



INSTITUTE FOR LOUISIANA CULTURE & HISTORY

Resource Map

Building Teacher Content Knowledge and Student Resources through the *64 Parishes* Encyclopedia

The Louisiana Endowment for the Humanities' Institute for Louisiana Culture and History (ILCH) supports social studies teachers with high-quality Louisiana history-focused professional development and classroom resources. As part of our work to connect teachers with reliable content, the ILCH has developed a resource map linking to secondary source texts from the *64 Parishes* encyclopedia. Resources included here have been developed in coordination with subject area and curriculum specialists and are aligned with the [2022 K–12 Louisiana Student Standards for Social Studies](#).

All student-facing resources were published in partnership with the Louisiana Department of Education.

How to Use This Guide

The resource map is organized by grade and social studies standard.

Teacher-facing resources intended to build teacher content knowledge (i.e. resources to help teachers prepare to teach) are listed first and are indicated by the following icon:



Student-facing resources intended for student use are listed at the end of each grade section and are indicated by the following icon:





Note: If a resource on a particular topic is not linked, it has not yet been published. Links will be added throughout 2023 as the ILCH publishes additional resources to 64parishes.org.

Resource Map



Building Teacher Content Knowledge and Student Resources through the *64 Parishes* Encyclopedia

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Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

1.8 Identify examples of Louisiana’s culture, including:

a. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day



[Courir de Mardi Gras](#)



[Mardi Gras in New Orleans](#)

b. Music: Cajun, jazz, zydeco



[Cajun Music](#)



[Traditional New Orleans Jazz](#)



[Zydeco](#)

d. Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum



[Cabildo](#)



[New State Capitol](#)



[Old State Capitol](#)



[St. Louis Cathedral](#)

e. Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays



[Jazz Funerals and Second Line Parades](#)



[King Cake](#)



[Lagniappe](#)

f. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales



[Beignets](#)



[Bread Pudding](#)



[Gumbo](#)



[King Cake](#)



[Lucky Dogs](#)



[Muffuletta Sandwich](#)

g. Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear



[Brown Pelican](#)



[Louisiana State Flag](#)

h. Individuals who have made significant contributions to Louisiana’s artistic heritage.



[Angela Gregory](#)



[Clementine Hunter](#)



[Enrique Alférez](#)



[Free Black Artists in Antebellum New Orleans](#)



[George Rodrigue](#)



[Ida Kohlmeyer](#)



[John James Audubon](#)



[John Scott](#)



[José Francisco Xavier de Salazar y Mendoza](#)



[Keith Sonnier](#)



[Lin Emery](#)



[Sarah Albritton](#)



[William Joyce](#)



Student-Facing Louisiana History Resources

1st Grade-Leveled Texts for Classroom Use

1.8 Identify examples of Louisiana’s culture, including:

b. Music: Cajun, jazz, zydeco



[Cajun Music](#)



[Jazz Music](#)



[Zydeco Music](#)

d. Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum

 [Cabildo](#)

 [St. Louis Cathedral](#)

 [Old State Capitol](#)

 [New State Capitol](#)

e. Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays

 [Lagniappe](#)

 [King Cake](#)

f. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales

 [Beignets](#)

 [Bread Pudding](#)

 [Gumbo](#)

 [King Cake](#)

 [Lucky Dogs](#)

 [Muffaletta Sandwich](#)

 [Tabasco Sauce](#)

The Ancient World



Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

4.19 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

b. Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.



[Caddo Culture](#)



[Coles Creek Culture](#)



[Evans Culture](#)



[Marksville Culture](#)



[Mississippian Culture](#)



[Plaquemine Culture](#)



[Pre-Clovis and Clovis Cultures](#)



[Prehistoric Archaeology in Louisiana](#)



[San Patrice Culture](#)



[Tchefuncte Culture](#)



[Tchefuncte Site](#)



[Troyville Culture](#)

c. Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.



[Caddo Culture](#)



[Coles Creek Culture](#)



[Evans Culture](#)



[Marksville Culture](#)



[Mississippian Culture](#)



[Plaquemine Culture](#)

-  [Pre-Clovis and Clovis Cultures](#)
-  [Prehistoric Archaeology in Louisiana](#)
-  [San Patrice Culture](#)
-  [Tchefuncte Culture](#)
-  [Tchefuncte Site](#)
-  [Troyville Culture](#)

d. Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.

-  [Caddo Culture](#)
-  [Coles Creek Culture](#)
-  [Evans Culture](#)
-  [Marksville Culture](#)
-  [Mississippian Culture](#)
-  [Native American Mounds](#)
-  [Plaquemine Culture](#)
-  [Pre-Clovis and Clovis Cultures](#)
-  [Prehistoric Archaeology in Louisiana](#)
-  [San Patrice Culture](#)
-  [Tchefuncte Culture](#)
-  [Tchefuncte Site](#)
-  [Troyville Culture](#)
-  [Troyville Earthworks](#)
-  [Watson Brake Archaeological Site](#)

e. Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.

-  [Poverty Point Culture](#)
-  [Poverty Point](#)



Student-Facing Louisiana History Resources

4th Grade-Level Texts for Classroom Use

4.19 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

b. Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.

 [Archaic Period](#)

 [Mississippi Period](#)

 [Paleoindian Period](#)

 [Understanding Prehistoric Louisiana](#)

 [Woodland Period](#)

c. Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.

 [Archaic Period](#)

 [Mississippi Period](#)

 [Paleoindian Period](#)

 [Understanding Prehistoric Louisiana](#)

d. Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.

 [Archaic Period](#)

 [Mississippi Period](#)

 [Understanding Prehistoric Louisiana](#)

 [Woodland Period](#)

e. Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.

 [Poverty Point Culture](#)

The United States and Louisiana: Beginnings Through Ratification



Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

6.8 Analyze European exploration and colonization of North America.

a. Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.



[Chitimacha Tribe of Louisiana](#)



[Early Exploration and Colonization](#)



[Houma Nation](#)



[Natchez Indians](#)



[Tunica-Biloxi Tribe](#)

b. Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.



[Early Exploration and Colonization](#)

6.9 Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.

h. Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon’s Rebellion, and King Philip’s (Metacom) War.



[Indian Slavery](#)



[Natchez Revolt of 1729](#)

6.10 Analyze the growth and development of colonial Louisiana.

a. Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.





















[Early Exploration](#)



[French Colonial Louisiana](#)

-  **Indian Slavery**
-  **[La Salle Expeditions](#)**
-  **[Natchez Revolt of 1729](#)**
-  **[Natchitoches Settlement](#)**
-  **[Pierre Le Moyne, sieur d'Iberville](#)**
-  **[René-Robert Cavelier, sieur de La Salle](#)**
-  **[Third Treaty of San Ildefonso](#)**
-  **[The Treaty of Fontainebleau](#)**

b. Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.

-  **[1795 Point Coupee Slave Conspiracy](#)**
-  **[Caddo Nation](#)**
-  **[Cajuns](#)**
-  **[Chitimacha Tribe of Louisiana](#)**
-  **[Coushatta Tribe of Louisiana](#)**
-  **[Free People of Color](#)**
-  **[French Colonial Louisiana](#)**
-  **[Houma Nation](#)**
-  **[Insurrection of 1768](#)**
-  **[Ishak Indigenous People](#)**
-  **[Isleños](#)**
-  **[Jena Band of the Choctaw Tribe](#)**
-  **[Les Petites Nations](#)**
-  **[Natchez Indians](#)**
-  **[Natchez Revolt of 1729](#)**
-  **[Quapaw Tribe](#)**
-  **[Saint-Domingue Revolution](#)**
-  **[Slavery in French Colonial Louisiana](#)**

 [Slavery in Spanish Colonial Louisiana](#)

 [Spanish Colonial Louisiana](#)

 [Taensa Tribe](#)

 [Tunica-Biloxi Tribe](#)

 [Women in Colonial Louisiana](#)

c. Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.

 [French Colonial Louisiana](#)

 [Insurrection of 1768](#)

 [Natchez Revolt of 1729](#)

 [Spanish Colonial Louisiana](#)

 [Women in Colonial Louisiana](#)

d. Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.

 [Alejandro O'Reilly](#)

 [Coartación](#)

 [Code Noir of Louisiana](#)

 [Fort Miro](#)

 [French Colonial Louisiana](#)

 [Jean-Baptiste Le Moyne, sieur de Bienville](#)

 [John Law](#)

 [Napoleonic Code](#)

 [Slavery in French Colonial Louisiana](#)

 [Slavery in Spanish Colonial Louisiana](#)

 [Spanish Colonial Louisiana](#)

 [Women in Colonial Louisiana](#)

e. Describe the contributions and achievements of Gens de Couleur Libres [free people of color] in colonial Louisiana.

 [Coartación](#)



[Code Noir of Louisiana](#)



[Free People of Color](#)



[Slavery in French Colonial Louisiana](#)



[Slavery in Spanish Colonial Louisiana](#)



[Spanish Colonial Louisiana](#)



[Women in Colonial Louisiana](#)

f. Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.



[French Colonial Louisiana](#)



[Insurrection of 1768](#)



[Slavery in French Colonial Louisiana](#)



[Slavery in Spanish Colonial Louisiana](#)



[Spanish Colonial Louisiana](#)



[Women in Colonial Louisiana](#)

6.11 Analyze the causes, course, and consequences of the American Revolution.

j. Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).



[Bernardo de Gálvez](#)



[Spanish Colonial Louisiana](#)



Student-Facing Louisiana History Resources

6th Grade-Leveled Texts for Classroom Use

6.8 Analyze European exploration and colonization of North America.

a. Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.



[Chitimacha Tribe of Louisiana](#)



[Early Exploration and Colonization](#)



[Houma Nation](#)



[Natchez Indians](#)

The Institute for Louisiana Culture and History is an initiative of the Louisiana Endowment for the Humanities providing reliable, accessible Louisiana social studies resources to K–12 students and their teachers.

 [Tunica-Biloxi Tribe](#)

b. Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.

 [Early Exploration and Colonization](#)

6.9 Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.

h. Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon’s Rebellion, and King Philip’s (Metacom) War.

 [Natchez Revolt of 1729](#)

6.10 Analyze the growth and development of colonial Louisiana.

a. Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.

 [Acadians in Colonial Louisiana](#)

 [Indian Slavery](#)

 [Early Exploration and Colonization](#)

 [French Colonial Louisiana](#)

 [Jean-Baptiste Le Moyne, sieur de Bienville](#)

 [Natchez Revolt of 1729](#)

 [Treaty of Fontainebleau](#)

 [Third Treaty of San Ildefonso](#)

b. Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.

 [Acadians in Colonial Louisiana](#)

 [African Slavery in Colonial Louisiana](#)

 [Canary Islanders/Isleños](#)

 [Code Noir](#)

 [Early Exploration and Colonization](#)

 [Free People of Color in Colonial Louisiana](#)

 [French Colonial Louisiana](#)

 [Jean-Baptiste Le Moyne, sieur de Bienville](#)

 [Natchez Revolt of 1729](#)

 [Spanish Colonial Louisiana](#)

c. Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.

 [Early Exploration and Colonization](#)

 [French Colonial Louisiana](#)

 [Jean-Baptiste Le Moyne, sieur de Bienville](#)

 [Spanish Colonial Louisiana](#)

d. Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.

 [African Slavery in Colonial Louisiana](#)

 [Alejandro O'Reilly](#)

 [Code Noir](#)

 [Free People of Color in Colonial Louisiana](#)

 [French Colonial Louisiana](#)

 [Jean-Baptiste Le Moyne, sieur de Bienville](#)

 [Napoleonic Code \(French Civil Code\)](#)

 [Spanish Colonial Louisiana](#)

e. Describe the contributions and achievements of Gens de Couleur Libres [free people of color] in colonial Louisiana.

 [Free People of Color in Colonial Louisiana](#)

f. Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.

 [African Slavery in Colonial Louisiana](#)

 [French Colonial Louisiana](#)

 [Spanish Colonial Louisiana](#)

6.11 Analyze the causes, course, and consequences of the American Revolution.

j. Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).



[Bernardo de Gálvez](#)

The United States and Louisiana: Early Republic Through Reconstruction



Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

7.8 Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.

h. Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.



[Dunbar-Hunter Expedition](#)



[Freeman and Custis Red River Expedition](#)



[Louisiana Purchase and Territorial Period](#)



[Pierre Clément de Laussat](#)



[Saint-Domingue Revolution](#)

7.9 Analyze the causes, course of, and consequences of the War of 1812.

b. Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (181), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).



[Battle of New Orleans](#)

d. Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.



[Battle of New Orleans](#)



[Jean and Pierre Laffite](#)

e. Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras



[Louisiana Purchase and Territorial Period](#)



[Jean and Pierre Laffite](#)



[Neutral Strip](#)



[West Florida Revolt](#)

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

e. Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.



[Caddo Indian Treaty](#)



[Native American Removal](#)

j. Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.



[Antebellum Louisiana](#)



[Congo Square](#)



[Domestic Slave Trade](#)



[Norbert Rillieux](#)



[Plantation Slavery in Antebellum Louisiana](#)



[Urban Slavery in Antebellum Louisiana](#)

l. Compare and contrast the economies of the North and the South during the early to mid-1800s.



[Domestic Slave Trade](#)



[Plantation Slavery in Antebellum Louisiana](#)

m. Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.



[Domestic Slave Trade](#)



[Native American Removal](#)

7.11 Analyze role and importance of social and political reform movements of the nineteenth century.

f. Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.



[Domestic Slave Trade](#)

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

d. Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.



[German Coast Insurrection of 1811](#)



[Slave Insurrections in Louisiana](#)

7.13 Analyze the causes, course, and consequences of the Civil War.

b. Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).



[Battle of Baton Rouge](#)



[Confederate Louisiana](#)



[Louisiana’s Secession from the Union](#)

d. Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman’s March to the Sea, and the surrender at Appomattox Court House.



[Fall of New Orleans and Federal Occupation](#)



[Siege of Port Hudson](#)

e. Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.



[African Americans in the Civil War](#)



[Civil War Louisiana](#)



[Confederate Louisiana](#)



[Confederate Soldiers](#)



[Fall of New Orleans and Federal Occupation](#)



[Florida Parishes in the Civil War](#)



[Guerilla Warfare in Civil War Louisiana](#)



[Immigrants in Civil War New Orleans](#)

f. Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.



[Civil War Louisiana](#)



[Confederate Louisiana](#)



[Confederate Soldiers](#)



[Fall of New Orleans and Federal Occupation](#)



[Unionism in Louisiana](#)



[Unionist Troops in Louisiana](#)

h. Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.



[P. G. T. Beauregard](#)



[Louisiana Tigers](#)

7.14 Analyze the major events, key people, and effects of Reconstruction.

b. Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.



[Sharecropping](#)

c. Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.



[Reconstruction](#)

d. Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.



[Battle of Liberty Place](#)



[Colfax Massacre](#)



[Coushatta Massacre](#)



[Knights of the White Camillia](#)



[Thibodaux Massacre](#)



[White League](#)

e. Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.



[Carpetbaggers and Scalawags](#)

f. Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.



[C. C. Antoine](#)



[Henry Adams](#)



[Oscar Dunn](#)



[P. B. S. Pinchback](#)



[Reconstruction](#)

g. Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.



[Henry Adams](#)



[Reconstruction](#)

h. Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.



[Convict Leasing](#)



[Henry Adams](#)



[Reconstruction](#)



[Robert Mills Lusher](#)



[White League](#)

i. Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.



[Louisiana Constitutions](#)



[Reconstruction](#)



Student-Facing Louisiana History Resources

7th Grade-Leveled Texts for Classroom Use

7.8 Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.

h. Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.



[Louisiana Purchase and Territorial Period](#)



[Dunbar-Hunter Expedition](#)

7.9 Analyze the causes, course of, and consequences of the War of 1812.

b. Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (181), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).

 [Battle of New Orleans](#)

d. Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.

 [Battle of New Orleans](#)

 [Free People of Color from the Early American Period through the Civil War](#)

 [Jean and Pierre Laffite](#)

e. Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

 [Neutral Strip](#)

 [West Florida Revolt](#)

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

d. Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.

 [Caddo Nation](#)

 [Jena Band of Choctaw Indians](#)

e. Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.

 [Caddo Nation](#)

 [Jena Band of Choctaw Indians](#)

j. Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.

 [Plantation Slavery in Antebellum Louisiana](#)

 [Urban Slavery in Antebellum Louisiana](#)

k. Explain how steamboats influenced Louisiana's economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.

 [Shreve Town Company](#)

l. Compare and contrast the economies of the North and the South during the early to mid-1800s.

 [Plantation Slavery in Antebellum Louisiana](#)

 [Urban Slavery in Antebellum Louisiana](#)

m. Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

 [Free People of Color from the Early American Period through the Civil War](#)

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

d. Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.

 [German Coast Slave Insurrection of 1811](#)

7.13 Analyze the causes, course, and consequences of the Civil War.

b. Explain Louisiana's decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).

 [Louisiana's Secession from the Union](#)

d. Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the Sea, and the surrender at Appomattox Court House.

 [Civil War Louisiana](#)

 [Fall of New Orleans and Federal Occupation](#)

 [Siege of Port Hudson](#)

e. Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.

 [Civil War Louisiana](#)

 [Fall of New Orleans and Federal Occupation](#)

f. Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.

 [Civil War Louisiana](#)

 [Fall of New Orleans and Federal Occupation](#)

h. Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.

 [P. G. T. Beauregard](#)

7.14 Analyze the major events, key people, and effects of Reconstruction.

d. Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.



[Colfax Massacre](#)



[White League](#)

e. Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.



[Carpetbaggers and Scalawags](#)

f. Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.



[C. C. Antoine](#)



[Oscar Dunn](#)



[P. B. S. Pinchback](#)

The United States and Louisiana: Industrial Age Through Modern Era



Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

8.8 Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.

c. Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.



[Madam C. J. Walker](#)



[Standard Oil](#)

8.9 Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.

d. Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.



[Populism](#)



[Progressive Era in Louisiana](#)

i. Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.



[Louisiana Constitutions](#)



[Comité des Citoyens](#)



[Plessy v. Ferguson](#)

j. Explain the emergence of the Jim Crow system and how it affected Black Americans.



[Comité des Citoyens](#)



[Flint-Goodrich Hospital](#)



[Jim Crow and Segregation](#)



[Lynching](#)



[Non-Unanimous Jury Law](#)



[Plessy v. Ferguson](#)

k. Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.



[Comité des Citoyens](#)



[Plessy v. Ferguson](#)

8.11 Analyze the causes, course and consequences of World War I.

d. Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.



[World War I](#)

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

b. Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.



[Prohibition](#)

d. Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.



[Woman Suffrage](#)

e. Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).



[Arna Wendell Bontemps](#)



[Louis Armstrong](#)

f. Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.



[Brotherhood of Timber Workers](#)



[First Louisiana Oil Well](#)



[Oil and Gas in Louisiana](#)



[Standard Oil](#)

g. Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.



[Great Flood of 1927](#)

h. Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.



[Anti-Longism](#)



[Huey P. Long Jr.](#)



[Longism](#)

i. Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.



[Louisiana Constitutions](#)

8.13 Analyze the causes and effects of the Great Depression.

a. Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.



[Great Depression in Louisiana](#)

b. Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of “Hooverilles,” and soup kitchens.



[Great Depression in Louisiana](#)

d. Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.



[Federal Art Project](#)



[Federal Writers Project](#)



[Great Depression in Louisiana](#)



[New Deal in Louisiana](#)

e. Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).



[Federal Art Project](#)



[Federal Writers Project](#)



[Great Depression in Louisiana](#)



[New Deal in Louisiana](#)

8.14 Describe the causes, course, and consequences of World War II.

k. Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.



[Camp Ruston](#)



[POW Camps in Louisiana](#)



[World War II](#)

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

d. Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.



[New Orleans School Crisis](#)



[Ruby Bridges](#)

e. Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.



[Baton Rouge Bus Boycott](#)

h. Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.



[Louisiana Women in the Civil Rights](#)



[Oretha Castle Haley](#)

i. Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.



[Leander Perez](#)

8.17 Describe the importance of key ideas, events, and developments of the modern era.

c. Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.



[Cheniere Caminada Hurricane](#)



[Hurricane Andrew](#)



[Hurricane Audrey](#)



[Hurricane Betsy](#)



[Hurricane Camille](#)



[Hurricane Gustav](#)



[Hurricane Ike](#)



[Hurricane Katrina](#)



[Hurricane Rita](#)



[Hurricanes in Louisiana](#)



Student-Facing Louisiana History Resources

8th Grade-Leveled Texts for Classroom Use

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[Standard Oil](#)



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[Plessy v. Ferguson](#)

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 [Louis Armstrong](#)

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 [Oil and Gas Industry in Louisiana](#)

 [Standard Oil](#)

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 [Huey P. Long Jr.](#)

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 [Great Depression in Louisiana](#)

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 [Great Depression in Louisiana](#)

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 [Great Depression in Louisiana](#)

 [Federal Art and Writers Projects](#)

 [New Deal in Louisiana](#)

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 [Great Depression in Louisiana](#)

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 [World War II](#)

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 [Ruby Bridges](#)

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 [Baton Rouge Bus Boycott](#)

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 [Cheniere Caminada Hurricane](#)

 [Hurricane Betsy](#)

 [Hurricane Camille](#)

 [Hurricane Katrina](#)

 [Hurricane Rita](#)

 [Hurricanes in Louisiana](#)



Teacher-Facing Louisiana History Resources

Background Reading for Building Teacher Content Knowledge

C.9 Analyze the structure, roles, responsibilities, powers, and functions of governments in the United States.

a. Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the TunicaBiloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them.



[Chitimacha Tribe of Louisiana](#)



[Coushatta Tribe of Louisiana](#)



[Jena Band of Choctaw Indians](#)



[Louisiana Government in the Modern Era](#)



[Native Americans in Twentieth-Century Louisiana](#)



[Police Juries](#)



[Tunica-Biloxi Tribe](#)

f. Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects, including *Marbury v. Madison* (1803); *McCulloch v. Maryland* (1819); *Cherokee Nation v. Georgia* (1831); *Dred Scott v. Sandford* (1857); *Plessy v. Ferguson* (1896); *Schenck v. United States* (1919); *Korematsu v. United States* (1944); *Brown v. Board of Education* (1954); *Baker v. Carr* (1962); *Engel v. Vitale* (1962); *Gideon v. Wainwright* (1963); *Miranda v. Arizona* (1966); *Loving v. Virginia* (1967); *Tinker v. Des Moines* (1969); *New York Times Co. v. United States* (1971); *Wisconsin v. Yoder* (1972); *Roe v. Wade* (1973); *United States v. Nixon* (1974); *Shaw v. Reno* (1993); *United States v. Lopez* (1995); *Bush v. Gore* (2000); *McDonald v. Chicago* (2010); *Citizens United v. Federal Election Commission* (2010).



[*Plessy v. Ferguson*](#)

i. Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.



[Louisiana Constitutions](#)

j. Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.



[Napoleonic Code](#)

The Institute for Louisiana Culture and History is an initiative of the Louisiana Endowment for the Humanities providing reliable, accessible Louisiana social studies resources to K–12 students and their teachers.

C.10 Evaluate how civil rights and civil liberties in the United States have developed and been protected by the U.S. government over time.

c. Evaluate restrictions and expansions of civil liberties and civil rights in the United States and the role of the legislative, executive, and judicial branches of the government in related events and developments over time, including the Thirteenth, Fourteenth, and Fifteenth Amendments; *Plessy v. Ferguson* (1896); the Espionage and Sedition Acts; *Schenck v. United States* (1919); the Nineteenth Amendment; Executive Order 9066; Executive Order 10730; *Brown v. Board of Education* (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the Twenty-Fourth Amendment; and Twenty-Sixth Amendment.



[*Plessy v. Ferguson*](#)

d. Describe equal protection and due process as defined by the U.S. Constitution, and explain how states subverted equal protection during the Jim Crow era.



[Jim Crow and Segregation](#)

C.11 Analyze political processes and the role of public participation in the United States.

k. Describe local and parish governments in Louisiana, including police juries and home rule charters.



[Home Rule Charters](#)



[Police Juries](#)



Student-Facing Louisiana History Resources

High School Civics-Level Texts for Classroom Use

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Coushatta Tribe of Louisiana



Jena Band of Choctaw Indians



Native Americans in Twentieth-Century Louisiana



Tunica-Biloxi Tribe

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Police Juries