Comprehensive Curriculum

Grade 3
Social Studies

Louisiana Department of EDUCATION
Paul G. Pastorek, State Superintendent of Education
Grade 3
Social Studies

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The Louisiana Department of Education issued the Comprehensive Curriculum in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the Louisiana Comprehensive Curriculum, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of iLEAP assessments.

District Implementation Guidelines
Local districts are responsible for implementation and monitoring of the Louisiana Comprehensive Curriculum and have been delegated the responsibility to decide if
- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom
Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features
Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

A Materials List is provided for each activity and Blackline Masters (BLMs) are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The Access Guide to the Comprehensive Curriculum is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The Access Guide will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the Access Guide icon found on the first page of each unit or by going directly to the url http://sda.doe.louisiana.gov/AccessGuide.
Grade 3
Social Studies
Unit 1: Louisiana’s Geography

Time Frame: Approximately 10 instructional periods for 45 minutes each period.

Unit Description

This unit focuses on basic geographic skills, using various types of maps for a better understanding of Louisiana. The unit will also examine characteristics of urban, suburban, and rural communities.

Student Understandings

Students understand the characteristics and uses of various maps. They will locate various regions of Louisiana and compare characteristics of different areas. Students understand the use of geographic tools to find location.

Guiding Questions

1. Can students understand and describe the characteristics and uses of various maps?
2. Can students use geographic tools to locate major geographic features on a map and compare various areas in Louisiana?
3. Can students describe and compare various community settings in Louisiana?
4. Can students explain patterns of settlement in Louisiana, past and present?
5. Can students describe and compare the physical characteristics of various regions of Louisiana?

Unit 1 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>The World in Spatial Terms</td>
</tr>
<tr>
<td>1.</td>
<td>Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)</td>
</tr>
<tr>
<td>2.</td>
<td>Differentiate between a bar, pictograph, and circle graph. (G-1A-E1)</td>
</tr>
<tr>
<td>4.</td>
<td>Use compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)</td>
</tr>
</tbody>
</table>
### GLE # | GLE Text and Benchmarks
---|---
5. | Locate major geographic features of Louisiana on a map (G-1A-E2)
6. | Construct a chart, line graph, or diagram to display geographical information (G-1A-E3)
7. | Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3)
8. | Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3)

#### Places and Regions
9. | Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)

#### Physical and Human Systems
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)
18. | Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)

#### History

#### Historical Thinking Skills
46. | Complete a timeline based on given information (H-1A-E1)

#### Louisiana and United States History
54. | Describe the importance of events and ideas significant to Louisiana’s development (H-1C-E1)

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**Sample Activities**

*Teacher Note: A good source for information on Louisiana is the following website: http://www.louisiana.gov/wps/portal/cmd/cs/ce/155/s/1118/_s.155/1117/_me/1117*

**Activity 1: Map and Graph Match (GLEs: 1, 2)**

Materials List: examples of bar graphs, pictographs, and circle graphs; Louisiana political, physical, topographical, and population maps; 3 x 5 index cards

Display examples of bar graphs, pictographs, and circle graphs. Have students explain the differences in each graph by giving examples of the types of information that each graph is best used for.

Explain to students the differences among physical, political, topographical, and population maps. Explain that political maps show locations and borders of places, such as states and countries. Tell students that borders are man-made. A physical map shows what the land and water of Earth look like. Physical maps can be used to find out where mountains, lakes, and oceans are located. A topographical map shows the Earth’s elevations. A topographical map can be used to find the height of mountains and the
elevations of valleys and plains. A population map shows the population of different areas found on a map and can be used to compare populations over different time periods.

To develop student understanding of physical and political maps, have students create vocabulary cards (view literacy strategy descriptions) for terms related to both. Provide students with 3 x 5 index cards and ask them to follow directions in creating a sample card. Draw the diagram below on the chalkboard and place a term in the middle of the drawn card. (See example) Ask students to provide a definition of it in their own words. Write the definition on the board in the appropriate space. Next, ask students to list the characteristics or description of the term and write that information in the correct space. Then ask for examples of the term. Finally create a simple illustration in the last area of the card.

Now have students make their own word cards. Allow students time to review, and then find a partner to quiz and check for accurate information on the cards.

Provide students in cooperative groups with two packets. The first packet should contain various copies of maps (e.g., physical, political, topographical, population) of the United States, Louisiana, and the parish where students reside. The second packet should contain examples of bar graphs, pictographs and circle graphs depicting information relating to the maps in Packet 1. Each packet should also contain a 3x5 inch index card with the correct name and type of each graph or map. Students will work together to match the correct map or graph to the correct name. When students have completed this task, have them justify their choices in a classroom discussion.

**Additional map websites:**

Population map:  
[http://content.answers.com/main/content/wp/en/e/ed/Louisiana_population_map.png](http://content.answers.com/main/content/wp/en/e/ed/Louisiana_population_map.png)
Population map
http://www.doa.louisiana.gov/census/theme/90pop.gif

Louisiana parish map
http://geology.com/state-map/maps/louisiana-county-map.gif

Louisiana state map
http://geology.com/state-map/maps/louisiana-state-map.gif

Louisiana road map
http://www.louisiana-map.org/louisiana-road-map.gif

Activity 2: Using Map Skills (GLEs: 1, 4, 5, 7, 9, 18)

Materials List: U. S. map; Louisiana parish, physical, political, topographical, and population maps; crayons/colored markers; blank paper; Word Grid for Types of Maps BLM, poster paper (optional)

Look at a map of the United States. Talk about the differences between states and countries. Have students identify and locate their state. Look at a map of Louisiana or use the U.S. map. Ask students to locate their parish and town using the compass rose and cardinal directions. Next, provide students with a list of geographical features such as: Lake Pontchartrain, Mississippi River, Gulf of Mexico, Red River, Kisatchie Hills, and Port of New Orleans. Let students work in groups to locate each on a map. The teacher should work as a facilitator leading students to the correct source of information. Provide students with a Louisiana outline map such as the one from http://www.louisiana101.com/laparishes2.gif. Have them color in their parish and label their town.

Provide students with a blank sheet of paper. Ask them to sketch a map of Louisiana from memory. Do this at the beginning of the unit and save the maps. Look at a map of the United States. Talk about the different shapes and sizes of states. Draw some conclusions about where the largest and smallest states, in area, are located. Talk about the borders of states and find those with natural boundaries, such as rivers. Ask students to identify Louisiana ports. Talk with students about how transportation networks coincide with the natural boundaries. Look at a map of Louisiana. After this part of the activity, have students sketch another map of Louisiana by using a U.S. map as a reference. Have them share their maps with the class, if they choose. Save the maps. At the end of the study of Louisiana geography, ask students to sketch a map again from memory and include any information that they have learned. Have students compare the three maps.

Show students different types of maps of Louisiana or the United States. Maps should include physical, political, and/or topographical information. Ask students to compare and contrast the maps by using a word grid.
Have students complete a word grid (view literacy strategy descriptions) by placing an “x” in the corresponding space next to the map type that answers each question. (See the Word Grid for Types of Maps BLM and the sample below.) Each question may have more than one answer. After the grid is complete, students may add their own questions to the grid. The teacher should have a copy of the word grid to work with students before letting students work independently. Word grids allow students to make a connection with terminology and their characteristics or definitions.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Physical Map</th>
<th>Political Map</th>
<th>Road Map</th>
<th>Topographical Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which map would be best to use for driving around Louisiana?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students identify and color the geographic regions of Louisiana on a Louisiana map. (See http://landmarks.lsu.edu/map.html for a regional map of Louisiana.) Maps are available at the Louisiana Voices website, http://upload.wikimedia.org/wikipedia/commons/thumb/1/1f/Louisiana_regions_map.svg/666px-Louisiana_regions_map.svg.png, under Online Maps. Divide students into groups and have them work collaboratively to research the physical characteristics of two regions. Students should prepare a report, PowerPoint® presentation, or poster that compares the two regions and present it to the class. Ask them to include information about climate and key physical geographic features, including landforms, bodies of water, climate, precipitation, elevation, bayous, swamps, marshes, and types of vegetation.

Additional Map Websites

Louisiana population map
http://content.answers.com/main/content/wp/en/e/ed/Louisiana_population_map.png

Louisiana population map
http://www.doa.louisiana.gov/census/theme/90pop.gif

Louisiana parish map
http://geology.com/state-map/maps/louisiana-county-map.gif

Louisiana state map
http://geology.com/state-map/maps/louisiana-state-map.gif

Louisiana road map
http://www.louisiana-map.org/louisiana-road-map.gif
**Activity 3: Using Map Grids (GLEs: 4, 8)**

Materials List: 1-inch grid paper, colored dots, crayons or markers, school map, Louisiana map with compass rose, community map with compass rose

Distribute an 8 ½ x 11 inch sheet of paper with 1-inch squares drawn on it. Discuss with students how they can use a map grid to find locations. Have students label the bottoms of their grids with the numbers 1-7 and the left hand side with the letters A-H. Have students place a colored dot on various coordinates such as A-3, B-2, H-7, etc.

Enlarge a map of the school and school grounds, and draw a grid on the map to use as a demonstration of this activity. Provide students with a similar map of the school drawn on a sheet of graph paper. Teachers can create an easy school map on graph paper. Demonstrate how to use the small squares to find locations within the school by identifying the location of the classroom on a grid drawn on the enlarged map. Find a location by asking, for example, what is located at A-2? Ask students to provide a grid number for other areas within the school, such as the cafeteria, art room, band room, and so on. Students can do this as a class or in pairs. Check their work to determine if they understand the geographical use of grids.

Next, have students look at a map of Louisiana and/or their community with a compass rose. Have students explain the use of a compass rose. Ask students to use intermediate directions to locate various locations.

To extend this lesson, ask students to make a grid of their houses or bedrooms to share with the class.

Discuss longitude and latitude, explaining that coordinates or meridians are used to locate places on maps and on a globe.

**Activity 4: Louisiana’s Physical Characteristics (GLEs: 6, 9)**

Materials List: regional map of Louisiana, poster board, card stock, index cards, crayons, and markers

Use the website [http://landmarks.lsu.edu/map.html](http://landmarks.lsu.edu/map.html) to provide students with a copy of the regional map. Discuss with students how Louisiana is divided into various regions. Have students identify the Upland South, Crossroads, Greater New Orleans, Florida Parishes, and Acadiana Parishes regions on the map. Have them work collaboratively to research the physical characteristics of each region using books and media sources and prepare a diagram or chart to display the geographical information. The classroom presentation may be a poster, trading cards, or flash cards, each with an illustration on the front and data on the back. Ask them to include information about key geographic features, including landforms, bodies of water, climate, precipitation, elevation, bayous, swamps, marshes, and types of vegetation.
Activity 5: Physical Characteristics of Communities (GLEs: 6, 9, 14)

Materials List: pictures of urban, rural, and suburban communities; poster board; Community Posters BLM

Show students various pictures of different communities. Ask students to identify each as rural, urban, or suburban. Have students discuss the similarities and differences in each type of community. Lead the classroom in a discussion about their community and how it differs from the other two communities. Have students cut a piece of poster board into four pieces. Students will label one Rural Community, one Urban Community, and one Suburban Community in Louisiana. (See Community Posters BLM and the sample below.) The fourth piece of poster board should be saved for another project at a later time. Students will then create a chart or diagram to display at least five characteristics of each on the poster board. Display the posters in the classroom to use with other activities during the school year.

<table>
<thead>
<tr>
<th>Rural Community</th>
<th>Urban Community</th>
<th>Suburban Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Activity 6: Louisiana Regional Quilt (GLEs: 6, 9)

Materials List: 12-inch squares of tag board or poster board, crayons and markers, Quilt Block Square 1 BLM, Quilt Block Square 2 BLM, KidPix® software (optional)

Students will create a diagram or chart such as a quilt block to make a Louisiana Regional Quilt. Give students a 12-inch square of tag board or poster board. Have students draw two diagonal lines across the square to divide the square into four squares. Next have students draw a square or circle in the middle of the square. See Quilt Block Square 1 BLM, Quilt Block Square 2 BLM, and examples below.
Have students decorate the squares to represent one of the regions of Louisiana. Students should choose from Central, Northern, South Central, Southeast, or Southwest. They may also use KidPix® software to create their quilt square. Students should choose information from geographic features such as landforms, types of vegetation, and bodies of water on their quilt squares. When each student has completed his/her quilt square, combine all squares and create a classroom quilt. Display the quilt in the classroom, school hallway, school library, or parish library. A great way to create a classroom keepsake is to make the quilt squares out of fabric and have students paint their squares. Invite community leaders, grandparents, and parents to help the class form their fabric squares into a quilt that can be used as a wall hanging.

Activity 7: Settling Louisiana (GLE 15)

Materials List: books or text about Louisiana settlers

Before reading books or text about people who have settled in Louisiana, students will generate questions they have about the topic based on an SQPL prompt. (view literacy strategy descriptions) The SQPL prompt allows students to create questions specific to the subject they are studying. This provides students with purposeful learning.

Next, state the following: Americans have been the only settlers in Louisiana, and write it on the chalkboard. Next, have the students work with a partner and think of one or two good questions based on the SQPL statement. Write their questions on the board. When students are finished, the teacher should add his/her own questions to the list. Tell students to listen carefully for the answers. Stop after the section or page that supplies the answer and ask students if they heard an answer to their question. Mark this question as answered. Continue reading the text or book. Go back over the questions and check to see which ones still need to be answered. Use the books, text, or personal knowledge to supply answers.

Additional Resources

Bens, Jeff W. Albert, Himself. (Adult fiction)
Blume, Helmut. *The German Coast During the Colonial Era: 1722-1803.*
Craven, Avery O. *Rachel of Old Louisiana.* (Juvenile biography)
Deiler, J. Hanno. *The Settlement of the German Coast of Louisiana and the Creoles of German Descent.*
Duncan, Lois. *Locked in Time.*
Fradin, Dennis B. *Louisiana: From Sea to Shining Sea.*
Hoobler, Dorothy, Thomas Hoobler, and Werner Klemperer. *The German American Family Album.*
Ladoux, Rita. *Louisiana: Hello USA.*
Merrill, Ellen C. *Germans in Louisiana.*
Moore, Elizabeth and Alice Couvillon. *Louisiana Indian Tales.*
Roop, Peter, Connie Roop, and Sally Wern Comport. *Louisiana Purchase.*
Russell, Barbara Timberlake. *Maggie’s Amerikay.* (Juvenile fiction)
Sakurai, Gail. *The Louisiana Purchase.*
Sims, Kathy Conville. *Louisiana Potpourri From A To Z: Pot-pourri Louisianais D’ A À Z.*
Taylor, Joe Gray. *Louisiana: A History.* (Bicentennial & Historical Guide)
Yoes, Henry E., III. *Louisiana’s German Coast: A History of St. Charles Parish.*

German Americans (in Louisiana)
http://ccet.louisiana.edu/99.1_Suggested_Readings/Readings_German_Americans.html

Irish Americans (in Louisiana)
http://ccet.louisiana.edu/99.1_Suggested_Readings/Readings_Irish_Americans.html
http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Irish_Americans.html

**Activity 8: Using Timelines (GLEs: 15, 46, 54)**

Materials List: blank paper, cash register tape

Begin the unit by having students create a timeline of the important events in their lives.

Present the concept of time by reviewing the definition of timeline and modeling the construction of one. For the students’ personal timelines, have them create a timeline bar on a blank sheet of paper or cash register tape using year increments. Ask them to fill in the year of their birth; their first, second, and third birthdays; and other important events in their lives, such as when they lost their first tooth, when they learned to ride a bike, or when a sibling was born.
Mount a strip of bulletin board paper at students’ eye level along one classroom wall, or another location of prominence, for continued interaction.

Keep the interactive timeline below displayed in the classroom throughout the year. The timeline should be comprehensive and cover significant events related to Louisiana history (see example below). Terms such as recent, long ago, present, and modern should be stressed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1699</td>
<td>Louisiana inhabited by the Caddos, Natchez, Yazoos, Tunicas, Choctaws, and Chitimachas tribes</td>
</tr>
<tr>
<td>1719</td>
<td>The first large importation of black Africans; German families arrive in Louisiana</td>
</tr>
<tr>
<td>1764</td>
<td>The first large importation of black Africans; German families arrive in Louisiana</td>
</tr>
<tr>
<td>1500 A.D.</td>
<td>1600 A.D.</td>
</tr>
</tbody>
</table>

Have students use their personal timelines that were created earlier to compare the length of time in their own lives with the above timeline.

Lead a class discussion about Louisiana and important events that should be recorded on the classroom timeline as they are studied (e.g., the Louisiana Purchase). Include important events such as early Indian settlements, French and Spanish settlements, and arrival of the Acadians, Africans, and Germans in order to show important settlement patterns of Louisiana. Have students use the timeline regularly, adding events and people studied. Provide students with small copies of the class timeline, and ask them to record events on these personal copies as they are added to the large classroom timeline.

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
• Select assessments consistent with the types of products that result from the student activities.

General Assessments

• Ask students to draw an outline map of Louisiana on a sheet of paper and to indicate where their community is located.
• Have students complete map grids with various coordinates.
• Have students write a description of key geographic features in their chosen region.
• Have students compare and contrast urban, rural, and suburban communities.

Activity-Specific Assessments

• Activities 2, 4, and 6: Have students identify a region of Louisiana and write the name of the region in the triangle. Ask them to write three statements about the region, one each in the three connected ovals. (See the sample below.) Have them use those statements to explain how regions of Louisiana are similar and different by writing a short paragraph.

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triangle

o

○ ○
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• Activities 2, 4, and 5: Provide students with a map of Louisiana that has been divided into parishes. Students will correctly label their parish and town, regions of Louisiana, and geographical features such as bodies of water and land features.

• Activity 3: Have students find various locations in their community on a map grid. Locations should include their school, hospital, library, post office, mayor’s office, etc.

• Activities 3, 4, and 6: Provide students with construction paper, pencils, rulers, glue sticks, and crayons. Students will create Louisiana Geography Books. Students may draw or cut out pictures for their books. Students may use maps or other items they have created during this unit. Each book will include the following information: geographical information, timelines, and maps. Provide students with a copy of the rubric so they will understand the areas in which they will be assessed. (See the Louisiana Geography Books Rubric BLM.)
• Activity 8: Create a timeline that indicates the centuries, beginning with A.D. 1500. Have students include a list of important people and events that occurred throughout Louisiana history. The teacher will provide this list.

Additional Unit Resources:

Trade Books
Catalana, Angela. Communities at Work: Community Needs Meeting Needs And Wants in Communities
Catalana, Angela. Communities at Work: Community Plans Making Choices About Money in Communities
Catalana, Angela. Communities at Work: Community Resources The Land and the People in Communities
Catalana, Angela. Communities at Work: Community Rules Making and Changing Rules and Laws in Communities
Catalane, Angela. Communities at Work: Community Space How Land and Weather Shape Communities
Catalana, Angela. Communities at Work: Community Spirit Symbols of Citizenship in Communities
DeVillier, Christy. Lewis & Clark (First Biographies)
Fradin, Dennis Brindell and Judith Bloom Fradin. From Sea to Shining Sea: Louisiana. 1995
Fife, Barbara, Lewis and Clark Expedition
Gildart, Leslie. World Almanac Library of States (Weekly Reader)
Heinrichs, Ann. LaSalle
Isaacs, Sally Senzell. America in the Time of Lewis and Clark
Miller, Jake. Communities at Work: Who’s Who in a Neighborhood
Miller, Jake. Communities at Work: Who’s Who in a Rural Community
Miller, Jake. Communities at Work: Who’s Who in a School Community
Miller, Jake. Communities at Work: Who’s Who in a Suburban Community
Weidenman, Lauren. What is a Map?

CD-ROM
Marsh, Carol. Let’s Discover Louisiana

Games
Louisiana Bingo: Geography Edition (Gallopade International)

Teacher Resource Books
Marsh, Carole. Louisiana Jeopardy! Answers and Questions about our State
Marsh, Carole. Louisiana Jography. A Fun Run Through Our State
Marsh, Carole. Louisiana History Projects
Marsh, Carole. Louisiana Geography Projects
Marsh, Carole. Louisiana People Projects
Marsh, Carole. *Louisiana Survivor Game Book*
Marsh, Carole. *Louisiana Wheel of Fortune Game Book*
Marsh, Carole. *Louisiana Millionaire Game Book*
Marsh, Carole. *The Lovely Louisiana Coloring Book*
Marsh, Carole. *Louisiana Native Americans*
Marsh, Carole. *Terrific Timeline Tools for Teachers*
*World Social Studies Yellow Pages for Students and Teachers (the Kid’s Stuff People)*

Quasha, Jennifer. *Pilgrims and Native Americans: Hands on Projects About Life in Early America*

**Other Books**

Ball, Jacqueline. *On the Bayou*
Blue, Rose and Corinne J. Naden. *Exploring The Mississippi River Valley*
Faucheux, Guy N. and Wallace D. Faucheux. *Cajun Comiques Historic Louisiana*
Gildart, Leslie. *World Almanac Library of the States LOUISIANA*
Hanger, Kimberly S. *A Medley of Cultures Louisiana History at the Cabildo, Louisiana Life Magazine*
Isaacs, Sally Senzell. *America in the Time of Lewis and Clark*
LaDoux, Rita C. *Louisiana Hello U. S. A.*
Loughran, Donna. *Uniquely Louisiana*
MaCaulay, Ellen. *Louisiana: From Sea to Shining Sea*
Richard, C. E. *Louisiana An Illustrated History*

**Additional Website Resources**

National Museum of American History - [http://americanhistory.si.edu/](http://americanhistory.si.edu/)
The Avalon Project – Louisiana Purchase: 1803 - [www.yale.edu/lawweb/avalon/diplomacy/france/frtreaty.htm](http://www.yale.edu/lawweb/avalon/diplomacy/france/frtreaty.htm)
The Cabildo - [http://lsm.crt.state.la.us/cabildo/cabildo.htm](http://lsm.crt.state.la.us/cabildo/cabildo.htm)
The Louisiana Purchase - [http://lsm.crt.state.la.us/cabildo/cab4.htm](http://lsm.crt.state.la.us/cabildo/cab4.htm)
Louisiana Public Broadcasting - [www.lpb.org](http://www.lpb.org)
Louisiana History - [www.louisianahistory.org](http://www.louisianahistory.org)
Louisiana Travel – Welcome - [www.louisianatravel.com](http://www.louisianatravel.com)
Encyclopedia of Cajun Culture - [www.cajunculture.com](http://www.cajunculture.com)
Department of Natural Resources - [http://www.la.nrcs.usda.gov/](http://www.la.nrcs.usda.gov/)
Louisiana Historical Society - [www.louisianahistoricalsociety.org](http://www.louisianahistoricalsociety.org)
Discover Louisiana - [www.louisianatravel.com](http://www.louisianatravel.com)
Los Islenos Heritage and Cultural Center - [www.losislenos.org](http://www.losislenos.org)
Laurel Valley Village Store Museum - [www.lafourche-tourism.org/welcome.htm](http://www.lafourche-tourism.org/welcome.htm)
Rural Life Museum - [http://rurallife.lsu.edu/](http://rurallife.lsu.edu/)
Longfellow-Evangeline State Historic Site - [www.crt.state.la.us/crt/parks](http://www.crt.state.la.us/crt/parks)
German-Acadian Coast Historical and Genealogical Society - www.gachgs.com
Vermilionville Living History Museum and Village - www.vermilionville.org
Acadian Village - www.acadianvillage.org
NPS Prairie Acadian Cultural Center - http://www.nps.gov/jela/prairie-acadian-cultural.htm
Fort Jean Baptiste State Historic Park - www.crt.state.la.us/crt/parks
Los Adaes State Historic Park - www.crt.state.la.us/crt/parks
Biloxi-Tunica Tribe - www.tunica.org
Marksville State Historic Site - www.crt.state.la.us/crt/parks
Poverty Point State Historic Site - www.crt.state.la.us/crt/parks
Grade 3
Social Studies
Unit 2: Changes in Louisiana’s Landscape over Time

Time Frame: Approximately 11 instructional periods for 45 minutes each period

Unit Description

This unit focuses on the changes in the geography of Louisiana over time. This unit will also compare places in Louisiana that have contrasting features.

Student Understandings

Students understand the impact of physical processes on the geography of Louisiana. They understand the impact of natural disasters on personal experiences and on the physical environment. Students recognize that comparing two different places in Louisiana will offer a more comprehensive view of the varieties of land use and landscape.

Guiding Questions

1. Can students describe the human characteristics of places in Louisiana?
2. Can students explain how people and the physical environment have changed over time in Louisiana?
3. Can students describe ways in which people in Louisiana have modified the physical environment over time to meet basic needs?
4. Can students name examples of physical processes affecting Louisiana?

Unit 2 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>The World in Spatial Terms</td>
</tr>
<tr>
<td>4.</td>
<td>Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, line graph, or diagram to display geographic information. (G-1A-E3)</td>
</tr>
<tr>
<td>Places and Regions</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th><strong>Physical and Human Systems</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Environment and Society</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)</td>
</tr>
</tbody>
</table>

### Sample Activities

**Activity 1: Where in Louisiana?  (GLE: 4)**

Materials List: blank physical map of Louisiana parishes, 3 x 5 index cards, local community or parish maps, Inspiration© software (optional)

Before this activity the teacher will need to prepare the following:
- A blank physical map of Louisiana divided into parishes
- Cardinal direction cards. Use note cards to write down various directions such as these:
  - Name a river located to the east of Baton Rouge.
  - What direction would you travel to visit the Gulf of Mexico?
  - Is Monroe located north or east of Alexandria?

Review compass rose and cardinal directions with the students. Have students locate a compass rose and map key on various maps. Provide students with a blank physical map of Louisiana divided into parishes. Have students take turns reading cardinal direction cards aloud to the class and providing answers. Repeat this activity using a community or parish map for the area in which students reside.

Map websites:
Louisiana parish map

Louisiana-shaped blank map
[http://www.eduplace.com/ss/socsci/books/content/statemaps/pdfs/la_map.pdf](http://www.eduplace.com/ss/socsci/books/content/statemaps/pdfs/la_map.pdf)
Activity 2: The Disappearing Coastline (GLEs: 6, 13)

Materials List: Louisiana physical map transparency, overhead projector, student copies of Louisiana physical maps, blue crayons or colored pencils, Louisiana’s Disappearing Coastline BLM

Display a transparency of a physical map of Louisiana on an overhead projector. Give students their own personal copy of a physical map of Louisiana. Have the students use a blue crayon or colored pencil to trace the outline of the coast of Louisiana on their personal maps. The teacher should complete this task on the overhead map also. Ask students why they think rivers, lakes, and the Louisiana coast are important to the people of Louisiana. Write student answers on the board or chart paper. Explain that the Louisiana coastal wetlands are at risk because of coastal erosion, and that the coast of Louisiana is retreating. Have students trace the coastline of Louisiana about 1/4 inch inside the border of Louisiana. Model this task using the overhead projector. Ask students to explain what they see is happening to the coastline. Continue this until about one inch has been colored blue and modeled on the transparency for student understanding.

On the blackboard or overhead transparency list the following causes of coastal erosion: rise of sea level, tides, storms, hurricanes, and animals such as the nutria. Have students complete a graphic organizer (view literacy strategy descriptions) or chart like the one below identifying the damage to the environment, economy, and quality of life of Louisiana. (See the BLM on Louisiana’s Disappearing Coastline and sample below.) Then have students explain why it is important to preserve Louisiana’s environment, economy, and quality of life. Students can also use the software Inspiration© to create their graphic organizers.

<table>
<thead>
<tr>
<th></th>
<th>Damage to the environment</th>
<th>Damage to the economy</th>
<th>Changes in the quality of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise of sea level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To extend this activity, have students think back to Hurricanes Katrina and Rita. Ask students to identify ways that Katrina and Rita have changed the environment, economy, and quality of life for the people of Louisiana.


Materials List: old and new photographs of Louisiana and of local communities, copies of student-developed interview questions

Before this activity, the teacher will need to have various photographs, old and new, available of both Louisiana and of the local communities where the students live. Display
these around the classroom for students to view. Give students time to study the photographs in groups of three so they can discuss the changes they see from photograph to photograph. Bring the students together for a classroom discussion. Have students explain the various ways that Louisiana and their community have changed. Have them brainstorm ways that people affect or change the environment in their day-to-day living. Ask students if any of the photographs show environmental changes and possible causes for the changes.

Discuss with students how to conduct an interview. Then have students interview a grandparent, parent, or other elder resident of the community to find out ways Louisiana and their community have changed through the years. As a class, have students create a list of five to seven interview questions to use in their interview. Provide students with a copy of the questions to use for their interviews. The teacher should give the students four or five days to complete the interviews. Have students share their findings with the class. The teacher should close the classroom discussion by having students write a short paragraph describing how the physical environment has changed over time.

Activity 4: People and Physical Processes (GLEs: 6, 9, 11, 13)

Materials List: erasable markers, classroom world map, Cause and Effect Graphic Organizer BLM, graph paper

Explain that wind and currents are physical processes that are important to the geography of Louisiana. Winds create ocean currents. Ocean currents affect everything from the routes taken by ships to the distribution of plants and animals in the sea. Use early Louisiana history as a vehicle for teaching the concept (e.g., the importance of wind and currents to sailing ships). Provide students with erasable markers of one color. Ask them to label on a classroom world map the ocean current in the North Atlantic Ocean. Have them use arrows to show how the current flows. Ask the students to predict how early sailors would have traveled to the New World from Europe by using the currents. Discuss student predictions.

Maps for ocean currents:
http://www.physicalgeography.net/fundamentals/8q_1.html
http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/circulation/ocean_circulation.html
http://www.mos.org/oceans/motion/currents.html
http://www.prb.org/pdf/blankWORLDmap.pdf

Next, tell students that rivers change throughout time. For example, the Mississippi River in Louisiana is changing the landscape by depositing silt. Show students pictures of the Mississippi River during different time periods in history. The website http://landsat.usgs.gov/gallery/detail/389/ provides three pictures of the Mississippi Delta
area and great background for teachers. Discuss with students how changes such as loss of marshland, habitats, etc., have affected Louisiana and its people.

Explain to students that coastal wetlands are a critical resource that provides habitats for a variety of birds, fish, and shellfish. These economic resources have supported the settlement of various regions by humans. Wetlands provide an important buffer zone, protecting against hurricane winds and storm surges, in addition to the millions of tons of cargo shipped down the Mississippi River each year. Petroleum products are either extracted from or are transported through Louisiana's coastal wetlands.

Over the past 50 years, new sediment deposited on the Mississippi River Delta has been reduced by both natural and human factors. Natural reduction factors include events such as hurricanes, tidal erosion, and sea-level rise. Human reduction factors include dams, which trap sediment behind their walls, flood control, and navigation enhancements that prevent the river from depositing them on the coastal wetlands. The entire delta basin is now losing land faster than it is being created.

Hurricane Katrina dramatically increased the rate of wetland destruction along the Louisiana coast. Some parts of the Mississippi River Delta Basin lost approximately half of their land mass as a result of Katrina's powerful storm surge. If this trend continues, an important wildlife habitat and first line of defense against tropical storm damage may be lost forever. Divide students into cooperative groups and provide each group with a cause and effect graphic organizer (view literacy strategy descriptions) to show their understanding of physical processes. (See Cause and Effect Graphic Organizer BLM and sample below.)

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal erosion</td>
<td></td>
</tr>
<tr>
<td>Hurricanes</td>
<td></td>
</tr>
</tbody>
</table>

Explain that hurricanes also affect the physical environment. Explain to students that when a hurricane hits, it not only damages the coastline, wildlife and plant life, but also damages homes, businesses, roads, schools, power lines, and bridges. Several hurricanes have damaged areas in Louisiana. Provide students with a chart of the following information: hurricane names and total coast in damage each caused.

<table>
<thead>
<tr>
<th>Hurricane</th>
<th>Total cost of damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy (1965)</td>
<td>$8,500,000,000</td>
</tr>
<tr>
<td>Camille (1969)</td>
<td>$7,000,000,000</td>
</tr>
<tr>
<td>Andrew (1992)</td>
<td>$35,000,000,000</td>
</tr>
</tbody>
</table>
Activity 5: Louisiana Land Use (GLE: 12)

Materials List: Louisiana regional maps, colored pencils or markers, drawing paper

Create four columns on the blackboard labeled land use, culture, vegetation, and architecture.

<table>
<thead>
<tr>
<th>Land use</th>
<th>Culture</th>
<th>Vegetation</th>
<th>Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil wells</td>
<td>Zydeco music</td>
<td>Rice</td>
<td>Dog Trot</td>
</tr>
<tr>
<td>Cattle</td>
<td>Cajun and Creole cooking</td>
<td>Soybeans</td>
<td>Lacy cast iron work</td>
</tr>
<tr>
<td>Ports of Louisiana</td>
<td>French language</td>
<td>Trees</td>
<td>Plantation homes</td>
</tr>
<tr>
<td>Hunting</td>
<td>Jazz Music</td>
<td>Sweet potatoes/yams</td>
<td>Courtyards</td>
</tr>
</tbody>
</table>

Have students complete a chart (see above example) listing different ways for land use, culture, types of vegetation, and architecture found in Louisiana. Remind students that the culture of a group is made up of the customs and beliefs that its members share. Culture can be seen in clothing and heard in their language and music.

Provide students with blank Louisiana regional maps that have been divided into the five regions. (See Unit 1, Activity 2.) Have students draw pictures to represent land use, vegetation, and architecture on their maps in the regions they belong. Display students’ maps in the classroom or school hallway.

Activity 6: Human Characteristics of Place (GLE: 10)

Materials List: old newspapers, Louisiana magazines, various Louisiana maps, Physical and Human Characteristics of Place BLM, Human and Physical Characteristics BLM

Conduct a class discussion of the concepts physical and human characteristics of place. Have students brainstorm (view literacy strategy descriptions) a list of human and physical characteristics of an area. Using the samples below and others like them, ask students to mark each phrase with a P if the item is a physical characteristic of place, or an H if it is a human characteristic of place. (See the Physical and Human Characteristics of Place BLM and sample below.)
Have students defend their answers. Discuss their responses, and reinforce their knowledge of the concept definitions.

Have students do the following as they identify physical and human characteristics of places in Louisiana:

- Look through old Louisiana newspapers and magazines for articles and illustrations of examples of physical and human characteristics. Write a paragraph describing the physical and human characteristics of their community.
- List the physical and human characteristics displayed on a variety of different types of Louisiana maps provided by the teacher or located by the students via reliable Internet resources. (See Unit 1, Activity 1 and Activity 2)
- Complete a word grid (view literacy strategy descriptions) for various human and physical characteristics of places in Louisiana. Teachers should add or delete characteristics as needed. (See Human and Physical Characteristics BLM and sample below.)

<table>
<thead>
<tr>
<th>Human Characteristics</th>
<th>Physical Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catahoula Lake</td>
<td>+</td>
</tr>
<tr>
<td>Freedom of Religion</td>
<td>+</td>
</tr>
<tr>
<td>Creole Dish</td>
<td>+</td>
</tr>
<tr>
<td>Old State Capitol Building</td>
<td>+</td>
</tr>
</tbody>
</table>

**Activity 7: Human-Environment Interaction (GLE: 19)**

Materials List: old textbooks, newspapers, and magazines; Internet access; coat hangers, yarn, or thread; chart paper (optional); Human-Environment Interaction BLM, overhead projector (optional)

Have students write creatively by using a SPAWN writing (view literacy strategy descriptions) activity. SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What if? and Next). These categories can create numerous thought-provoking and meaningful prompts related to any topic. The teacher begins by targeting the kind of thinking students should be exhibiting. Next, the teacher selects a category of SPAWN that best accommodates the kind of thinking about the content students should exhibit. The teacher presents the SPAWN prompt to the students by writing it on the board or projecting it from an overhead projector. Prompts may be used before or after new content is presented. The teacher should allow students to write their responses within a reasonable period of time.
Students should be asked to copy the prompt in their notebooks before writing their responses. Since this is not formal writing, it should not be graded as such. Instead, give students credit for completing responses. SPAWN writing should be a tool students can use to reflect on their developing disciplinary knowledge and critical thinking.

To begin a discussion on the ways in which people in Louisiana modify the environment, have students reply to the following SPAWN prompt: If you had super hero special powers to change the environment of Louisiana, what would you change? Then explain why. Have students write a response to the prompt in their learning logs. Give students about ten minutes to respond to the prompt then have them share what they have written. As students give their responses, write the changes on the board or chart paper. Use these responses to introduce to the students the idea that humans and their environment interact with each other. For example, rain can cause floods, but dams can be built to prevent them; people cut down trees and build houses; and people plant flowers. Ask students to brainstorm ways in which they interact with their environment at home, at school, and at play.

Have students demonstrate their understanding of human-environment interaction by listing on a graphic organizer the ways the environment has affected them and the ways they have affected the environment. (See the Human-Environment Interaction BLM.)

Ask volunteers to share their lists with the class, including experiences they have had. Have students search textbooks, newspapers, magazines, and Internet for photographs that illustrate human-environment interaction. Use these illustrations to create simple wire-hanger mobiles and display them in the classroom. Students may also write a paragraph about one way humans affect the environment in Louisiana, explaining the positive and negative aspects of these human actions. Have students debate whether people have greater impact on the Earth or the Earth has greater impact on people.

Activity 8: Community Paragraphs (GLEs: 10, 19)

Materials List: encyclopedias, Internet use

Have students search textbooks, encyclopedias, and the Internet to discover information about communities. Give students the opportunity to show their understanding of rural and urban communities using RAFT writing. (view literacy strategy descriptions)

Role: A student who lives in a rural or urban community
Audience: A student moving from a suburban community
Form: A letter
Topic: Communities in rural or urban community
This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. From these roles and perspectives, RAFT writing has been used to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem (Fisher & Frey, 2003). It’s the kind of writing that when crafted appropriately should be creative and informative. RAFT is an acronym that stands for:

- **R** – Role (role of the writer)
- **A** – Audience (to whom or what the RAFT is being written)
- **F** – Form (the form the writing will take as in letter, song, etc.)
- **T** – Topic (the subject focus of the writing)

Sample student letter:

**Dear Joe,**

I am glad that you are moving to the country to live. I have lived here all my life. I know it will be different from the city. We have a small farm. We raise chickens and cows, and have a large garden. I help my father and mother grow vegetables. During the summer we take our vegetables to the grocery store and sell them.

Sincerely,

Sam

When students are finished, have them share their letters with the class. Allow students to compare their communities using a simple T-chart. As students share their paragraphs, encourage the class to guess the community written about. Ask students to identify the type of community where they live. Ask them if they have visited both types of communities. If so, do they feel it makes the community easier to recognize?

Next, discuss with students that a place has its own characteristics. Discuss with the class what makes a place different, such as:

- Why is it a special place for some people?
- What does it look like?
- Did something important take place there?
- What land features are nearby?
- What types of people live in this area?
- What do they do for a living?
- Is the architecture or industry different from the town or city nearby?

Teachers should stress the differences between human and physical characteristics of place. Physical characteristics include animal life, types of soil, temperature, rivers, lakes, gulfs, delta, marsh, and swamps. Human characteristics include land use, communication, religion, industries, leisure time, homes, food, language, how people make a living, type of government, politics, and historical events.
To extend this lesson, ask students what they think the land looked like in the local area several years ago. What are various ways in which people have changed the environment? (road building, flood control, building bridges and dams, bulldozing hillsides, etc.)

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

**General Assessments**

- Have students write a paragraph describing changes in the physical environment over time.
- Have students construct and complete a chart comparing effects of physical processes on Louisiana.
- Have students write a paragraph describing their community.
- Have students complete a drawing depicting the use of land in Louisiana.

**Activity-Specific Assessments**

- **Activity 1**: Provide students with a map of Louisiana and a list of various cardinal directions for places found in Louisiana. Have students plot the cardinal directions on the map and then identify each place.

- **Activities 2 and 3**: Have students respond in their journals explaining how people and the physical environment have changed over time in Louisiana.

- **Activities 2 and 5**: Provide students with a large index card, colored pencils, or crayons. Students will create a postcard by drawing a picture of a place in Louisiana describing how land use, vegetation, and architecture are different in various regions. On the backside of the postcard, students should write a description of what they have drawn.
Activity 6: Provide students with two maps of Louisiana. Label the first map “Human Characteristics of Places in Louisiana” and label the second map “Physical Characteristics of Places” in Louisiana. Students will correctly identify human and physical characteristics of places of Louisiana on the appropriate maps. Students will label each map with at least 10-15 of the human and physical characteristics listed below.

Human Characteristics of Places in Louisiana
1. language
2. newspapers
3. religion
4. arrival of Acadians
5. politics
6. hunting
7. Mardi Gras
8. quilting
9. Battle of New Orleans
10. dog trot home
11. cajun cooking
12. fishing
13. forestry
14. oil industry
15. teaching

Physical Characteristics of Places in Louisiana
1. Mississippi Delta
2. Gulf of Mexico
3. rich soil
4. Kisatchie Forest
5. cotton
6. crawfish
7. marshland
8. lakes
9. bayous
10. alligators
11. Mississippi River
12. Louisiana coast line
13. salt mines
14. ducks
15. Red River

To make this activity fit the students’ real world, teachers should use proper names of places that children are aware of in their communities or nearby areas.
Additional Unit Resources

Trade Books
Fradin, Dennis Brindell and Judith Bloom Fradin. From Sea to Shining Sea: Louisiana. 1995
Gildart, Leslie. World Almanac Library of States (Weekly Reader)
Hopkins, Lee Bennett. A Poetry Atlas of the United States
MaCaulay, Ellen. From Sea to Shining Sea: Louisiana. 2003
Marsh, Carol. My First Pocket Guide to Louisiana
The Old Farmer’s Almanac for Kids (Almanac.com)
Weidenman, Lauren. What is a Map?

CD-ROM
Marsh, Carol. Let’s Discover Louisiana

Games
Louisiana Bingo: Geography Edition (Gallopade International)
Louisiana Bingo: History Edition (Gallopade International)

Teacher Resource Books
Marsh, Carole. Louisiana Jeopardy! Answers and Questions about our State
Marsh, Carole. Louisiana Jography. A Fun Run Through Our State
Marsh, Carole. Louisiana Geography Projects
Marsh, Carole. Louisiana People Projects
Marsh, Carole. The Lovely Louisiana Coloring Book
Marsh, Carole. Louisiana Native Americans

Other Books
Ball, Jacqueline. On the Bayou
Blue, Rose and Corinne J. Naden. Exploring The Mississippi River Valley
Gildart, Leslie. World Almanac Library of the States LOUISIANA
LaDoux, Rita C. Louisiana Hello U. S. A.
Loughran, Donna. Uniquely Louisiana
MaCaulay, Ellen. Louisiana: From Sea to Shining Sea
Richard, C. E. Louisiana an Illustrated History
Louisiana Oil and Gas Facts from Louisiana Mid-Continent Oil and Gas Association

Additional Websites
Louisiana Public Broadcasting www.lpb.org
Louisiana History www.louisianahistory.org
Cajun and Creole Cooking www.cookinglouisiana.com
Info Louisiana www.statela.us
Encyclopedia of Cajun Culture www.cajunculture.com
Grade 3
Social Studies
Unit 3: Louisiana’s History and People

**Time Frame:** Approximately 11 instructional periods for 45 minutes each period.

**Unit Description**

This unit examines the settlement patterns in Louisiana during different time periods. Role models of responsible citizenship in the past and present will be examined. This unit will also focus on local landmarks.

**Student Understandings**

Students understand early settlement patterns in Louisiana, why people came to Louisiana, and how they adapted the environment to meet their needs. The students recognize the need to use primary and secondary sources to learn more about the early history of Louisiana.

**Guiding Questions**

1. Can students explain patterns of settlements in Louisiana across time?
2. Can students explain why people settled in Louisiana and how the physical environment was adapted to meet their needs?
3. Can students identify role models of responsible citizenship in the past and present?
4. Can students compare various cultures and identify the cultural elements that have contributed to Louisiana’s heritage?

**Unit 3 Grade-Level Expectations (GLEs)**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Interpret a graph, chart, and diagram (G-1A-E2)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)</td>
</tr>
<tr>
<td>20.</td>
<td>Explain how humans have adapted to the physical environment in Louisiana. (G-1D-E2)</td>
</tr>
<tr>
<td>GLE #</td>
<td>GLE Text and Benchmarks</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Civics</td>
<td><strong>Roles of the Citizens</strong></td>
</tr>
<tr>
<td>29.</td>
<td>Identify the qualities of people who were leaders and <em>good citizens</em> as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)</td>
</tr>
<tr>
<td>History</td>
<td><strong>Historical Thinking Skills</strong></td>
</tr>
<tr>
<td>46.</td>
<td>Complete a timeline based on given information (H-1A-E1)</td>
</tr>
<tr>
<td>47.</td>
<td>Use information in a map, table, or graph to describe the past (H-1A-E3)</td>
</tr>
<tr>
<td>48.</td>
<td>Identify primary and secondary sources (H-1A-E3)</td>
</tr>
<tr>
<td>49.</td>
<td>Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)</td>
</tr>
<tr>
<td>Families and Communities</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)</td>
</tr>
<tr>
<td>51.</td>
<td>Describe changes in community life, comparing a given time in history to the present (H-1B-E2)</td>
</tr>
<tr>
<td>Louisiana and United States History</td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>Identify and describe early settlers in Louisiana (H-1C-E1)</td>
</tr>
<tr>
<td>53.</td>
<td>Identify people and their influence in the early development of Louisiana (H-1C-E1)</td>
</tr>
<tr>
<td>54.</td>
<td>Describe the importance of events and ideas significant to Louisiana’s development (H-1C-E1)</td>
</tr>
<tr>
<td>55.</td>
<td>Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)</td>
</tr>
<tr>
<td>56.</td>
<td>Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)</td>
</tr>
<tr>
<td>57.</td>
<td>Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)</td>
</tr>
<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)</td>
</tr>
<tr>
<td>59.</td>
<td>Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)</td>
</tr>
</tbody>
</table>

**Sample Activities**

**Activity 1: Early Louisiana Settlements** *(GLEs: 20, 52, 53)*

Materials List: *K-W-L* Chart BLM

Have students create a chart such as a *K-W-L* chart ([view literacy strategy descriptions](#)) to track their learning of early Louisiana settlers.
The K-W-L technique is a wonderful method to help students activate prior knowledge.

K – Stands for helping students recall what they KNOW about the subject.
W – Stands for helping students determine what they WANT to learn.
L – Stands for helping students identify what they LEARN as they read.

Students can use the categories to create additional graphic organizers, for test review, and to write about what they have learned. (See the K-W-L Chart and sample below.)

<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Find Out</th>
<th>What We Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The early settlers in Louisiana were Native Americans, French, Acadians, Spanish, and Africans.</td>
<td>How did the settlers adapt to their new environment? (Shelter, travel, food, water) How did each group of settlers influence the development of Louisiana? Describe each group of settlers.</td>
<td></td>
</tr>
</tbody>
</table>

Provide students with a copy of the K-W-L BLM. Next, have students write what they know about Louisiana settlers in the first column of the chart. Then ask students what they would like to know about Louisiana settlers. Facilitate their questioning process to reflect the GLEs. Place answers in the What We Want to Find Out column. (See examples in the chart above.) Next, let students work in small groups to find answers for the What We Learned column. After students have completed the chart, bring the groups back together and discuss their answers.

**Activity 2: Leadership (GLE: 29)**

Materials List: Opinionnaire for Good Citizens and Good Leaders BLM, poster paper, pictures of good leaders and good citizens (optional)

As a beginning activity, have students complete an opinionnaire (view literacy strategy descriptions) on good citizens and good leaders. Opinionnaires promote critical understanding of concepts by focusing on student’s points of view and allowing them to think deeply about the content areas. Provide each student with a copy of the Opinionnaire for Good Citizens and Good Leaders BLM. Allow students time to complete the opinionnaire, then discuss student answers.

Ask students to think about and discuss what makes a good leader and a good citizen. Have students come to a consensus on working definitions of the following terms: honesty, courage, trustworthiness, and patriotism. Ask students to explain why those qualities are important for leadership and citizenship. Have them identify other qualities, attributes, characteristics, habits, and practices of good leaders and citizens, and list the responses on a web organizer.
Ask students to identify a list of ten leaders in their community, state, and nation who demonstrate these characteristics and help them look at specific actions on the part of these leaders that demonstrate these characteristics. This may be an opportunity for further research and reflection.

Have students create a poster of the various qualities important for good leaders and good citizens, and include pictures or drawings of the individuals who exemplify these qualities. Have them form a panel of these identified leaders to role-play a discussion of leadership.

Activity 3: Louisiana’s Physical Features (GLEs: 20, 47)

Materials List: poster paper, teacher-made map of Louisiana, individual teacher-made maps of Louisiana for each student

Create a large map of Louisiana on poster paper. Make desk copies for individual students. Ask students to describe and locate the different land features found throughout the state. Direct students to divide the state into regions, and then draw the regions and land features on their maps. Students will locate the following features: Lake Pontchartrain, Mississippi River, Gulf of Mexico, Pearl River, Red River, Sabine River, Driskill Mountain, Kisatchie Hills, and Port of New Orleans. Have students compare this map to other maps (from previous activities) on the early settlements. Have students identify why settlers would have made the choices of settlement that they did.

- What physical features of the particular area were appealing?
- What physical features of the area were challenges?
- What natural resources were available and how did settlers use them (e.g., forests provided material for housing, etc.)?
- How did the settlers modify the area?
- Were settlers concerned about the environment?

Have students write an informal essay using one of the above questions as a focal point.

Activity 4: Primary and Secondary Sources (GLEs: 46, 47, 48, 49, 50, 51)

Materials List: various examples of primary and secondary sources (photographs, clothing, news articles, etc.), Primary Sources BLM

Before beginning the lesson, the teacher needs to gather the following primary and secondary sources from different time periods: photographs of buildings, people, clothes, and activities; and maps, diaries, articles of clothing, advertisements, magazines, etc.

Discuss with students how we record our history. The teacher should bring to the discussion the fact that most of our history is written down in books, but that we have many things in our culture that also let us discover our history. Ask students to identify other ways (oral and visual) that they think history is recorded. Tell students that we use
primary and secondary sources to discover what has happened in the past, and define the two sources for them.

Write the following on the blackboard: photographs, works of art, encyclopedias, tombstones, videos, interviews, speeches, music, maps, blueprints, architectural drawings, advertisements, textbooks, cookbooks, journals, letters, diaries, clothes, and periodicals. Explain the difference between primary and secondary sources. Have students create a “T” chart like the one below and identify primary and secondary sources from the list on the chalkboard.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
</table>

Discuss the choices the students made and why each item falls into a specific category.

In cooperative groups, have students examine the examples of primary and secondary sources to discover the significance each one brings to history.

Have students create a working history pictorial journal. The students will include the activities below in their journals:

1. Draw pictures to represent family life of the past and present day. Students should write a brief explanation of how family life has changed.
2. Draw pictures to explain changes in their community through history.
3. Complete a timeline based on the information in either #1 or #2.
4. Create a table using primary sources to describe the past. The following is a sample from the Primary Sources BLM that students may use for this activity.

<table>
<thead>
<tr>
<th>Item</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph</td>
<td>The picture of the Cabildo is an example of historical architecture.</td>
</tr>
</tbody>
</table>

Activity 5: Using Primary and Secondary Sources (GLEs: 48, 49)

Materials List: Split-Page Notetaking Activity BLM, copies of the Louisiana Purchase Treaty agreement, letter written by General Horatio Gates in 1803, overhead projector (optional)

Review and discuss with students the events leading to the Louisiana Purchase, using a passage from a book. Provide students with the following website which contains a copy of the actual purchase treaty and the letter from General Horatio Gates to President
Thomas Jefferson, dated July 18, 1803, in which he writes, “Let the Land rejoice, for you have bought Louisiana for a Song.” This material can be found in the U.S. National Archives and Record Administration website: http://www.archives.gov/exhibit_hall/american_originals_iv/sections/louisiana_purchase_treaty.html.

Provide copies of these documents and distribute them to the students. Review with students primary and secondary sources. Ask students to identify whether the treaty, letter, and book passage are primary or secondary sources of information and why.

Using the split-page notetaking strategy, compare the information in three different sources: the textbook, the actual purchase treaty, and the letter by General Horatio Gates. Students will identify which documents are primary or secondary sources and the different ways that history is recorded. Students will also use this strategy to identify the similarities and differences in the documents. Split-page notetaking will help students learn how to organize their notes and how to summarize. Let students work in small groups or pairs first, then make a chart on the board or use an overhead projector for the class to discuss their findings as a whole class. Let student groups take turns providing information for the chart and writing them in the appropriate places. (See the Split-Page Notetaking Activity BLM.)

Activity 6: Comparing Cultures (GLEs: 3, 51, 57)

Materials List: chart paper, Internet (optional), teacher printed materials from the Internet, Louisiana Today and Yesterday BLM

Brainstorm with students and list examples of customs and traditions. Write students’ examples on chart paper or the chalkboard. Ask students to explain the difference between traditions and customs. Teachers should guide students to come up with a working definition for each of these as a class.

A tradition can be defined as the handing down of beliefs, legends, and customs from generation to generation. A custom can be defined as a way of doing something.

Provide each student with a copy of the Louisiana Today and Yesterday BLM. Then break the class into groups to investigate one item on the BLM chart. (See BLM.)

Using this chart, each group of students should write a short paragraph describing a feature of Louisiana’s culture, both past and present.
Website Resources:

**Louisiana Music Trail**—Information about jazz, blues, rock and roll, Cajun, gospel, and country music with Louisiana roots:  
http://www.crt.state.la.us/crt/tourism/music/musictr.htm

**Governor’s Page for Kids**—Coloring book pictures of Louisiana state symbols, state history, and photographs of the governor:  
http://gov.louisiana.gov/kids.asp

**Louisiana Brochure for Students**—Cultural, geographic, and historical information about Louisiana, including state parks, festivals, flags, universities, regions, songs, government, and Mardi Gras:  
http://www.crt.state.la.us/crt/tourism/studentbrochure/sbcover.htm

**Louisiana Emblems**—Pictures and descriptions of Louisiana’s state flower, state dog, state flag, state tree, and state seal:  
http://www.crt.state.la.us/crt/profiles/emblems.htm

**Interesting Facts about Louisiana**—Pictures and facts about the state motto, capitol, nickname, major metropolitan areas, population, and climate:  
http://www.sos.louisiana.gov/around/facts/facts-index.htm

**History of Louisiana**—Pictures and descriptions of major events in the history of Louisiana, including a timeline:  
http://www.crt.state.la.us/crt/profiles/lafacts.htm

**Louisiana’s Economy**—Explanation and pictures of the important industries that make up the state economy, including oil and gas production, agriculture, and tourism:  
http://www.crt.state.la.us/crt/profiles/economy.htm

**People of Louisiana**—Louisiana’s rich diversity of peoples, from the original Native American inhabitants to present-day immigrants:  
http://www.crt.state.la.us/crt/profiles/people.htm

Activity 7: Migrations to Louisiana (GLEs: 46, 54, 56)

Materials List: Why People Came to Louisiana BLM

Ask students the following: How many of you have ever lived in another city, state, country, or part of town? Why did you move to another location? List reasons on the board as they are given.

Explain to students that in many ways, the settlers were risk takers in search of better opportunities for themselves and their families. Tell students it is important to remember that the Africans were forced to come to Louisiana against their will because they were
enslaved. Review with students facts about various groups of people who migrated to Louisiana such as the French, Spanish, Acadians, Africans, and Germans. Ask them to think about why people migrated to Louisiana and the result of their moving to the area. Provide students with a copy of the word grid BLM (view literacy strategy descriptions), Why People Came to Louisiana. (See the BLM and the sample below.)

<table>
<thead>
<tr>
<th>People</th>
<th>Economics</th>
<th>Religion</th>
<th>Land</th>
<th>Did they stay in Louisiana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students work in groups, using the class timeline from Unit 1, and draw a group timeline that shows when and where people settled in Louisiana. At this time, students could write a paragraph identifying and describing events and ideas that were important in Louisiana’s development.

Ask students to explain problems that might have occurred because of the migration of people and the effect of those migrations on people living in Louisiana at the time and people living in Louisiana today.

Have students role-play and engage in a debate between natives and settlers in Louisiana over the causes and effects of these migrations during this time.

**Activity 8: Family Life (GLEs: 50, 58)**

Materials List: A Day in the Life video series (if available)

Divide students into several groups and have them identify changes in the following areas of day-to-day family life from the eighteenth century to present day, as well as the specific technology that affected those changes:

- how we travel
- how we get food
- how we communicate
- how we build and develop communities
- how we interact with other cultures

Have each group share its list and record ideas on the board.

Have students work in pairs to select a previously studied country or country of interest, and perform a similar comparison, as above, to Louisiana through guided research of online and textual sources. Students should chart their information on a web organizer and share their findings with the class. After students report out, as a whole-group
activity and with teacher facilitation, ask students to describe and compare family life, structures, roles, and culture of the countries studied, identifying similarities and differences. Cultural attributes from the various countries should also be charted on a web organizer.

**Resources**

*A Day In the Life:* A series of videos with stories that will help students learn about daily life and issues in the 18th century.

**Activity 9: Louisiana in a Trunk (GLEs: 16, 55, 59)**

Materials List: shoe boxes; art materials such as paper, markers, scissors, and colored pencils; Internet (if available)

Before beginning this activity have students bring a shoebox from home. After a classroom discussion of customs, cultural elements, and state symbols and landmarks, have students decorate their shoeboxes to look like a trunk. Students may use various types of media to create objects to include in their trunks that tell a story about Louisiana. Items may include maps, drawings, art projects, pictures, etc. Each item should include a short description detailing its significance relating to Louisiana’s history.

**Activity 10: State and National Stamps (GLE: 55)**

Materials List: drawing paper, markers or colored pencils

Begin with a class discussion about state and national symbols and landmarks. Provide students with examples such as pictures of the Statue of Liberty, Uncle Sam, Liberty Bell, American eagle, state flag, pelican, etc. Have students create two stamps. The first should represent a state symbol or landmark, and the second should represent a national symbol or landmark. Each item should include a short description of the significance of the landmark or symbol. Students may choose their symbol or landmark or the teacher may assign it. The teacher should pay careful attention that all students do not make the same choice. After students have completed their stamps, display the stamps around the classroom or in the school hallway. Conduct a gallery presentation by having students move from stamp to stamp viewing the creations of all the students. Bring the class back together and let students share their stamps with one another.
Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Have students write an informal essay describing the differences between their lives and children of the early settlers in Louisiana.
- Have students work in groups to create a role-play scenario. Students may choose from early settlers, customs and traditions, or family/community life.
- Have students complete K-W-L charts on the first settlers to Louisiana.

Activity-Specific Assessments

- **Activities 1 and 7:** Have students complete a booklet that illustrates the differences between their lives and the lives of the early settlers of Louisiana by drawing pictures to show the differences.

- **Activities 1, 3, 5, and 7:** Provide students with copies of two different maps from different time periods in Louisiana. (Louisiana Purchase, present day Louisiana) Tell students to look at the maps and compare the changes that have taken place. Have students write down facts about each map, and a list of the changes that have taken place.

- **Activities 6, 9, and 10:** Design a new Louisiana symbol to represent a cultural custom or tradition. Students should describe the new symbol in a paragraph.

- **Activities 4 and 5:** Have students compare a letter, diary excerpt, or photograph from early Louisiana history with their lives today.
Additional Unit Resources

**Trade Books**
- DeVillier, Christy. *Lewis & Clark* (First Biographies)
- Draper, Allison Stark. *What People Wore during the American Revolution*
- Draper, Allison Stark. *What People Wore in Colonial America*
- Draper, Allison Stark. *What People Wore in Early America*
- Fradin, Dennis Brindell and Judith Bloom Fradin. *From Sea to Shining Sea: Louisiana.* 1995
- Jaffe, Elisageth D. *Let Freedom Ring: The Louisiana Purchase*
- Johnston, Marianne. *American Legends: Jim Bowie*
- Heinrichs, Ann. *LaSalle*
- MaCaulay, Ellen. *From Sea to Shining Sea: Louisiana.* 2003
- Sateren, Shelley Swanson. *Going to School in Colonial America*
- Sateren, Shelley Swanson. *Going to School in Pioneer Times*
- Weidenman, Lauren. *What is a Map?*

**CD-ROM**
- Marsh, Carol. *Let’s Discover Louisiana*

**Games**
- Louisiana Bingo: Geography Edition (Gallopade International)
- Louisiana Bingo: History Edition (Gallopade International)

**Teacher Resource Books**
- Marsh, Carole. *Louisiana Jeopardy! Answers and Questions about our State*
- Marsh, Carole. *Louisiana Jography. A Fun Run Through Our State*
- Marsh, Carole. *Louisiana Geography Projects*
- Marsh, Carole. *Louisiana People Projects*
- Marsh, Carole. *The Lovely Louisiana Coloring Book*
- Marsh, Carole. *Louisiana Native Americans*
- Quasha, Jennifer. *Pilgrims and Native Americans: Hands on Projects About Life in Early America*

**Other Books**
- Ball, Jacqueline. *On the Bayou*
- Blue, Rose and Corinne J. Naden. *Exploring The Mississippi River Valley*
- Faucheux, Guy N. and Wallace D. Faucheux. *Cajun Comiques Historic Louisiana*
- Hanger, Kimberly S. *A Medley of Cultures: Louisiana History at the Cabildo*
- Isaacs, Sally Senzell. *America in the Time of Lewis and Clark*
- LaDoux, Rita C. *Louisiana Hello U. S. A.*
Loughran, Donna. *Uniquely Louisiana*
MaCaulay, Ellen. *Louisiana: From Sea to Shining Sea*
Richard, C. E. *Louisiana: An Illustrated History*

**Additional Websites**

The Avalon Project – Louisiana Purchase: 1803
[www.yale.edu/lawweb/avalon/diplomacy/france/frtreaty.htm](http://www.yale.edu/lawweb/avalon/diplomacy/france/frtreaty.htm)

The Cabildo
[http://lsm.crt.state.la.us/cabildo/cabildo.htm](http://lsm.crt.state.la.us/cabildo/cabildo.htm)

Louisiana Purchase
[www.wealth4freedom.com/wisdom/LApurchase.htm](http://www.wealth4freedom.com/wisdom/LApurchase.htm)

The Louisiana Purchase
[http://memberstripod.com/~jtlawson](http://memberstripod.com/~jtlawson)

National Archives and Records Administration Exhibit: LA Purchase
[www.nara.gov/exhall/orginals/loupurch.html](http://www.nara.gov/exhall/orginals/loupurch.html)

Louisiana History
[www.louisianahistory.org](http://www.louisianahistory.org)

Cajun and Creole Cooking
[www.cookinglouisiana.com](http://www.cookinglouisiana.com)

New Orleans African Museum
[www.noaam.org](http://www.noaam.org)

The African American Museum
[www.stmartinparishla.org/tourism_attractions.htm](http://www.stmartinparishla.org/tourism_attractions.htm)

German-Acadian Coast Historical and Genealogical Society
[www.gachgs.com](http://www.gachgs.com)

NPS Acadian Cultural Center
[www.nps.gov/jela/pphtm/facilities.html](http://www.nps.gov/jela/pphtm/facilities.html)

Vermilionville Living History Museum and Village
[www.vermilionville.org](http://www.vermilionville.org)

Acadian Village
[www.acadianvillage.org](http://www.acadianvillage.org)
NPS Prairie Acadian Cultural Center
www.nps.gov/jela/pphtm/facilities.html

Biloxi-Tunica Tribe
www.tunica.org

Marksville State Historic Site
www.crt.state.la.us/crt/parks

Poverty Point State Historic Site
www.crt.state.la.us/crt/parks
Grade 3
Social Studies
Unit 4: Louisiana’s Leaders

Time Frame: Approximately 13 instructional periods for 45 minutes each period.

Unit Description
This unit focuses on the responsibilities of state government, the state’s laws, and the roles of key government officials. The unit also explores government elections and the characteristics of good leaders and citizens.

Student Understandings
Students understand the state election process. They also understand the major responsibilities of state government, the difference between a rule and a law, and how laws are made. Students understand the roles of elected officials and leaders and what characterizes a good leader and citizen.

Guiding Questions
1. Can students describe the major responsibilities of state government and key government positions?
2. Can students identify individuals responsible for making and enforcing state laws?
3. Can students distinguish between rules and laws?
4. Can students identify the qualities of a good citizen?
5. Can students identify services provided by the state government?

Unit 4 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>Structure and Purposes of Government</td>
</tr>
<tr>
<td>22.</td>
<td>Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1)</td>
</tr>
<tr>
<td>23.</td>
<td>Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)</td>
</tr>
<tr>
<td>24.</td>
<td>Describe major responsibilities of state government (C-1A-E4)</td>
</tr>
</tbody>
</table>
25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)

26. Explain how government officials at the state and national levels are elected (C-1A-E6)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Define laws and explain the difference between laws and rules (C-1A-E7)</td>
</tr>
</tbody>
</table>

**Foundations of the American Political Systems**

28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

**Roles of the Citizens**

29. Identify the qualities of people who were leaders and good citizens as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)

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)

**Economics**

**Individuals, Households, Businesses, and Governments**

44. Identify services provided by the state government (E-1B-E4)

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**Sample Activities**

**Activity 1: Laws and Rules (GLE: 27)**

Materials List: prizes for game, ball

Open this unit by having students play a game without rules, as follows: Tell students that they will be playing a game and that the winning team will receive a special prize (e.g., pencils, candy, or homework passes). Have them form teams by getting in two lines. Then tell them the object of this game is to pass a ball (or other object) successfully from one end of the line to the other. Intimate that it must be passed from the person to whom it is handed, through each student’s hands, all the way until it reaches the last person in line. Do not tell them to begin, but wait to see if they ask if they may begin. Then act surprised that they didn’t know to begin the game. As soon as the object has been passed to the third person, tell them that they must start over because they were passing the object incorrectly. Tell them it must be passed with the left hand. Again, don’t tell them to begin, but wait to be asked, and pretend to be surprised that they did not know to automatically resume passing the object. This time, stop the game after the fifth or sixth person has received the object, and tell them again that they are passing it incorrectly.

Make up another rule, such as the object must be passed with the left hand over the right shoulder. Repeat this process, stopping the game a few more times and inserting new rules. Make enough rule changes so students become slightly frustrated.
Finally, allow the object to be passed all the way to the end of the line and randomly declare one team the winner. Then randomly give the prizes to students. Have students return to their seats and write journal entries reflecting on how much they enjoyed the game. Ask them to focus on what went well, and then ask them to focus on what they might do differently, should they play this game again, and why or why not. Ask a few of them to share their thoughts.

Have students discuss fairness and rules. Most students probably disapproved of the game and the way it was played and would prefer to have played by reasonable rules established in advance. Help them see that, in the same way they felt they had a right to know the rules of the game, so, too, do citizens have a right to know the rules of the society in which they live.

As a class, come to a consensus about working definitions of two terms—rules and laws. Create a T chart to list three to five key features for a rule and three to five key features for a law. Ask students to explain the differences.

<table>
<thead>
<tr>
<th>Rules</th>
<th>Laws</th>
</tr>
</thead>
</table>

**Activity 2: The Difference Between Laws and Rules (GLEs: 23, 27)**

Materials List: 3x5 index cards, writing journals, overhead projector (optional)

Give each student two 3x5 index cards. Instruct students to write one example of a rule on the first card and one example of a law on the second card. Randomly gather the index cards into one pile. Redistribute the cards to the students. Have each student read a rule or law and explain if they agree with the writer or not, and should also defend their answers.

Ask students to think about rules and laws. Is there a difference? As a journal activity, have students explain the answers to the following questions:

1. What do they think is the difference between laws and rules?
2. What are laws and rules used for?
3. Ask students if they feel it is important to follow laws and rules?
4. What happens when a person breaks a law or a rule?

Have students list evidence of laws and rules in operation every day in their community and school.

Display several examples of rules and laws using a chalkboard, overhead transparencies, or computer for a classroom discussion. (Playing a game with a family, obeying a stop sign, playing on school grounds, obeying the speed limit, etc.) Ask students who made each law or rule. Where does the person who makes the law or rule work? What is the
difference among the types of jobs they hold? Explain to the students that laws are rules made by the national, state, and local governments. State rules are called laws. Louisiana laws are made in our state capitol located in Baton Rouge. These rules help us carry out laws by explaining what must be done to obey the laws. Ask why it is necessary for the government to create laws. Have students list the laws they know that the government has made. Next, have them explain how these laws are important to people and how the laws help people.

**Activity 3: Laws and Rules (GLE: 27)**

Materials List: news articles

Provide students with examples of various local or state accounts in which individuals or groups have broken a law or a rule. Have students work in pairs with the articles to create a narrative summary of what happened, what laws were broken or in question, and what responsibilities the persons in question did not fulfill as citizens. Have each group share the summaries with the class.

**Activity 4: The Branches of State Government (GLEs: 24, 25)**

Materials List: drawing paper, green construction paper, research materials (books, magazines, encyclopedias, or Internet) materials for model of landforms; page 6 BLM (Community and Landform Model Rubric)

Have each student draw a large tree with three branches on a piece of large drawing paper. Next, have students label the branches for each branch of the state government: executive, legislative, and judicial. Next, have students cut out several large leaf shapes out of green construction paper. On each leaf students should label them with the following information: the purpose of each branch of government, two important facts about each branch of government, the duties of a person elected to that branch of government, and the name of at least one person currently serving in that branch. Students may use textbooks, magazines, encyclopedias, and the Internet to search for information. The website for Louisiana is [http://www.louisiana.gov/wps/portal/cmd/cs/.ce/155/_s/1118/_s.155/1117/_me/1117](http://www.louisiana.gov/wps/portal/cmd/cs/.ce/155/_s/1118/_s.155/1117/_me/1117).

**Activity 5: Responsibilities of State Government (GLE: 22)**

Materials List: copies of local newspapers, State Government Graphic Organizer BLM, scissors

Have students brainstorm (view literacy strategy descriptions) a list of five to ten laws that they and their families observe on a regular basis.
Louisiana Comprehensive Curriculum, Revised 2008

Possible responses
- Observe the speed limit.
- Wear seat belts.
- Do not carry a weapon.
- Do not possess illegal substances.
- Drive the speed limit.
- Must be 18 to vote
- Do not drink and drive.
- Must have a drivers license to drive
- Must drive on the right hand side of the road
- Children must attend school.

Teachers can find additional laws at [www.legis.state.la.us](http://www.legis.state.la.us). Next, ask students who they think is responsible for making and enforcing state laws.

Provide students with copies of local newspapers. Have students work in small groups to find and cut out articles about the state government and state laws. Create a large bulletin board for their articles. Choose several of the articles or pictures and discuss them with the students. Next, explain to students that a state government helps solve problems and is responsible for making laws. Ask the students to name the governor of Louisiana. Discuss the role of the governor. Tell students that this is the executive branch of the government, and it is responsible for enforcing the law. Explain that there are several departments that make up of this branch of government. (i.e., education, transportation, health and hospitals, public safety and corrections, natural resources)

Continue the class discussion by explaining to students that the legislative branch of the government decides on policies and rules. This is done by making laws. Ask students if they think that laws affect everyone. Ask students if they know the two parts of the Louisiana State Legislature. Explain that the representatives and senators are elected from a certain district or areas of the state. The size of a district is based on its population. There are 39 senators and 105 representatives elected to the state legislature. Each district has to have the same population as each other district, as determined by the last census conducted in the state.

Complete the discussion by explaining that there is a third branch to state government. It is called the judicial branch. This branch decides if laws are fair and have been carried out fairly, and tries persons accused of breaking state laws. It includes judges and the court systems, both local and state.

To help with student understanding, have students complete the following graphic organizer ([view literacy strategy descriptions](#)) for state government. (See BLM)
State Government Graphic Organizer

<table>
<thead>
<tr>
<th>Louisiana State Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the three branches?</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td><strong>Who makes up each branch?</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td><strong>What is the responsibility of each branch?</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

**Activity 6: Good Citizen Award (GLEs: 28, 29)**

Materials List: pictures of community workers; construction paper; magazines, newspapers, or Internet

Prior to this activity, the teacher will need to collect pictures from magazines, newspapers, or the Internet that show people working in the community such as firemen, policemen, etc. Show students the pictures and have students identify the workers in the pictures and ask students how they help the community. Facilitate a classroom discussion by asking students:

- Who are the helpers in their community?
- What do good citizens do for each other?
- Who are community helpers?
- What qualities should a good citizen have?
- How does a good citizen make a community a better place?

Provide students with a list of government leaders in the community. (i.e., mayor, judge, constable, police juror, school board member, sheriff) Ask students to explain how each helps the community. Extend this lesson by having one or more government leaders visit the classroom and speak to the students.

Write the words responsible citizens on the board. Explain to students that they are going to create a word web. Ask students to think of ways they could help their community. Write students’ answers in the word web. Possible answers can include: working hard, keeping the community clean, keeping the community safe, obeying the laws, respecting people, and helping people.
Begin this activity with the following RAFT (view literacy strategy descriptions) writing assignment.

- **R** - Newspaper reporter
- **A** - People who vote
- **F** - Newspaper article
- **T** - What makes a person a good citizen.

After students have composed their RAFTs, allow them to exchange with a partner or read to the class. Students should listen for accuracy and logic related to citizenship in their classmates’ RAFT writing.

Have students create a Good Citizen Award. First, have students create a list of titles for their awards. Students may present awards for courage, trustworthiness, honesty, helpfulness, or patriotism. Provide students with construction paper ribbons for students to decorate for their awards. Have students write on the back of the award how their awards show good citizenship.

**Activity 7: A Good Citizen (GLE: 30)**

**Materials List:** chart paper, poster board

Begin by asking students what they would change or improve around their school and/or around their community. Write student answers on the board or chart paper. Then discuss with students various problems and state issues that Louisiana faces. Next, discuss how being a good citizen helps solve problems. Have students create a poster designed to solve one of these problems. After students have completed their posters, display the posters around the school and/or the local community, (e.g., library, local businesses, etc.).

**Activity 8: Civic Responsibilities (GLEs: 27, 44)**

**Materials List:** Word Grid BLM

*Brainstorm (view literacy strategy descriptions)* a list of taxes that students already know about, adding to their understanding with notations of common taxes they might not have known about previously. Then based on their definitions of *rule* and *law* from Activity 1, have students determine whether paying taxes is a rule or a law. (A possible extension might be to share with them three to five state tax laws and have them debate the fairness of these laws.) Beside each notation, write who is responsible for paying that tax as specifically as possible.

Next, have students create a list of all the services in which the state government provides and spends money. Finish the activity with a state government word grid (view literacy
strategy descriptions). Students will match a service with a branch of government by placing a plus or minus in the appropriate box. Once the grid is completed, allow time for students to quiz each other over the content in preparation for tests and other class activities. (See Word Grid and sample below.)

<table>
<thead>
<tr>
<th></th>
<th>Executive Branch</th>
<th>Legislative Branch</th>
<th>Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforce Laws</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roads</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tourism</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Activity 9: More about Civic Responsibilities (GLE: 24)**

Have the town’s mayor, the parish executive, or a member of the local governing board visit the school and share how the state and local governments work together in the community. Have students prepare for such a visit by contacting the local chamber of commerce, going to municipal Web pages or [www.louisiana.gov](http://www.louisiana.gov) to learn more about the work of the local and state government. Students must be prepared with questions and take notes, much as a reporter would in a press conference. As follow-up, students will write a “press release” about the government’s work in their community.

**Activity 10: Election K-W-L (GLE: 26)**

Materials List: K-W-L BLM

Divide students into four groups. Assign one of the following topics for each group to research:

1. Election of a president
2. Election of a governor
3. Election of national senators and representatives
4. Election of state senators and representatives
Have students use the following K-W-L chart (view literacy strategy descriptions) to complete their research.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Know</th>
<th>What I Have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

After students have completed their research, have them present their information to the class.

**Activity 11: Power and Limitations (GLEs: 26, 29)**

Materials List: poster paper, markers, crayons

Review with students the qualities of people who are good leaders and citizens and ideal candidates for government office. Then create, as a team or “political party,” a written campaign plan to elect a state representative, a governor, and a U.S. senator for Louisiana who they feel can best represent their ideals. This written plan (informal group composition) should identify how government officials at the state and national levels are elected. Students should also select for each candidate an appropriate slogan that they will put on campaign posters to present to the class.

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

**General Assessments**

- Have students create a web organizer to show understanding of the branches of government.
• Have students create a campaign plan or poster.
• Have students write a narrative summary of the process for electing a president and a governor.
• Have students create an informative brochure on one of the branches of government.

Activity-Specific Assessments

• **Activities 1 and 2:** Have students create a poster showing what a law and rule are. Give students a piece of poster board and ask them to draw a line down the middle. Student drawings should reflect the complete meaning and differences between a law and a rule. Use a rubric to assess the poster. (See Poster Rubric BLM.)

• **Activity 4:** Use a graphic organizer (view literacy strategy descriptions) to assess student understanding of the structure of the state government system. (See State Government Table BLM.)

• **Activity 7:** Have students write a letter to a government official to help with a state problem. Let students brainstorm (view literacy strategy descriptions) various state problems that are faced daily by the people of Louisiana. Students should follow the correct format for letter writing. Use the Writing Rubric used for LEAP assessment to grade student letters. This rubric can be found on the Louisiana Department of Education website at [http://www.doe.state.la.us/lde/uploads/1635.pdf](http://www.doe.state.la.us/lde/uploads/1635.pdf).

Resources

**Trade Books**

Burby, Liza N. *A Day in the Life of a Mayor (The Kids’ Career Library)*
Catalana, Angela. *Communities at Work: Community Needs-Meeting Needs And Wants in Communities*
Catalana, Angela. *Communities at Work: Community Plans-Making Choices About Money in Communities*
Catalana, Angela. *Communities at Work: Community Resources-The Land and the People in Communities*
Catalana, Angela. *Communities at Work: Community Rules-Making and Changing Rules and Laws in Communities*
Catalana, Angela. *Communities at Work: Community Spirit-Symbols of Citizenship in Communities*
Catalana, Angela. *Communities at Work: Community Space-How Land and Cunningham, Kevin. *Power to the People: How We Elect the President and Other*
Officials
Cunningham, Kevin. *The U. S. Congress*
DeGezelle, Terri. *Serving on a Jury*
DeGezelle, Terri. *The City Council*
DeGezelle, Terri. *The City Mayor*
DeGezelle, Terri. *Voting in Elections*
Draper, Allison Stark. *Headlines from History: George Washington Elected*
Dubois, Muriel L. *The U. S Supreme Court*
Dubois, Muriel L. *The U. S. House of Representatives*
Dubois, Muriel L. *The U. S. Presidency*
Dubois, Muriel L. *The U. S. Senate*
Firestone, Mary. *The State Governor*
Firestone, Mary. *The State Judicial Branch*
Firestone, Mary. *The State Legislative Branch*
Fradin, Dennis Brindell and Judith Bloom Fradin. *From Sea to Shining Sea: Louisiana. 1995*
Friedman, Mark. *Government: How Local, State, and Federal Government Works*
Heath, David. *Elections in the United States*
Heath, David. *The Supreme Court of the United States*
Hodgkins, Fran. *Community Helpers: Pilots*
Johnston, Marjanne. *Let’s Visit the Bank*
Johnston, Marjanne. *Let’s Visit the Fire Station*
Johnston, Marjanne. *Let’s Visit the Police Station*
Johnston, Marjanne. *Let’s Visit the Post Office*
Johnston, Marjanne. *Let’s Visit the Supermarket*
MaCaulay, Ellen. *From Sea to Shining Sea: Louisiana. 2003*
Marsh, Carol. *My First Pocket Guide Louisiana*
Miller, Jake. *Communities at Work: Who’s Who in a Neighborhood*
Miller, Jake. *Communities at Work: Who’s Who in a Rural Community*
Miller, Jake. *Communities at Work: Who’s Who in a School Community*
Miller, Jake. *Communities at Work: Who’s Who in a Suburban Community*
Murphy, Patricia J. Murphy. *Let’s See: The Presidency*
Murphy, Patricia J. Murphy. *Let’s See: Voting and Elections*
Ready, Dee. *Community Helpers: Doctors*
Robb, Don. *Hail to the Chief: The American Presidency*
Smart, Alice Lou Dawson. *Louisiana Government*
*Weather Shape Communities*
Weidenman, Lauren. *What is a Map?*

**CD-ROM**
Marsh, Carol. *Let’s Discover Louisiana*
**Teacher Resource Books**

Marsh, Carole. Louisiana Jeopardy! Answers and Questions about our State
Marsh, Carole. Louisiana Jography. A Fun Run Through Our State
Marsh, Carole. Louisiana Government Projects
Marsh, Carole. Louisiana People Projects

**Websites**

Presidential Election for Kids [http://www2.lhric.org/pocantico/election/president.htm](http://www2.lhric.org/pocantico/election/president.htm)

Kids Voting USA [www.kidsvotingusa.org](http://www.kidsvotingusa.org)
Grade 3
Social Studies
Unit 5: Louisiana’s Riches

Time Frame: Approximately 17 instructional periods for 45 minutes each period.

Unit Description

This unit focuses on the abundance of natural, human, and capital resources found in Louisiana. The rich cultural resources of the state will be recognized as contributing to the well being of the state.

Student Understandings

Students recognize the natural, human, and capital resources of Louisiana and how these resources are exported to other places. They understand that cultural resources can be shared and can enrich the state.

Guiding Questions

1. Can students identify natural resources in Louisiana and their uses and importance?
2. Can students identify various resources in the production of goods and provision of services?
3. Can students identify goods produced in the local community and Louisiana and how these goods are shipped elsewhere for sale?
4. Can students understand the concepts of scarcity and abundance?
5. Can students compare benefits and costs when making choices?
6. Can students identify the concepts of specialization and interdependence?

Unit 5 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)</td>
</tr>
<tr>
<td><strong>Environment and Society</strong></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)</td>
</tr>
<tr>
<td>GLE #</td>
<td>GLE Text and Benchmarks</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and Purposes of Government</strong></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)</td>
</tr>
<tr>
<td><strong>Foundations of the American Political Systems</strong></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fundamental Economic Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)</td>
</tr>
<tr>
<td>32.</td>
<td>Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)</td>
</tr>
<tr>
<td>33.</td>
<td>Explain reasons why people save money (E-1A-E3)</td>
</tr>
<tr>
<td>34.</td>
<td>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)</td>
</tr>
<tr>
<td>35.</td>
<td>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)</td>
</tr>
<tr>
<td>36.</td>
<td>Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)</td>
</tr>
<tr>
<td>37.</td>
<td>Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)</td>
</tr>
<tr>
<td>38.</td>
<td>Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)</td>
</tr>
<tr>
<td>39.</td>
<td>Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)</td>
</tr>
<tr>
<td>40.</td>
<td>Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)</td>
</tr>
<tr>
<td>41.</td>
<td>Discuss trade in the local community and explain how trade benefits both parties (E-1A-E8)</td>
</tr>
<tr>
<td><strong>Individuals, Households, Businesses, and Governments</strong></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)</td>
</tr>
<tr>
<td>43.</td>
<td>Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)</td>
</tr>
<tr>
<td>45.</td>
<td>Identify major goods and services produced in Louisiana (E-1B-E5)</td>
</tr>
</tbody>
</table>
Sample Activities

Teacher Note: This unit examines how societies set up economies, how economic systems differ, and how economic principles contribute to individual freedom. It introduces basic concepts: economic wants, scarcity, supply and demand, cost and benefits, and the allocation of goods and services. Some generalizations of importance:

- **Resources are scarce.** Thus, consumers must make choices among various goods and services. Income determines opportunities for consumers. Choices require effective decision-making.
- **Consumers make choices in the marketplace based on their economic wants and the price of goods and services.**
- **Price in the marketplace encourages or discourages producers who make goods and provide services.** All resources are scarce and have alternative uses in production. Producers make choices about what to produce and how much to produce based on market price.
- **Choice is the basis for economic freedom, providing both opportunity and risk to the consumer and the producer.**

### Activity 1: Needs and Wants / Goods and Services - Introductory Activity

**Materials List:** large index cards, newspapers, magazines

While this activity does not meet a specific GLE, it is necessary as an opening activity to assess prior knowledge and to get students ready for new information.

Tell students to imagine they are going to summer camp. Before they leave on their trip they must first decide what to pack for their trip to camp. Have students brainstorm a list of suggestions and write them on the chalkboard.

Next, provide each student with a large index card. Have students write needs on one side of the card and wants on the other side of the card. Ask students to choose ten items they feel are the most important to take with them on their trip. Explain to students that needs are things that they must have to live and wants are things they would like to have. Next, students will list, illustrate, or cut out pictures from newspapers or magazines for each of the ten items they are taking on their trip. Place the items on either the needs or wants side of the index card.

Tell students that before they can leave for camp they need to purchase their ten items, but first they must categorize the items into two categories, goods and services. Explain to students that goods are things that are purchased and services are something that someone else does.

Ask students to identify each item on their lists as a good or a service. Randomly choose different students and have them explain several of their choices.
Activity 2: Scarcity and Abundance (GLE: 31)

Materials List: Economic Needs and Wants BLM

Present the students with the scenario of moving to a new parish in order to introduce the concept of economic wants, and help them recognize it in their own lives. Propose the following scenario to the class:

Suppose you and your family decide to move to a new parish. What sorts of things would you really need right away to make the move possible?

Using the Economic Needs and Wants BLM, have students take a few moments to write their ideas down under the heading “Things I Need Right Away.” (See the BLM.) Students will come up with things like a house or an apartment, a car or a plane ticket, money for gas, and so on.

Then ask:

Once you’ve moved, what will your family need in your house or apartment? Picture yourself spending the first day in your new home. As you go through your day, what will you do? What will you need?

Have students list these things under the heading “Things I Need Day-to-Day.” Answers are likely to include goods like food, certain appliances, a bed for sleeping, and so on. If necessary, ask about electricity and water so students do not forget about services they will need.

Finally, ask: What kinds of things would it be nice to have in your new apartment or house? List your ideas under the heading “Things It Would Be Nice to Have.”

The students will mention entertainment and luxury items, although they will probably already have expressed the need for a TV in the second column—which may lead to a discussion about the difference between wants and needs. Finally, ask them to list items that are easy to find (abundant) and those that are difficult to find (scarce).

Ask students to share their lists. As answers are given to these questions, write them on the board in three columns. Explain that all of these goods and services have costs and are therefore called economic wants. Finally, ask them to list at the bottom of the page some of the things they don’t want or need in order to live with their families in a new place.
Activity 3: Specialization and Interdependence (GLEs: 35, 37, 38, 41)

Materials List: index cards, ball of string or yarn

Provide index cards labeled with jobs found in Louisiana from the list below or create a similar one.

- Baker
- Barber
- Beekeeper
- Bus driver
- Carpenter
- Cashier
- Cook
- Crabber
- Doctor
- Farmer
- Dentist
- Teacher
- Soldier
- Reporter
- Pharmacist
- Nurse
- Mayor
- Judge
- Housekeeper
- Governor
- Truck driver
- Store owner
- Politician
- Policeman
- Oilfield worker
- Musician
- Lawyer
- Hunter
- Grocer
- Fisherman

Explain to students that everyone uses goods and services and each play a role as both consumer and producer. Give each student an index card. Have students divide into three or four groups and sit in a circle. Ask students to examine each of the cards in their circles. Give one student in each circle a ball of string. Have the student roll the yarn to a person that produces or provides a good or service for the laborer on their index card. Continue to do this until each student has had an opportunity to roll the yarn. Next, have each group explain how each depends on others to produce a good or service. Explain that the dependence on others for goods and services is called interdependence.

Ask students to examine the various jobs above and to think about the requirements needed to accomplish that job. Have students list characteristics that would help each worker to perform his/her job well. Then facilitate a class discussion of the requirements for the various jobs students chose and the characteristics of doing a job well.

Next, have students choose three of the various jobs listed above and explain how trade among the three benefits each worker and the community.

Activity 4: Saving Money (GLEs: 33, 34)

Ask students to think about the many different kinds of video games or music CDs. Some of the questions that they can be asked to consider include:

- Are they able to purchase everything they want?
- How would they purchase a video game or CD?

Ask students how many of them receive an allowance. Where do they get the money they have to spend? Ask students if they have ever saved money to purchase something special.
Next, have students brainstorm (view literacy strategy descriptions) reasons people must save money. Explain to students that having money enables them to spend, and enables them to make economic choices. Many times they may have to give something up in order to make a choice (opportunity cost). Ask students to brainstorm (view literacy strategy descriptions) examples of making an economic choice. Tell students to imagine they have $100.00 to purchase a new pair of tennis shoes. The shoes they have been saving for are name brand shoes and cost $69.00. They have also been saving to purchase a new video game. The video game costs $45.00. While shopping, they discover that an athletic shoe store has a special sale this week. They find a pair of tennis shoes on sale for $50.00, but it is not the exact shoe they had wished for. Ask students to write a paragraph explaining what choice they would make in purchasing the tennis shoes, and what they would be giving up by making that selection.

**Activity 5: Assembly Line Production (GLE: 37)**

Materials List: flattened box, wide tape, scissors, cotton balls, small toy, poster board for four or five groups

Begin the activity by discussing specialization. When people are specialized, they do one specific task. This is also called division of labor. Ask students what the advantages or disadvantages of specialization are. Explain to students that they are going to create an assembly line. Divide students into four or five groups. Provide students with the following: an empty box that has been flattened (a good source for this is a U. S. Post Office shipping box), wide tape, scissors, cotton balls or shredded paper for packing, and a small toy. Ask students to create an assembly line that will be both quick and easy. Give students time to explore various ways to assemble the box to be shipped to a store where it will be sold. Have students list on a piece of poster board the steps in their assembly line. Students should demonstrate their assembly line to the class. The teacher should work as facilitator by moving from group to group and timing students during the final presentation to see which group has created the most productive assembly line.

**Activity 6: Goods and Services in Louisiana (GLE: 45)**

Materials List: blank physical map of Louisiana, reference books, newspapers, magazines, computer, Internet access (optional)

Provide students with a blank map of Louisiana, various reference books, newspapers, magazines, and access to the Internet. Have students research the following goods and services produced in Louisiana as well as in their community:

- Cotton
- Ginning cotton
- Soybeans
- Sugarcane
- Manufacturing sugar
- Rice
- Corn
- Cattle
• Swine  
• Poultry  
• Processing chickens  
• Timber  
• Fishing  
• Farming  
• Petroleum  
• Drilling for oil  
• Crawfish

Next, have students place icons for goods and services on the map of Louisiana corresponding to the area in which they are produced.

Resources for Louisiana goods and services:
• Textbook sites
  • *Louisiana Life* magazine
  • Local newspapers
  • Crops harvested
  • National Agricultural Statistics Survey
  • Index for Louisiana Economic Information by Parish
  • Louisiana Summary of Agriculture and Natural Resources
    [http://www2.lsuagcenter.com/agsummary/](http://www2.lsuagcenter.com/agsummary/)
  • Rice
  • Crawfish
  • Film industry
  • Festivals
    [http://www.crt.state.la.us/CulturalEconomy/MtAuburn/appendices/LA_festivals.xls](http://www.crt.state.la.us/CulturalEconomy/MtAuburn/appendices/LA_festivals.xls)
  • Tourism
    [http://www.crt.state.la.us/](http://www.crt.state.la.us/)
Activity 7: Supply and Demand for Bottled Water (GLEs: 42, 43)

Materials List: Supply and Demand BLM, chart paper (optional)

Begin by writing the words supply and demand on the board or chart paper. Tell students that they have 100 bottles of water to sell. This is called the supply. Explain that the supply is the goods and services offered by businesses. Ask the students how many of them need a bottle of water. Count the number of students who respond. Write this number on the board or chart paper. This is called demand. Explain that the demand is created by the wants and needs of the consumer. Write the following on the board or chart paper:

<table>
<thead>
<tr>
<th>Supply</th>
<th>Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 bottles of water</td>
<td>Number of students who need water</td>
</tr>
</tbody>
</table>

Ask students which is greater, the supply or the demand. Next, explain that you would offer fewer bottles of water because demand is less than the supply. Then explain that supply and demand also determines the price of a product or a service. Provide students with a blank copy of the Supply and Demand BLM to use during the class discussion. (See this BLM.)

Discuss each scenario with students and allow them time to complete the chart as they go along. Then summarize by reminding students that demand is what consumers want to buy and supply is how much there is to sell.

Activity 8: Production and Shipping (GLE: 39)

Materials List: construction paper

Ask students to brainstorm (view literacy strategy descriptions) a list of goods produced in their community and/or in Louisiana. Write student answers on the board or chart paper. Next, ask students if these goods are sold outside their community or outside of Louisiana. Have students work with a partner to briefly create a list of two or three ways one of the products will be shipped elsewhere to be sold. Give students time to produce their answers, and then have them share their ideas. As students give reasonable answers, add this information to the list of products on the board.

After students have shared their information, have students create a social studies story chain (view literacy strategy descriptions). Story chains are very useful in obtaining the information a teacher needs to assess student knowledge. Have students work in groups of three or four. The first student will initiate the story by giving a topic sentence. The other students in the group will take turns adding a line in the story. In this story chain example a group of students circulated their story a couple of times before completing it.
- Student 1: There are many cotton farmers in our community.
- Student 2: Cotton is grown in large fields.
- Student 3: The cotton is harvested and taken to the cotton gin.
- Student 4: At the cotton gin the seeds are removed.
- Student 1: The cotton is shipped to a plant so that it can be made into thread.
- Student 2: The new cotton thread is woven into cloth.
- Student 3: The cloth is shipped to a store in our town.
- Student 4: The consumer buys the cloth and makes a new shirt.
- Student 1: A student at our school wears his new shirt to school.

Group members should evaluate the story as it is created to check for accuracy. Encourage students to be creative while constructing their story chains. If time permits, allow students to publish their story chains by actually creating a chain made of construction paper. Each link in the chain will be a sentence in the story chain. Display chains on a bulletin board.

Activity 9: Shop ‘Till You Drop (GLE: 32)

Materials List: catalogs, sale papers, poster board, Internet use (optional), scissors, glue

Provide students with various catalogs, sale papers, Internet use, and a piece of poster board before class begins. Explain to students that they are going shopping. First, they need to choose an article such as shoes, tires, bicycle, etc., to use for their project. Next, have students divide the poster board into three equal parts by drawing two lines on the poster board. Students should cut out three different examples of their chosen product, each with a different price, and glue them on the poster board in a separate column. Below the pictures have students list the advantages and disadvantages of purchasing each product. Explain to students that as a consumer they must decide which product to purchase and explain why they made their choices.

Activity 10: Government Goods and Services (GLE: 23)

Materials List: 3 x 5 index cards, Opinionnaire for Laws BLM

As a beginning activity, have students complete an opinionnaire (view literacy strategy descriptions) on laws. Opinionnaires promote critical understanding of concepts by focusing on students’ points of view and allowing them to think deeply about the content areas. It also allows students to respond to statements before new learning takes place. Provide each student with a copy of the Opinionnaire for Laws BLM. Allow students time to complete the opinionnaire, and then discuss student answers. It is important to include a brief discussion of student responses. Then provide students with the new content related to laws. After students have been presented with this new content, revisit their Opinionnaires to revise their initial hunches and discuss why they changed their opinions.
Write the following sentences on the board:
   Why do you feel that people need a state government?
   What do you think is the most important thing the state government does?
Allow students to respond and write their answers under the questions.

Next, explain to students that all states have a group of people called a government who make laws, meet and talk about problems, and decide how to solve them. Ask students why they feel it is important to have laws. Then give each student a 3 x 5 index card. Ask students if they could write a law, what it would be. Have them write the new law on the index card. Collect the cards from the students and then redistribute them among the students. Have students share the new laws. Provide time for students to discuss if their new laws would be helpful to the people in the state.

**Activity 11: Wanted: Responsible Citizens (GLE: 28)**

Materials List: drawing paper

Explain to students that they are going to create a “Most Wanted – Responsible Citizen List”. Have students brainstorm a list of ten responsibilities of individuals that make the community and state a better place to live. Give students a piece of drawing paper. Have students illustrate an individual as a responsible citizen, and create titles for their drawings.

**Activity 12: Resources and Production (GLE: 36)**

Materials List: Natural, Capital, and Human Resources BLM

Have students brainstorm a list of useful products and goods and services produced in Louisiana. Have them share their lists with the class. Write natural resources, on the board. Have students write this in their social studies learning logs. Ask the class to give examples of natural resources. (e.g., wood, water, soil, animals, plants, oil and oil by-products, etc.) Have the students construct a definition of natural resources from the examples in their social studies learning logs and then compare their definition with that in a textbook or dictionary. Natural resources are materials from nature, such as wood, that people can use to meet their needs.

Then have students create working definitions, with teacher facilitation, of human resources and capital resources. Write both on the board and in their social studies learning logs. After students have created their definitions, have them create a list of examples of human resources (e.g., growing food, making clothing, building homes, planting trees, building bridges, etc.) and capital resources (e.g., grocery stores, banks, clothing stores, specialty shops, etc.). Provide students with a copy of the Natural, Capital, and Human Resources BLM word grid. (See
the BLM.) Allow students time to complete the word grid BLM and check their answers for accuracy.

Next, have students work in groups and cut out pictures, draw pictures, or make posters about Louisiana’s resources. Have students write captions and titles identifying the resource and how it is used to meet the basic needs of the people.

Activity 13: Louisiana’s Resources (GLE: 21)

Materials List: chart paper (optional)

Ask students to think about products they use at school and home every day. List their answers on the chalkboard or chart paper. Next, choose one or two of the products and ask students what could be used to make these products. Continue adding their answers to the board. Then ask students if any of their responses are natural resources found in Louisiana. Next, have students work in pairs to brainstorm (view literacy strategy descriptions) a list of natural resources found in Louisiana. (Soil, water, long growing season, sulfur, salt, trees, lignite, natural gas, oil, etc.) Explain to students that natural resources are materials from nature. Provide students with a list of five natural resources and have them list some of their uses. Then have students use the RAFT writing (view literacy strategy descriptions) strategy below to write a paragraph about Louisiana’s natural resources and how people use them to meet their needs.

Ask students to write a paragraph using the following RAFT criteria:

R - School television reporter
A - Students in school
F - News article
T – Louisiana’s natural resources and how people use them to meet their needs

Create a classroom bulletin board and display the student paragraphs.

Activity 14: Geography and Economic Activity (GLE: 17)

Materials List: Louisiana physical regional map, Geography and Economic Activity BLM

Provide students with a physical map showing Louisiana’s regions. (See http://landmarks.lsu.edu/map.html for a regional map of Louisiana.) Divide them into groups representing the Sportsman’s Paradise (Upland South), Crossroads, Greater New Orleans, Plantation Country (Florida Parishes), and Cajun Country (Acadian Parishes) regions. Ask them to study and identify the economic activities that are prominent in their assigned region. Ask them to consider why these economic activities are prominent in these geographical areas and what natural resources are available there. Have the students
fill out the Geography and Economic Activity BLM graphic organizer (view literacy strategy descriptions). (See this BLM.)

Then have each group create a poster illustrating its findings for the various regions and present it to the class.

Activity 15: Economic Institutions  (GLE: 40)

Materials List: Economic Institutions BLM

Ask students what categories or types of businesses are found in their hometowns and in larger or smaller towns and cities. (Clothing stores, fast food restaurants, sporting goods stores, shoe stores, veterinarians, craft shops, hospitals, large companies, etc.) Ask students why they think businesses are important to communities? (They supply goods for people to buy and places for people to work.)

Explain to students that an economic institution is an organization or group that participates in an economy. Households, businesses, governments, and banks are all examples of an economic institution. Next, have students use the Economic Institutions BLM graphic organizer (view literacy strategy descriptions) to list examples of the four types of economic institutions. (See the BLM.)

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Have students create an economic flow chart to show the production of a Louisiana product or service.
- Have students write news articles celebrating individuals who contribute to the community to make it a better place to live.
• Have students use a graphic organizer to describe how producers and consumers depend on each other.
• Have students choose one specific job and write an essay explaining the importance of a job well performed.

Activity-Specific Assessments

• **Activity 1 and 2**: Ask students to make a list of all the different items they wish to receive on their next birthday. Then have students write a short paragraph explaining why they cannot have everything on their wish list.

• **Activity 3**: Have students list five different Louisiana natural resources and identify three uses for each of them as goods and services.

• **Activity 4**: Have students draw several pictures of people using goods and services. Next, explain why each person is a consumer and identify the goods and services appearing in each drawing.

• **Activity 10**: Give students a list of ten various goods and services. Explain to students that they will have $100.00 to spend on the selected goods and services that they want the most. Then have students explain the reasoning behind the choices they made.

• **Activity 15**: Have students draw a T-chart and list five different financial instructions on one side of the chart. On the other side of the chart, have students write a sentence explaining how each contributes to the economy.

Additional Resources

**Trade Books**
Catalana, Angela. *Communities at Work: Community Needs-Meeting Needs And Wants in Communities*
Catalana, Angela. *Communities at Work: Community Plans-Making Choices About Money in Communities*
Catalana, Angela. *Communities at Work: Community Rules-Making and Changing Rules and Laws in Communities*
Catalane, Angela. *Communities at Work: Community Space-How Land and Weather Shape Communities*
Cunningham, Kevin. *Power to the People: How We Elect the President and Other Officials*
Cunningham, Kevin. *The U. S. Congress*
DeGezelle, Terri. *Voting in Elections*
Dubois, Muriel L. *The U. S Supreme Court*
Dubois, Muriel L. *The U. S. House of Representatives*
Dubois, Muriel L. *The U. S. Senate*
Firestone, Mary. *The State Governor*
Firestone, Mary. *The State Judicial Branch*
Firestone, Mary. *The State Legislative Branch*
Fradin, Dennis Brindell and Judith Bloom Fradin. *From Sea to Shining Sea: Louisiana*. 1995
Friedman, Mark. *Government: How Local, State, and Federal Government Works*
Loewen, Nancy. *Lemons and Lemonade: A Book About Supply and Demand*
Loewen, Nancy. *Ups and Downs: A Book About the Stock Market*
MaCaulay, Ellen. *From Sea to Shining Sea: Louisiana*. 2003
Marsh, Carol. *My First Pocket Guide Louisiana*
Murphy, Stuart J. *Lemonade for Sale* (Bar Graphs)
Quiri, Patricia Ryon. *A True Book: The Bill of Rights*
Rosinsky, Natalie M. *All About Money*
Rosinsky, Natalie M. *Earning Money*
Rosinsky, Natalie M. *Saving Money*
Rosinsky, Natalie M. *Spending Money*
Schwartz, David M. *If You Made A Million*
Teitelbaum, Michael. *The Bill of Rights*

**Teacher Resource Books**
Marsh, Carole. Louisiana Government Projects
Marsh, Carole. Louisiana People Projects
Basics of Economics (Steck-Vaughn)

**Other Books/Websites**

The Bill of Rights [www.legislate.com/d/drights/htm](http://www.legislate.com/d/drights/htm)
Uncle Sam for Kids [www.win.org/library/matls/govdocs/kids.htm](http://www.win.org/library/matls/govdocs/kids.htm)
The Democratic National Committee [www.democrats.org](http://www.democrats.org)
The Republican National Committee [www.rnc.org](http://www.rnc.org)
Department of Natural Resources [www.dnr.state.la.us/index.ssi](http://www.dnr.state.la.us/index.ssi)
Louisiana Department of Economic Development [www.lded.state.la.us/welcome_overview.html](http://www.lded.state.la.us/welcome_overview.html)
Discover Louisiana [www.louisianatravel.com](http://www.louisianatravel.com)
Grade 3
Social Studies
Unit 6: Governments: The State of Louisiana and the United States

Time Frame: Approximately 6 instructional periods for 45 minutes each period

Unit Description

This unit focuses on the state government and how it provides for the needs of Louisiana’s people. In addition, the unit focuses on student awareness of and the responsibility to improve the state.

Student Understandings

Students understand that it is the state government’s responsibility to provide services for its people. Students recognize that they have a responsibility to improve their state and what it means to be a citizen of the United States.

Guiding Questions

1. Can students identify the role of state government and how it helps society?
2. Can students explain the responsibilities of individuals in making a community a better place to live?
3. Can students identify how citizens can help solve community problems?

Unit 6 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and Purposes of Government</strong></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)</td>
</tr>
<tr>
<td><strong>Foundations of the American Political Systems</strong></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)</td>
</tr>
<tr>
<td><strong>Roles of Citizens</strong></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>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)</td>
</tr>
</tbody>
</table>
Sample Activities

Teacher Note: State governments meet the needs of their citizens. One way to study the characteristics and roles of state government is to place it in its relationship to the federal government. State powers are an important aspect of the federal system of shared powers. State governments are organized in a similar way to the federal government, with a written constitution, a bicameral legislature (Nebraska has the only unicameral state legislature in the U.S.), an executive branch headed by a governor, and a judicial branch composed of state courts. Louisiana has a bicameral legislature called the Louisiana State Legislature. Louisiana’s government promotes economic development and provides for the health and welfare of its citizens.

Activity 1: State Government (GLE: 23)

Materials List: State Government BLM, chart paper

Ask students to work in groups to create a list of five reasons why they think Louisiana needs to have a state government. Facilitate groups by probing for reasons that are related specifically to basic societal needs. Have student groups record their answers on a piece of chart paper or on the State Government BLM. Allow students time to take turns presenting their reasons to the class for why Louisiana needs to have a state government. (See the State Government BLM.)

Activity 2: The Government Helps Everyone (GLEs: 23, 44)

Materials List: Government Services BLM, poster paper

Begin this activity with a review of the services provided by the Louisiana state government. Next, have students use the graphic organizer (view literacy strategy descriptions), Government Services BLM to create a class list of state government agencies and list them in column one on the Government Services BLM. Teachers should act as facilitators to lead students in the right direction to complete the BLM. Teachers should also create overhead transparencies of the Government Services BLM to use with this activity. Allow students the opportunity to take turns providing answers for the class BLM. Provide students the time to discuss and give reasons for their answers. See the Government Services BLM and the sample below.

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Individuals, Households, Businesses, and Governments</td>
</tr>
<tr>
<td>44.</td>
<td>Identify services provided by the state government (E-1B-E4)</td>
</tr>
<tr>
<td>Government Agency</td>
<td>Service Provided</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>State Highway Department</td>
<td>Builds roads and bridges</td>
</tr>
<tr>
<td>State Department of Education</td>
<td></td>
</tr>
</tbody>
</table>

Next, have students choose one governmental agency and design a poster using pictures and captions to explain why it is important.

**Activity 3: State Government (GLE: 23)**

**Materials List:** Internet access (optional)

Before reading about state laws, have students generate questions about state laws. Next, record these questions on the board. The teacher should add his or her questions, if needed. Then have the students read relevant sections of their texts and other reliable resources, including the Internet, about state laws. As the content is covered, the teacher should pause periodically to determine which questions have been answered. Next, have the groups complete a SQPL activity (view literacy strategy descriptions) by having students respond to the following:

**Topic: The Importance of State Government**
**SPQL statement:** Laws are made to help meet the basic needs of society by . . .

**Topic: The Importance of State Government**
**SPQL statement:** The state government is necessary because . . .

**Activity 4: A Community of Helpers (GLE: 28)**

**Materials List:** poster board

Explain to students that many of the people who provide services for the community are called community helpers. Community helpers are very important. Have each student design a poster to promote being a community helper. At the bottom of the drawing, each student should write a short paragraph of four or five sentences long describing how community helpers assist in the community. To extend this lesson, ask parents to help their child at home to identify the names of men and women who work as community helpers. After students have completed their Community of Helpers posters, display them in the classroom or school library.
Activity 5: Good Citizenship—Responsibilities (GLEs: 28, 30)

Materials List: poster paper

Ask students to think about and discuss what makes a good citizen. What are his or her qualities, attributes, characteristics, habits, and practices? What do good citizens do? Have them list all the responses.

Help students as they work in groups to generate a scenario concerning state civic issues in which citizen responsibilities are highlighted (e.g., participation in an anti-litter campaign or a campaign to save wildlife, forests, etc.). They should also articulate how good citizenship can help solve problems. Next, have students create posters with illustrations and information on their scenarios for class discussion.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Provide students with pictures of different citizens completing various tasks and/or jobs. Have students explain how each makes the community a better place in which to live.
- Provide students with several scenarios of services provided by the state government. Have students explain the benefits of each service.
- Have students create a list of characteristics or traits that describe a responsible citizen.
- Provide students with various state issues written on index cards. Have students take turns brainstorming solutions to the problems.
Activity-Specific Assessments

- **Activity 2**: Use a rubric to assess student posters explaining why government helpers are important. See the Poster Rubric BLM.

- **Activity 3**: Have students write a paragraph explaining the importance of a state government. Use the rubric for writing found on the Louisiana State Department of Education webpage for assessment at [http://www.doe.state.la.us/lde/uploads/1635.pdf](http://www.doe.state.la.us/lde/uploads/1635.pdf).

- **Activity 4**: Use a rubric like the Poster Rubric BLM to assess student drawings and paragraphs describing the services that community helpers provide. The rubric for writing can be found on the LA State Department of Education webpage at [http://www.doe.state.la.us/lde/uploads/1635.pdf](http://www.doe.state.la.us/lde/uploads/1635.pdf).

**Resources for Third Grade Social Studies**

**Trade Books**
- Catalana, Angela. *Communities at Work: Community Needs-Meeting Needs And Wants in Communities*
- Catalana, Angela. *Communities at Work: Community Plans-Making Choices About Money in Communities*
- Catalana, Angela. *Communities at Work: Community Resources-The Land and the People in Communities*
- Catalana, Angela. *Communities at Work: Community Rules-Making and Changing Rules and Laws in Communities*
- Catalana, Angela. *Communities at Work: Community Space-How Land and Weather Shape Communities*
- Catalana, Angela. *Communities at Work: Community Spiri- Symbols of Citizenship in Communities*
- DeGezelle, Terri. *Serving on a Jury*
- DeGezelle, Terri. *Voting in Elections*
- Fradin, Dennis Brindell and Judith Bloom Fradin. *From Sea to Shining Sea: Louisiana. 1995*
- Heath, David. *Elections in the United States*
- Hodgkins, Fran. *Community Helpers: Pilots*
- MaCaulay, Ellen. *From Sea to Shining Sea: Louisiana. 2003*
- Marsh, Carol. *My First Pocket Guide Louisiana*
- Miller, Jake. *Communities at Work: Who’s Who in a Neighborhood*
- Miller, Jake. *Communities at Work: Who’s Who in a Rural Community*
- Miller, Jake. *Communities at Work: Who’s Who in a School Community*
- Miller, Jake. *Communities at Work: Who’s Who in a Suburban Community*
- Ready, Dee. *Community Helpers: Doctors*
Trumbauer, Lisa. *Families*
Weidenman, Lauren. *What is a Map?*
Grade 3
Social Studies
Unit 7: Louisiana’s Economy

Time Frame: Approximately 10 instructional periods for 45 minutes each period.

Unit Description

This unit focuses on resources of the local community. This unit also explores money and making choices, small businesses in the local area, and the roles of producers and consumers in Louisiana economy.

Student Understandings

Students understand that decisions must be made in relation to managing money and cost. Students understand how to identify local businesses and their job specializations and requirements, the relationship between producers and consumers, and the relationship of economic institutions to small businesses.

Guiding Questions

1. Can students provide examples of economic choice and explain the concept of opportunity cost?
2. Can students understand the concept of specialization and interdependence of goods and services?
3. Can students understand the relationship between producers and consumers?
4. Can students understand basic principles of supply and demand?
5. Can students discuss trade and how it benefits the parties involved?
6. Can students identify some of the major goods and services produced in Louisiana?

Unit 7 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>The World in Spatial Terms</td>
<td>Differentiate between a bar, pictograph, and circle graph (G-1A-E1)</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Fundamental Economic Concepts</td>
<td>Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)</td>
</tr>
<tr>
<td>GLE #</td>
<td>GLE Text and Benchmarks</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>33.</td>
<td>Explain reasons why people save money (E-1A-E3)</td>
</tr>
<tr>
<td>34.</td>
<td>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)</td>
</tr>
<tr>
<td>35.</td>
<td>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)</td>
</tr>
<tr>
<td>37.</td>
<td>Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)</td>
</tr>
<tr>
<td>38.</td>
<td>Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)</td>
</tr>
<tr>
<td>40.</td>
<td>Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)</td>
</tr>
<tr>
<td>41.</td>
<td>Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)</td>
</tr>
</tbody>
</table>

**Individuals, Households, Businesses, and Governments**

| 42.   | Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1) |
| 43.   | Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2) |
| 45.   | Identify major goods and services produced in Louisiana (E-1B-E5) |

**Sample Activities**

**Activity 1: Money and Making Choices (GLEs: 32, 33, 34)**

Materials List: catalogs or newspaper circulars, Internet access (optional)

In groups, have students brainstorm a list of twenty items they would like to buy without any regard to purchase price. Then impose a $100 limit on that list, and have them cross off the items that exceed $100. Next, tell students that they have $100 total to spend and everyone in their group is to receive an identical item of equal value. The item must be something each member would like to possess. That should bring them to a single item. Finally, students should research, via the Internet or catalogs or newspaper circulars, actual costs—including taxes—for this item. Guide their research to facilitate their making informed choices. When student groups report back to the class, they should be able to:

- Compare the benefits and costs when making choices (comparative shopping—who offered the best deal on the item?).
- Explain reasons why people save money.
- Explain their economic choice and what is given up when making a choice (opportunity cost).
Activity 2: Opportunity of Choices (GLEs: 32, 34)

Materials List: examples of pictographs, bar charts, and circle graphs; catalogs; sales papers; Internet access (optional); scissors

Explain to students that, when consumers purchase one good or service they are giving up the opportunity to purchase another good or service. For example, a student may wish to purchase two video games, but have money to purchase only one. By purchasing one video game they have given up the opportunity to buy the second video game. Every consumer choice that is made has an alternate choice that could have been made. This is called opportunity cost. Ask students to think of a time when they made a purchase at a store. Have students list three things they wish to purchase in the order of importance. Explain to them that the second choice is their opportunity cost because they decided to buy the first choice.

Provide students with catalogs, sale papers, and access to the Internet. Have students select an item with three different prices, cut it out, and glue it to a sheet of paper. Then have them explain why they have chosen each item. Next, have students circle the item they will purchase and explain in a short paragraph the reasons they have made their choice. Ask students to also include the opportunity cost in their paragraphs. Have students share their paragraphs with the class.

Activity 3: Community Producers and Consumers (GLEs: 35, 41)

Materials List: Community Producer and Consumer Chart BLM

Using the Community Producer and Consumer Chart BLM, have students survey their family members, grandparents, neighbors, etc. (See this BLM and the sample below.)

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Goods produced</th>
<th>Service produced</th>
<th>How the good/service helps the community</th>
<th>How their job depends on the jobs of other workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>Eggs, corn</td>
<td></td>
<td>Gives food to the people of the community and the community provides the farmer with money to run his farm and help his family</td>
<td>The production of food for the animals, fertilizer, manufacturing of tractors and other tools</td>
</tr>
</tbody>
</table>

Next, have students choose one of the jobs in their chart and create an information web to show the relationship between producers and consumers, their dependence on each other and the benefits each gives the community.
Activity 4: Representing Information (GLEs: 2, 33)

Materials List: examples of bar graphs, pictographs, and circle graphs

Give students examples of the following types of graphing options and reasons for using each:

- bar graph
- pictograph
- circle graph.

Then have students work in groups to interview each other (at least ten other students) and at least ten other persons outside of class on reasons why they save money. They should create a bar chart of information to present to the class.

Give students an example of a pictograph and have them compare it to their bar chart. Explain how information is communicated differently on each. Do the same with the circle graph, using the results for the survey of at least twenty students.

Activity 5: Specialization and Interdependence (GLEs: 37, 38)

Explain to students the meaning of interdependence (depending on others). Producers cannot produce everything they need. Tell students to imagine they live on a farm. They grow fruits and vegetables and raise cattle and chickens. They do not need food for their families, but they do need other things. Ask students what other things they need for their families or farm (e.g., farm equipment, clothes, seeds, tools). Explain that most farmers depend on others for many goods and services, while other citizens (non-farmers) depend on farmers for food. Most farmers in Louisiana specialize by growing one crop such as cotton, soybeans, or sugarcane to make sugar and syrup, etc. *Specialization* (i.e., being an expert in one product, job, or service) requires teamwork. It is very important that workers perform their jobs well. Ask students to brainstorm the characteristics of a good worker. Write these on the chalkboard. Next, ask students if all jobs require the same skills. Divide students into small groups and have each group develop a list of three different jobs and the skills needed to perform each job well. Let each group share with the class.

Next, explain to students that through specialization, producers are able to increase production and in some cases lower prices. Ask students how this benefits both the producer and consumer.

Have students explain the meaning of both *interdependence* and *specialization* by writing a paragraph about each.
Activity 6: Producer and Consumer (GLEs: 35, 42, 43, 45)

Materials list: Producer and Consumer BLM, Post-Its, chart paper (optional), Competition BLM.

Have students create a list in their social studies learning log of everything they consumed or used in a day’s time—gas to get to school, clothes they put on, school supplies they used, food they consumed, etc. Then as a class, allow students to take turns sharing their information. Next, have them brainstorm who produced the items they consumed that day and add this to their social studies learning logs. Provide students with a copy of the Producer and Consumer BLM. Have students choose five items from their social studies learning logs and complete the first two columns of the BLM. In the third column of the BLM, have students describe one way that the producer and the consumer are dependent on each other. (See the Producer and Consumer BLM.)

Begin a discussion of very basic supply and demand. Have students take out an item from their desks such as an eraser, pencil, or ruler. Supply students with sticky notes and have them write a price for their item on it. Next, allow students to walk around and look at the items and prices of other students. On the board or chart paper, create a list of the items and the various prices of each item. Continue the class discussion on supply and demand by using the various items as examples. Ask students the following questions:

- If there are 7 pencils for sale, would you pay $3.00 for one, or walk down three desks and buy one for $.50?
- If there is only one supply box selling for $1.00, could it be sold for more money? Why or why not?

Continue asking students various questions, allowing them to give their answers as a class discussion. Then have students write down three things in their social studies learning logs they have learned about producers, consumers, and/or supply and demand.

Review with students that businesses sell goods and provide services. Producers make items to sell or provide services. Sellers sell items or services. All three provide a service or sell something in order to make money. Ask students what is the meaning of the word “competition”. Explain that competition among consumers happens when there is more than one business or producer that sells the same item. They compete with each other. Competition can also happen when the consumer competes for goods or services that are limited. Producers must convince consumers to purchase their goods or services in order to make a profit.

Draw the following chart on the board or chart paper and record student responses in a classroom discussion.
Name a business in Louisiana.

Name the type of business.

Name a business that competes with it.

How do the two businesses compete with each other?

How do the businesses compete with each other? Possible answers could include: businesses compete by lowering prices; offering a better product; treating their customers better; offering incentives such as freebies, sales, and coupons; and by advertising

Then have students complete the Competition BLM. (See this BLM.)

Explain to the students that when there is competition, the customer is the winner. Consumers can choose how and where to spend their money. They can look for incentives, better prices or products, and better customer services. Too much competition can lead to businesses lowering their prices too much and going out of business. They also may offer a lower quality product and give the consumer fewer choices.

To close the lesson, conduct a review using the professor know-it-all (view literacy strategy descriptions) strategy by forming groups of three or four students. Tell them they will be called on randomly to come to the front of the room to be a team of “professor know-it-alls” about producers and consumers. Have groups prepare by thinking up questions requiring answers. Call on a group of students to come to the front of the room. To add novelty to the strategy, let the know-it-alls put on a tie, a graduation cap and gown, or a lab coat, or hold a clipboard or other symbol of professional expertise. Ask students to stand shoulder to shoulder. Invite questions from the other groups. Demonstrate that the know-it-alls should answer each question. First, they should huddle as a team to talk about the answer, then return to their positions and give answers in complete sentences. This can be done by each student supplying one word of the sentence and rotating around until the sentence is completed, with the final student in the rotation saying “period.” After five minutes or so, ask a new group of professor know-it-alls to take their place in front of the class, don their professional props, and continue the process of students questioning students. This should be done until all groups have had a chance to serve as know-it-alls. The teacher should also ask questions of each of the groups. Students asking the questions should hold the know-it-alls accountable for the correct answers.
Activity 7: Economic Institutions Vocabulary (GLE: 40)

Discuss with students how various economic institutions such as banks, businesses, governments, and households make up the economy. Next, have students choose one of the following and create a vocabulary card (view literacy strategy descriptions): bank, business, government, or household. Display vocabulary cards in the classroom for students to share and study.

Activity 8: Supply and Demand (GLEs: 2, 42)

Materials List: plastic dimes and quarters for each student, three different candies in individual bags, three large containers, price tags

Give each student five plastic dimes and two plastic quarters. Provide three different options for students to purchase with their money. For example, place several small hard candies in a container and label them $0.10 each. In a second container, place several miniature Hershey candies and label them $0.25 each. In a third container, place several packages of Skittles and label them $0.50 each. (Teachers may change the type of candy.)

Next, call on three or four students to come look in the different containers. Ask these students which containers have the largest supply of candy and which has the smallest amount of candy. Then allow this group of students to make a purchase using their plastic dimes and quarters. At this time the teacher should call on a new group of three or four students and follow the same procedure. Allow this group of students to make a purchase also. At this point, the teacher should explain that she has run out of her supply of Hershey candy. Then discuss that there is a demand for the candy but that there is no more available for purchase.
Now, call on the rest of the class to come up and make their purchases. Explain that you forgot that you had another bag of Hershey candies in your desk. Explain that since you now have so many Hershey candies, you need to put them on sale. Mark through the price on the sign and label it $0.20. Now, have them identify which container has the biggest supply and which has the least. Have students make their purchases and return to their seats.

Review supply and demand by explaining that the supply is how much of a certain item someone has on hand. The demand is how much people want to buy of the product. Explain that the supply and demand often affect the price that stores can charge for certain items. If there are fewer of certain items and demand is high, people often will be willing to pay more for the item. Explain that the greater the supply, the lower the price often gets. Ask students which candy sold the most? Explain that since the hard candy was cheaper, more people purchased them.

Next, have students write the following terms in their social studies learning log:
- Supply- the amount of an item that the store has in stock
- Demand- the amount of an item that people want to purchase

Finally, ask students to write a paragraph about a time when they wanted to buy a toy or item from a store and the store was out of the item. Require that students use the terms supply, demand, and price in their paragraphs.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

General Assessments

- Have students give examples of three producers and three consumers and explain how each depends on the other.
- Provide students with magazines, newspapers, etc., and have them create a collage to represent both producers and consumers.
• Have students create graphs to represent an economic situation.
• Instruct students to write in their journals explaining a time when they saved money to make a purchase.
• Have students give examples of choices they have made and explain why they made that choice. Then have students identify the opportunity cost.
• Have students create poems about products and services produced in Louisiana.

Activity-Specific Assessments

• Activity 2: Have each student write a paragraph describing a shopping trip where he/she made a choice when making a purchase for a certain item. Students should include the name of the item, the different prices, reasons they made the choice, and identify the opportunity cost. The rubric for writing can be found on the LA State Department of Education webpage, http://www.doe.state.la.us/lde/uploads/1635.pdf.

• Activity 3: Have students list the goods and services they have used at home for the last week and explain why they are consumers. Then ask students to list services or goods they could provide to others and explain how they are producers.

• Activities 6: Have students respond in their journals to the following prompts:
  ➢ Imagine you are a producer. How do you depend on consumers?
  ➢ Imagine you are a consumer. How do you depend on producers?
  ➢ Explain how trade benefits both the producer and consumer.