

200 YEARS IN THE MAKING

APPENDIX

Note: A bibliography of sources is available via the Internet at www.crt.state.la.us/education/bicentennial.aspx.

LOUISIANA LAGNIAPPE

What was life like for families and children during the early nineteenth century? Explore these research sites to find out.

- Kent Plantation House, a circa 1796 Louisiana plantation house: http://www.osv.org/explore_learn/document_viewer.php?DocID=612
- LSU Rural Life Museum: http://www.osv.org/explore_learn/document_viewer.php?DocID=612
- American Centuries: www.americancenturies.mass.edu/classroom/curriculum_6th/lesson13/bkgdessay1.html
- Louisiana State Museum Historic Fashions Illustrations, http://louisdl.louislibraries.org/cdm4/index_LCT.php?CISOROOT=/LCT
- History Lives: <http://www.historylives.com/toysandgames.htm>
- Old Sturbridge Village: http://www.osv.org/explore_learn/document_viewer.php?DocID=612



Top: Open Hearth Cooking
West Baton Rouge Museum, http://www.osv.org/explore_learn/document_viewer.php?DocID=612

Bottom: Milk House, 1820
Kent Plantation House, http://www.osv.org/explore_learn/document_viewer.php?DocID=612

VOCABULARY SELF-AWARENESS CHART

Student Worksheet
Name _____

These are some of the words you will hear during the 2011-2012 Louisiana Bicentennial celebration. Can you find their meanings? Add other important Bicentennial-related words that you learn.

Vocabulary	+	√	-	Explanation	Example
bicentennial					
capital					
capitol					
centennial					
commission					
constitution					
convention					
Creole					
culture					
exhibition					
heritage					
history					
state					
territory					

VOCABULARY SELF-AWARENESS CARDS

Directions

Vocabulary self-awareness cards help students understand that many words have more than one definition and can be used as different parts of speech. Definition: Define the word; Characteristics: parts of speech the word can represent (noun, verb, etc.); Examples: Write sentences using the word as different parts of speech; Illustration: Draw a picture that represents the word in use.

Definition		Characteristics
Examples	Vocabulary Word	Illustration

Definition		Characteristics
Examples	Vocabulary Word	Illustration

ELECTION 2012

Election Night Results

GLEs: 33, 34, 35, 36

Student Worksheet

Name _____

Directions

Place candidate names on the chart. During November 2012, use this chart to track election night results.

Candidates	# Electoral Votes		Popular Vote		Candidates	# Electoral Votes		Popular Vote	
	Candidate 1	Candidate 2	Candidate 1	Candidate 2		Candidate 1	Candidate 2	Candidate 1	Candidate 2
Alabama					Nebraska				
Alaska					Nevada				
Arizona					New Hampshire				
Arkansas					New Jersey				
California					New Mexico				
Colorado					New York				
Connecticut					North Carolina				
Delaware					North Dakota				
Florida					Ohio				
Georgia					Oklahoma				
Hawaii					Oregon				
Idaho					Pennsylvania				
Illinois					Rhode Island				
Indiana					South Carolina				
Iowa					South Dakota				
Kansas					Tennessee				
Kentucky					Texas				
Louisiana					Utah				
Maine					Vermont				
Maryland					Virginia				
Massachusetts					Washington				
Michigan					West Virginia				
Minnesota					Wisconsin				
Mississippi					Wyoming				
Missouri									
Montana					Totals				

ELECTION 2012: ELECTORAL COLLEGE

GLEs: 33, 34, 35, 36

Student Worksheet

Name _____

Directions

Use the 2010 census results (<http://2010.census.gov/2010census/data/>) and NARA's Electoral College Web site, <http://www.archives.gov/federal-register/electoral-college/>, to determine the number of electors per state.

State	Population (2010 Census)	Number of Seats in Congress	Number of Electoral Votes	State	Population (2010 Census)	Number of Seats in Congress	Number of Electoral Votes
Alabama				Nebraska			
Alaska				Nevada			
Arizona				New Hampshire			
Arkansas				New Jersey			
California				New Mexico			
Colorado				New York			
Connecticut				North Carolina			
Delaware				North Dakota			
Florida				Ohio			
Georgia				Oklahoma			
Hawaii				Oregon			
Idaho				Pennsylvania			
Illinois				Rhode Island			
Indiana				South Carolina			
Iowa				South Dakota			
Kansas				Tennessee			
Kentucky				Texas			
Louisiana				Utah			
Maine				Vermont			
Maryland				Virginia			
Massachusetts				Washington			
Michigan				West Virginia			
Minnesota				Wisconsin			
Mississippi				Wyoming			
Missouri							
Montana							

ESSAY RUBRIC

Student Worksheet

Name _____

Score Level	Description of Score Level
4	<ul style="list-style-type: none"> • The response demonstrates in-depth understanding of the relevant content and/or procedure. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none"> • The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student completes the most important aspects of the task accurately and communicates clearly. • The student’s logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none"> • The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none"> • The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.
0	<ul style="list-style-type: none"> • The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.
Total	Comments

GRADE LEVEL EXPECTATIONS: GRADE EIGHT SOCIAL STUDIES

2. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
3. Construct a map based on given narrative information (G-1A-M2)
4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)
5. Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
6. Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
8. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
11. Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
13. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)
18. Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)
19. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
20. Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)
31. Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)
35. Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
39. Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
48. Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
49. Describe how the four basic economic questions are answered in traditional vs. command vs. market economies (E-1A-M6)
51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)
58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
62. Construct a timeline of key events in Louisiana history (H-1A-M1)
63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64. Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65. Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66. Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
71. Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72. Describe leaders who were influential in Louisiana's development (H-1D-M1)
73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74. Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75. Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76. Trace and describe various governments in Louisiana's history (H-1D-M2)
78. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4)
79. Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
81. Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

GRADE LEVEL EXPECTATIONS: GRADE THREE SOCIAL STUDIES

5. Locate major geographic features of Louisiana on a map (G-1A-E2)
9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)
10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)
14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)
15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)
21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)
23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
24. Describe major responsibilities of state government (C-1A-E4)
28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)
30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)
39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)
42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)
45. Identify major goods and services produced in Louisiana (E-1B-E5)
46. Complete a timeline based on given information (H-1A-E1)
47. Use information in a map, table, or graph to describe the past (H-1A-E3)
48. Identify primary and secondary sources (H-1A-E3)
51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)
52. Identify and describe early settlers in Louisiana (H-1C-E1)
53. Identify people and their influence in the early development of Louisiana (H-1C-E1)
54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)
55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)
56. Identify the causes and effects of the major historical migrations to Louisiana (H-1CE3)
57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

GRADE LEVEL EXPECTATIONS: GRADE FOUR SOCIAL STUDIES

Families and Communities

55. Describe beliefs, customs, and traditions of family life in the past and present (H-1BE1)
56. Identify and describe major early explorers and explorations in North America (H-1C-E1)
57. Identify leaders and their influence in the early development of America (H-1C-E1)
58. Describe the importance of events and ideas significant to our nation's development (H-1C-E1)
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)
61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)
65. Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)

GRADE LEVEL EXPECTATIONS: GRADE EIGHT ENGLISH LANGUAGE ARTS

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies (ELA-7-M1)
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
18. Develop grade-appropriate compositions by identifying and applying writing processes (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, (ELA-5-M2)
41. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)