



Teacher's Guide

Text Written By
Henry O. Robertson, PhD.

Lesson Activities by
Ann Campbell

Project Director
Tika Laudun

LPB President and CEO
Beth Courtney



A companion to the Louisiana Public Broadcasting documentary series
Louisiana: A History

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Louisiana: A History Series

Louisiana: A History is the most ambitious and exciting project in the history of Louisiana Public Broadcasting. This six-part series tells the colorful story of Louisiana not only for her citizens and students, but for all Americans. More than just a review of historic events, the series explores the rich legacy of the many cultures that have left their imprint on Louisiana and helps viewers understand why Louisiana is truly a state like no other.



The series begins with pre-history and explores the major events, movements, and personalities that have shaped Louisiana through to the modern era. It includes the contributions and history of every region of the state and reflects our cultural diversity, a critical factor in understanding why Louisiana is different from other southern states.

Louisiana: A History combines historical renderings, rarely seen photographs, and historical documents with powerful videography to create a unique view of our state. Using old journals, correspondence, and family reminiscences, the story reveals the voices of real people describing how they lived, worked, played, and survived. In essence, this series explains, “what we are” as a state by showing us “who we are” as a people.

To ensure historical accuracy, the state’s top historians, teachers, museum directors, nationally recognized authorities, and authors have served as Advisory Council to the project since its beginning to provide guidance for the LPB staff.

The series host is Stephen E. Ambrose, former professor of history at the University of New Orleans. Dr. Ambrose, a distinguished historian and scholar, has appeared in many historical documentaries. In addition to being a best-selling author (*Undaunted Courage* and *Citizen Soldier*), Dr. Ambrose has been a consultant on both fiction and non-fiction films (Steven Spielberg’s *Saving Private Ryan* and Ken Burns’s *Lewis and Clark*).

The series narrator is Lynn Whitfield, a native of Baton Rouge, who brings a strong sense of Louisiana heritage and culture to her role as narrator. She garnered international acclaim and an Emmy Award for her portrayal of the fascinating Jazz Age entertainer Josephine Baker in HBO’s *The Josephine Baker Story*. Feature film credits include *Eve’s Bayou* with Samuel L. Jackson, and *The Color of Hate* with Linda Hamilton. Ms. Whitfield was also featured in *A Thin Line Between Love and Hate* with Martin Lawrence and *Gone Fishin’* with Joe Pesci and Danny Glover. She has appeared in numerous network and cable television productions.

The senior producer for the project is Tika Laudun and the series is produced and directed by Tika Laudun and Al Godoy. It is written by C. E. Richard and is in part based on original scripts written by Anna Reid Jhirad. Mike Esneault composed music for the series and the executive producers are Beth Courtney and Clay Fourrier.

The Series

EPISODE ONE: *This Affair of Louisiana.*

The Mississippi River emerges as a defining element of our history. The program explores the prehistoric cultures of Louisiana's first residents, the state's Native Americans. Also featured are the personalities and events of Louisiana's colonial period, which left a lasting imprint on the state. The episode ends with Napoleon selling Louisiana to the United States for \$15 million.

EPISODE TWO: *The New Americans.*

Louisiana becomes America's 18th state in 1812 and slowly becomes a part of the fledgling nation. There is also an examination of everyday life in antebellum Louisiana and the economic and cultural forces that led the state to secede from the Union.

EPISODE THREE: *War On The Home Front.*

This episode examines Louisiana's role in the Civil War and the impact of this wrenching conflict on the state and its people. The focus is on the war as it is fought on Louisiana's soil.

EPISODE FOUR: *The Search for Order.*

Reconstruction and the rebuilding of the devastated state are viewed through the eyes of both whites and African-Americans. The political, economic, and cultural growing pains at the close of the nineteenth century are examined.

EPISODE FIVE: *The Currents of Change.*

The 1927 Mississippi River flood ravages Louisiana and is the impetus for the creation of a unified levee system along the great river. The emergence of future governor and U. S. senator Huey P. Long changes Louisiana politics forever and still affects the state six decades after his assassination. His colorful and erratic younger brother Earl also serves three terms as Governor, with some well-publicized visits to mental institutions during his second term.

EPISODE SIX: *No Story Is Ever Over.*

The transformation of Louisiana's economy from agriculture to industry, the civil rights movement of the 1950's and 1960's and Louisiana's place in the 21st century are featured in the final episode of the series.

Television Series Credits

Produced and Directed by
Tika Laudun and Al Godoy

Written by
C. E. Richard

Narrated by
Lynn Whitfield

Hosted by
Stephen E. Ambrose

Based in Part on Original Scripts Written By
Anna Reid Jhirad

Associate Producers
Kevin Gautreaux and Christina H. Melton

Assistants to the Producers
David Clausen and Linda Wei

Edited by
Kevin Gautreaux, Al Godoy and Tika Laudun

Graphic Artists
Martha Boyd, Mark Carroll, George Carr,
Tammy Crawford, Jeanne Lamy, and Steve Mitchum,

Photographed by
Keith Crews, Rex Q. Fortenberry, Al Godoy and
Tika Laudun

Production Assistants
James Bennett, Jared Briley, Sally Budd, Anita
Busler, John Dardenne, Chris Guillary, Vanessa
Hunt, Blaine Landry, John Laudun, Kristina
Laudun, Marian Lefebvre, and Mark Maillho

On Line Editors
Chris Miranda and Donald Washington

Music Composed and Performed by
Mike Esneault

Grant Development
Lisa Stansbury and Lexin Fontenot

Field Audio
Al Godoy

Production Manager
Ed Landry

Editing Assistant
Peggy Fields

Executive Producers
Beth Courtney and Clay Fourier

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Bank One,
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and the Louisiana Legislature.*

BANK ONE.

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in Louisiana Public Broadcasting**



Voices

James Fontenot, *Pierre LeMoynes, Sieur d'Iberville*
Marc Savoy, *Jean Baptiste LeMoynes, Sieur de Bienville*
Philippe Gustin, *Rene-Robert Cavalier de La Salle*
Zachary Richard, *Charles Le Gac, Director General at Ship Island*
Michael Doucet, *M. de Sauvole, commandant de Biloxi*
David Cheramie, *Louis Juchereau de St. Denis*
Ann Savoy, *singer on "Quand on Chansonnait le Mississippi"*
Don Moore, *John Law, founder of the Company of the West*
Christine Renaud, *Sister Madeline de St. Stanislaus, Ursuline Nun*
Constantino Ghini, *Baron de Carondelet, Governor of Louisiana*
Paul Nevski, *Napoleon Bonapart*
Governor Gerald L. Baliles, *Thomas Jefferson, President of the United States*
U. S. Congressman Robert Livingston, *Robert Livingston, American Ambassador to France*
James Carville, *Senator Judah Benjamin*
Mark Drennen, *A visitor to New Orleans*
Vice-President Al Gore, *General Andrew Jackson*
O'Neal Isaac, *Shack Wilson and Cecil George, former slaves*
U. S. Representative William Jefferson, *Solomon Northrup*
Bert Jones, *Silas Flournoy North Louisiana Planter*
French Consul General Bernard Maizeret, *Pierre Clement de Laussat, the French Prefect in Louisiana*
James Nickel, *J. D. B. DeBow*
Stephen Perry - *William Charles C. Claiborne, Governor of the Territory of Orleans*
Kevin Reilly, Sr., *Frederick Law Olmstead*
Governor "Buddy" Roemer, *Thomas Overton Moore, Governor of the State of Louisiana*
U. S. Representative Billy Tauzin, *Gentleman from Pointe Coupee*
Patrick Wallace, *Jean Lafitte, Jean Charles de Pradel, Manuel Andry*
Nick Spitzer, *John Hazellhurst Boneval Latrobe*
Terry Bradshaw, *Alfred Flournoy Sr., Planter in North Louisiana*
U. S. Senator John Breaux, *Flag Officer David Farragut.*
Sally Clausen, *Miss Julia Le Grand*
Harry Connick, Sr., *Duncan Kenner, Confederate Congressman*
Representative Bryant O. Hammett, Jr., *Silas Flournoy, planter in North Louisiana*
Huel D. Perkins, *Arnold Bertonneau*
Nick Saban, *Abraham Lincoln*
Tim Shriver, *Massachusetts soldier*
Governor Murphy "Mike" Foster, *Murphy J. Foster, Governor of Louisiana*
Beth Courtney, *Caroline Merrick*

With

Juan Barroso, Mary Bordelon, Taylor Caffery, Lui Campos, Andre Chapoy, Carl Crowe, Robert Davitch, Todd E. Delaney, Charles N. Elliott, Daniel M. Fogel, Gilberto Gonzales, Larry Gray, David Grouchy, Richard Guidry, George Hardy, Mike Hasten, Byron Henderson, Donald L. Hoffpauir, Father Maynard E. Hurst, Jr., Butch Kerr, Frank Kleinpeter, Ken Lavergne, Harold Leder, John Maginnis, Mayor Eric Martin, Allison N. Miller, Marcus Mitchell, Steve Mitchum, Constance Navratil, Frank Page, Ann E. Reynolds, Bennie Robertson, Casey Robichaux, Margaret T. Schlaudecker, Ralph Sims, James Fox Smith, John L. Tarver, Mayor Deano Thornton, Mack Turluck, Frances Williams, James A. Windom, and Tracy K. Zerangue

Re-enactors

Episode One: Matthew H. Blunt, David Johnson, Joseph Kirkland, Charles Pecquet, Darren Smith,, David Smith, Darius Washington, Patrick Washington, R. Neal Wilkinson, Lyndon Williams, Virnado Woods

Episode Two: Kirk Alexcee, Sherman Alexcee. Ralph Banks, Katherine Cantrell, Randy Eckart, Tony Gerard, David Grabitske, Kenneth W. Hines, Mark Holland, Benton Jennings, Cindy Lambert, R.L. Lehmann, Arthur F. Lucich, Michael Matheme, William M. Matheme, Mike Meyers, Anthony Mcdaniel, III, Ari Jordan Michel, Dawnis Kay Michel, Nora Nicosia, Darren D. Nunez, Erik Olsrud, Edward Pajares, Amy Pecquet, Andrew Pecquet, Charles Pecquet, Greyhawk Perkins, Raymond Plain, Larry Reese, John Sharrock, Phillip Sharrock, Johnny Stanley, Joseph Stoltz III, Corey Washington, Donna Wilkinson, Neal Wilkinson, Lyndon Williams, Rich Williams

Episode Three: Audrey Blackwell, Cissy Blackwell, Madison Blackwell, Meagan Blackwell, Elizabeth Bennett, Paul Bennett, Dameon Crockett, James M. Green, Shawn Hanscom, William J. Holiday, Ramon Johnson, Craig Keith, David M. Nicolosi, Patty McCarthy, Micah Potts, Wayne Rovaris, Fredrick Thomas, Tonya Triggs

Episode Four: Scott Beecher, Suzanne Blunt, Anne Bradford, Keith Bradford, James H. Brousse, Sr., Jean A. Brousse, Laura Burke, Katherine Cantrell, Andrew Capone, Annelise Claire Cassar, Frank Crooks, Dwayne Dupre, Glenn Dupre, Glenn Falgoust, Cameron Galloway, Marguerite G. Gravois, Janice F. Hilborn, Paul H. Hilborn, Jr., Deborah Hoover, Andre Jacob, James Johnson, Valerie Johnson, Pamela Kaster, Craig L. Kaster, John C. Lorenzen, William Matherne, Cela McPherson, Glenn McPherson, Don Melancon, Amy Pecquet, Charles Pecquet, Chris Pena, Keith Plessy, Jacob Ragon, Thomas Renkin, Bennie Robertson, Ray Sibley, Phillip Sharrock, Joseph Stoltz III, Billy Ross Tyler, Phyllis Tyler, Donald R. Washington, Susan Webre, Lyndon D. Williams, Nancy A. Williams, Frederick Wilson, Bryan Windom, James A. Windom

Episode Five: John Laudun

To the Teacher

This material contains instructional strategies and student activities designed to accompany the Louisiana Public Broadcasting Series, *Louisiana: A History*. Written for the middle school student and teacher, this material is intended to serve as a guide and a resource to supplement your curriculum.

Each video episode covers numerous topics from Louisiana history. This teacher's guide is organized according to these topics. Each episode is broken up into smaller segments that work well for classroom viewing. Specific classroom assessment information is not included, but will of course be a component of a complete instructional unit. The activities in the guide are designed to help students master key concepts of the Louisiana Social Studies Standards. Classroom assessment should be designed to measure their progress toward mastery.

For detailed information about what students are expected to know and do, refer to The Teachers' Guide for Statewide Assessment for Social Studies from the Louisiana Department of Education. This reference source explains how students are assessed for each of the social studies benchmarks. The Louisiana Social Studies Content Standards are available online at www.doe.state.la.us.

This LPB Teacher's Guide:

- provides a viewing guide for each segment
- correlates with the Louisiana Social Studies Standards
- relates to all four strands of social studies:
geography, economics, civics and history
- supports United States history and Louisiana history benchmarks
- includes examples of higher-order thinking questions
- provides for different learning styles with a wide variety of activities
- uses primary sources in active learning activities
- summarizes the content of the video for teacher reference



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Episode 3: *War On The Home Front*

SECESSION

Half of all the families living in Louisiana owned at least one slave. When Northern abolitionists spoke out against slavery, the Louisiana slave owner paid attention. The politics of slavery had been driving elections since Andrew Jackson's 1828 Presidential campaign. That year John Slidell emphasized the link between sugar and slavery, emphasizing the fact that Jackson himself was a slaveholder and therefore "safe" on the slavery question, unlike John Quincy Adams of Massachusetts. In the 1850's, the Acadians and some south Louisiana planters switched to the Democratic Party. The Whigs disintegrated on the national level as the result of sectional strife. The Democratic Party seemed better positioned to defend slavery.



Guard of Soldiers at Parade Rest, 1864. Courtesy of National Archives.

Abraham Lincoln, a Republican from the North, represented a political party whose members were against slavery. His election worried Southern slaveholders. Rather than accept Lincoln as President, South Carolina seceded from the Union, followed by several of its neighboring states. Southerners thought Lincoln might abolish states' rights and they did not want to chance it.

In 1861, when Louisiana debated secession, a moderate sentiment appeared in the sugar parishes along the Mississippi River from below Baton Rouge to the central parishes of Winn, Caldwell, Catahoula, Franklin, and Ouachita. Secession seemed too radical and rash a move to many planters. They pointed to the loss of the sugar tariff and the state's vulnerability to attack along its navigable waterways. Moderates urged caution. The vote for delegates to hold a convention to consider secession was so close that some secessionist newspapers reported the vote difference was much larger than it really was. The state did hold a convention and ultimately voted for secession by a margin of 113 to 17. Governor Thomas O. Moore, the secessionist from Rapides Parish who had called for the election, was thrilled when the state left the Union in January of 1861.



CONFEDERATE AND UNION SERVICE

Over 50,000 Louisiana men marched off to serve in the various armies of the Confederacy. Louisianians fought in the very first conflicts of the Civil War and were there when the army surrendered in 1865. The Louisiana Tiger Battalion deserved its reputation as a valiant fighting force. The state provided the Confederacy with many notable generals and government officials. Chief among them was P. G. T. Beauregard. Braxton Bragg, an Antebellum sugar planter, also served the Confederacy well. Other notable Confederates were Acadian General Alfred Mouton, who died at the battle of Mansfield, Francis T. Nicholls, and Henry Watkins Allen. Both of the latter were severely wounded during the war yet survived and became Louisiana governors.

Confederate President Jefferson Davis' most trusted advisor was Judah P. Benjamin, who served as his Secretary of State and his Secretary of War. Benjamin was a New Orleans Whig who gave Davis sound advice. John Slidell became Davis' envoy to France, where he worked unsuccessfully to obtain French recognition of the Confederacy. Whether serving in the military or in the government, Louisiana men made a tremendous contribution to the Confederacy.

The men of Winn Parish and other areas where secession had been unpopular refused to serve

in the Confederate army. A few became active Unionists and fought alongside Federal troops. The first Superintendent of the Louisiana Learning Seminary and Military Academy at Pineville, which was founded in 1860 and was the forerunner of Louisiana State University, was William Tecumseh Sherman. Though he was not born in Louisiana, Sherman was living in the state when it seceded. He resigned his position and went on to become the Union general who aided Ulysses S. Grant at Vicksburg and made his march to the sea across Georgia.

When slaves ran away and reached Union lines, they were signed up to fight. The Louisiana Native Guard became the very first black regiment accepted into the Union army. Nearly three black regiments would be raised. By war's end 24,000 African-Americans from the state had fought in the Union ranks. P. B. S. Pinchback, a combative New Orleans free person of color, was among the many who suited up. Thus, Louisiana residents fought on both sides of the conflict. Local parish names reflect the divided loyalties. Nowhere else in the South can one find the names of Lincoln, Davis, Grant, and Beauregard all displayed so prominently!

THE FALL OF NEW ORLEANS

As moderates had pointed out at the time of

secession, Louisiana remained vulnerable to attack from the Gulf of Mexico and the Mississippi River. The Confederacy had no navy with which to defend Louisiana. The Union possessed a huge advantage, in that it had a great navy. During 1861, Union forces blockaded the river's mouth. The state's supply line was cut. The planters could not ship their crops. The Union blockade put a stranglehold on the state, which remained throughout the entire war causing great hardship.

Louisiana depended entirely on coastal defense and maintained a series of forts for protection. It was critical that Union troops not be allowed to come upstream. By April of 1862, two forts on the lower part of the river had been strengthened and a boom with chains secured between them as a barrier. All guns were sighted and trained on the bend, so that if Union boats did approach they would get blasted out of the water. Fort Jackson, the larger of the two installations, was a star-shaped mason structure. It posed the gravest threat to Union troops. New Orleans' leaders erroneously concluded that Union troops could not pass those forts unscathed, so relatively few Confederate troops were assigned to the city to protect it from invasion. This miscalculation proved to be a fatal mistake on the part of Jefferson Davis.

Off the coast a flotilla of Union ships prepared to attack. New Orleans was the prime target. The Cres-

cent City was the largest city in the south, a trading and financial mecca with a U.S. mint containing half-a-million dollars worth of gold, plus all the cotton one could want sitting on the wharfs awaiting transport. Union Admiral David Farragut decided that first he would bombard both forts from a distance. Then he would try to run in between them and wipe out some of the guns that might fire at his ships. For a week or more Union boats settled in downstream and “softened up” the forts with around the clock bombardment. Then shortly after 3:40 AM on April 24, 1862, the main fleet surged forward in the darkness, in an all-out effort to run the gauntlet. Seventeen Union ships with one hundred sixty-five guns, twenty mortar boats, and several steamboats re-fitted for military service sailed as close as they could to Fort Jackson in the hopes that their angle of approach would be unfamiliar to Confederate gunners. If the ships merely sailed up the center of the river they could be taken out like sitting ducks. The artillerymen on shore had sighted their guns and were prepared for that eventuality. The Union troops correctly bet that the Confederates had not anticipated a battle at point blank range. Once the Confederates saw the dark forms creeping forward, they opened their guns in a terrific blaze.

Despite this furious fire, Union ships successfully made it past the two forts. During the three to

four hour ordeal, fourteen ships in the fleet made it through. Only thirty-six Union sailors died, although one hundred thirty-five were wounded. The Confederates in the forts suffered only sixteen dead and forty-four wounded, but they failed to stop the attack.

The Union fleet pulled into New Orleans with a band playing the Star Spangled Banner. Amid boos and threats from the startled crowd, Union troops landed and occupied the city. From April 1862 to the end of the war in 1865, New Orleans was a Union city and served as the base of operations for further Union campaigns. The waterways of South Louisiana remained open to the Union fleet, which enabled Union soldiers to land all over the state. The fall of New Orleans hastened the end of the Confederacy.

THE RED RIVER CAMPAIGN



The 1864 Red River campaign was among the last victories for the South, but it came too late to help their cause. By the time the Union began its thrust into the rich cotton country of the Red River, Port Hudson had surrendered, Vicksburg had fallen, and the whole Mississippi River was in Union hands. The Union General in charge in Louisiana, Nathaniel Banks, was a politician who held his job only because of his stature in Massachusetts. Banks wanted personal glory and decided that a campaign into the Red River

interior was merited. His objective was to find and capture cotton bales languishing in the region.

In Banks' home state of Massachusetts, three million out of four million textile spindles sat idle, since cotton was unavailable for processing. Banks thought he, his government, and his textile-manufacturing friends would profit if large, rich stores of cotton could be confiscated and shipped north. Rumors indicated that nearly one hundred thousand bales of cotton were ripe for the taking. Moreover, the federal government wanted to take the war into Texas, a region that had been relatively untouched as a supply base for the Confederacy. A Red River incursion could accomplish both tasks.

Banks gathered thirty thousand troops, including African-American soldiers. He coordinated his movements up the Red River Valley with a Union fleet. Some thirteen ironclads and four tinclads, all armored warships plated for added strength, made the trip. Five other boats and some sixty support vessels followed the warships.

Opposing Banks was Confederate Richard Taylor, son of the deceased President of the United States Zachary Taylor, who had only ten thousand men under his command. Banks marched through the countryside with impunity, taking supplies and freeing slaves. When he reached the Natchitoches area he veered

away from the Red River, leaving his fleet behind in low water. Banks was heading toward Shreveport. At the town of Mansfield, Taylor decided to hit Banks' lead elements and a ferocious battle was fought. Alfred Mouton, the famed Acadian General, gave his life to prevent the state capital at Shreveport from falling into Union hands. The Union army retreated in mass confusion. Fleeing Union troops encountered wagons blocking their path. Panic ensued. Banks made several other strategic errors and ended up retreating all the way down the valley, with Confederate soldiers dogging him the entire way. His fleet almost did not make it past the falls at Alexandria because of the low water there, but an engineer built a dam to raise up the water and save the fleet. Alexandria was burned and many plantations were decimated. The ignominious defeat ruined Banks, who was shunned by his own men. This Confederate victory drove the Union out of Western Louisiana but did little good overall, because by 1864, the Confederacy's situation was already very grim.

Louisiana suffered not only great economic losses but the toll of human lives was immense. Recovery from the war went well into the next century; however, it gave freedom and the hope that Louisiana would be united.



GLOSSARY

Freedman: Former slave who gained his freedom

General: Highest military rank.

Regiment: Military organization of three to seven hundred men.

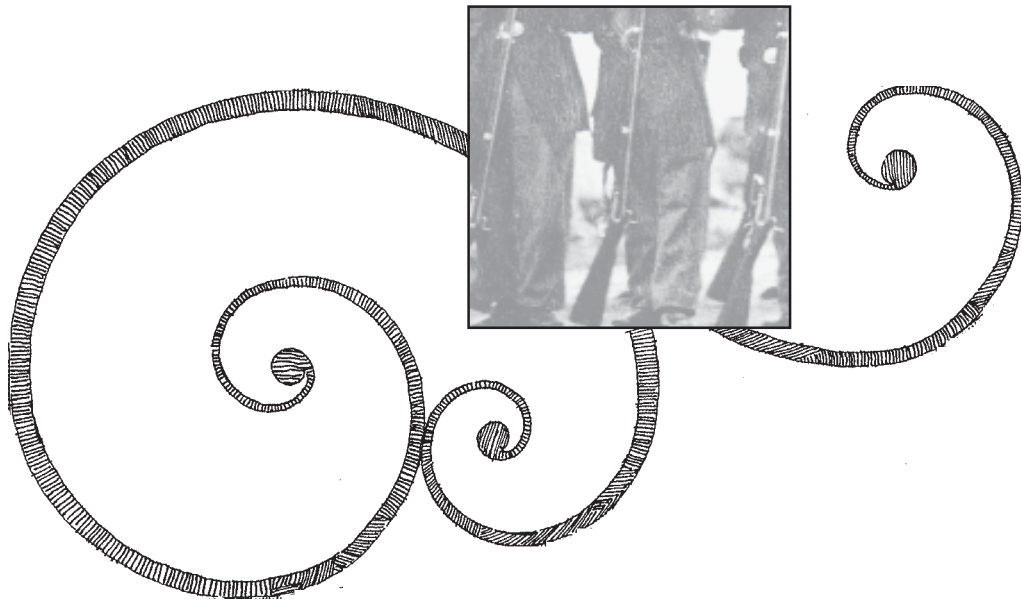
Radical Republican: Member of the Republican Party that supported political, voting, and civil rights for African-Americans.

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Baton Rouge: Louisiana State University Press, 1984.

Winters, John D. The Civil War in Louisiana. Baton Rouge: Louisiana State University Press, 1963.



Louisiana: A History
Episode Three: War On The Home Front
Topic Guide and VHS Locator

Topic	Title As It Appears on Screen	Minutes into program
1: <i>A Confederate Louisiana</i>	<i>A Confederate Louisiana</i>	03 min. 23 s.
2: Louisiana in the Confederacy		05 min. 36 s.
3: <i>The Fall of New Orleans</i>	<i>The Fall of New Orleans</i>	09 min. 05 s.
4: In the Belly of the Beast		17 min. 24 s.
5: The First Signs of Hope	<i>The First Signs of Hope</i>	20 min. 08 s.
6: Free People of Color		23 min. 28 s.
7: <i>The River Campaigns</i>	<i>The River Campaigns</i>	26 min. 11 s.
8: General Banks		29 min. 54 s.
9: <i>The Longest Siege (Port Hudson)</i>	<i>The Longest Siege</i>	32 min. 20 s.
10: Disillusion & Desperation	<i>Disillusion & Desperation</i>	37 min. 04 s.
11: <i>Empty Victory (Red Rvier)</i>	<i>Empty Victory</i>	40 min. 30 s.
12: <i>A Lost Cause</i>	<i>A Lost Cause</i>	49 min. 00 s.



Episode 3 Activities: Part 4

Topic: Civil War

Louisiana Social Studies Content Standards:

- G-1A-M2** identifying and describing significant features that have influenced historical events;
- E-1B-M1** explaining the role of supply and demand in a competitive market system;
- H-1A-M3** analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
- H-1B-M12** describing the causes and the course of the Civil War and examining the impact of the war on the American people;
- H-1D-M3** identifying and discussing the major conflicts in Louisiana's past;
- H-1D-M4** locating and describing Louisiana's geographic features and examining their impact on people past and present;

Key Terms:

emancipation proclamation, Confederacy, mortality, death rate, scarcity, inflation, due process, citizenship, political divisions, conflict, occupation and war

Introduction:

Students discuss the concept of compromise as it relates to their own lives. These questions will guide the discussion: What is compromise? Have you ever compromised to get something you wanted? Why were you willing to compromise? Give reasons why compromise is better than fighting. Why do people fight? What reasons do people give for getting so angry that they fight? As you watch this episode, think about why compromise did not work before the Civil War.

Viewing Guide:

Students will identify the major actions of the Civil War in Louisiana. A handout is provided.



Activity 1: Groups of students will prepare a timeline of the main actions of the Civil War in Louisiana. The timeline must be in chronological order, with or without dates. The viewing guide will provide the events to include. Provide index cards in two colors, a length of heavy yarn and clothespins or paper clips. You may also use white cards with different colored markers. One color card indicates a Union victory and the other indicates a Confederate victory. When the cards are completed, the group arranges them in chronological order on the yarn.

Activity 2: The students will complete an activity designed to help them identify with the people who lived through the Civil War. A handout is provided.

Activity 3: The students will examine the point of view of the North and the South by creating recruitment posters for each army. Drawing paper or poster paper may be used. This activity can be done by partners or by individuals.

Activity 4: In groups, students create a marching chant for Union soldiers or Confederate soldiers in Louisiana. The chant should follow a pattern of syllables and have a rhythmic cadence.

Activity 5: In groups of four, students will consider the role of geography on the Civil War. A handout is provided.

Activity 6: *Writing Activity:* Students will complete a narrative writing prompt. A handout is provided.



Higher Order Thinking Questions:

These are examples of questions that will require students to apply complex thinking to the content of the lesson.

1. How was the Antebellum economy affected by geography?
1. Compare life in occupied New Orleans to life in New Orleans in the Antebellum years.
2. How and why did the Mississippi River play such an important role in the Civil War?
3. How were Louisiana's natural resources, human resources, and capital resources affected by the Civil War?
4. What hardship of civilian life do you consider the worst?
5. What might have happened if General Butler had not been so tough when his troops occupied New Orleans?
6. Why did people in New Orleans see only General Butler's harshness and not the positive actions he took?
7. How would a Confederate officer have justified taking food from civilians?
8. How would a Union officer have justified taking food from civilians?
9. How did the siege at Vicksburg affect the siege at Port Hudson?
10. What advantage did a commander have if he lived in the area where the battle occurred?
11. Why were accurate maps so important?
12. Why did so many battles in Louisiana take place along rivers and bayous?



Activity 1: Viewing Guide

History is a story about people, places and events. Think of it as the characters, setting, and plot of a story. The action in the story of the Civil War tells what happened. As you watch this story, identify the major actions. For this story of war, action is most often a battle, but other actions were also important. Place the events in chronological order as they are discussed in the video.

Activity 2: Sensory History

To bring history alive for you, remember that these were real people, often ordinary people, living in this past time. The sensory information a person receives during an experience makes it real. The Civil War was filled with constant sensory assaults, often frightening and disgusting. Place yourself there by imagining what you would have seen, heard, touched, smelled and even tasted. Not every example will be negative or unpleasant.

Sights	Sounds	Smells	Tastes	Touch
Activity 5: Geography				

Information about the physical surroundings was vitally important to the Civil War commanders as they planned for battle. Create a report from a scout who was sent out to study an area. With your group, sketch a location where a battle might have taken place. Then write at least five facts to help explain the map. To add a challenge to this assignment, assume that another soldier will deliver the report, which is top secret. Develop a code for the most important part of the message.

Activity 6: Writing Prompt

Narrative writing tells a story from beginning to end. History, the story of the past, is told in sequence just as other stories. Woven into the main story of history are the individual stories of many people. Write a story about the Civil War as seen from the eyes of just one person. The person might be a soldier, a young person your age, or a slave. Use the following guide as the beginning of each paragraph so that your story is told in sequence. Your story will have at least five paragraphs. The length should be about 150 words. Before writing, select your narrator and then brainstorm a list of possible experiences. Decide the order of the experiences and list some details about each. Then your story should be ready to write.

Here is the pattern for your story:

In the beginning

Later

Then

After that experience

Finally

PRESIDENTIAL RECONSTRUCTION

Image Credits

Thank You!

Cover:

Hoisting American Colors, Louisiana Cession, 1803 by Thure de Thulstrup, 1903 *Courtesy of the Louisiana State Museum. Loan of the Louisiana Historical Society.*

Throughout:

Detail, The Cabildo, 711 Chartres St, New Orleans, Orleans Parish, LA, *produced by HABS, after 1933. Courtesy of Library of Congress.*

Episode 1:

Illustration by Jon Gibson. *Courtesy of the Louisiana Division of Archaeology.*
Napoleon Crossing the Alps, 1800. *Courtesy of the Louisiana State Museum.*

Episode 2:

Captain Henry Shreve Clearing the Great Raft from Red River by Lloyd Hawthorne.
Courtesy of the R.W. Norton Art Gallery, Shreveport.

Episode 3:

Guard of Soldiers at Parade Rest, 1864. *Courtesy of National Archives.*

Episode 4:

North Louisiana Lumber & Timber Company Railroad Cars Loaded with Timber, 1900.
Courtesy of Louisiana State University in Shreveport, Noel Memorial Library, donated by Kennard Harper.

Episode 5:

Huey Long, his wife Rose and their children Palmer, Russell and Rose Lolita at the Long home in Shreveport, 1920s. *Courtesy of the Louisiana Collection, State Library of Louisiana, Baton Rouge and the Foundation for Historical Louisiana, Old Governor's Mansion.*

Episode 6:

The Exxon Refinery in Baton Rouge on a rainy day by Travis Spradling, June 2001, *The Advocate. Courtesy of Capital City Press.*



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