

## Appendix



# Louisiana

## Vital Statistics

### Area

- Total:** 52,378 square miles (31st)
- Land:** 43,204 square miles
- Water:** 9,174 square miles
- Coastal water:** 2,880 square miles
- Inland water:** 4,562 square miles
- Territorial water:** 1,732 square miles

### Greatest Distance

- North to south:** 275 miles
- West to east:** 300 miles

### Location

- Latitude:** Between 29° and 33° N
- Longitude:** Between 89° and 94° W
- Location within United States:**  
Western part of the Gulf Coastal Plain
- Bordering states:** Arkansas, Mississippi, Texas
- Geographic center of state:** Avoyelles Parish, 3 miles southeast of Marksville

### Elevation

- Highest point:** Driskill Mountain, 535 feet
- Lowest point:** New Orleans, 8 feet below sea level
- Mean elevation:** 100 feet above sea level

### Temperatures

- Highest:** 114° F on August 10, 1936, in Plain Dealing
- Lowest:** -16° F on February 13, 1899, in Minden

### Parishes

- Number of Parishes:** 64
- Largest:** Rapides, 1,323 square miles
- Smallest:** Orleans, 181 square miles
- Most populous (2010):** East Baton Rouge, 440,171
- Least populous (2010):** Tensas, 5,252

### State Facts

- Admitted to Union:** April 30, 1812
- Nicknames:** Pelican State, Bayou State
- Capital:** Baton Rouge
- Time zone:** Central
- Population:** 4,533,372 (2010) (25th)
- Largest cities (2010):** New Orleans, Baton Rouge, Shreveport, Lafayette, Lake Charles, Kenner, Bossier City, Monroe, Alexandria, Houma

West to east: 300 miles

North to south: 275 miles



8 = City's Population Rank

Appendix



# Louisiana State Symbols



**Amphibian:** Green tree frog (1993)



**Bird:** Eastern Brown Pelican (1966)

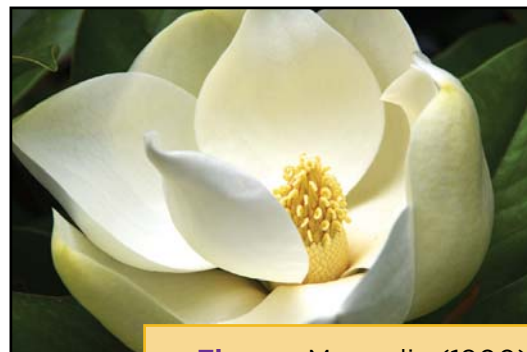


**Crustacean:** Crawfish (1983)



**Dog:** Catahoula leopard dog (1979)

**Drink:** Milk (1983)



**Flower:** Magnolia (1900)



**Freshwater Fish:** White perch (1993)



**Saltwater Fish:** Spotted seatrout (2001)



**Fossil:** Petrified palmwood (1976)

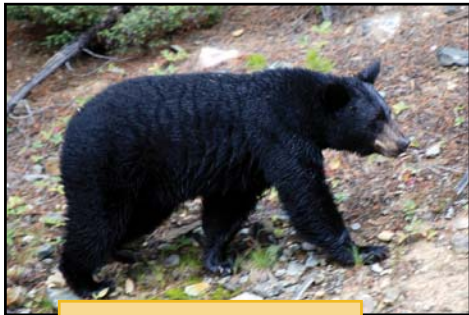
**Fruit:**  
Strawberry  
(2001)



**Gemstone:**  
Agate (1976)



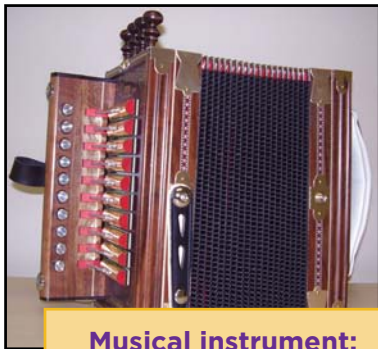
**Insect:**  
Honeybee  
(1977)



**Mammal:** Louisiana  
black bear (1992)



**Motto:** Union Justice  
Confidence



**Musical instrument:**  
Diatonic or "Cajun"  
accordion (1990)



**Reptile:**  
American  
alligator  
(1983)



**Tree:** Bald cypress (1963)



**Vegetable Plant:**  
Creole tomato  
(2003)



**Wildflower:**  
Louisiana iris (1990)

**Colors**

Blue, white, and gold (1972)

**Painting**

"Louisiana" (1995)

**Pledge of Allegiance**

"I pledge allegiance to the flag of the state of Louisiana and to the motto for which it stands: A state, under God, united in purpose and ideals, confident that justice shall prevail for all of those abiding here." (1981)

**Songs**

"Give Me Louisiana" (1970)

"You Are My Sunshine" (1977)

## Appendix



# Louisiana Governors

## French Period

Governor	Term of Office
Pierre Le Moyne, Sieur d'Iberville	1699-1702
Sieur de Sauvole (died)	1699-1700
Jean-Baptiste Le Moyne, Sieur de Bienville	1701-1713
Antoine de la Mothe, Sieur de Cadillac	1713-1716
Jean-Baptiste Le Moyne, Sieur de Bienville	1716-1717
Jean Michiele de L'Épinay	1717-1718
Jean-Baptiste Le Moyne, Sieur de Bienville	1718-1724
Pierre Sidrac Dugué de Boisbriand	1725-1726
Étienne de Périer	1727-1733
Jean-Baptiste Le Moyne, Sieur de Bienville	1733-1743
Pierre Rigaud, Marquis de Vaudreuil	1743-1753
Louis Billouart, Chevalier de Kerlerec	1753-1763
Jean Jacques Blaise d'Abbadie (died)	1763-1765
Charles Philippe Aubry	1765-1766

## Spanish Period

Governor	Term of Office
Antonio de Ulloa	1766-1768
Alejandro O'Reilly	1769-1770
Luis de Unzaga y Amezaga	1770-1777
Bernardo de Gálvez	1777-1785
Esteban Rodríguez Miró y Sabater	1785-1792
Francisco Luis Hector, Baron de Carondelet	1791-1797
Manuel Gayoso de Lemos y Amorin (died)	1797-1799
Francisco Bouligny	1799
Sebastián Calvo de la Puerta y O'Farrill, Marqués de Casa Calvo	1799-1801
Juan Manuel de Salcedo	1801-1803

## Transitional Period

Governor	Term of Office
Pierre Clement de Laussat	1803

## Territorial Period

Governor	Term of Office
William C. C. Claiborne	1803-1812

## State Period

Governor	Political Party	Term of Office
William C. C. Claiborne	Democrat-Republican	1812-1816
Jacques Philippe Villeré	Democrat-Republican	1816-1820
Thomas Bolling Robertson (resigned)	National Republican	1820-1824
Henry Schuyler Thibodaux	National Republican	1824
Henry S. Johnson	National Republican	1824-1828
Pierre Auguste Bourguigon Derbigny (died)	Whig; National Republican	1828-1829
Arnaud Julie Beauvais	Whig	1829-1830
Jacques Dupré	Whig	1830-1831
André Bienvenu Roman	Whig	1831-1835
Edward Douglass White	Whig	1835-1839
André Bienvenu Roman	Whig	1839-1843
Alexander Mouton	Democrat	1843-1846
Isaac Johnson	Democrat	1846-1850
Joseph Marshall Walker	Democrat	1850-1853
Paul Octave Hebert	Democrat	1853-1856
Robert Charles Wickliffe	Democrat	1856-1860
Thomas Overton Moore	Democrat	1860-1864
George F. Shepley (military governor)	Democrat	1862-1864
Henry Watkins Allen	Democrat	1864-1865
Michael Hahn (military governor)	Free State	1864-1865
James Madison Wells	Republican	1865-1867
Benjamin Franklin Flanders	Republican	1867-1868
Joshua Baker	Democrat	1868
Henry Clay Warmoth (impeached)	Republican	1868-1872
John McEnery (elected, but ruled out)	Democrat; Liberal Republican	1872
P. B. S. Pinchback	Republican	1872-1873

William Pitt Kellogg (declared)	Republican	1873-1877
Francis T. Nicholls	Democrat	1877-1880
Louis Alfred Wiltz (died)	Democrat	1880-1881
Samuel Douglas McEnery	Democrat	1881-1888
Francis T. Nicholls	Democrat	1888-1892
Murphy James Foster	Democrat	1892-1900
William Wright Heard	Democrat	1900-1904
Newton Crain Blanchard	Democrat	1904-1908
Jared Young Sanders	Democrat	1908-1912
Luther Egbert Hall	Democrat	1912-1916
Ruffin G. Pleasant	Democrat	1916-1920
John M. Parker	Democrat	1920-1924
Henry L Fuqua (died)	Democrat	1924-1926
Oramel H. Simpson	Democrat	1926-1928
Huey P. Long (resigned)	Democrat	1928-1932
Alvin O. King	Democrat	1932
Oscar K. Allen (died)	Democrat	1932-1936
James A. Noe	Democrat	1936
Richard W. Leche (resigned)	Democrat	1936-1939
Earl K. Long	Democrat	1939-1940
Sam H. Jones	Democrat	1940-1944
Jimmie H. Davis	Democrat	1944-1948
Earl K. Long	Democrat	1948-1952
Robert F. Kennon	Democrat	1952-1956
Earl K. Long	Democrat	1956-1960
Jimmie H. Davis	Democrat	1960-1964
John J. McKeithen	Democrat	1964-1972
Edwin W. Edwards	Democrat	1972-1980
David C. Treen	Republican	1980-1984
Edwin W. Edwards	Democrat	1984-1988
Charles E. "Buddy" Roemer III	Democrat/Republican	1988-1992
Edwin W. Edwards	Democrat	1992-1996
Murphy J. "Mike" Foster	Republican	1996-2004
Kathleen Babineaux Blanco	Democrat	2004-2008
Bobby Jindal	Republican	2008-

## Appendix

## IV

# Louisiana Parishes

Parish	2010 Population	Date Founded	Parish Seat	Named For
Acadia	61,773	1886	Crowley	Acadia, Nova Scotia
Allen	25,764	1912	Oberlin	Henry Watkins Allen
Ascension	107,215	1807	Donaldsonville	Catholic Church parish
Assumption	23,421	1807	Napoleonville	Catholic Church parish
Avoyelles	42,073	1807	Marksville	Avoyel tribe
Beauregard	35,654	1912	DeRidder	Gen. P. G. T. Beauregard
Bienville	14,353	1848	Arcadia	Jean-Baptiste Le Moyne, Sieur de Bienville
Bossier	116,979	1843	Benton	Gen. Pierre Evariste Jean-Baptiste Bossier
Caddo	254,969	1838	Shreveport	Caddo tribe
Calcasieu	192,768	1840	Lake Charles	Calcasieu River
Caldwell	10,132	1838	Columbia	Locally prominent Caldwell family
Cameron	6,839	1870	Cameron	Robert Alexander Cameron or Simon Cameron
Catahoula	10,407	1808	Harrisonburg	Tensas Indian word for “big clear lake”
Claiborne	17,195	1828	Homer	Gov. William C. C. Claiborne
Concordia	20,822	1807	Vidalia	The cooperation between the Spanish and American governments
DeSoto	26,656	1843	Mansfield	Hernando de Soto
East Baton Rouge	440,171	1810	Baton Rouge	Relative position to Baton Rouge
East Carroll	7,759	1877	Lake Providence	Charles Carroll
East Feliciana	20,267	1824	Clinton	Félicité, wife of Governor Gálvez; “happy land” in Spanish
Evangeline	33,984	1910	Ville Platte	Longfellow’s heroine
Franklin	20,767	1843	Winnsboro	Benjamin Franklin
Grant	22,309	1869	Colfax	Ulysses S. Grant
Iberia	73,240	1868	New Iberia	Spanish peninsula of Iberia
Iberville	33,387	1807	Plaquemine	Pierre Le Moyne, Sieur d’Iberville
Jackson	16,274	1845	Jonesboro	Andrew Jackson
Jefferson	432,552	1825	Gretna	President Thomas Jefferson
Jefferson Davis	31,594	1912	Jennings	Confederate President Jefferson Davis



Lafayette	221,578	1823	Lafayette	Marquis de Lafayette
Lafourche	96,318	1807	Thibodaux	French for “the fork”
LaSalle	14,890	1908	Jena	René-Robert Cavelier, Sieur de La Salle
Lincoln	46,735	1873	Ruston	President Abraham Lincoln
Livingston	128,026	1832	Livingston	Edward Livingston
Madison	12,093	1838	Tallulah	James Madison
Morehouse	27,979	1844	Bastrop	Abraham Morehouse
Natchitoches	39,566	1807	Natchitoches	Natchitoches tribe
Orleans	343,829	1807	New Orleans	City of New Orleans
Ouachita	153,720	1807	Monroe	Ouachita tribe
Plaquemines	23,042	1807	Pointe a la Hache	Indian word for persimmon
Pointe Coupee	22,802	1807	New Roads	French for “cut-off point,” referring to a lake cut off from the Mississippi River
Rapides	131,613	1807	Alexandria	Rapids on the Red River
Red River	9,091	1871	Coushatta	Red River
Richland	20,725	1868	Rayville	Descriptive (“rich land”)
Sabine	24,233	1843	Many	Sabine River
St. Bernard	35,897	1807	Chalmette	Name saint of Governor Gálvez
St. Charles	52,780	1807	Hahnville	Catholic Church parish
St. Helena	11,203	1810	Greensburg	Catholic Church parish
St. James	22,102	1807	Convent	Catholic Church parish
St. John the Baptist	45,924	1807	Edgard	Catholic Church parish
St. Landry	83,384	1807	Opelousas	Catholic Church parish
St. Martin	52,160	1807	St. Martinville	Catholic Church parish
St. Mary	54,650	1811	Franklin	Catholic St. Mary
St. Tammany	233,740	1810	Covington	Delaware Chief Tamanend
Tangipahoa	121,097	1869	Amite	Indian word for “ear of corn”
Tensas	5,252	1843	St. Joseph	Tensas tribe
Terrebonne	111,860	1822	Houma	French for “good earth”
Union	22,721	1839	Farmerville	The United States
Vermilion	57,999	1844	Abbeville	The dark cinnamon red waters of Vermilion Bayou
Vernon	52,334	1871	Leesville	George Washington’s home Mount Vernon
Washington	47,168	1819	Franklinton	George Washington
Webster	41,207	1871	Minden	Daniel Webster
West Baton Rouge	23,788	1807	Port Allen	Relative position to Baton Rouge
West Carroll	11,604	1877	Oak Grove	Charles Carroll
West Feliciana	15,625	1824	St. Francisville	Félicité, wife of Governor Gálvez; “happy land” in Spanish
Winn	15,313	1852	Winnfield	Walter O. Winn

## Appendix



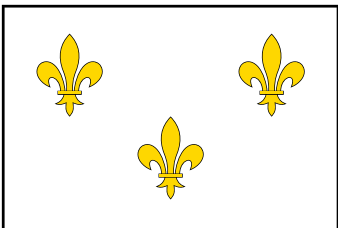
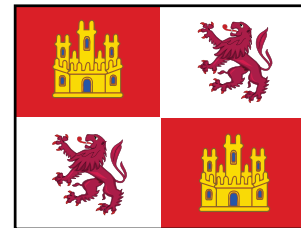
# Louisiana Colleges and Universities

School	Location	Founded	Type
Centenary College of Louisiana	Shreveport	1825	Private
Dillard University	New Orleans	1869	Private
Louisiana College	Pineville	1906	Private
Louisiana State University System		1965	Public
LSU Alexandria	Alexandria	1959	Public
LSU Baton Rouge	Baton Rouge	1860	Public
LSU Eunice	Eunice	1967	Public
LSU Shreveport	Shreveport	1967	Public
Loyola University New Orleans	New Orleans	1904	Private
Our Lady of Holy Cross College	New Orleans	1916	Private
Our Lady of the Lake College	Baton Rouge	1923	Private
Southern University System		1880	Public
Southern University and A&M College	Baton Rouge	1880	Public
Southern University at New Orleans	New Orleans	1956	Public
Southern University at Shreveport	Shreveport	1964	Public
Tulane University	New Orleans	1834	Private
University of Louisiana System		1998	Public
Grambling State University	Grambling	1901	Public
Louisiana Tech University	Ruston	1894	Public
McNeese State University	Lake Charles	1939	Public
Nicholls State University	Thibodaux	1948	Public
Northwestern State University	Natchitoches	1884	Public
Southeastern Louisiana University	Hammond	1925	Public
University of Louisiana at Lafayette	Lafayette	1901	Public
University of Louisiana at Monroe	Monroe	1931	Public
University of New Orleans	New Orleans	1956	Public
Xavier University of Louisiana	New Orleans	1915	Private

# Louisiana Historic Flags

A visitor to the Cabildo in New Orleans can see, in the second floor gallery, a display of ten flags that have flown over Louisiana from the time of Spanish exploration in the 1500s to the present day. These flags are a history lesson in themselves, reminding us of the unique story of our state.

When Spanish explorer Hernando de Soto traveled through Louisiana in 1541, his soldiers served under the red and yellow banner of Castile and Leon. The flag's images of the yellow castle of Castile on a red background and the red *rampant* (standing on hind legs) lion of Leon on a white background symbolized a union of those two provinces of the land we now call Spain.



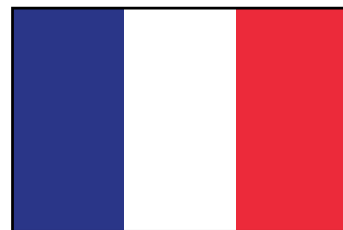
In 1682, René-Robert Cavelier, Sieur de La Salle, claimed for France the land that he named Louisiana to honor King Louis XIV. He brought to this new possession the flag of the Bourbon kings of France, which displayed three golden *fleurs-de-lis* (lily flowers) on a pure white background. This French flag remained in Louisiana until 1763, when France gave up claim to all its North American holdings after losing the French and Indian War.

Spain, the new owner of Louisiana, brought a new Spanish flag that had only been adopted in 1759. It still displayed the colors of red and yellow—this time in alternating stripes. The wider yellow center stripe contained a small version of the old castle and lion within an oval, topped by a royal crown.

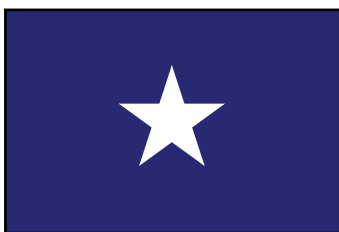


At the same time the Spanish flag was flying over most of Louisiana, a British flag was waving over British West Florida, which included today's Baton Rouge and the Florida parishes. Great Britain had taken control of Florida from Spain after the French and Indian War. The British Union Flag of the day was a simpler version of today's British Union Jack. It contained only the red cross of Saint George (representing England) and the white diagonal cross of St. Andrew (representing Scotland).

The tricolor flag of France, which had been adopted after the French Revolution, only flew over Louisiana for a brief time. French Emperor Napoleon Bonaparte had convinced Spain to transfer Louisiana to France in the secret Treaty of San Ildefonso, which was finalized in 1802. When Napoleon failed in his plan of using Louisiana to help regain control of Saint-Domingue, he lost interest in possessing the vast Louisiana territory.

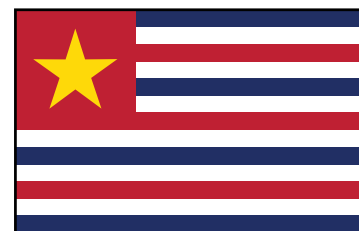


American negotiators who went to France in 1803 to discuss the purchase of New Orleans were surprised to learn that Napoleon wanted to sell his entire Louisiana territory to the United States—for a bargain price. Once the Louisiana Purchase was ratified, the territory was transferred twice within a month. On November 30, 1803, Spain officially made the transfer to France that had been spelled out in the Treaty of San Ildefonso. Then on December 20, the French tricolor was lowered and the “Star-Spangled Banner” of the United States was raised in what today is New Orleans’ Jackson Square. This was a unique version of the United States flag—the only one with more than thirteen stripes. Two additional stars *and* stripes had been added to the nation’s flag in 1795 to signify the addition of Vermont and Kentucky to the original thirteen states.



In 1810, Spanish West Florida revolted against Spain and formed the Republic of West Florida. The Republic’s distinctive “Bonnie Blue Flag” had a blue field and a single white star. Although independence did not last long and West Florida was soon part of Louisiana, the Bonnie Blue Flag reappeared during the Civil War and is thought to have inspired other flags, like the Lone Star Flag of Texas.

In the months between Louisiana’s secession from the Union in 1861 and the formation of the Confederate States of America later that year, our state flew the Louisiana Secession Flag. It resembled the U.S. flag in design, but with some important differences. The familiar thirteen stripes were now of red, white, and blue—harking back to the tricolor flag of France. The single yellow star in a red *canton* (the upper inner corner of a flag) recalled the colors of the Spanish flags.



Once Louisiana joined the Confederate States of America, our state displayed the “Stars and Bars” of the Confederacy. This was not the “rebel” flag that we often think of today as the Stars and Bars but instead consisted of three bars—red, white, red—and a blue canton with a circle of seven stars, representing the seven original Confederate states.

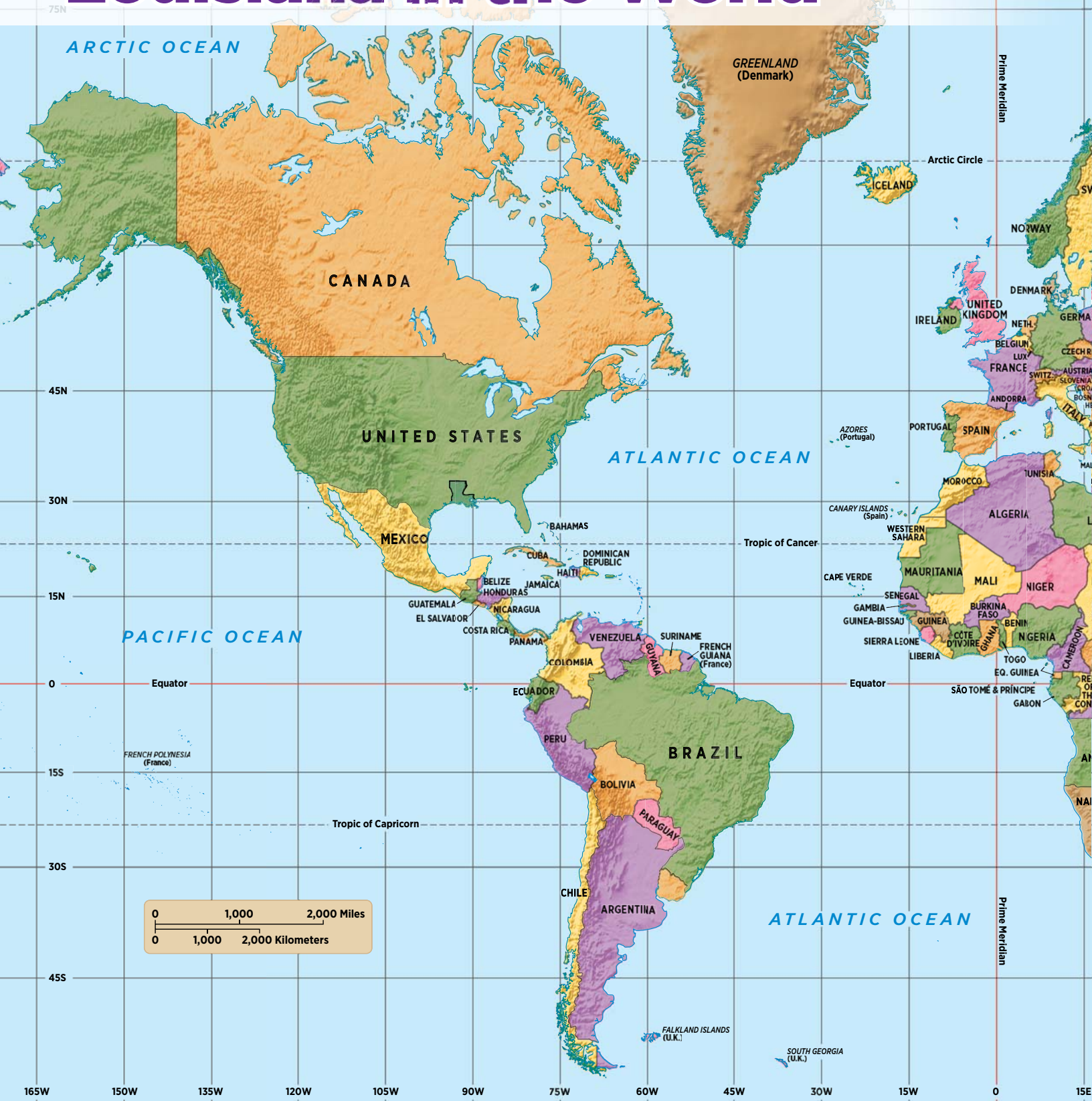
The State of Louisiana did not have an official flag until July 1, 1912, when a blue flag with the motto “Union Justice Confidence” and an image of a pelican feeding her young was adopted by the legislature. This pelican image was not new, however. Governor William C. C. Claiborne may have been the first to suggest a pelican design for Louisiana, and over the years, the bird had appeared on a number of flags—some red, some blue. The pelican symbolizes self-sacrifice, because people in earlier times mistakenly believed that a mother pelican would tear away part of her breast to feed her young. In 2006, the Louisiana legislature passed a bill that required an addition to the flag of three drops of blood flowing from the pelican’s breast. An eighth-grader from Houma had brought about this change when he researched earlier flags and presented his findings to his local state representative! This updated version of the state flag, with a more angular pelican and the symbolic drops of blood, was unveiled in November of 2010. Some people think that the outline of the pelican’s head and outstretched wings and the nest of chicks below bears a resemblance to the fleur-de-lis of the old French flag.



When you “pledge allegiance to the flag of the state of Louisiana and to the motto for which it stands,” it is good to remember all ten of our flags. They are colorful symbols that reflect the colorful history of our home.

# An Atlas of Louisiana

## Louisiana in the World





# An Atlas of Louisiana

## Louisiana in the U.S.A.







# Louisiana Natural Regions



# Louisiana Rivers and Lakes



# Louisiana Products



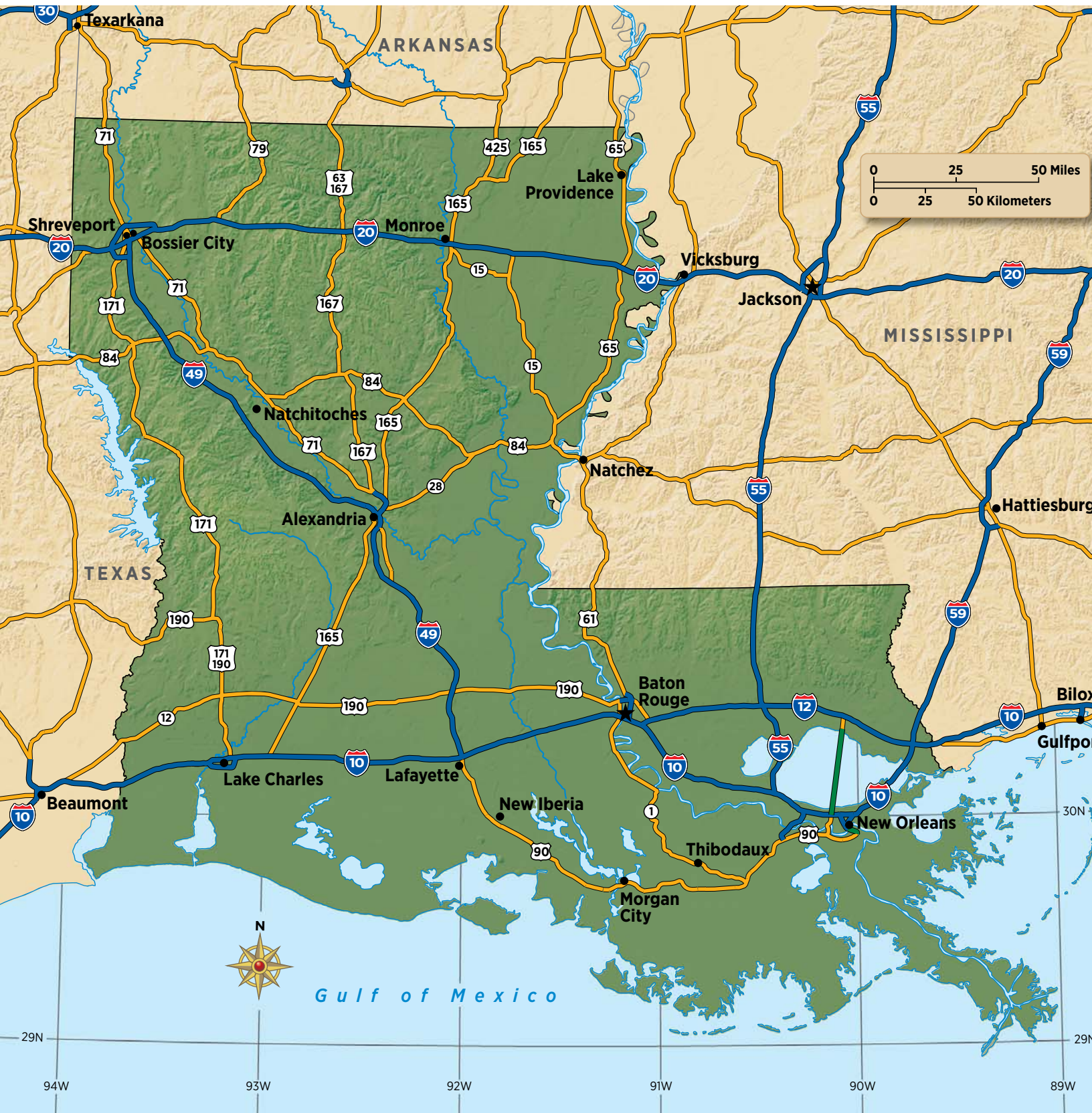
# Louisiana Parks and Forests





# Louisiana

## Major Cities and Highways

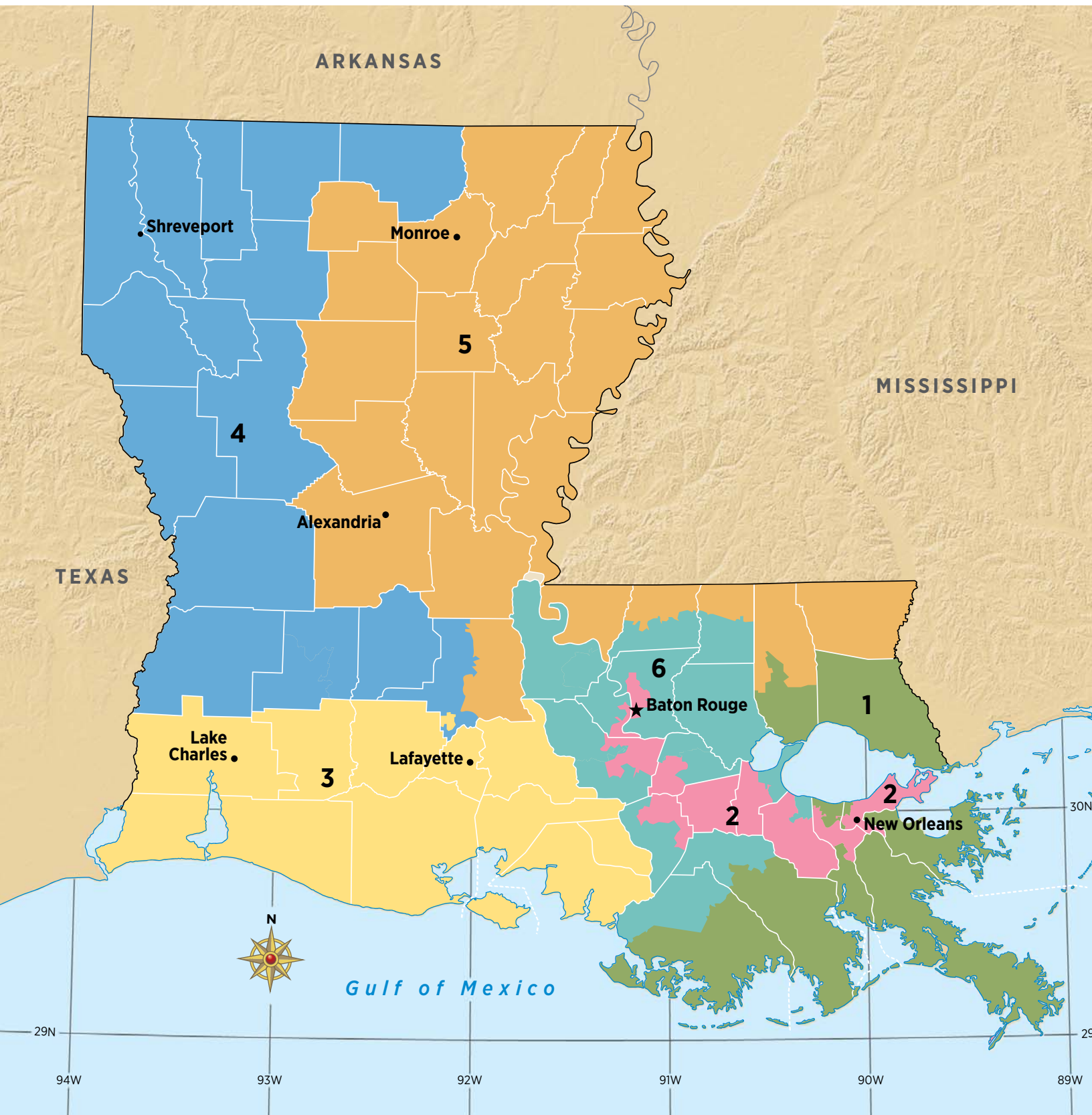


# Louisiana

## Population 2010 U.S. Census

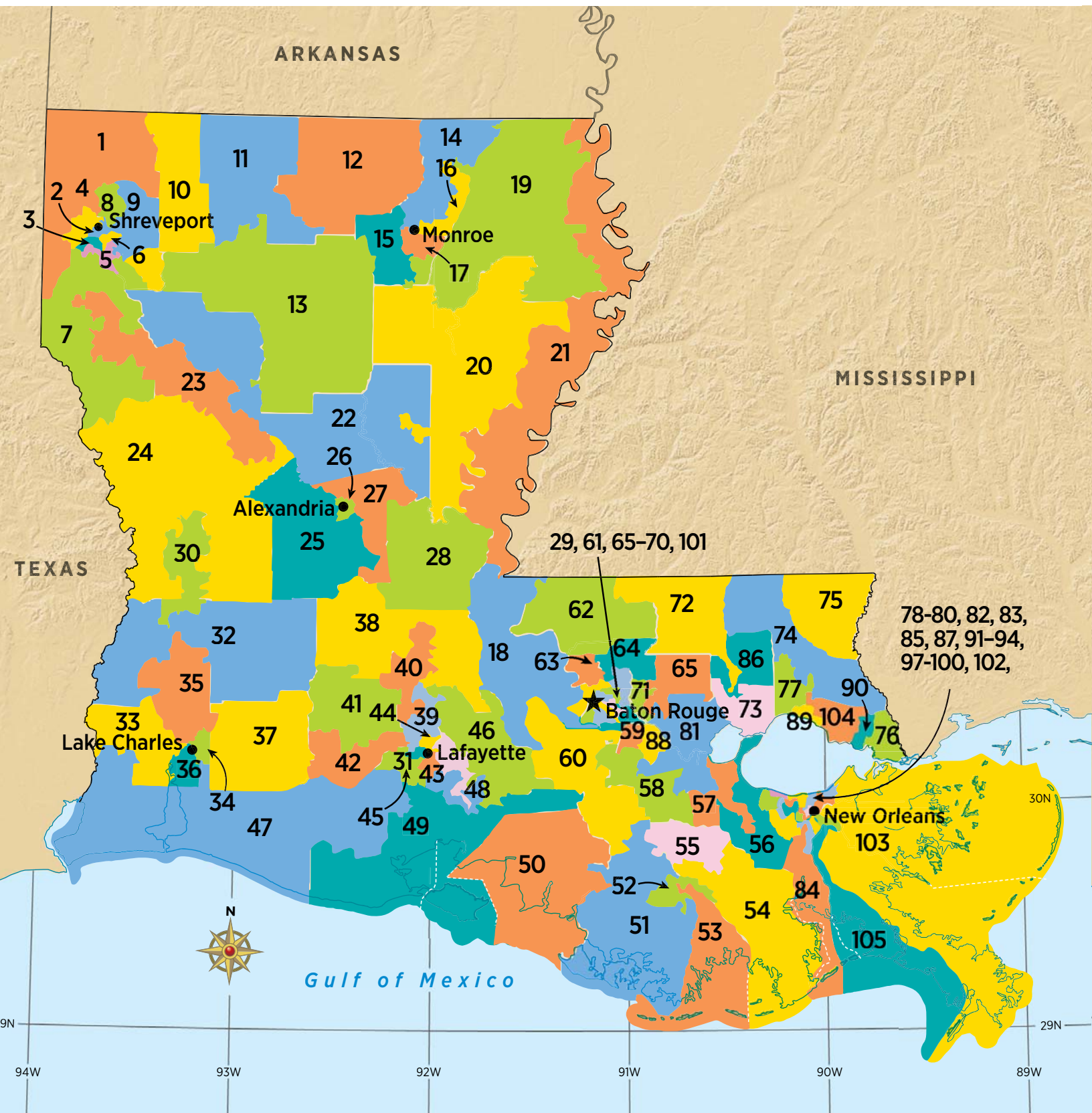


# Louisiana Congressional Districts

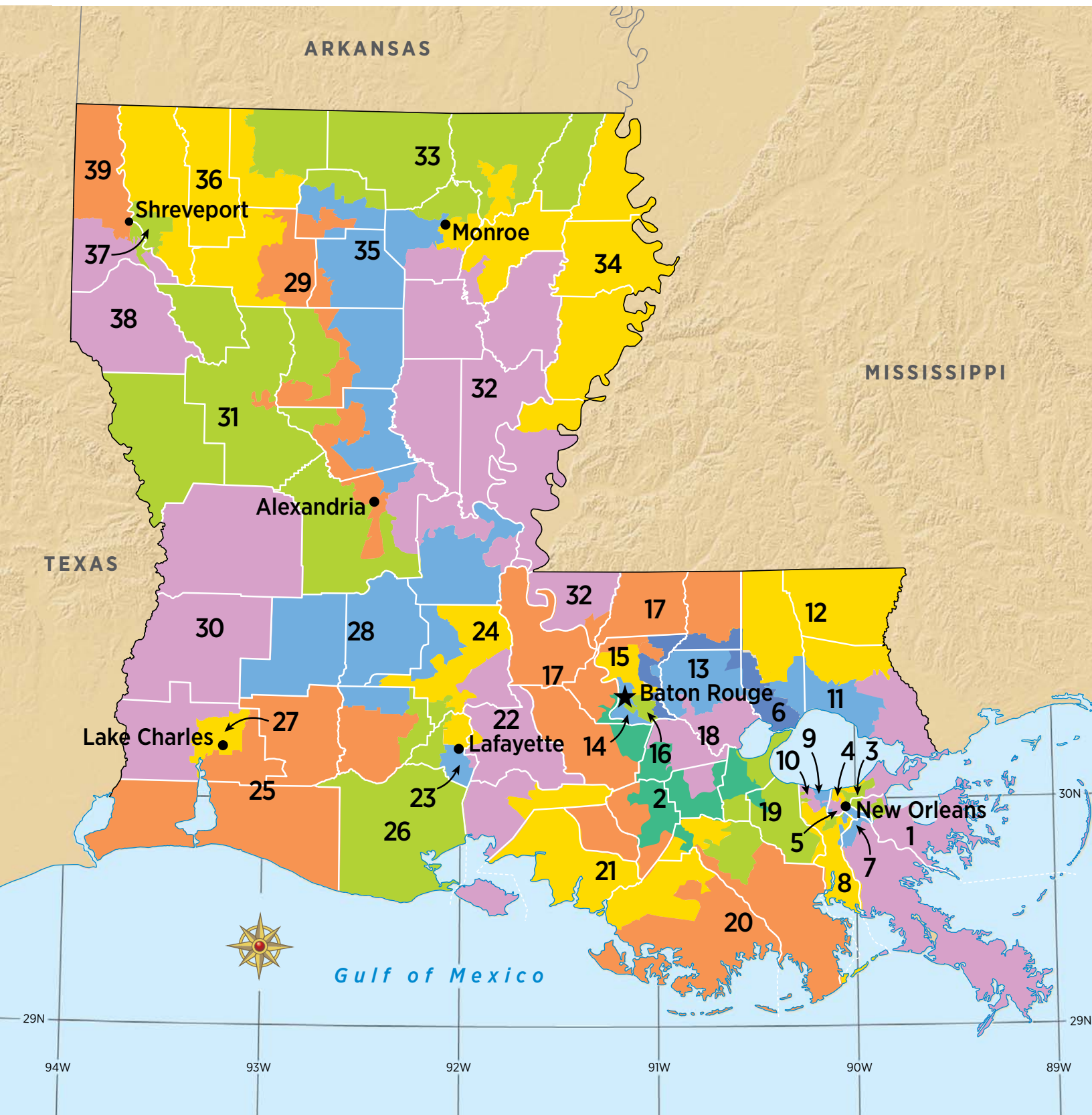




# Louisiana House Districts



# Louisiana Senate Districts



# Louisiana Supreme Court Districts



# Glossary

## A

**abolition** the act of officially ending something (such as slavery) (8)

**absolute location** a specific spot on planet Earth, sometimes expressed using latitude and longitude (1)

**Acadians** French Canadians who came to Louisiana beginning in the 1760s; called Cajuns for short (2)

**Adams-Onís Treaty** a treaty signed in 1819 that specified how much land (530,000,000 acres) the Louisiana Purchase added to the United States (8)

**affirmative action** the practice of improving the educational and job opportunities for members of groups that have been discriminated against in the past (15)

**African American** a relatively modern term that refers to all people descended from the Africans brought to North America during its colonial and early national periods (2)

**agriculture** settled farming (5)

**alluvial soil** soil that is made up of sediment carried by a river and deposited along its banks (1)

**American Revolution** the war in which the American colonists fought for their independence from Great Britain (7)

**Anaconda Plan** a Union strategy in the Civil War to squeeze the Confederates into submission by controlling the Mississippi River and isolating forces west of the river, thus splitting the Confederacy in two (10)

**Anglo** a person who came into Louisiana from the colonies established by the English; they descended from English-speaking migrants (English, Irish, and Scots-Irish) to North America (2)

**antebellum** “before the war”; the time in nineteenth-century America before the Civil War began in 1861 (9)

**appeal** to take a case to a higher court for further consideration (4)

**archaeologist** a scientist who uses artifacts from the past to try to understand prehistoric people (5)

**architecture** the art and science of designing and constructing buildings (2)

**Articles of Confederation** the document, in effect between 1781 and 1787, that set forth the form of government for the colonies during the American Revolution and for the United States after the war until it was replaced by the U.S. Constitution (7)

**artifact** an object made by humans, especially an ancient tool or weapon (5)

**assassination** the murder of a prominent person, usually for political reasons (10)

**atlatl** a throwing stick used by prehistoric people, made up of a shaft of wood with a small cup or groove on the end into which the base of the spear was placed (5)

## B

**Battle of Liberty Place** an incident of September 1874 in which well-armed, but outnumbered, Republicans fought with White Leaguers, who forced the Republicans to retreat and took control of New Orleans government until Republican control was returned by federal troops (11)

**Battle of New Orleans** the major battle between Great Britain and the United States in the War of 1812, which took place on January 8, 1815; Andrew Jackson’s American troops defeated the British (8)

**bayou** a waterway closely associated with Louisiana, which ranges in size from short and shallow to long and navigable (1)

**Bill of Rights** the first ten amendments to the U.S. Constitution (4)

**biological resource** a natural resource that is a plant or animal (flora and fauna) and is renewable over time (3)

**Black Codes** laws passed in many southern states after the Civil War that were designed to regulate the labor, movements, and behavior of former slaves (11)

**blockade** the use of naval forces to isolate a seaport and prevent ships from entering or leaving it (10)

**blues** a type of music with origins in songs and chants of slaves and sharecroppers as they worked in plantation fields; later the guitar, harmonica, and electric guitar accompanied the songs (2)

**bond** a certificate promising payment of money, with interest, by a certain date, which is issued by a government or corporation as evidence of debt (13)

**Bourbon Democrat** a person who had not accepted the changes brought about by the Civil War, particularly the abolition of slavery (12)

**boycott** a protest in which people refuse to buy certain goods or use certain services until specific conditions are met (14)

**Brown v. Board of Education** a case decided in the U.S. Supreme Court in 1954 that was specifically focused on the desegregation of public schools but that also overturned the “separate-but-equal” provisions of the 1896 *Plessy v. Ferguson* case (14)

## C

**Cabildo** the reorganized form of colonial government instituted by Governor O'Reilly to replace the French Superior Council; also the name of the building where the government met (7)

**Cajun Country** one of the five cultural regions of Louisiana; extends across a triangle-shaped area of southwest Louisiana and is further divided into prairie and wetlands areas; traditional home of Acadians (Cajuns) (2)

**calumet** a ceremonial pipe used by Native Americans (6)

**capital punishment** the legally authorized killing of someone as punishment for a crime (15)

**capital resource** a tool used in the production of goods and services (3)

**carpetbaggers** an insulting term applied to northerners who came south during Reconstruction (carrying only a small carpetbag); they were suspected of taking advantage of postwar conditions to gain political power and to enrich themselves (11)

**casket girls** *filles à la cassette*; young, marriageable girls sent from France to Louisiana in 1728, each with a small trunk (casket) filled with clothing and goods needed to establish a household (6)

**checks and balances** a division of powers among the three branches of government, with each branch having the primary responsibility for certain functions of government, and with all branches sharing power and none being authorized to function without the other two (4)

**chicory** a bitter herb whose root was ground to serve as a replacement for coffee during the Civil War (10)

**Civil Rights Act of 1964** an act requiring that people be given equal access to public facilities throughout the nation regardless of their race; it also outlawed discrimination in employment, forcing most public agencies to integrate their workforces after 1964 (14)

**civil service system** a system designed to ensure that state jobs went to people on the basis of their experience or qualifications for the job, rather than on the basis of political patronage (14)

**climate** the average weather of an area over a long period of time (1)

**Code Noir** Black Code; a set of laws established by Bienville in 1724 that regulated the behavior of slaves and laid out rules for their masters (6)

**Code O'Reilly** the name given to the new code of laws for the Spanish colony of Louisiana based on the Spanish Laws of the Indies (7)

**coffle** a large group of slaves who were marched overland from the Upper South to the Deep South, with men chained together and women and children unchained but closely supervised (9)

**Colfax Massacre** a deadly riot of April 1873 that began when heavily armed white Democrats tried to remove Republican electees from the Grant Parish Courthouse (11)

**commandant** the officer in command of the French Louisiana colony (6)

**command economy** an economy in which the government directs the economic system and tries to control how producers answer the four basic economic questions (3)

**commerce** buying and selling goods (3)

**commissary-commissioner** the business manager of the French Louisiana colony (6)

**common law** a system of law that uses earlier decisions—called precedents—as guidelines; it shaped the criminal laws adopted in Louisiana (4)

**Compromise of 1850** a multipart compromise whereby California joined the Union as a free state, Utah and New Mexico Territories could decide on slavery by popular sovereignty, and a Fugitive Slave Act was passed (10)

**concession** a grant of land given by the French proprietary government to a concessionaire—a person who agreed to clear land for the cultivation of food and cash crops (6)

**Confederate States of America (CSA)** the union, formed in April 1861, of seven (eventually eleven) slave states that had seceded from the United States beginning shortly after the election of Abraham Lincoln in 1860 (10)

**conference committee** a committee that includes members from both the Senate and the House, who try to work out differences between two versions of a bill so they can return the revised bill to both chambers for another vote (4)

**Confiscation Act** an act in the Civil War that allowed the Union army to confiscate the property of those who continued to support the Confederacy (10)

**Conscription Act** an act first passed in the Civil War to set up a draft (compulsory enlistment for military service) (10)

**consecutive** following without interruption, as with a term in office (14)

**constitution** a document of a government that explains its purpose, describes its organization, and states its powers (4)

**consumer** a person who satisfies a need or want by buying a good or service (3)

**Consumer Price Index (CPI)** an economic indicator that measures whether prices of goods and services have risen or fallen in comparison to previous months (3)

**convict lease system** a system under which the state would lease prisoners to private businesses, which saved the state money and was profitable for the businesses but was hard on prisoners (12)

**corporation** a large, complex business enterprise that has many investors (called shareholders) (3)

**Corrupt Bargain** the outcome of the presidential election of 1824, in which John Quincy Adams was elected by the House of Representatives, even though Andrew Jackson had won the popular vote (8)

**Creole** someone born in the New World; in its earliest usage, someone born in a colony, not the nation that claimed that colony; in colonial Louisiana, anyone born in Louisiana whose descendants were from another place (possibly France, Spain, or Africa) (2)

**Crossroads region** one of the five cultural regions of Louisiana; stretches across the center of the state and takes its name from the way its culture serves as a crossroads between the northern and southern portions of the state (2)

**cultural anthropologist** a scholar who studies communities and helps identify areas where similar pasts and patterns make a region distinct from its surroundings (2)

**cultural diffusion** the process in which new customs blend with older ideas and practices to form entirely new cultural expressions (2)

**culture** the way of life of a group of people, shaped by their ideas, beliefs, customs, and behavior (2)

**cutoff lake** a lake formed when a river seeks a shorter, straighter course through flat terrain (1)

## D

**debt peonage** the situation when a sharecropper or small farmer could not escape a cycle of credit, debt, and increasing poverty (12)

**deduct box** Huey Long's system whereby state employees had to contribute 10 percent of their salary to support his political organization; funds were often mingled with campaign and personal funds (13)

**demand** the quantity of a good or service consumers are willing to buy (3)

**disfranchise** to take away the right to vote from someone (11)

**drainage basin** an area of land that drains into tributaries and eventually into larger rivers (1)

**dueling** a combat between two persons, especially one fought with weapons in front of witnesses (8)

## E

**economist** a person who studies the economy and seeks to understand the way communities or societies address scarcity and decide how to allocate resources (3)

**economy** how people manage material resources in a community or other organized body (single household, city, state, nation, or the globe) (3)

**Electoral College** the group that formally elects the U.S. president and vice president (8)

**elevation** the height of a place above sea level (1)

**emancipation** the freeing of slaves (10)

**Emancipation Proclamation** a proclamation issued by President Lincoln on January 1, 1863,

that did not end slavery but was designed to create havoc by freeing slaves only in Confederate-occupied areas (10)

**environment** surroundings (1)

**equator** an imaginary line on Earth's surface that divides Earth evenly between the North and South Poles (1)

**erosion** wearing away by the action of water or wind (1)

**estuary** a place where a river meets the sea (1)

**ethnic group** a group of people who are or who consider themselves to be different from other members of their community based on factors like where they came from, their racial identity, and cultural, religious, and linguistic similarities (2)

## F

**factor** the financial representative of a plantation owner (9)

**fait accompli** something that has been done and cannot be changed (13)

**Farmers' Alliances** groups similar to unions that attempted to use the power of group organizing to advocate for better conditions for farmers (12)

**federalism** the division of power between the federal and state governments (4)

**felony** a serious crime, like murder and armed robbery (4)

**filibustering** in the nineteenth century, a form of adventuring—of trying to interfere with or overthrow legitimate rule; today, using delaying tactics to put off or prevent the passage of laws (8)

**Flood of 1927** a devastating flood on the Mississippi River that was one of the worst natural disasters in the nation's history (13)

**franchise** the right to vote (9)

**freedmen** the name given to former slaves (11)

**Freedmen's Bureau** the Bureau of Refugees, Freedmen, and Abandoned Lands, founded

in 1865 to provide emergency relief to poor southerners, both white and black; establish schools and perform marriages for former slaves; and reestablish and regulate labor relations between former slaves and former masters (11)

**French and Indian War (Seven Years War)** a war fought between England and France and their allies between 1756 and 1763 (7)

**Fugitive Slave Act** an act designed to ensure southern slaveholders that they could reclaim slaves who escaped to free states (10)

## G

**gaming** the legal term for gambling (4)

**gens de couleur libres** free men of color (7)

**GI Bill** a 1944 federal law that made an educational scholarship available to anyone who had served in uniform during the war; officially called the Servicemen's Readjustment Act (14)

**goods** tangible items (things you can touch) such as food, clothing, cars, and houses (3)

**government** the system through which a community is organized; it is empowered to make, enforce, and carry out laws and procedures (4)

**grandfather clause** a law that gave a person the right to vote if he could demonstrate that his father or grandfather had been a voter before 1867 (12)

**grand jury** a panel of twelve citizens who serve for six months and, after listening to the district attorney, decide if there is enough evidence to indict a person for a crime (4)

**grassroots support** support from ordinary people; support from the ground up (13)

**Great Depression** the severe economic downturn that began with the stock market crash of 1929 and continued into the 1940s (13)

**Greater New Orleans** one of the five cultural regions of Louisiana; includes thriving urban areas of Jefferson Parish (Metairie and Kenner) and cities across Lake Pontchartrain (Covington and Slidell) (2)

**grinding season** the time in late autumn for the harvesting of sugarcane (12)

**Gross Domestic Product (GDP)** an economic indicator that measures the total value of the final goods and services produced in the United States in a certain time period, usually one year (3)

**growing season** the number of days between the last killing frost (below 32°F) in the spring and the first killing frost in the fall (1)

**gumbo** a food commonly associated with Louisiana; a thick soup or stew served over rice, usually prepared with duck, sausage, or seafood or just with vegetables in gumbo z'herbes (2)

## H

**habitat** the place where a plant or animal normally or naturally grows (3)

**head and master statutes** laws under which, when a woman married, her husband became her head and master, as her father had been before the marriage (9)

**Hills region** one of the five natural regions of Louisiana, which covers most of northern Louisiana and a small area in southeastern Louisiana (1)

**Hispanic** a Spanish-speaking person; such people came to Louisiana beginning in the 1760s from the Canary Islands and the Málaga region of Spain, and more recently from Latin America (2)

**holding** the number of slaves who lived and worked for a single master (9)

**home rule** political power given to political subdivisions to govern their own affairs (4); the term used to describe the return of white Democratic political control after Reconstruction (11)

**human resource** the person who produces goods or services (3)

**hurricane** a violent storm that forms in the Atlantic Ocean during the summer and fall (1)



## I

**immunity** natural resistance to disease (5)

**impeachment** the process of bringing charges of wrongdoing against a public official while that official is still in office (11)

**impressment** the practice by the British in the early 1800s of overtaking American ships at sea and pressing (forcing) common sailors into service; one factor that led to the War of 1812 (8)

**incarceration** putting people in prison (15)

**indigo** a plant that is used to make blue dye (6)

**internal improvements** the development of the infrastructure (things like roads, bridges, and canals) (9)

**Isleño** a Spanish-speaking person who immigrated from the Canary Islands and settled in St. Bernard Parish (2)

**isolationists** people who want to avoid international political and economic relations and instead focus energies and resources on solving a country's own economic problems (14)

## J

**jambalaya** a Louisiana dish that includes rice and a combination of meat, seafood, and sausage, and sometimes tomato; similar to Spanish paella (2)

**jazz** an important American art form that grew out of the creations of African American and Italian American musicians in New Orleans at the beginning of the twentieth century; it evolved over time and spread all over the world (2)

**Jim Crow laws** laws enacted by southern legislators that restricted the freedom of African Americans and required separate-but-equal public facilities for whites and for blacks (12)

**joint stock company** an early form of the modern corporation in which many people invested by buying stock (6)

**jury** a group of citizens who hear evidence on a legal case and make a decision based on the evidence (4)

## K

**Knights of the White Camellia** a secret paramilitary organization formed in St. Mary Parish that used methods intended to create terror among potential black Republican voters (11)

**Ku Klux Klan** a secret white supremacist organization first founded after the Civil War that reemerged in the twentieth century (15)

## L

**laissez-faire** a doctrine of noninterference by a government in economic affairs (7)

**laissez les bon temps rouler** a phrase that means "let the good times roll"; it is often used in connection with Mardi Gras, and it became a slogan of Edwin Edwards (15)

**landform** any natural feature of Earth's surface (1)

**latitude** an imaginary line that measures a location's distance north or south of the equator (1)

**lobby** to attempt to influence legislators about issues (4)

**loess soil** windblown dust that builds up and forms a ridge of bluffs as it approaches higher elevations (1)

**longitude** an imaginary line that measures how far east or west a location is from the prime meridian (1)

**Louisiana Purchase** the 1803 agreement, negotiated by Americans James Monroe and Robert Livingston, through which the United States purchased all of Louisiana from France for \$15,000,000 (8)

# M

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**maize** corn (5)

**Malaguenos** people who came to Louisiana from Málaga, Spain; their descendants helped found New Iberia (7)

**mandate** authorization or approval given to an elected official by the voters (15)

**maneuvers** a large-scale armed forces training exercise (14)

**manumission** the setting free of slaves by their masters (8)

**Mardi Gras** Louisiana's most famous festival; its season of parades and balls begins on Epiphany and continues through Fat Tuesday, the day before Ash Wednesday, which is the first day of Lent (2)

**market economy** an economy in which economic decisions are made at an individual, not a government, level, with the four basic economic questions answered by producers (3)

**marsh** an area found along a coast that is a transition area between land and water (1)

**marsh lake** a lake created behind low groups of ridges in the marshlands (1)

**Marsh region** one of the five natural regions of Louisiana, which lies along Louisiana's border with the Gulf of Mexico (1)

**Mechanics' Institute Riot** a deadly 1866 confrontation as former slaves and Republicans battled former Confederate Democrats at the Mechanics' Institute building in New Orleans (11)

**mercantilism** the idea that colonies existed to contribute to the wealth and power of the mother nation (3)

**midden** an ancient garbage dump (5)

**militia** a military force composed mainly of citizen-soldiers (7)

**mineral resource** a natural substance found inside Earth, which is formed by slow geological processes (3)

**misappropriate** to take something dishonestly, for one's own use (13)

**misdemeanor** a less serious crime, like speeding (4)

**Mississippi Bubble** the expansion, then collapse, of the Company of the Indies, a French company that invested in the Louisiana colony (6)

**Mississippi Floodplain region** one of the five natural regions of Louisiana, which runs along both sides of the Mississippi River in the eastern part of the state (1)

**Missouri Compromise** an 1820 compromise that brought Missouri into the Union as a slave state and Maine as a free state; it established a demarcation line for slavery at latitude 36°30' N (10)

**mistrial** a trial that is not valid because of an error or because the jury cannot decide a verdict (15)

**mound** an artificial hill built by Meso people as early as 5000 BC; believed to be used, in the earliest form, for special ceremonies, but not for burials (5)

**mouth** the place where a stream, like the Mississippi River, enters a larger body of water, like the Gulf of Mexico (6)

**municipality** a unit of local government—a village, town, or city (4)

# N

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**Napoleonic Code** a complete collection of civil laws commissioned by French emperor Napoleon Bonaparte around 1800, which influenced Louisiana's first civil code adopted in 1808 (4)

**natural resource** something useful to humans that comes from Earth or nature (3)

**navigable** water that is deep enough to travel by boat (1)

**nomadic** wandering from place to place (5)

**nutria** a rodent that was once highly valued for its fur but now causes harm to our marshes (1)



**open primary system** Louisiana's form of elections, in which all candidates, no matter their political party, compete in the first (or primary) election and voters can vote for any candidate, regardless of party; then the two candidates with the most votes advance to a runoff election (4)

**overseer** the white man who acted as manager of the slaves and farming operations of a plantation (9)



**parish** the primary local government division in Louisiana (4)

**patronage** the power of public officials to give jobs or provide other help to people as a reward for their support (12)

**physical geography** the study of differences in the terrain and character of the land in a given place or region (1)

**Pinckney's Treaty** a treaty negotiated by American representative Thomas Pinckney and signed in 1795 that gave Americans the right to trade and deposit goods in New Orleans; with terms to be renegotiated after three years (8)

**Plantation Country region** one of the five cultural regions of Louisiana; takes its name from the many former plantations that once dominated the region's geography and culture (2)

**police jury** the governing body for most parishes in Louisiana (4)

**political party** an organization of people who come together because they have shared ideas about how government should operate (4)

**polling** questioning persons to obtain information or opinions (15)

**poll tax** a tax that had to be paid before a person could vote (12)

**popular sovereignty** the ability of the people of an area to decide an issue, such as whether to allow slavery, for themselves (10)

**populism** belief in the rights, wisdom, or virtues of the common people (12)

**precipitation** any form of water, liquid or solid, that falls from the atmosphere and reaches the ground (1)

**prehistoric** the time before written history (5)

**prime meridian** the 0° line of longitude that divides Earth into Eastern and Western Hemispheres (1)

**privatize** to remove something from government control and place it in private control or ownership (15)

**producer** the person or group of people who use resources to make goods or provide services (3)

**profit** the amount left after costs are subtracted from price (3)

**profiteering** making an unfair profit on essential goods during emergency times (10)

**progressive movement** a movement based on the belief that government could and should be used to help address social problems like poverty, illiteracy, and improving the conditions for all workers (12)

**prohibition** forbidding by law the making and selling of alcoholic beverages (13)

**propaganda** information spread widely in order to promote or discourage a particular proposal or political point of view (4)

**proprietorship** the system of letting an individual businessman take control of a colony in the hopes that he could make it profitable (6)

**Public Service Commission** an independent state agency that regulates Louisiana's public utilities and motor carriers; formerly called the Railroad Commission (13)



## R

**Radical Republicans** members of Congress who thought the people of the South should be punished for seceding and, in their view, causing the war (11)

**raft lake** a lake created when a huge logjam blocks the flow of a river (1)

**rationing** limiting the consumption of scarce resources or supplies, such as during a war (14)

**reapportionment** revising the legislative district boundaries based on population numbers (4)

**Reconstruction** the name given to the period between the end of the Civil War and 1877, the year the federal government withdrew its last troops from the South; describes attempts to reconstruct the nation in the aftermath of secession and civil war (11)

**Reconstruction Acts** four pieces of legislation passed by Congress in 1867 and 1868 that divided the states of the former Confederacy into five districts and put them under military control (11)

**Redeemers** Democrats who, after the end of Military Reconstruction, saw themselves as redeeming southern honor as they returned white Democratic political control in the South (11)

**Red River Valley region** one of the five natural regions of Louisiana, which runs along the Red River with natural levees and lower-lying areas behind them (1)

**reforestation** replanting trees in areas that have been cut (3)

**refuge** protection from danger or distress (7)

**relative location** where a place is located in relation to another place or places (1)

**relief** the difference between the highest and lowest levels in a given area (1)

**reparations** materials or money paid by a country losing a war to the winners to make up for damages done in the war (14)

**returning board** a board founded during Reconstruction that had the power to

determine whether election outcomes (returns) were legitimate or the product of fraud or intimidation (11)

**right-to-work laws** laws that state that no one can be forced to join a union to get a certain kind of job (3)

## S

**sales tax** a tax paid on the purchase of goods and services, which is collected by the seller (14)

**salt dome** a geological formation found in Louisiana's salt marsh, which is covered by layers of rock that, under great pressure, have folded upward in domelike formations (1)

**scarcity** the condition that exists when people and societies try to satisfy unlimited wants with limited resources (3)

**scrip** a kind of currency that could only be used in company stores (12)

**sectionalism** the thinking of northerners and southerners that their own part of the country was fundamentally different from the other, based in large part on the issue of slavery (10)

**sediment** material that settles to the bottom of a liquid (1)

**services** the work or activities people perform, often for a fee (3)

**Seven Years War** See French and Indian War (7)

**severance tax** an amount charged for removing natural resources—such as timber, oil, and gas—from the state; based on the idea that, once natural resources are removed, they will not be available for future generations (4)

**sharecropping** a labor system in which a planter would rent a portion of his land to a farmer who agreed to raise a cash crop and give a share to the farmer, in exchange for the land and access to a house (12)

**Share Our Wealth program** Huey Long's proposal that all Americans should have a home, enough food, and security in their old age; it would be financed through higher taxes on the nation's wealthiest citizens (13)

**siege** a tactic where an army tries to capture a fort or town by surrounding it and preventing supplies from reaching it (10)

**slave quarters** the area where slaves lived on the plantation, where they gathered to cook, talk, sing, dance, mourn, and share their lives with one another (9)

**smuggling** secret and illegal trade (3)

**special session** a legislative session called to discuss specific subjects (4)

**Sportsman's Paradise region** one of the five cultural regions of Louisiana; known for rolling hills, forests, and lakes that provide opportunities for outdoor recreation like fishing and hunting (2)

**states' rights** the principle that the rights of individual states should prevail over the rights of the federal government (10)

**subsidence** the slow process of land sinking into the sea (1)

**subsidize** to grant money toward a useful cause (7)

**suffrage** the right to vote (12)

**supply** the quantity of a good or service available for sale (3)

## T

**tariff** a tax placed on a good imported into the United States to protect a U.S. producer from the cheaper goods from international competitors (3)

**taxes** amounts charged citizens by their governments (federal, state, and local) to support governments and the services they provide (4)

**ten percent plan** President Lincoln's 1863 plan for Reconstruction; under its terms, once ten percent of the number of men who voted in the 1860 election swore a loyalty oath to the Union, and the state agreed to accept abolition of slavery and promised not to compensate former slaveholders, a state could form a new government, elect representatives to Congress, write a new constitution, and return to the Union. (11)

**Terraces region** one of the five natural regions of Louisiana, which is made up of the blufflands, prairies, and flatwoods (1)

**tornado** a dark funnel-shaped cloud with swirling winds that can measure over two hundred miles an hour (1)

**traditional economy** an economy that depends on agriculture and bartering, in which economic decisions are often based on customs, beliefs, or habits (3)

**treaty** a formal agreement between two or more nations (5)

**Treaty of Fontainebleau** a treaty of 1762 in which France kept Louisiana out of British hands by secretly transferring it to Spain before peace negotiations began (7)

**Treaty of Paris of 1763** the treaty that formally ended the French and Indian War; in it, France lost all of its North American holdings except for a few Caribbean islands, and Spain transferred control of Florida to the British in exchange for the return of Cuba (7)

**Treaty of Paris of 1783** the agreement that ended the American Revolution and made the United States an independent nation (7)

**Treaty of San Ildefonso** a secret agreement between France and the Spanish king, first signed in 1800, by which Spain returned Louisiana to France (8)

**tribe** a group of native people who share a name, common ancestry, language, and way of living (5)

## U

**United States Constitution** the document, written in 1787 and ratified in 1788, that set up our nation's current framework for government (4)

**universal manhood suffrage** the granting of voting privileges to all free white men who had reached the age of twenty-one (9)

**unorthodox** different from what is usually done or accepted (13)

**urban** relating to a city (2)

## V

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**veranda** a long open porch, usually with a roof, which was an important feature of a plantation home (9)

**victory garden** a garden planted by residents of cities in their yards or on nearby lots to grow their own food during World War II (14)

**Voting Rights Act of 1965** legislation that required southern states to allow African Americans to return to the voting rolls and that outlawed poll taxes (14)

## W

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**war matériel** equipment and supplies used by soldiers (14)

**weather** the current condition of the atmosphere on any given day (1)

**wetlands** swamps, marshes, and other areas that have a natural supply of water and are covered or soaked with water at least part of the year (1)

**white flight** the movement of white residents from cities to less racially integrated suburban communities (15)

**White League** a paramilitary group, formed in 1874, that was committed to restoring the state to white Democratic rule by whatever means necessary (11)

**Wilmot Proviso** proposed legislation, which was never passed, that would prohibit slavery in any new territory acquired from the Mexican-American War (10)

## XYZ

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**zydeco** a form of lively dance music created by black Creoles in rural southwest Louisiana; features fiddles, accordions, and a percussion instrument called a *froittoir* (2)

# Skills Plus

## Analyzing Primary Sources

### Interpreting and Thinking About Objects from the Past

In this section, you will learn to examine historical objects left behind by others. These objects are called “primary sources.” Every day you leave behind some sort of evidence of your life – even if it’s only a milk carton from the cafeteria. Some objects become important for studying history, however. By studying these objects, we can learn more about the lives of individuals and groups from the past.

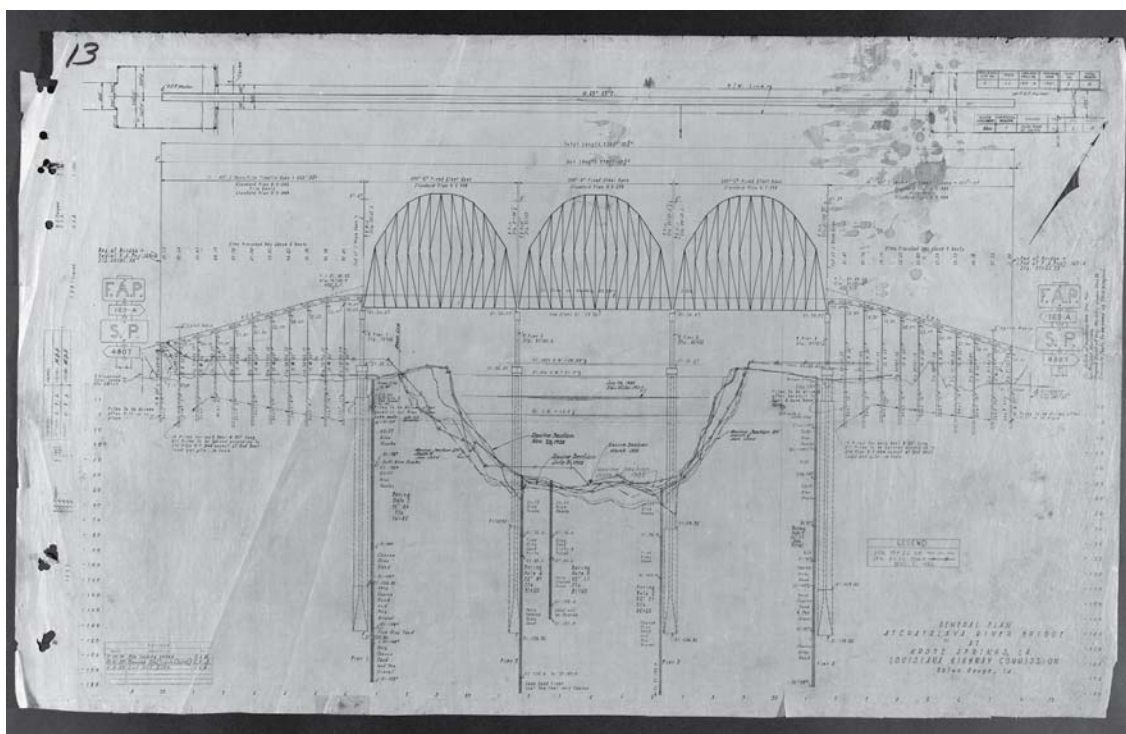
There are many types of primary sources. Here are a few examples.

- artifacts
- letters
- maps
- business documents
- oral histories
- stamps and coins
- diaries
- photographs
- government documents
- political cartoons

A *primary source* is something created at the time of an event that is part of a person’s direct experience. It is an original item that has survived through time. A *secondary source*, on the other hand, may have been created at the time of an event, but may also have been created later. Such a source documents the experience of others. This textbook, an encyclopedia, and a newspaper are examples of secondary sources.

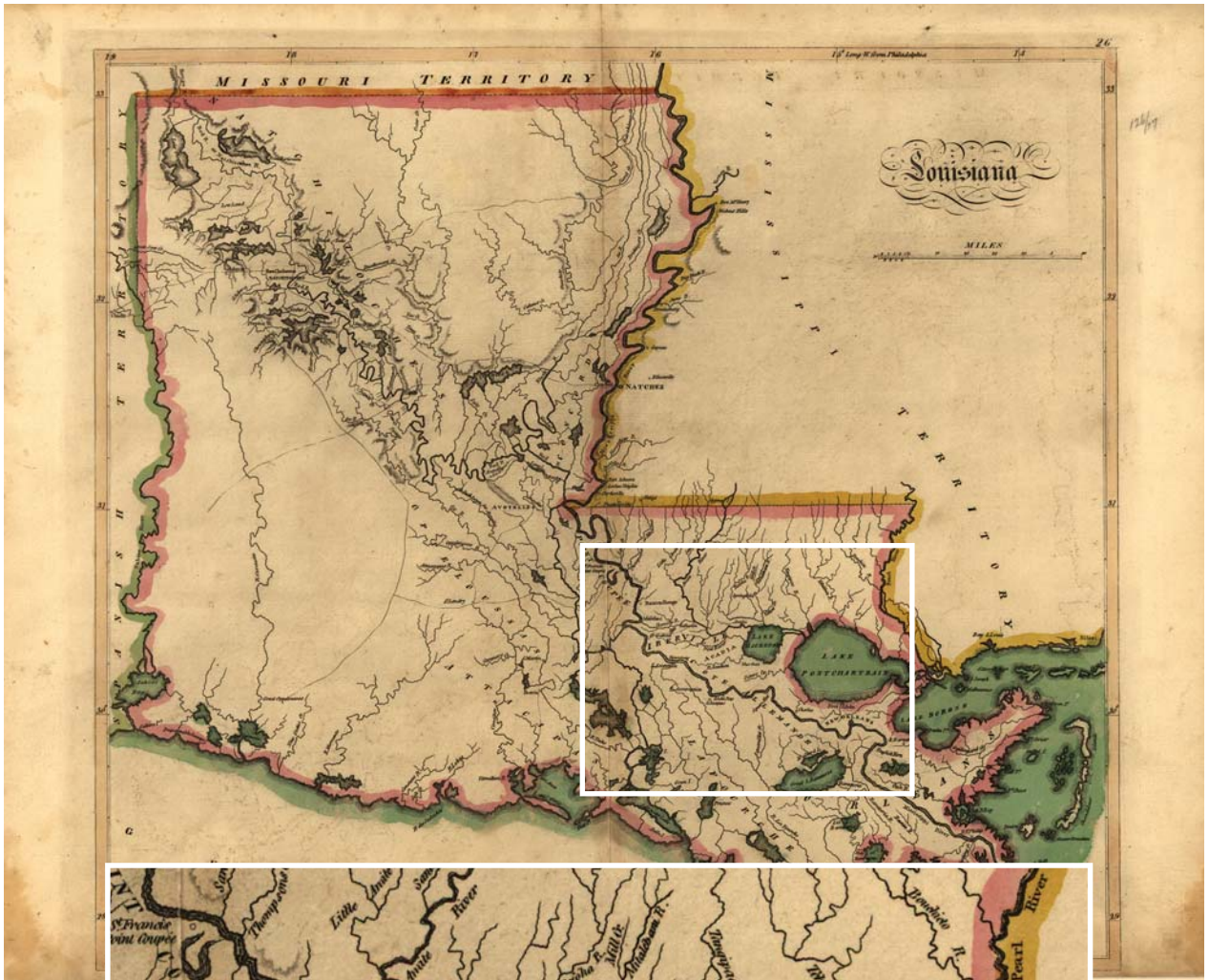
The pictures that follow demonstrate some other examples.

This artifact is a builder’s plan sheet used in the construction of the Krotz Springs Bridge spanning the Atchafalaya River in St. Landry Parish.



GENERAL PLAN, SHEET 13 - Krotz Springs Bridge, Public Domain: Library of Congress

This historical map of Louisiana is from the 1814 edition of *Carey's General Atlas of the World*. Notice the "territories" that surround Louisiana.



Public Domain: Library of Congress

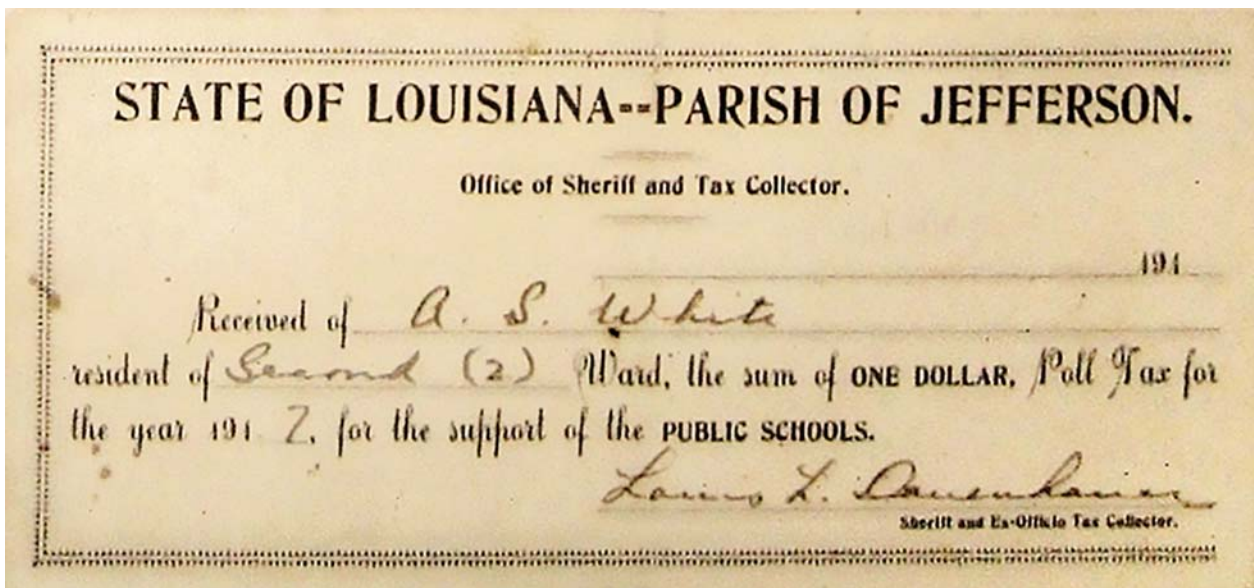


This silver dollar coin, designed by artist Christian Gobrecht, was minted in New Orleans in 1860. The "O" is the mark used to identify coins produced at the New Orleans Mint.



Public domain via Wikimedia Commons

This government form is a receipt for payment of a poll tax in Jefferson Parish in 1917.



Photographed by Infrogmation; Licensed under Public domain via Wikipedia

# Analyzing Written Documents

Written documents can be rich sources for understanding our past. Human activities may create many artifacts, but the written word provides insight into the activities and thinking of people in a personal way.

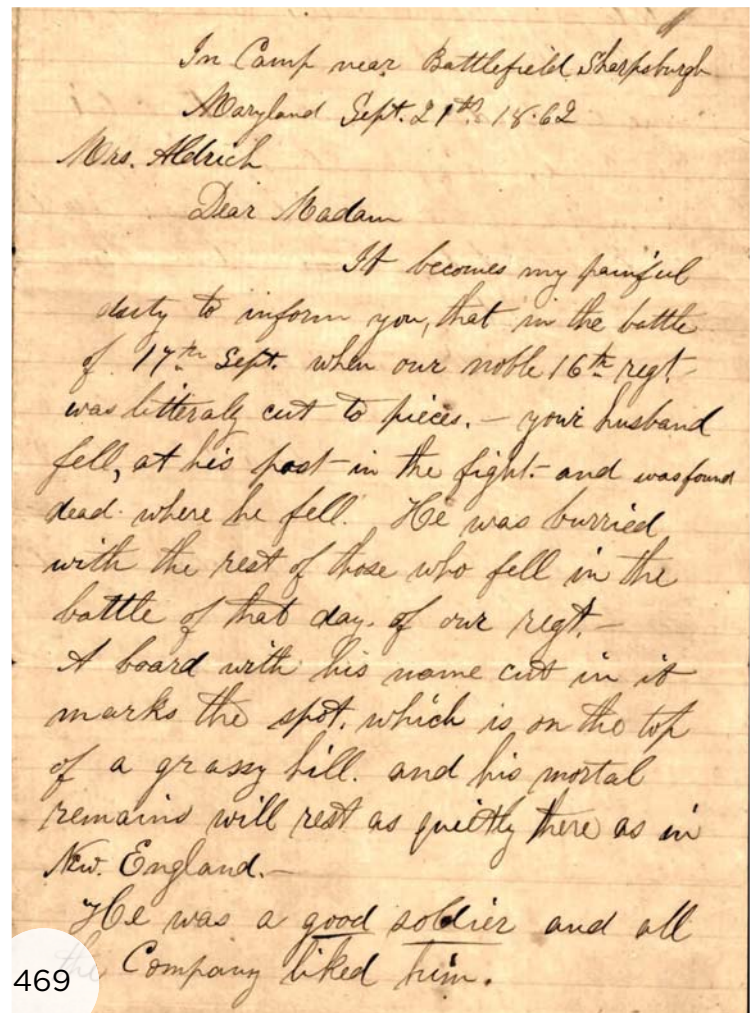
There are many types of written documents. Whether a document is a primary source or not depends on the definition given on page 466. Remember, a primary source document must be a document from the direct, personal experience of a person living at the time of an event. Some of these documents may have been published or made part of the public records of a government, such as an executive order given by the governor. Others may be personal, such as a letter from a World War II soldier writing to his mother.

Here are some examples of types of written documents that might be primary sources.

- advertisements, posters, and signs
- blueprints, diagrams, and sketches
- diaries and journals
- editorials in a newspaper
- family Bibles and recipes
- government documents
- letters
- telegrams

When examining written documents, think about the following questions.

1. What type of document is it and when was it written?
2. Is the document a primary or secondary source? What is the evidence for your thinking?
3. What are the unique characteristics of the document (letterhead, handwritten, typed, seals, notations, etc.)?
4. Who created the document? What was the author's title or position?
5. For whom was the document written?
6. What are the most important things the author of the document was trying to convey?
7. Why was the document written?
8. What evidence in the document helps you know the author's purpose?
9. What does this document tell you about life in Louisiana or the United States at the time that it was written?
10. What questions would you ask of this author?



## EXECUTIVE ORDER KBB 05-31

### Emergency Evacuation by Buses

**WHEREAS**, the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, confers upon the governor of the state of Louisiana emergency powers to deal with emergencies and disasters, including those caused by fire, flood, earthquake or other natural or man-made causes, to ensure that preparations of this state will be adequate to deal with such emergencies or disasters, and to preserve the lives and property of the citizens of the state of Louisiana;

**WHEREAS**, pursuant to Proclamation No. 48 KBB 2005, a state of emergency was declared and is currently in effect;

**WHEREAS**, R.S. 29:724(D)(4) provides that the governor, subject to any applicable requirements for compensation, may commandeer or utilize any private property if she finds it necessary to cope with the disaster or emergency;

**WHEREAS**, there is an immediate need for mass transportation to move citizens to shelters and other safe locations from disaster areas; and

**WHEREAS**, given the current exigent circumstances, buses are the most reasonable and practical mode of mass transportation to move our citizens to safety;

**NOW THEREFORE I, KATHLEEN BABINEAUX BLANCO**, Governor of the state of Louisiana, by virtue of the authority vested by the Constitution and laws of the state of Louisiana, do hereby order and direct as follows:

**SECTION 1:** Each Superintendent of Education for each school district in Louisiana that remains substantially operational following the passage of Hurricane Katrina shall contact the Office of Homeland Security and Emergency Preparedness at 225-925-3916 and provide an inventory of school buses and bus drivers in their district;

**SECTION 2:** As determined by the Office of Homeland Security and Emergency Preparedness, such buses shall be made available to be used as necessary for the mass transportation of Hurricane Katrina evacuees, accompanying law enforcement personnel, and necessary supplies to from areas of concern to areas of safety;

**SECTION 3:** The Office of Homeland Security and Emergency Preparedness is hereby authorized to commandeer and utilize such buses for such purposes;

**SECTION 4:** Each Superintendent of Education for each school district in Louisiana that remains substantially operational following the passage of Hurricane Katrina shall coordinate with local law enforcement agencies and peace officers to ensure that at least one peace officer ride in each bus and at least two marked law enforcement vehicles accompany every ten buses;

**SECTION 5:** The Office of Homeland Security and Emergency Preparedness shall make efforts to work with the superintendents and local boards of education to minimize interruption of regular transportation of students;

**SECTION 6:** R.S. 17:158, relative to parish and city school boards providing free transportation to students, is hereby suspended until Sunday, September 25, 2005, unless reinstated sooner.

**SECTION 7:** This Order is effective upon signature and shall continue in effect until amended, modified, terminated, or rescinded by the governor, or terminated by operation of law.

**IN WITNESS WHEREOF**, I have set my hand officially and caused to be affixed the Great Seal of Louisiana, at the Capitol, in the city of Baton Rouge, on this 31st day of August, 2005.

Kathleen Babineaux Blanco, Governor

ATTEST BY THE GOVERNOR

Al Ater, Secretary of State

Hurricane Katrina made landfall near Buras on August 29, 2005. Two days later, Governor Kathleen Blanco issued Executive Order KBB 05-31. This document gives directions to each Superintendent of Education in the state. It explains, among other things, that each Superintendent must provide an inventory of the buses and bus drivers in his or her district and that the buses will be used to evacuate victims and transport law enforcement personnel and supplies.

Why do you think Governor Blanco issued this order? Who was affected by the order? Could this order have been issued any earlier? How effective were the school buses for transporting evacuees?

Source: <http://www.doa.la.gov/>

The word *Angelus* refers to a devotion in the Roman Catholic Church. This official document announced a special prayer requested by the St. Landry Council of Defense.

## War Angelus Proclamation

**Whereas**, at its meeting of Tuesday, September third, nineteen hundred and eighteen, the following resolution was adopted by the St. Landry Parish Council of Defense, to-wit:

**That Whereas**, our great nation is engaged in a mighty and deadly struggle with the enemies of human liberty,

**And Whereas**, it is thought meet and proper that all patriotic American citizens should each day humbly bow in petition to the Almighty God to have our noble defenders in his special keeping and to bestow wisdom on and guide our leaders that they may finally lead us to victory in the righteous cause for which we do battle, bringing back to us our noble and loved ones.

**Now, Therefore**, be it resolved that we hereby declare throughout the confines of the Parish of St. Landry the daily observance of the WAR ANGELUS and we hereby set apart four minutes each day to be devoted to the sole purpose of prayer, beginning at six p.m. each evening, and during said four minutes all persons throughout the Parish shall uncover themselves and cease their labors, wherever they may be, and raise their heart in humble petition to the Divine Ruler. That all bells throughout the Parish of St. Landry be rung for half a minute, beginning at 6 p.m., each and every day.

**Now, Therefore**, in order to carry into effect said resolution declaring the observance of the WAR ANGELUS throughout the Parish of St. Landry, I, Edward M. Boagni, Chairman of the Council of Defense of the Parish of St. Landry, do issue this, my proclamation, calling upon all loyal American citizens throughout the parish to observe said WAR ANGELUS and to assist in carrying it into force and effect, and I also call upon all those who own or control bells throughout the parish, whether public or private, to have said bells rung according to the above resolution, and I hereby fix 6 p.m. THURSDAY, SEPTEMBER 12th, 1918, as the day and hour at which the said WAR ANGELUS shall be observed and go into effect.

(Signed) **E. M. BOAGNI**, Chairman, St. Landry Council of Defense.

Attest: GEO W. STUBBS, Secretary.

# WAR ANGELUS PROCLAMATION

**Whereas**, at its meeting of Tuesday, September third, nineteen hundred and eighteen, the following resolution was adopted by the St. Landry Parish Council of Defense, to-wit:

**That Whereas**, our great nation is engaged in a mighty and deadly struggle with the enemies of human liberty.

**And Whereas**, millions of our young men have responded to the call of our country and rallied to the defense of the flag.

**And Whereas**, it is thought meet and proper that all patriotic American citizens should each day humbly bow in petition to the Almighty God to have our noble defenders in his special keeping and to bestow wisdom on and guide our leaders that they may finally lead us to victory in the righteous cause for which we do battle, bringing back to us our noble and loved ones.

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(Signed) **E. M. BOAGNI,**

**Chairman, St. Landry Council of Defense.**

**Attest:**

**GEO. W. STURBS, Secretary.**

Source: Louisiana Council of Defense collection, Manuscripts Collection 847, Manuscripts Department, Tulane University, New Orleans, Louisiana 70118

The Council of National Defense was a federal organization given the responsibility of coordinating the war effort during what became known as World War I. Its job was to carry out defense plans and policies and coordinate efforts with state branches. The Louisiana State Council of Defense had among its duties organizing community councils. These groups contributed to the war effort by conducting patriotic activities, managing construction projects and gathering materials, and organizing the manpower needed for these activities. The chairman of the local chapter in St. Landry Parish issued this proclamation to take effect September 12, 1918.

Why do you think Mr. Boagni issued this proclamation? What would have been the reaction of the community? Would people in your community today find this proclamation unusual? How would this type of proclamation have supported the war effort?

## Interpreting Political Cartoons

A political cartoon is a drawing that makes a political statement about a current event. Political cartoons have three main parts.

The first part can be identified as its *content*. A political cartoon can focus on a person, event, issue, or theme. For example, the president, congressional leadership, a war, the economy, terrorist groups, or special interests often provide the content of a political cartoon.

The second part of a political cartoon focuses on the *methods* the cartoonist uses to convey the message. Good cartoons deal with emotion and get their message across in a simple and often humorous way, usually with few words. Some of the methods used include caricature (usually an exaggerated feature of a person), symbolism (using a word, icon, or picture to represent something), stereotyping (using a trait to apply to a group of people), irony (portraying a contradiction between the intended and usual meaning of words), and sarcasm (using mockery or bitterness).

The third part of a political cartoon is its *purpose*. Sometimes the cartoons support or oppose causes. They reflect the cartoonist's opinion or political point of view. To extract meaning from political cartoons, viewers must know the language of cartoons as well as have background knowledge of the subject being presented.

To analyze political cartoons, you should think about the following questions.

- When was the cartoon published? Knowing this will let you know if the cartoon was published at the time an event was taking place or at a different time.
- Who created the cartoon? It will be helpful to know if the cartoonist comes from a particular political, social, or cultural background.
- Are there any titles or captions? These help to identify the subject of the cartoon.
- Who are the people, places, or events that are shown? Knowing who or what is depicted in the cartoon will help place it in a historical or political setting.
- What is the point of view of the cartoonist? Note the size and mannerisms of the figures as well as their interaction with one another. Note the use of exaggeration or facial expression to convey a point.



*The Spirit of '76. On to the Senate!*  
Published in *The Suffragist*  
30 Jan 1915.  
Artist: Nina Allender  
Public Domain: Wikipedia



*The Spirit of '76 (aka Yankee Doodle)*  
Archibald MacNeal Willard  
circa 1875

In this example, the cartoonist has shown three women in a pose similar to a famous patriotic painting, *The Spirit of '76*. The painting was widely known as a symbol of American patriotism. It depicts three Revolutionary War soldiers of different ages, one of them wounded, marching across a battlefield in the face of danger. The painting was created as part of our country's 100th birthday celebration in 1876, though the events shown are supposed to be from 1776.

The artist in the 1915 cartoon chose this patriotic symbol to make a comparison to the battle American women faced in trying to gain the right to vote (suffrage). A proposed 19th Amendment to the U.S. Constitution would have given women that right. The amendment was introduced in 1878, but only after the election of 1912 did the amendment begin to get the support that it would need to become law. Women had faced great opposition as they worked for passage. The cartoonist is offering encouragement to women to keep working for the right to vote, which did not come until 1920. Although the amendment became the law of the land in 1920, Louisiana did not ratify the amendment until 1970!

Do you think the cartoon would have been effective in encouraging those who worked for women's suffrage? Why or why not?



# Analyzing Photographs

There is a saying, “A picture is worth a thousand words.” Many students, however, consider photographs much like written text. They don’t really focus on what can be learned from them.

When examining a photo, consider not only its content but also the intent of the photographer or artist who created it.

When you examine a photograph, look for answers to these obvious questions.

- Who or what is depicted in the photo (people, objects, activities)?
- When was the photo taken?
- Where was the photo taken?

There are other things, however, you should think about to make the examination of the photo more meaningful. Most of these considerations concern why the photo was taken or why the author or editor chose to use a particular photo in a particular newspaper, magazine, book, or website. When taking a photograph, the photographer decides where to stand, how to frame the subject, and what to include in the background. Therefore, you should ask some additional questions when examining photos.

- Is the picture a candid shot or was it staged?
- Why do you think the photographer emphasized certain features in the photograph?
- What do you think is the real focus of the photograph?
- What might have happened right before or right after the photo was taken?

A strategy for studying a photograph is to imagine the photo being divided into four quadrants, as shown on the next page. Spend a few moments looking at each quadrant separately. What do you notice? By looking at only one area of the photograph, you may discover features that your eye would miss when looking at the picture as a whole. For instance, in the top right quadrant, there are a series of bare light bulbs. What does this fact tell you about the working conditions? Look at the bottom right. What is the floor made of? What is on the floor? How might these answers tell you more about the working conditions of the people?

Primary sources such as this photograph help us understand that history is about real people. They give us the ability to “touch” the past in a unique way and make a connection with those who lived before us.



Photo by Lewis Hine, March 1911. Rosy is an eight-year-old oyster shucker who works steadily all day from about 3:00 a.m. to about 5:00 p.m. in the Dunbar Cannery. The baby will shuck as soon as she can handle the knife.

Lewis Hine worked as an investigative photographer for the National Child Labor Committee. His work and the work of the committee helped to shed light on the problem of child labor in America.

Why do you think he chose this location? What do you think Hine wanted to emphasize in the photograph? How does the caption help the photographer tell his story? How do you think people reacted to the photograph?

# Interpreting Maps

What is a map? The International Cartographic Association defines a map as a “representation, normally to scale and on a flat medium, of a selection of material or abstract features on, or in relation to, the surface of Earth.” To understand this definition, examine the meaning of the words.

**representation:** a picture or symbol that stands for something else; a model

**scale:** a ratio of size on a map

**medium:** the substance used to create artwork

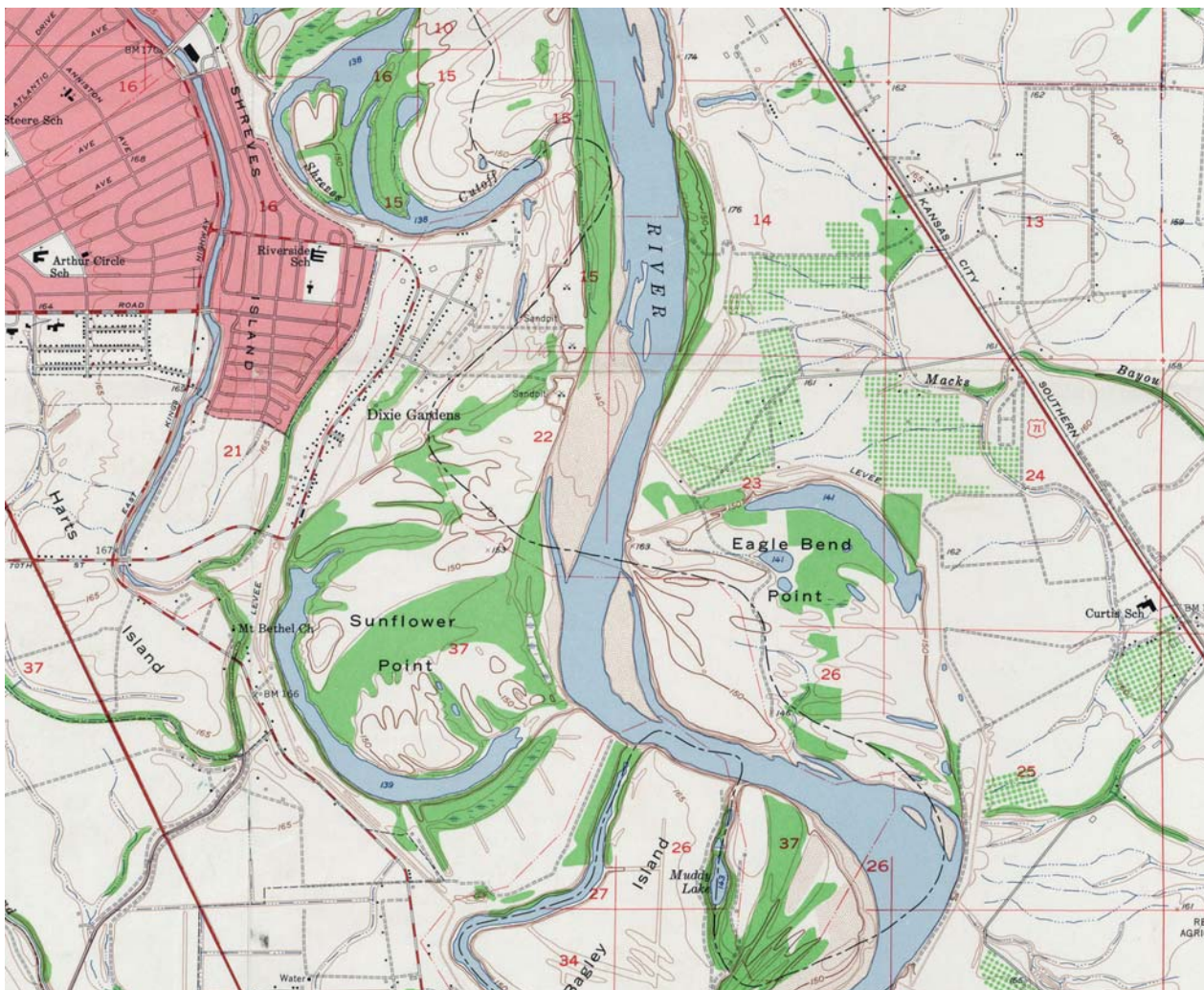
**surface:** the outermost layer of something

**Earth:** our planet

A map, then, is not a photograph but a *representation* of real places on the surface of Earth. This type of representation, or model, is created to scale with a unit of measure on the map matching a unit of measure on Earth. Most importantly, maps are created to inform users of particular information important to the map’s creator, known as a cartographer.

A map provides information in a graphic way. There are many types of maps.

A topographic map shows the relief, or elevation and slope, of the land.



A physical map shows landforms like deserts, mountains, and plains and gives the user some idea of the terrain.



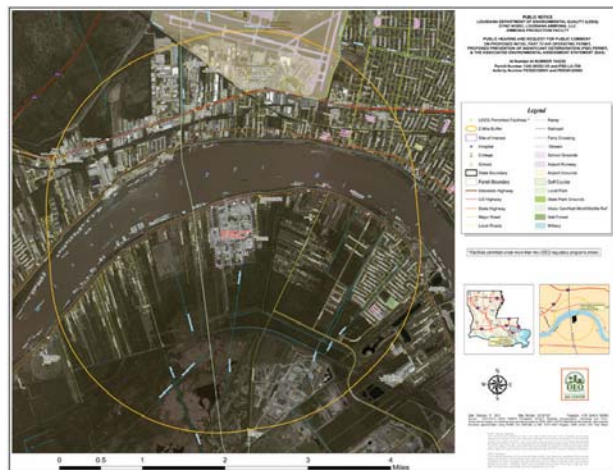
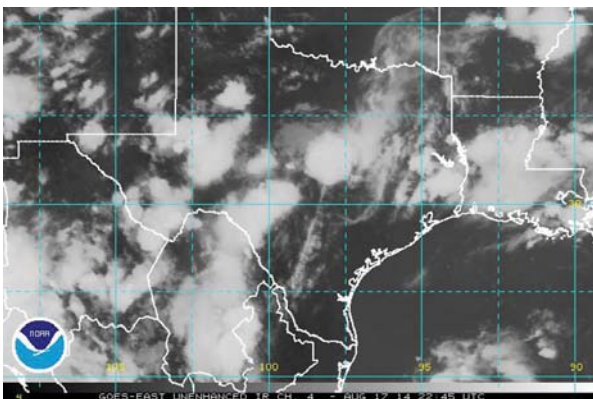
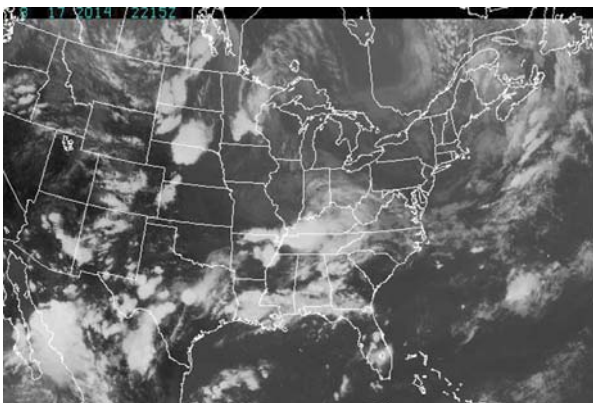
A political map shows boundaries created by humans such as countries, states, parishes, or cities. Some important natural features may be labeled.



A historical map shows information about a place in the past.



A satellite map is created from images taken by satellites in orbit around Earth. Labels and symbols may be added according to the purpose of the map.



Why do people make maps? Maps are made for a variety of purposes. Some are created to give users a general overview of an area. Some common uses for maps are to show climate, weather, regions, movement, transportation, distance, cities, states, countries, waterways, transportation routes, natural resources, resources, and population.

When looking at a map, there are some questions you should ask in order to understand the map's information.

- What is the *type* of map?
- What does the *title* tell you about the subject and purpose of the map?
- What is in the *legend*, or key? Is there a *compass rose* so that you can orient the map?
- What is the *date* of the map?
- What type of *grid system* is used?
- What type of *information* is found on the map?
- What is the *scale* of the map, and what does it tell you about the map's information?
- What other information is on the map?

This example is a weather map that has a historical connection. The title explains that the map is showing the location of Hurricane Katrina. The legend gives information about the hurricane on August 26, 2005. The map shows the location of the center of the hurricane including latitude and longitude, and it shows the potential path of the storm for the next three days. The map's scale shows that the map is covering a large area about 1,500 miles across. The path of the hurricane was predicted to be toward North Florida. New Orleans was at the edge of the predicted path of the storm. The latitude and longitude helped people mark the eye of the hurricane.



Hurricane Katrina made landfall on the coast of Louisiana on Monday, August 29, 2005. Just three days earlier, forecasters had a different view of where the hurricane would come ashore.

How does this map help you understand the events leading up to the landfall of Katrina? What other information would be useful in studying this time period?

# Index

The purpose of the index is to help you locate information quickly. The index contains references to text, illustrations, maps, and figures. A page number with a **d** before it indicates a definition. A page number with an **f** before it indicates a figure or chart. A page number with an **m** before it indicates a map. A page number with a **p** before it indicates a painting, photograph, or other illustration. A page number with a **P** before it indicates the name of the artist or source of a painting, photograph, or other illustration.

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