

Louisiana: Our History, Our Home

Chapter 1: Louisiana's Geography

Internet Activity



In this lesson, you will explore websites to learn the location of your state and community using **absolute** and **relative location**. You will also check out information related to the climate of Louisiana.

Instructions: Click the links below and use the information from the websites to complete each item.

Part I: Location

Click here: <http://Louisiana.hometownlocator.com/maps>. Use this link to find **relative locations**, such as: *The United States is south of Canada.*

1. What states border Louisiana? Use the + and - buttons to zoom in and out, as needed.

2. Write a few sentences to explain the location of Louisiana *relative* to each state it borders.

Click the link **Overview Map of Louisiana Parishes**.

3. List the parishes that border your parish.

4. Find your parish on the map. Write a sentence that expresses its location relative to another parish.

Return to the previous map. Type the name of your town in the field "Search LA Address" and click the "GO" button.

5. Write a description of your town's location relative to three other towns on the map.

You have identified locations as they relate to another locations; that's **relative location**!

Louisiana: Our History, Our Home

Chapter 1: Louisiana's Geography

Internet Activity



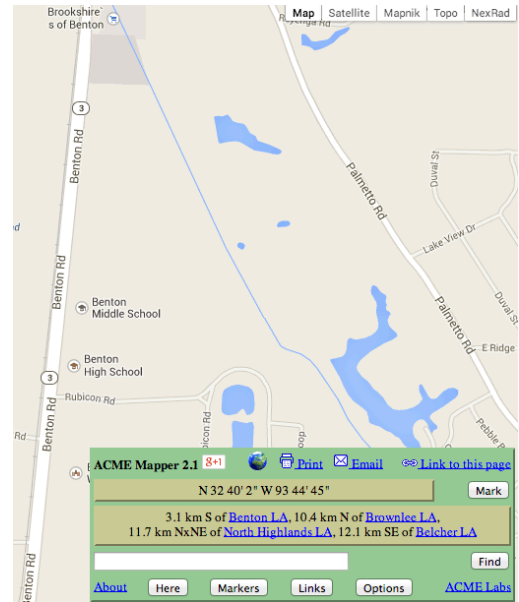
Let's find some **absolute locations**. Click here: <http://geonames.usgs.gov/pls/gnispublic>. Enter the name of your school in the Feature Name field. Enter the state and parish (under "County"). Click "Send Query."

Once your school is located, click its name. You will get additional information about your school's location. This will help make sure you've clicked the right thing!

Latitude and longitude are given in decimal (DEC) form or degrees, minutes, seconds (DMS). For instance, in the example at right, the latitude is 32°40' 2" N and longitude is 93°44' 45" W.

Click the **ACME Mapper** link on the right. A map will open showing your school and information about your school's relative and absolute location. Click the **Options** button. Change the **Coords** (coordinates) setting to "NS d m' s" EW d m' s". Note, you may have to press the space bar to move to the bottom of the Options and click **Close**.

- Record the latitude and longitude of your school and three other cultural features in your community or state.



Cultural Feature	Latitude (Degrees, Minutes, Seconds)	Longitude (Degrees, Minutes, Seconds)
Our school		

Absolute locations don't depend on knowing what's nearby. When using absolute location, you'll always have a number of degrees *north* or *south* of the **equator** and a number of degrees *east* or *west* of the **prime meridian** to pinpoint an exact location.

- Give an example of when *absolute* location would be required and *relative* location would not be a good choice. Explain your thinking in your response.

Louisiana: Our History, Our Home

Chapter 1: Louisiana's Geography

Internet Activity



Part II: Climate

8. Click the link below. Then, click **Louisiana** on the map. You will see several weather stations. Click the station closest to where you live. Use information from the link to complete the following chart.

<http://www.esrl.noaa.gov/psd/data/usclimate/states.fast.html>

	<i>Weather Station Nearest My House: (list station)</i>	<i>Another Louisiana Weather Station: (list station)</i>
<i>Maximum Temperature (°F)</i>		
<i>Minimum Temperature (°F)</i>		
<i>Average Snowfall (in.)</i>		
<i>Average Rainfall (in.)</i>		
<i>Usual Coldest Month</i>		
<i>Usual Warmest Month</i>		

Finished Early? Go back to the link on page 2. Relocate the map of your school. Use the buttons at the top of the map to explore the area using the various maps such as Satellite or Topo. Drag the little yellow person icon onto your map to try Street View. Can you find the area around your house using these maps?

Consider these questions: How do these maps differ? How might people use these maps? What advantage does one map have over another? Explain your thinking in your response.

Louisiana: Our History, Our Home

Chapter 2: Louisiana's Culture



Internet Activity

Part II: In this part of the lesson, you'll be writing your own poem using a website to assist you. Just like Louisiana's famous writers, you need to express yourself! Here's a chance!

An acrostic is a special type of poem in which the letters of a word are used to form other words. Use the website [Acrostic Maker](#) to guide you to create and print your own acrostic. Click the link and give it a try!

Next, think of a topic. In this example, we used our state, Louisiana. You can use any word or words that relate to Louisiana. Make sure that your teacher has approved your word and enter it, along with your name on the first screen.

As you move along in the Acrostic Maker, you will do some brainstorming to help you be more creative.

When you start your actual acrostic poem, you may mouse-over the column of letters that form your topic word. Some words will pop up to help you, if needed.

When you are done, have another student (or two) check your spelling and grammar. Be sure to click the Save tab at the top of the screen to save your work. Also, you may save the final version at the end. You may print using the **Print** button on the last screen.

Staple your printed acrostic to this paper.

acrostic poems

LOUISIANA

by: Alex

L	-shaped
O	nce French-owned
U	nique
I	nteresting
S	wamps
I	n 1812, became a state
A	lligators
N	ew Orleans
A	state of many rivers

Louisiana: Our History, Our Home

Chapter 3: Louisiana's Economy

Internet Activity



The Constitution of the United States requires that a census be conducted every ten years. The count gives us a look at trends in the country, such as changes in the economy and the population as a whole. In this activity, you will use data to create graphs showing changes in the population of Louisiana in the last half of the 20th century and early 21st century. You will create other graphs to show information about Louisiana's economy.

Instructions: Use the information from the link below to find information to create graphs.

United States Census Data: [1900-1990](#) [2000](#) [2010](#)

Part I: Finding the Facts

Take a moment to see how the data are organized. At the first link, notice years at the top of columns, with each row standing for the national, state, or parish population.

1. What was the population of Louisiana in 2010? _____
2. What was the population of Louisiana in 1940? _____
3. By how much did Louisiana's population change between 1940 and 2010?

4. Let's see what that looks like as a percentage increase (Hint: use this equation:
((population in 2010 – population in 1940) ÷ population in 1940) x 100 = _____
5. Use the same process to calculate the percent increase in population of the United States during the same period and record that information.

6. In a sentence, compare the population trend of the U.S. with that of Louisiana during this time period.

<i>Year</i>	<i>Population</i>
1940	
1950	
1960	
1970	
1980	
1990	
2000	
2010	

7. Complete the table with population data about Louisiana using information from the website. Write a statement to summarize the data.

Louisiana: Our History, Our Home

Chapter 3: Louisiana's Economy

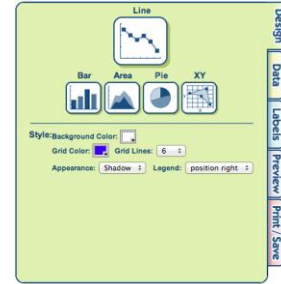
Internet Activity

Part II: Creating a Graph

Click here to visit the [Create-A-Graph](#) website. Use this online tool to create a graph.



- Begin by clicking “Line” since a line graph shows “data over time” and this graph will show how the population of Louisiana changed over 70 years.
- Click the “Data” tab. Complete each field, as shown. Hint: you may want to put your name in the Source field!
- Click the “Labels” tab and click “No” for Show Label.
- Click the “Preview” tab to inspect the graph. Return to the other tabs, if needed, to improve your graph.
- Click the “Print/Save” tab. Follow onscreen instructions to Print and/or Save the graph. Staple the copy to this sheet.



Graph Title: Louisiana Population 1940-2010

X Axis Label: Year

Y Axis Label: Population

Source: US Census

Data Set: Items 8 Groups 1

Group 1

Group Label: Louisiana F

Line Width: large

Point Shape: circle

Point Size: medium

Color: [Red] [Red]

Item Label	Value
Item 1: 1940	2363880
Item 2: 1950	2683516
Item 3: 1960	3257022
Item 4: 1970	3641306
Item 5: 1980	4205900
Item 6: 1990	4219970
Item 7: 2000	4468976
Item 8: 2010	4533372

Min-Value:

Max-Value:

NOTE: Values may only be numbers.

Part III: Use the directions that you just followed to create another graph. [Click this link](#) then click the links marked to see information from 2000 and from more recent years. Choose a data set about the state of Louisiana. For instance, compare Unemployment in those two time periods.

Print a copy of the completed graph and staple it to this activity sheet. Write a short summary of the trend that you notice on the graph. What do these data mean for Louisiana? How would this information help planners learn about the economy of Louisiana?

People QuickLinks

- American Community Survey:**
Estimates based on a sample of households over a 5-year period:
[Social Characteristics](#)
[Economic Characteristics](#)
[Housing Characteristics](#)
[Demographic and Housing Estimates](#)
- Demographic profile from the 2010 Census:**
[Demographic Profile](#)
- Census 2000 population, demographic, and housing information:**
Complete counts from questions collected on the short form and the long form:
[General Demographic Characteristics](#)
[Population by Race and Hispanic or Latino origin: Louisiana counties, Places in Louisiana](#)

Estimates based on the one-in-six sample of housing units that received the long form:
[Demographic Characteristics](#)
[Social Characteristics](#)
[Economic Characteristics](#)
[Housing Characteristics](#)

Louisiana: Our History, Our Home

Chapter 4: Louisiana's Government

Internet Activity



Many services are provided by the state government of Louisiana. County and city governments have important roles, too. In this lesson, you will learn about the people elected to lead at the state and local levels.

Part I: Go to Louisiana's Official Web Site: [Find My Legislator](#). Click the link and enter your address to find your legislator. Use the information to complete the table.

My State Legislators

House of Representatives	<i>District:</i> _____ <i>Party:</i> _____ <i>Name:</i> _____ <i>Address:</i> _____
State Senator	<i>District:</i> _____ <i>Party:</i> _____ <i>Name:</i> _____ <i>Address:</i> _____

Part II: What have your lawmakers been working on?

Click here <http://www.legis.la.gov/legis/BillSearch.aspx?sid=current>. Your teacher may give you information to look up a bill considered by the legislature. Click **Digests** to get a summary of the bill and **Text** to see the actual proposed law and the **Notices** given to the public. After studying these, write a short summary of the legislation and its status. Explain why the law might be needed and give reasons why you support or do not support the new law.

Louisiana: Our History, Our Home

Chapter 4: Louisiana's Government



Internet Activity

Part III: Your local government has responsibilities in your community. Find a local county or town government's website here: [Town Ordinances](#). Click Louisiana, and then click your town or parish government. Once you accessed the ordinances for your local government, search for terms such as dogs, noise, bicycle, garbage, etc. Locate an ordinance to complete the table.

What is the purpose of the ordinance?	What are two arguments to support this ordinance?	What are two arguments against this ordinance?

Think about a problem in your town. Briefly describe an ordinance that you believe would help to solve the problem. Write a brief description of the ordinance, a consequence for violators, and two reasons why the ordinance should be adopted.

Finished Early? Take a virtual tour of the state capitol [here](#).

Louisiana: Our History, Our Home

Chapter 05: Louisiana's Native People and Early European Explorers

Internet Activity



In this lesson, you will learn about some of the Native American tribes that lived in Louisiana before Europeans arrived.

Part I: Tribes in the Louisiana Region

Click the links to see some special purpose maps. Examine the maps carefully, and then answer the questions that follow.

[Tribes of the Indian Nation Map](#)
[Early Indian Tribes - East](#) [Early Indian Tribes -West](#)

1. What is the purpose of the maps?

2. What tribe(s) lived nearest you? [Click here](#) if you need a modern map for reference.

3. What was the parent language of the tribe? _____
4. Were they considered a “minor” or “major” tribe? _____
5. What was their “culture area?” _____

Part II: Making a Wordle

Now let's learn some additional facts about this Native American group. Use the links below, along with the map, to find eight to ten facts about the tribe. Record these in sentence form on the back of this page. Your school may have additional sources of information, as well.

[Louisiana Indian Tribes](#)

You will use these sentences later to create a Wordle. These are “word art” creations based on text. Each sentence should start with or include the tribe from your research (see samples). Your teacher may assign a different tribe to you for your Wordle creation.

Write your sentences here:

Name: _____ Date: _____ Class: _____

Louisiana: Our History, Our Home

Chapter 05: Louisiana's Native People and Early European Explorers

Internet Activity



To create your Wordle, go to <http://www.wordle.net>. Click the **Create** link. Type your sentences into the box "Paste in a bunch of text." You can, in fact, type your sentences in a word processor first, and then copy and paste them into the box. Either way, when you are done, click "Go."

You'll notice that some words are larger than others. That's because the website checks your text and makes words larger if they are used more often. Try the **Font**, **Color**, and **Layout** menu items to change the look of your Wordle. Print your Wordle when you are satisfied with it.

Share your Wordle with a classmate or your teacher. Discuss the ways in which the large words represent key ideas about the tribe. This example was made from a list of Louisiana tribes.



Louisiana: Our History, Our Home

Chapter 06: French Louisiana

Internet Activity



The Europeans expanding their empires depended on sea travel. Rulers governed their new colonies from nearly 4,000 miles across the Atlantic Ocean. In addition, early Americans earned money by selling goods that were transported by sea, and they bought goods that were not made or grown in their area.

In this lesson, you will learn about the ships that sailed the seas when European colonies were small and struggling.

Instructions: Visit and explore each link below. Then, use the information to complete the following items. *NOTE: The link “The Mary Rose” was designed for Internet Explorer and a Windows PC. If you are not using a Windows PC with Internet Explorer, much of this lesson may not work properly!*

[How to Recognize a 17th Century Ship](#) [The Mayflower](#) [The Mary Rose](#)

1. List at least three ways ships changed during the 16th, 17th and 18th centuries.

2. The Mayflower had 102 passengers plus the crew on its famous journey with the Pilgrims. What problems do you think might have occurred due to the large number of people in a small space for a 66-day journey?

3. Click on the link to tour the Mary Rose. Click “3-D Model”, and then click “Next”. Spend a few minutes going around the ship. Look at each deck. How many decks are below the main deck?

4. Name three types of things that were found below the main deck.

Click “Menu” and go to “Explore the Ship and Meet the Crew.” Click each of the people and listen to their story. Click “hotspots” for more information.

Louisiana: Our History, Our Home

Chapter 06: French Louisiana



Internet Activity

5. Check out the barber-surgeon. What were “humours”?

6. What were the ways in which the barber-surgeon tried to “balance the humours”?
_____ \
7. What was the job of the pilot?

8. What did the pilot do with the sandglass?

9. What device was used to measure the speed of the ship?

10. Click on the Cook and look for “Food” and “Drink.” What was the most common drink of the day?

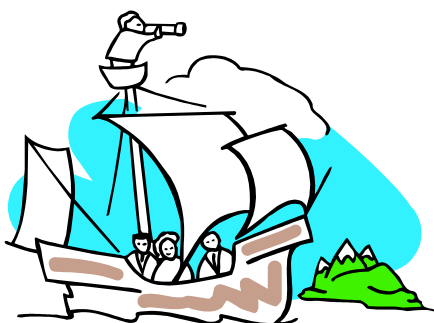
11. What was the ration of beef for sailors?

12. What was the ration for fruits and vegetables?

Finished Early? Use the links below to continue learning about ships of the 16th and 17th centuries. Write some notes about what you’ve learned and be ready to share them.

[17th Century Navigation](#)

[The Mayflower II](#)



Notes

Name: _____ Date: _____ Class: _____

Louisiana: Our History, Our Home

Chapter 7: Spanish Louisiana

Internet Activity



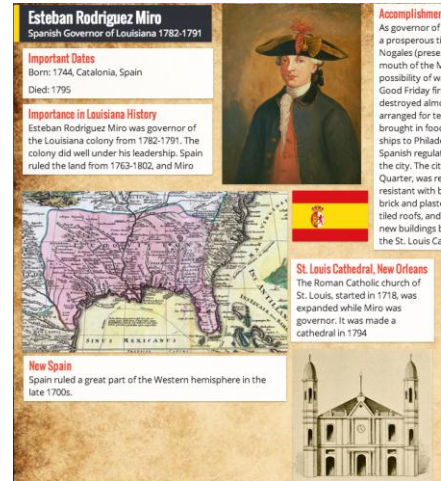
In this lesson, you will research a topic or person from this chapter. Then, you will create a web-based Padlet to demonstrate what you have learned and share it with others.

Instructions: Click the links below or use your school’s reference materials to complete each item. Use your information to create a Padlet board like the one shown.

Part I: Research

To get you started, you’ll need to decide on a topic with your teacher. Choose among many ideas from this chapter.

Try these websites, or some of your own to locate information. As you gather your information, save any image files that might be good to import in your Padlet board. Also, you’ll want to save any websites that might be useful to add as links on your board. Your Padlet board can hold documents, too. So, if you find a website or video, for instance, that is informative, you can add it, as well.



[KnowLA](https://www.knowla.com)

Topic (Person’s Name, Event, or Thing)	
Significant Date(s)	
Importance to Louisiana history	
Links to research sites, documents, etc.	

Louisiana: Our History, Our Home

Chapter 7: Spanish Louisiana

Internet Activity



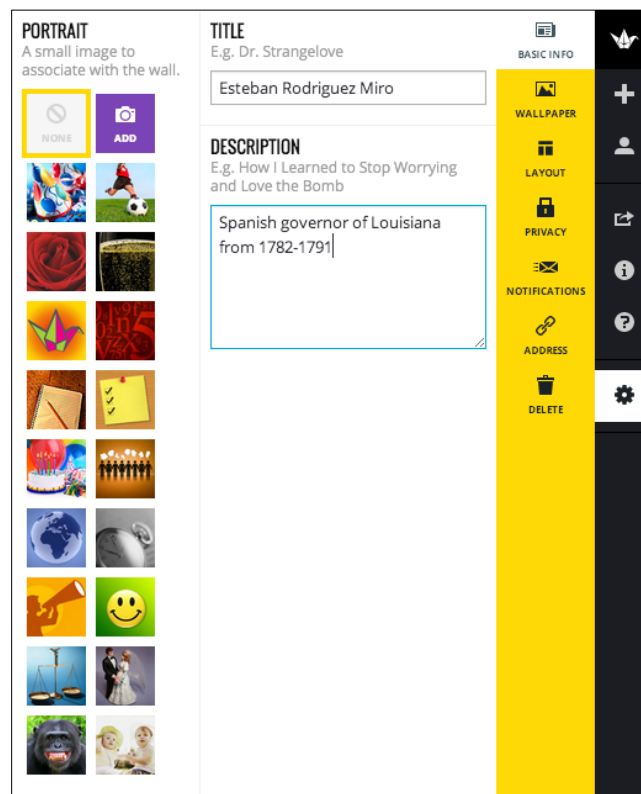
Three additional, important facts

Part II: Your teacher will give you directions to explain if you will log in to create an account or not. Visit this website to begin: <http://padlet.com/>.

Double-click on your board to begin entering information or upload the pictures that you saved.

Be sure to click the “gear” icon to modify the look of your board. You can change the background, layout, and more!

You’ll also want to visit the Privacy link. Set your board as a “Hidden link” where visitors “Can view” your information but not make any changes!



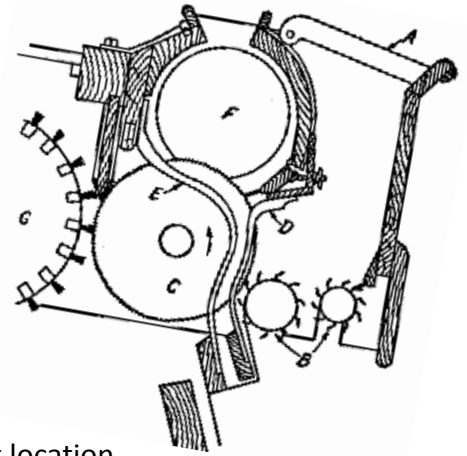
Louisiana: Our History, Our Home

Chapter 8: Louisiana from Colony to Territory to State

Internet Activity



Technology can cause change with consequences that are not always foreseeable. The invention of the cotton gin changed the lives of people in Louisiana, and cotton was at the center of economic life in the territory and new state of Louisiana. In this lesson, you will learn about this plant and how growing it affected the growth of the state.



Instructions: Use the links to complete each item.

Read the information at [Cotton's Journey](#) to learn about the crop whose production built the early economy of Louisiana.

1. What is required to grow cotton that makes Louisiana a great location to grow it?

2. How many weeks pass from planting to harvest of the cotton? _____
3. About how many seeds grow inside each boll (pod)? _____
4. About how many bolls grow on a typical cotton plant? _____
5. How many seeds, then, would typically come from one plant? _____
6. What three things must farmers adjust to in order to grow as much cotton as possible?

In order for cotton to be used in a factory to make cotton cloth material, the seeds must be removed. This was a very time-consuming job until Eli Whitney invented the cotton gin, a machine to automatically remove the seeds.

[Watch an animation](#), created on a copy of the original patent for the cotton gin.

7. Describe what is happening in the gin and how it would have been a help to cotton farmers.

Louisiana: Our History, Our Home
Chapter 8: Louisiana from Colony to Territory to State
Internet Activity



Read the [obituary of Eli Whitney](#). It is on the right side of the document.

8. What type of document is this and when was it written?

9. According to the article, how much cotton was grown for export? What was the value of exported cotton 12 years after the invention of the cotton gin?

10. What is the opinion of the writer towards Mr. Whitney? What evidence supports your thinking?

Check out this link to learn about the expansion of the [Cotton Economy](#). Read through the article and then mouse-over the dates on the map.

11. What pattern do you see in the expansion of cotton farming? What about the value of cotton produced as compared to the slave population?

Use the [Create-A-Graph](#) online tool to create two graphs. One graph should show the pattern of growth in cotton production in Louisiana. The next graph should show the change in slave population. Write a short summary of the patterns you see in your graphs. How do these graphs support ideas you read related to the cotton gin. Is it possible that this invention could be blamed for the expansion of slavery across Louisiana? Explain your thinking on one of your graph pages.

Louisiana: Our History, Our Home

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

Internet Activity



It's hard to imagine life in antebellum Louisiana - a time of beautiful plantations and horrible slavery. In this lesson, you will look at primary sources and data from the 1800s to get a better understanding of slave life in America.



Part I: Read the information at the link [Life as an Enslaved People](#). Use information from the site to complete items 1-9.

1. Click the "Bill of Sale" link and examine the original document. What was the purpose of this document?

2. When was the document written? _____
3. Why would this kind of document have been needed?

4. What was the price of the slaves sold on this receipt? _____
5. Why would the note about Martha's asthma have been important?

6. Click "Return to A Number of Valuable Slaves", and then click "An Advertisement for Slaves." Examine the original document. What was the purpose of this document?

7. When was the document written? _____
8. How many slaves were to be sold? _____
9. Why was the fact that most of the slaves were "young" an important part of the advertisement?

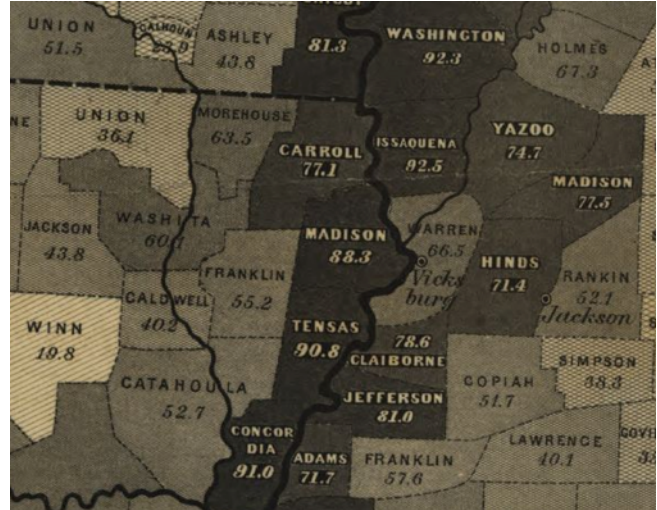
Louisiana: Our History, Our Home

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



Internet Activity

Part II: Click the link to view a special purpose map from the [Library of Congress](#) in Washington, D.C. Take a few minutes to learn how to navigate the map in order to zoom in on details and move about the map. Use the information to complete the items below.



10. What was the purpose of this map?

11. When was the map published?

12. What source is given for the numbers used on the map?

13. Locate your county. What does the number on your county show?

14. According to the map legend, what does the color of your county indicate?

15. Which area of the state had the lowest percentage of slave population?

16. Which parish had the largest percentage of its people in slavery? What was that percentage?

17. A student writes "Madison Parish, LA had more slaves than Franklin Parish in 1860." Explain why this might *not* be true. What other information would you need in order to know that the statement was true or false?

Finished Early? Check out some interesting primary sources at these links:

[African American Odyssey](#)

[Slave Census](#)

Louisiana: Our History, Our Home

Chapter 10: Secession and Civil War

Internet Activity



Many battles of the Civil War were fought in Louisiana. In this lesson, you will examine statistics about the battles to learn more about the war. (Hint: the markings indicate the order of the battles, e.g. “la003” means it was the third battle in Louisiana.)

Instructions: Click the links below to find information to complete each item.

[Battlefields of Louisiana Map](#)

[List of Battles in Louisiana](#)

1. Where was the first Civil War battle in Louisiana? When was it fought?

2. Where was the last Civil War battle in Louisiana? When was it fought?

3. Which “Decisive” (class A) battles took place in Louisiana?

4. How many total battles occurred in Louisiana? _____
5. Which state saw the most battles during the war? _____
6. Choose one of the Louisiana battles from the websites. Mark the location of the battle on the map below. Then, write a short paragraph to summarize the battle (generals, casualties, winner, etc.).

Battle:



Louisiana: Our History, Our Home

Chapter 10: Secession and Civil War



Internet Activity

- Complete the table with information from the websites. Choose four battles to study and summarize information about the battles in the table below.

Selected Battles of the Civil War in Louisiana

Battle	Date	Commanders		Number of Casualties		Winner
		USA	CSA	USA	CSA	

Finished Early? Check out these links to learn more about some of this lesson’s topics.

[National Archives Civil War Photographs](#) Photography was new during the Civil War. Check out some of these incredible photographs from the Library of Congress.

[Harper’s Weekly](#) Read a real newspaper from the 1860s. Find what happened on your birth date over 150 years ago!

Louisiana: Our History, Our Home

Chapter 11: Reconstruction and Redemption

Internet Activity



In this activity, you will take a close look at some special panoramic maps from the history of our state.

Instructions: Use the link below to complete the activity sheet.

[Panoramic Maps Collection of the Library of Congress](#)

- Click the link above and enter "Louisiana" in the Search field.
- Click on the map of your choice, and view the various images.
- Click on the Zoom to view image more closely. Look for a key to identify features on the map.



New Orleans, LA. 1851. Source: Library of Congress, Geography and Map Division cph 3g02102

1. What is the title of the map?

2. When was the map created?

3. What purpose(s) did the map have? Who was the intended audience?

4. Identify at least three types of transportation on the map.

5. What important places are identified on the map (list three)?

6. What types of buildings can you locate (list four)?

7. Describe the area around the town you are viewing.

Name: _____ Date: _____ Class: _____

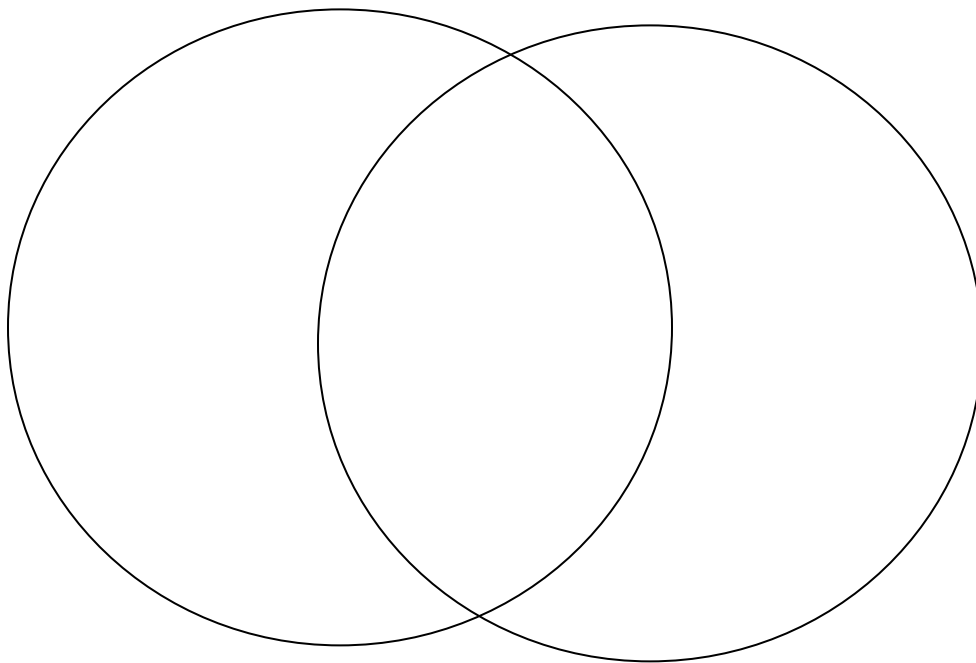
Louisiana: Our History, Our Home
Chapter 11: Reconstruction and Redemption
Internet Activity



Examine another map. Take a few minutes to compare it to your previous choice. Complete a Venn diagram to compare and contrast the two towns.

Map 1 _____

Map 2 _____



Based on information on the maps, in which time would you choose to live? Why would you make that choice?

Louisiana: Our History, Our Home

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



Internet Activity

In this lesson, you will explore websites with data, maps, and pictures to learn about World War I and some of its effects in Louisiana.

Instructions: Click the links below and use the information from the websites to complete the table and each item.

[World War I Statistics](#)

	Allied (Entente) Powers	Central Powers
Countries		
Military Killed		
Prisoners & Missing		
Military Wounded		

1. What was the total number of military personnel killed or wounded in World War I?
 Killed _____ Wounded _____
2. The total number of U.S. military killed was about 116,708. Why do you think the total number of U.S. troops killed was so much less than the total of the Allied Powers?

3. Military deaths for the U.S. Civil War totaled about 558,052. Give at least two reasons why there might have been more Civil War deaths than World War I deaths for Americans.

4. Click [Europe in 1914](#), then Click Play Animation. Click the arrows to see the information. Use the information to complete the paragraph.

Louisiana: Our History, Our Home

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

Internet Activity



Archduke Franz-Ferdinand of Austria was assassinated in _____ on June 28, _____. War broke out between Austria-Hungary and Serbia.

_____ joined Serbia, its traditional ally. Because of the Triple Alliance Treaty, _____ joined Austria-Hungary as part of the Central Powers. The Triple Entente agreements brought in _____ and Great _____ to assist Russia.

5. Click [The Outbreak of War](#) and click Play Animation.

On August 4, 1914, Germany declared war and invaded the neutral country of _____. By mid-September 1914, the French had pushed the Germans to a line called the _____ front.

6. Click [Gallipoli – 1915](#) and click Play Animation.

From April 1915 to January 1916 the Allies try to invade the Ottoman Empire. More than _____ Allied soldiers died.

7. Click [The Battle of Verdun - 1916](#) and click Play Animation.

In February 1916, the Germans made a surprise attack on Verdun, France. Soldiers in the trenches were split up and there was no communication. Over _____ died, but there was little change in the front line.

Louisiana: Our History, Our Home

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

Internet Activity



8. Click [The Battle of the Somme - 1916](#), [The Third Battle of Ypres - 1917](#), and [The Western Front in 1918](#). Click Play Animation as needed.

The British attack near Perrone resulted in the death of _____ British troops in a single day. After more than 4 months of fighting, the British had pushed the Germans back only _____ miles. The Germans begin to advance again by July 18, 1918 but are stopped. Allies push back into Belgium. The agreement to stop fighting, or _____ went into effect on _____ .

Finished Early? War posters were used to get information to Americans and to help them to think in certain ways about the war. The posters are an example of “propaganda.” Check out these World War I posters.

[Poster 1](#)

[Poster 2](#)

[Poster 3](#)

Which do you think would have been the most effective? Why?

Louisiana: Our History, Our Home

Chapter 13: The Era of Huey Long

Internet Activity



The Great Depression brought many economic problems to Louisiana in the 1930s. Farm prices were low and many factories, banks, and businesses closed.

Instructions: Use the information in the links below to complete the activities.

Part I: Click here for [Library of Congress: Great Depression Photos](#). Enter “Louisiana” in the search box. Click the **Gallery** or **Grid** button. Click the next page arrow, as needed, to view pictures of our state during the Great Depression.

To enlarge the pictures, click the small version of the picture. Click “About This Item” for more details about the picture.

Your task: Imagine that you work for a book publisher. You must choose one or two pictures from this website to include in a chapter about Louisiana during the Great Depression.

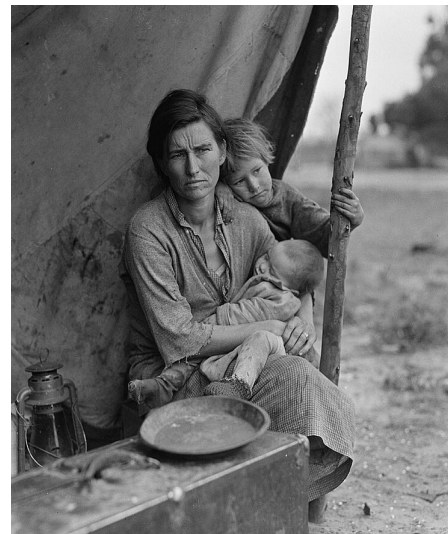
When you have made your choice, print the picture(s). To print, right-click on the picture. Choose Print Picture. Staple the printed picture(s) to this page.

Below the printed picture(s), write a short paragraph to explain why you chose the photo(s). In your writing, answer these questions.

- What qualities about the picture represent the topic?
- What facts would viewers gain from the photo?
- What emotions might viewers have when looking at the photo?



Family of construction worker, Monroe, LA, 1940. Source: Library of Congress, Prints and Photographs Division. FSA-OWI Collection. fsa 2000037070



Migrant farmwoman, 32, with seven hungry children, 1936. Source: Library of Congress, Prints and Photographs Division, FSA-OWI Collection, fsa 8B29525

Louisiana: Our History, Our Home

Chapter 13: The Era of Huey Long

Internet Activity



Part II: Read through the websites below to find facts about the CCC (Civilian Conservation Corps) in Louisiana. This program was designed to give unemployed young men a job during the Great Depression.

[American Experience](#) [The CCC in Louisiana](#) [Reaction in Louisiana](#)

1. Which president created the CCC?

2. Why did Louisiana not benefit from the New Deal as much as other states?

3. What are four types of work that CCC men did in Louisiana?

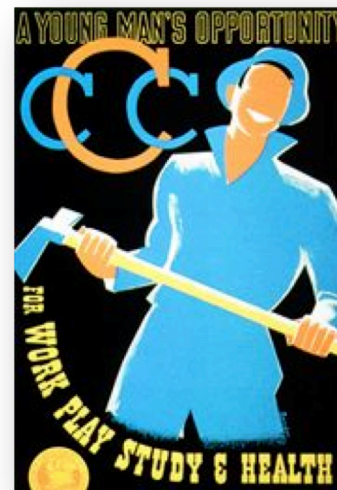
4. About how many young men were employed by the CCC in Louisiana?

5. Why was the CCC discontinued?

Part III: Study the poster at right.

6. What do you think was the purpose of this 1930s CCC poster? How was the poster supposed to get a viewer's attention?

7. According to the poster, what would young men in the CCC get to have?



Source: National Archives

Louisiana: Our History, Our Home

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

Internet Activity



In this lesson, you will explore websites to learn about civil rights challenges in Louisiana and the south as a result of “Jim Crow” laws.

Instructions: Click the links below and use the information from the websites to complete each item.

Throughout the 1890s and early 1900s laws and ordinances called Jim Crow laws were enacted which called for **segregation**. Even before the passage of these laws, customs and intimidation had already created a system of white superiority in Louisiana and other southern states. Jim Crow laws served to make the practice of segregation legal.

Read the introduction at [PBS Jim Crow stories](#) then use the provided links at this site to complete the following activities. Be sure to check out any video, audio, photo, or document links provided.

1. Click on [People](#). Select one profile to read. Record the name and birth/death dates, and write one sentence explaining the significance of this person.

2. Click on [Personal Narratives](#). Read and listen to one personal narrative. Record the name and birth/death dates and write one sentence relating this person’s personal experience.

3. Click on [Events](#). Click on [Plessy v. Ferguson \(1896\)](#). Read about the decision and watch the video. Write one sentence explaining the significance of this decision.



This photo was taken in 1939. It shows a young African-American drinking from a water cooler marked “Colored.” Source: Library of Congress, Prints & Photographs Division. ID: fsa 8a26761

Louisiana: Our History, Our Home

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



Internet Activity

4. Click on [Events](#). Click on [Tulsa Riot \(1921\)](#). Read about the event and watch the video. Use the [Interactive Map](#) for more facts. Write a sentence or two to summarize this event.

5. Click on [Organizations](#). Select one organization to read about. Record the name, founding date, and write one sentence about this organization and its role in the civil rights movement.

Read the introduction at [PBS Jim Crow – Interactive Maps](#) and use the provided links to complete the following activities.

6. Click on [Jim Crow Laws](#). Click on **Education** and then click on **Louisiana**. Read the law. Summarize the purpose of the law and the year was the law enacted.

7. Click on [Colleges & Universities](#). Identify which school was founded in Louisiana. Include the name and the date established.

8. Click on [Population & Migration](#). Identify the White, Black, and Black Migration population of Louisiana for each year. What trend(s) do you see?

<i>Year</i>	<i>LA Black Population</i>	<i>LA White Population</i>	<i>LA Black Migration</i>
1870			
1890			
1910			
1930			
1950			
1960			

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



In this lesson, you will examine data to gain a better understanding of modern Louisiana and how it compares to other states. Maybe you can figure out this crazy map?



Instructions: Use the link below to access the website needed to complete the table and each item. Explore the website by clicking on a state and noting what happens. Read the information in the sidebar, and try out the zoom and resize buttons at left.

<http://show.mappingworlds.com/usa/>
Louisiana Population Facts

<i>Population</i>	
<i>Population Rank</i>	
<i>Population Density</i>	
<i>Rural Population (rank)</i>	
<i>Urban Population (rank)</i>	

Set the map to show **Population**, and click on Louisiana.

1. What happens when you click on Louisiana? Why?

2. Explain what happens to the state of Alaska.

3. Explain what happened to the state of New Jersey.

Click on **Demographics** and choose **African Americans**.

4. What is the population of African Americans in Louisiana? What is the rank?

5. What pattern do you notice in African American population when you look at the map?

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



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6. How does the demographic map change when you switch to view **Hispanic** population?

Click on **Demographics** and choose **Population Density**. Click a state for more facts!

7. What do you notice about how the map has changed? Why does this happen?

8. How does Louisiana compare to New Jersey?

Choose a data set from the website and use it to complete the information below.

9. Which data set did you choose?

10. What are the units of measure (e.g. people per square mile)? _____

11. What is the data for Louisiana? _____

12. What is the rank for Louisiana? _____

13. What pattern do you notice about these data in the U.S.?
