

# 200 YEARS IN THE MAKING

## 5 Growth and Change

The period following the War of 1812 brought growth and progress to Louisiana.

### Guiding Questions

1. Which nineteenth century antebellum new technologies led to growth and change in Louisiana?
2. How did migration and immigration affect antebellum Louisiana?
3. How was the port of New Orleans important to Louisiana and the United States?

### Post-War Changes

The War of 1812 and the Battle of New Orleans ended the British threat to the United States as well as to New Orleans and the Mississippi River. The years following the 1814 Treaty of Ghent saw improvements in transportation and agricultural technology that revolutionized river travel and trade and made cotton and

sugar production even more profitable. Throughout this period, Spain's control in the America's diminished, opening the door for Mexico to declare independence and for the United States to pursue its boundary claims to the southeast and southwest of Louisiana.

During the early statehood period, Louisiana was changing from a colonial

and frontier society. New Orleans was already one of the largest cities in the United States, and it had one of the largest ports. In other areas of Louisiana, small towns and settlements began developing the basics of urban life.

*Below: One Hundred Dollar Bill Planter's Bank, New Orleans, 1817. Randy Haynie Family Collection*





*Above:* Nouvelle Orleans/Nueva Orleans  
The Port of New Orleans  
T. H. Miller  
c. 1850  
Louisiana State Museum

**STUDENT ACTIVITY**

Ask students to research how Robert Fulton and Henry Shreve contributed to Louisiana’s antebellum growth and change.

**Trade and Travel**

Antebellum New Orleans was the transfer point for American and foreign goods, and most of the goods that passed into and out of Louisiana and the entire Mississippi Valley region came through New Orleans. Wheat, corn, lard, pork, furs and hides, whiskey, hemp, and lead from the upper Midwest as well as cotton, sugar, molasses, and tobacco from the South flowed down the Mississippi River and its tributaries on steamboats, flatboats, and keelboats to New Orleans. These products

were offloaded and stored in warehouses or transferred directly to oceangoing vessels and shipped to the Northeast, Europe, and the Caribbean. In reverse, manufactured and luxury goods, salt, coffee, West Indian and Brazilian sugar, gold and silver, and a wide variety of items entered the city from foreign and United States ports. They were distributed in New Orleans or shipped upriver.

During most of the antebellum period New Orleans was the second leading port in the United States, behind New York City. In the 1840s, it was the fourth leading commercial center in the world in value of exports. Between 1830 and 1860, the value of the city's exports rose from \$15.5 to \$110 million while the value of its imports rose from \$7.5 to \$18.5 million.

Most river trade was conducted by steamboat. The

first steamboat to come down the Mississippi arrived in the Crescent City in 1812. By the 1850s, around 3,000 steamboats docked at New Orleans each year.

Although most transportation in antebellum Louisiana was by water, residents also traveled and traded by overland road and railroad. The Pontchartrain Railroad was the second completed in the United States. It began operation in 1831, carrying passengers and goods between the Mississippi River and Lake Pontchartrain in New Orleans. A few years later developers of the West Feliciana Railroad began building a line between Woodville, Mississippi, and St. Francisville, Louisiana. Railroad travel was not always reliable, and passengers traveling to New Orleans from Lake Borgne on the Mexican Gulf Railroad often arrived with clothes muddy from their efforts to lift the train back onto the track.

**Small Farmers**

The Louisiana countryside was dotted with a variety of landholdings ranging from several-hundred-acre sugar plantations to one- or two-acre vegetable farms. There were also a growing number of cotton plantations as well as a few tobacco

*Right:* Acadian Cabin near Bayou Teche, circa 1800

Evangeline-Longfellow State Historic Site  
[www.crt.state.la.us/parks/ilongfell.aspx](http://www.crt.state.la.us/parks/ilongfell.aspx)

Acadians, Creoles, American Indians, Africans, free people of color, Frenchmen, and Spaniards all contributed to the historical tradition of cultural diversity in the Teche region.

plantations, livestock ranches, and grain farms. In the piney woods and hill country of northern Louisiana and on the prairies of the southwest there were small subsistence farms on which families produced only enough for their own needs.

Many of Louisiana's small farmers and ranchers were Acadians (also known as Cajuns), Germans, Isleños, Anglo-Americans, blacks, and American Indians. They generally raised just enough food and livestock, manufactured clothing and other items, fished, and hunted game for their own consumption. In addition, they sold any surplus goods, as well as small quantities of cash crops—like cotton, sugar, rice, and tobacco—in neighboring towns and cities.

When sugar and cotton became profitable in the nineteenth century, planters and real estate speculators purchased several adjacent



small land holdings and consolidated them into large plantations. The largest plantation complexes were self-sufficient in that enslaved Africans produced and manufactured most of the food, clothing, and goods needed on the plantation. Even

smaller holdings usually had at least one enslaved carpenter or blacksmith.

### **Louisiana Planters**

Louisiana's planters, both white and free people of color, were among the

*Below:* Maison Olivier Creole Plantation near Bayou Teche, circa 1800  
Evangeline-Longfellow State Historic Site





Left: Cotton Gin  
Louisiana State  
Museum

wealthiest in the South. Most planters poured profits back into their plantations, while spending at least some of their earnings on luxurious consumer goods. Fine furniture, tableware, artwork, clothes, and jewelry added to the planter family's comfort and allowed them to show off their wealth to friends and business associates. The wealthiest planters also kept houses in New Orleans, where they stayed during the winter cultural season.

Although men owned and controlled most large holdings in Louisiana and throughout the South, women contributed significantly to the daily operation of plantations and frequently ran them in their husbands' absences. While the landowner or his representative supervised the enslaved workers in the fields, his wife managed the domestic

labor force for the entire household, directing the upkeep of all plantation buildings and the production, purchase, and distribution of food and clothing.

### **Cotton and Sugar**

Cotton was king in Louisiana and most of the Deep South during the antebellum period. Between 1840 and 1860, Louisiana's annual cotton crop rose from about 375,000 bales to nearly 800,000 bales. In 1860, Louisiana produced about one-sixth of all cotton grown in the United States and almost one-third of all cotton exported from the United States, most of which went to Britain and France.

Almost all the sugar grown in the United States during the antebellum period came from Louisiana.

Louisiana produced from one-quarter to one-half of all sugar consumed in the United States. Louisiana's sugar harvest rose from 5,000 hogsheads (a large barrel that held an average of 1,000 pounds of sugar) in 1802 to 30,000 in 1823; 75,000 in 1833; and peaked in 1853 at 449,000. Sugar prices were highest in 1858, when hogsheads sold for an average price of \$69 each, bringing the total value of Louisiana's sugar crop to \$25 million.

### **Population Groups**

#### **Native Americans**

Numerous and significant Native American nations resided within Louisiana's state boundaries in 1812. The Caddo Nation resided on the northern Red River region in the 1810s. They had been one of the most powerful and influential tribes in the American South during the French and Spanish colonial periods. With the influx of American settlers and planters into northwest Louisiana after 1803, the Caddo agreed to leave Louisiana for Texas and Oklahoma by the 1830s. In 1835, the Kadohadacho band sold the rights to their land in Caddo Parish at a site that became the town of Shreveport in 1839.

In the lower Red River valley of central Louisiana, the

Tunica and Biloxi resided as separate nations, and eventually merged in Avoyelles Parish to form one of Louisiana's four federally recognized Indian nations. The Choctaw nation resided largely in southwest Mississippi, but in the 1800s, bands, including the Jena band, migrated west to Louisiana for safety and isolation. The Coushatta (Koasati) migrated to southwest Louisiana in the early 1800s. The Chitimacha Nation had endured a war against France over their lands in the early 1700s and had withdrawn to the isolated Atchafalaya River basin in the 1800s for protection. The Houma nation, which originally resided in the Tunica Hills north of Baton Rouge, migrated south to Ascension Parish, where they resided before moving to the swamp and marshes of Terrebonne Parish in the middle 1800s.

### Free People of Color

Under the French and Spanish regimes, free people of color ideally had legal rights and privileges equal to those of white



*Left:* Chitimacha Basket  
20th Century  
Louisiana State Museum

*Right:* Self-Portrait, Julien Hudson  
1839  
Louisiana State Museum

Julien Hudson, a free man of color, had a successful career as a painter and an art teacher. His father was an English merchant, and his mother was a free woman of color from New Orleans. Hudson was one of many free men of color during the antebellum period who worked as professional artists, writers, and musicians in New Orleans.



citizens. With the Americanization of Louisiana and the commercialization of sugar and cotton production, free people of color encountered increasing discrimination and legal restrictions. During Louisiana's first decades as a state, cotton and sugar production and trade exploded, encouraging migration and immigration to Louisiana. This was accompanied by a rising tide of racism and more intense competition between free people of color and white labor in the antebellum period. Unaccustomed to

*Below:* Marie Laveau  
Frank Schneider  
1912  
Louisiana State Museum

Marie Laveau, a free woman of color, was born in New Orleans in 1801. For information about Marie Laveau's life, please visit KnowLA: Encyclopedia of Louisiana at [www.knowla.org/entry.php?rec=800](http://www.knowla.org/entry.php?rec=800).





*Left:* Armoire  
Celestine Glapion  
C. 1790

Glapion was a free man of color and furniture-maker in colonial Louisiana.

large, influential groups of free people of color, American residents and immigrants alike regarded their numbers, skills, and military power, all primarily gained during the era of Spanish rule, with concern. In response to increasing discrimination, oppression, and restrictive legislation in

Louisiana and throughout the South, approximately 7,000 free people of color moved to Haiti, Mexico, France, and other foreign destinations between 1840 and 1860.

Even as they faced increasingly adverse circumstances in the first half of the nineteenth century, free

people of color were some of Louisiana's most prosperous planters and farmers, owning more property than free people of color in any other state. Free people of color composed about forty percent of the African American population in New Orleans, reaching a high of forty-six percent in 1820. In 1850, there were over 500 free people of color in Louisiana who owned real estate worth at least \$2,000. Their average holding was almost \$8,000, which included urban and rural properties. In comparison, there were less than two hundred free people of color in South Carolina with an average real estate holding of \$4,723. Three out of every ten estate owners were free women of color.

### **Immigration**

New Orleans was the second leading port of entry in the United States during the antebellum period. Between 1820 and 1860, over 550,000 immigrants came through New Orleans, although the Crescent City lagged far behind its top competitor, New York City. Still, by 1850, about one-quarter of Louisiana's and the majority of New Orleans' white population was foreign-born.

Several factors drew immigrants to New Orleans. European immigrants often

## **MARIE THERESE COINCOIN**

Marie Therese "Coincoin" was born enslaved to African parents in French colonial Natchitoches during the 1740s: she later gained her freedom. By the time of her death in 1816, she owned an estate of over 1,000 acres and sixteen slaves. Building upon her successes, her children eventually became the wealthiest free family of color in the nation. For more information about Coincoin, please visit KnowLA: Encyclopedia of Louisiana History, [www.knowla.org/entry.php?rec=799](http://www.knowla.org/entry.php?rec=799), and the National Park Services' Cane River National Heritage Area, <http://www.nps.gov/history/nr/travel/caneriver/mel.htm>.

found it less expensive to go to New Orleans than to Atlantic ports. The large vessels that carried southern agricultural products to Europe, especially cotton, returned to New Orleans with less bulky manufactured goods and had enough room to offer bargain fares to passengers. New Orleans was also an attractive gateway to the western interior, made accessible and inexpensive by steamboats that opened inland waterways in the early years of the nineteenth century. New Orleans also offered cheaper passage to the West and Midwest than did overland modes of transportation from the East.

### **Germans**

Between 1820 and 1850, almost 54,000 Germans entered the port of New Orleans, with over 126,000 adding to that number in the first five years of the 1850s. While most continued on to the Midwest and California or fell victim to disease in Louisiana, enough remained to make up about one-tenth of the population of New Orleans in 1860.

Many of these mid-nineteenth century Germans were farmers, butchers, skilled workers, and professionals. As in other states, Germans gradually monopolized the

*Right: Wheel of Life*  
Pierre Joseph Landry  
c. 1834  
Louisiana State Museum

This carving represents the continuing cycle of life. Pierre Joseph Landry was born in France and immigrated to Louisiana in 1785.

brewing trade in Louisiana. Most New Orleans metalworkers, especially silversmiths, were German. German immigrants also dominated the art of lithography, which had been invented in Munich, Germany. Other Germans came to Louisiana as indentured servants.

Germans also contributed to the unique culture of Louisiana, adding German restaurants, dance halls, theaters, and music festivals. Architects from Germany left a significant legacy in New Orleans.

### **French**

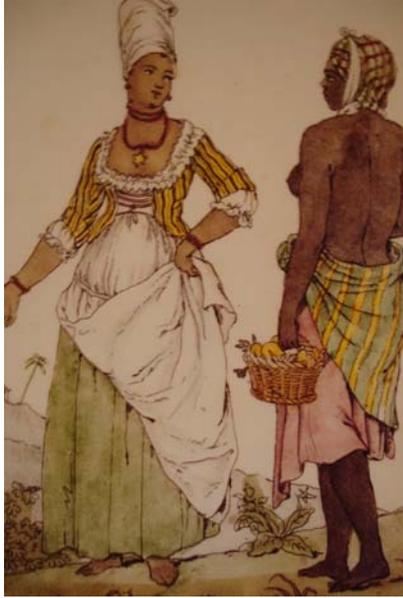
French nationals came to Louisiana directly from France and as refugees from the West Indies. During the nineteenth century, New Orleans continually drew greater numbers of French-speaking immigrants than any other urban area in the United States. By 1860 New Orleans was home to over 10,000 French-born residents, some of



whom were lawyers, merchants, physicians, or artists. Ties between Louisiana and France remained strong during the antebellum period. Some Louisiana residents, both black and white, made frequent trips to France, maintained contact with friends and relatives there, and received schooling or training in France.

### **Jews**

Spurred by immigration from Germany, Louisiana's Jewish population flourished in the nineteenth century. By 1860, Louisiana was home to the largest Jewish population in the South, numbering about 8,000 residents. Many small storekeepers and traders in rural Louisiana were Jews. They prospered by maintaining kinship and business ties with Jewish merchants in New



Left: Free People of Color from Saint-Domingue  
c. 1790  
Louisiana State Museum

Orleans and New York. In Louisiana's urban areas, many retailers, especially dry-goods merchants, were Jews.

### Saint-Domingue Refugees

In 1809 and 1810 over 10,000 French Saint-

Domingue refugees came to New Orleans, doubling the city's population. These immigrants originally fled war-torn Saint-Domingue in 1803. Many first settled in nearby Cuba but left six years later when Spanish authorities expelled them in retaliation for Napoleon's invasion of Spain. This group was made up of about equal numbers of whites, free people of color, and enslaved people.

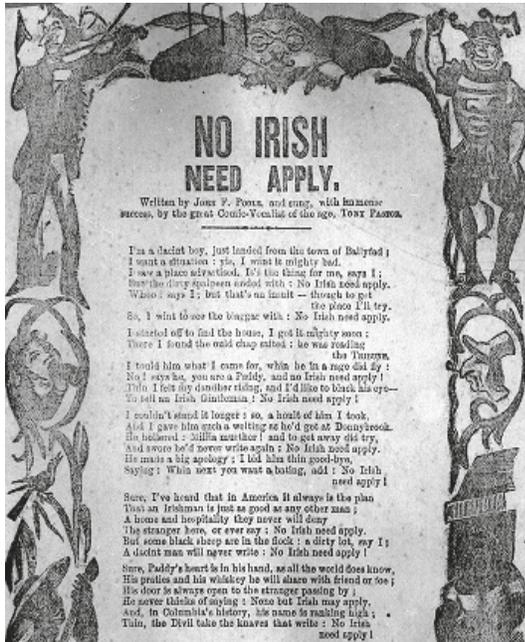
Black refugees to Louisiana brought with them elements of African and Haitian culture in the form of foodways and shotgun house architecture.

### Irish

Immigrants from Ireland also settled in Louisiana during the late eighteenth and early nineteenth century. The Crescent City held its first St. Patrick's Day celebration in 1809. The major influx of Irish, most of whom were peasants, came after 1830 and following the potato blights of the 1840s. By 1860, Irish numbered over 24,000 in New Orleans. Many Irish, especially those arriving before 1830, held professional jobs and were teachers, lawyers, doctors, architects, and printers.

### Enslavement: Forced Migration

By 1850, New Orleans was the South's largest slave-trading center. At that time, there were twenty-five major slave depots within a half mile from the St. Charles Hotel where enslaved Africans could be bought and sold, including hotels and the Masonic Temple. Most enslaved people were sold at public auction rather than in private transactions. Most of the enslaved that were traded in New Orleans came from other states, particularly from the Atlantic seaboard. In 1804, the federal government outlawed the external slave trade in Louisiana, and the United States Constitution



Left: No Irish Need Apply  
John F. Poole

Song lyrics tell the story of an Irish immigrant looking for work.

**STUDENT ACTIVITY**  
Discover how historical song lyrics reflect the political and social climate of the time during which they were written.

Visit the LOUISIANA Digital Library to read the song lyric. Access the desk reference at [www.crt.state.la.us/education](http://www.crt.state.la.us/education) for the URL.

forbade the importation of enslaved people after January 1808.

Traders smuggled enslaved people into Louisiana by way of the state's many bayous and swamps. Rising prices for enslaved people in the 1850s produced an increase in this illicit traffic and prompted some white southerners to petition the federal government for repeal of the African slave trade ban. This petition was unsuccessful.

Enslaved Africans made up slightly less than half of Louisiana's total population but almost three-fifths of those living outside New Orleans in 1850, with a high of 332,000 in Louisiana by 1860. Nine out of ten enslaved people in Louisiana worked on rural farms and plantations.

Enslaved Africans occasionally engineered mutinies aboard ships while they were transported from the Atlantic coast to Louisiana. One of the most famous mutinies took place aboard the *Creole* in 1841, when enslaved people took over the ship on its way from Virginia to Louisiana and headed for the Bahamas, a British commonwealth that had abolished slavery. Over the protest of American authorities, the British granted freedom to all enslaved people aboard the *Creole* when it arrived in Nassau.



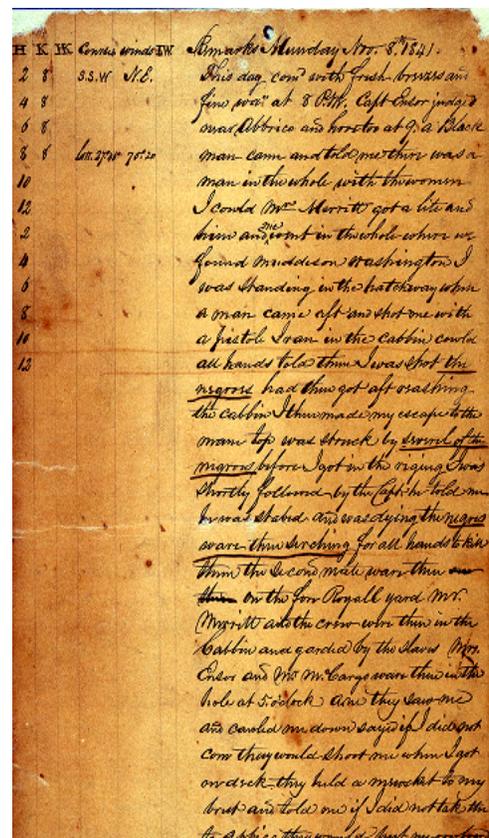
Above: Cabin Living Quarters for Enslaved Africans, circa 1806  
Audubon State Historic Site  
[www.crt.state.la.us/parks/Audubon.aspx](http://www.crt.state.la.us/parks/Audubon.aspx)

Right: *Creole* Log Book  
1841  
Louisiana State Museum

This is a page from the log book of the brig *Creole* concerning the mutiny of the enslaved people aboard the ship.

**STUDENT ACTIVITY**  
Examine a first-hand account of the events that occurred aboard the *Creole*. Access the desk reference at [www.crt.state.la.us/education](http://www.crt.state.la.us/education) for the URL.

Compare and contrast the outcome of the *Creole* mutiny with events that occurred aboard the Spanish ship, *Amistad*, in 1839.



**LESSON: TECHNOLOGY AND INNOVATION**  
*Student Investigation, Science and History*

*GLEs– Grade Eight: 9, 48, 58, 65, 66, 72, 73, 79; ELA Grade Eight: 9, 16, 18, 19, 40, 41*

**Overview**

Students will investigate how technology and innovation changed Louisiana’s antebellum agriculture, industry, transportation, communication, and way of life.

**Directions**

Arrange students into groups of three or four students per group. Explain that students will investigate one or more of the topics listed in the overview (above) to discover the inventions and new technologies that changed Louisiana’s antebellum economy and/or society. Ask each group to prepare a two-minute multimedia presentation of their research. Ask students to critique the class presentations.

**MULTIMEDIA PRESENTATION RUBRIC**

**Grading Criteria**

**Points**

Content	5	4	3	2	1
Historically Relevant Facts	Contains at least 2 accurate pieces of information for each required heading (5 pts)		Contains 3, accurate	Contains 2, accurate	Contains 1, accurate
Significance of Information	Facts are accurate and significant for all entries (5pts)	Accurate facts; most info is significant	Most facts are accurate, some info is significant	Some facts are accurate; some info is significant	Much important information is lacking
Pictures or graphics	Contains at least 4 accurate/relevant (5pts)		Contains 2, accurate and/or lack relevance (3/2pts)		Contains 1, accurate
Spelling	No errors (5pts)		1 error	2 errors	3 or more errors
Grammar/style.	No errors (5pts)		1 error	2 errors	3 or more errors
Organization	Well organized and easy to follow (5pts)		Average organization		Lacks organization
Title Page or Visual	Contains title, group members’ names, date (5pts)			Information incomplete (2pts)	No information given
Visual Appeal	Colors and graphic design complements information, does not detract from audience engagement with information. (5pts)		Colors/graphs visually appealing but detract from audience engagement with information (3pts)		Little attention given to graphic design
Group Participation	All members participated in organization/construction of visual. Covers all indicated issues related to the topic.		Some assignments incomplete, some members not on task (3/2pts)		Failed to cooperate, incomplete or poor quality product

## LESSON: MEDLEY OF CULTURES

### Cross-curricular Student Project

GLEs– Grade Eight: 9, 48, 58, 65, 66, 72, 73, 79;  
ELA Grade Eight: 9, 16, 18, 19, 40, 41

#### Overview

Students develop a multimedia presentation about one of the many cultural groups that lived in Louisiana during the 1812-1830 period and how that cultural group contributed to Louisiana's rich cultural heritage.

#### Directions

1. Organize class into groups with four students in each group.
2. Explain that each group will develop a multimedia presentation (slideshow; video; [Glogster](#) multimedia poster; [SmileBox](#), [Zooburst](#), or [MixBook](#) multimedia book; etc.) about one of the many cultural groups that lived in Louisiana during the 1812-1830 period and how that cultural group contributed to Louisiana's rich cultural heritage. See the Multimedia Presentation rubric, page seventy-eight.
3. Suggestions for content:
  - Foodways and recipes
  - Clothing
  - Religion
  - Architecture
  - Livelihood
  - Family Life
  - Education
  - Music
  - Literature
  - Art
  - Inventors and inventions
  - Significant individuals
4. Encourage students to use a variety of primary and secondary resources for their research. The LOUISiana Digital Library, <http://louisdl.louislibraries.org>, contains over 140,000 digital artifacts. Its purpose is to make unique historical treasures from the Louisiana institution's archives, libraries, museums, and other repositories in the state electronically accessible to Louisiana residents, students, teachers, and the general public.

## MATH ACTIVITY: PORT OF NEW ORLEANS (CONNECTIONG PAST AND PRESENT

GLEs– Grade Eight: 6, 8, 10, 64, 70

#### Overview

Newspapers of the early nineteenth century indicate the volume of national and international trade conducted through the port of New Orleans.

They also reflect the market prices of everyday goods.



#### Directions

1. View the newspaper advertisement for ships departing New Orleans in 1811 (above). Access the desk reference at [www.crt.state.la.us/education](http://www.crt.state.la.us/education) for the URL. Develop a world map that shows some of the different countries that docked at the port of New Orleans during Louisiana's early statehood period.
2. Direct students to view the advertisement "Wholesale Prices Current, at New Orleans, 1812" (above) in the LOUISiana Digital Library. See the desk reference at [www.crt.state.la.us/education](http://www.crt.state.la.us/education) for the URL. Ask students to use the ad to make a shopping list containing five food items and the price of each item. Ask students to use a recent newspaper to compare and contrast the historical and contemporary prices of items on their shopping list.

**Challenge:** Investigate Louisiana's major twenty-first century coastal and internal port cities. Develop an interactive map that shows the major Louisiana ports, important items traded through each, and the national and global regions affected by this trade. Ask students to think about how this global trade shapes their lives.

**Extension:** Ask students to work in groups to develop a graphic organizer that compares and contrasts Louisiana's global river and coastal port trade in 1812 and 2012.



## 2012: LOUISIANA'S NEW POPULATIONS

During the twentieth and twenty-first centuries, continued immigration brought new cultural groups to Louisiana. As a result, Louisiana is now home to significant numbers of people from Asia, Central and South America, the Middle East, northern and eastern Europe as well as from southern and eastern Africa. Each group has added to the cultural environment of Louisiana and, in varying ways, influenced the traditions found here.

The Louisiana Folklife Program within the Department of Culture, Recreation, and Tourism's Division of the Arts, serves to identify, document, conserve, and present the folk cultural resources of Louisiana. Folklife and folk culture includes living traditions learned informally over time within ethnic, regional, occupational, and family groups.

In 2005, the Louisiana Folklife Program initiated the New Populations project to document the more recent immigrants and refugee communities and to engage these communities in the identification and documentation of their traditional culture and art forms.

*Above Left Folklife in Louisiana  
Louisiana Division of the Arts*

## LESSON: NEW POPULATIONS

### *Student Investigation*

*GLEs— Grade Eight: 3, 10, 11, 12, 75; Grade Three: 16, 53, 56, 57; ELA Grade Eight: 9, 40, 41*

#### **Overview**

Students use the Louisiana Folklife Internet essay, <http://www.louisianafolklife.org/NewPopulations/>, to research Louisiana's new populations that migrated to the state during the twentieth and twenty-first centuries.

#### **Directions**

1. Make copies of the New Populations Louisiana Migration and Settlement chart on page eighty-two and the Louisiana Migrations map on page eighty-three, one copy per student.
2. Arrange students in groups to research the reasons new population groups migrate(d) to Louisiana in the twentieth and twenty-first centuries. Some groups include Laotians, Vietnamese, Croatians, Italians, Cubans, Haitians, and Hispanics.
3. Explain that students will complete the New Populations graphic organizer, including both the "Push/Pull" factors (cause/attraction) that encouraged groups to migrate to Louisiana and the contributions made by cultural groups.
4. Ask students to produce a Louisiana Migration map (page eighty-three) that shows where each cultural group originated and where they settled in Louisiana.

#### **Activity Suggestion**

Plan a cultural festival at your school.

## LESSON: POPULATION TRENDS

### *Math and Demographics*

GLEs— Grade Eight: 4, 8, 10; ELA Grade Eight: 9, 40, 41; GLEs Grade Eight: 9, 16, 18, 19.

#### Overview

Students examine demographic information about Louisiana to determine the cultural groups that live in contemporary Louisiana and to identify factors that cause regions to change

#### Population Trends Lesson Procedures

1. Ask students to develop a chart similar to the one shown below on which to record the population of one or more selected ethnic groups in Louisiana during four separate time periods (1940, 1980, 2000, 2010). The chart may also be in the form of a bar graph or population pyramid (male/female, age). Option: Divide students into teams of three or four, then assign each team an ethnic group to research. Use the Internet resources to locate the answers. Some answers have been provided below. For a technology option, ask students to construct a worksheet and graph using Excel.
2. Ask students to write a narrative that may explain the population trend(s) they observed.
3. Extension: Students may research population demographics and trends as well as comparisons between state, parish, and national statistics.

#### Research Sites

- Profile of General Demographic Characteristics from 2000 Census for Louisiana: <http://mcdec2.missouri.edu/webrepts/sf3pros/laindex.html>
- Historical Census Statistics on Population Totals By Race, 1790 to 1990, and By Hispanic Origin, 1970 to 1990, For the United States, Regions, Divisions, and States: <http://www.census.gov/population/www/documentation/twps0056.html>
- 2010 Census Data: <http://quickfacts.census.gov/qfd/states/22000.html>

**Population Trends Chart**

	<b>1940</b>	<b>1980</b>	<b>2000</b>	<b>2010</b>
White	1,511,739	2,912,172	2,856,161	
African American	849,303	1,238,241	1,451,944	
American Indian	1,801	12,065	42,878	
Asian	1,037	23,779	54,758	
Hispanic	5,636	99,134	107,738	

**NEW POPULATIONS  
MIGRATION AND SETTLEMENT CHART**

**Student Worksheet**  
Name \_\_\_\_\_

**Directions**  
Use the Louisiana Folklife Internet essay, <http://www.louisianafolklife.org/NewPopulations/>, to research Louisiana’s new populations that migrated to the state during the twentieth and twenty-first centuries. Your Tasks:

1. Identify three groups within Louisiana’s new populations and the reasons each group moved to Louisiana. Enter the information on the chart below.
2. Complete the Louisiana New Populations Migration map, indicating the country of origin and the area of settlement for each group.

**Research Sites**

- World Map (with country labels): <http://geology.com/world/world-map.shtml>
- Louisiana History Online: <http://lsm.crt.state.la.us/cabildo/cab-intro.htm>
- Louisiana Folklife Cultural Regions: [www.louisianafolklife.org/LT/Maps/creole\\_maps\\_major\\_ethnic.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html)
- Louisiana Folklife New Populations: <http://www.louisianafolklife.org/NewPopulations/>
- Historical Map: [http://www.louisianadigitallibrary.org/cdm4/item\\_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4](http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4)

**Louisiana Migration and Settlement Chart**

<b>Immigrants</b>	<b>Push/Pull Factor</b> (why they left, why they came)	<b>Differences and Similarities</b> (Factors that made it easy or difficult to fit in)	<b>Contribution(s) to the Development of Louisiana</b>

