Mississippi River Creating Louisiana’s Coastline

This map is in the public domain and is available at https://commons.wikimedia.org/wiki/File:Coastal_changediagram5.jpg. Read more about this image here.
2017 Spring Flood Risk

Continental United States

Be prepared: visit www.floodsafety.noaa.gov and follow @NOAA and @NWS on Twitter.

The information presented in this image focuses on spring flood potential, using evaluation methods analyzed on the timescale of weeks to months.

For detailed hydrologic conditions and forecasts, go to water.weather.gov.

Service Layer Credit Source: ESRI, USGS, NOAA

2017 Spring Flood Risk, Image is created by the National Oceanic and Atmospheric Association, Office of Water Prediction. It is available online at http://www.nws.noaa.gov/oh/2017NHAD.html
EXISTING CONDITIONS AND PROBLEMS

The Mississippi River has had a profound effect on the landforms of coastal Louisiana. The entire area is the product of sediment deposition following the latest rise in sea level about 5,000 years ago. Each Mississippi River deltaic cycle was initiated by a gradual capture of the Mississippi River by a distributary which offered a shorter route to the Gulf of Mexico. After abandonment of an older delta lobe, which would cut off the primary supply of fresh water and sediment, an area would undergo compaction, subsidence, and erosion. The old delta lobe would begin to retreat as the gulf advanced, forming lakes, bays, and sounds. Concurrently, a new delta lobe would begin its advance gulfward. This deltaic process has, over the past 5,000 years, caused the coastline of south Louisiana to advance gulfward from 15 to 50 miles, forming the present-day coastal plain.

For the last 1,200 years, sediment deposition has occurred primarily at the mouth of the Mississippi River's Plaquemines-Balize delta, in the area defined as the Mississippi River Delta Basin. This delta is located on the edge of the continental shelf of the Gulf of Mexico. Its 'bird's foot' configuration is characteristic of alluvial deposition in deep water. In this configuration large volumes of sediment are required to create land area; consequently, land is being lost in this delta more rapidly than it is being created.

The Mississippi River Delta Basin comprises approximately 521,000 acres of land and shallow estuarine water area in the active Mississippi River delta. Approximately 83 percent of this area, or 420,000 acres, is open water. The 101,100 acres of land in the basin are characterized by low relief, with the most prominent features being natural channel banks and dredged material disposal areas along the Mississippi River, its passes, and man-made channels. Coastal marshes make up approximately 61,650 acres or about 61 percent of the total land area in the Mississippi River Delta Basin. Eighty-one percent of this marsh is fresh, 17 percent is intermediate, and 2 percent is brackish-saline.

The Mississippi River discharges the headwater flows from about 41 percent of the contiguous 48 states. On a long-term daily basis, discharges in the Mississippi River average 470,000 cubic feet per second (cfs). A peak discharge of approximately 1,250,000 cfs occurs on the average of once every 16 years downstream of New Orleans.

Figure MR-1, Mississippi River Delta Basin Area

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3 This website is created and funded by The Louisiana Coastal Wetlands Planning Protection and Restoration Act Program and maintained by the USGS National Wetlands Research Center. It is available online at https://www.lacoast.gov/new/About/|Basin data/mr/#dynamics.

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Suspended sediment concentrations in the river decreased markedly between 1950 and 1966. Since that time the observed decrease in the suspended sediment load has been minimal. Long-term suspended sediment loads in the river average 436,000 tons per day; they have ranged from an average of 1,576,000 tons per day in 1951 to a still considerable average of 219,000 tons per day in 1988.

Between 1974 and 1990 the land loss rate in the Mississippi River Delta Basin averaged 1,072 acres per year, or 1.69 percent of existing land area (Dunbar, Britsch, and Kemp 1992). Between the mid-1950's and 1974, the estimated land loss rate for the basin was 2,890 acres per year. This loss is the result of compaction, subsidence, hurricanes, tidal erosion, sea level rise, and human activities. The loss has been aggravated by maintenance of navigation channels and construction of canals for mineral exploration. The total land area lost in this basin over the last 60 years has been approximately 113,300 acres.

The primary wetlands loss problem facing the Mississippi River Delta Basin is that of subsidence and compaction. Unlike other areas of coastal Louisiana, the Mississippi River delta is blessed with a relative abundance of inflowing fresh water and sediments. Despite the availability of these resources, the overall growth of emergent delta has been truncated in recent history. In its present position the Mississippi River deposits sediments into much deeper water than has been the case historically. This is evidenced by the thick stratum of Holocene deltaic sediments found in the active river delta. These unconsolidated sediments are highly susceptible to compaction, reducing the life span of emergent wetlands. While the rapid emergence of wetlands can occur over large areas in the delta, these areas deteriorate in an equally rapid manner.

Human activities have aggravated land loss rates in the Plaquemines-Balize delta. The stabilization of the Mississippi River's channel has cut off seasonal sediment-laden overbank flow that once nourished adjacent wetland areas. The Mississippi River levees to the north, and associated erosion control and channel stabilization measures extending to its mouth, also preclude the possibility of a naturally occurring crevasse or change in the river's course.

Many areas of the Louisiana coast suffer from a lack of the abundant fresh water and sediment found in the Mississippi River. Since the river is no longer free to alter its course and leave its banks to inundate vast coastal areas, the effects of human and natural forces which promote wetland deterioration are compounded. In this respect the relationship between the Mississippi River and the problems facing coastal wetlands is not limited to the river's delta, but extends across the entire Louisiana coast. The lack of growth in the Mississippi River delta, on a large scale, is as much a coast-wide problem as a basin problem. This source of ample fresh water and sediment, which shaped the Louisiana coast as we know it, is no longer producing a net gain in coastal wetlands, placing the entire Louisiana coast at risk.

**KEY ISSUES**

In the development of major strategies for this basin, measures to accommodate deep-draft navigation access between the Mississippi River and the Gulf of Mexico were of major concern. With a significant portion of national commerce dependent upon this deep-draft navigation route, it is essential that access between the river and the gulf be maintained without significant disruption. Any major reduction in the flow of the Mississippi River will result in a reduction of the naturally maintained channel. This would in turn result in increased dredging requirements.

Other important areas of impact exist under Strategy One. One would be the deterioration and retreat of the existing delta. The presence of the Delta National Wildlife Refuge and the Pass a Loutre Wildlife Management Area in the...
existing delta makes this an area of major concern for both State and Federal wildlife and fisheries authorities. Achieving a smooth transition, and a long-term net gain in acreage, from one delta area to the other is a specific concern and requires verification. The effects of the diversion in the receiving area also require study and verification. In Breton Sound, for example, a large number of oyster grounds and the Breton National Wildlife Refuge at its gulfward extent would be affected by the influx of fresh water.

Beyond these concerns a key issue to be addressed in this basin has ramifications for all of coastal Louisiana; a change in the basic philosophy for the selection and execution of environmental projects is needed. The Mississippi River, as the fifth largest drainage on earth, provides a resource of a global proportion. With a sediment output of millions of tons annually, the Mississippi River is responsible for the geology of the Louisiana coastal zone from Vermilion Bay to the Mississippi Sound. The present day utilization of this resource exhibits the manner in which the management of a significant resource to support one set of goals may lead to critical deficiencies and needs in meeting alternative goals.

Significant impacts to wetlands can be traced to existing projects intended for the protection or enhancement of long-term economic investment, both private and public. The decision to invest public funds in these projects has historically been based on the ability of the project to provide a positive level of benefit, measured in economic terms, within a relatively short project life span, traditionally 50 years. The cycles associated with natural processes and the life spans of the geologic and environmental features they produce are quite often much larger. An adjustment must be made in this basic analytic philosophy in order to select and execute environmental projects and to undertake the large measures necessary to overcome present wetland trends.

The perceived disparity between the initially analyzed, and the actual long-term, effects of existing water resources projects emphasizes the need to re-establish the essence of historically occurring natural processes. To accomplish this, a more foresighted philosophy for the recommendation, development, and execution of environmentally oriented projects is needed. Simply stated, the philosophy for successfully undertaking environmental restoration is to look beyond traditional short-term analyses of costs and benefits. The true benefits of these restoration efforts lie well beyond their immediate effects, in the long-term gains which ultimately provide the equilibrium necessary for the long-term conservation of coastal Louisiana.
## Keywords/Quotations

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<td>How does rain water from as far away as Montana and Pennsylvania eventually end up flowing into the Mississippi River?</td>
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<td>How was the southeastern part of Louisiana formed?</td>
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<td>Why is most of the land surrounding the Mississippi River prone to flooding?</td>
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<td>What is the Mississippi River’s delta basin?</td>
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<td>Why is sediment suspended in the Mississippi River so important to the physical geography of Louisiana?</td>
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### Louisiana’s Industries Graphic Organizer

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<th>How does Louisiana’s physical geography or climate support this industry?</th>
<th>How does this industry affect Louisiana’s economy?</th>
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<td>Forestry</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Shale oil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt domes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After reviewing the sources where do you believe would be the best place to start Louisiana’s first colony in 1682?
Ports in Louisiana

Louisiana has 5 major ports with 4 of those ports located on the Mississippi River.

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lagea.gasc.edu/updated-annotated-student-atlas-of-louisiana/.

Return to Grade 8 Social Studies: How to Navigate This Document
Sugarcane in Louisiana

**Sugar Cane (Tons)**
- No production
- 1 - 32,999
- 33,000 - 349,999
- 350,000 - 799,999
- 800,000 - 1,399,999
- Greater than 1,400,000

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lagea.xa.lsu.edu/updated-annotated-student-atlas-of-louisiana/.
Rice Production
Louisiana ranks third nationally in rice production

Rice (Hundredweight)

- No problem
- 1 - 199,999
- 200,000 - 519,999
- 520,000 - 1,299,999
- 1,300,000 - 3,399,999
- Greater than 3,400,000

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lajea.lsu.edu/updated-annotated-student-atlas-of-louisiana/.
Seafood Production in Louisiana

Louisiana's climate and geography allow it to produce millions of pounds of seafood each year. Louisiana produces 85-95 percent of America's crawfish.

- **Blue Crabs**: Louisiana is also the nation's top producer of blue crabs in 2013. Louisiana produced over 27 percent of the nation's $185 million crab harvest in that year.

- **Oysters**: Louisiana produces over one-fifth of the nation's oysters.

- **Blue Catfish**: In 2013, Louisiana contributed almost 70 percent of the national blue catfish industry.

- **Black Drum**: The black drum is just one of many other examples of fish catch in which Louisiana consistently leads the nation in.

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lagea.gsu.edu/updated-annotated-student-atlas-of-louisiana/.

Return to Grade 8 Social Studies: How to Navigate This Document
Forestry is a Major Industry in Louisiana

Value of Forestry Products

- $0.00 - $177,373.72
- $177,373.72 - $4,015,069.63
- $4,015,069.64 - $17,265,620.13
- $17,265,620.14 - $46,740,822.63
- $46,740,822.64 - $115,556,185.57

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Return to Grade 8 Social Studies: How to Navigate This Document
Shale Oil and Natural Gas in Louisiana

The last few years have seen the so-called "Shale Revolution" as technology has allowed for the cheap extraction of oil and gas that was previously too expensive to extract. As a result, previously-known but underutilized oil and gas fields all over the country have become the center of a booming oil and gas industry. The Haynesville-Bossier shale is the largest and most well-known of the new "plays" -- the new "hot spots" of oil and gas exploration.

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lagea.ra.lsu.edu/updated-annotated-student-atlas-of-louisiana/.
Salt Domes in Louisiana

Salt domes are deep under the ground deposits of salt. To extract the salt mines must be drilled deep into the earth.

This work from the Louisiana Geographic Education Alliance is used with permission. The original work is available at http://lagea.pa.lsu.edu/updated-annotated-student-atlas-of-louisiana/.
Topic Two: Coastal Erosion (8.1.1, 8.3.1-3, 8.5.1, 8.5.2)

Connections to the unit claim: Students examine how the problem of Coastal Erosion in south Louisiana could destroy Louisiana's geographic, cultural, and economic identities.

Suggested Timeline: 15 class periods

Use this sample task:
- Coastal Erosion

To explore these key questions:
- What is coastal erosion?
- How did the Mississippi River create the southern Louisiana coastline?
- How did humans cause coastal erosion in Louisiana?
- What is the economic impact of coastal erosion in Louisiana?
- What are some solutions to stopping coastal erosion in Louisiana?

That students answer through this assessment:
- Students analyze Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline by Merrit Kennedy from National Public Radio using the National Archives: Analyze a Written Document. Collect these for a grade.
- Students analyze the video NEED TO KNOW | Louisiana's Disappearing Delta, using the National Archives: Analyze a Video. Collect these for a grade.
- Students annotate various sources over the many causes of coastal erosion and engage in class discussions about the topic. Use a discussion tracker to keep track of students' contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students annotate various sources over the economic impact of coastal erosion and engage in class discussions about the topic. Use a discussion tracker to keep track of students' contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students write and deliver a presentation on the importance of coastal restoration projects to Louisiana's economy. Collect the students' written presentation scripts for a grade and grade their presentation using the Multimedia Presentation Rubric. (ELA/Literacy Standards: WHST.6-8.1a-e, SL.8.4, SL.8.5, SL.8.6)
Grade 8 Instructional Task: Coastal Erosion

Unit One: Louisiana’s Identity: This is Louisiana, Topic Two: Coastal Erosion

Description: Students investigate the causes, solutions, and cultural, economic, and geographic effects Coastal Erosion will have on south Louisiana.

Suggested Timeline: 15 class periods

Materials: Louisiana’s Governor Declares State Of Emergency Over Disappearing Coastline, Written Document Analysis Worksheet (blank and completed), Louisiana Coastal Land Loss Simulation 1932-2050, National Archives: Analyze a Video, NEED TO KNOW | Louisiana's Disappearing Delta, Louisiana Coastal Wetlands: A Resource at Risk, What We've Done to the Mississippi River: An Explainer, Louisiana’s Disappearing Wetlands, split-page notes: Causes of Coastal Erosion (blank and completed), Economic Impacts of Coastal Erosion Graphic Organizer (blank and completed), conversation stems, Master Plan Consistency Guidelines, Saving Coastal Louisiana: Employing a Suite of Restoration Solutions, New Orleans’ future depends on coastal restoration, but where’s the money?, Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill, Solutions to Coastal Erosion Graphic Organizer (blank and completed), Multimedia Presentation Rubric

Instructional Process:

1. Say: “In the previous task, we established the importance of the Mississippi River on Louisiana’s geographic identity and researched how physical geography and natural resources impact our economy. In this unit, we will study explore coastal erosion, the biggest threat to this identity.”

2. Explain to students that they will be analyzing coastal erosion in Louisiana and how it affects Louisiana’s geographic, cultural, and economic identities.

3. Provide students with access to Louisiana’s Governor Declares State Of Emergency Over Disappearing Coastline by Merrit Kennedy from National Public Radio and the Written Document Analysis Worksheet. Direct students to independently read the article to gather information about the severity of the situation that is coastal erosion in Louisiana.

4. Divide the class into small groups using an established classroom routine.

5. Direct students to discuss their analyses of Louisiana’s Governor Declares State Of Emergency Over Disappearing Coastline in groups and to work together to determine the central idea of the article. Then have groups share out their findings during a whole class discussion. When presenting their findings have each group provide evidence from the text which supports the author’s central idea of the article.

6. Say: “Now that we have learned of the threat that coastal erosion poses to the Louisiana’s coastline, we will examine the various causes of coastal erosion as well as possible solution to prevent further damage.”

7. Write the word coastal erosion on the board and ask the students to construct their own definition of coastal erosion. Instruct them to use evidence from the article to support their definition.

8. Say “We are going to watch a video which will give you a visual understanding of the amount of land loss which has already occurred in Louisiana and what could eventually occur if we do not stop coastal erosion in Louisiana.”

9. Watch “Louisiana Coastal Land Loss Simulation 1932-2050” for students to comprehend the concept of coastal erosion.
10. Conduct a brief discussion about the video. Possible questions:
   a. How has coastal erosion already affected Louisiana?
   b. How will coastal erosion continue to affect Louisiana?
   c. How much land has Louisiana lost since 1932?
   d. What part of Louisiana is most in danger from land loss?
11. Say, "Before we begin our research on coastal erosion, let's review how the Mississippi River created land in south Louisiana and get an overview of some of the causes of the problem."
12. Watch "NEED TO KNOW | Louisiana's Disappearing Delta" by the Public Broadcasting Service as a class beginning at 0:57. Have students complete the National Archives: Analyze a Video handout while viewing the video.
13. Conduct a brief discussion about the Mississippi River's sediment creating the land in south Louisiana and how citizens of Louisiana have been continually trying to control the Mississippi River's floodwaters. Possible questions:
   a. How did river sediment create land in coastal Louisiana?
   b. How do humans block the sediment from the marshlands?
   c. What are the effects of blocking sediment from getting into the marshes?
   d. Why did French colonists create levees?
   e. How do levees help Louisiana citizens and cities?
   f. How do levees hurt Louisiana's coastline?
14. Say: "Now with a basic understanding of coastal erosion and how the Mississippi River has created the Louisiana coastline, we can now analyze the many manmade and natural causes of coastal erosion in detail."
15. Provide students with access to the following documents:
   a. Louisiana Coastal Wetlands: A Resource at Risk from the U.S. Geological Survey
   b. What We've Done to the Mississippi River: An Explainer by Alexis C. Madrigal from The Atlantic
   c. Louisiana’s Disappearing Wetlands by Deborah Dardis from Louisiana’s Oil: understanding the environmental and economic impact
16. Have students analyze the documents in groups. As they are analyzing the documents, instruct them to answer the following questions on the Split-page Notes: Causes of Coastal Erosion:
   a. How do manmade structures shape the Mississippi River’s path?
   b. How do levees contribute to coastal erosion?
   c. How does the loss of barrier islands lead to further land loss?
   d. How does saltwater intrusion lead to land loss?
   e. How do hurricanes cause land loss?
   f. How can sea level rise lead to further land loss?
17. Say: "In the previous task, we examined how the Mississippi River and other natural resources impact Louisiana's economic identity." Ask, "What conclusions can you draw about the effects of economic impact of coastal erosion on Louisiana?"
18. Distribute a copy of the Economic Impact of Coastal Erosion handout to each student.
19. Provide students with access to the following documents:
   a. Louisiana Coastal Wetland Function and Values from The Louisiana Coastal Wetlands Planning Protection and Restoration Act Program
   b. Louisiana’s Sinking Coast Is a $100 Billion Nightmare for Big Oil by Catherine Traywick from Bloomberg

Return to Grade 8 Social Studies: How to Navigate This Document
20. Instruct students to read each source and complete the Economic Impact of Coastal Erosion handout.

21. Conduct a discussion over the economic impact of coastal erosion on Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
   a. Explain how the seafood industry will be negatively affected by coastal erosion.
   b. How will oil companies lose money because of coastal erosion?
   c. How will storm surges increasingly damage cities in south Louisiana?
   d. Explain the effects of coastal erosion on Louisiana’s economy?
   e. Why should Louisiana and the federal government fight to stop and eventually reverse coastal erosion?

22. Say: “Now we understand the causes and economic and geographical impact of coastal erosion. Your next task is to deliver a presentations in which you develop and support a claim about the economic and geographic benefits of coastal restoration projects.”

23. Distribute a copy of the Solutions to Coastal Erosion handout to each student.

24. Provide students with access to the following documents:
   a. Master Plan Consistency Guidelines from the Coast Restoration and Protection Authority
   b. Saving Coastal Louisiana: Employing a Suite of Restoration Solutions from Restore the Mississippi Delta
   c. New Orleans’ future depends on coastal restoration, but where’s the money? by Mark Schleifstein from The Times-Picayune
   d. Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill by John Snell from WVUE
   e. Other sources of student’s choosing

25. Instruct students to read each source and complete the Solutions to Coastal Erosion handout. Once students have completed their research, direct them to write a 2 - 4 minute presentation in which they develop and support a claim about the economic and geographic benefits of coastal restoration projects. Students should use their Economic Impact of Coastal Erosion and their Solutions to Coastal Erosion handouts. Some questions to consider:
   a. What are the solutions to coastal erosion?
   b. Explain the cost of coastal restoration projects.
   c. Where is the Louisiana government going to acquire the money needed for coastal restoration?
   d. Explain how coastal restoration projects will help Louisiana’s economy.
   e. Explain the negative effects to Louisiana’s economy if coastal restoration projects are not started and completed.

26. Provide students with a copy of the Multimedia Presentation Rubric so they understand the needed components of the presentation and the LEAP Assessment Social Studies Extended Response Rubric to reference as they are developing and supporting their claim.

27. Provide class time for students to present their information to the class. During the presentation, direct the audience to:
   a. Record more detailed information about coastal restoration on the Solutions to Coastal Erosion handout.

Return to Grade 8 Social Studies: How to Navigate This Document
b. Construct one question or comment about the presenters’ presentation that could challenge the claim of their presentation.
   - The teacher should have each group of presenters answer these questions and offer a rebuttal to each comment.

28. Following all of the presentations, conduct a brief discussion. Possible questions:
   a. Are coastal restoration projects vital to maintaining Louisiana’s geographic and economic identity?
   b. Why are coastal restoration projects important in maintaining Louisiana’s geographic and economic identity?
   c. What could be the outcome of Louisiana and the federal government not starting and completing coastal restoration projects?
**Written Document Analysis Worksheet**

### Analyze a Written Document

<table>
<thead>
<tr>
<th>Meet the document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type (check all that apply):</td>
</tr>
<tr>
<td>🗒️ Letter 🗒️ Speech 🗒️ Patent 🗒️ Telegram 🗒️ Court document</td>
</tr>
<tr>
<td>🗒️ Chart 🗒️ Newspaper 🗒️ Advertisement 🗒️ Press Release 🗒️ Memorandum 🗒️ Presidential document</td>
</tr>
<tr>
<td>🗒️ Report 🗒️ Email 🗒️ Identification document 🗒️ Other</td>
</tr>
<tr>
<td>Describe it as if you were explaining to someone who can't see it.</td>
</tr>
<tr>
<td>Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observe its parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote it?</td>
</tr>
<tr>
<td>Who read/received it?</td>
</tr>
<tr>
<td>When is it from?</td>
</tr>
<tr>
<td>Where is it from?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Try to make sense of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it talking about?</td>
</tr>
<tr>
<td>Write one sentence summarizing this document.</td>
</tr>
<tr>
<td>Why did the author write it?</td>
</tr>
<tr>
<td>Quote evidence from the document that tells you this.</td>
</tr>
<tr>
<td>What was happening at the time in history this document was created?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use it as historical evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you find out from this document that you might not learn anywhere else?</td>
</tr>
<tr>
<td>What other documents or historical evidence are you going to use to help you understand this event, or topic?</td>
</tr>
</tbody>
</table>

---

4 This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf.

Return to Grade 8 Social Studies: How to Navigate This Document
Analyze a Written Document

Meet the document.

Type (check all that apply):
- Letter
- Speech
- Chart
- Report
- Congressional document
- Other

Patent
- Telegram
- Court document
- Memorandum
- Presidential document
- Advertisement
- Press Release
- Identification document

Describe it as if you were explaining to someone who can't see it. Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

National Public Radio issued a report on their website about Louisiana's eroding coastline being a national emergency.

Observe its parts.

Who read/received it?
Citizens of Louisiana, American politicians and Americans concerned with the threat of coastal erosion for Louisiana read this article.
When is it from?
The article was written and published on April 20, 2017.
Where is it from?
The article was written in Louisiana and published by National Public Radio (NPR).

Try to make sense of it.

What is it talking about?
The Governor of Louisiana declared a state of emergency in Louisiana because of extreme land loss in Louisiana as a result of coastal erosion.

Write one sentence summarizing this document.
Louisiana needs help stopping coastal erosion before more land is lost in Louisiana.

Why did the author write it?
The author wrote this story to draw attention to the problem of coastal erosion.

Quote evidence from the document that tells you this.
It's an effort to bring nationwide attention to the issue.

What was happening at the time in history this document was created?
Louisiana was losing hundreds of square miles of land every few years because of coastal erosion.

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?
Louisiana wants to spend $50 billion on coastal restoration and protection projects but needs financial help from the federal government to start these projects.

What other documents or historical evidence are you going to use to help you understand this event or topic?
I will use newspapers and government studies to learn more about coastal erosion in Louisiana and restoration projects to help stop coastal erosion.
## Split-page Notes: Causes of Coastal Erosion

<table>
<thead>
<tr>
<th>Keywords/Quotations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do manmade structures shape the Mississippi river's path?</td>
<td></td>
</tr>
<tr>
<td>How do levees contribute to coastal erosion?</td>
<td></td>
</tr>
<tr>
<td>How does the loss of barrier islands lead to further land loss?</td>
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<td>How does saltwater intrusion lead to land loss?</td>
<td></td>
</tr>
<tr>
<td>How do hurricanes cause land loss?</td>
<td></td>
</tr>
<tr>
<td>How can sea level rise lead to further land loss?</td>
<td></td>
</tr>
</tbody>
</table>
## Economic Impact of Coastal Erosion on Louisiana

<table>
<thead>
<tr>
<th>Economic Impact of Coastal Erosion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total value of Louisiana’s wetlands</td>
</tr>
<tr>
<td>Seafood industry</td>
</tr>
<tr>
<td>Housing</td>
</tr>
<tr>
<td>Oil Industry</td>
</tr>
<tr>
<td>Baton Rouge</td>
</tr>
<tr>
<td>Shipping Industry</td>
</tr>
</tbody>
</table>
## Solutions to Coastal Erosion

<table>
<thead>
<tr>
<th>Solution</th>
<th>Ways the solution benefits Louisiana Coast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sediment Diversion</td>
<td></td>
</tr>
<tr>
<td>Barrier Island Restoration</td>
<td></td>
</tr>
<tr>
<td>Marsh Creation</td>
<td></td>
</tr>
<tr>
<td>Shoreline Protection</td>
<td></td>
</tr>
<tr>
<td>Ridge Restoration</td>
<td></td>
</tr>
<tr>
<td>Oyster Reef Restoration</td>
<td></td>
</tr>
<tr>
<td>Cost of Coastal Restoration Projects</td>
<td></td>
</tr>
</tbody>
</table>
Topic Three: Louisiana’s Cultural Geography (8.1.1, 8.2.2, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.5.2)

Connections to the unit claim: Students examine the different ethnic groups that live in Louisiana and examine how the physical geography of Louisiana effects Louisiana’s cultural identity.

Suggested Timeline: 4 class periods

Use this sample task:
- Louisiana’s Cultural Geography

To explore these key questions:
- How has Louisiana’s physical geography shaped its cultural geography?
- Describe the different ethnic groups that makeup Louisiana.
- How does the physical geography of Louisiana affect various ethnic groups’ cultures in Louisiana?

That students answer through this assessment:
- Students have a class discussions about how cultural geography is shaped by an area’s physical geography. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students write and deliver a presentation on the different ethnic groups in Louisiana and how their culture has been affected by Louisiana’s physical geography. Collect the students’ written presentations for a grade and grade their presentations using the Multimedia Presentation Rubric. (ELA/Literacy Standards: WHST.6-8.2a-e, SL.8.4, SL.8.5, SL.8.6)
Grade 8 Instructional Task: Louisiana’s Cultural Geography

Unit One: Louisiana’s Identity: This is Louisiana, Topic Three: Louisiana’s Cultural Geography

Description: Students investigate how the many different ethnic groups that have shaped Louisiana’s cultural identity. Students examine how different ethnic groups have adapted to Louisiana’s physical geography and created Louisiana’s unique cultural identity.

Suggested Timeline: 4 class periods


Instructional Process:

1. Write the word *cultural geography* on the board and read or project the following definition:
   a. Cultural: relating to the ideas, customs, and social behavior of a society.
   b. Geography: the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

2. Review the first two paragraphs of the meaning of geography.

3. Ask students: “How does adding the word “cultural” to this definition qualify it?”

4. Take notes for the class or annotate the definitions as students share their answers.

5. Direct students to explain the meaning of *cultural geography* in their own words orally or in writing and provide a visual and to provide examples of things a cultural geographer would study.

6. Say, “People’s culture is greatly affected by their physical surroundings. For example many people in Louisiana eat crawfish because crawfish is plentiful in the swamps and bayous of south Louisiana.”


9. Say: “These are just two examples of how the physical geography of an area affects the area’s culture.”

10. Conduct a discussion about how physical geography shapes cultural geography. Encourage students to use the conversation stems during the discussion and provide evidence from outside knowledge to support their answers. Possible questions:
   a. Who has ever eaten reindeer meat?
      i. Why or Why not?
   b. Why is someone from Louisiana more likely to have tried alligator than someone who lives in New York City?
   c. Describe how the culture of someone who lives in a desert is affected by the physical geography of a desert.

---

5 From [https://www.google.com/#q=cultural](https://www.google.com/#q=cultural) and [https://www.google.com/search?q=geography%20definition](https://www.google.com/search?q=geography%20definition)

Return to Grade 8 Social Studies: How to Navigate This Document
d. Why do some people in South Louisiana's wetlands build their house as much as 15 feet above the ground?
   i. Is this an example of physical geography affecting cultural geography?

11. Say: "This discussion shows that the physical geography of an area affects its cultural geography. Now with an understanding of cultural geography and how cultural geography is shaped by physical geography, we will examine how different ethnic groups have shaped Louisiana cultural identity. You will be given a specific ethnic group that has migrated to Louisiana. You will fill out a graphic organizer that describes your ethnic group's cultural geography and explain how that ethnic group has been shaped Louisiana's physical geography. You will research: where the ethnic group settled, reasons for settling in that area, and how they interacted with the environment of that area. After researching your ethnic group and completing your graphic organizer your group will be responsible for making a multimedia presentation about your ethnic group so others in the class can learn from your research."

12. Say: "Your next task is to study different ethnic group of Louisiana. Using both your knowledge of Louisiana's physical geography and your knowledge of how culture is affected by physical geography investigate how a specific ethnic group and their culture has been affected by Louisiana's physical geography."

13. Divide the class into small groups using an established classroom routine.

14. Assign each group an ethnic group to research:
   a. French
   b. English
   c. African-American
   d. Cajun/Acadian

15. Explain to students how they should conduct their research (e.g., What is the process for research? What are their deliverables? What are their due dates? How will you grade their research?) and provide them with needed materials (e.g., digital access, resources for research, Guided Notes for Louisiana's Ethnic Groups (for recording their notes), etc.).

16. Instruct students to use the resources for research to investigate their groups' ethnic group and complete the column for the ethnic group they are researching on their Guided Notes for Louisiana's Ethnic Groups handout.

17. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.

18. Direct students to conduct their research.

19. Once students have completed their research, direct them to write a 3-5 minute presentation in which they share the following information about their assigned ethnic group:
   a. Where the ethnic group settled?
   b. Why they settled in that area?
   c. How they interacted with the land they settled on?
   d. How their culture was shaped by the physical characteristics of Louisiana?

20. Provide students with a copy of the Multimedia Presentation Rubric so they understand the needed components of the presentation.

21. Collect the written presentations to ensure the information that will be presented is accurate. Work with individual students, as needed.
22. Provide class time for students to present their information to the class. During the presentation, direct the audience to:
   a. Complete their Guided Notes for Louisiana’s Ethnic Groups as other groups make their presentation
23. Following all of the presentations, conduct a brief discussion. Possible questions:
   a. How has this ethnic group’s culture been affected by Louisiana’s physical geography?
   b. Describe places you have seen in Louisiana where the ethnic group has influenced the area’s culture.

**Resources for Research: Louisiana Ethnic Groups**

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
<th>African American</th>
<th>Cajun/Acadian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding New Orleans, The Vagabond City (paragraph 5 - paragraph 9)</td>
<td>Anglo-Americans (paragraphs 1 -3 of section titled: The Antebellum Period: Divided City, Anglo Upcountry)</td>
<td>French Colonial Louisiana (paragraphs 8 and 9 of the section titled: Companies and Slavery, 1713–1729)</td>
<td>Cajuns (Use section titled: Migration to Louisiana)</td>
</tr>
<tr>
<td>History of New Orleans- Colonial Era</td>
<td>Louisiana’s Three Folk Regions (Use section titled: North Louisiana)</td>
<td>A Commentary: African Cultural Retentions in Louisiana (paragraphs 1 -7)</td>
<td>Life on the Bayou</td>
</tr>
<tr>
<td>French Colonial Louisiana (paragraphs 4 and 5 of the section titled: Companies and Slavery, 1713–1729)</td>
<td>Other approved sources</td>
<td>Other approved sources</td>
<td>Other approved sources</td>
</tr>
</tbody>
</table>
History of New Orleans-Colonial Era

The land mass that was to become the city of New Orleans was formed around 2200 BC when the Mississippi River deposited silt creating the delta which would be New Orleans. Before Europeans founded what would become known as the city of New Orleans, the area was inhabited by Native Americans for about 1300 years. The Mississippian culture peoples built mounds and earthworks in the area. Later Native Americans created a portage between the headwaters of Bayou St. John (known to the natives as Bayou Choupique) and the Mississippi River. The bayou flowed into Lake Pontchartrain. This became an important trade route. Archaeological evidence has shown settlement here dated back to at least 400 A.D.

French explorers, fur trappers and traders arrived in the area by the 1690s, some making settlements amid the Native American village of thatched huts along the bayou. By the end of the decade, the French made an encampment called "Port Bayou St. Jean" near the head of the bayou; this would later be known as the Faubourg St. John neighborhood. The French also built a small fort, "St. Jean" (known to later generations of New Orleanians as "Old Spanish Fort") at the mouth of the bayou in 1701, using as a base a large Native American shell midden dating back to the Marksville culture. These early European settlements are now within the limits of the city of New Orleans, though predating its official date of founding.

New Orleans was founded in 1718 by the French as Nouvelle-Orléans, under the direction of Jean-Baptiste Le Moyne de Bienville. After considering several alternatives, Bienville selected the site for several strategic reasons and practical considerations, including: it was relatively high ground, along a sharp bend of the flood-prone Mississippi River, which thus created a natural levee (previously chosen as the site of an abandoned Quinipissa village); it was adjacent to the trading route and portage between the Mississippi and Lake Pontchartrain via Bayou St. John, offering access to the Gulf of Mexico port of Biloxi without going downriver 100 miles; and it offered control of the entire Mississippi River Valley, at a safe distance from Spanish and English colonial settlements. From its founding, the French intended it to be an important colonial city. The city was named in honor of the then Regent of France, Philip II, Duke of Orléans. The priest-chronicler Pierre François Xavier de Charlevoix described it in 1721 as a place of a hundred wretched hovels in a malarious wet thicket of willows and dwarf palmettos, infested by serpents and alligators; he seems to have been the first, however, to predict for it an imperial future. In 1722, Nouvelle-Orléans was made the capital of French Louisiana, replacing Biloxi in that role.

In September of that year, a hurricane struck the city, blowing most of the structures down. After this, the administrators enforced the grid pattern dictated by Bienville but hitherto previously mostly ignored by the colonists. This grid plan is still seen today in the streets of the city's "French Quarter" (see map).

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Much of the colonial population in early days was of the wildest and, in part, of the most undesirable character: deported galley slaves, trappers, gold-hunters; the colonial governors' letters were full of complaints regarding the riff raff sent as soldiers as late as Kerlerec's administration (1753–1763).

Two large lakes (in reality estuaries) in the vicinity, Lake Pontchartrain and Lake Maurepas, commemorate respectively Louis Phelypeaux, Count Pontchartrain, minister and chancellor of France, and Jean Frederic Phelypeaux, Count Maurepas, minister and secretary of state. A third body of water, Lake Borgne, was originally a land-locked inlet of the sea; its name has reference to its incomplete or defective character.
Guided Notes for Louisiana’s Ethnic Groups

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>French</th>
<th>English</th>
<th>Cajun</th>
<th>African-American</th>
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</thead>
<tbody>
<tr>
<td>Where did they settle?</td>
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<tr>
<td>Why did they settle there?</td>
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<tr>
<td>When they settled, how did they interact with the environment?</td>
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Unit One Assessment

Description: Students participate in a Socratic seminar in response to the question:
- How does physical geography impact a state’s cultural and economic identity?

Suggested Timeline: 3 class periods

Student Directions: Participate in a Socratic seminar in response to the question: How does physical geography impact a state’s cultural and economic identity?

Resources:
- Conversation stems
- Discussion tracker

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 8.1.1, 8.3.2, 8.3.3, 8.4.1, and 8.4.2. They also meet the expectations for ELA/Literacy Standards: SL.8.1a-d, SL.8.6.

Learn more about how to conduct a Socratic seminar by accessing the Socratic seminar one-pager.

Possible guiding questions during the seminar:
1. How have different ethnic groups adapted to Louisiana’s physical geography? Provide examples
2. How does Louisiana’s physical geography affect the state’s economy?
3. How does Louisiana’s physical geography affect the state’s culture?

Use a discussion tracker to keep track of students’ contributions to the conversation and use this information to assign a grade to students.