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Primary Sources: Louisiana

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (2 pages)
- How to Use This Product** (3 pages)
- Lesson Plan** (6 pages)
- Primary Source Document** (1 page)

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EXPLORING HISTORY THROUGH
— PRIMARY SOURCES —

Louisiana

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

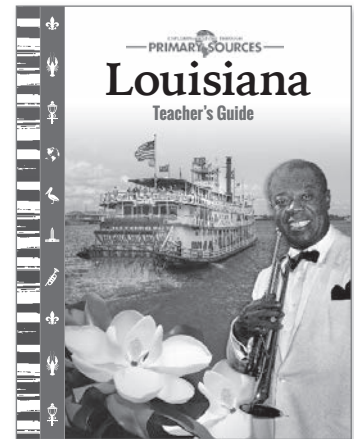


How to Use This Product *(cont.)*

Teacher's Guide

The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- constructed-response assessments
- culminating activities
- student glossary
- suggested literature and websites



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



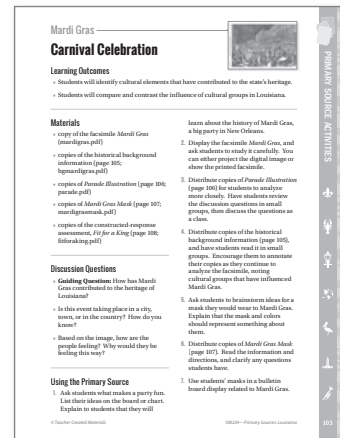
Primary Source Documents

Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* (pages 124–125) has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a constructed-response assessment. This one-page assessment challenges students to further practice primary source analysis.

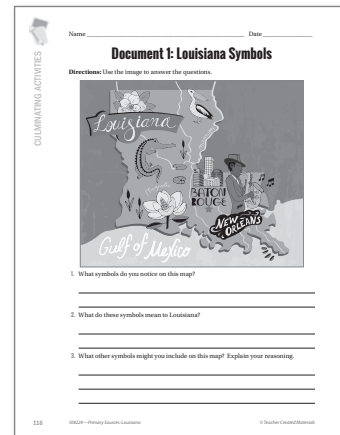


Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity encourages students to draw upon what they have learned throughout the unit of study.



Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



In Good Supply



Learning Outcomes

- Students will differentiate between imports and exports of goods in Louisiana.
- Students will describe the basic concepts of supply and demand and explain how competition affects the prices of goods.

Materials

- copy of the facsimile *Rolling on a River* (river.pdf)
- copies of the historical background information (page 111; bgriver.pdf)
- copies of *The City of New Orleans* (page 112; neworleans.pdf)
- copies of *Gas Up!* (page 113; gasup.pdf)
- copies of the constructed-response assessment, *Trade* (page 114; trade.pdf)
- toy car and candy bar
- chart paper and markers

Using the Primary Source

1. Hold out a toy car and a candy bar. Poll the class to see how many students are more interested in having the toy car versus the candy bar. Explain that whichever outcome is higher creates a high demand for the good.
2. Display the facsimile *Rolling on a River*, and ask students to study it carefully. You can either project the digital image or show the printed facsimile.
3. Distribute copies of *The City of New Orleans* (page 112) for students to analyze more closely. Talk about the discussion questions as a class.
4. Have students read and annotate the historical background information (page 111) in small groups. Have students think about the imports and exports that might be coming into and leaving New Orleans in *The City of New Orleans*.
5. Distribute copies of *Gas Up!* (page 113). Read the information and directions together. If needed, check the price of gas online each week for students to record.
6. Once students complete the activity, have students share their import and export ideas. Record students' suggestions on a two-column chart labeled *Import This!* and *Export That!*

Discussion Questions

- **Guiding Question:** What imports and exports are important to Louisiana?
- Why is most of the settled area near the river?
- Do you think the boats are coming into New Orleans, leaving New Orleans, or just passing by? Explain a situation for each idea.

In Good Supply *(cont.)*

Extension Idea

- Have students think about how the supply of Louisiana’s agricultural exports might be affected by bad weather or other dangers to farmers. What would this mean to consumers? Have students write summaries to explain what would happen in this situation using the words *supply*, *demand*, *increase*, *decrease*, and *export*.

Constructed-Response Assessment

1. Distribute copies of *Trade* (page 114). Digital copies of the images are provided in the Digital Resources (*weighingbeans.jpg* and *bartering.jpg*).
2. Tell students to use the images to answer the questions.
3. Use the answer key to review student responses as a class. Discuss how students can use strong evidence from the photographs to effectively respond to the questions.

Answer Key

Gas Up! (page 113)

Charts should list the day, date, and gas price for one day each week over four weeks.

1. If there is too much gas, the price will go down. If there is not enough gas, the price will go up.
2. If the price of gas goes up, people might stop driving so much.
3. If the price of gas goes down, people might go on more long car trips.

Challenge: Students should describe one import and one export they would bring into and out of New Orleans. For example, students might import lots of cheese puff snacks because they like them so much and export broccoli because they don’t like it.

Trade (page 114)

1. People today use money to get something they need or want.
2. The biggest difference between the two is that with buying and selling, money is exchanged. With bartering, no money is exchanged.
3. Bartering might still be used between two people who have items to trade with each other.





In Good Supply *(cont.)*

Historical Background Information

Every state has its own economy. It is built upon the state's imports and exports. An import is a good or service that is brought into the state. An export is a good or service that is sent out of the state. A good is a physical product. A service is work done by someone for others.

Goods and services are affected by supply and demand. To understand supply and demand, think of a grocery store. At a grocery store, there might be 20 green apples. This is the store's supply of green apples. Then, 20 people come into the store. Each person buys a green apple. These 20 customers create demand for the green apples.

However, what happens if there are 25 customers who each want a green apple? The demand is now greater than the supply. When this happens, people may pay more money for the green apples. That is because there are not enough green apples for everyone who wants one. Stores may increase the price of green apples in this case.

But, what if there are 20 green apples and only 15 customers who want to buy a green apple? The supply is greater than the demand. In this case, the store may have to decrease the price of the green apples. Now, more people will buy the apples because they are cheaper. The key is to match supply with demand. When that happens, everyone is happy. Prices stay fair.

Competition also affects supply and demand. If many stores are selling green apples, then the price might be cheaper. However, if fewer stores are selling green apples, the price might be higher.

In Louisiana, supply and demand is important. It affects the state's imports and exports. For example, if the demand is high for a certain export, then more of that export will be produced.

Louisiana has fertile soils. The state has a lot of ideal farmland. Louisiana's top exports include soybeans and corn. Both items grow well in the state. Louisiana is also known as a producer of sweet potatoes and rice. Sugarcane, strawberries, and pecans grow in the state too. Louisiana has a large fishing industry as well. The state is close to many bodies of water. Shrimp and oysters are exports. Louisiana's exports are in demand outside the state.

Louisiana's top import is crude oil. It is **petroleum** that has not turned into gas and oil yet. This item is most in demand inside the state. In 2017, Louisiana had 17 oil refineries. These places turn petroleum into useful items. One of these is gasoline, which is a source of energy for many people. Louisiana's companies and households use a lot of energy. For example, air conditioning is in high demand during the state's hot summers. Air conditioning units need a lot of power. It makes sense then that the demand for crude oil is high in the state.



Name _____ Date _____

Gas Up!

Historical Background Information

New Orleans has been a major port for hundreds of years. A port is a place where ships load and unload goods. This painting from 1885 shows a bird’s-eye view of New Orleans and the Mississippi River. States to the north can use the Mississippi River to export their own goods. When they do, they pass right by New Orleans! Louisiana also exports its goods through the city of New Orleans. Likewise, many goods are imported into Louisiana and other states to the north through New Orleans and the Mississippi River.

Activity

Directions: Petroleum is one of Louisiana’s imported goods. Gas prices can change greatly in part due to supply and demand. Choose a local gas station. Record the price of regular gas on the same day each week for one month. Then, answer the questions.

| | | | |
|---------------|------|-------|------------------|
| Week 1 | Day: | Date: | Price per gallon |
| Week 2 | Day: | Date: | Price per gallon |
| Week 3 | Day: | Date: | Price per gallon |
| Week 4 | Day: | Date: | Price per gallon |

1. How is the price of gasoline related to supply and demand?

2. What might happen if the price of gas jumped two more dollars per gallon?

3. What might happen if the price of gas dropped by two dollars per gallon?

Challenge

Draw a picture of the same scene today. Be sure to include ships and other forms of transportation.



Name _____ Date _____

Trade

Directions: Use the images to answer the questions.



A store owner in New Iberia weighs beans to sell.



People barter on the streets of New Orleans.

sell—to trade something for money
buy—to trade money for something
barter—to trade something for something else without the use of money

1. What do people use today to buy something they need or want?

2. What is the biggest difference between buying and selling and bartering?

3. When do you think bartering is used in today's market? Give an example.



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