



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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8th Grade – Social Studies



THE DIOCESE
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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

8th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 1

Louisiana's Identity: This is Louisiana

Compelling Question:

How does physical geography impact a state's cultural and economic identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 6 weeks

UNIT 1 LEARNING TARGETS

- Students analyze how Louisiana's geographic features have shaped Louisiana's cultural and economic identity.
- Students explore the question "What economic, political, and social changes have formed Louisiana's identity?" Students analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana's natural environment, economy, and political boundaries.
- Students investigate how the Mississippi River has given Louisiana ample renewable and nonrenewable natural resources which affect Louisiana's economy.
- Students examine how the problem of Coastal Erosion in south Louisiana could destroy Louisiana's geographic, cultural, and economic identities.
- Students examine the different ethnic groups that live in Louisiana and examine how the physical geography of Louisiana affects Louisiana's cultural identity.

Topic 1: LOUISIANA'S NATURAL RESOURCES

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How has Louisiana's political boundaries changed since its founding?

How does Mississippi River create land and provide fertile soil?

What are some natural resources that are found in Louisiana?

How do these resources impact Louisiana's economy?

CONNECTIONS TO THE COMPELLING QUESTION(S): Throughout grade 8 students explore the question "What economic, political, and social changes have formed Louisiana's identity?" For this topic, students analyze various maps to examine how the Mississippi River and other natural resources have shaped Louisiana's natural environment, economy, and political boundaries.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.

DOA.8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

DOA.8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21st century.

DOA.8.3.1 Locate and describe the physical and political features of Louisiana.

DOA.8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features.

DOA.8.3.3 Apply knowledge of geography skills and terms to: create maps and diagrams, plot latitude and longitudinal coordinates, read and interpret a map, use a map to compare Louisiana's time zone in relation to time zones around the world.

DOA.8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups.

DOA.8.5.1 Describe how natural phenomena impact the physical environment of Louisiana.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students write down on sticky notes the cities closest to the coordinates given on a piece of chart paper.
- Students write a response to explain how the Mississippi River has shaped south Louisiana's physical geography and impacted Louisiana's economic identity.
- [Library of Congress' Primary Source Analysis worksheet](#)
- [French Louisiana Map](#)
- [Spanish Louisiana Map](#)
- [Louisiana Territory Map](#)
- [Consolidation 1819 - 1912 Map](#)
- [Latitude and Longitude Video](#)
- [Louisiana Latitude and Longitude Map](#)
- [https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11](https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11)
(Additional Resources)

<p>Topic 2: COASTAL EROSION</p> <p>SUPPORTING QUESTION(S): What is coastal erosion? How did the Mississippi River create the southern Louisiana coastline? How did humans cause coastal erosion in Louisiana? What is the economic impact of coastal erosion in Louisiana? What are some solutions to stopping coastal erosion in Louisiana?</p> <p>CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine how the problem of Coastal Erosion in south Louisiana could destroy Louisiana’s geographic, cultural, and economic identities</p> <p>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context DOA.8.3.1 Locate and describe the physical and political features of Louisiana. DOA.8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana’s geographic features. DOA.8.3.3 Apply knowledge of geography skills and terms to: create maps and diagrams, plot latitude and longitudinal coordinates, read and interpret a map, use a map to compare Louisiana’s time zone in relation to time zones around the world. DOA.8.5.1 Describe how natural phenomena impact the physical environment of Louisiana. DOA.8.5.2 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants</p>	<p>Suggested Duration: 3 Weeks</p> <p>POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES</p> <ul style="list-style-type: none"> • Students analyze Louisiana's Governor Declares State Of Emergency Over Disappearing Coastline by Merrit Kennedy from National Public Radio using the National Archives: Analyze a Written Document. Collect these for a grade. • Students analyze the video NEED TO KNOW Louisiana's Disappearing Delta, using the National Archives: Analyze a Video. Collect these for a grade. • Students annotate various sources over the many causes of coastal erosion and engage in class discussions about the topic. • Students annotate various sources over the economic impact of coastal erosion and engage in class discussions about the topic. • Students write and deliver a presentation on the importance of coastal restoration projects to Louisiana’s economy. • Louisiana Coastal Land Loss Simulation 1932-2050 • Louisiana Coastal Wetlands: A Resource at Risk • Master Plan Consistency Guidelines • Saving Coastal Louisiana: Employing a Suite of Restoration Solutions • New Orleans' future depends on coastal restoration, but where's the money? • Louisiana spends billions of dollars in settlement and fine money associated with the 2010 Gulf oil spill • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11 (Additional Resources)
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Topic 3: LOUISIANA'S CULTURAL GEOGRAPHY	Suggested Duration: 1 Week
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SUPPORTING QUESTION(S):
How has Louisiana's physical geography shaped its cultural geography?
Describe the different ethnic groups that makeup Louisiana.
How does the physical geography of Louisiana affect various ethnic groups' cultures in Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION (S):
Students examine the different ethnic groups that live in Louisiana and examine how the physical geography of Louisiana effects Louisiana's cultural identity.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- DOA.8.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
- Conducting historical research
 - Evaluating a broad variety of primary and secondary sources
 - Determining the meaning of words and phrases from historical texts
 - Recognizing varied points of view within historical context
- DOA.8.2.2** Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.
- DOA.8.3.1** Locate and describe the physical and political features of Louisiana.
- DOA.8.3.2** Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features.
- DOA. 8.4.1** Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups.
- DOA. 8.4.2** Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana
- DOA.8.5.1** Describe how natural phenomena impact the physical environment of Louisiana.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students have a class discussions about how cultural geography is shaped by an area's physical geography.
- Students write and deliver a presentation on the different ethnic groups in Louisiana and how their culture has been affected by Louisiana's physical geography.
- [Founding New Orleans, The Vagabond City](#)
- [French Colonial Louisiana](#)
- [Anglo-Americans](#)
- [Louisiana's Three Folk Regions](#)
- [Life on the Bayou](#)
- [A Commentary: African Cultural Retentions in Louisiana](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11>
(Additional Resources)

8th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 2

Louisiana: Settlement and Colonial Legacy

Compelling Question:

What is the legacy of settlement and colonization on an area's identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 8 weeks

UNIT 2 LEARNING TARGETS

- Students examine how Poverty Point was built by hunter gatherers and how it flourished as a culture and economic center in north Louisiana because of its proximity to the Mississippi River.
- Students examine the economic, historical, and cultural legacy left by the Native Americans of Poverty Point.
- Students investigate the exploration, settlement, and colonization of Louisiana and consider the legacy left behind from European settlement.
- Students examine the economics (mercantilism), government, and cultural legacy of French Colonial Louisiana and Spanish Colonial Louisiana.
- Students learn how European settlement and colonization of Louisiana has shaped Louisiana's identity and affected its multicultural society.
- Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

Topic 1: Native American Settlement

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How did the Mississippi River help Poverty Point flourish economically and culturally?
What is the legacy of Native American settlement on Louisiana's identity?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine how Poverty Point was built by hunter gatherers and how it flourished as a culture and economic center in north Louisiana because of its proximity to the Mississippi River.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana

DOA8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.

DOA.8.3.3 Apply knowledge of geography skills and terms to: create maps and diagrams, plot latitude and longitudinal coordinates, read and interpret a map, use a map to compare Louisiana's time zone in relation to time zones around the world.

DOA. 8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students analyze the video [Mystery in Louisiana -Poverty Point.](#)
- Students analyze the video [Origins of Cities - Poverty Point.](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11>
(Additional Resources)

Topic 2: EUROPEAN EXPLORATION AND SETTLEMENT**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

Why did La Salle claim the Mississippi River for France and name it Louisiana?

Why was the city of New Orleans built along the Mississippi River?

What were the causes and effects of the French and Indian War on Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S):

Students investigate the exploration, settlement, and colonization of Louisiana and consider the legacy left behind from European settlement.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812.

DOA.8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict

DOA.8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.3.3 Apply knowledge of geography skills and terms to: create maps and diagrams, plot latitude and longitudinal coordinates, read and interpret a map, use a map to compare Louisiana's time zone in relation to time zones around the world.

DOA. 8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups.

DOA.8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana

DOA.8.7.1 Explain how the United States and world foreign policy have affected Louisiana

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students write a response to explain the contributions and legacy of French exploration on Louisiana.
 - Students write down their own definitions of, provide examples of, and draw a visual of mercantilism.
 - Students analyze the Code Noir written in 1724 and engage in class discussions about the purposes of these laws.
 - Students analyze their notes and sources to complete a Venn diagram comparing and contrasting French Colonial Louisiana to Spanish Colonial Louisiana.
 - Students write a response to the question: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France?
 - Explain the sequence of expeditions and how they lead to the founding of Louisiana.
 - Describe the living conditions of French Louisiana.
 - Describe the economics, government, and cultural legacy of French Colonial Louisiana.
 - Explain the experience of enslaved Africans who arrived during French Colonial Louisiana.
 - Describe the economics, government, and cultural legacy of Spanish Colonial Louisiana.
 - Explain the story of the Acadian Exile and the effects of expulsion on the southern part of Louisiana.
 - [De Soto on the Shore of the Mississippi](#)
 - [Analyzing Photographs & Prints](#)
 - [Early Exploration of Louisiana](#)
 - [René-Robert Cavelier, sieur de La Salle](#)
 - [French Colonial Louisiana](#)
 - [Jean-Baptiste Le Moyne, Sieur de Bienville](#)
 - [Mercantilism](#)
 - [Slavery in French Colonial Louisiana](#)
 - [map of North America](#)
 - [Cajuns](#)
 - <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
- (Additional Resources)

Topic 3: LOUISIANA PURCHASE**Suggested Duration: 1 Week****SUPPORTING QUESTION(S):**

- Why did Spain give Louisiana back to France?
- Why did Napoleon Bonaparte of France want Louisiana?
- Why did Thomas Jefferson want to acquire New Orleans and Louisiana from France?
- What were the opinions of Louisiana Purchase from people around the United States?
- What is the legacy of the Louisiana Purchase on the United States?

CONNECTIONS TO THE COMPELLING QUESTION (S):

Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.

DOA.8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.7.1 Explain how the United States and world foreign policy have affected Louisiana

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students engage in class discussions about reasons why Napoleon wanted Louisiana and why he eventually lost interest in the colony.
- Students write a response defending either Griswold's or Madison's opinion of the Louisiana Purchase while explaining the legacy of the Louisiana Purchase on Louisiana and the United States.
- [Spanish Colonial Louisiana](#)
- [Louisiana Purchase](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11>
(Additional Resources)

8th Grade – Social Studies



THE DIOCESE
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Mini Unit - *This mini unit has been added to bridge the gap from Louisiana Purchase to Louisiana Statehood.*

Government

Compelling Question:

What is the role of government in defining a state's identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 2 weeks

UNIT 1 LEARNING TARGETS

- Students examine the role of the national and state governments.

Topic 1: LOUISIANA'S NATURAL RESOURCES

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How does Louisiana's Constitution Preamble compare and contrast to the United States' Constitution Preamble?

Explain the role of federalism in our federal and state government.

Explain the structure of the federal government and state government.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.6.1 Compare the foundation, function, and powers of the La. and US Constitutions.

DOA.8.6.3 Describe the role of various forms of local government in Louisiana.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

8th Grade – Social Studies



THE DIOCESE
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Unit 3

19th Century Louisiana: A State in Conflict

Compelling Question:

What is the legacy of conflict and resolution on a state's identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 weeks

UNIT 1 LEARNING TARGETS

- Students research the growth and development of Louisiana after the Louisiana Purchase and how the War of 1812 left a lasting legacy on Louisiana.
- Students examine the causes and outcomes of the Battle of New Orleans.
- Students examine the Territorial Period of Louisiana by examining how cultural, economic, and political events shaped Louisiana's emerging identity.
- Students examine the cultural, economic, and political legacy of Antebellum Louisiana by analyzing and researching primary sources.
- Students examine the causes of the conflict between the northern United States and southern United States and construct a timeline of events.
- Students investigate the legacy the Civil War had on Louisiana.
- Students examine the period of Reconstruction and its lasting effects on Louisiana by researching the events of Reconstruction and their effects on different ethnic groups in Louisiana.
- Students research the social, political, and economic legacy of Jim Crow laws in Louisiana on African Americans by analyzing documents and artifacts.

Topic 1: STATEHOOD AND BATTLE OF NEW ORLEANS

Suggested Duration: 3 Week

SUPPORTING QUESTION(S):

Describe the struggle for Louisiana to define its borders and become a state in 1812.

How did New Orleans economically and geographically develop during the early 1800's?

How were the people of Louisiana affected by the War of 1812, specifically the Battle of New Orleans?

What was the lasting impact the Battle of New Orleans had on Louisiana and its citizens?

CONNECTIONS TO THE COMPELLING QUESTION (S): Students research the growth and development of Louisiana after the Louisiana Purchase and how the War of 1812, specifically the Battle of New Orleans, left a lasting legacy on Louisiana.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.

DOA.8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

DOA. 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and Reconstruction eras

DOA.8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features.

DOA.8.3.3 Apply knowledge of geography skills and terms to: create maps and diagrams, plot latitude and longitudinal coordinates, read and interpret a map, use a map to compare Louisiana's time zone in relation to time zones around the world.

DOA. 8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture

DOA. 8.7.1 Explain how the United States and world foreign policy have affected Louisiana

DOA.8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

DOA.8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

DOA.8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students complete a graphic organizer over the Territorial Period of Louisiana and engage in class discussions about the topics.
- Students complete a split-page note over Louisiana's first constitution and the process of statehood and engage in class discussions about these topics.
- Students write a response describing how the territorial period affected the economic, cultural, and political identity of Louisiana.
- Students write down their own definitions of, provide examples of, and draw a visual of impressment.
- Students complete a timeline over the Battle of New Orleans and analyze a map of the Battle of New Orleans. Students then engage in class discussions about the Battle of New Orleans.
- Students analyze primary sources over the outcomes of the Battle of New Orleans and engage in a class discussion about the cultural legacy of the Battle of New Orleans.
- [Louisiana Purchase and the Territorial Period](#), [Louisiana - The Maritime Heritage Project](#),
- [How Louisiana Became a State](#)
- [Louisiana Latitude and Longitude Map](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 2: ANTEBELLUM PERIOD**Suggested Duration: 1 Week****SUPPORTING QUESTION(S):**

How did the Cotton Gin transform the Southern United States?

Describe life on a plantation for a slave.

What is the lasting legacy of the plantation system on Louisiana?

What is the cultural legacy of the Antebellum Period on Louisiana?

What is the economic legacy of the Antebellum Period on Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine the cultural, economic, and political legacy of Antebellum Louisiana.**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA. 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and Reconstruction eras.

DOA. 8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture.

DOA.8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students watch the video [How the Cotton Gin Changed America](#) and engage in class discussions about how cotton gin affected the United States.
- Students analyze the newspaper article [When Cotton Was King](#) and answer guiding questions about the article. Collect these for a grade.
- Students respond to the prompt: New Orleans was destined to be the center of the slave trade in the Southern United States.
- Students analyze the document, [Life on a Southern Plantation, 1854](#) and answer guiding questions about the article. Collect these for a grade.
- Students analyze various sources about life for a slave during the Antebellum Period in Louisiana and engage in class discussions about this topic.
- Students complete the [Louisiana Economy During the Antebellum Period](#) task set.
- [first two paragraphs](#) of the meaning of *antebellum*
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 3: CIVIL WAR IN LOUISISANA**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

How did the issue of state rights and slavery divide the country in half?

Why did Louisiana secede from the Union?

Why was the Union capture of New Orleans a key piece to the Union winning the Civil War?

What were the effects of the Civil War on Louisiana?

What was the legacy of the Civil War on Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine the causes of the conflict between the northern United States and southern United States to understand the legacy the Civil War had on Louisiana.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA. 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and Reconstruction eras.

DOA.8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students in writing disprove the theory by some historians that the Civil War was more about state's rights than slavery.
- Students analyze various sources about the causes of the Civil War and the reasons Louisiana seceded from the Union and engage in class discussions about these topic.
- Students analyze various sources about the North's strategy to win the war, how the North's strategy to win the war effected New Orleans, and New Orleanians reaction to Union capture. Engage in class discussions about these topics.
- Students analyze documents then respond in writing to the possible legacy of General Butler's Women's Order.
- [Trigger Events of the Civil War](#)
- [Louisiana's Secession from the Union](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11>
(Additional Resources)

Topic 4: RECONSTRUCTION	Suggested Duration: 1 Week
<p>SUPPORTING QUESTION(S): Describe Presidential Reconstruction and Congressional Reconstruction. What were the economic, political, and social effects of the two different plans of Reconstruction? How did African-Americans gain political power in Louisiana during Reconstruction? How did white Louisianans respond to African-American citizenship? How did white Louisianans view carpetbaggers and scalawags during Reconstruction? What is the legacy of the Compromise of 1877 on Louisiana’s social identity?</p>	
<p>CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine the period of Reconstruction and its lasting effects on Louisiana.</p>	
<p>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</p> <p>DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context <p>DOA. 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana</p> <p>DOA.8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and Reconstruction eras.</p> <p>DOA. 8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana.</p>	
<p style="text-align: center;">POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES</p>	
<ul style="list-style-type: none"> • Students complete a Reconstruction Venn diagram and engage in a class discussions comparing and contrasting Presidential and Radical Reconstruction. Then discuss how black codes affected African-Americans in Louisiana. • Students analyze the document, Black Codes from St. Landry Parish (1865), and engage in a class discussions about how Presidential Reconstruction freed the South to pass black codes. Then discuss how black codes affected African-Americans in Louisiana. • Students analyze various sources and engage in class discussions about how Radical Reconstruction laws reshaped Louisiana’s legacy. • Students write a response to the following prompt: Was Reconstruction a success or failure regarding African-Americans in Louisiana? • Compromise of 1877 • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11 (Additional Resources) 	
Topic 5: JIM CROW LOUISIANA	Suggested Duration: 1 Week
<p>SUPPORTING QUESTION(S): Explain the legacy of sharecropping on poor people in Louisiana. How did Jim Crow laws separate the races and turn African-Americans into second class citizens? Explain how Louisiana’s literacy tests, poll tax, and grandfather clause disenfranchised African-Americans in Louisiana. How did Plessy v. Ferguson affect life in Jim Crow Louisiana? Explain the social, political, and economic changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era?</p>	

CONNECTIONS TO THE COMPELLING QUESTION(S): Students research the social and political conflicts of Jim Crow Louisiana and its legacy on African-American rights.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context^{SEP}

DOA. 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and Reconstruction eras.

DOA.8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students analyze the [Plessy vs. Ferguson](#) case, and engage in class discussions about how it reshaped the legacy of Louisiana.
- Students analyze documents and engage in class discussions about Jim Crow laws turned African-Americans into second class citizens and reshaped the social and political legacy of Louisiana.
- Students write a response explaining the social, political, and economic changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era.
- [Sharecropping](#)
- [Jim Crow in Louisiana](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11>
(Additional Resources)

8th Grade – Social Studies



THE DIOCESE
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Unit 4

Louisiana: An Identity in Transition

Compelling Question:

What is the impact of populism and power on a state's identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 4 weeks

UNIT 1 LEARNING TARGETS

- Students examine the rise of populism in Louisiana during the late 19th Century and early 20th Century and its effects on Louisiana's political legacy.
- Students examine the industrial improvements of early 20th Century Louisiana and their impact on Louisiana's economic identity.
- Students research how the Flood of 1927 helped promote populist ideals in Louisiana and how the Flood of 1927 led to rise of the most famous Populist in Louisiana history.
- Students examine the rise of Huey Long to prominence in Louisiana.
- Students compare and contrast Long's Share Our Wealth Plan and Franklin Roosevelt's New Deal.
- Students examine Long's assassination and his lasting legacy on Louisiana.

Topic 1: POPULISM AND THE FLOOD

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How did the Bourbon Democrats acquire and keep power in Louisiana during the late 19th Century?

Why were poor Louisianans drawn to the Populist Party during the late 19th and early 20th Centuries?

How did the expansion of the railroad affect Louisiana's economy?

What is the economic legacy of the oil and gas industry in Louisiana?

How did the Flood of 1927 economically and politically affect Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine the rise of populism in Louisiana during the late 19th Century and early 20th Century and its effects on Louisiana's political, social, and economical legacy. Students also examine how the Flood of 1927 helped promote populist ideals in Louisiana. Students research how the Flood of 1927 helped promote populist ideals in Louisiana and how the Flood of 1927 led to rise of the most famous Populist in Louisiana history.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana.

DOA.8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras.

DOA.8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features.

DOA. 8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture.

DOA.8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students analyze the documents [Bourbon Louisiana](#) and [Populism](#) and engage in class discussions about why poor farmers in Louisiana started backing Populists candidates in the 1880's.
- Students analyze the documents [Maps Showing the Progressive Development of U.S. Railroads - 1830 to 1950](#) and [1902: Oil is discovered in Louisiana](#) and engage in class discussions about how the railroad and oil/gas industry will transform Louisiana.
- Students write a pro-populist speech explaining how the Populist Party could help Louisianians after the flood of 1927.
- [Silent Film Footage of 1927 Flood](#)
- , [map analysis worksheet](#)
- [Great Flood of 1927](#)
- [Great Flood of 1927 - All Images](#)
- [Library of Congress' Analyzing Photographs and Prints Teacher's Guide](#)
- [National Archives: Analyze a Photograph](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 2: HUEY LONG	Suggested Duration: 2 Weeks
<p>SUPPORTING QUESTION(S):</p> <p>Why did Huey Long’s populist message resonate with Louisiana citizens? How was Huey Long able to acquire so much power in Louisiana’s government? Why were the Anti-Longs opposed to Huey Long’s agenda? How did the Great Depression shape Huey Long’s Share Our Wealth Plan and Franklin Roosevelt’s New Deal? What is Huey Long’s legacy on Louisiana?</p>	
<p>CONNECTIONS TO THE COMPELLING QUESTION (S): Students examine the rise of Huey Long to prominence in Louisiana, compare and contrast Long’s Share Our Wealth Plan to Franklin Roosevelt’s New Deal, and investigate Long’s assassination and legacy in Louisiana in order to answer the unit claim question: What is the impact of populism and power on a state’s identity?</p>	
<p><u>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</u></p> <p>DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context <p>DOA.8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana.</p> <p>DOA.8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras.</p>	
<p style="text-align: center;">POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES</p>	
<ul style="list-style-type: none"> • Students analyze the speech, Excerpts from Huey Long’s “Every Man a King” Speech • Students write a response to the following prompt: Which plan would more likely help the American poor? Long’s Share Our Wealth Plan or Roosevelt’s New Deal? • Huey P. Long Jr. • Great Depression in Louisiana • Huey Long’s Share Our Wealth Speech • Huey’s Long “Share Our Wealth” plan • Overview of the New Deal • Huey Long’s Campaign speech • Students complete the Huey Long’s Political Legacy assessment set. • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11 (Additional Resources) 	

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Unit 5

20TH Century Louisiana: A Changing Identity

Compelling Question:

How does physical geography impact a state's cultural and economic identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 6 weeks

UNIT 1 LEARNING TARGETS

- Students examine World War II by exploring how the war redefined Louisiana's social and economic identity.
- Students examine how World War II affected different groups of Louisianans and how their identity changed because of the war.
- Students examine how African-Americans were able to reshape Louisiana's social and cultural identity during their fight for Civil Rights.

Topic 1: WORLD WAR II

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How did the roles of women in Louisiana change during World War II?

How did the roles of African-Americans in Louisiana change during World War II?

How did war propaganda shape Louisianans and Americans view of World War II?

How did the World War II transform America and Louisiana's economies?

CONNECTIONS TO THE COMPELLING QUESTION(S):

Students examine World War II by exploring how the war redefined Louisiana's social and economic identity.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

DOA.8.2.8 Investigate and describe the impact of WWII on Louisiana's social, political, and economic systems

DOA. 8.7.1 Explain how the United States and world foreign policy have affected Louisiana

DOA. 8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues

DOA. 8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

DOA. 8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of La.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 2: CIVIL RIGHTS	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):
How did African-Americans returning from World War II view segregation in the South?
Explain the cultural legacy of Jim Crow Louisiana.
Explain how the Baton Rouge Bus Boycott affected the Civil Rights Movement nationally?
Explain the societal and political changes caused by the Civil Rights Movement?

CONNECTIONS TO THE COMPELLING QUESTION (S):
Students examine how African-Americans were able to reshape Louisiana’s social and cultural identity during their fight for Civil Rights.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:
DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
• Conducting historical research
• Evaluating a broad variety of primary and secondary sources
• Determining the meaning of words and phrases from historical texts
• Recognizing varied points of view within historical context
DOA.8.2.9 Describe the Civil Rights movement in La and analyze how it changed the course of Louisiana’s history.
DOA.8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels.
DOA.8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues.

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- [Jim Crow in Louisiana](#)
- [Baton Rouge Bus Boycott](#) by Christine Melton from *knowlouisiana.org Encyclopedia of Louisiana*
- [Community Organized Free Ride](#)
- [Rev. T. J. Jemison with Martin Luther King, Jr.](#)
- [Baton Rouge Bus Stop](#)
- [The Free Ride System](#)
- [Library of Congress: Teacher’s Guide: Analyzing Photographs and Prints](#)
- [New Orleans School Crisis](#)
- [Segregation Bills Voted in Louisiana](#)
- [Ruby Bridges Enters School](#)
- [Close Our Schools?](#)
- [Teens Protest Integration](#)
- [Demonstrators at William Frantz Elementary School](#)
- [Crowd Stopped Near School Board Office](#)
- [Key provisions of Civil Rights Act of 1964](#)
- [Voting Rights Act of 1965](#)
- Students analyze the documents about the Baton Rouge Bus Boycott and engage in class discussions about how the legacy of the Baton Rouge Bus Boycott.
- Students analyze primary sources about school integration in New Orleans and engage in a Socratic Seminar about how the legacy of Jim Crow Laws on the Civil Rights Movement in Louisiana.
- Students write a response explaining how African-Americans changed Louisiana culturally and politically during the Civil Rights Movement.
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11> (Additional Resources)

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THE DIOCESE
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Unit 6

Louisiana's Identity: A Modern State

Compelling Question:

What is the role of government and economics in defining a state's identity?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 7 weeks

UNIT 1 LEARNING TARGETS

- Students examine the role of national, state, and local governments in shaping the lives of Louisiana citizens.
- Students examine the impact of Louisiana citizens on the environment and our government in order to understand how citizens can shape the political identity of their state.
- Students investigate how Louisiana's economy has shaped our state's modern identity and how it is affected by the global economy.
- Students investigate different career paths offered in Louisiana and research the personal economic choices faced by Louisiana citizens to understand the impact of Louisiana's economy.

Topic 1: LOUISIANA'S GOVERNMENT

Suggested Duration: 3 Week

SUPPORTING QUESTION(S):

Explain different forms of local government in Louisiana.

Explain the roles and responsibilities of a citizen of Louisiana.

Describe how to influence governmental official.

CONNECTIONS TO THE COMPELLING QUESTION(S):

Students examine the role of national, state, and local governments in shaping the lives of citizens in Louisiana and how residents of Louisiana shape the political identity of their state.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions

DOA.8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions

DOA.8.6.3 Describe the role of various forms of local government in Louisiana

DOA.8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels

DOA.8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- [The Code Napoleon](#)
- [Common Law](#)
- [Louisiana Parishes and Historical Facts](#)
- [Federalism: Powers of National and State Governments](#)
- [Louisiana's Executive Branch](#)
- [Louisiana's Legislative Branch](#)
- [Louisiana's Judicial Branch](#)
- Students engage in class discussions about how federalism shapes Louisiana and the United States political culture.
- Students engage in class discussions about the different levels of government.
- Students write a response explaining how different levels of government fix certain everyday problems in Louisiana.
- Students conduct research to analyze an environmental issue in Louisiana.
- Students analyze the document: [Louisiana Environmental Bill for Disposal of Tires \(House Bill No. 746\)](#) and engage in class discussions about the bill.
- Students write and propose a bill to their state legislator that addresses an environmental issue and gives possible solutions.
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 2: LOUISIANA'S ECONOMY**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

- Describe Louisiana's diverse economy and how the global economy affects Louisiana's economy.
- Explain how the economic concepts of inflation, unemployment, global interdependence, supply and demand, allocation, and scarcity affect Louisiana's economic identity.
- What career options in Louisiana are you most interested in? What training or education are required for those career fields?
- Explain how trade-offs and opportunity costs relate to making personal economic decisions.

CONNECTIONS TO THE COMPELLING QUESTION(S): Students research how Louisiana's economy and the global economy affect Louisiana's modern identity. Students then research how their personal economic decisions and future careers are shaped by the state's economic identity.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

DOA.8.9.1 Analyze the role of specialization in Louisiana's economy

DOA.8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

DOA.8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

DOA.8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions

DOA.8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana

DOA.8.10.4 Explain the impact of inflation and unemployment on different groups

DOA.8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- [Key Industries in Louisiana](#)
- [first two paragraphs](#) of the meaning of *interdependence*
- [Interdependence](#)
- [Crawfish Wars: Cajun Country Vs. China](#)
- [Feds renew tariff on frozen Chinese crawfish](#)
- [Louisiana congressmen ask Trump to reinstate tariff on Mexican sugar imports](#)
- [Louisiana sugar cane industry awaits deal on Mexican imports](#)
- [Lucky us: Lafayette area among areas most resistant to inflation](#)
- Students engage in class discussions about the effects of Chinese crawfish on Louisiana's economic identity.
- Students write a response to support their claim on whether the U.S. government should reinstate a tariff on sugar from Mexico.
- Students write a response to the prompt: In what ways has Louisiana's economy been affected by the global economy and in what ways has it been resilient?
- Students engage in class discussions about the effects of inflation on Louisiana's economy.
- Students write a response describing how specialization has influenced Louisiana's economy through the film and video gaming industries.
- Students engage in class discussions about the effects of unemployment on Louisiana's economic identity.
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
(Additional Resources)

Topic 2: LOUISIANA'S ECONOMY/PERSONAL ECONOMIC CHOICES IN LOUISIANA**Suggested Duration: 1 Week****SUPPORTING QUESTION(S):**

- What career options in Louisiana are you most interested in? What training or education are required for those career fields?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students investigate different career paths offered in Louisiana and research the personal economic choices faced by Louisiana citizens to understand the impact of Louisiana's economy.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

DOA.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

DOA.8.9.1 Analyze the role of specialization in Louisiana's economy

DOA.8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

DOA.8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

DOA.8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions

DOA.8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana

DOA.8.10.4 Explain the impact of inflation and unemployment on different groups

DOA.8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- [Occupational Outlook Handbook](#)
 - ["Specialization and Trade: Because We Can't Be Good At Everything"](#)
 - [Specialization in Louisiana](#) task
 - [Gov. Edwards' statement on positive July jobs numbers for Louisiana](#)
 - [What is Scarcity?](#)
 - [Tradeoffs and Opportunity Costs](#)
 - [A Quick Summary Of Supply And Demand 101](#)
 - [Crawfish shortage means growing demand and higher prices](#)
 - <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11>
- (Additional Resources)