

STUDENT WORKBOOK

Louisiana

Our History, Our Home



Louisiana

Our History, Our Home

Student Activity Book

Paul E. Binford

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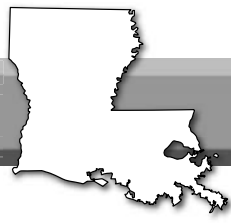
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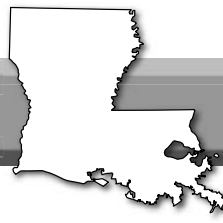
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Name _____ Date _____

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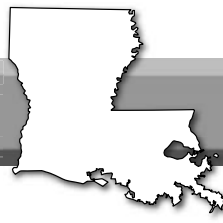
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Chapter 1**Textbook Scavenger Hunt**

Directions: It is important to know just what is contained in your textbook and where to find certain types of information. Answering the following questions will help you become familiar with your textbook.

1. What is the complete title of your textbook? _____
2. Who is the author of your textbook? _____
3. What is the copyright date of your textbook? _____
4. How many chapters are there in your textbook? _____
5. How many sections are in Chapter 1? _____
6.
 - a. Which chapter is about Louisiana's history as a French colony? _____
 - b. Which section of this chapter is titled "Governing from Afar"? _____
7. How many appendices are there in your textbook? _____
8. What information do the appendices contain? _____

9. What is a glossary? _____
10. On what page does the glossary begin? _____
11. Use the index to locate the pages where you would find information about the following subjects:
 - a. Antoine "Fats" Domino _____
 - b. police jury _____
 - c. Seaman A. Knapp _____
 - d. Sportsman's Paradise _____



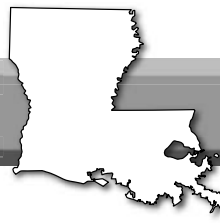
Name _____ Date _____

Chapter 1

Vocabulary Scramble

Directions: Read the clues and then unscramble the words to reveal key terms from Chapter 1. Write your answers in the blanks provided.

1. _____ EAEWRHT — the current condition of the atmosphere on any given day
2. _____ NEIEVROMNNT — surroundings
3. _____ TOOANRD — a dark funnel-shaped cloud with swirling winds that can measure over two hundred miles an hour
4. _____ MSEDIETN — material that settles to the bottom of a liquid
5. _____ ORETQUA — an imaginary line on Earth's surface that is everywhere equally distant from the North and South Poles
6. _____ YAObU — a waterway that ranges in size from short and shallow to long and navigable
7. _____ NLADFMRO — any natural feature of Earth's surface
8. _____ SRHMA — the transition area between land and water
9. _____ LCIMATE — the average weather of an area over a long period of time, say twenty-five to fifty years
10. _____ RPECITIPITAON — any form of water, liquid or solid, that falls from the atmosphere and reaches the ground
11. _____ TTAULIDE — (also called a parallel) measures a location's distance north or south of the equator
12. _____ DLONGITUE — (also called a meridian) measures how far east or west a location is from an initial line that runs from North Pole to South Pole

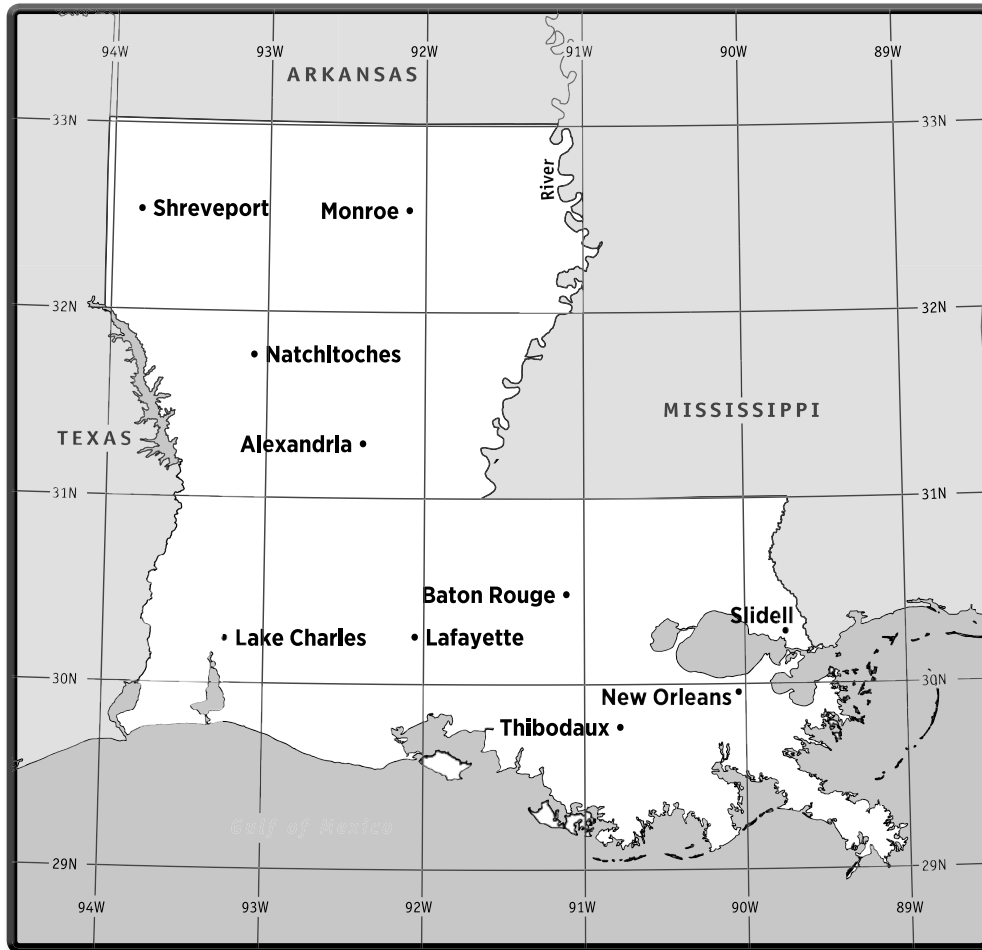


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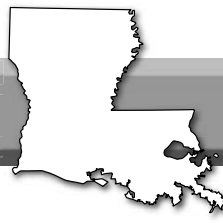
Section 1

Longitude and Latitude

Directions: Locate and identify ten Louisiana cities based on the longitude and latitude coordinates provided below.



City	Latitude (North)	Longitude (West)	City	Latitude (North)	Longitude (West)
1. _____	30.46°	91.14°	6. _____	32.51°	92.09°
2. _____	32.46°	93.77°	7. _____	31.75°	93.10°
3. _____	30.21°	93.20°	8. _____	29.97°	90.06°
4. _____	31.29°	92.46°	9. _____	30.21°	92.03°
5. _____	30.28°	89.78°	10. _____	29.79°	90.82°



Name _____

Date _____

Section 1**Louisiana in the United States**

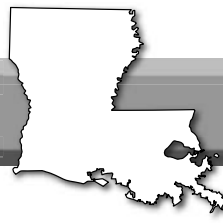
Directions, Part 1: On the map of the United States, complete the following steps.

1. Color Louisiana yellow.
2. Label the states that border Louisiana.
3. Color the state that borders Louisiana to the east red.
4. Color the state that borders Louisiana to the west orange.
5. Color the state that borders Louisiana to the north green.
6. Label the body of water that borders Louisiana to the south and color it blue.



Directions, Part 2: Using your textbook, complete the following statements concerning Louisiana's location.

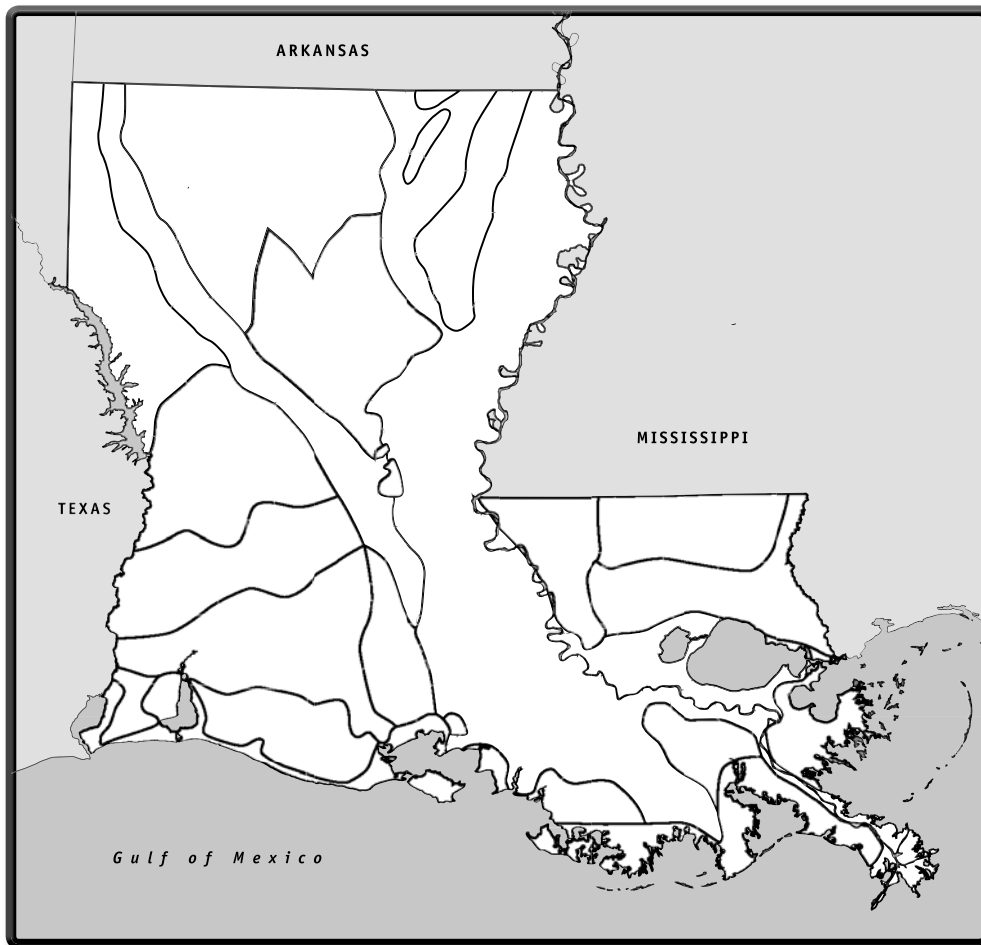
7. Louisiana's absolute location is
 - a. between _____ and _____ North latitude.
 - b. between _____ and _____ West longitude.
8. Louisiana contains _____ square miles.
9. Louisiana is in the _____ Time Zone.



Name _____ Date _____

Section 2
Natural Regions

Directions, Part 1: Identify the five major natural regions in Louisiana on the map below and color the regions in the order they are listed below: green, brown, purple, light blue, and dark blue.



Directions, Part 2: Review Section 2 and list the distinct landforms found in each natural region.

Mississippi Floodplain Region 1. _____ 2. _____ 3. _____

Red River Valley Region

Terraces Region 1. _____ 2. _____ 3. _____

Marsh Region 1. _____ 2. _____ 3. _____

Hills Region

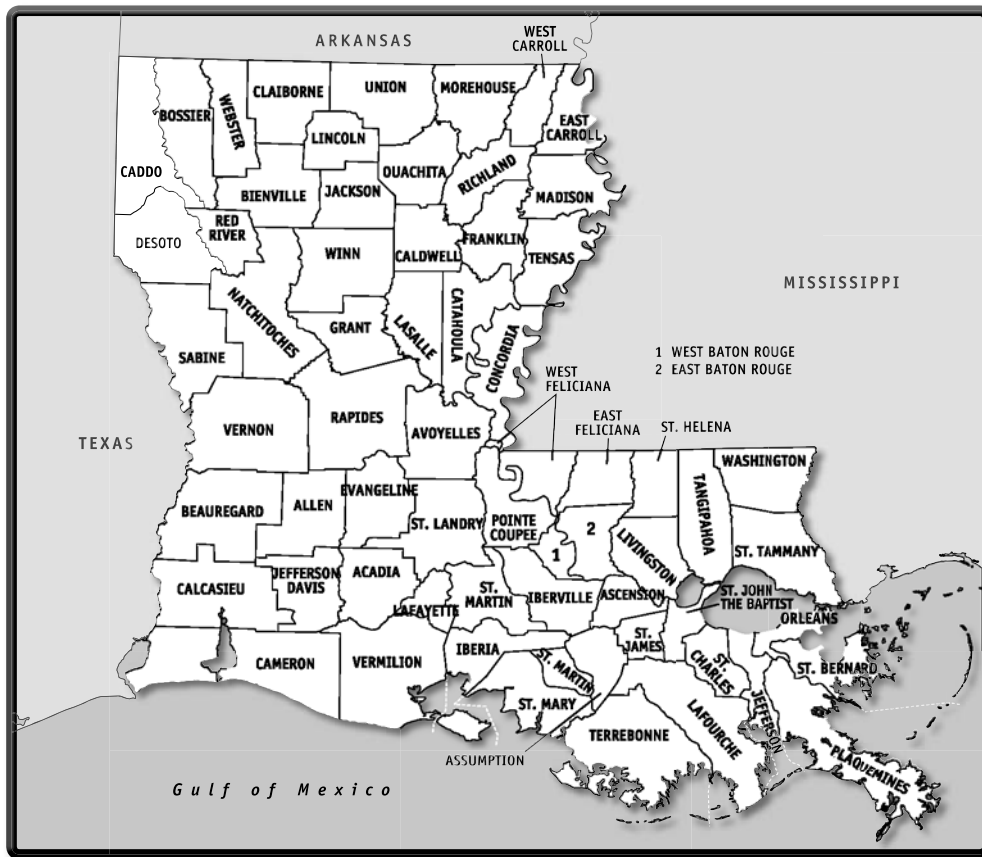


Name _____ Date _____

Section 2

Parishes and Natural Regions

Directions: On the map below, draw in the borders of the five geographic regions: Mississippi Floodplain, Red River Valley, Terraces, Marsh, and Hills. Then list the parishes—or parts of parishes—that make up each region.



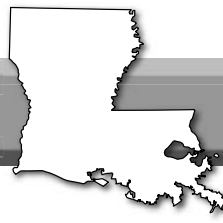
Parishes of the Mississippi Floodplain Region _____

Parishes of the Hills Region _____

Parishes of the Red River Valley Region _____

Parishes of the Marsh Region _____

Parishes of the Terraces Region _____



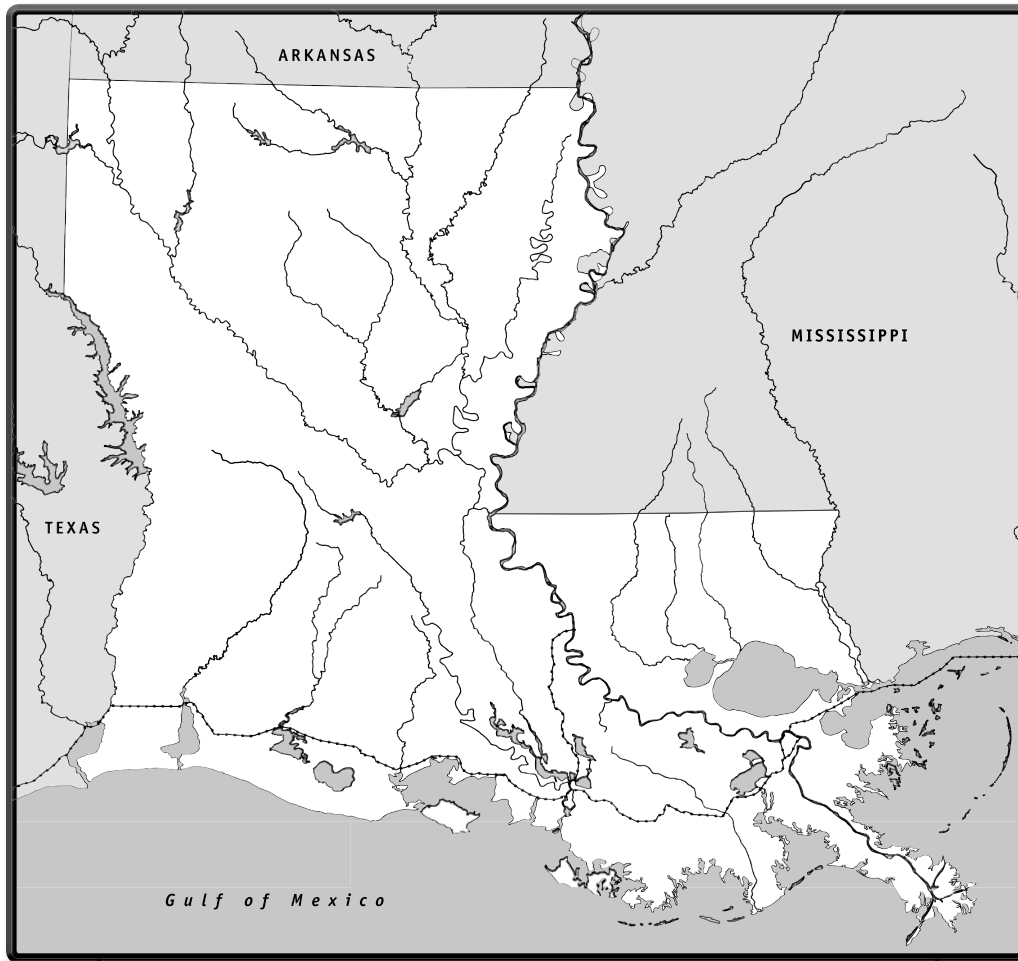
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Section 3

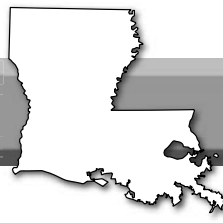
Locating Louisiana Rivers

Directions: Locate and label the following rivers on the map. Then answer the questions below.

- | | | | |
|--------------------|-------------------|-----------------|-------------------|
| Amite River | Atchafalaya River | Black River | Boeuf River |
| Bogue Chitto River | Calcasieu River | Dugdemona River | Mississippi River |
| Ouachita River | Pearl River | Red River | Sabine River |
| Tangipahoa River | Tensas River | Tickfaw River | Vermilion River |



1. Which river forms part of the western border of Louisiana? _____
2. Which two rivers form the eastern border with Mississippi? _____
3. Which three rivers flow out of Arkansas into Louisiana? _____



Name _____ Date _____

Section 3

Louisiana Lakes

Directions: Review Section 3 (pages 23-24) and go to www.boatingamerica.com/states/louisiana/louisia.htm to find information about Louisiana's lakes, which will help you complete the chart below.

Name	Type of Lake	Acreage	Width	Length	Location in Louisiana
Caddo Lake		26,560			
Catahoula Lake	Natural				
Grand Lake			8.25 miles		
False River Lake					South Central
Calcasieu Lake				5 miles	
Lake Claiborne					
Lake D'Arbonne					
Lake Maurepas					
Lake Pontchartrain					
Toledo Bend					



Name _____ Date _____

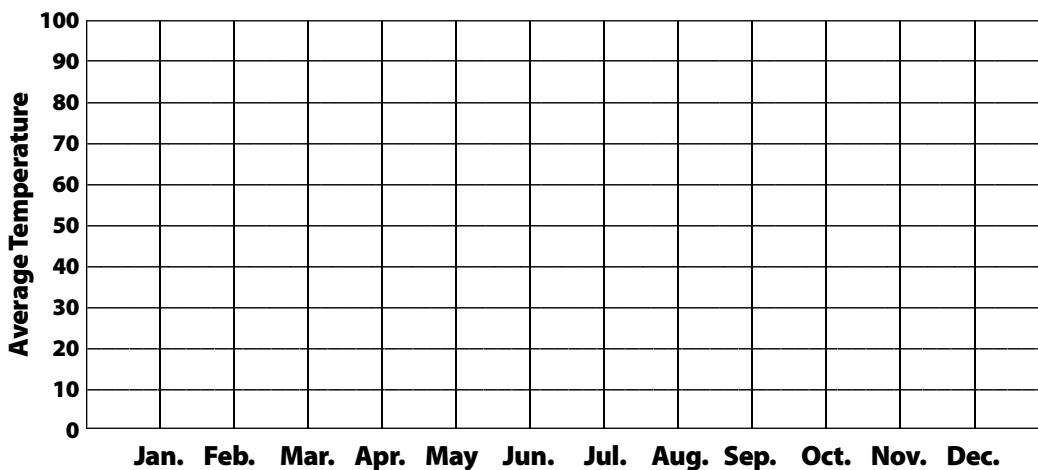
Section 4

Graphing Louisiana's Temperatures

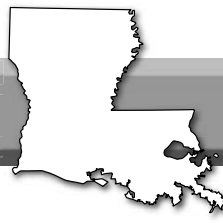
Directions: Use the data in the table below to make a line graph showing the average temperature for each month in six Louisiana cities. Use a different color to represent each city in your graph and indicate the city's color in its . Then answer the questions below.

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
<input type="checkbox"/> Alexandria	47	50	58	65	73	79	81	81	76	66	57	49
<input type="checkbox"/> Baton Rouge	52	55	61	68	75	81	82	82	78	69	59	53
<input type="checkbox"/> Lafayette	53	56	62	69	77	82	83	84	79	70	62	54
<input type="checkbox"/> Monroe	44	48	57	64	73	78	82	80	75	64	55	46
<input type="checkbox"/> New Orleans	52	55	62	69	76	81	82	82	79	70	61	55
<input type="checkbox"/> Shreveport	47	51	58	65	73	80	83	83	77	66	56	48

Temperatures in Degrees Fahrenheit



1. Which city had the lowest average temperature in April? _____
2. Which city had the highest average temperature in August? _____
3. Which city had the lowest average temperature in January? _____
4. Which city had the highest average temperature in January? _____
5. In which month did the six cities have the highest combined average temperature? _____
6. Which city had the highest average temperature for the year? _____



Name _____ Date _____

Section 4

Louisiana's Precipitation

Directions: Refer to the table, which lists the average precipitation for each month for six Louisiana cities. Then answer the questions that follow.

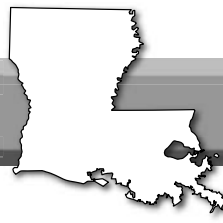
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Alexandria	5.4	5.4	5.3	4.6	4.7	5.4	4.4	4.1	3.9	5.3	6.2	6.2
Baton Rouge	5.7	5.0	4.4	4.6	4.9	6.4	5.0	5.8	4.5	4.7	4.1	5.6
Lafayette	5.7	4.5	3.8	3.9	4.8	7.1	6.3	4.6	4.7	5.2	4.3	5.6
Monroe	5.0	4.7	4.7	4.5	5.2	4.7	3.6	3.2	3.6	4.8	4.8	5.3
New Orleans	5.1	5.3	4.5	4.6	4.6	7.9	6.0	6.1	5.1	3.5	4.5	5.3
Shreveport	4.2	4.8	4.1	4.2	4.9	5.4	3.7	2.7	3.2	5.0	4.5	4.8

Precipitation in Inches

- Which city has the least precipitation in January? _____
- What is Alexandria's average monthly precipitation in May? _____
- How much more precipitation does Monroe receive in June than July? _____
- In which two months does Shreveport receive the least amount of precipitation? How many total inches for these two months? _____
- Which city has the most precipitation in any given month? What month? How many inches? _____

- Which city receives the most precipitation in July? _____
- Which city receives the most precipitation for the year? How many inches? _____

- Which month has the least amount of precipitation for the combined six cities? How many inches? _____



Name _____ Date _____

Section 5

People and the Environment

Directions: One of the five themes of geography focuses on how people change the environment, sometimes with unintended consequences. Read Section 5, and list seven ways that the people of Louisiana have changed the environment. Next, list three unintended consequences of these changes.

People Changing the Environment

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

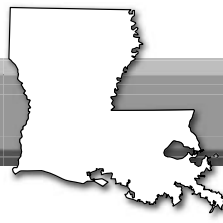
- 7. _____

Unintended Consequences

- 1. _____

- 2. _____

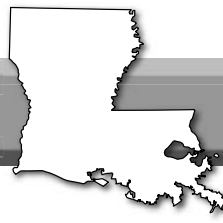
- 3. _____



Name _____ Date _____

Chapter 1
Chapter Review**Directions:** Review Chapter 1, and then answer the questions below.

1. _____ Is Louisiana located in the Eastern or Central Time Zone?
2. _____ Does Louisiana extend further east to west or north to south?
3. _____ Is the border Louisiana shares with Arkansas or Texas shorter?
4. _____ Is the border of Louisiana formed by the Mississippi River or the Pearl River longer?
5. _____ Is there more Louisiana territory above or below the 31° N latitude?
6. _____ Is the elevation of New Orleans 8 feet above sea level or 8 feet below sea level?
7. _____ Is most of the Terraces region located in the northern or southern part of the state?
8. _____ Is most of the Hills region located in the northern or southern part of the state?
9. _____ Which river flows into Lake Pontchartrain?
10. _____ Is Breton Sound located off the southwestern or southeastern coast of Louisiana?
11. _____ Which Louisiana river is a tributary of the Pearl River?
12. _____ Does the Choctaw Indian term *bayou* mean creek or waterfall?
13. _____ Does the term weather or climate refer to the average conditions over a long period of time?
14. _____ Would a category EF-3 tornado likely produce moderate or severe damage?
15. _____ Does a hurricane (with a wind speed in excess of 73 miles an hour) have winds that move clockwise or counterclockwise?
16. _____ Is Louisiana home to about 30 percent or 40 percent of the nation's wetlands?
17. _____ Which rodent was introduced to Louisiana in the 1930s?



Name _____ Date _____

Chapter 2

Vocabulary Matching

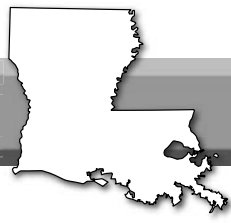
Directions: Match the definition in Column A with the correct term listed in Column B.

Column A

- _____ 1. A Cajun dance party
- _____ 2. The blending of new customs with older ideas and practices to form entirely new cultural expressions
- _____ 3. Language
- _____ 4. The famous celebration before Lent
- _____ 5. City
- _____ 6. A way of speaking
- _____ 7. A home for nuns
- _____ 8. A group of people who are or who consider themselves to be different from other members of the community based on several factors
- _____ 9. Individual parading organizations
- _____ 10. The art and science of designing and constructing buildings
- _____ 11. Scholars who study communities and help identify areas where similar pasts and patterns make a region distinct from its surroundings
- _____ 12. A way of life of a group of people

Column B

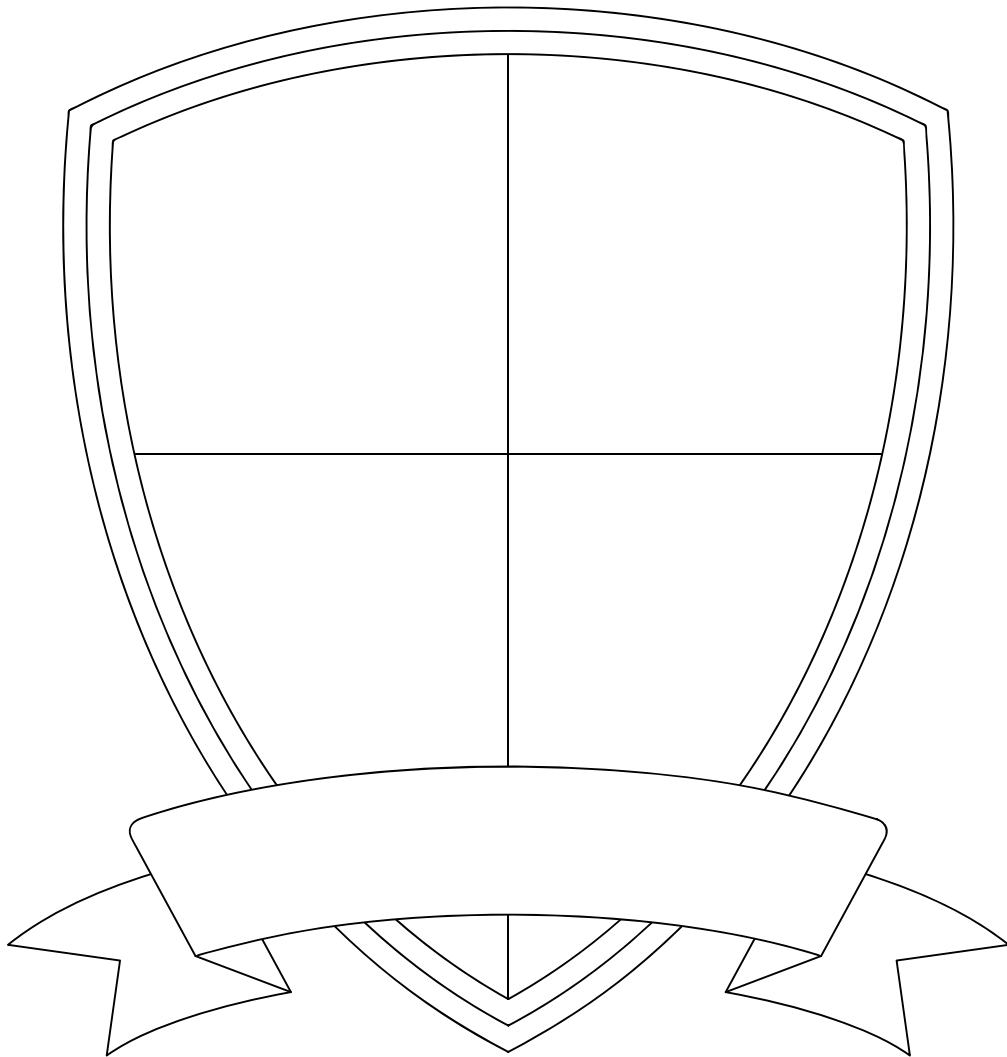
- A. Architecture
- B. Convent
- C. Cultural anthropologists
- D. Cultural diffusion
- E. Culture
- F. Dialect
- G. Ethnic group
- H. Fais-do-do
- I. Krewes
- J. Linguistic
- K. Mardi Gras
- L. Urban

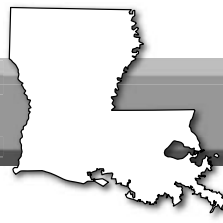


Name _____ Date _____

Section 1**Cultural Coat of Arms**

Directions: Traditionally, a family's coat of arms is a visual depiction of the family's accomplishments, honors, name derivation, or other qualities handed down over generations. Use the template below to create a cultural coat of arms reflecting your experience in Louisiana's diverse culture. Draw items in each quadrant that describe one aspect of your cultural experience. In the first quadrant, focus on geography, depicting a landmark in the area where you live. In the second quadrant, focus on food, depicting a meal commonly served during the holidays or other family celebrations. In the third quadrant, focus on a local festival or parade, depicting an aspect of the festival or parade you enjoy. In the fourth quadrant, focus on outdoor recreation, depicting an activity in which you have enjoyed participating. Insert the name of the cultural region in which you live in the "banner" below the shield.





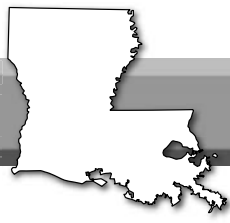
Name _____ Date _____

Section 2

Cultural Regions Chart

Directions: Review Section 2 and complete the chart below on Louisiana’s five cultural regions.

	Region’s Largest Urban (City) Area	Region’s Location	Description of the Region
Sportsman’s Paradise	Shreveport-Bossier City and Monroe-West Monroe		
Crossroads		Center of the State	
Cajun Country			The Acadians (or Cajuns) were the first Europeans to settle in this region.
Plantation Country			
Greater New Orleans			

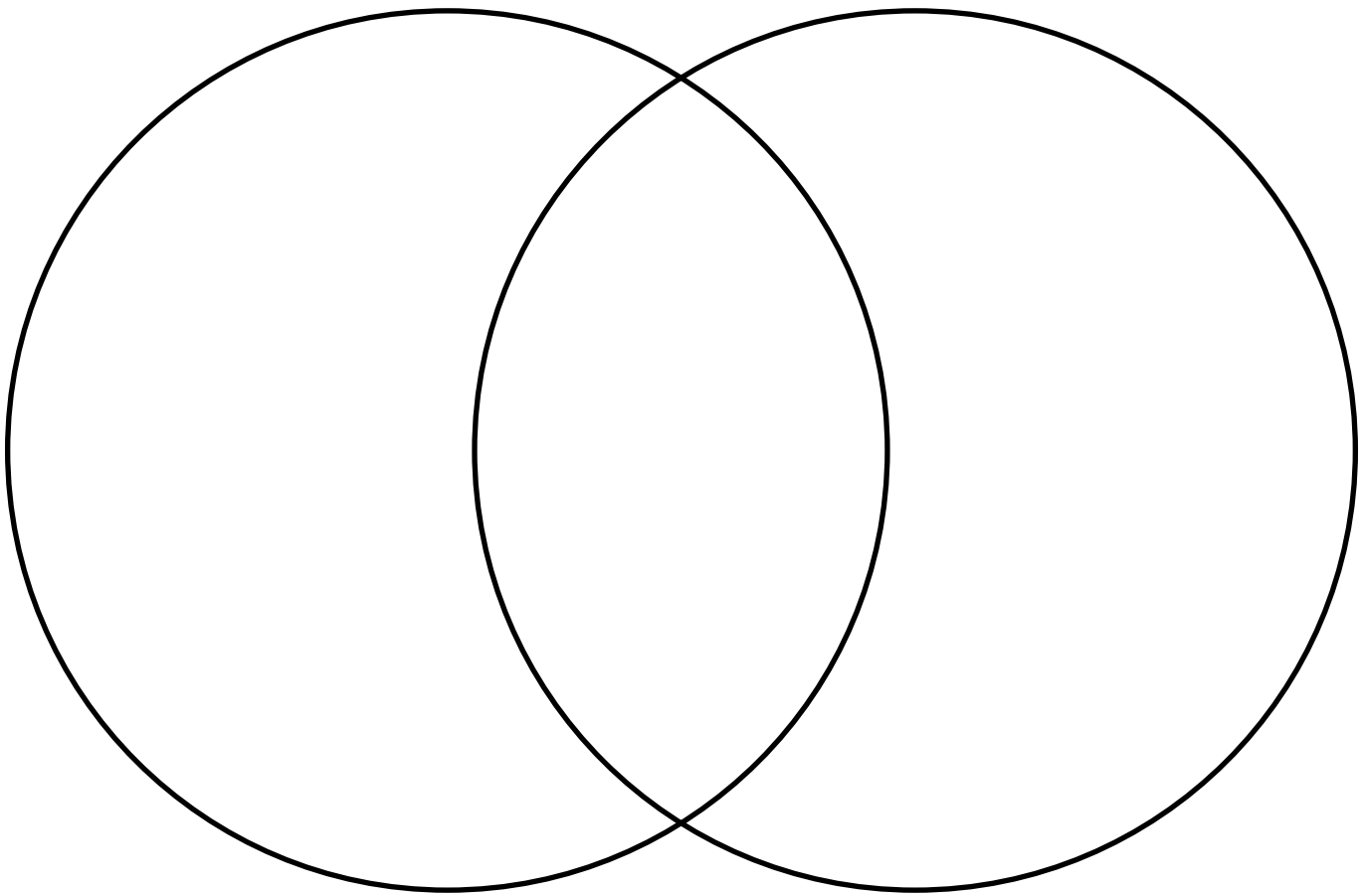


Name _____ Date _____

Section 2

Cultural Regions Comparison

Directions: Compare and contrast two cultural regions in Louisiana. First, label the circles in the Venn diagram below with the names of the two regions you selected. List the characteristics of each region in the appropriate circle. Where the circles overlap, list common characteristics of the two regions.



Region 1 _____ **Region 2** _____



Name _____ Date _____

Section 3**Interview**

Directions: Interview a close family member about their ethnic group affiliation. Complete the form as a record of your interview. After asking each question below, be sure to take detailed notes of your interviewee's answer.

Interviewer's Name: _____

Interviewee's Name: _____

Location and Date of the Interview: _____

1. What is your date of birth? _____

2. What is your country and place of birth? _____

3. How long have you and/or your ancestors lived in Louisiana? _____

4. a. What language did you first learn to speak at home? _____

b. What language is used at home? _____

c. What other language(s) do you speak? _____

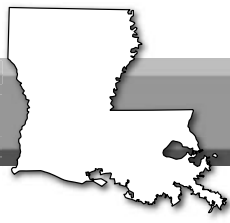
5. With which ethnic group do you identify yourself? _____

6. What is important for others to know and understand about your background or culture? _____

_____7. How has your background or culture influenced who you are today? _____

_____8. What is the role of spirituality, faith, or religion in your life? _____

_____9. What customs or traditions are important to you/your family? _____



Name _____ Date _____

Section 3

Ethnic Group Poster Presentation

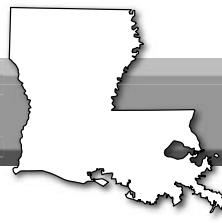
Directions: Research your assigned ethnic group’s contributions to Louisiana’s cultural heritage. Begin by reviewing the material about your ethnic group as found in Section 3. Then, continue your research in the library and/or on the Internet. Create a poster, which you will later present to the class, that responds to the four major prompts about your ethnic group. (See below.) Use the mock poster board below to note important facts and to create an initial draft of your poster.

Identify and describe your ethnic group. _____

Why did your ethnic group migrate to Louisiana? _____

Where did your ethnic group settle in Louisiana? _____

What contributions (e.g., clothing, dance, food, language, music, and products) did your ethnic group make to Louisiana’s cultural heritage? _____



Name _____ Date _____

Section 4
Cultural Expression

Directions: Review Section 4 and fill in the missing word from each statement, writing one letter of the word in each blank. Then, use the numbered letters to solve the puzzle phrase listed at the bottom.

1. _____ is a thick soup or stew that often includes rice and meat, such as sausage
11 _____ **2** _____ and seafood.

2. Oil or butter and flour are cooked together to make this thickening agent called a _____.
4 _____

3. Crabs, shrimp, corn, potatoes, sausage, and _____ are often
cooked together in a boil. **5** _____ **7** _____

4. _____ always includes rice and some combination of
meat, seafood, and sausage.

5. The Louisiana _____ was broadcast weekly from downtown

3 _____ **9** _____
8 _____

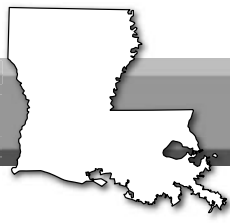
6. Typically, Cajun bands feature a fiddle and an _____.
10 _____

7. The harmonica and the guitar are often associated with music called the _____.
6 _____

8. _____ is one of the most celebrated music forms created in Louisiana.
1 _____

Puzzle Phrase:

1 **2** **3** **4** **5** **6** **7** **8** **9** **10** **11**



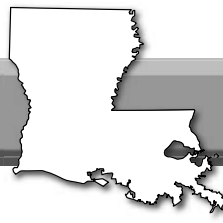
Name _____ Date _____

Section 4

Louisiana’s Festivals

Directions: Go to www.vrml.k12.la.us/curriculum/lem/louisiana/festivals/Fest_List.htm. Select and read about seven festivals. (Be sure to include one from each of Louisiana’s five cultural regions.) Then, complete the table below.

Festival Name	City	Parish	Cultural Region	Dates of the Festival	Activities/ Attractions



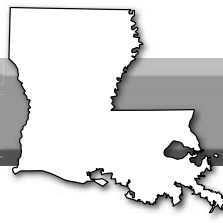
Name _____ Date _____

Chapter 2

Chapter Review

Directions: Review Chapter 2, and then answer the questions below.

1. _____ Which term refers to the blending of new customs with older ideas and practices to form new cultural expressions?
2. _____ Was North Louisiana settled by Catholics or Protestants?
3. _____ Is the Sportsman’s Paradise region known for its tourism or outdoor recreation?
4. _____ Is the Crossroads’ largest city Alexandria or Baton Rouge?
5. _____ Did early economic activity in the Cajun Country wetlands areas center upon farming or fishing?
6. _____ Did the Plantation Country grow sugar or tobacco?
7. _____ Is one of the most important economic activities in the Greater New Orleans region agriculture or tourism?
8. _____ Did the English or Spanish expel the Acadians from Acadie?
9. _____ Which term refers to anyone born in Louisiana whose ancestors were from some other place?
10. _____ Did the immigrants from the Canary Islands eventually settle in St. Bernard or St. John Parish?
11. _____ Do a large group of Italian or Spanish descendants live in Independence in Tangipahoa Parish?
12. _____ Are crawfish or shrimp called “mudbugs”?
13. _____ Was country or blues music sung by sharecroppers as they worked in the fields?
14. _____ Were Antoine “Fats” Domino and Louis Armstrong born in New Orleans or Lafayette?
15. _____ Does the French term Mardi Gras mean “Fat Tuesday” or “Wild Wednesday”?



Name _____ Date _____

Chapter 3

Vocabulary Scramble

Directions: Read the clues and then unscramble the words to reveal key terms from Chapter 3. Write your answers in the blanks provided.

1. _____ VERSCSIE — the work or activities people perform, usually for a fee
2. _____ OCMNOEY — how people manage resources in a community or other organized body
3. _____ DOGSO — tangible items such as food, clothing, cars, and houses
4. _____ OSCNUREM — a person who satisfies a need or want by buying a good or service
5. _____ DDAEMN — the quantity of a good or service consumers are willing to buy
6. _____ IMCNTLSREIAM — the idea that colonies existed to contribute to the wealth and power of the mother nation
7. _____ OCERRUDP — the person or group of people who use resources to make goods or provide services
8. _____ IATTAHSB — places where plants or animals normally or naturally grow
9. _____ TCSCYIRA — when people and societies try to satisfy unlimited wants with limited resources
10. _____ YPSPUL — the quantity of a good or service available for sale
11. _____ GSMULIGNG — secret and illegal trade
12. _____ CEMRMECO — buying and selling goods



Name _____ Date _____

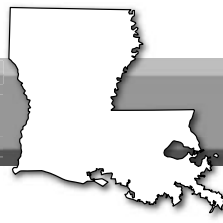
Section 1

Goods and Services; Needs and Wants

Directions, Part 1: Read the business advertising below and decide whether the business is offering a good or a service. Write your answer (“good” or “service”) in the blanks provided.

1. _____ Breaux, the Shoe Doctor: “We clean, protect, and shine your leather shoes; we also remove scuff marks.”
2. _____ Carson Clothing and Fashion Outlet: “25% off all tops, bottoms, dresses, shorts, and swimwear.”
3. _____ Gautreaux Electronics: “Huge discounts on the latest electronic games, smart phones, laptop computers, and tablets.”
4. _____ Harris Carpet Cleaning: “Professional technicians will clean your carpet, upholstery, and tile.”
5. _____ Acme Auto Parts: “Air Filters, Batteries, Belts, Brake Shoes, Motor Oil, and Oil Filters—50% off when you spend \$40 or more.”
6. _____ Gentle Dental: “Pain-free teeth cleaning, teeth whitening, and fluoride treatment.”
7. _____ Binford Beauty Salon: “Our three stylists—trained in New Orleans and Paris—offer the latest haircuts, trims, styling, coloring, and texturing.”
8. _____ Tanner Fresh Produce: “We carry only the freshest locally grown fruits, vegetables, and dairy products.”

Directions, Part 2: In two sentences, identify a business above that is meeting a consumer need. Make sure to explain your answer. Also, in two sentences, identify a business above that is meeting a consumer want. Make sure to explain your answer.



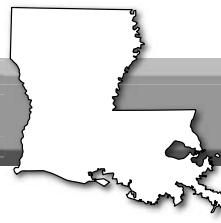
Name _____ Date _____

Section 2

Louisiana's Economic History

Directions: Review pages 79-82 to identify the key developments and terms in Louisiana's economic history. Place your answers in the blanks provided.

1. Before the arrival of the French, Native Americans living in Louisiana fed themselves by _____ and _____.
2. When Europeans arrived in Louisiana, they introduced commerce and the use of _____ to the nearby tribes.
3. _____ is the idea that colonies existed to contribute to the wealth and power of the mother nation.
4. Both the French and the Spanish hoped to find _____ or _____ in Louisiana.
5. According to mercantilism, it was illegal to _____ with any nation other than the mother country.
6. In the early 1800s, Louisiana exported two important cash crops: _____ and _____.
7. Before 1860, New Orleans had one of the nation's largest and busiest _____.
8. _____ built a major oil refinery in Baton Rouge in the year _____.
9. The Higgins Boat, developed and built in Louisiana, was a _____ used during World War II.
10. Since the 1950s, Louisiana's economy has been positively and negatively affected by the rise or drop in _____ prices.



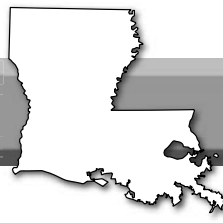
Name _____ Date _____

Section 3

Louisiana’s Agricultural Products/Natural Resources

Directions: Review pages 83-92 as you complete the table below about Louisiana’s agricultural products and other natural resources. For the location of these resources (the last column), refer to the map on page 84.

Agricultural Products/ Natural Resources	Value/Volume	Products	Location
Soybeans			Northeastern and Central Louisiana
Sugarcane		Sugar, molasses, and paper products	
Cotton		Lint used for fabric; seed used for oil and livestock feed	
Poultry		Eggs and fryers	
Timber	\$824 million		
Shrimp		White and brown shrimp	
Oil	402,104,507 barrels		
Salt	\$181 million		Central and Southern Louisiana



Name _____ Date _____

Section 3**Resources**

Directions: Resources are needed to produce goods and services. Read each statement below and identify whether it describes a natural, capital, or human resource.

1. _____ A cameraman records the action of a new episode in the Duck Dynasty television series being filmed on location in West Monroe.
2. _____ A new plant is being built in Louisiana to produce ethylene, a chemical used in plastics.
3. _____ A huge deposit of natural gas is being extracted from the shale rock in Bienville Parish.
4. _____ Louisiana waters yield an oyster harvest of about 10 to 15 million pounds annually.
5. _____ A tour guide informs a group of tourists about a historic Louisiana plantation home.
6. _____ A new terminal is being added to the Louis Armstrong International Airport in New Orleans.
7. _____ A Louisiana manufacturing plant installs a \$500,000 machine to increase plywood production.
8. _____ The value of the annual Louisiana sugarcane crop exceeds \$500 million.
9. _____ Workers are being hired for a new plant, which will convert sugarcane waste into biofuels.
10. _____ A new natural gas pipeline is built in Louisiana.



Name _____ Date _____

Section 4**Louisiana's Largest Private Employers**

Directions: Use the suggested websites and Internet searches (as needed) to answer a series of questions about some of Louisiana's largest private employers.

www.mapquest.com

Ingalls Shipbuilding: <http://ingalls.huntingtoningalls.com/about/index>

Tulane University: <http://tulane.edu/about/>

Acadian Ambulance Service: www.acadian.com/our-history

Ingalls Shipbuilding:

1. What is this company's Louisiana address? How many miles is this from your school's location? _____

2. When was this company founded? _____
3. What products (be specific) are made by this company? _____
4. What is this employer's economic impact in Louisiana? _____

Tulane University:

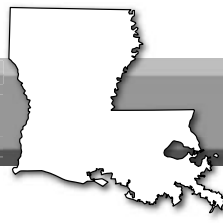
1. What is this university's address? How many miles is this from your school's location? _____

2. When was this university founded? _____
3. How many full-time faculty members work at this university? _____
4. How many students attend this university? _____

Acadian Ambulance Service:

1. What is this company's address? How many miles is this from your school's location? _____

2. When was this company founded? _____
3. What is the size of the company's fleet? _____
4. What service does this company provide? _____



Name _____ Date _____

Section 4

Louisiana’s Modern Economy: False Statements Made True

Directions: Review Section 4, and then read the statements below. Each statement contains two or more factual falsehoods (errors). Rewrite each statement so that it is true (accurate).

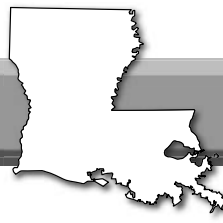
1. Louisiana ranks fourth in the United States in the production of petrochemicals and related products, such as fertilizers and rubber.

2. Tourism is a minor industry in Louisiana. Tourists visit Louisiana each year mainly to fish and hunt.

3. Louisiana is being called the “Hollywood of the South” because of the commercials filmed in the state. Cities such as Alexandria, Baton Rouge, and Thibodaux are becoming popular locations for filming.

4. Small businesses often become corporations. A corporation is a complex business enterprise with a few owners.

5. The North American Free Trade Agreement (NAFTA) added trade restrictions with our geographic neighbors, Canada and Russia, to make business across these international borders more difficult.



Name _____ Date _____

Chapter 3**Chapter Review****Directions:** Review Chapter 3, and then answer the questions below.

1. _____ Which term refers to how people manage material resources in a community or other organized body?
2. _____ Would the work activities that people perform for a fee be considered a good or a service?
3. _____ Would the tools and machinery used to produce a good be considered a natural resource or a capital resource?
4. _____ Usually, when the supply of a good or service is high, the price goes lower or higher?
5. _____ Which term refers to the buying or selling of goods?
6. _____ According to mercantilism, were colonies to provide raw materials or finished goods to the mother country?
7. _____ In which decade did Louisiana produce the most oil?
8. _____ What are the three types of resources needed to produce goods and services?
9. _____ While cypress is the official state tree, the major tree species harvested in the state is oak or pine?
10. _____ In 1962, Louisiana outlawed the hunting of alligators or deer for a full decade?
11. _____ Which species of seafood (crab or shrimp) yields the largest annual harvest in Louisiana?
12. _____ Are oil or natural gas deposits greater in Louisiana?
13. _____ Does Louisiana rank first or second in the United States in the production of petrochemicals?
14. _____ What term refers to a large, complex business enterprise that has many investors (called shareholders)?
15. _____ Two of the nation's top five deepwater ports are at New Orleans and Baton Rouge or Lake Charles?



Name _____ Date _____

Chapter 4

Vocabulary Crossword

Directions: Complete the crossword puzzle to test your vocabulary on this chapter.

The crossword puzzle grid consists of the following numbered starting points:

- 1:** Across, 11 squares
- 2:** Down, 5 squares
- 3:** Down, 8 squares
- 4:** Across, 8 squares
- 5:** Down, 7 squares
- 6:** Down, 5 squares
- 7:** Down, 8 squares
- 8:** Across, 8 squares
- 9:** Down, 5 squares

Across

- 1. a document that explains a government’s purpose, describes its organization, and states its powers
- 4. an organization of people who come together because they have similar ideas about how government should operate
- 8. a system that uses earlier decisions—called precedents—as guidelines

Down

- 2. the power given to political subdivisions to govern their own affairs
- 3. a division of power between the federal and state governments
- 4. information spread widely to promote or discourage a particular proposal or political point of view
- 5. a category of less serious crimes
- 6. the primary local government division
- 7. the governing body for most parishes
- 9. a category of serious crimes



Name _____ Date _____

Section 1

What Does Democracy Mean?

Directions: Have you ever thought about the meaning of the word democracy? Read the first page of Section 1. After reading this page, create a word bank of five terms or phrases connected with democracy. Next, read what others have said about democracy. Then interpret each quotation's meaning by paraphrasing it in your own words. Hint: You may want to use some of the words from your word bank when writing your interpretations of the quotations.

Word Bank

1. "Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary."—Reinhold Niebuhr

Your Interpretation: _____

2. "The democracy will cease to exist when you take away from those who are willing to work and give to those who would not."—Thomas Jefferson

Your Interpretation: _____

3. "People often say that, in a democracy, decisions are made by a majority of the people. Of course, that is not true. Decisions are made by a majority of those who make themselves heard and who vote—a very different thing."
—Walter H. Judd

Your Interpretation: _____

4. "Democracy is the government of the people, by the people, for the people"—Abraham Lincoln

Your Interpretation: _____

In Your Own Words: Write your own quotation about the concept of democracy. _____



Name _____ Date _____

Section 1

Preamble Comparisons

Directions: A preamble is an introductory statement. The two preambles below introduce constitutions. Read each preamble and answer the questions that follow.

Preamble to the United States Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Preamble to the 1974 Louisiana Constitution

We, the people of Louisiana, grateful to Almighty God for the civil, political, economic, and religious liberties we enjoy, and desiring to protect individual rights to life, liberty, and property; afford opportunity for the fullest development of the individual; assure equality of rights; promote the health, safety, education, and welfare of the people; maintain a representative and orderly government; ensure domestic tranquility; provide for the common defense; and secure the blessings of freedom and justice to ourselves and our posterity, do ordain and establish this constitution.

- How many words are in each preamble? _____

- According to each preamble, who is recognized as the source of political or governmental power? _____

- What are the six purposes noted in the preamble for establishing the United States Constitution? _____

- According to the preamble, what three specific individual rights was the Louisiana Constitution established to protect? _____

- Besides the phrase "We the People," list one other phrase (three words or more) used by both preambles.



Name _____ Date _____

Section 2

Requirements of State Office

Directions, Part 1: Complete the chart listing the requirements, term of office, and duties for each of these state elected officials.

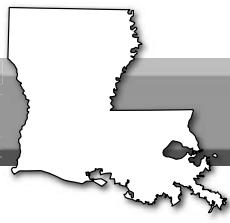
Office	Requirements	Term of Office	Duties
Governor			
State Representative and State Senator			
Supreme Court Justice	Resident of the district for 2 years Practicing law in the state for 10 years		

Directions, Part 2: Answer the questions below about state government.

- Besides the governor, who are the six executive branch officials also elected by statewide vote? _____

- How many legislators total serve in the Louisiana state legislature? How many of these are state representatives?
How many are state senators? _____

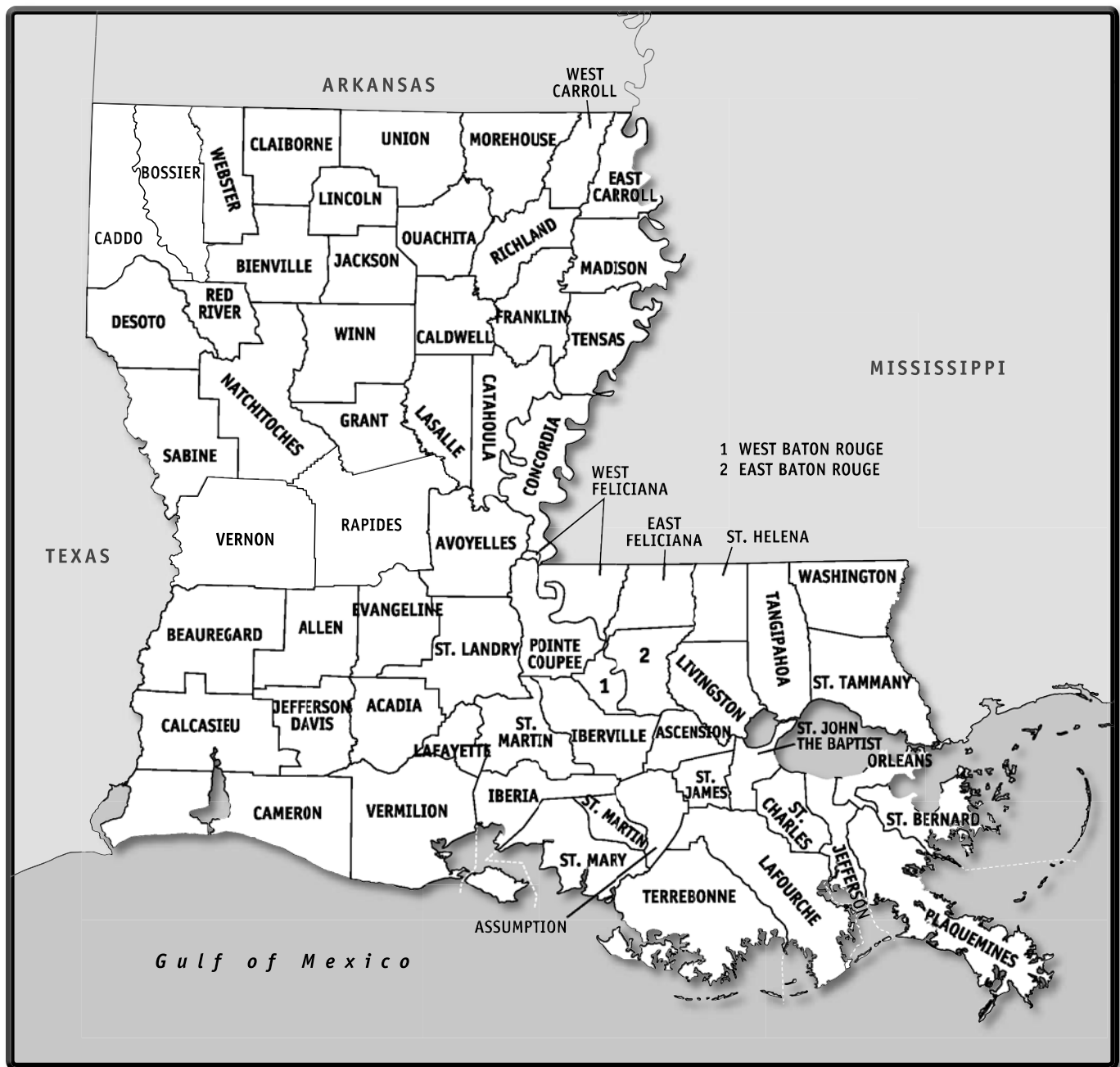
- How many justices serve on the Louisiana Supreme Court? Where do the justices meet to hear cases? _____

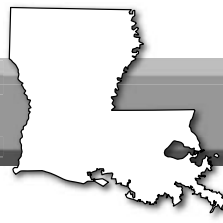


Name _____ Date _____

Section 3
Parish Seats

Directions: Use the map in your textbook or another reference source to locate the parish seat of each parish in Louisiana. Write the name of each parish seat on the map in the parish where it is located.





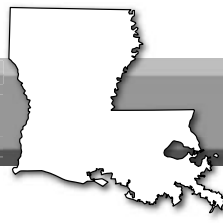
Name _____ Date _____

Section 3

How the Parishes Got Their Names

Directions: Use the information in Appendix IV of your textbook on Louisiana’s parishes to complete the following chart.

Named in Connection with Native Americans	
Named in Connection with the Colonial Period	
Named in Connection with Religion	
Named for American Statesmen and Politicians	
Named for U.S. Presidents	
Named in Connection with Waterways	
Named for Confederates	
Named for Louisiana’s Political Leaders	
Other	

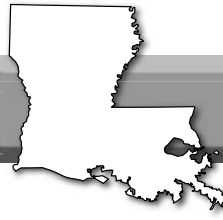


Name _____ Date _____

Section 4**Right or Responsibility?**

Directions: Read the statements below about citizenship. Decide whether the statement involves a “right” of citizenship or a “responsibility” of citizenship and place your answer in the blank by each statement. One or more statements may involve both!

1. _____ Worshipping and practicing your faith based on your beliefs
2. _____ Serving on a jury when summoned by the court
3. _____ A willingness to be accountable for your personal conduct
4. _____ Casting your vote in the next election
5. _____ Respecting the rights of your neighbors
6. _____ Speaking your mind on various topics or issues
7. _____ Paying taxes you owe to the local, state, or federal government
8. _____ Assembling to protest a government decision with which you disagree
9. _____ Obeying the laws of the state, such as the speed limit
10. _____ Writing a blog that criticizes an elected official and publishing it on the Internet



Name _____ Date _____

Section 4
Simulated Voter Registration

Directions: Read the instructions and complete the simulated voter registration form below. For the purpose of this simulation, state that you are eighteen years old, and create a birth date that will affirm that age. For your social security number, fill in "000 00 0000."

TO REGISTER TO VOTE AND BE ELIGIBLE TO VOTE YOU MUST:

- 1) Be a United States citizen
2) Be at least 17 years old to register but must be 18 years old to vote
3) Not be under an order of imprisonment for conviction of a felony
4) Reside in the state and parish in which you seek to register and vote.

INSTRUCTIONS FOR COMPLETING THIS FORM: All information except your signature should be printed clearly in ink, preferably black, or typed. Your application or envelope must be postmarked 30 days prior to the first election in which you seek to vote based on the residence listed on this application.

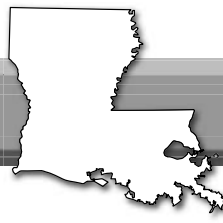
Louisiana Voter Registration Simulated Application

1 Are you a citizen of the United States of America? Yes ___ No ___
Will you be 18 years of age on or before election day? Yes ___ No ___
2 Name of Applicant (Please Print)
Last First Full Middle or Maiden
3 Residence Address
Street Address City or Town State and Zip Code
4 Date of Birth ___/___/___ 5 Social Security # _____ 6 Sex (Circle One) Male Female
7 Race/Ethnic Origin (Circle One) White Black Asian Hispanic Amer. Indian
8 Party Affiliation (Circle One) DEM GRN LBT RFM REP NO PARTY
9 Applicant's Place of Birth
City/Town Parish/County State Country

AFFIRMATION: I do hereby solemnly swear or affirm that I am a United States citizen and that I am at least 17 years old.

10 Date ___/___/___
Signature _____

QUESTIONS? Call your Parish Registrar of Voters OR call the Department of State at 1-800-883-2805 or (225) 922-0900.



Name _____ Date _____

Chapter 4

Chapter Review

Directions: Review Chapter 4, and then answer the questions below.

1. _____ Which term refers to the system through which a community is organized?
2. _____ In a federal system, the national and the local or state government share the power?
3. _____ How many state constitutions has Louisiana had in its history?
4. _____ What are the three branches of state government?

5. _____ The head of the executive branch in Louisiana state government is the attorney general or the governor?
6. _____ Which bird appears on Louisiana's state flag, the pelican or the seagull?
7. _____ Which term refers to two chambers or houses?
8. _____ In the Louisiana state legislature, there are 105 representatives or senators?
9. _____ If two different versions of a bill pass both the House and the Senate, a conference committee or a standing committee meet to work out the differences?
10. _____ The laws of a state are divided into two categories: criminal law and administrative law or civil law?
11. _____ Does the largest source of revenue for the Louisiana state government come from the income tax or the sales tax?
12. _____ Does the term "parish" (the primary local government division in Louisiana) come from the French colonial period or the Spanish colonial period?
13. _____ Which term refers to the governing body for most parishes?
14. _____ The 24th or the 26th amendment to the U.S. Constitution lowered the voting age from 21 to 18 years of age?
15. _____ Louisiana statewide elections use a closed or open primary system?



Name _____ Date _____

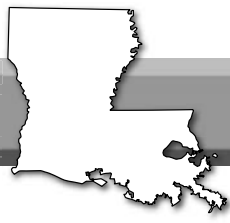
Chapter 5

Vocabulary Word Search

Directions: Fill in the term that goes with each of the definitions listed below. Then, find each term in the word search.

1. _____ A scientist who uses artifacts from the past to try to understand prehistoric people
2. _____ A spear-throwing device
3. _____ A formal agreement between two or more nations
4. _____ Wandering from place to place
5. _____ Settled farming
6. _____ A group of native people who share a name, common ancestry, language, and way of living
7. _____ Objects made by humans, especially ancient tools and weapons
8. _____ An ancient garbage dump
9. _____ Natural resistance
10. _____ Corn

S T E Z I A M J T A T N H Y S
 W T R X L J S H W R O B C S O
 A I C E E I B A I C P I V T S
 P Z A A A D E B Y H D Y E T G
 D U M L F T E P R A O T K L B
 T C X F V I Y L M E G I D I H
 D R K J G Q T O C O X N A K T
 D V S U F G N R R L O U J R X
 O I C G B U F I A O M M M P V
 E R U T L U C I R G A M I U R
 A T L A T L Q F J I X I D I F
 M L F C B E A B K S O N D R R
 Z D S D X M K E X T I M E E K
 S B U Y F F M S V E H A N Q T
 Y N C P W I I M Y H U X F A H



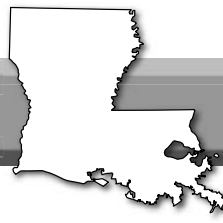
Name _____ Date _____

Section 1

Organizing Information about Prehistoric Cultures

Directions: Review Section 1 and complete the table below.

	Paleo Era	Meso Era	Early Neo Era	Late Neo Era
Meaning of the Prefix				New
Occupation		Hunters and gatherers		
Shelter			Semipermanent dwellings and villages	
Food Source(s)				
Tools/Weapons	Spears			



Name _____ Date _____

Section 1

Identify the Correct Era

Directions: Based on your reading about the different groups of early peoples, identify the group that is most closely associated with each item below.

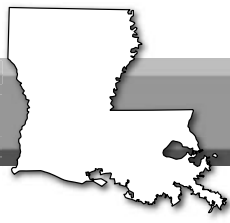
P=Paleo

M=Meso

E=Early Neo

L=Late Neo

- _____ Developed the bow and arrow for hunting
- _____ Crossed the land bridge from Asia to North America
- _____ Made bracelets, beads, and pendants
- _____ Followed the animal herds
- _____ Middle era
- _____ Began hunting smaller animals, such as deer and rabbits
- _____ Ancient era
- _____ Built temple mounds for sacred ceremonies
- _____ Women gathered acorns, hickory nuts, pecans, and persimmons
- _____ Made pottery
- _____ Developed and used the atlatl for hunting
- _____ Used spears from wooden poles for hunting
- _____ Late New era
- _____ Hunted very large animals
- _____ Began building earthen structures called mounds
- _____ Houses were made more permanent
- _____ Switched from gathering to agriculture
- _____ Early New era



Name _____ Date _____

Section 1

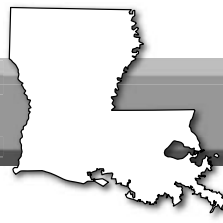
Cultural Encounter

Directions: Imagine you are exploring Louisiana, and you are encountering Native Americans and their culture for the first time. In the space provided next to the image, write a 25-word text message as if you are texting your friends about what they are missing. You can study the images in color on textbook pages 136, 143, and 144.









Name _____ Date _____

Section 2

Analyzing a Primary Source: George Catlin's Letter

George Catlin was an American artist who spent eight years (1832-1839) traveling among the Native American tribes with the goal of recording their culture. Below is an excerpt from one of his letters detailing one of his many experiences.

Directions: Read the following primary source (an eyewitness account), which contains Catlin's description of a toli match between Choctaw tribes, which he attended and thoroughly enjoyed. (See also this chapter's "Signs of the Times.") When you have finished reading, answer the questions that follow on a separate sheet of paper.

It is no uncommon occurrence for six or eight hundred or a thousand of these young men to engage in a game of ball, with five or six times that number of spectators, of men, women, and children, surrounding the ground, and looking on.

Each party had their goal made with two upright posts, about 25 feet high and six feet apart, set firm in the ground, with a pole across at the top. These goals were about forty or fifty rods [220 to 275 yards] apart; and ... half way between, was another small stake, driven down, where the ball was to be thrown up at the firing of a gun, to be struggled for by the players. The sticks with which this tribe play, are bent into an oblong hoop at the end, with a sort of slight web of small thongs tied across, to prevent the ball from passing through. The players hold one of these in each hand, and by leaping into the air, they catch the ball between the two nettings and throw it, without being allowed to strike it, or catch it in their hands.

In the morning ... the game commenced, by the judges throwing up the ball ... when an instant struggle ensued between the players, who were some six or seven hundred in numbers, and were mutually endeavoring to catch the ball in their sticks, and throw it ... between their respective stakes; which, whenever successfully done, counts one [point] for [the] game. For each time that the ball was passed between the stakes ... [there was a] halt of about one minute; when it was again started by the judges of the play, and a similar struggle ensued; and so on until the successful party [scored] ... 100 [points], which was the limit of the game.

Source: George Catlin. *North American Indians*. Philadelphia, PA: Leary, Stuart and Company, 1913.

1. How was George Catlin able to write about the toli match?
2. Who is the subject of Catlin's letter?
3. Who is the audience? (For whom is Catlin writing?)
4. Why is this description a primary source?
5. What does this document tell you about the culture of the Choctaw?
6. Write a list of five to seven rules for the game of toli based on Catlin's description.



Name _____

Date _____

Section 2

Higher Level Thinking: A Buffalo Hunt

Directions: Carefully examine the drawing by Antoine Simon Le Page du Pratz and read his description of a buffalo hunt. Then, using evidence from both the drawing and the word description, write a paragraph about how the Indians hunted the buffalo.

The buffalo is about the size of one of our largest oxen, but he appears rather bigger, on account of his long curled wool, which makes him appear to the eye much larger than he really is. This wool is very fine and very thick, and is of a large dark chestnut color ...

This buffalo is the chief food of the natives ... the best piece is the bunch on the shoulders, the taste of which is extremely delicate. They hunt this animal in the winter... In order to get near enough to fire upon him, they go against the wind, and they take aim at the hollow of the shoulder, that they may bring him to the ground at once, for if he is only slightly wounded, he runs against his enemy. The natives when hunting seldom choose to kill any but the cows.

— Source: Antoine Simon Le Page du Pratz. *The History of Louisiana*. New Orleans, LA: Pelican Press, Inc.





Name _____ Date _____

Section 2

Review Puzzle

Directions: Review Section 2 and fill in the missing word from each statement, writing one letter of the word in each blank. Then, use the numbered letters to solve the puzzle phrase listed at the bottom.

1. The name Atakapa literally means “eaters of _____.”
5 6

2. The Grand Village of the Natchez was located on the
 _____ of the Mississippi River.
4 9

3. The _____ tribe often traded salt.
15 10

4. At one time, the Chitimacha tribe had a population of 20,000 scattered across fifteen
 _____ in South Louisiana.
3 13

5. The Choctaw built permanent _____ and engaged in settled agriculture.
1 16

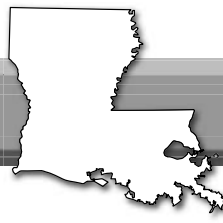
6. The Houma use the _____ as their tribal symbol.
2 8 12

7. The Tunica tribe had both a peace chief and a war _____.
14

8. By the early 1800s, 900 _____ had migrated to Louisiana.
7 11 17

Puzzle Phrase:

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	17



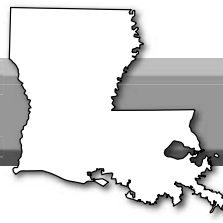
Name _____ Date _____

Chapter 5

Chapter Review

Directions: Review Chapter 5, and then answer the questions below.

1. _____ Our understanding of the first people in Louisiana is based on artifacts or written records?
2. _____ Which term refers to scientists who use artifacts from the past to try to understand prehistoric people?
3. _____ The first people to arrive in North America crossed a land bridge from Africa or Asia?
4. _____ The Paleo people hunted very large or very small animals?
5. _____ The Meso people used an atlatl or a bow and arrow to hunt?
6. _____ During the Meso Era, the women gathered or hunted?
7. _____ The term “Neo” means middle or new?
8. _____ The Late Neo people switched from gathering to agriculture or migrating?
9. _____ Shortly after their first encounters with Europeans, half the Native Americans died primarily from disease or starvation?
10. _____ By the 1730s, which two of the seven tribes in Louisiana ceased to exist?
11. _____ The people at the bottom of the Natchez society were called nobles or stinkards?
12. _____ The Caddo tribe settled along the Red or the Sabine River?
13. _____ The Chitimacha or Choctaw was the first Louisiana tribe recognized as a sovereign Indian nation by the U.S. government?
14. _____ The Choctaw’s long-time enemy was the Chickasaw or the Natchez?
15. _____ The Tunica or Coushatta were governed by two chiefs?



Name _____

Date _____

Chapter 6**Vocabulary Matching****Directions:** Match the definition in Column A with the correct term listed in Column B.**Column A**

- _____ 1. A plant that is used to make blue dye
- _____ 2. Officer in command
- _____ 3. An early form of corporation in which many people invested by buying stock
- _____ 4. Grants of land
- _____ 5. Young, marriageable girls who were sent from France to the Louisiana colony with a small trunk of their belongings
- _____ 6. A ceremonial pipe
- _____ 7. Excessive enthusiasm
- _____ 8. The system of letting an individual businessman take control of the colony in the hopes that he could make it profitable
- _____ 9. Steeply
- _____ 10. Business manager
- _____ 11. The rapid rise in the price of a stock based on speculation
- _____ 12. A place where a stream enters a larger body of water

Column B

- A. Bubble
- B. Calumet
- C. Casket girls
- D. Commandant
- E. Commissary-commissioner
- F. Concessions
- G. Indigo
- H. Joint-stock company
- I. Mania
- J. Mouth
- K. Precipitously
- L. Proprietorship



Name _____

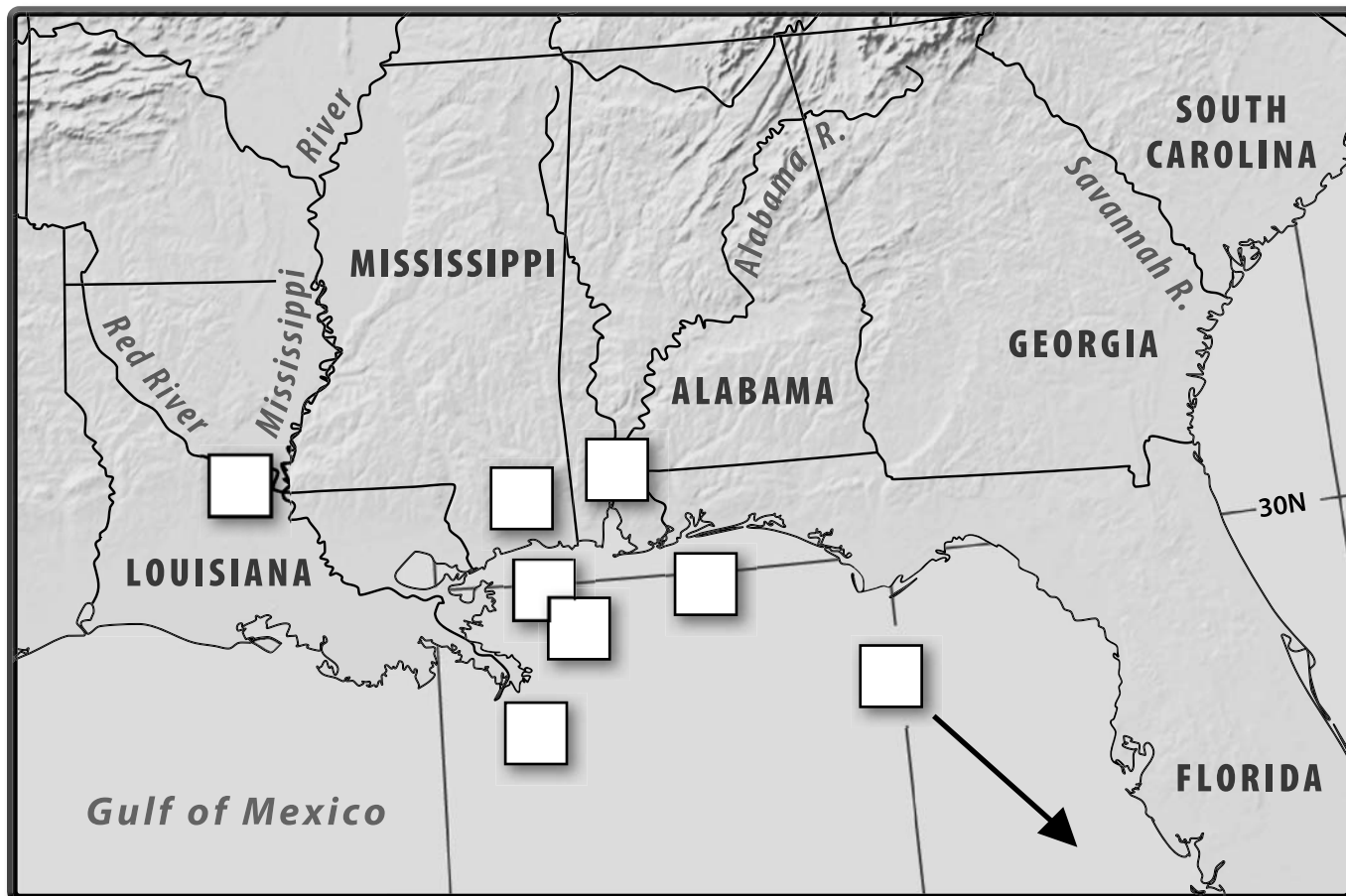
Date _____

Section 1

Iberville's Explorations

Directions: Review Section 1 of this chapter. Use the maps provided in the textbook to find the location of each event listed below. Then write the numbers in the boxes on the map that correspond with the correct locations.

1. Iberville and his men arrived on the Gulf Coast and landed briefly near Pensacola in January 1699.
2. Sailing westward along the coast, Iberville established a temporary settlement on an island (Iberville named it Ship Island) off the coast of Biloxi Bay.
3. Iberville and his men reached the mouth of the Mississippi River on March 2, 1699.
4. Iberville and his crew explored the Mississippi River as far north as modern-day Pointe Coupee Parish.
5. Iberville and his men returned to Ship Island.
6. The French began building a fortification near the site of present-day Ocean Springs, Mississippi. They named the settlement Fort Maurepas.
7. Iberville moved the colony's main settlement to Fort Louis (near Mobile Bay, Alabama).
8. In May 1699, Iberville returned to France.





Name _____ Date _____

Section 2

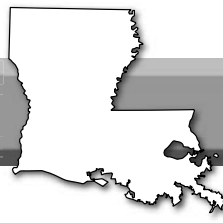
Attempts to Make the Louisiana Colony Profitable

Directions: The Louisiana colony was founded when the economic theory of mercantilism was popular in Europe. France was determined to make Louisiana a profitable venture. Review Section 2 and the goals of mercantilism listed below. Then fill in the chart about the different attempts to make Louisiana a profitable colony.

Mercantilism

- Colonies are established to contribute to national wealth.
- Colonies trade only with the mother country.
- The colony’s role is to provide raw materials to the founding nation (preferably gold or silver).

	List the Attempt(s) to Make a Profit
Early Years of the Colony (page 171)	
Proprietorship (pages 172-175)	
Joint-Stock Company (pages 176-177)	



Name _____ Date _____

Section 2

Conflict with the Chickasaw

Directions: Read the account of a battle between the French and the Chickasaw and answer the questions that follow.

M. De Bienville, Governor of this Province, being determined to destroy the . . . Chickasaw . . . march[ed] toward them some time ago from New Orleans . . . He dispatched orders . . . to Major Pierre D'Artaguett, the commanding Officer among the Illinois [band of Indians], to join the French the first of April, and to muster [assemble] together as many [Indians] . . . as he could get. Major D'Artaguett [moved so quickly] . . . that he arrived at the rendezvous . . . before the time prescribed; and instead of waiting the coming of [Governor] Bienville, he went to attack the Chickasaws, trusting very much to the bravery of the Illinois, who nevertheless abandoned him at the first fire of the people of [the] Chickasaws. . . . [So] he had no more than 150 men left, both French and . . . Indians, to withstand 800; Therefore the battle did not last long; he was quickly defeated and killed with all the other officers and 48 French[men].

(Excerpt of a letter dated April 30, 1736, and published in the *New England Weekly Journal*)

1. What was Governor Bienville's military objective in this battle? _____

2. Why were Bienville's and D'Artaguett's forces unable to rendezvous (to meet at an agreed time and place)?

3. Which tribe had allied with the French for the battle with the Chickasaw? _____
4. According to this account, what did the Illinois band do when they were first fired upon? _____

5. After the Illinois band left, how badly outnumbered were D'Artaguett's forces? _____

6. What was the outcome of the battle? _____

7. What type of source is the letter excerpt? _____
8. When this letter excerpt is published in a journal account of the battle, what type of source is it? _____



Name _____ Date _____

Section 3

Letter about Life in the Louisiana Colony

Directions: Read pages 180-182, which describe the conditions and hardships faced by the early settlers in the Louisiana colony. Imagine you are one of the early settlers, recently arrived from France. The ship that brought you to Louisiana is leaving soon, and you want to send a short letter to your family. Use the outline below to finish your letter.

Dear _____,

We have recently landed and the weather is _____, and the food and water are _____.

I traveled with several _____, who each own a small trunk of personal belongings; they are called _____. Also on board the ship were forçats who had committed various crimes including _____.

As far as the work goes, I spend most of my time _____.

I also work at _____.

There are many _____ here, but there are few _____.

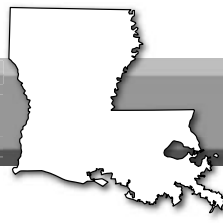
Several settlers are sick from _____. So far, I think Commandant Bienville

_____.

In conclusion, life in the colony is _____.

_____.

Your devoted _____



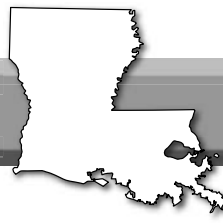
Name _____ Date _____

Section 3

Early Settlers of St. Landry Parish

Directions: Go to <https://archive.org/details/southwestlouisia00perr>. (This link is of an online book, by William Henry Perrin, titled *Southwest Louisiana: Biographical and Historical*.) Then read about the early settlers of St. Landry Parish (Chapter 2, pages 33-36) and complete the chart below.

Settler	Native State or Country	Occupation	Interesting Fact (one complete sentence)
John Preston			
Celestin La Vergen			
Father of Michel Prud'homme			
J. J. Louaillier			
William Prescott			
Francois Neda			
William Offutt			
Benjamin Rogers			



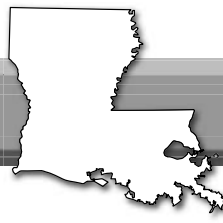
Name _____ Date _____

Sections 1, 2, and 3

Who Am I?

Directions: Identify the following people from the descriptions provided.

Description	Person
<p>My nickname is “Iron Hand.” I lost my hand in a naval battle and replaced it with an iron hook. I assisted La Salle in exploring the lower Mississippi River valley, and Bienville in the early years of settling the Louisiana colony.</p>	
<p>In 1714, I established an outpost on the banks of the Red River named Fort St. Jean Baptiste (later, the city of Natchitoches). I also led an expedition into Spanish territory, and I married the granddaughter of a Spanish commandant.</p>	
<p>I established the city of Detroit in 1701. I also served as the first colonial governor of Louisiana. I was responsible for expanding settlements in the colony, but my blunt comments often offended others including the Native Americans.</p>	
<p>In 1728, we came to Louisiana as young girls. Each of us brought only a small trunk of clothing and household items.</p>	
<p>I, along with my brother, sailed from France in 1698. I served as commandant of the colony and, later, as governor. I fulfilled a long-time dream by establishing a city on the banks of the Mississippi River—New Orleans.</p>	
<p>I organized the Bank of France. I also created the Company of the Indies, which was a joint-stock company. Many people invested in the Company of the Indies causing its price to rise, but this was not based on profits from Louisiana. Sadly, this investment bubble burst, and I fled France in disgrace.</p>	
<p>I commanded an expedition that established the Louisiana colony. I established several forts including Fort Maurepas and Fort Mississippi. I made three voyages to Louisiana, but each time I had to return to France to secure more settlers and supplies.</p>	
<p>I was the first French explorer to arrive in Louisiana. I located the mouth of the Mississippi River. I also led a second expedition to Louisiana, but due to navigation errors, my ships landed in Matagorda Bay. There have been many hardships, and I am concerned that my crew may mutiny against me.</p>	



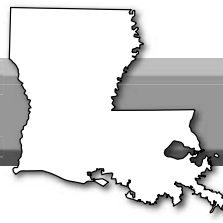
Name _____ Date _____

Chapter 6

Chapter Review

Directions: Review Chapter 6, and then answer the questions below.

1. _____ Who led six hundred men on an exploration across most of the states that make up the modern South?
2. _____ Whom did La Salle honor by naming the territory Louisiana?
3. _____ Did Bienville order an English or Spanish ship to depart from the Mississippi River because it had already been claimed by the French?
4. _____ Iberville and Bienville situated Louisiana's second settlement near Biloxi Bay or Mobile Bay?
5. _____ After his brother's death, the French court gave Bienville the title of commandant or governor?
6. _____ Which term refers to the system of letting a businessman take control of the colony in the hopes that it could make a profit?
7. _____ In 1714, St. Denis established a fort that later became the city of Natchitoches or New Orleans?
8. _____ An early form of the modern corporation in which many people invested by buying stock is mercantilism or a joint-stock company?
9. _____ When the Mississippi Bubble burst, investors in the Company of the Indies lost or gained huge sums of money?
10. _____ In 1718, Bienville located the city of New Orleans at a bend of or the mouth of the Mississippi River?
11. _____ One group of men living in Louisiana, the "runners of the woods," were fur trappers and farmers or hunters?
12. _____ *Engagés* were indentured servants or criminals brought to Louisiana?
13. _____ People from the west coast of Africa or Asia were sold into slavery to serve as the Louisiana colony's main source of labor?
14. _____ The Code Noir was a set of laws regulating the behavior of the governor and the colonists or slaves and masters?



Name _____ Date _____

Chapter 7**Vocabulary Scramble**

Directions: Read the clues and then unscramble the words to reveal key terms from Chapter 7. Write your answers in the blanks provided.

1. _____ ASLSZIE-IARFE — noninterference by the government in economic matters

2. _____ GEFREU — protection from danger or distress

3. _____ IIUSZSBDE — to grant money toward a useful cause

4. _____ TIMILIA — a military force composed mainly of citizen-soldiers

5. _____ AELUVCITR — profitable

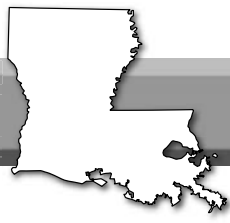
6. _____ OWDYR — property brought by a woman to the marriage

7. _____ SUTEMIP — incentive, driving force

8. _____ EUDOST — removed, thrown out of office

9. _____ EPNLTRIAAM — governing body

10. _____ CCOOTAIRAN — self-purchase



Name _____ Date _____

Section 1

False Statements Made True

Directions: Read each of the following statements carefully. Each statement is false because it contains several factual errors. Compare these statements with the information presented in Section 1 of your textbook. Then rewrite the statement so it is true—that is, factually accurate.

- 1. In the 1750s, France planned to take control of the timber trade by establishing settlements connecting Louisiana with New Spain (Mexico).

- 2. War broke out between France and Great Britain in 1752. Eventually, Russia sided with France. The French called this conflict the French and Indian War.

- 3. France, realizing victory was near, decided to secretly sell Louisiana to Spain in the Treaty of Toulouse. Realizing the Louisiana colony had been an economic disaster, Spain still wanted the territory to prevent the British from interfering with their gold mines in Mexico.

- 4. The Seven Years' War ended in 1760. In the Treaty of London, France retained New France (Canada), but it lost Louisiana.



Name _____ Date _____

Section 2

Interpreting Documents

Louisiana had been an economic disaster for France. When the Louisiana colony was secretly transferred, Spain was willing to take on the financial difficulties of the colony. The evidence below suggests some of the challenges the Spanish faced. Document 1 shows the value of goods exported from Louisiana in the last year of French control of the colony. Document 2 describes the bedroom furniture of Joseph Villeré, who was convicted in the Revolt of 1768. As part of his punishment, all of his personal property was confiscated and sold. Document 3 summarizes the results of a census ordered by General Alexander O'Reilly.

Directions: Read these documents and answer the questions that follow each one.

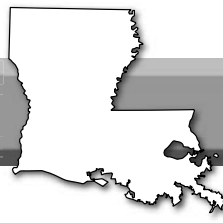
Document 1: *Value of Louisiana Colony Exports (1762)

Indigo	\$1,400,000
Deerskins	\$1,120,000
Lumber	\$699,000
Naval Stores	\$168,000
Rice, Peas, and Beans	\$55,900
Tallow	+ \$55,900
Cost of French colonial government in Louisiana	- \$5,030,000

*Based upon *History of Louisiana* by Charles Gayarré published in 1867. The values of the exports have been put in current dollar figures.

1. What was the total value of Louisiana exports? _____
2. In the last year of French rule, did the Louisiana colony experience a profit or loss? How much profit or loss?

3. What export item listed above is still a Louisiana export today? _____
4. Assume the role of a Spanish official. What does Document 1 suggest about the future profitability of the Louisiana colony? _____



Name _____ Date _____

Section 2

Interpreting Documents (continued)

Document 2: *Summary of Joseph Villeré's Personal Property

The personal property in Joseph Villeré's bedroom consisted of a cypress bed (three feet wide by six in length) including two mattresses (the bottom mattress was filled with corn shucks and the top mattress was filled with feathers), a pillow of corn shucks, and a coarse, homemade cotton quilt, six chairs of cypress wood with straw bottoms, and some candlesticks with candles made of the common green wax of the country.

*Based upon *History of Louisiana* by Charles Gayarré published in 1867.

- List the items from Joseph Villeré's bedroom that were confiscated and sold. _____

- If the list of Joseph Villeré's personal property is representative of other colonists, what does this suggest about the lifestyle of people living in Louisiana? _____

- Predict how the money raised from the sale of Joseph Villeré's personal property will be used.

Document 3: *Summary of the O'Reilly Census of New Orleans

The population of New Orleans amounted to 3,190 souls:

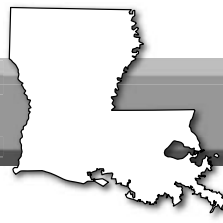
1,902 Free Persons (including 31 Blacks and 68 persons of mixed race)
1,225 Slaves
60 Indians

There were 468 houses and most of them were located in the third and fourth streets from the river.

*Based upon *History of Louisiana* by Charles Gayarré published in 1867.

- What does this summary of the O'Reilly census tell you about the population of New Orleans in the 1760s?

- How might the location of the dwellings (houses) in New Orleans be problematic?



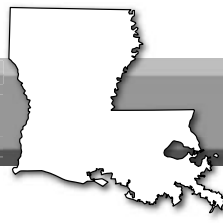
Name _____ Date _____

Section 2

Colonist Revolt of 1768

Directions: Read the information in your textbook on the colonist revolt (pages 193-195) and its aftermath. Then use the information to write one complete sentence for each section of the Five W's and H Chart that follows.

	Colonist Revolt of 1768
What happened?	
Who was involved?	
Why did it happen?	
When did it happen?	
Where did it happen?	
How did it happen?	
Short Term Effect:	
Long Term Effect:	

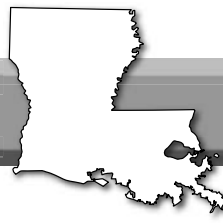


Name _____ Date _____

Section 3**Create a Historical Marker for Bernardo de Gálvez**

Directions: You have probably seen historical markers along the roadside as you drive around Louisiana. This is your chance to design your own marker. Use the information found in Section 3 (pages 200-201) of your textbook and the article found at www.nps.gov/foma/historyculture/galvez.htm to create a historical marker about the efforts of Bernardo de Gálvez during the American Revolution. Your marker should be a minimum of six sentences.

A large, empty rectangular box with a thick black border, intended for the student to write their historical marker text. Below the box is a decorative, shaded base that resembles the bottom of a historical marker.



Name _____

Date _____

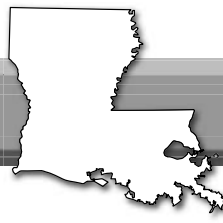
Section 4

Immigrants to the Louisiana Colony

Directions: Complete the chart at the bottom by reviewing Section 4 of this chapter. Next, use the abbreviation for each immigrant group and write it on the map in those areas in Louisiana where that group settled in great numbers.



	Where From	Date(s) Settled	Area(s) of Louisiana Settled	Reasons for Immigrating
Acadians (AI)				
Isleños (IS)				
Malaguenos (MA)				
Anglos (AN)		<i>1780s and 1790s</i>	<i>Northern Louisiana and New Orleans</i>	



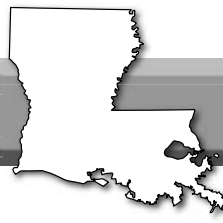
Name _____ Date _____

Chapter 7

Chapter Review

Directions: Review Chapter 7, and then answer the questions below.

1. _____ In the Treaty of Fontainebleau, France secretly transferred Canada or Louisiana to Spain before negotiating with the British?
2. _____ Which treaty formally ended the French and Indian War between France and Great Britain?
3. _____ When Governor Ulloa proclaimed new trade regulations for Louisiana, the members of the French Superior Council encouraged the colonists to accept their new Spanish rulers or march on New Orleans in revolt?
4. _____ After taking control of New Orleans in 1769, what nickname was given to Alejandro O'Reilly?
5. _____ O'Reilly reorganized Louisiana's government by replacing the French Superior Council with the Spanish Congress or Cabildo?
6. _____ Governor Unzaga encouraged many of his military officers to marry local women or start local businesses?
7. _____ Which term means "noninterference by the government in economic matters"?
8. _____ The American colonies formed their first government under the Articles of Confederation or Constitution?
9. _____ During the American Revolution, Governor Gálvez conquered British outposts in Texas or West Florida?
10. _____ Under Governor Miró, Louisiana's slave laws became more harsh or more liberal?
11. _____ After the revolt of the French colony of Martinique or Saint-Domingue, many refugees came to Louisiana?
12. _____ In 1795, a slave revolt in Baton Rouge or Pointe Coupee was broken up and twenty-three conspirators were sentenced to hang?
13. _____ The Acadians or Creoles were a group of French immigrants who came to Louisiana after the British banished them from Canada?

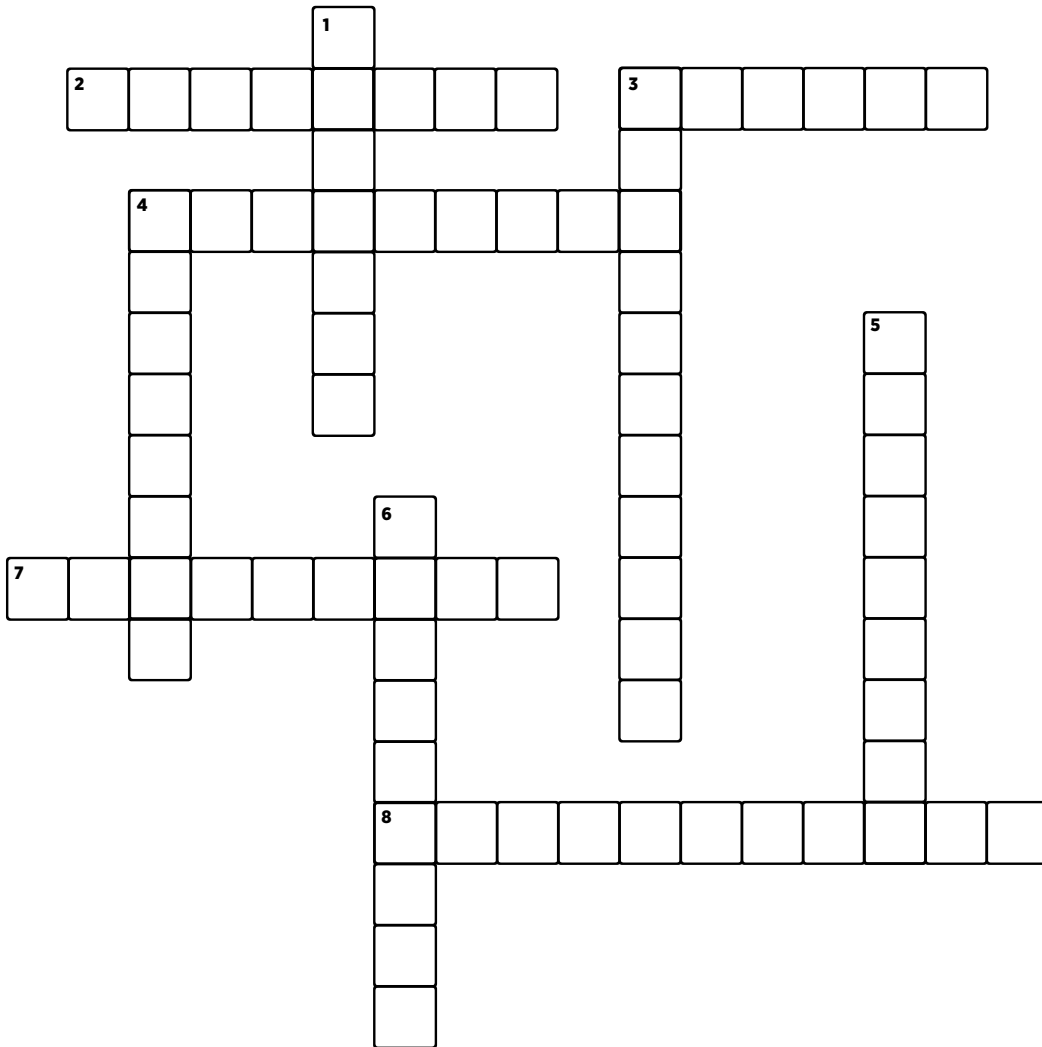


Name _____ Date _____

Chapter 8

Vocabulary Crossword

Directions: Complete the crossword puzzle to test your vocabulary on this chapter.

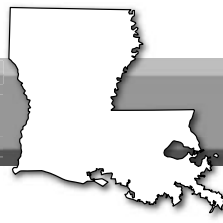


Across

- 2. move
- 3. mixed, different from one another
- 4. the act of officially ending something
- 7. widely known as disreputable
- 8. forcing common sailors to serve in the navy of another country

Down

- 1. a combat between two persons, especially one fought with weapons in front of witnesses
- 3. setting free of slaves by their masters
- 4. boldness, daring
- 5. payback
- 6. plotted, schemed



Name _____ Date _____

Section 1

Historical Headlines

Directions: The *Louisiana Gazette* was a French-English newspaper published in New Orleans during the early 1800s. Select and review two of these historical events (Pinckney's Treaty, the Treaty of San Ildefonso, and the Louisiana Purchase) from Section 1. Then note the year of the event, create an attention-getting headline about the event, and write a sentence that serves as the lead line (the first line or sentence of a newspaper story, which includes the main facts and is intended to lead the reader to read the whole story—sometimes called the lede) for this news story.

EXTRA! EXTRA! READ ALL ABOUT IT!*LOUISIANA GAZETTE*

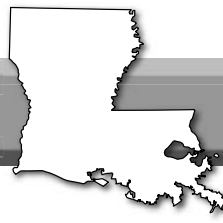
YEAR: _____

HEADLINE:

EXTRA! EXTRA! READ ALL ABOUT IT!*LOUISIANA GAZETTE*

YEAR: _____

HEADLINE:



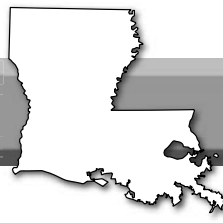
Name _____ Date _____

Section 1**Louisiana Purchase Map**

Directions: Identify the fifteen states (or parts of states) that were carved out of the Louisiana Purchase.

Arkansas	Minnesota	North Dakota
Colorado	Missouri	Oklahoma
Iowa	Montana	South Dakota
Kansas	Nebraska	Texas
Louisiana	New Mexico	Wyoming





Name _____ Date _____

Section 2**Black Code of 1806**

Directions: Read excerpts from the Black Code of 1806, which regulated, in part, the behavior of enslaved people and placed duties upon the owners. Then, answer the questions that follow.

Section 1: Slaves shall have free enjoyment of Sundays....

Section 2: Every owner shall give to each of his slaves one barrel of . . . corn, or its equivalent, in rice, beans, or other grain, and one pint of salt, in kind, every month, a penalty of a fine of ten dollars for every offence against this provision.

Section 9: Every person is expressly prohibited from selling separately from their mothers children slaves under ten years of age.

Section 10: Slaves shall be considered as real estate, and shall be subject to mortgage, seizure, and sale, as real estate.

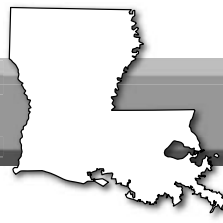
Section 15: As the person of a slave belongs to his master, no slave can possess anything in his own right, or dispose in any way of the produce of his industry, without the consent of his master.

1. According to the code, on what day were slaves allowed to rest? _____

2. What provisions (food) were owners to provide their slaves? What was the fine for not doing so?

3. At what age could an enslaved child be sold and separated from his/her mother?

4. According to Sections 10 and 15, what was the legal standing of an enslaved person under this code?



Name _____ Date _____

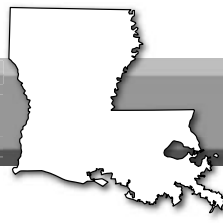
Sections 2 and 3

Timeline of Key Events: Territory to Statehood

Directions: Identify the year (*and month) when each of the events below took place. Then use this list to complete the timeline below.

- _____ *U.S. troops, led by Andrew Jackson, decisively defeated the British in the Battle of New Orleans.
- _____ West Florida declared its independence from Spain.
- _____ *Louisiana became the eighteenth state.
- _____ *Charles led his fellow slaves to take control of the plantation of Miguel Andry.
- _____ The United States banned the further importation of slaves.
- _____ *The Treaty of Ghent ended the War of 1812.
- _____ *The British captured Washington, DC, and burned several government buildings including the White House.
- _____ *William C. C. Claiborne issued a proclamation to the people of the city of New Orleans.
- _____ Louisiana became a U.S. territory.
- _____ Under Governor Claiborne’s guidance, the Louisiana Territory adopted a new slave code.
- _____ A wave of Saint-Domingue refugees arrived in New Orleans.

1803	1805	1807	1809	1811	1803	1815
-------------	-------------	-------------	-------------	-------------	-------------	-------------



Name _____ Date _____

Section 3

Analyzing Primary Sources: Eyewitness Accounts of the Battle of New Orleans

Directions: Read the two primary sources (eyewitness accounts) of the Battle of New Orleans. Then compare and contrast the two accounts of this battle by answering the questions below.

DOCUMENT 1

During the action, a number of the Tennessee men got mixed with ours. One of them was killed about five or six yards from where I stood. I did not know his name. A ball passed through his head and he fell.... This was the only man killed near my station.

It was near the close of the firing ... there was a white flag raised on the opposite side of the breastwork [temporary wall made of earth] and the firing ceased ... It was a white handkerchief, or something of the kind, on a sword or stick. It was waved several times, and as soon as it was perceived, we ceased firing.

When the smoke had cleared away and we could obtain a fair view of the field, it looked, at the first glance, like a sea of blood. It was not blood itself, which gave it this appearance but the red coats in which the British soldiers were dressed ... the field was entirely covered with prostrate bodies. In some places they were laying in piles of several, one on the top of the other.

DOCUMENT 2

Hastening forward, our troops soon reached the ditch; but to scale the parapet [wall] without ladders was impossible. Some few indeed, by mounting upon each others' shoulders, succeeded in entering the works; but these were, most of them, instantly killed or captured. As many as stood without were exposed to a sweeping fire, which cut them down by whole companies. It was in vain that the most obstinate courage was displayed. They fell by the hands of men they could not see. The Americans, without lifting their faces above the rampart, swung their firelocks over the wall and discharged them directly upon their heads.

On the granting of a two-days' truce for the burial of the dead, prompted by curiosity, I mounted my horse and rode to the front. Of all the sights I ever witnessed, that which met me there was, beyond comparison, the most shocking and the most humiliating. Within the compass of a few hundred yards, were gathered together nearly a thousand bodies, all of them arrayed in British uniforms. Not a single American was among them; all were English.

"The Battle of New Orleans, 1815," **eyewitnesstohistory.com** Captain Robert Gleig, History of British Campaigns

1. Is the eyewitness account in Document 1 writing from an American or British perspective? Document 2?

2. What is the main idea expressed by both documents? _____

3. Why did the Americans have so few casualties? _____

4. List an observation made by both eyewitness accounts. _____

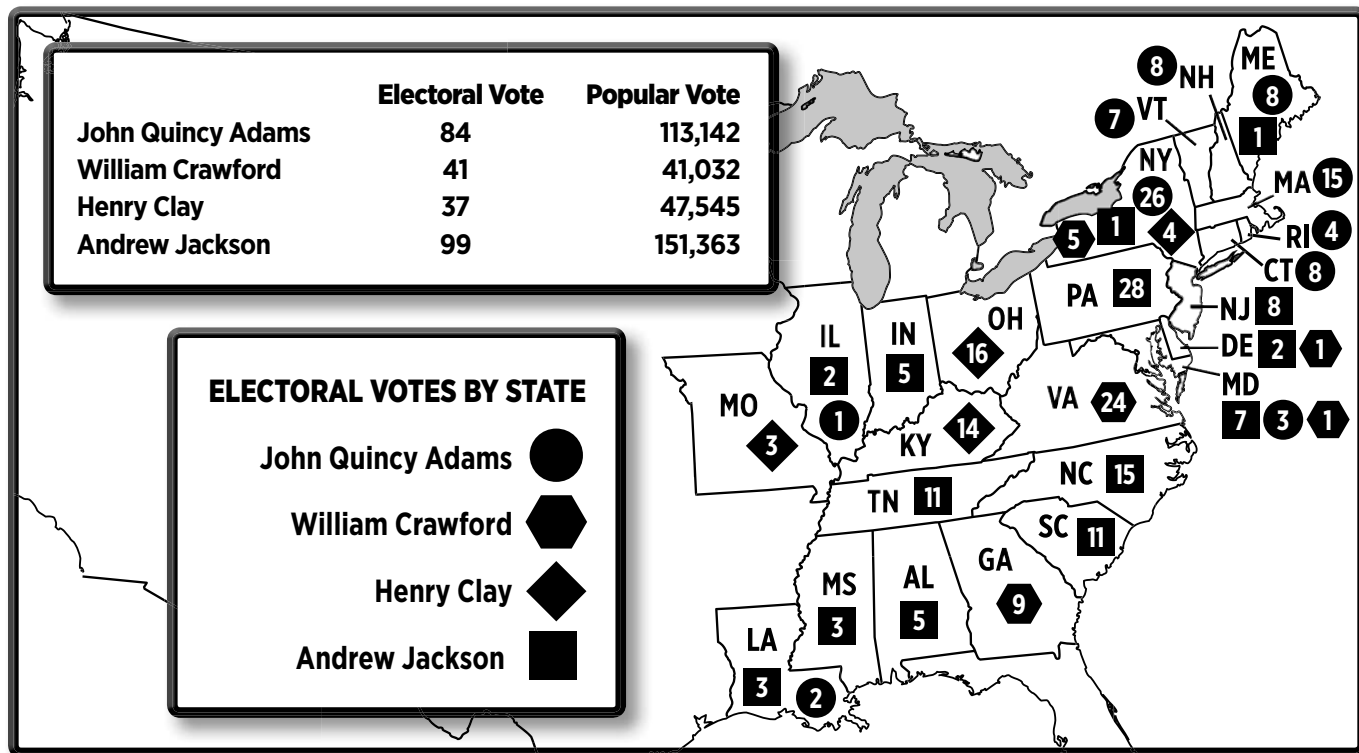


Name _____ Date _____

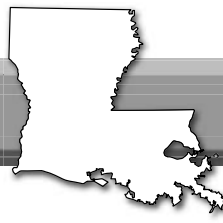
Section 3

The Presidential Election of 1824

Directions: In most presidential elections, the candidate who wins a majority (more than half) of the electoral votes becomes president. However, if no candidate receives a majority of electoral votes, the House of Representatives chooses the president from the top three electoral vote getters. Review the table and map below and read pages 233-234. Then, answer the questions below.



- Who won the most popular votes in the Election of 1824? _____
- In which section of the country did John Quincy Adams receive most of his support? _____
- How many total electoral votes were there in the Election of 1824? _____
- What is the minimum number of electoral votes a candidate needed to win in 1824? Did any candidate win a majority of electoral votes? _____
- Which candidate(s) won Louisiana's electoral votes? _____
- Who were the top three electoral vote getters? _____
- Who did the House of Representatives choose for the presidency? _____
- Based on the information above, why might Andrew Jackson have reason to be disappointed by the outcome of this election? _____



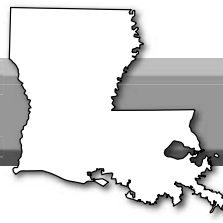
Name _____ Date _____

Chapter 8

Chapter Review

Directions: Review Chapter 8, and then answer the questions below.

1. _____ The Spanish were sometimes uncooperative in allowing U.S. citizens or French citizens to deposit goods in New Orleans?
2. _____ In the Treaty of San Ildefonso, Spain transferred Louisiana to France or the United States?
3. _____ President Thomas Jefferson sent James Monroe to France to negotiate for the port of New Orleans or all of Louisiana?
4. _____ The Louisiana Purchase more than doubled or tripled the size of the United States?
5. _____ William C. C. Claiborne served as Louisiana's territorial governor or military commander?
6. _____ Which term refers to a combat between two persons, especially one fought with weapons in front of witnesses?
7. _____ While vice president of the United States, Aaron Burr killed Alexander Hamilton or Thomas Jefferson in a duel?
8. _____ In 1810, rebels in West Florida revolted against France or Spain?
9. _____ In 1806, a new slave code was adopted for the Orleans Territory, which eliminated manumission or coartación?
10. _____ A large number of refugees from Saint-Domingue or Texas arrived in New Orleans in 1809, nearly doubling the size of the city?
11. _____ In 1812, Louisiana became the 17th or 18th state to join the Union?
12. _____ Which term refers to the practice of forcing common sailors into naval service?
13. _____ The British burned buildings in New Orleans or Washington, DC?
14. _____ General James Wilkinson or Andrew Jackson became a war hero when he successfully defended New Orleans from the British?

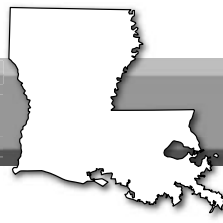


Name _____ Date _____

Chapter 9**Vocabulary Scramble**

Directions: Read the clues and then unscramble the words to reveal key terms from Chapter 9. Write your answers in the blanks provided.

1. _____ EHAIRCSFN — the right to vote
2. _____ EOEEVSRR — a white man who acted as manager of the slaves and farming operations of a plantation
3. _____ MAHS — fake
4. _____ FCFLEO — caravan
5. _____ BTUALNEELM — before the war
6. _____ RANADVE — a long open porch, usually with a roof
7. _____ RSRATFENIURUTC — roads, bridges, canals, etc.
8. _____ LDGNHIO — the number of slaves who lived and worked for a single master
9. _____ TFARCO — a planter's financial representative
10. _____ RDIMAUEYRNT — basic, undeveloped
11. _____ DCOSCAEEL — came together
12. _____ TDIRWERUNE — finance, bank



Name _____ Date _____

Section 1

Interpreting a Primary Source: Governor Roman's Address

Directions: Governor André Bienvenu Roman addressed the Louisiana House of Representatives and Senate on January 9, 1833. In part of his speech, he discussed the *nullification crisis in South Carolina and the concept of *secession. Read this excerpt from his speech and answer the questions that follow.

(*Nullification means to cancel a law or declare it invalid, and secession means to leave or separate from a nation.)

A majority of citizens of South Carolina have declared the tariff laws unconstitutional, and appear determined to separate from the Union unless Congress should consent to repeal the laws, which the representatives of the people of the United States have made, and which that state alone assumes the right to [repeal].

[I]t is impossible to disguise the fact that the principles it [asserts] . . . tend to the total disorganization of public order and to destroy the very foundations of the Union. Such doctrines find no advocates in Louisiana. We cannot be persuaded that under a constitution . . . in which the law of majorities is everywhere recognized, there is any justice in giving to one simple state [i.e., South Carolina] the power of judging and deciding . . . by herself questions which all other states have equally the right to decide.

1. What federal law did South Carolina attempt to nullify or cancel? _____

2. What was South Carolina prepared to do if Congress did not repeal the tariff law? _____

3. According to Governor Roman, what are the effects of nullification? _____

4. Does Governor Roman support or oppose the doctrine of nullification? _____

5. Summarize Governor Roman's argument against nullification based on his "law of majorities." _____



Name _____ Date _____

Section 1

Interpreting a Political Cartoon: The Know-Nothing Party

Directions, Part 1: Read about the American (or Know-Nothing) Party as discussed on page 250. Then, answer the Part 1 questions below.

1. The American Party opposed giving political power to which group of people? _____

2. What did the American Party accuse the Democrats of doing? _____

3. What two groups immigrated to New Orleans in large numbers? _____

4. To which religious faith did most of these immigrants belong? _____

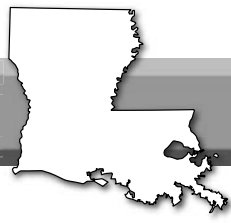
Directions, Part 2: A political cartoon is “a type of drawing used to present opinions, comments, or criticisms of a situation, person(s), or event.” Examine the political cartoon found at www.granger.com/results.asp?image=0006458&screenwidth=1366. Then, answer the Part 2 questions below.

1. A cartoonist will use symbols (using a recognizable item to communicate an idea) to convey a message. What symbols are evident in this cartoon? _____

2. What does each of these symbols communicate? _____

3. What action is taking place in the foreground of the cartoon? What does this symbolize? _____

4. What action is taking place in the background of the cartoon? What message does this symbolize? _____

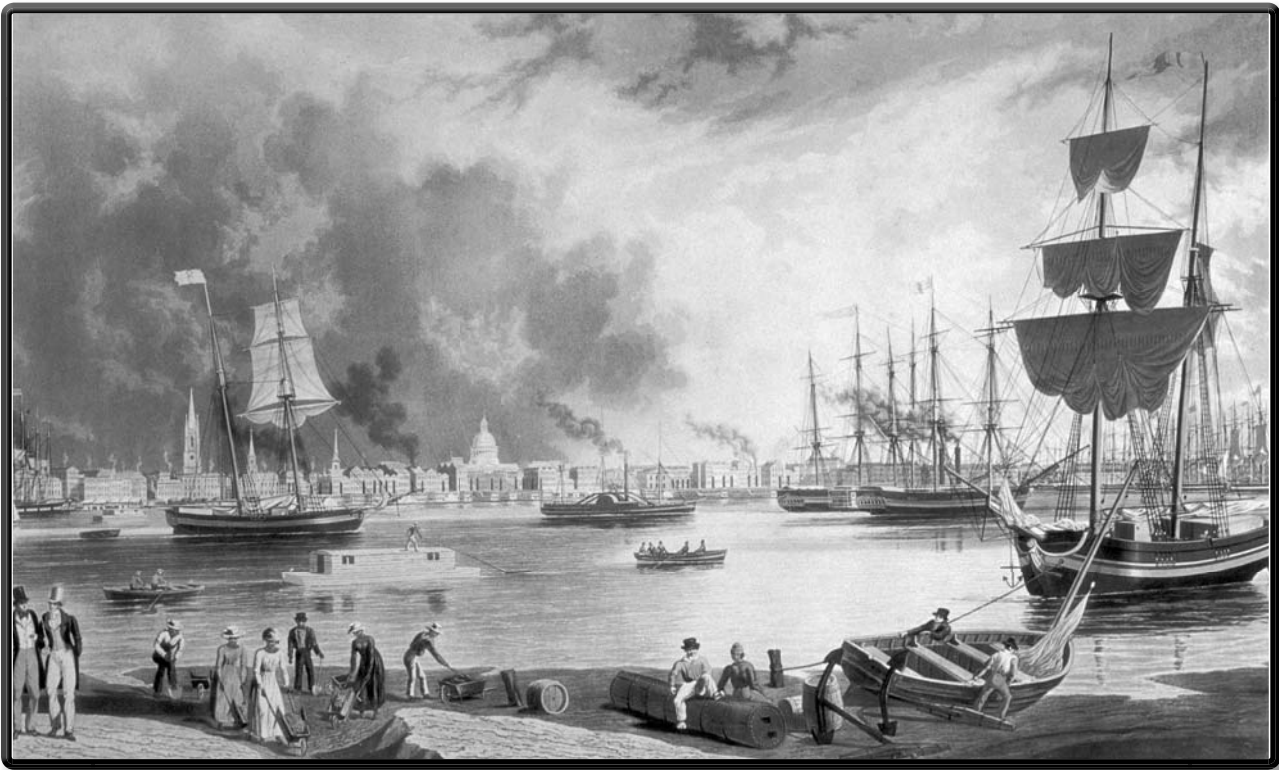


Name _____ Date _____

Section 2

The Port of New Orleans

Directions: This painting of the Port of New Orleans depicts the bustling city in the antebellum era. Study the painting, and then answer the questions below.



1. What types of ships do you see on the Mississippi River? _____

2. How are some women transporting their goods? _____
3. List four different activities taking place in this painting. _____

4. Based upon the evidence in this painting, write a one-sentence description of New Orleans in the antebellum era.



Name _____ Date _____

Section 2

Analyzing a Primary Source: Recollections of New Orleans

Directions: In 1834, Colonel James R. Creecy made these observations about the city of New Orleans. His recollections are recounted in *Scenes in the South and Other Miscellaneous Pieces*. Read the excerpt below and analyze this primary source by answering the questions that follow.

With what astonishment did I for the first time, view the magnificent levee, from one point or horn of the beautiful crescent to the other, covered with active human beings of all nations and colors, and boxes, bales, bags, hogsheads, pipes, barrels, kegs of goods, wares and merchandise from all ends of the earth! Thousands of bales of cotton, tierces of sugar, molasses; quantities of flour, pork, lard, grain and other provisions; leads, furs, &c., from the rich and extensive rivers above; and the wharves lined for miles with ships, steamers, flatboats, arks, &c. four deep! The business appearance of this city is not surpassed by any other in the wide world ... It might be likened to a huge beehive, where no drones could find a resting place. I stepped on shore, and my first exclamation was, "This is the place for a business man!"

- In one word (not found in the passage), describe the author's first impression of seeing New Orleans. _____

- In what ways is the author astonished by what he sees in New Orleans? _____

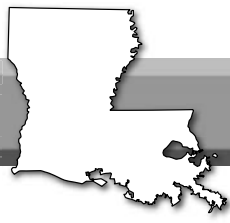
- Based on Creecy's observations, which good appears to be traded most commonly? _____

- What types of transportation does the author observe? _____

- What simile (a literary device for comparing unlike things often using "like" or "as") does the author use? _____

- Based on this passage, is Creecy a resident or a visitor to New Orleans? Support your answer with evidence.

- How might a visitor's observations of New Orleans differ from those of a resident? _____



Name _____ Date _____

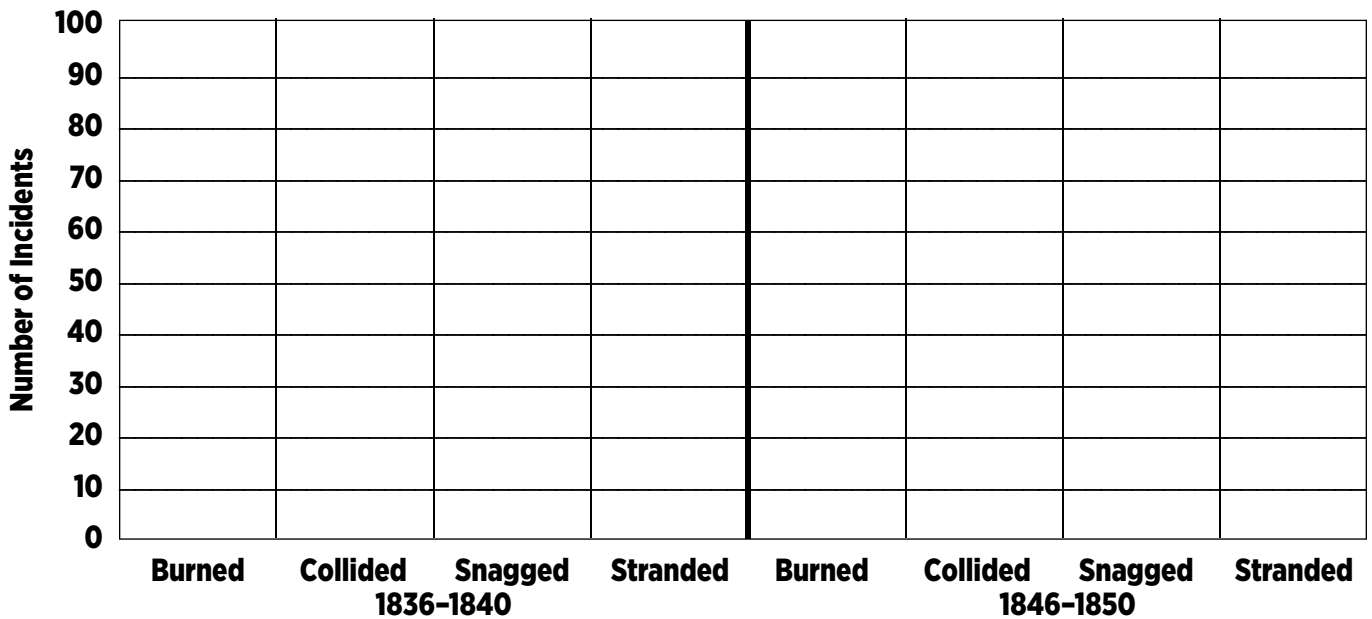
Section 2
The Steamboat

Directions: Use the data in the table to create a bar graph about the hazards of steamboat travel. (See also Chapter 12 “Activities for Learning,” page 349, for instructions on creating a bar graph.) Steamboats provided faster and cheaper transportation of people and goods. In the early days of the steamboat, a journey from New Orleans to Louisville, Kentucky, (approximately 1,350 miles) might require two weeks or more. By the 1850s, this same trip could be completed in six or seven days. However, there were dangers when traveling by steamboat. Review the table to the right and identify the four most common causes of steamboat wrecks during the years 1836 to 1840 and 1846 to 1850. Then, create a bar graph that includes both sets of years. Be sure to create a title for the bar graph.

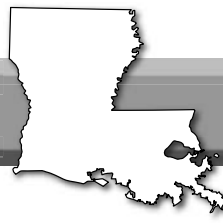
Cause	1836–1840	1846–1850
Burned	20	85
Capsized	0	1
Collided	9	21
Exploded	9	16
Foundered	4	7
Ice	1	4
Snagged	43	79
Stranded	11	24
Unknown	0	2
Total	97	239

Data source: *Troubled Waters* by Paul F. Paskoff, page 214

Title: _____



Based on the information you have presented in your bar graph, write one conclusion you can draw (in a complete sentence) about steamboat wrecks of this period. _____



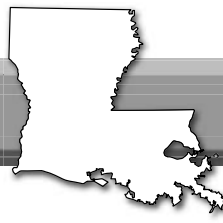
Name _____ Date _____

Section 3

Review: People and Culture in Antebellum Louisiana

Directions: Read and review Section 3 of this chapter, and fill in the missing word(s) in the statements below.

1. The wealth generated by the cultivation of _____ and _____ allowed many plantation owners to build large homes.
2. The master's home was sometimes called the _____.
3. The women of a plantation family were expected to raise _____ and oversee domestic activities.
4. Planters sometime hired _____ to manage slaves and the farming operation.
5. Only _____ slaves lived with the master's family in the main house while most slaves lived in _____ nearby.
6. Teaching slaves to read was _____.
7. The population of free _____ in Louisiana reached 25,000 in 1840.
8. The _____ and the _____ immigrated to Louisiana in large numbers.
9. Most Irish immigrants were fleeing the _____.
10. _____ outbreaks in New Orleans, often causing many deaths, were common during the summer months.



Name _____ Date _____

Chapter 9

Chapter Review

Directions: Review Chapter 9, and then answer the questions below.

1. _____ Which term refers to the years before the American Civil War?
2. _____ Thomas Robertson or André Bienvenu Roman is credited as being one of the state's most effective antebellum governors?
3. _____ English-speaking legislators tried to move Louisiana's capital from Baton Rouge or New Orleans in hopes of reducing the city's power?
4. _____ The French Quarter became the first district or second district of New Orleans?
5. _____ Which political party opposed immigration and was also anti-Catholic?
6. _____ New Orleans was known as the King City or Queen City of the South?
7. _____ The most important transportation improvement of the antebellum period was the railroad or the steamboat?
8. _____ In Louisiana, cotton or sugar was mainly grown south of Alexandria?
9. _____ Slaves were legally classified as persons or property?
10. _____ What percentage of southern families owned slaves?
11. _____ Typically, the slave markets of New Orleans were busiest during the cooler or hotter months of the year?
12. _____ Which term refers to men who acted as managers of the slaves and farming operations of the plantations?
13. _____ With plantation or urban slavery, slaves might work on the waterfront, run a business, or be rented out for day labor tasks?
14. _____ Large numbers of Germans and Irish or Italians immigrated to Louisiana during the antebellum period?



Name _____ Date _____

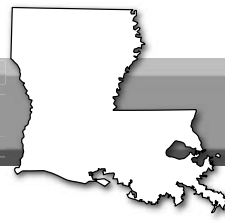
Chapter 10

Vocabulary Word Search

Directions: Fill in the term that goes with each of the definitions listed below. Then, find each term in the word search.

1. _____ Take possession of
2. _____ The murder of a prominent person, often for political reasons
3. _____ The withdrawal of a state from the Union
4. _____ The freeing of slaves
5. _____ Compulsory enlistment for military service; the draft
6. _____ The use of naval forces to isolate a seaport and prevent ships from entering or leaving it
7. _____ A tactic where an army tries to capture a fort or town by surrounding it and preventing supplies from reaching it
8. _____ The ability of the people of an area to decide an issue (*two separate words in puzzle*)
9. _____ Making an unfair profit on essential goods during emergencies
10. _____ Runaway

C	C	S	Q	U	E	I	R	W	I	A	N	E	E	Y
V	O	K	R	Z	D	T	F	A	C	S	E	L	M	T
G	O	N	Q	Y	H	I	C	L	L	T	A	M	A	N
Y	M	R	S	P	J	C	M	M	A	U	C	X	N	G
G	Y	T	Y	C	J	B	I	C	Z	D	P	I	C	I
C	B	Z	Q	Q	R	F	S	L	X	F	M	O	I	E
A	S	S	A	S	S	I	N	A	T	I	O	N	P	R
V	E	J	I	G	F	R	P	U	M	Q	A	B	A	E
I	G	K	L	N	E	H	G	T	Z	T	H	L	T	V
F	E	K	O	T	R	J	I	A	I	C	T	O	I	O
L	I	C	S	E	C	E	S	S	I	O	N	C	O	S
A	S	E	V	I	T	I	G	U	F	L	N	K	N	T
G	N	I	R	E	E	T	I	F	O	R	P	A	O	U
B	M	Z	B	Z	U	W	T	S	K	F	T	D	Z	Y
O	T	A	X	O	M	Y	D	H	F	F	D	E	D	L

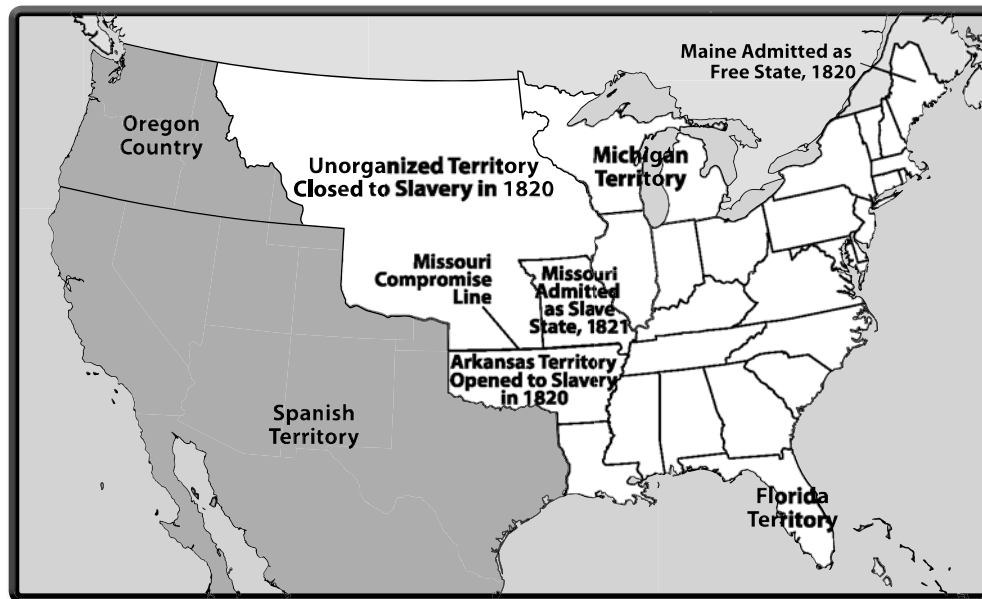


Name _____ Date _____

Section 1

The Missouri Compromise

Directions: The Missouri Compromise was intended to maintain an even number of U.S. senators from free states and slave states. This is called *sectional balance*. Follow the instructions below for completing the map. Then, answer the questions that follow.



Completing the map:

1. Identify the states in the northern section of the country and color them all blue.
2. Identify the states in the southern section of the country and color them all gray.
3. You may want to refer to the United States map in the Atlas (pages 442-443).

Questions:

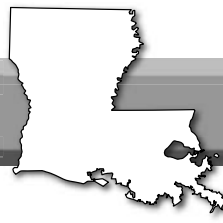
1. Prior to Maine's admission to the Union as a free state, how many states were in the northern section of the country?

2. Prior to Missouri's admission to the Union as a slave state, how many states were in the southern section of the country?

3. Each state is represented by two U.S. senators. With the admission of Maine, how many northern (free) state U.S. senators were there?

4. With the admission of Missouri, how many southern (slave) state U.S. senators were there?

5. Which term refers to an equal number of northern (free) state and southern (slave) state U.S. senators?



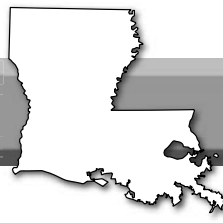
Name _____ Date _____

Section 1

Economy of North and South

Directions: As the Civil War approached, the resources of the North far outweighed those of the South. Look at the chart that follows and rank the importance of each resource from 1 to 10, with 1 being the most important. Give a reason for your ranking.

Resource	North	South	Ranking	Reason for Ranking
Overall population	22,000,000 people	9,000,000 people (3.5 to 4 million slaves)		
Men of combat	4,000,000	800,000		
Military forces	Trained army and navy	None		
Factories	100,000 with 1,100,000 workers	20,000 with 100,000 workers		
Banks/Funds	81 percent of nation's deposits	19 percent of nation's deposits		
Gold	\$56 million	None		
Farms	67 percent of nation's total	33 percent of nation's total		
Agriculture/Grain	64 percent of nation's total	36 percent of nation's total		
Draft animals (horses, mules, oxen)	4,600,000	2,600,000		



Name _____ Date _____

Section 1

Confederate, Union, and Border States

Directions: Follow the instructions below for completing the map. Then, answer the questions that follow.



Completing the map:

1. Refer to Map 10.3 on page 278 of your textbook.
2. Identify the Union states and color them all blue.
3. Identify the Confederate states and color them all red.
4. Identify the border states.
5. You may want to refer to the United States map in the Atlas (pages 442-443).

Questions:

1. What was the total number of Confederate states? _____
2. Which of the Confederate states were west of the Mississippi River? _____

3. List the names of the four border states that remained in the Union. _____



Name _____

Date _____

Section 2**An Excerpt from Sarah Moran Dawson's Diary**

Directions: Sarah Moran Dawson kept a detailed diary of her experiences as a civilian in Louisiana during the Civil War, which were later published as *A Confederate Girl's Diary*. Read this excerpt from Dawson's diary and answer the questions that follow.

May 28, 1862

It was a heart-rending scene. Women searching for their babies along the road, where they had been lost; others sitting in the dust crying and wringing their hands; for by this time we had not an idea but what Baton Rouge was either in ashes, or being plundered, and we had saved nothing. I had one dress, Miriam two, but Tiche had them, and we had lost her before we left home.

Presently we came on a guerrilla [small independent group of fighters] camp. Men and horses were resting on each side of the road, some sick, some moving about carrying water to the women and children . . . as far as the eye could see through the woods, was the same repetition of men and horses. They would ask for the news, and one, drunk with excitement or whiskey, informed us that it was our own fault if we had saved nothing, the people must have been ____ fools not to have known trouble would come before long, and that it was the fault of the men, who were aware of it, that the women were thus forced to fly . . . [H]e cried, "You are ruined; so am I; and my brothers, too! And by ____ there is nothing left but to die now, and I'll die!" "Good!" I said. "But die fighting for us!" He waved his hand, black with powder, and shouted, "That I will!" after us. That was the only swearing guerrilla we met; the others seemed to have too much respect for us to talk loud.

1. What word would you use to describe the situation in Baton Rouge as recounted in the excerpt's first paragraph?

2. In one sentence, describe the condition of the women who were fleeing Baton Rouge.

3. How would you characterize the morale of the guerrilla fighter who speaks to Sarah Moran Dawson?

4. List one social rule of conduct that can be derived from this document.



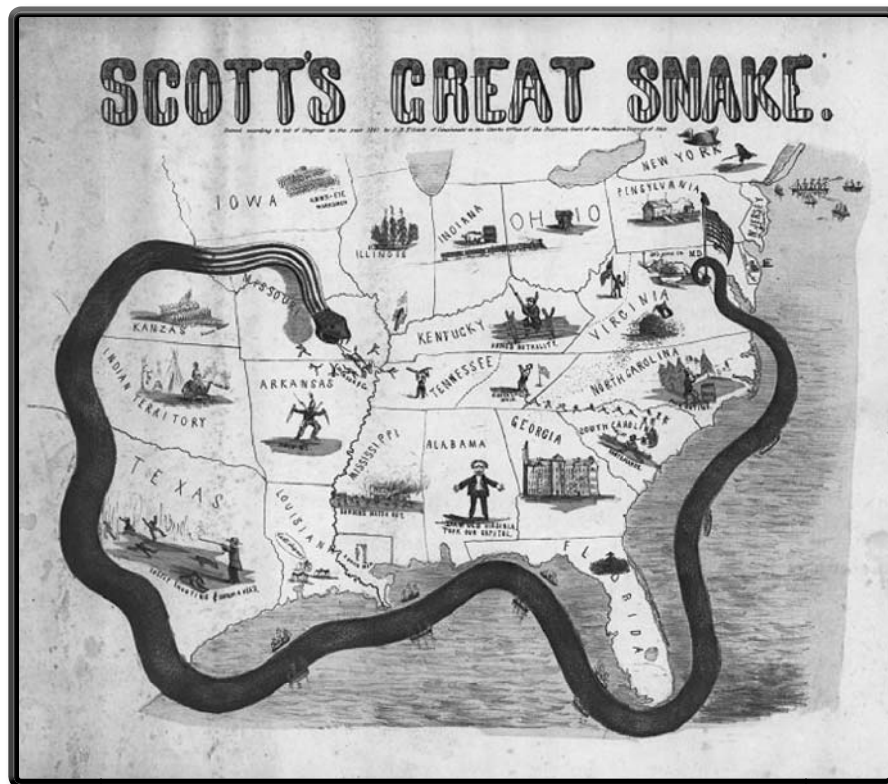
Name _____

Date _____

Section 2

The Anaconda Plan

Directions: Review the Union blockade and the Anaconda Plan as described on pages 282 and 285 of your textbook. Then, examine the cartoon carefully and answer the questions that follow. Note: Winfield Scott, the Union commanding general at the outset of the war, proposed this plan.



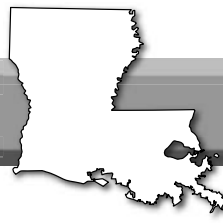
1. In one complete sentence, describe the Union strategy for winning the war. _____

2. What is the most prominent figure in this cartoon? _____

3. This snake is coiled around which states? _____

4. To what physical geography feature of the map is the snake's head and fangs pointed? _____

5. What is the tail of the snake wrapped around? What does this symbolize? _____



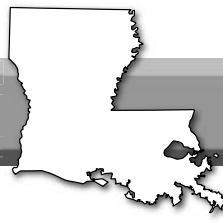
Name _____ Date _____

Sections 2 and 3

Compare Civil War Battles

Directions: Go to www.civilwar.org/battlefields/ and click on "Select a Battle." Complete the chart below.

	Shiloh	Port Hudson	Vicksburg	Mansfield
When?	April 6-7, 1862			
What State?		Louisiana		
Union and Confederate Commanders	Ulysses S. Grant and Albert Sidney Johnston			
Total Casualties			37,402	
Results (one sentence)				The Confederates won a strategic victory inflicting more casualties and capturing more supplies.



Name _____

Date _____

Section 3**The Emancipation Proclamation**

President Abraham Lincoln issued the preliminary Emancipation Proclamation on September 22, 1862, following the Union victory at Antietam in Maryland. The provisions of the proclamation were to go into effect on January 1, 1863. This particular part of the document lists the geographic regions where slavery was abolished.

Directions: After reading the excerpts from the Emancipation Proclamation, use the information to answer (on another sheet of paper) the questions that follow.

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

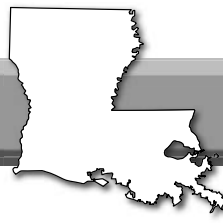
Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth)], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

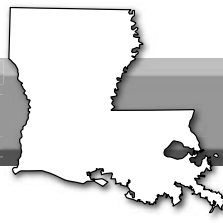
1. How did Abraham Lincoln justify freeing the slaves?
2. How much time was there between the time the preliminary Proclamation was issued and the time it was implemented?
3. Why were certain parts of states listed as exceptions to the terms of the Proclamation?
4. How many states were affected by this part of the Proclamation? Name them.
5. Why did Lincoln “order and declare” that the executive, military, and naval authorities will recognize and maintain the freedom of the slaves?
6. What did Lincoln ask the newly freed slaves to do?



Name _____ Date _____

Chapter 10**Chapter Review****Directions:** Review Chapter 10, and then answer the questions below.

1. _____ According to states' rights, the state or federal government should be more powerful?
2. _____ Under the Missouri Compromise, Maine entered the Union as a free or slave state?
3. _____ Under the Compromise of 1850, slavery or the slave trade was abolished in Washington, DC?
4. _____ According to the Fugitive Slave Act, a commissioner received less or more money when he returned a slave to his/her master?
5. _____ Much of Uncle Tom's Cabin is set in Louisiana or Mississippi?
6. _____ The motto of the newly founded Republican Party was "Free soil, free labor, free land or free men"?
7. _____ On January 26, 1861, Louisiana became the 6th or 7th state to join the Confederate States of America?
8. _____ Major Chatham Roberdeau Wheat's unit was known as the Fighting Gators or the Fighting Tigers?
9. _____ When New Orleans was occupied by federal forces, what nickname did the city's residents give to General Benjamin Butler?
10. _____ Union forces used a frontal assault or siege to capture Port Hudson?
11. _____ The Louisiana state government was forced to relocate from Baton Rouge to Opelousas and then to Alexandria or Shreveport?
12. _____ Which document freed the slaves in Confederate-occupied areas?
13. _____ Which term refers to looting of food, animals, and other valuable items?
14. _____ How many days after the Confederate surrender at Appomattox Court House was President Lincoln assassinated?



Name _____ Date _____

Chapter 11

Vocabulary Matching

Directions: Match the definition in Column A with the correct term listed in Column B.

Column A

- _____ 1. Take away the vote from
- _____ 2. The name given to southern whites who cooperated with blacks and Republicans
- _____ 3. Saving
- _____ 4. The name given to freed slaves
- _____ 5. Unable to read
- _____ 6. Peace-making
- _____ 7. Organized and operating like an army
- _____ 8. The process of bringing charges of wrongdoing against a public official while that official is still in office
- _____ 9. Ordered, commanded
- _____ 10. A term of insult applied to northerners who arrived in the state with only a small suitcase in hand, and who were intent on gaining political power and enriching themselves
- _____ 11. Having no steady job or residence
- _____ 12. The attempts to put the nation back together after secession and civil war

Column B

- A. Carpetbaggers
- B. Conciliatory
- C. Disfranchise
- D. Freedmen
- E. Illiterate
- F. Impeachment
- G. Mandated
- H. Paramilitary
- I. Reconstruction
- J. Redeeming
- K. Scalawags
- L. Vagrancy



Name _____ Date _____

Section 1

Letter to Governor Michael Hahn

Directions: Review page 302 of the textbook. Then, read the letter written by President Abraham Lincoln to the newly elected Governor Michael Hahn and answer the questions that follow.

Washington, March 13, 1864.

Private

Hon. Michael Hahn

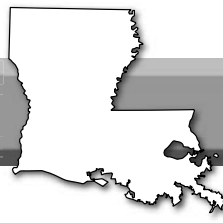
My Dear Sir:

I congratulate you on having fixed your name in history as the first free-state Governor of Louisiana. Now you are about to have a convention which, among other things, will probably define the elective franchise. I barely suggest for your private consideration, whether some of the [freedmen] . . . may not be let in—as, for instance, the very intelligent, and especially those who have fought gallantly in our ranks. They would probably help, in some trying time to come, to keep the jewel of liberty within the family of freedom. But this is only a suggestion, not to the public, but to you alone.

Yours truly

A. LINCOLN.

- 1. In a complete sentence, describe Governor Michael Hahn.
2. What is President Lincoln's main purpose in writing this letter?
3. Among the freedmen, who does President Lincoln suggest might be given the franchise (the right to vote)?
4. Why do you think President Lincoln was concerned about keeping this letter to Governor Hahn "private"?
5. Does Governor Hahn follow Lincoln's advice? How did the free people of color respond?



Name _____ Date _____

Section 1

Black Codes

Directions: Read the excerpts from Black Code ordinances established in Opelousas in July of 1865. Then, answer the questions that follow.

SECTION 2. Every Negro or freedman who shall be found on the streets of Opelousas after 10 o'clock at night without a written pass or permit from his employer shall be imprisoned and compelled to work five days on the public streets, or pay a fine of five dollars.

SECTION 6. No Negro or freedman shall be permitted to preach, exhort, or otherwise declaim to congregations of colored people without a special permission from the mayor or president of the board of police under the penalty of a fine of ten dollars or twenty days' work on the public streets.

SECTION 7. No freedman who is not in the military service shall be allowed to carry firearms, or any kind of weapons, within the limits of the town of Opelousas without the special permission of his employer, in writing, and approved by the mayor or president of the board of police. Any one thus offending shall forfeit his weapons and shall be imprisoned and made to work for five days on the public streets or pay a fine of five dollars in lieu of said work.

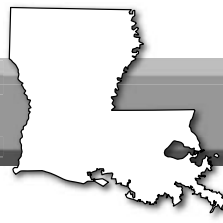
1. If a freedman was in Opelousas after 10 p.m., what did he have to carry? Who must issue this document? _____

2. What freedoms were limited or restricted by these ordinances? _____

3. How were freedmen punished for violating these ordinances? _____

4. Which Reconstruction amendment was violated by these ordinances? (Hint: Review Figure 11.1 on page 301.) _____

5. In your opinion, what was the purpose of these ordinances? _____

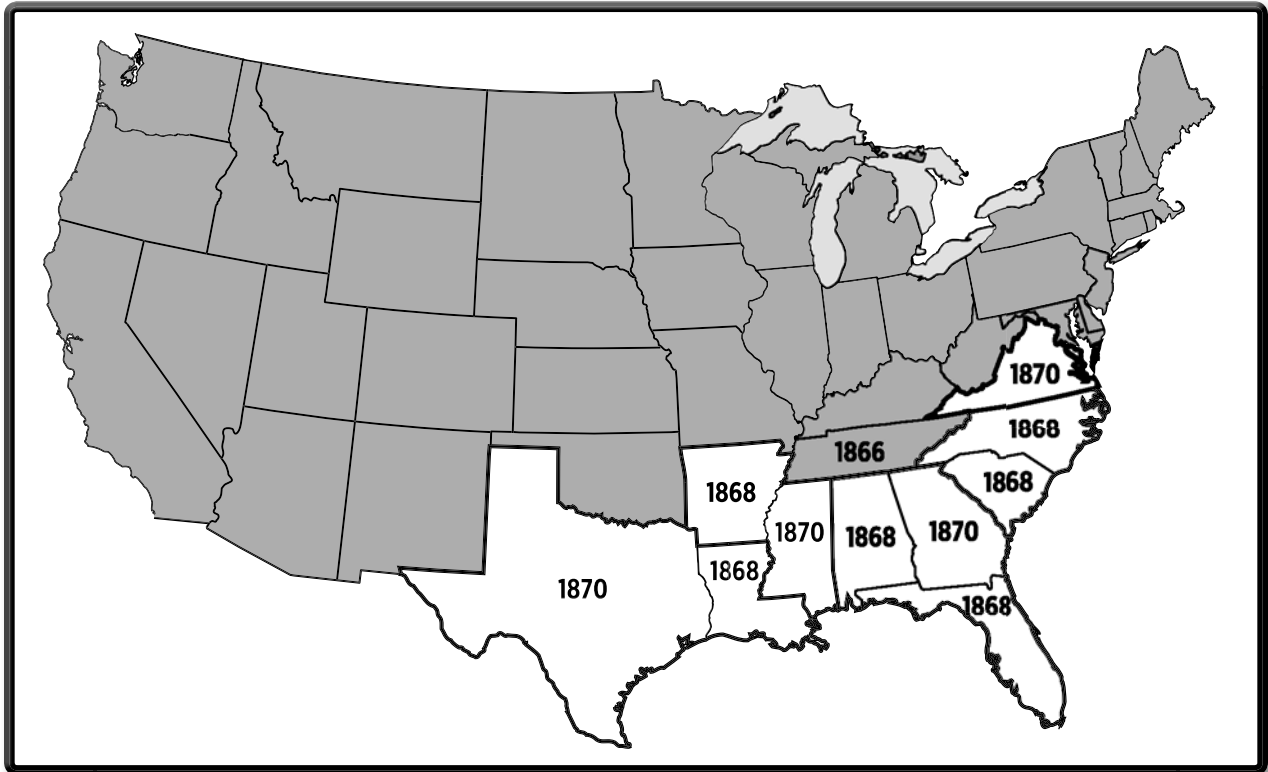


Name _____ Date _____

Section 2

Map of Reconstruction

Directions: Follow the instructions below for completing the map. Then, answer the questions that follow.

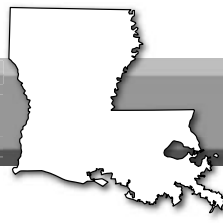


Completing the map:

1. Refer to Map 11.1 on page 307 of your textbook.
2. Identify the eleven former Confederate states.
3. Number each of the five military districts.
4. Color each of the five military districts a different color.

Questions:

1. In which military district is Louisiana located? _____
2. Which two states make up the fifth military district? _____
3. What is the range of years that these states were readmitted to the Union? _____
4. When was Louisiana readmitted to the Union? _____



Name _____ Date _____

Section 2

Scalawags

Directions: A scalawag was an insulting name given to white southerners who cooperated with blacks and Republicans. Read the quotation about scalawags and answer the questions that follow. Then, complete the writing assignments below.

Our scalawag is the local leper of the community. Unlike the carpetbagger, he is native, which is so much worse. Once he was respected in his circle ... and he could look his neighbor in the face. Now, possessed of the itch of office ... he is a mangy dog, slinking through the alleys, haunting the Governor's office, defiling with tobacco juice the steps of the Capitol, stretching his lazy carcass in the sun on the Square, or the benches of the Mayor's court.

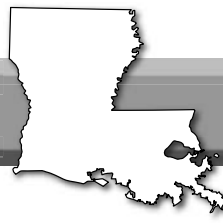
1. From the speaker's perspective, why is it worse that the scalawag is a "native"? _____

2. According to this quotation, what motivates the scalawag? _____

3. According to this quotation, what negative qualities does a scalawag possess? _____

Writing Assignment 1: Imagine you are a former Louisiana plantation owner who lost everything in the Civil War. You are upset with a scalawag because he is cooperating with the enemy who brought destruction to you and the state. Write a brief personal note expressing your displeasure with his behavior.

Writing Assignment 2: Imagine you are a freedwomen, a former house servant. You are now employed by a local government official, who is frequently called a "scalawag" by his neighbors. In spite of this, he has treated you respectfully and fairly. As a result of his encouragement, you have attended a school sponsored by the Freedmen's Bureau. Write a brief personal note expressing your appreciation.



Name _____ Date _____

Sections 2 and 3

Voices of Reconstruction

Directions: Select the person from the name bank who is being described by each of the statements below, and place his name next to the correct description.

Name Bank

Oscar J. Dunn

Ulysses S. Grant

Rutherford B. Hayes

William Pitt Kellogg

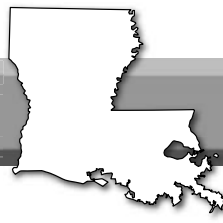
Francis T. Nicholls

Stephen Packard

P. B. S. Pinchback

Henry Clay Warmoth

- _____ 1. He served as lieutenant governor, and he was the first African American elected to statewide office in Louisiana.
- _____ 2. He was a Republican and Civil War hero, who was first elected to the presidency in 1868.
- _____ 3. He was a native of Illinois and was elected governor of Louisiana in 1868. Many considered him a carpetbagger, and he was impeached in 1872.
- _____ 4. He was the first African American governor of any state, serving out the remainder of Governor Warmoth's term.
- _____ 5. In the disputed election of 1872 eventually settled by the federal government, he was elected governor of Louisiana. White Leaguers failed in their attempt to remove him in the Battle of Liberty Place.
- _____ 6. In order to assure his victory, this U.S. president agreed to remove federal troops from the South, thus ending Reconstruction.
- _____ 7. In 1876, this Confederate war hero became the first Democratic candidate to win the Louisiana governor's race since the end of the Civil War.
- _____ 8. This Republican candidate eventually lost the disputed Louisiana governor's race when federal troops were removed from the state.



Name _____ Date _____

Section 3

The Economy during Reconstruction

Directions: The table shows the prices of a number of food items and cotton over a period of twenty years. Use this information to answer the questions that follow.

Items	Unit	1860	1866	1870	1874	1880
Apples	bushel	\$ 5.00	\$ 5.90	\$ 3.90	\$ 3.00	\$ 1.50
Beans	bushel	4.50	6.75	8.00	8.50	7.00
Butter	keg	10.00	30.85	20.50	12.50	10.50
Beef	bushel	12.00	18.25	12.00	14.00	11.00
Cotton	bale	48.50	178.20	99.50	69.58	55.35
Corn	sack	1.75	2.47	2.35	1.50	1.42
Eggs	bushel	19.00	27.25	30.00	15.00	15.00
Flour	bushel	6.25	10.25	6.00	7.25	5.75
Sugar	hogshead	82.00	157.50	120.00	95.59	89.00

- Which item had the greatest increase in price from 1860 to 1880? Which had the greatest decrease? _____

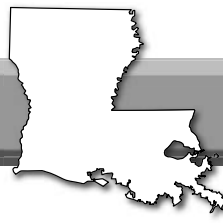
- Which year had the greatest price increase? How did the Civil War help cause this price increase?

- Supply refers to the quantity of goods available for sale. Demand refers to the amount of goods consumers actually purchase. In an economic market system, supply and demand cause prices to change. Why would a shortage of goods make prices higher? _____

- Inflation is a long-term increase in the average price level of the entire economy. As the price levels rise, a dollar buys fewer goods and services than before. What does this chart say about inflation during this time? Why do you think this inflation occurred? _____

- Do you think any policies established by the government could have stopped this inflation? Why or why not?

Extend Your Learning: Choose three items from the list. Develop a graph to demonstrate the change in prices of these items.



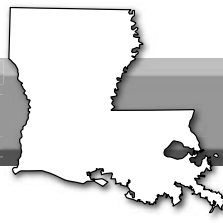
Name _____ Date _____

Chapter 11

Chapter Review

Directions: Review Chapter 11, and then answer the questions below.

1. _____ Reconstruction or Reconciliation is the name given to the period after the Civil War when the federal government attempted to put the nation back together?
2. _____ The 13th, 14th, or 15th Amendment guaranteed all citizens the right to vote regardless of race, color, or previous condition of servitude?
3. _____ President Lincoln or Johnson introduced the ten percent plan that would allow states to rejoin the Union after ten percent of the men who voted in 1860 swore a loyalty oath to the Union?
4. _____ What was the nickname for the political faction who felt the people of the South should be punished harshly for seceding?
5. _____ The Black Codes or Freedmen's Bureau provided emergency relief for poor southerners and established schools for former slaves?
6. _____ The Reconstruction Acts of 1867 and 1868 divided the former Confederacy into five districts under local or military control?
7. _____ The Louisiana Constitution of 1868 disfranchised or imprisoned former Confederates?
8. _____ Northerners who migrated to Louisiana after the Civil War in search of opportunity were nicknamed carpetbaggers or scalawags?
9. _____ The Knights of the White Camellia were a paramilitary group formed in St. Mary Parish who used violence to prevent African Americans from finding work or voting?
10. _____ On April 13, 1873, the Colfax or Coushatta Massacre took place, becoming the deadliest single instance of politically motivated violence in the United States during Reconstruction?
11. _____ Whose election to the presidency led to an end to Reconstruction?
12. _____ The disputed 1876 presidential election results involved electoral votes in three states—Florida, South Carolina, and Georgia or Louisiana?
13. _____ The Democrats or Republicans called themselves Redeemers because they saw themselves as redeeming (saving) southern honor as they returned whites to political control in the South?



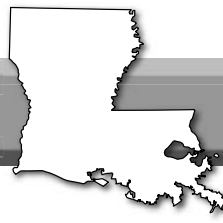
Name _____ Date _____

Chapter 12

Vocabulary Scramble

Directions: Read the clues and then unscramble the words to reveal key terms from Chapter 12. Write your answers in the blanks provided.

1. _____ FGRTEDNAARH LACUSE — 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
2. _____ TONARGEPA — power of public officials to give jobs or provide other help to people as a reward for their support
3. _____ OKYFLWAS — customs
4. _____ ASNLCINEHSS — the tendency to associate only with people like oneself
5. _____ EASEL — to give control of in exchange for money
6. _____ FUASEFGR — the right to vote
7. _____ PXISOETION — a public show or exhibition
8. _____ UPSOPMLI — belief in the rights, wisdom, or virtues of the common people
9. _____ IARACL NGOIAGRETES — separation of groups or people based on race
10. _____ LLPO XTA — a tax that had to be paid before a person could vote
11. _____ CSPRI — a kind of currency that could only be used in stores run by the company that gave them out
12. _____ ATTIGEMI — to lessen or diminish



Name _____ Date _____

Section 1**Convict Lease System**

Directions: Go to www.pbs.org/tpt/slavery-by-another-name/themes/slideshow/ and view the images of the convict lease system. Also, review page 328 in your textbook and read the excerpt below on the convict lease system. Next, assume the role of a prisoner during the time when the convict lease system was in use in Louisiana. Write a letter to the governor explaining the abuses of this system using the evidence found in the images, the textbook, and the excerpt below.

[M]en on the [James Gang] works are brutally treated and everybody knows it. They are worked, mostly in the swamps and plantations, from daylight to dark. Corporal punishment is inflicted on the slightest provocation. Anyone who has traveled along the lines of railroads that run through Louisiana's swamps . . . has seen these poor devils almost to their waists, delving in the black and noxious mud. Theirs is a . . . [dangerous] lot a thousand times more [severe] . . . than the law ever contemplated.

—East Feliciana Patriot-Democrat, 1886

To the Honorable Governor of Louisiana,

Respectfully,



Name _____ Date _____

Section 1
Text Messages from the Cotton Centennial Exposition

Directions: Go to http://neworleanshistorical.org/items/show/196#VEErq_OTFuY and read the article and view the nine photographs from the World's Industrial and Cotton Centennial Exposition of 1884-1885 held in New Orleans. Next, select the four photographs that you find most interesting. Then, assume you are visiting the Exposition and sharing the photographs and your experiences with your friends through text messages. Write an eight-word (or less) caption for each photograph and a fifteen-word (approximately) text message about your experience at the Exposition related to the photograph.

Photograph 1

 Caption: _____

 Text Message: _____

Photograph 2

 Caption: _____

 Text Message: _____

Photograph 3

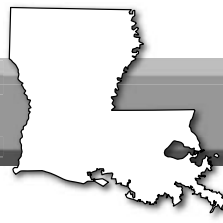
 Caption: _____

 Text Message: _____

Photograph 4

 Caption: _____

 Text Message: _____



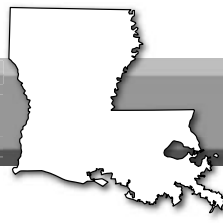
Name _____ Date _____

Section 2

Comparison of Jim Crow Laws

Directions: Go to www.pbs.org/wnet/jimcrow/themap/map.html and use the interactive map to learn about the Jim Crow laws in Louisiana and another southern state of your choice. Fill out the chart below summarizing each category of Jim Crow laws in one sentence.

Jim Crow Laws	Louisiana	(Your selected southern state) _____
Education		
Hospitals and Prisons		
Public Accommodations		
Transportation		



Name _____

Date _____

Section 2***Plessy v. Ferguson***

Directions: The following two opinions were issued by the U.S. Supreme Court in 1896 during their ruling on the Louisiana law that required railroads to provide separate cars for blacks and whites. Homer Plessy had challenged this law, and Judge John H. Ferguson was the original trial judge. The majority of the Supreme Court justices agreed with the Louisiana law. Justice Brown’s opinion explains the majority decision. Justice Harlan gave the only dissenting opinion. Read these excerpts, then, on a separate sheet of paper, answer the questions that follow.

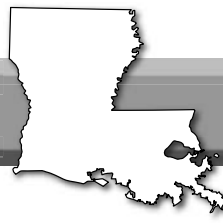
Justice Brown

[The Legislature] is at liberty to act with reference to the established usages, customs and traditions of the people, and with a view to the promotion of their comfort, and the preservation of the public peace and good order. . . . We consider the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. . . . The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the Negro except by an enforced [mixing] of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other’s merits, and a voluntary consent of individuals. . . .

Justice Harlan

. . . the statute of Louisiana is inconsistent with the personal liberty of citizens, white and black, in that state, and hostile to both the spirit and letter of the constitution of the United States. . . . Slavery, as an institution tolerated by law, would, it is true, have disappeared from our country; but there would remain a power in the states, by sinister legislation, to interfere with the full enjoyment of the blessings of freedom, to regulate civil rights, common to all citizens, upon the basis of race, and to place in a condition of legal inferiority a large body of American citizens, now constituting a part of the political community, called the ‘people of the United States,’ for whom, and by whom through representatives, our government is administered. Such a system is inconsistent with the guaranty given by the constitution to each state of a republican form of government. . . . For the reasons stated, I am constrained to withhold my assent from the opinion and judgment of the majority.

1. In your own words, write a two-sentence summary of these two opinions.
2. According to Justice Brown, what is the fallacy (error) in the plaintiff’s (Plessy’s) argument?
3. According to Justice Brown, how must “social equality” occur?
4. According to Justice Harlan, what have states like Louisiana done to interfere with the blessing of freedom and civil rights?
5. Which constitutional amendment (discussed in the previous chapter) is Justice Harlan referring to when he wrote: “the statute of Louisiana is inconsistent with the personal liberty of citizens, white and black”?



Name _____ Date _____

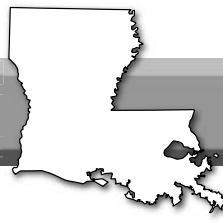
Section 3

Finding the Facts

Directions: Review the major highlights of Section 3 concerning the early years of the twentieth century in Louisiana. Then write a two-sentence description for each topic listed.

Topic	Description
Progressive Reformers	
Progressive Governors	
Lumber and Oil	
New Ways to Shop	
Rise of the Automobile	
Trains and Streetcars	
The Birth of Jazz	

In your opinion, which development of the early twentieth century (as listed above) improved the quality of life for the people of Louisiana the most? Give two reasons to support your answer.



Name _____ Date _____

Section 3

Louis Armstrong: Biographical Sketch

Directions: Go to www.louisarmstronghouse.org/timeline/time_main.htm and click on the timeline of the life of Louis Armstrong. Fill in the biographical information requested below.

Louis Armstrong

Date of birth: _____ Place of birth: _____

Parents' names: _____

First musical instrument: _____

Year and reason for his placement in a boys' home: _____

Name of his musical mentor and teacher: _____

Year of his first marriage: _____ First wife's name: _____

Year of his first recording: _____ Name of the studio: _____

Year of his second marriage: _____ Second wife's name: _____

Appears in this 1936 movie: _____

Year of his third marriage: _____ Third wife's name: _____

Year of his first TV appearance: _____ Name of the TV show: _____

Year of his fourth marriage: _____ Fourth wife's name: _____

Name of his septet (a 7-member musical group): _____

Appears on the cover of this magazine in 1949: _____

Name of his second autobiography: _____

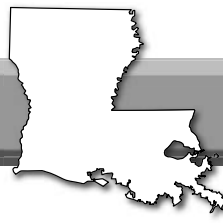
Suffers this illness in Spoleto, Italy: _____

African nations he tours in 1960: _____

Performs at the birthday celebration of this U.S. president: _____

Date of his death: _____

Four additional facts of interest: _____



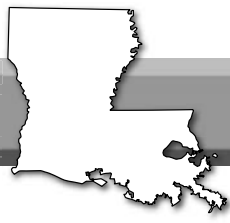
Name _____ Date _____

Chapter 12

Chapter Review

Directions: Review Chapter 12, and then answer the questions below.

1. _____ Calling someone a Bourbon Democrat suggested that the person accepted or rejected the changes brought about by the Civil War?
2. _____ After Reconstruction, the Democratic Party believed the main function of government should be to protect the rights of newly freed slaves or private property owners?
3. _____ What was the system whereby the Louisiana Lottery Company and the New Orleans Ring gave jobs or rewards for people's support?
4. _____ S. L. James leased Louisiana's prisoners or sharecroppers to work for planters and other private businesses where they were often abused and worked to death?
5. _____ Jim Crow laws required integrated or segregated public facilities for whites and for blacks?
6. _____ In 1896, the U.S. Supreme Court's ruling in *Plessy v. Ferguson* essentially legalized populism or segregation in Louisiana?
7. _____ In order to ensure white political and economic control, groups began to use lynching or the legal system against African Americans and immigrants?
8. _____ What type of tax had to be paid before a person could vote?
9. _____ Which term refers to giving a person the right to vote if he could prove that his father or grandfather had been a voter before 1867?
10. _____ Which system often resulted in a cycle of credit, debt, and increasing poverty for small farmers who rented the land they farmed?
11. _____ Farmers' Alliances and urban businessmen or wealthy sugar planters joined together to challenge the Bourbon Democrats' control of Louisiana in the early 1890s?
12. _____ Lumber workers living in company-owned camps were paid in dollars or scrip?

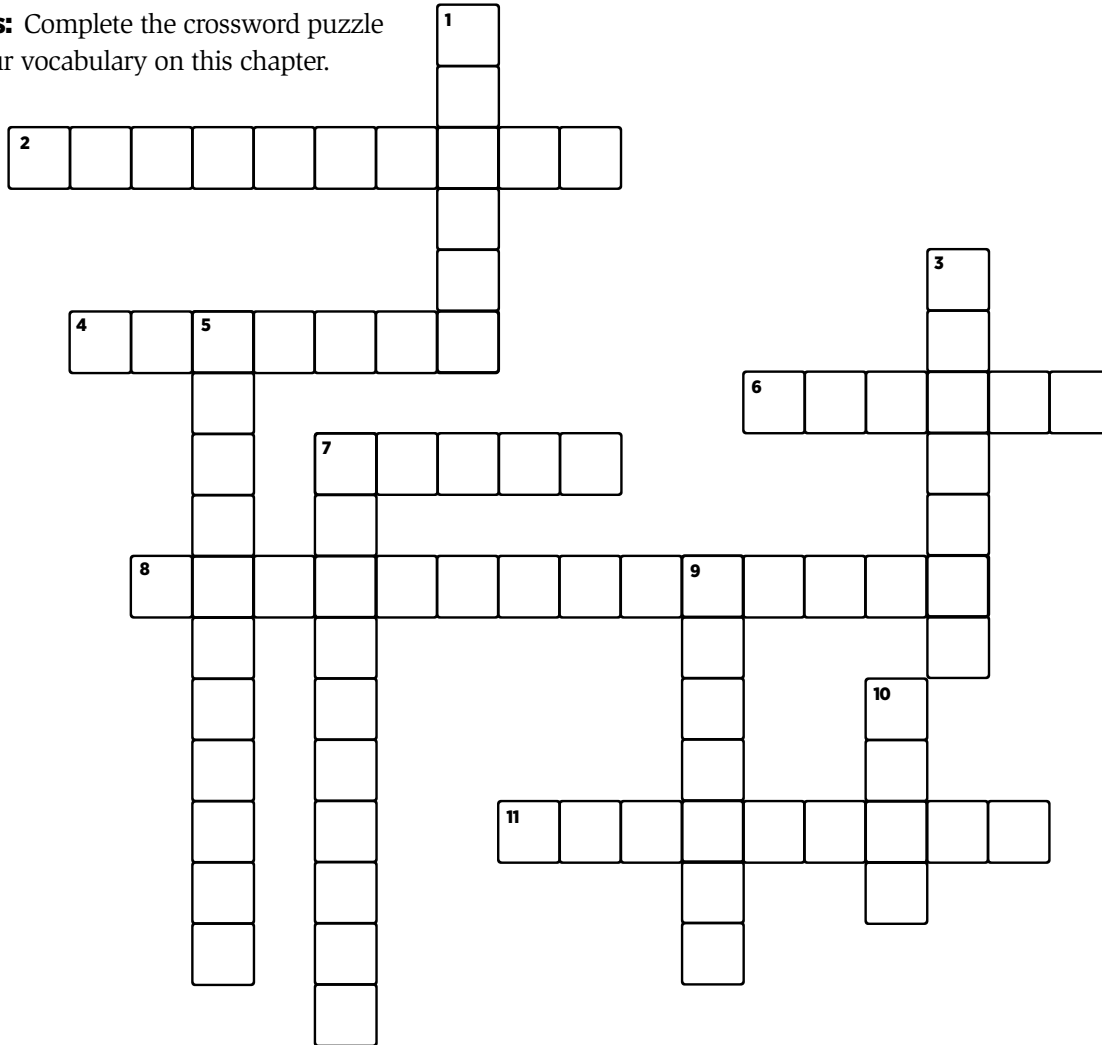


Name _____ Date _____

Chapter 13

Vocabulary Crossword

Directions: Complete the crossword puzzle to test your vocabulary on this chapter.



Across

- 2. different from what is usually done or accepted
- 4. relationship, connection
- 6. hard painful struggle
- 7. illegal or unfair gain
- 8. to take something dishonestly, for one's own use
- 11. significance, importance

Down

- 1. the name for the box where state employees

- 3. close political allies
- 5. forbidding by law the making and selling of alcoholic beverages
- 7. the kind of support that comes from ordinary people or from the ground up
- 9. boisterous, disorderly
- 10. a certificate promising payment of money by a certain date, which is issued by a government or corporation as evidence of debt



Name _____ Date _____

Section 1

1927 Flood Headlines

Directions: Go to www.knowla.org/entry/763/&view=image-gallery and view the slide show on the 1927 Flood. Select two different photographs to appear on the front pages of the newspapers below. Identify the location where the photograph was taken, write a newspaper headline that connects with each photograph, and, finally, write a one-sentence caption (using your own words) for each photograph.

EXTRA! EXTRA! READ ALL ABOUT IT!*NEW ORLEANS DAILY CRESCENT***LOCATION:** _____**HEADLINE:**

EXTRA! EXTRA! READ ALL ABOUT IT!*LAFAYETTE GAZETTE***LOCATION:** _____**HEADLINE:**



Name _____ Date _____

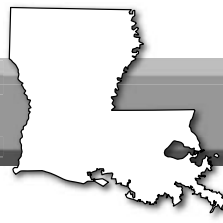
Section 1

An Appeal to the Citizens Flood Relief Committee

Directions: Review pages 357-358 in the textbook about the Flood of 1927 and the Citizens Flood Relief Committee. Then, go to www.pbs.org/wgbh/amex/neworleans/peoplevents/p_butler.html and read the description of the events leading up to and following the dynamiting of the levees. Next, assume the role of a resident in St. Bernard or Plaquemines Parish during the 1927 Flood. Write a letter pleading for the Citizens Flood Relief Committee to spare “your” home, business, and/or farm by not dynamiting the levee. Include a description of your location, the personal property you stand to lose, and the reasons that dynamiting the levee is unfair to you and your neighbors. Finally, challenge the legal authority of the Citizens Flood Relief Committee to make such a decision.

Citizens Flood Relief Committee:

Respectfully,



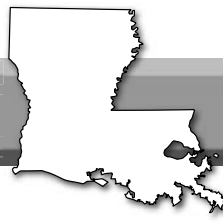
Name _____ Date _____

Section 2

Huey Long Elected Governor: Review

Directions: Read and review Section 2 of this chapter, and fill in the missing word(s) in the statements below.

1. Huey Long's inauguration as governor in May of _____ was attended by more than _____ people from across the state.
2. Governor Long fulfilled a campaign _____ by distributing _____ textbooks to the state's schools.
3. _____, a friend of Governor Long, was placed in charge of the state's _____.
4. Many roads were built in Louisiana during Long's administration, but the roads were often of _____ quality and many of the officials involved in the road program _____ profited from their insider knowledge.
5. State employees were required to return _____ of their salary by placing it in Huey Long's _____ to support his political organization.
6. Prior to gaining _____ approval for a new governor's mansion, Long had the warden of the state penitentiary send _____ to tear down the old governor's mansion.
7. In a special session of the state legislature, Long's opponents initiated _____ charges against him for allegedly misappropriating _____ and _____ legislators.
8. Huey Long was devoted to _____ University. He even co-wrote the fight song titled _____ for LSU.



Name _____ Date _____

Section 2**Huey Long Campaign Poster**

Directions: Review Section 2 of the textbook and go to www.hueylong.com/life-times/index.php. Then, create a Huey Long 1928 gubernatorial campaign poster, which should include the following elements: name of the candidate, political party affiliation, the political office involved, the year, candidate's qualifications, a campaign slogan, and an image of the candidate. Use the space below to create a mock draft of your poster. Then, use a poster-size paper for your final draft.

Mock Draft of Campaign PosterA large, empty rectangular box with a thin black border, intended for students to create a mock draft of a campaign poster.



Name _____ Date _____

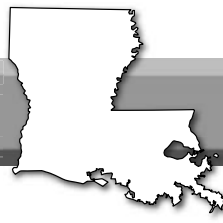
Sections 2 and 3

Huey Long: Democrat, Demagogue, or Dictator?

Directions: Huey Long remains an *enigmatic* (difficult to interpret) political figure in Louisiana history. Some people thought Long was a true **democrat** (a supporter of rule by the people) while others thought he was a **demagogue** (a leader who seeks power by appealing to people’s desires, emotions, and prejudices) or a **dictator** (a leader with total power). Review Sections 2 and 3 of this chapter and collect evidence, by filling in the chart, for all three interpretative categories. You may also want to go to www.hueylong.com/life-times/index.php to find more evidence. Then, answer the writing prompt below.

Democrat	Demagogue	Dictator

Writing prompt: Based on the evidence you have collected, write a long paragraph that responds to this prompt: Was Huey Long a democrat, a demagogue, or a dictator?



Name _____ Date _____

Section 3

An Interview during the Great Depression

Directions: Review the conditions of the Great Depression as described in Section 3. Next, carefully examine the two photographs below. Select one of the persons in the photographs, and conduct an imaginary interview with this individual about their experiences during the depression. Write five questions that you would ask this person. Then, write five answers as if you had actually interviewed the person in the photograph. Make sure the fictional answers you write are consistent with the facts in your textbook and the evidence in the photograph.



Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

Question 3: _____

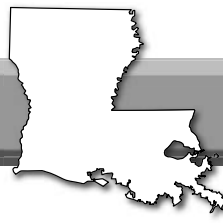
Answer: _____

Question 4: _____

Answer: _____

Question 5: _____

Answer: _____



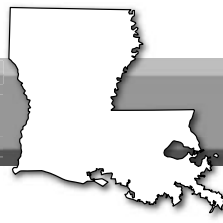
Name _____ Date _____

Chapter 13

Chapter Review

Directions: Review Chapter 13, and then answer the questions below.

1. _____ Prohibition received its strongest support in northern or southern Louisiana?
2. _____ While John Parker was governor, the state of Louisiana established a sales tax or a severance tax?
3. _____ Huey Long's first elective position was the Railroad Commission or the state Senate?
4. _____ The Army Corps of Engineers' "levees-only" policy lessened or worsened the flooding of 1927?
5. _____ Huey Long hoped that, by limiting or scattering the paved roads around the state, people would demand that their legislators continue the road projects?
6. _____ Huey Long built a new governor's mansion modeled after the Cabildo or the White House?
7. _____ State employees were required to contribute 10 percent of their salary in Huey Long's burlap sack or deduct box?
8. _____ In 1930, Huey Long was elected to the U.S. House of Representatives or Senate?
9. _____ Which term refers to the severe economic downturn that lasted from 1929 to the early 1940s?
10. _____ Huey Long's Share Our Wealth program was intended to redistribute property or wealth?
11. _____ Louisiana constructed a new State Capitol building in 1932, which remains the South's or the United States' tallest capitol building?
12. _____ In 1935, Huey Long was assassinated by Benjamin Pavy or Carl Weiss?
13. _____ In 1939, Governor O. K. Allen or Richard Leche was forced to resign due to corruption charges?



Name _____ Date _____

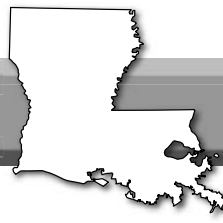
Chapter 14

Vocabulary Word Search

Directions: Fill in the term that goes with each of the definitions listed below. Then, find each term in the word search.

1. _____ A tax paid on the purchase of goods and services and collected by the seller (*as one word in puzzle*)
2. _____ Evil behavior
3. _____ Materials or money paid by a country losing a war to the winners to make up for damages done in the war
4. _____ Limiting the consumption of scarce resources or supplies
5. _____ Following without interruption
6. _____ Search
7. _____ Outburst
8. _____ Had its first showing
9. _____ New idea, method, or device
10. _____ People who want to avoid international political and economic relations

I	N	C	Y	D	P	E	I	R	Q	Z	F	P	C	G
Y	S	J	B	K	E	S	X	C	U	R	L	I	O	N
Z	L	O	G	W	P	R	Y	V	E	Y	K	U	N	I
R	L	V	L	U	D	A	E	P	S	L	H	W	S	N
H	O	K	O	A	S	F	A	I	T	A	A	K	E	O
G	V	J	M	R	T	R	Q	R	M	L	L	X	C	I
Q	U	D	T	M	A	I	E	H	S	E	O	K	U	T
R	N	L	A	T	A	C	O	C	T	Z	R	X	T	A
T	N	O	I	T	A	V	O	N	N	I	A	P	I	R
C	N	O	I	N	F	A	M	Y	I	T	R	P	V	K
G	N	J	R	R	G	E	B	I	S	S	Y	A	E	G
S	J	Z	P	T	U	F	L	E	U	L	T	C	D	L
C	U	Q	O	S	F	V	L	Y	A	D	R	S	N	E
Z	F	S	X	T	R	A	N	I	H	B	R	B	M	G
Y	C	K	Q	M	S	T	W	L	T	W	Z	S	D	F



Name _____ Date _____

Section 1

Governors: Longs and Anti-Longs

Directions: Use Section 1 of your textbook to find information about the four men (some more than one term) who served as Louisiana’s governors during this period. Use that information to complete the chart. You may also want to refer to Appendix III, which begins on page 432.

Governor	Term of Office	Achievements/Events during Term
Sam Jones		
Jimmie Davis (first term)		
Earl Long (first term)		
Robert Kennon		
Earl Long (second term)		
Jimmie Davis (second term)		
John J. McKeithen		



Name _____ Date _____

Section 2

Using the Internet: Posters Tell the Story

Directions: Go to www.trumanlibrary.org/museum/posters/slideshow.htm to find examples of posters used during World War II. View the slide show, and then click on some of the additional categories of posters. After viewing the posters, answer the questions that follow.

1. What is the purpose of the posters? _____

2. List the titles of posters that suggest ways people at home can support the war. _____

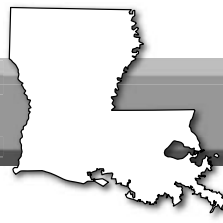
3. List the titles of posters that support the United States' declaration of war. _____

4. What is the purpose of the posters that call for silence? What are the titles of those posters? _____

5. Why do so many of these posters ask people to buy war bonds? _____

Select one poster to analyze in more detail, and complete the chart below:

Poster Title	Symbols Used	Each Symbol's Meaning



Name _____ Date _____

Section 2

U.S. Food Prices: 1939-1948

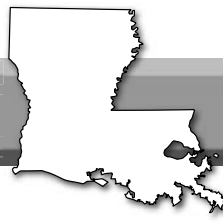
Directions: The U.S. Department of Labor keeps track of the prices that are paid for certain items in the marketplace. The table below lists ten food items and the average prices people paid for those items for the period from 1939 to 1948. The prices are given in cents (per pound except for milk [cents per quart] and eggs [cents per dozen]). Study the chart, and then answer the questions that follow.

Item	1939	1941	1943	1946	1948
White Bread	7.9	8.1	8.9	10.4	13.9
Sliced Bacon	31.0	34.3	56.2	51.3	76.1
Butter	32.5	41.1	52.7	71.0	91.2
Cheese	25.3	30.0	37.4	50.1	63.6
Milk	12.2	13.6	15.5	17.6	21.1
Eggs	32.1	39.7	57.2	58.6	66.5
Bananas	6.3	7.2	11.7	11.6	15.5
Potatoes	2.5	2.4	4.6	4.7	6.0
Coffee	22.4	23.6	30.0	34.4	51.1
Sugar	5.4	5.7	6.8	7.7	9.5

- Which item was the most expensive per pound in 1939? _____ In 1948? _____
- Estimate the approximate cost per unit for this item today. _____
- Why is there a steep price increase for most items from 1941 to 1943? _____

- Which of the food items do you think were imported from another country? _____
_____ How would this affect the price? _____
- Which of these items do you think people would not buy if the price became too high? _____
- How much did the price increase for sugar from 1939 to 1948? _____
Who would be pleased and displeased with this price increase? _____

- Use your math skills to find out which of these food items had the highest percentage of increase from 1939 to 1948. _____ Which had the least? _____
- How might rationing have impacted the prices on this chart? _____



Name _____ Date _____

Section 3

Separate but Equal?

Directions: Examine the political cartoon and answer the questions that follow. Then, draw your own cartoon on School Segregation in the space provided.

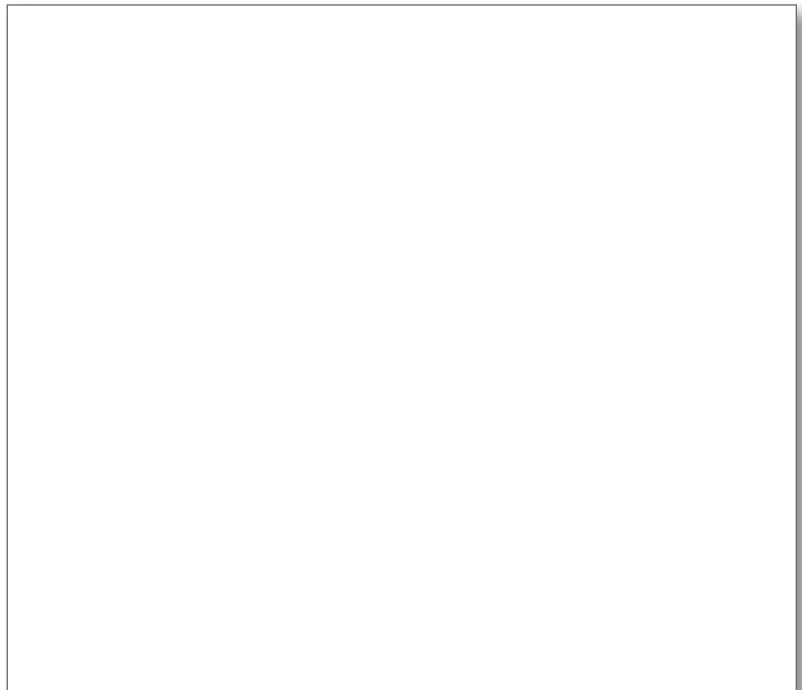
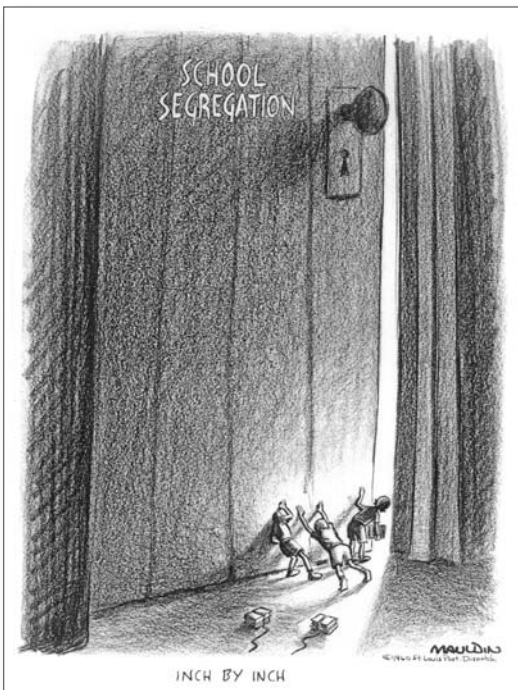
1. What is the subject of the Mauldin cartoon? _____

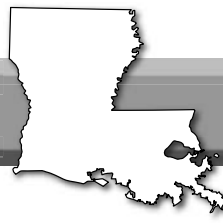
2. What objects in the cartoon do you recognize? _____

3. What viewpoint is expressed in the cartoon? _____

4. What person or group might disagree with the views expressed in the cartoon? _____

5. In what year do you think the cartoon was drawn? _____





Name _____ Date _____

Section 3**The Ruby Bridges Story**

Directions: Go to www.biography.com/people/ruby-bridges-475426#synopsis and read about Ruby Bridges's first year attending a formerly all-white school in New Orleans. Then, answer the questions below about Ruby's experience.

1. When and where was Ruby Bridges born? How did her family end up in New Orleans? _____

2. Before being admitted to William Frantz School, what did Ruby have to do to gain admission? _____

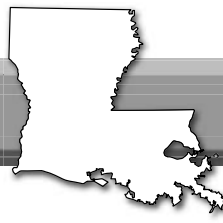
3. When Ruby began attending Frantz School, what measures were taken to protect Ruby from acts of violence?

4. Describe Ruby's first year at Frantz School, including her teacher. _____

5. What abuse did Ruby and her family endure during that first year of schooling? _____

6. What happened to Mrs. Henry at the end of the school year? _____

7. How would you respond to the adversity Ruby faced? _____



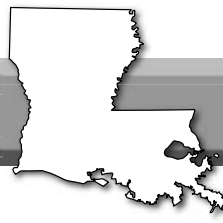
Name _____ Date _____

Chapter 14

Chapter Review

Directions: Review Chapter 14, and then answer the questions below.

- _____ Which term refers to a system designed to ensure that state jobs go to people on the basis of qualification or experience?
- _____ Sam Jones brought dignity or corruption to the governor's office?
- _____ Earl Long, who was elected governor in 1948, was Huey Long's brother or uncle?
- _____ During Earl Long's first term as governor, he doubled or tripled the state sales tax?
- _____ As a result of several outbursts, Earl Long was committed or impeached?
- _____ Governor Robert Kennon or John J. McKeithen served two terms as governor, successfully bringing government reform and new jobs to Louisiana?
- _____ In 1941, the United States entered the war after Germany or Japan bombed Pearl Harbor?
- _____ Which term refers to a large-scale armed forces training exercise?
- _____ The need for items for the war effort led to rationing or a surplus?
- _____ The GI Bill provided an education scholarship or free housing to anyone who had served in uniform during the war?
- _____ An executive order or court decision ended racial segregation in the military?
- _____ The 1953 Alexandria or Baton Rouge bus boycott led to better treatment and more access for African Americans?
- _____ The *Brown v. Board of Education* decision ordered state and local schools to integrate or segregate?



Name _____ Date _____

Chapter 15

Vocabulary Matching

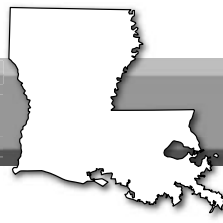
Directions: Match the definition in Column A with the correct term listed in Column B.

Column A

- _____ 1. Gave up
- _____ 2. Making known to many people
- _____ 3. The practice of improving the educational and job opportunities for members of groups that have been discriminated against in the past
- _____ 4. Questioning persons to obtain information or opinions
- _____ 5. The legally authorized killing of someone as punishment for a crime
- _____ 6. Remove something from government control and place it in private control or ownership
- _____ 7. Authorization or approval given to an elected official by the voters
- _____ 8. Never done before
- _____ 9. A trial that is not valid because of an error or because the jury cannot decide a verdict
- _____ 10. Briefness
- _____ 11. Putting people in prison

Column B

- A. Affirmative action
- B. Brevity
- C. Capital punishment
- D. Conceded
- E. Incarceration
- F. Mandate
- G. Mistrial
- H. Polling
- I. Privatize
- J. Propagating
- K. Unprecedented



Name _____ Date _____

Sections 1 and 2**Who Am I?**

Directions: Identify each of the following people from the description provided. Some individuals may be used more than once.

1. _____ This governor promised to “slay the dragon” of corruption. He brought legalized gambling back to Louisiana.
2. _____ This governor’s first term included the adoption of a new state constitution, the reorganization of government, and the elimination of the state property tax.
3. _____ In 1991, this Republican candidate for governor was soundly defeated in the runoff election largely due to his involvement with white supremacy and the Ku Klux Klan.
4. _____ This person became the first woman elected governor of Louisiana. She helped improve educational opportunities in the state, but her handling of Hurricane Katrina was controversial.
5. _____ This person became the nation’s first Indian American governor. A package of ethics reforms was passed during his first term in office. His second term has brought extensive changes to the state’s education and health care systems.
6. _____ In 1980, this person became the first Republican governor of Louisiana since Reconstruction. It was during his term as governor that capital punishment was reinstated.
7. _____ This person changed political parties when he ran for governor. His two terms included measures to ensure state government was run fairly and without favoritism. He also strongly supported the state’s educational institutions.
8. _____ In 1983, this person was elected to a third term as governor, but the decline of oil prices led him to raise taxes while laying off state employees. His term was also tainted when federal charges of corruption were brought against him and some of his associates.
9. _____ This person became the youngest state legislator ever elected when he won a state Senate seat at age twenty-four. Later, he made an unsuccessful run for governor, losing to Mike Foster.



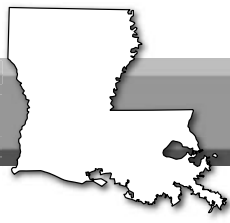
Name _____ Date _____

Section 2

Politics in the News?

Directions: Magazines, newspapers, and Internet sources are often filled with political news stories. Politics involves activities related to power, governance, and government. Search your local newspaper, a magazine, or the Internet and find a political story involving Louisiana that interests you. Then, complete the chart detailing information about the event. Also, cut out or print the news story and attach it to this chart.

Date _____		
Source	_____ Internet site	_____ Newspaper
	_____ Magazine	_____ Other: _____
What level of government is involved?	_____ Local	_____ Federal
	_____ Parish	_____ Other: _____
Who are the main persons or groups in this news story?	Person or Group	Political Party Affiliation
	1. _____	1. _____
To what political party do they belong?	2. _____	2. _____
	3. _____	3. _____
Do any of these individuals hold political office? If so, list the offices.	4. _____	4. _____
	1. _____	3. _____
What bills, ordinances, regulations, or laws are mentioned in this news story?	2. _____	4. _____
How does this story affect you, your family, or your community?		

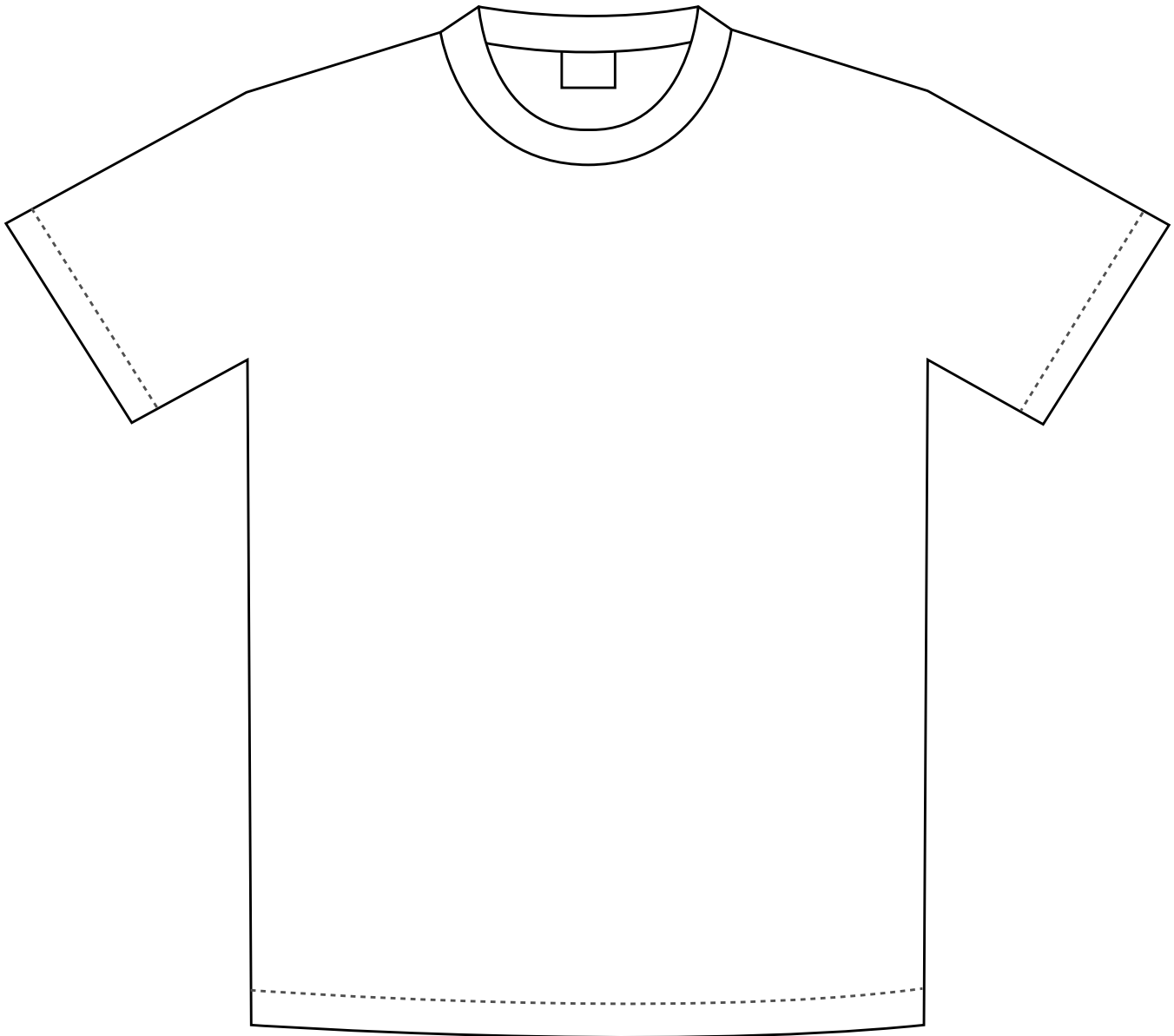


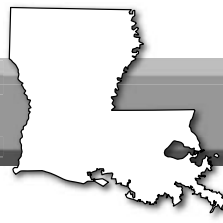
Name _____ Date _____

Section 3

Creating a Souvenir T-Shirt

Directions: T-shirts are popular souvenirs often sold at tourist attractions. Choose a popular tourist attraction, event, or food in Louisiana and create a T-shirt that might be sold to commemorate the place, event, or cuisine.





Name _____ Date _____

Section 3**Conduct an Interview**

Directions: Conduct an interview with a trusted adult friend or relative who has been living in Louisiana for a while. Share your results with the class.

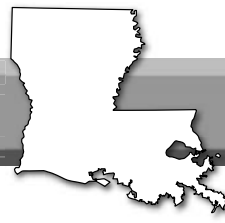
1. Name of person interviewed: _____

2. How long have you been living in Louisiana? _____

3. What was your reason for moving to Louisiana? _____
_____4. In your opinion, what have been the most important changes to Louisiana over the last several years? _____
_____5. Have these changes been for better or for worse? _____
_____6. In your opinion, which person, development, or event in the last several years has had the greatest impact on the future of Louisiana? _____
_____7. What do you see happening in Louisiana's near future? _____
_____8. What are your favorite aspects of life in contemporary Louisiana? _____

9. My last question is _____

(Write down your own final question and the answer to it.) _____



Name _____ Date _____

Sections 1-3

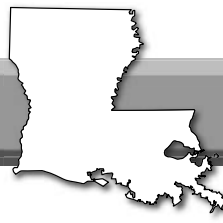
Louisiana from A to Z

Directions: Now that you have completed your study of Louisiana, complete the alphabet below by writing a factual statement about significant people, places, or events that you have studied. You may want to consult your class notes and the textbook index. Two examples have been given to help you get started.

Acadians or Cajuns began arriving in Louisiana in the 1760s.

- B _____
- C _____
- D _____
- E _____
- F _____
- G _____
- H _____
- I _____
- J _____
- K _____
- L _____
- M _____
- N _____
- O _____
- P _____
- Q _____
- R _____
- S _____
- T _____
- U _____
- V _____
- W _____
- X _____
- Y _____

Zydeco is a form of music found in Louisiana that features fiddles and accordions.



Name _____ Date _____

Chapter 15

Chapter Review

Directions: Review Chapter 15, and then answer the questions below.

1. _____ In what year did Louisiana adopt a new constitution?
2. _____ In 1979, the race for governor was the first to be conducted with a newly adopted election procedure called separate primaries or open primary?
3. _____ Which term refers to the legally authorized killing of someone as punishment for a crime?
4. _____ What caused the raising of taxes on individuals, the shrinking of state government, and the loss of jobs within the state in the 1980s?
5. _____ The 1991 governor's election, which received national interest, was won by Edwin Edwards or David Duke?
6. _____ Who promised to bring fair decision-making back to the state government?
7. _____ What term refers to questioning persons to obtain information or opinions?
8. _____ The governor who was blamed for delaying the arrival of federal help for Hurricane Katrina and who did not run for a second term was Kathleen Blanco or Bobby Jindal?
9. _____ Which term refers to removing something from government control and placing it in private control or ownership?
10. _____ How much did the state's overall population rise between 1990 and 2010?
11. _____ The majority of those finishing high school and enrolling in colleges and universities in contemporary Louisiana are men or women?
12. _____ In 2012, lumbering or tourism, brought in over \$10 billion to the state's economy?
13. _____ The French term *laissez les bon temps rouler* means let the "good times roll" or "game begin"?



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