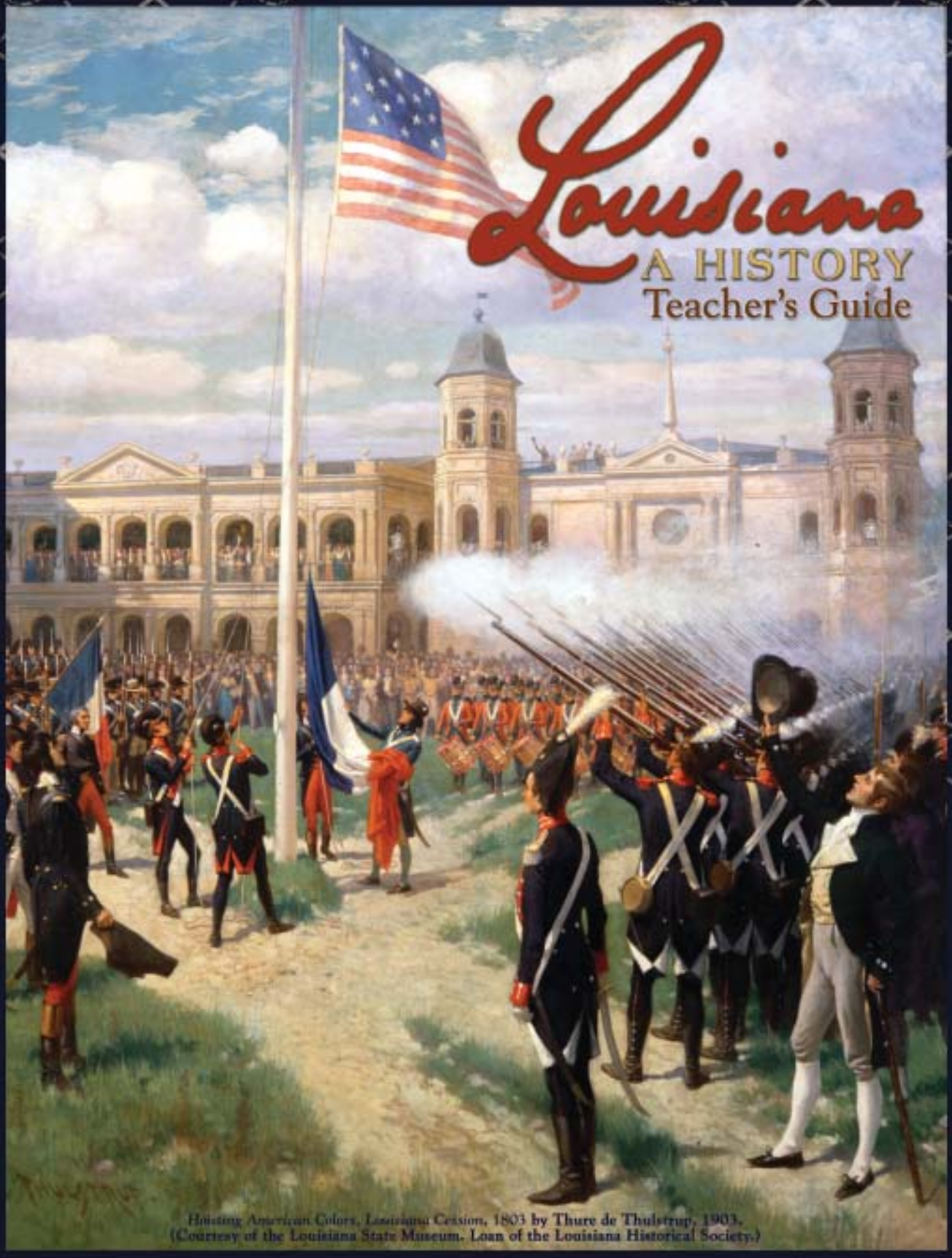
Louisiana
A HISTORY
Teacher's Guide



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

LPB

Louisiana Public Broadcasting
www.louisianahistory.org • www.lpb.org

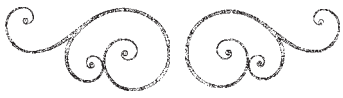
Teacher's Guide

Text Written By
Henry O. Robertson, PhD.

Lesson Activities by
Anne Campbell

Project Director
Tika Laudun

LPB President and CEO
Beth Courtney



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

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Louisiana: A History combines historical renderings, rarely seen photographs, and historical documents with powerful videography to create a unique view of our state.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 Gautreax and Christina H. Melton

Edited by
Kevin Gautreax, Al Godoy and Tika Laudun

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

On Line Editors
Chris Miranda and Donald Washington

Music Composed and Performed by
Mike Esneault

Field Audio
Al Godoy

Editing Assistant
Peggy Fields

Assistants to the Producers
David Clausen and Linda Wei

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

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

Grant Development
Lisa Stansbury and Lexin Fontenot

Production Manager
Ed Landry

Executive Producers
Beth Courtney and Clay Fourrier

This Series and Teacher's Guide has been made possible by the generous contributions of
Bank One,
Baton Rouge Area Foundation
Community Coffee,
the Foundation for Excellence in Louisiana Public Broadcasting
and the Louisiana Legislature.

Voices

James Fontenot, *Pierre LeMoyne, Sieur d'Iberville*
Marc Savoy, *Jean Baptiste LeMoyne, Sieur de Bienville*
Philippe Gustin, *Rene-Robert Cavelier 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 Carondolet, 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 Hazelhurst 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

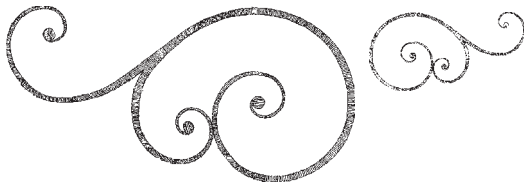
This material contains instructional strategies and student activities designed to accompany the Louisiana Public Broadcasting Series, ***Louisiana: A History.*** Written for the middle school student and teacher, this material is intended to serve as a guide and a resource to supplement your curriculum.

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



Contents

Episode 1:
This Affair of Louisiana

MOUND BUILDERS

Long before written records were kept, people lived along the rivers and bayous of what is now Louisiana. Through archeological research we know these people were hunters, because spear points have been unearthed and the bones of the animals they hunted have been found across the state. The mastodon, a giant elephant-like creature, roamed the area. Skeletons found at Dawson Creek in Baton Rouge indicate that these beasts provided early inhabitants with food and skins. These people were nomads who followed game and camped at different places, depending upon the season. Most gathered berries and other plants. Fishing and trapping helped sustain them. The crops they cultivated included corn, beans, and squash. Like most prehistoric peoples, they lived in family groups. Grandparents, parents, and children all shared in the work. Gravesites that have been excavated and examined reveal that Louisiana's early inhabitants believed in an afterlife. Pots and bowls were buried with the bodies so that their owners would have the implements they needed for their journey. The best evidence of their settlements is seen in the faint earthworks that have survived for centuries. All that is left are mounds of dirt that rise like man-made hills. Thus, the original settlers of what is now Louisiana have been called mound builders.

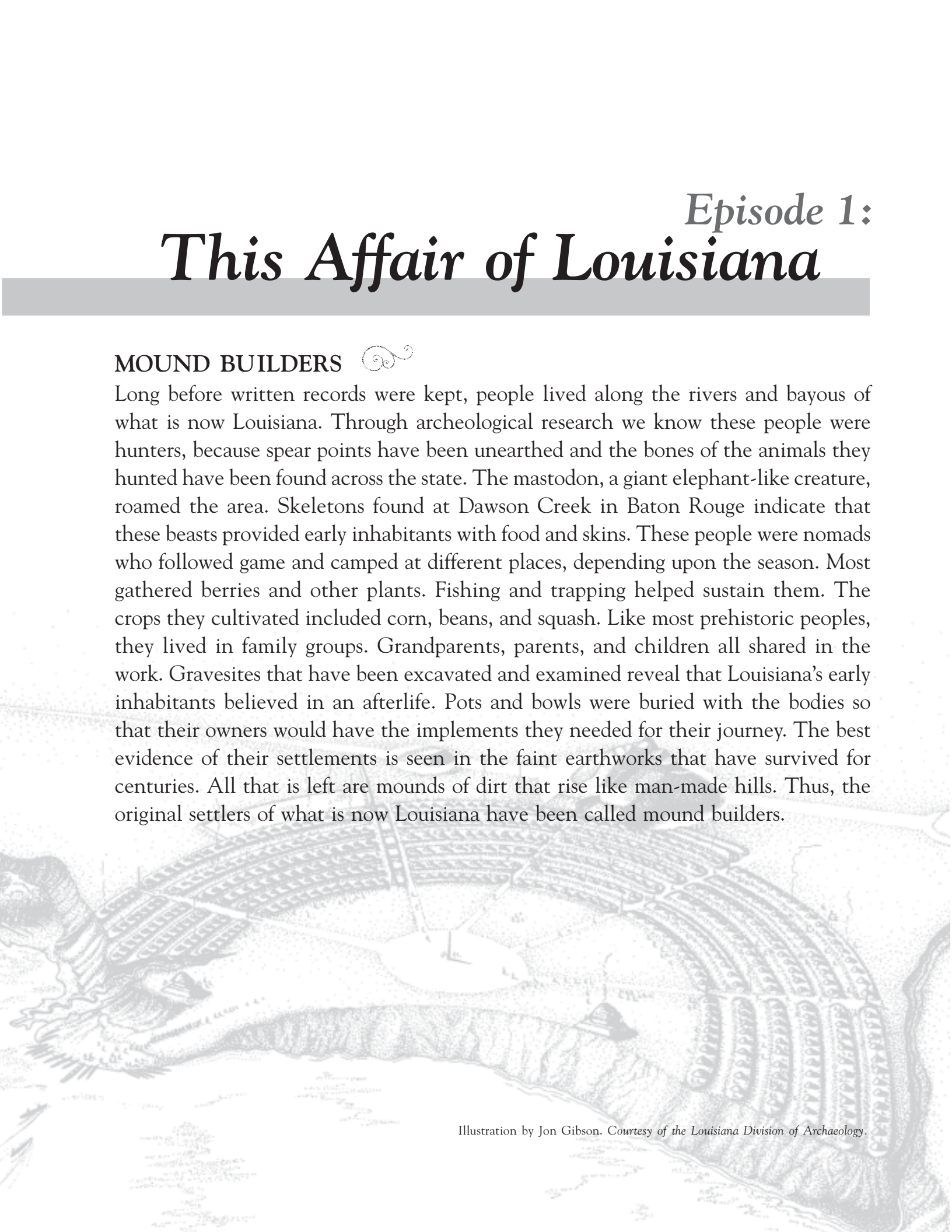
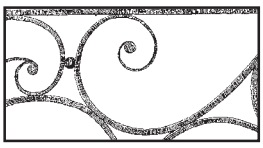


Illustration by Jon Gibson. *Courtesy of the Louisiana Division of Archaeology.*

Mound builders lived all over the Mississippi River valley. A whole series of extraordinary mound complexes were established near modern day St. Louis, at a place called Cahokia. A large civilization thrived there, while Europe suffered through the dark ages. Mounds tell of Louisiana's large prehistoric population. Located in such diverse places as Avery Island on the coast, Marksville to the north, and Frenchman's Bend, these mounds demonstrate that Louisiana's early settlers were sophisticated. Mounds housed powerful leaders and also served as temples and burial crypts. Much like the Egyptian pyramids, Louisiana's mounds were at the center of a culture that was advanced enough to carry out their construction.

The most famous remains are located at Poverty Point in West Carroll Parish, near the original location of the Mississippi River. These mounds have been preserved in a state park and give clear evidence of a civilization dating back four or five thousand years. Poverty Point has been called the Stonehenge of America because of its ancient age and mysterious past. At this location a very large mound with two distinct levels rises up near a huge semicircle mound. Some believe that this site was used by early astronomers. Others believe that this site was a temple complex dedicated to religious practices. Still others speculate that this site served as a trading post, since it was accessible by river. It is quite possible that Poverty Point was the capital of an early empire.

Even older than Poverty Point is Watson Brake. The Watson Brake mounds are most intriguing because they have a circular pattern, a 3/5 of a mile long embankment raised three feet, and ten larger mounds, one of which rises to twenty-eight feet. One scholar has likened Watson Brake's shape to that of a falcon. This structure is about a thousand years older than Poverty Point and may well be the oldest man-made earthwork in North America. The inhabitants of Watson Brake used the site as a hunting camp and probably conducted trade with other peoples. Archaeologists have evidence that their trade was far-reaching, since bits of copper from Michigan have been found at Louisiana gravesites, as have flint from Tennessee, shark's teeth from the Atlantic coast and rocks indigenous to Yellowstone in the West. Mound building carried over into the historic Indian tribes, but generally ceased with the arrival of the Europeans.



SPANISH EXPLORATION

During the 1500's Spanish monarchs sent military expeditions to expand upon the initial discoveries of Christopher Columbus. The leaders of these expeditions were called conquistadors, and they searched the Caribbean and South America for gold, riches, and territory. European nations coveted overseas land because they wanted economic superiority over neighboring rivals. The Spanish conquistadors looted gold, silver, and other precious metals from the native peoples and spread devastating diseases that expedited the collapse of both the Aztec Empire in Mexico and Incan Empire in Peru. Those Indians who did survive were often enslaved on the large farms, cattle ranches, and mines that became part of the growing Spanish presence throughout the Caribbean, Mexico, and South America. The conquistadors brought priests to the new world. Catholic missions soon dotted the landscape. The Spanish also introduced new crops, animals, and practices to the natives and brought indigenous products back to Spain.

In 1519 Alonso Alvarez de Pineda, a Spanish conquistador, came upon what is now Louisiana. Over the next few decades Ponce De Leon, Coronado and Hernando Desoto marched into North America with large numbers of men, hoping to find treasure and glory similar to that discovered by their counterparts farther south. Each man wanted credit for establishing a new Spanish outpost. Despite wandering around North America for years, they found very little of what they were seeking. From 1539 until 1542, for example, DeSoto's party fought numerous Indian tribes, repeatedly got lost, and suffered mightily from the heat, floods, and wild animals they encountered. Ultimately DeSoto's expedition of over six hundred men failed to repeat Spanish successes elsewhere. Legend has it that his war dogs bred with local Indian hounds to produce the Catahoula Cur breed which is now the state dog of Louisiana.

Desoto's misfortune and that of the others led Spain to discount the importance of North America. Although Spain established a few forts and missions along the Atlantic coastline, in Florida, and in the desert Southwest, it placed a low priority on colonizing the Gulf Coast and did not attempt extensive settlement in what is now Louisiana. Despite this fact, the reports of De Leon, Coronado, and DeSoto are important because they offer the earliest European descriptions of native cultures, the natural environment before settlement, and the frustrations of exploring a tangled

and barren wilderness without maps. Modern archeologists and historians taking a closer look at accounts of Desoto's expedition have mapped his route through the Southeastern portion of what is now the United States, and speculate that his men actually discovered the Mississippi River and used it to escape after his death. The early destiny of Louisiana was thus left up to another European country, which was willing to take on its formidable challenges.

FRENCH EXPLORATION

Following the successes of the Spanish and English in the New World, France began its quest for colonies. The French concentrated their efforts in the north and claimed as their own the St. Lawrence River Valley in what is now Canada. The French established forts, trading posts, and Jesuit missions throughout Quebec and the Great Lakes region. French explorers eventually came upon a large river, and wondered whether it emptied into the Pacific Ocean, the Atlantic Ocean or some as yet unknown body of water.

Father Jacques Marquette and a fur trader named Louis Joliet journeyed downriver into what is now Arkansas, but hostile Indians and the prospect of encountering the Spanish made them retreat back into Canada. The task of making a full exploration of the river fell to a nobleman and fur trader known as Sieur Rene-Robert Cavelier de LaSalle. An impatient man, LaSalle was driven by a passion to know the river's course and often ordered his men with a strident arrogance. In the early spring of 1682, his party of forty Canadians and several Canadian Indians traveled down the entire length of the Mississippi River. He encountered many Indian tribes and took note of the rich silt he found at numerous locations. Somewhere in what is present day Plaquemines Parish, LaSalle held a Catholic mass and ceremoniously claimed possession of the land by conducting a European ritual that established a King's authority over unclaimed territory. LaSalle declared boldly that all the land drained by the Mississippi River belonged to his King Louis XIV, and in his honor LaSalle named the territory Louisiana. The land LaSalle claimed stretched from the Appalachian Mountains to the Rockies.

Neither LaSalle's subsequent failure to establish a permanent settlement nor his death deterred the French. First and foremost, they wanted to protect their Canadian fur trade and expand it into the interior of the North American continent. The Mississippi River watershed provided excellent transportation routes for communication and commerce, and served as a viable buffer zone against the Spanish in

Mexico and Florida and the English, who were colonizing the Atlantic coast. France needed colonies to strengthen its economy and improve its balance of trade. If France had large colonial holdings, it could obtain the goods it needed from its own outposts, thus eliminating the need to pay rival nations for such merchandise.

Two Canadian brothers from a prominent Montreal family, Pierre and Jean Baptiste LeMoyne, took up the challenge of establishing a true French presence in the Gulf Coast region. Both had been soldiers and boasted titles of nobility. The elder brother called himself Sieur de Iberville, and the younger, Sieur de Bienville. In 1699, Iberville led ships from France and left two hundred men to settle what is now known as Biloxi Bay, Mississippi. Louisiana's French heritage stems from this colony.

THE MISSISSIPPI BUBBLE

During its early years of existence, this colony faced many challenges, which caused it to become a burden for the French King. He and his ministers decided that this outpost would be better served by a private investor who could improve its management and make a profit if it prospered. In 1712, nobleman Antoine Crozat took up the cause. Although Crozat could give land grants and create a governing council for the colony, he was still bound by French law and was obligated to maintain a quota of settlers and supplies so the colony would not be left vulnerable. Maintaining that quota proved to be a difficult task because the colony was so far away from France and its other outposts. Poor living conditions made it difficult for Crozat to attract new colonists to the area. Some 600,000 livres were initially invested in the project. Over the next few years a million livres would be spent. In a terse note to the King, Crozat finally admitted that he could not turn a profit on the venture.

In 1717, a wily Scotsman and favorite of the King named John Law assumed the challenge. He had become one of the greatest financiers of his day by pioneering paper currency through the successful Royal Bank of France. Law figured that he could use deposits in the bank as capital for the colony and create a Company of the Indies that could sell stock to assure an even greater capital investment in the enterprise. Law had made a name for himself as a master promoter, and devoted all his energies to touting the Mississippi River region as an area of untapped fortunes. Handbills promoting the area, which failed to describe the primitive nature of the living conditions, were sent throughout Europe. Law was wildly successful in getting money for his project. Like his

predecessor, however, Law had trouble finding farm families who wanted to immigrate to the New World. So Law imported slaves into the colony, emptied debtor prisons and brought these people to the New World, and tried various other schemes to increase the number of colonists on the Gulf Coast. Nonetheless, he still had trouble maintaining his quota.

Law made Bienville governor of the colony. Management of the colonists proceeded with fewer difficulties than in the past. Bienville identified a spot at a crescent bend in the Mississippi River at an important portage point between the river and Lake Pontchartrain and established a community there. Called New Orleans after the Duke of Orleans who was ruling until the young Louis XV came of age, this community faced such adverse conditions as floods and a hurricane. Law's advertisements began touting the fact that an important trading city now existed on the Mississippi. His recruitment efforts paid off when several thousand Germans, fleeing warfare in their own country, settled in the St. Charles and St. James Parish region, which has been known ever after as the German Coast.

Investors believed incorrectly that Louisiana might bring an easy profit in a relatively short time. The realities of frontier settlement meant that it would be several years before Law might pay dividends. Nevertheless, purchases of his stock grew at a frenzied pace and men rushed to buy more and more as the price rose higher and higher. The whole enterprise resembled a game of chance. Law began issuing greater amounts of stock than his company and bank cover. Law's enterprise expanded until 1720, when investors became nervous. A great sell off began and the market crashed in a spectacular panic. Men could neither find buyers for their stock in Law's venture nor redeem their stock at the bank. Families all over Europe lost their entire fortunes. For years, the debacle remained a sore spot with financiers, and the mere mention of either the Mississippi colony or New Orleans was enough to make them angry.

SLAVERY

Because he had so much trouble finding Frenchmen who were willing to endure the hardships of Gulf Coast life, John Law became convinced that it was necessary to import slaves to the region. The demand for labor was great and the climate of the Gulf Coast was harsh. Working in fields under a hot sun in the humid and disease-ridden Gulf Coast climate was an unappealing prospect. Importing slaves was one way to solve the problem of finding a good, reliable supply of laborers. Other French possessions in the Caribbean, as well as Spanish, Dutch, and

English colonies, all employed slaves for the intensive production of staple crops such as tobacco, indigo, rice, and sugar. Thus a model existed which might work in Louisiana.

In 1716, approximately five hundred slaves were brought to Louisiana from French colonies in the West Indies. Over the next several years, many slaves from Africa who survived the treacherous Middle Passage were put to work along the Gulf Coast and the Mississippi River. By 1731 approximately six thousand slaves had been brought into the colony. Most of the African slaves that landed during the 1720's and 1730's came from the Senegambia region of West Africa. In New Orleans at Congo Square on market days slaves mixed and mingled with one another and passed along oral story-telling customs, songs, dances and everyday African practices. These slaves provided the basis for an Afro-Creole culture rich in customs and practices that were passed along from generation to generation. Foods such as gumbo, music such as jazz and the blues, and several forms of local dance owe much to the African traditions of these original slaves.

In 1724 a slave code known as the Code Noir (Black Code) was put into effect. This series of laws was promulgated by the French King and established the legal basis of slavery, regulated the trade of human property, and spelled out the rights and responsibility of slaveholders. This code survived, in one form or another, throughout the entire time slavery existed in Louisiana, right up to the time of the Civil War. The Code Noir also granted slaves rudimentary rights and maintained that, during French and Spanish colonial rule, slaves had to be baptized in the Catholic faith.

The Code Noir made it clear that slaves were property that could be bought and sold at the will of the master. Masters were given the right to inflict punishments, such as whippings, beatings, and other indignities, for any infraction of the code.

During the colonial period slaves sometimes escaped and hid out in the swamps and bayous. Large numbers of these escapees were called maroons, after a Caribbean term. Oftentimes groups of maroons raided settlements for food or to liberate other slaves. Slave plots and slave conspiracies to overthrow their masters were uncovered periodically. One of the most serious occurred in Pointe Coupee Parish in 1795.

By 1810, when the first reliable United States Census was done, nearly 76,000 people, or nearly fifty-five percent of the population in Louisiana, were enslaved African-Americans. Approximately 42,000 of them lived and worked in the rich crop lands along the Mississippi River and up into

the Red River region. Plaquemines, Orleans, St. Charles, St, John, St. James, East Baton Rouge, Point Coupee, Concordia, Rapides and Natchitoches Parishes contained a majority of slaves. The parish with the largest percentage of slaves was St. Charles, where over seventy-five percent of the population was black. The largest slave revolt in U.S. history occurred in St. Charles Parish in 1811, when between five hundred and a thousand angry slaves marched against their white masters. Militia and federal troops crushed the rebellion. Sixty-six slaves were killed and twenty-seven rebellion leaders were executed. White retaliation against the uprising was so harsh that there were no more large scale slave revolts in the area.

THE FRENCH AND INDIAN WAR AND TRANSFER TO THE SPANISH

In 1754 the French and Indian War began, as Britain and France fought to determine which nation would possess the North American continent. France had settled Canada in the north. French Louisiana covered the entire drainage basin of the Mississippi River in the central portion of the continent. This vast area ran from the Rocky Mountains to the Appalachians to the Great Lakes to New Orleans and the Gulf of Mexico. Far less in size but greater in population were the thirteen British colonies that sat east of Louisiana along the Atlantic seaboard. American colonists on farms and in towns were steadily developing their own society and culture. The differences between the Protestant British colonists and Catholic French colonists only magnified what became an intense economic rivalry for trade and land. For over fifty years during the 1700's, the North American colonies of both nations engaged in warfare off and on as the world struggle between Britain and France over wealth, power, and prestige spilled over into North America.

The struggle that erupted in North America in 1754, which became known in Europe as the Seven Years War after its conclusion, turned out to be the decisive struggle. British colonists tired of Indian attacks on their frontiers and desired rich lands out in the Ohio River valley. Virginia Militia Colonel George Washington, the future American President, delivered a message asking the French to leave the area. When the French refused, a fight ensued. Thus, George Washington bears some responsibility for sparking the conflict. The French jealously guarded the land and their trading posts because valuable pelts and furs came from animals inhabiting the interior woods. If the British living along the Atlantic coast seized the interior lands of Louisiana they might expand and push the French out of Canada as

well. Indian allies of both the French and British joined in the fray, thus adding to a frontier-style warfare that was marked by terrifying ambushes and horrifying massacres. Due to poor planning and ineffective leadership, the British suffered many defeats. Faced with such losses and doubts about their future prospects, British military strategists worried that French populations close to the New England colonies might ultimately pose a threat to them. The systematic and brutal expulsion of the French Acadians from Nova Scotia was undertaken to assure the survival of the New England colonies. Doomed to wander for ten years, the Acadians eventually found a home in Louisiana.

Meanwhile, the British sent their more accomplished generals to North America and, after the capture of French Quebec in 1759, the tide turned towards their side. In only a short time the British won the Seven Years War and became the unchallenged masters of North America. In 1762 the French knew that their defeat was certain and took steps to lessen the blow. The French King convinced Spain to join the war on his side, but it was largely to no avail. The French King thought that parts of Louisiana not already in British hands might be saved if he gave them to the Spanish.

The British had already seized Spanish Florida, and the French felt that Spain deserved some compensation for joining the war as France's ally. To prevent the British from obtaining all of Louisiana and to compensate Spain for its loss of Florida, the King of France gave Louisiana to the Spanish. The secret Treaty of Fontainebleau granted the land west of the Mississippi River, as well as New Orleans, to the Spanish. Peace negotiations and the Treaty of Paris in 1763 confirmed that Louisiana, including New Orleans, belonged to Spanish and the rest of North America east of the Mississippi River and Canada belonged to the British. France's loss in the French and Indian War resulted in Louisiana becoming a Spanish possession.

PLANTATION AGRICULTURE

A plantation is an agricultural enterprise of relatively large size organized to produce a cash crop for sale in national and world markets. It's bigger than a farm and requires a larger labor force to plant, maintain, and harvest its crop. Plantation culture originated among the Spanish and Portuguese, who colonized the Canary Islands in the Atlantic Ocean off the African coast. Once the New World was settled, plantation life took root there as well. The warm climate, adequate rainfall, and good soil of the Caribbean, Mexico, Central America, South America and the Gulf Coast were ideal for large-scale crop produc-

tion. In addition to the Portuguese and Spanish, French, English, and Dutch colonists also contributed to the expansion of plantation culture by establishing their own crop cultivation enterprises.

By the end of the colonial period, the average Louisiana plantation consisted of six hundred acres and was serviced by twenty or more slaves. A planter needed good soil and often established his plantation along a river, bayou, or stream to take advantage of the silt that made good planting soil and the ready access to water for his crop. Plantation culture was oriented towards the production of a single crop. Planters usually did not grow the food they ate and relied on surrounding farms to supply their needs. Plantations were highly capitalized, meaning that it took a lot of money to start them and constant attention to keep them profitable.

Most plantations consisted of multiple outbuildings that were used for the storage of tools, seeds, plows, blacksmithing, and other services needed to run the operation. The less equipment a planter bought from others, the more profit he could expect from his operation. Many Louisiana planters became wealthy and built large mansions to display their wealth. Many plantations also had crop-processing facilities on site, such as an indigo dye-making plant or, after the 1790's, a sugar mill or cotton gin where the planter might process his crop into a more marketable form directly from the field.

Planters were also responsible for getting their crop to market, which is one reason why growing a crop next to a river, bayou, or good road made good business sense. Quite often a planter did not have the time to supervise his slaves, sell his crop (which sometimes required that he go overseas) and conduct other essential plantation duties. Thus, another hallmark of plantation life was the need for an overseer, a manager, and a middleman in New Orleans who specialized in crop sales. A plantation owner often hired an overseer for his slaves to assure that he got the optimum amount of labor and production out of them. During colonial times, planters sold directly to merchants, who then took the crops overseas for sale. Eventually most Louisiana planters turned to a broker or banker in New Orleans to market their crops, monitor price variations, and achieve the highest prices.

Planters relied on such middlemen tremendously and often found themselves at their mercy. Planters borrowed money for supplies and often went into debt doing so. If a crop failed or proved to be unprofitable, planters faced financial ruin. Despite their great wealth, many plantation owners were under constant stress.

By the 1770's plantations emerged as a major factor in the Louisiana economy. Indigo, tobacco, timber products, and sugar were among the first crops to be harvested. During the 1790's, inventions such as the cotton gin and a new sugar refining process developed by Etienne Boré made cotton and sugar the two leading plantation crops. An 1801 survey of the Louisiana colony indicated that seventy-five sugar mills were open for business. By 1830 there were 725 sugar mills open for business. Approximately 21,000 slaves worked on Louisiana's sugar plantations. Cotton plantations were even more numerous and employed even more slaves. Sugar plantations were primarily situated in South Louisiana because cane requires a warm climate in order to thrive. Cotton, on the other hand, was grown statewide.

AMERICAN AMBITIONS

In 1776 the thirteen American colonies along the East Coast of North America struck out for independence from Britain and, after a long struggle known as the Revolutionary War, obtained their freedom. With this freedom came all of the land east of the Mississippi River that had been under British control. Settlers followed Daniel Boone and others over the mountains into what is now known as Kentucky and Tennessee. Almost at once Spain, which owned Louisiana, and the new United States, who had been allies during the Revolutionary War, became rivals for the Mississippi River valley.

The boundary between the territories of the two countries remained in limbo, as an exact line could not be agreed upon along the lower Mississippi. The Spanish wanted it set somewhere around Natchez. The Americans wanted it located near Baton Rouge. American settlers in the Mississippi valley wanted to trade furs, hemp, and other goods. The Mississippi River and its tributaries were their preferred trade outlet since the waterway provided a natural transportation route southward. Courageous flatboat men became a strong part of river culture. These roughnecks drank and womanized in New Orleans, prompting the local Catholic Bishop to pronounce them to be without religion.

The Spanish resented Americans moving into the frontier and conducting a lucrative business in their territory. They feared that in time Americans might take over the whole area and oust them. Thomas Jefferson had said America might take the Mississippi piece by piece and "deliver" the territory. This kind of talk worried the Spanish government. In 1785, the Spanish took action and prohibited traffic on the Mississippi. They even went so far as to close New Orleans to American traders. The Americans

became very angry, frustrated and desperate. Their lifeline had been severed by the actions of a foreign power. The frontiersmen informed their leaders of the problem and expected immediate action. Because it was mired in the Confederation period before the Constitution was ratified, the fledgling United States was powerless to act decisively. Troubles between the frontiersmen and the Spanish remained unresolved for years.

After the Constitution passed and George Washington became President, things changed considerably. In 1795 he sent South Carolinian Thomas Pinckney to negotiate a treaty to restore the Mississippi trade. The Carolina planter turned diplomat negotiated the Treaty of San Lorenzo, known as the Pinckney Treaty in America, through which Spain reopened trade on the Mississippi. Americans also obtained the right to store their goods in warehouses in New Orleans.

The treaty also settled the border dispute between the United States and Spain, by placing the demarcation line at the thirty-first parallel, or the modern southern boundary between Mississippi and Louisiana. The long dispute over the river, which had lasted the better part of a decade, convinced the United States of one important thing: that for the continued expansion and economic well-being of the nation it was necessary for America to control the entire length of the Mississippi River. The last two hundred miles remained in Spanish hands even after 1795, and the Spaniards could close it at any time. Americans wanted the final stretch so badly that diplomats were sent to Spain with an offer to pay for New Orleans. They were rebuffed. After 1800, the French regained Louisiana and American diplomats moved to Paris to convince Napoleon to sell New Orleans to the United States. Three years later Napoleon surprised the world by selling the entire territory to the United States.

Napoleon Crossing the Alps, 1800.
Courtesy of the Louisiana State Museum.

GLOSSARY

Conquistador: Spanish military leader who took soldiers on voyages of exploration for gold, glory and to spread the Catholic faith.

Delta: Low-lying plain that is composed of stream-borne sediments deposited by a river at its mouth.

Indigo: A plant, which is ground up and used as blue dye for clothes.

Mercantilism: economic policy that strives for a favorable balance of trade so that more exports are sent out from a country than imports are brought into a country, so that money flows to a country rather than away from it.

New France: Canada and areas of North America under control of the French.

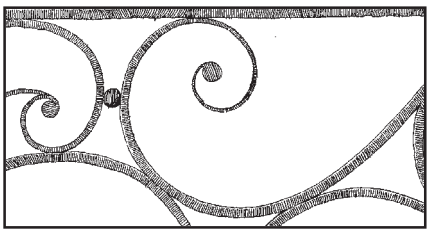
Prehistoric: Before written, recorded history.

Sieur: French for Sir.

BIBLIOGRAPHY

Goins, Charles Robert. Historical Atlas of Louisiana. Norman: University of Oklahoma Press, 1995.

Kniffen, Fred B. and Hiram F. Gregory and George A. Stokes. Historic Indian Tribes of Louisiana: From 1542 to the Present. Baton Rouge: Louisiana State University Press, 1987.



Louisiana: A History
Episode One: This Affair Of Louisiana
Topic Guide and VHS Locator

Topic	*Title As It Appears on Screen*	*Minutes into program*
1: *European Arrival*	*European Arrival*	03 min. 53 s.
2: Indians		06 min. 06 s.
3: Iberville & Bienville		10 min. 14 s.
4: *This Poor Colony*	*This Poor Colony*	13 min. 31 s.
5: St. Denis & Natchitoches		18 min. 11 s.
6: Bienville's Struggles		21 min. 14 s.
7: Proprietorship-Crozat		23 min. 12 s.
8: *The Mississippi Bubble* (John Law)	*The Mississippi Bubble*	24 min. 57 s.
9: Settlers And Slaves		27 min. 37 s.
10: New Orleans		31 min. 27 s.
11: *As Beautiful As Paris* (New Orleans & The Ursulines)	*As Beautiful As Paris*	32 min. 39 s.
12: Creoles and the Code Noir		38 min. 28 s.
13: *The Indian Wars*	*The Indian Wars*	40 min. 33 s.
14: Bienville's Final Term		42 min. 45 s.
15: The French & Indian War		44 min. 34 s.
16: The Acadians		46 min. 57 s.
17: The Creole Revolt	*The Age of Revolutions*	50 min 15 s.
18: Galvez & The American Revolution		52 min. 44 s.
19: Pollock & The American Revolution		54 min. 20 s.
20: The Islenos & New Iberia		55 min. 07 s.
21: Spanish New Orleans		57 min. 14 s.
22: French & Haitian Revolutions		1 h. 1 min. 50 s.
23: The End of Spanish Rule		1 h. 5 min. 33 s.
24: The Purchase		1 h. 6 min. 04 s.

Episode 1 Activities: Part 1
Topic: Colonial Louisiana

Louisiana Social Studies Content Standards:

G-1B-M2 identifying and describing significant physical features that have influenced historical events;

G-1C-M4 analyzing types, patterns and effects of human migration over time;

C-1A-M2 describing the essential characteristics of various systems of government;

E-1A-M7 describing the various institutions, such as business firms and government agencies, that make up economic systems;

H-1B-M2 explaining the cultural, ecological, and economic results of early European exploration and colonization;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M2 tracing the development of the various governments that have been established in Louisiana throughout history;

H-1D-M4 locating and describing Louisiana's geographic features and examining their impact on people past and present;

Key Terms:

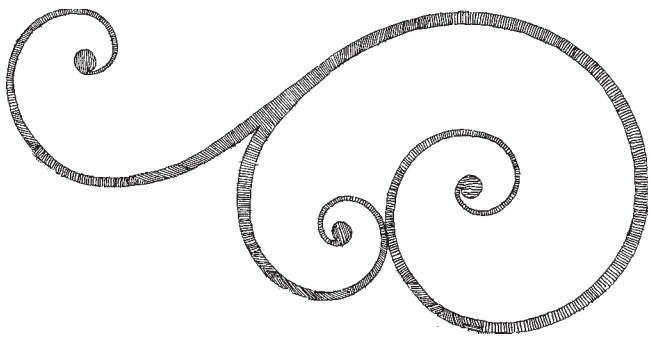
colony, monarchy, political alliance, rebellion, diplomat, treaty, proprietor, entrepreneur, profit, investment, cultural diffusion

Introduction:

Discuss these questions with the students to relate the topic to their own lives**.** The unknown: How do you react to a future experience about which you have little information? For example, imagine that you are moving to a new place. What if no one could tell you much about that place? Would you feel fear or a sense of excitement and adventure? Perhaps you would have both positive and negative responses. What factors do you think would influence those responses? Suggest that students keep these questions in mind as they learn about the people who lived in Colonial Louisiana. At the end of the lesson, the students can discuss how these people might have responded to the unknown that awaited them in Louisiana.

Viewing Guide:

Students will complete a timeline activity as the video is shown. A handout sheet is provided.



Activity 1: Students will review the timeline. The teacher prepares a set of 8 1/2 by 11 cards (construction paper works well) with one of the events from the viewing guide timeline on each card. Each student is given a card at random. The students then stand and arrange themselves in the correct order for the timeline.

Activity 2: In groups of 4, students will summarize the colonial period of Louisiana in a visual format. The timeline provides the essential information. Provide a sheet of newsprint and markers for each group. The students are to show their information in chronological order and to use words or letters only if absolutely necessary. The visuals are to be simple, quick drawings and may include stick figures.

Activity 3: Students will determine main elements of key events. They will write news headlines, using the events from the timeline. Provide sample headlines from a current newspaper. Show the students that all headlines include a verb. As an extension of this activity, have students write the lead paragraph for one of the events. Remind them of the five W's — who, what, where, when, why (or sometimes how.)

Activity 4: In groups of 4 to 6, the students will consider the recruitment of colonists. First, discuss the reasons why both France and Spain had difficulty recruiting colonists. Discuss John Law's advertising propaganda intended to attract colonists. Have each group create its own song as an advertisement for the colony. They will use a familiar tune and create new lyrics. For example: to the tune for ***Row, Row, Row Your Boat***, a new first line might be: *Come, come, come today - to the colony*. Students may complete this song or create another.

Activity 5: Students will analyze the roles of significant people in colonial Louisiana through a simple role-play activity. In pairs, one student will portray a significant person from the video and the other will be a reporter. Together they should develop 2 to 3 questions and answers for a brief interview. Some of the interviews should provide information about the lifestyles in the colony. For example: a nun, a woman living in New Orleans, or an Indian at the end of Spanish rule. Some sample interview questions might be: Bienville- How did you select the location for New Orleans? Iberville- What was your plan for dealing with the Indians? O'Reilly-Why did you react to the rebel colonists as you did?

Activity 6: Each student will work with a partner to identify key people of colonial Louisiana. Then they will complete an activity designed to apply historical perspective. This is done in the format of a memo of advice to the colonial person. A handout is provided.

Activity 7: Students will evaluate primary sources to learn their importance in studying Colonial Louisiana. A handout is provided.

Activity 8: Students will complete a descriptive writing assignment. A handout is provided. Allow students to work in groups to complete the prewriting chart. Then share the information with the entire class. This provides all students with enough information to complete the writing assignment.

Activity 9: Students will consider how technology could have changed events. Each student chooses an example of technology today. Write an explanation of the chosen technology. Then tell how it would have changed an event or events in colonial Louisiana. For example, what if Iberville had a Global Positioning System? What if Ulloa could have e-mailed the Spanish king? What if Bienville had a cell phone during the Chickasaw war?

Higher Order Thinking Questions:

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

1. How would Iberville have described the physical features of the region he explored?
2. How did the physical features, including climate, affect the development of the colony?
3. Why did Iberville place the first fort where he did? What information did he not have that would have helped him choose a better site?
4. Was there conflict between the Indians and Europeans? Was there cooperation? Prove your answer by giving examples of each.
5. The Poverty Point culture was an early civilization in Louisiana. What information shows it was an organized society?
6. What was the economic motive for establishing the colony? Was it achieved? Explain your answer.
7. Describe the economy of Colonial Louisiana.
8. The kings of France and Spain had political reasons for controlling Louisiana. What were they?
9. What is meant by the statement "three civilizations converged in Louisiana?" Name the three and explain what each contributed to the new civilization.
10. The Africans brought gumbo to Louisiana. Literally, gumbo is a soup-like dish. The narrator stated that the Africans became part of the *cultural gumbo* of Louisiana. This is a figurative meaning for the word. What does this statement mean?
11. Why did Thomas Jefferson want New Orleans for the United States?
12. Why was the treaty that was signed by Monroe and Livingston controversial in Congress?
13. Napoleon had to decide whether to keep Louisiana or not. What were his reasons both for and against keeping the colony?
14. What if Napoleon had decided to keep Louisiana? Predict what would have happened.
15. What if Louisiana was still part of France today? Remember that the Louisiana colony included much more territory than the state today.
16. What information would you need to be able to determine the distance from the mouth of the Mississippi to the site Bienville chose for New Orleans?
17. How did each of these groups contribute to the development of colonial Louisiana?
18. What examples of our French and Spanish heritage can still be seen in Louisiana today?
19. Give examples to show that current life in Louisiana reflects the influence of colonial Louisiana.
20. What lessons did you learn from studying colonial Louisiana that can be applied to life today?

Activity 1: Viewing Guide

Number these events in the correct order. You will do this by following the video carefully. Numbers 1 and 2 are already marked for you because they are not discussed in chronological order.

____1____The Spanish explorer Hernando de Soto is an aggressive visitor.

____2____The French explorer LaSalle claims the mouth of the Mississippi River.

_____Louis XIV gives the colony to Spain.

_____St. Denis trades with the Spanish to the west.

_____Crozat becomes the proprietor of the colony.

_____Bienville founds New Orleans.

_____John Law's Company of the West takes charge.

_____Iberville and Bienville arrive in Louisiana.

_____Bienville bluffs an English ship on the Mississippi River.

_____The British and the French fight the French and Indian War in North America.

Spanish Louisiana

_____Louisiana is transferred to the United States.

_____Napoleon convinces the Spanish king to give him Louisiana.

_____Galvez fights the British in the American Revolution.

_____First Spanish governor, Ulloa, arrives.

_____New Iberia is established by Spanish colonists.

_____O'Reilly punishes the French who rebel against Spain.

_____ Napoleon sells the entire Louisiana territory to the United States.

_____New Orleans is rebuilt after the fire.

_____Acadians are driven from Canada and come to Louisiana.

Activity 6: Colonial Hall of Fame

Choose 5 people who were the most important in developing colonial Louisiana. Give reasons for your choices.

PEOPLE	REASONS
1.	
2.	
3.	
4.	
5.	

As we look back to the time of colonial Louisiana, we have more information and a different perspective than the people who lived then. Choose one of the names on your list and offer some advice to them that would have helped improve a situation.

Write a memo to this person in which you give them advice.

Follow this format:

Date:

To:

From:

Topic:

Message:

.

Activity 7: Reading A Primary Source

What is a firsthand account? What do we mean if we say: "I heard that story second hand?" If primary means first and secondary means second, apply this knowledge to determine what a primary source and a secondary source are.

Read this portion of a letter that Bienville wrote to the representative of the French king.

> "I do not see that it will be possible again this year to plant more than fifteen minots of wheat…since there are only five settlers. It would be difficult for this country to be able to subsist by itself unless you send at once a large number of settlers who will be able to support themselves."
>
> *Jean Baptiste LeMoyne, Sieur de Bienville in a letter written to Count Pontchartrain; from the Mississippi Provincial Archives*

Sometimes we analyze a primary source by reading for information in context. Answer these questions with the best answer.

1. The word minot means:
   A. a kind of wheat
   B. the location of the fields
   C. a unit of measurement
   D. an insect that attacks wheat

2. The word subsist must mean:
   A. to disappear
   B. to plant wheat
   C. to add more territory
   D. to survive without help

3. The letter implies that Bienville believes:
   A. The colony is a great success
   B. The colony needs more settlers to plant crops
   C. The colony needs more soldiers
   D. The colony does not need to plant crops

4. What is Bienville asking the French king to do?
   A. send food
   B. send settlers
   C. send another governor
   D. return all the colonist back to France

5. This quote was used in the script because:
   A. It is poetic writing
   B. Bienville asked the writer to include his words
   C. A primary source describes events by those who lived them
   D. All of the script is done in the words of people of the time

Write a summary of Bienville's information in your own words. Is your writing a primary source or a secondary source? Would it be helpful to have other primary sources about the conditions in the colony? Why?

Activity 8: Descriptive Writing

The Acadians were French people who had lived in Canada for generations. France and Britain fought many battles over control of this region. The British took the homeland of the Acadians after the French and Indian War and forced the people to leave. Many of the Acadian refugees came to the Louisiana colony because they wanted to live among people who were also French-speaking Catholics. When they came they did not have much information about their new home.

Write a four paragraph letter to the Acadians describing what they will find in Louisiana. Prepare for your writing assignment by grouping your information into two categories. Physical characteristics refer to the natural environment, including climate. Human characteristics are the activities and changes made by people.

PHYSICAL CHARACTERISTICS	HUMAN CHARACTERISTICS

These lists will help you organize your writing. Your letter should be 150-200 words in length.

A suggested pattern is:

Paragraph one: introduction
Paragraph two: description of physical Louisiana
Paragraph three: description of human activities
Paragraph four: conclusion

Episode 1 Activities: Part 2
Topic: Becoming Americans

Louisiana Social Studies Content Standards:

G-1B-M2 identifying and describing significant physical features that have influenced historical events;

G-1C-M4 analyzing types, patterns, and effects of human migration over time;

G-1D-M2 explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface;

H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history;

H-1A-M4 analyzing historical data using primary and secondary sources;

H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with native Americans and external powers;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M2 tracing the development of the various governments that have been established in Louisiana throughout its history;

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;

C-1A-M4 explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution;

C-1C-M3 identifying types of foreign policy issues, using current and historical examples;

C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society;

E-1B-M7 describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies;

Key Terms:

treaty, diplomacy, foreign policy, strategic interests, national security, economic incentives, citizenship, jury duty, due process, convention delegate, Jacksonian democracy, census

Introduction:

Discuss the meaning of transitions and change in order to relate this lesson to the students' own lives. Have students list transitions and changes that they have experienced in their own lives. They should include at least four, some that they were happy about and some that they did not want to happen. Examples are: gaining a sibling and entering middle school. Have them mark those they felt positive about with a plus sign, and those they felt negative about with a minus sign. Some examples might have both positive and negative reactions. Follow this discussion of their personal experiences by discussing how this concept of transition and change relates to the people in Louisiana at the time of the Louisiana Purchase and in the years following. This concluding discussion can be done at the end of the lesson.

Viewing Guide:

Students will add details to key points of the lesson. A handout is provided with a chart of the key points.

Activity 1: Students form small groups to review the information from the video. Each group is provided with index cards. They will list each key point on a separate card. The purpose is to compile as much supporting detail as possible about each key point. This can be a competition between the groups.

Activity 2: After gathering the information, the groups will complete a cause and effect analysis. Provide this pattern: _____ caused ____because: _____ . Give each group two index cards with the words cause and effect. They use the cards on which they have listed key points to try out sentences that fit the pattern. This activity can be extended by providing additional verb cards such as: affected, changed, ended, threatened, influenced, expanded, and limited.

Activity 3: Students will form other small groups to perform a pantomime activity designed to review the lesson. The groups select a key point and create a related scene to pantomime to the class. Some suggestions include: the Place d'Armes on the day of the transfer; the arrival of a group of Americans from upriver, with Creoles watching; people in New Orleans gathered as they wait for news of the Battle of New Orleans; and the arrival of the first steamboat.

Activity 4: In groups of five or six, the students will complete a visual activity that explains the mixed reactions to the Louisiana Purchase. Each group is provided markers and a large sheet of newsprint, a poster board, or a length of shelf paper. They are to create a graffiti wall with comments showing the feelings of the Creoles and the Americans about Louisiana becoming American. Comments must be classroom appropriate.

Activity 5: Students will design a broadside urging the people of New Orleans to support and assist Andrew Jackson in defending their city. A handout is provided.

Activity 6: Working in small groups, have students create a cheer that encourages Jackson's troops as they head for battle. Suggest that they may use school cheers and adapt them with different words.

Activity 7: Have students analyze information from a primary source. A handout with an excerpt from Governor Claiborne's speech to the people of New Orleans is provided.

Activity 8: A handout is provided for a speech activity. Each student will prepare a brief 1-3 sentence comment that might have been given during this time. The brief speeches are presented to the class.

Activity 9: Students will complete a writing assignment. A persuasive writing prompt is provided with a handout. The assignment is a letter to the editor of a New Orleans newspaper, written by an American who is a newcomer.

Activity 10: Each student will work with a partner to complete a geography activity. A handout is provided. The question is: as a British spy, what would you need to learn about the physical geography to help your general plan for battle?

Higher Order Thinking Questions:

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

1. From the point of view of the people in Louisiana, what were the disadvantages of becoming American?
2. What do you consider to be the advantages?
3. Which of those advantages did they recognize as time passed?
4. Analyze the Louisiana Purchase in the economic terms of costs and benefits. Consider both the United States and Napoleon's France.
5. What were the long-term effects of the Louisiana Purchase on France?
6. Do you think the War of 1812 was necessary to protect the national security of the United States? Explain your answer.
7. What do you think the British General would have said when asked his reasons for invading New Orleans?
8. How did Jackson's victory at New Orleans help elect him President?
9. Do you agree with the statement that the Battle of New Orleans made the people in Louisiana feel like Americans?
10. What if Andrew Jackson had lost the Battle Of New Orleans? What would have been the immediate result? The long-term result?
11. Why did Congress and President Jefferson want Louisiana to become a territory first and then a state?
12. How was the first state constitution different from today's constitution?
13. Which group of people had the political power in early Louisiana? Explain by applying the concept of *historical perspective*.
14. Why did the men who wrote Louisiana's first constitution include a requirement that voters and office-holders must own property?
15. Core documents are defined as those documents most significant to the history of the United States. Using this definition, is the Louisiana Purchase Treaty a core document? Explain.
16. What did you learn about Andrew Jackson that would give clues to what kind of President he would be?
17. Do you think a newspaper account of the slave uprising would have been unbiased? Explain.
18. Would you have preferred living as a pioneer in North Louisiana or as a laborer in New Orleans? Explain.
19. What skills and knowledge would have been needed to live in North Louisiana? in New Orleans?

Viewing Guide Handout

These main ideas will help you understand the video. For each, add as least two details.

Louisiana Purchase Treaty
Transfer to the United States
Statehood
Economy
Immigrants
Slave Revolt
War of 1812

Activity 5: Spreading The Word

BROADSIDES

Without radio and television available for spreading information quickly, people who wanted to inform and persuade the public sometimes had single sheets printed with a message. These single printed sheets were called *broadsides*. You may have seen this method of communication used today, with information about a musical event or a garage sale. Today they are called flyers.

In the space below, design and create a broadside that could have been distributed in New Orleans to convince the people to support Andrew Jackson as he prepared to defend their city. Include words and graphics.

Activity 7: Governor Claiborne's Speech

In New Orleans on September 20, 1803, William C.C. Claiborne spoke to the citizens of New Orleans. The ceremony transferring Louisiana to the United States took place three months later, on December 20, 1803.

The following statements are taken from the speech:

1. " Fellow Citizens of Louisiana"
   Why do you think he chose these words to begin his speech?

2. He describes the transfer as "an event so advantageous to yourselves and so glorious to the United States."
   What does the word advantageous mean?
   Did most of his audience agree with him about this?
   Why did he describe the event as glorious to the United States? What was he telling the people of New Orleans about the view of the United States about the transfer?

3. He then talks about the security offered to those people and " to your posterity the sure inheritance of freedom."
   What does posterity mean?
   Did the future generations in Louisiana inherit freedom?
   Were there exceptions?

4. "Under the…American government, you may confidently rely upon the security of your liberty, your property, and the religion of your choice."
   (If you find …in a quote, it means that a word or words have been left out.)
   Claiborne mentions three advantages of being protected by the American government.
   What are they?
   Which would have seemed least important to the people of New Orleans? Why?

5. "Among your first duties…you should cultivate…the advancement of political information."
   What was Claiborne telling the people they should do?
   Why did he consider this so important?

6. Claiborne discussed education by saying "You should encourage literature, for without the advantages of education, your descendants will be unable to appreciate the…worth of the government transmitted to them..."
   Restate this point in your own words. Do you agree with this opinion? Why or why not? How would you measure the success of education in Louisiana today in helping citizens to learn the value of being Americans?

Activity 8: Making A Speech

Speeches, such as the speech Governor Claiborne made when he came to New Orleans, were an important part of ceremonies and celebrations at the time. The speakers often spoke for long periods of time, frequently talking for more than an hour. However, the best speech may be a brief speech with very powerful words. Choose one of these events and prepare your own short speech about the topic. The length of the speech should be from 3 to 5 sentences, which means you must choose your words carefully in order to make your point well. Choose one of these situations:

1. An American offering praise for the Louisiana Purchase.

2. A French resident of New Orleans introducing the representative of the French government who was sent to receive the colony from Spain.

3. A Spanish official saying goodbye to the citizens of New Orleans.

4. Governor Claiborne offering a brief speech of greeting as he arrives in New Orleans.

5. A slave leader persuading others to join his rebellion.

6. An American government official in favor of allowing Louisiana to become a state.

7. An American who lives in Spanish West Florida speaking in favor of rebellion in order to become part of the United States.

8. A Congressman who opposes the War of 1812.

9. A citizen of New Orleans praising Andrew Jackson at a banquet following his victory.

10. A resident of Louisiana explaining why the territory should not have to wait to become a state.

Your own idea:

You may have another idea for a speech. Discuss your idea with your teacher.

In planning your speech, consider the person you are portraying and your audience. Also, remember the purpose of your speech.

Activity 9: Persuasive Writing

Persuasive writing is intended to convince your audience about an issue or topic. The writing should include main points and reasons why each main point is correct. A positive tone is usually more convincing. Give your audience positive reasons to agree with you instead of criticizing their opinions.

Writing Prompt

Imagine you are an American who has arrived in New Orleans just after Louisiana is transferred to the United States. Write a letter to the editor of the newspaper convincing the people that they will benefit from becoming Americans. Your letter should be approximately 150 words and should follow correct letter- writing format.

Prewrite:

Brainstorm a list of positive reasons you can include in your letter.

Now, complete your letter on a separate sheet of paper.

Activity 10: Physical Geography

Complete this activity with a partner. Assume the two of you are British spies who must learn as much as you can about the physical geography of the area between the Gulf of Mexico and New Orleans.

1. List at least 5 questions the commanding officers would need to have answered in order to have enough information to plan their attack.

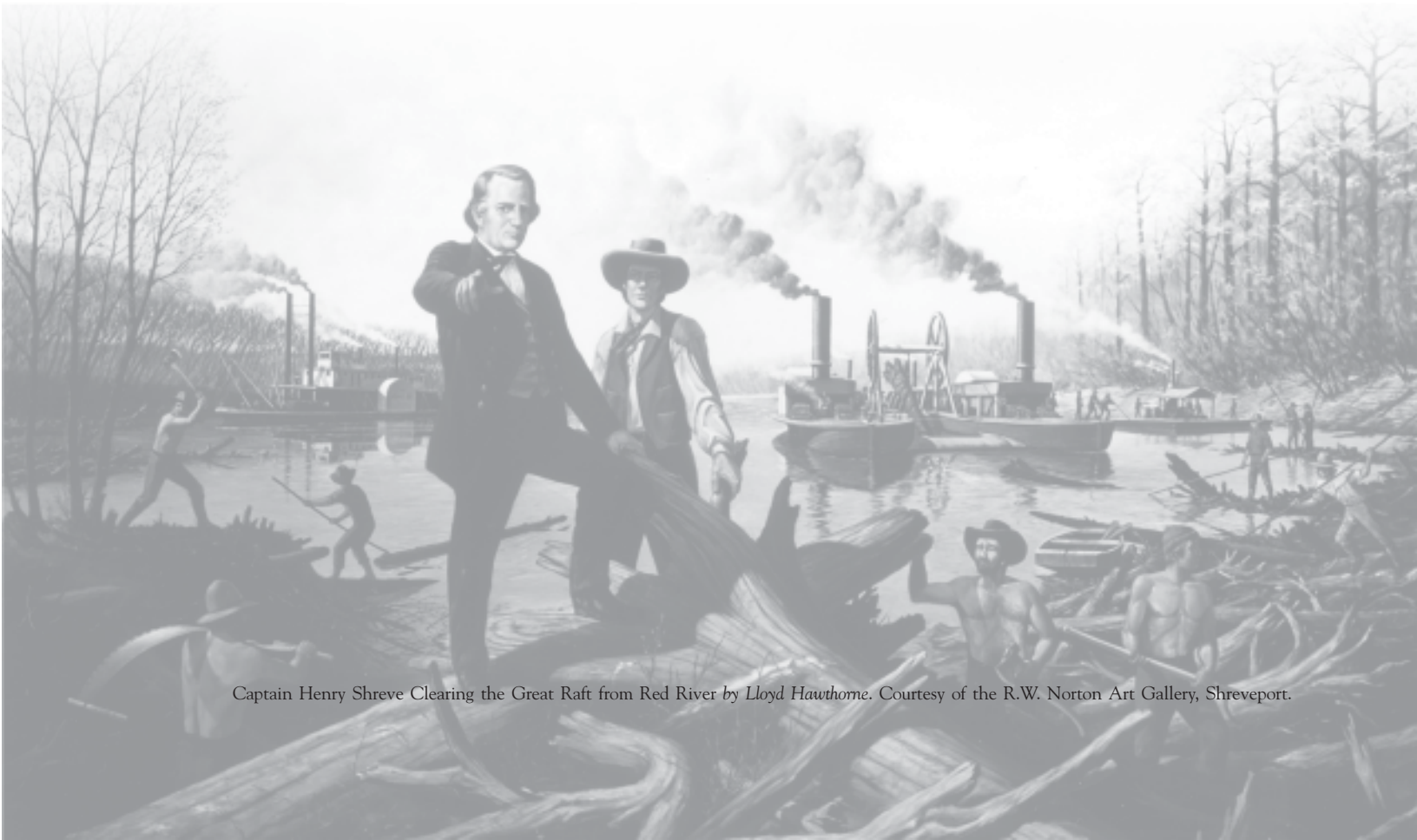
2. What would the spies have to do in order to learn the answers to their questions? What was available to help them?

Answer the questions from your own knowledge, information from the video, or another source. Indicate where you learned each answer. This includes your own background knowledge.

Episode 2:
The New Americans

THE ANGLO-CREOLE CONFLICT

When America made the Louisiana Purchase in 1803, the territory's substantial French Creole population was part of the deal. Creole culture was Catholic and Latin, while the United States was predominantly Protestant and English. The Creoles went from residing in a Spanish colony to residing in a French colony to residing in the United States over a very short period of time. This abrupt jolt caused a wrenching feeling, which became especially acute among the Creoles when they had to say farewell to France. Neither the Creoles nor their leaders had been consulted about these political changes and nearly all found their new American brethren repulsive. Americans viewed the Creoles with suspicion as well.



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

The only Americans the Creoles had met prior to the Louisiana Purchase had been the rowdy flatboatmen who seasonally descended on New Orleans with their cargos from the interior. The Creoles thought every American was barbaric and opportunistic, and disdained their blatant quest for monetary gain. In turn, the Americans regarded Louisiana's Creoles as easygoing, decadent Europeans, who were lazy, snobbish, and very set in their ways. Such prejudice and ill will between the two communities could not be overcome easily and hindered good relations for years. It was left to Governor W. C. C. Claiborne to reconcile the two cultures. Though the struggle confounded him at times, he was able to keep open warfare from erupting.

The Anglo-Creole conflict remained a fixture of life in Louisiana, much like the thick humid air. At the start of the period, however, Creoles had reigned supreme. Out in the countryside, the Creoles who populated the rich sugar-producing regions along the Mississippi River possessed a distinctive culture. Their joie de vivre made them different from the determined Americans who poured into the area after the Louisiana Purchase. Creole parties and events reflected continental flair. Creoles could also be arrogant, and were pretentious about their birth and standing. Creole slaves looked down on American slaves. Creole society was very insular. Family lineage was all-important and one's status derived from one's family roots. Creoles insisted their sons marry into Creole families. Mixing between Americans and Creoles was discouraged, but in the end such mixing occurred and doomed Creole society to extinction. Creoles attached a social stigma to being a businessman, a shopkeeper, a merchant, or a banker. Creole males grew up to be planters, lawyers, elected or appointed public officials or, at the very least, doctors or brokers. In the end it was preferred that a Creole man marry into money rather than work long hard hours at a job. A Creole father's word remained law. Many Creoles were brutal to their slaves, yet kept a light skinned mulatto mistress in New Orleans.

Creoles maintained extended households. Married children often lived with, or near, their parents. Grandparents were often found under the same roof. Creoles spoke French and rarely bothered to learn English. French culture was admired from afar, and Creole tailors copied the latest fashions from Paris. Many members of the community became solid supporters of Napoleon and hung portraits of the General and depictions of his great victories in their homes. Creoles celebrated all French holidays and commemorated Bastille Day with parties and balls. When meeting friends Creoles kissed both cheeks, as Frenchmen still do.

Americans believed that Creoles were lazy because they shunned the trades and manual labor. Yet, Creoles supervised their plantations, visited friends and relatives, made deals and contacts, and hunted for recreation. Creole men were famous for their gambling. Financial troubles never fazed them. Creoles lived on interest and leaned on family members quite often. There was no social stigma to being without work. Creoles took their religion as a matter of course, as they did most things in life. Creoles were either uninterested in public affairs or very passionate about them. Language barriers became a sticking point and interpreters were often needed to translate. In fact, bilingual newspapers were published for years, legislation was written in both French and English, and Louisiana maintained the parish system of government, including police juries.

The impression that much of Louisiana's population was different from the rest of the United States was valid, and leaders in Washington, D.C. were concerned that those who had to construct the state's government would be unable to do so. But slowly Americans began to overwhelm the French population. In New Orleans, American merchants and settlers counteracted Creole influence. In 1803 the Creoles outnumbered Americans by seven to one, but by 1830 they only did so by two to one. During the 1840's Creoles lost more ground as additional Americans and immigrants from Ireland and Germany moved in. Americans introduced the Greek Revival style of architecture, which supplanted the Creole building style. At last Louisiana began to assume a more American look.

LOUISIANA CONSTITUTIONS

Louisiana has written more state constitutions than any of the other forty-nine states. Before the Civil War, three constitutions were written and each proved so controversial that attempts were made to revise them almost immediately.

The 1810 Federal Census revealed that Louisiana had over 60,000 people, which meant it could apply for statehood. As part of that process Louisiana residents had to convene a constitutional convention to write the document that would establish their state government. The constitutional delegates who met in New Orleans from 1811 to 1812 were wealthy men from outlying plantation areas and the city of New Orleans. Twenty-six of them were French Creoles and forty-three were Americans. These delegates modeled Louisiana's first constitution after Kentucky's state constitution, which in turn reflected the strong influence of aristocratic Virginia.

The men who composed Louisiana's first constitution were landed gentry. They did not trust ordinary people, and the end result of their deliberations was a less than democratic document. Citizenship, voting rights, and the right to serve in the legislature were reserved for men of property, much like themselves. In order to serve in Louisiana's government one had to own property worth five hundred dollars, a considerable sum at a time when most people earned less than a dollar a day. Senators had to own one thousand dollars worth of property. The qualifications to be governor were even more substantial. A candidate had to be a male United States citizen of at least thirty-five years of age who had resided in the state for at least six years and owned land worth at least five thousand dollars.

Louisiana's first constitution provided for a general election to be held in which any number of people could run. The legislature would then choose the governor from among the top two vote getters. Traditionally the governor was always the man with the most votes. This process protected the government from complete democracy, which many men thought was dangerous because the people might be swayed by emotion, influence, or factors other than reason. Louisiana's first constitution reflected the prevalent thinking of the times, which was that wealthy white men knew what was best for everyone.

The governor, who had to be a very wealthy man, possessed wide-ranging appointive powers, and that made him a very strong executive. As a point of fact, present day Louisiana governors are still more powerful than many of their counterparts in other states.

In order to be able to vote in Louisiana, one had to own property. Only a third of the white men living in Louisiana at the time the first constitution was written were qualified to cast a ballot. The first state Constitution contained no provision for a Lieutenant Governor, nor did the Constitution of 1812 have a process for amendment. Louisiana's first Constitution was a conservative, elitist document.

While Louisiana's population grew and changed, the Constitution of 1812 remained a bastion of privilege, and many men began to resent it primarily because it denied them the right to participate in their government. People living in North Louisiana were especially upset because the state legislature never provided for more representation from that area as the population in that part of the state grew. For years the state had only

fourteen senators. Few citizens had a say in their own state government. Still, the aristocrats believed that those who governed should be "above the masses." By the 1840's, however, the Constitution of 1812 was being subverted by fraud. People were "given" land by one candidate or another long enough to qualify to vote and cast a ballot on election day. In the 1844 Presidential election, Democrats even ferried illegal aliens down to Plaquemines Parish to vote!

After two decades of wrangling, in 1845 Louisiana wrote a second constitution that liberalized voting and office-holding requirements. One no longer had to own property to participate in the political process. The governor's vast appointive powers were curbed somewhat and all local offices were now elective rather than appointive. Representation in the Senate was based on total population, which included a count of the slave population, even though slaves could not vote. Suddenly plantation districts along the Mississippi and Red Rivers had more representation and the planters' dominance of state government was preserved. Because of the economic downturn that occurred in the late 1830's, the Constitution of 1845 also limited monopolies, banks, and the amount of debt the state could incur. This proved to be a frontal assault on the "special interest" business and public works deals that had been a staple of the legislature during good economic times. The Constitution of 1845 also provided Louisiana with a Lieutenant Governor.

Rather than create peace, this new constitution only angered those of privilege, who vowed to write a third constitution when they returned to power. That occurred seven years later. The Constitution of 1852 was written by pro-business individuals who granted constitutional privileges to banks and railroads. Louisiana has always had a tendency to preserve special interests by putting their needs into the state constitution, making it more difficult to remove them. Representation in both legislative houses was now to be based on total population, once again meaning that slaves were counted although they could not vote or hold office. Large slaveholding plantation districts thus had undue influence in the legislature. As a concession, however, most state offices, including judgeships, were made elective. The Constitution of 1852 was the third and final Constitution of the antebellum period but it was not the last state Constitution. Louisiana would write six more over the next century and a half.

ST. DOMINGUE AND THE SLAVE REVOLTS

The French Caribbean colony of Saint Domingue, which today is better known as Haiti, provided numerous white planters and black slaves for Louisiana. Between 1792 and 1809 approximately 10,000 or more refugees left the island and made their way to the Gulf Coast.

A slave rebellion in St. Domingue, inspired by the French Revolution, succeeded in overthrowing French colonial government. A black leader named Toussaint L'Ouverture became the head of the second independent republic in this hemisphere. Because St. Domingue was under black rule, many whites were uneasy. Although some slaves had risen up and killed their masters, the situation was nothing like the horror stories that filtered out and frightened slaveholders in the United States. Between 1792 and 1803, white planters began deserting the island because they distrusted the new government. Some took their slaves and immigrated to other parts of the Caribbean. Several hundred of them came to Louisiana, settling primarily in New Orleans.

They came to Louisiana because there had been a trading relationship between the two places, going back to French colonial days. Louisiana had given the island lumber and construction materials, while in return St. Domingue traded coffee and European goods obtained from France. Matters on the Island took a turn for the worse when Britain and France were at war. The British would land a force and then Napoleon would land a force to retake the island. A Civil War eventually erupted. The French army got wiped out. Many French sympathizers suffered greatly as the French army retreated. By 1803 there was a mass exodus of French settlers to Louisiana and Cuba.

Those who went to Cuba stayed there for about six years, until the Spanish authorities dispelled them. The Cubans disliked the French influence and distrusted the slaves these French planters brought with them because they were afraid islanders would emulate the St. Dominique revolt and civil war would result. In 1809, about 9,000 Frenchmen left Cuba and headed for Louisiana, a French-speaking locale with a plantation/slave system much like the one they had left. Within a three-month period, New Orleans absorbed most of these immigrants. The new arrivals nearly doubled the city's population and infused French culture back into the community. The first wave of St. Domingue refugees and their slaves, which arrived between 1792 and 1803, coupled with the second and third waves, which arrived in

1803 and 1809, contributed greatly to the culture of the state. Although the majority of them settled in and around New Orleans, about 20 percent went out to outlying French parishes such as St. Martin or to the river parishes such as Pointe Coupee and St. Charles. They brought with them vast knowledge about cultivating sugar cane.

Inside the city of New Orleans many of the refugees and their children started French language newspapers. French opera became fashionable. More French churches were started, as were French schools and colleges. The St. Domingue refugees took an active part in government, serving in the legislature. They also made medical contributions to the state. For example, in 1801 a St. Domingue refugee performed the state's first cesarean birth in Donaldsonville.

Both slaves and free blacks arrived. This just added to the cultural mix. Nearly a third of the slaves living in New Orleans after 1809 had a connection to those who had arrived with the St. Domingue refugees. Slave music and dance influenced local customs. Some have linked jazz beats to Caribbean rhythms. Caribbean refugees introduced foods such as okra and their mysterious religion, voodoo, which is a mixture of African and Catholic beliefs nurtured on the islands. African and West Indian Black culture thrived in south Louisiana. The shotgun houses so typical of New Orleans today were introduced by the St. Domingue refugees as well. Like the Cubans, however, some white Louisianians feared that this influx of slaves from the island would result in a local revolt. Some attributed the 1795 Pointe Coupee slave uprising to a conspirator who had been brought to Louisiana from St. Domingue. Sixty slaves were hanged. The 1811 slave revolt may have been influenced by this group's experience as well. The effect of the island's revolution on Louisiana was great. French culture was given a great boost, as was the Afro-Creole culture. Louisiana culture remained substantially different from that of the rest of the United States.

THE WAR OF 1812

One of the most important military campaigns in American history took place along the Louisiana Gulf Coast. The climax of this struggle, the Battle of New Orleans, marked the only decisive American victory on land during the otherwise dismal War of 1812. Louisiana had been a member of the Union for barely two months when the U. S. declared war on Britain.

This war against the British was deemed necessary because of unresolved issues that dated

back to the 1790's. Southerners and Westerners were particularly angered by the British in Canada and Florida, who encouraged Indian tribes to attack American settlers in the nation's interior. Some Americans thought the national honor of the United States was at stake because our American sailors were being kidnapped with impunity and pressed into service by the British.

The United States entered into this conflict woefully unprepared. With no large standing army and no navy to speak of, America came face to face with a foe that maintained the greatest navy in the world and had beaten French military genius Napoleon after nearly two decades of European fighting. The American military was ill-equipped to fight, and a Canadian invasion failed miserably. Then Washington D.C., the nation's capital, fell not to an invading army but rather to a coastal raiding party that burned the city to the ground. With such successes in their pocket, the British turned their attention to the Mississippi River valley. Vice-Admiral Alexander Cochrane and Sir Edward Packenham commanded the British forces.

The commander of the American forces was a tall, gaunt man named Andrew Jackson. He had moved to the Tennessee frontier and became a prominent lawyer, land speculator, and militia commander. In New Orleans he found about 1000 regular U.S. army troops, all professional soldiers, and about 2,000 militia volunteers from Tennessee, Kentucky, and Louisiana. Jackson needed more men, guns, cannons, powder, and shot to keep the British at bay. Not far from New Orleans, from back in the swamps around Barataria Bay near Grand Isle, a band of freebooters and pirates led by Jean Lafitte came forward with additional supplies and manpower.

The British landed troops on the shores of Lake Borgne and had marched to within nine miles of New Orleans. Jackson had built an impressive wall on the only clear ground in the area, the level plains of Chalmette. Packenham ordered a grand assault on the well-fortified American position. A general frontal attack involving 6,000 British soldiers took place early on the morning of January 8th. The American position bristled with cannons, courtesy of Jean Lafitte, and, in fact, the Americans maintained artillery superiority on the field. Their guns commanded the approach to the ramparts.

Word came in the weeks following the Battle of New Orleans that the war had ended on the previous Christmas Eve, and that the Americans and British signed a peace treaty in Ghent, Belgium that did not call for any territorial changes. News of the tremendous victory at New Orleans

swept the country before word of the Treaty of Ghent reached most Americans, and Andrew Jackson was hailed as a national hero. He suddenly became a presidential contender. The Battle of New Orleans saved Louisiana and the lower Mississippi from British occupation and marked the last time a foreign army ever invaded the continental United States.

FREE PEOPLE OF COLOR

During the antebellum era, many slaves in New Orleans, Baton Rouge, and other communities became skilled craftspeople. They built plantation homes, outbuildings, and other structures. They repaired the levees, learned blacksmithing, and became accomplished carpenters and masons. A few even learned how to pilot boats and helped haul sugar and cotton crops to market. Female slaves sewed, knitted, acted as midwives, and performed other domestic chores. Some slaves kept gardens and sold their produce on market days. Oftentimes their masters hired such skilled men and women out after they completed their daily tasks. Because they were so good at what they did, the reputations of these slaves grew, and they were sought after. In this way some slaves were able to earn enough money to purchase their own freedom. These individuals became known as free people of color.

One free man of color who started out as a slave was named Emperor Williams. He was born in Tennessee but sold southward to New Orleans where a free man of color bought him. The free man of color made Williams the head of his carpentry crew and promised him freedom one day. In 1858 Williams won his freedom because he installed a difficult cornice piece on a house at the corner of Perdido and Carondelet streets. Williams had taken on a job that white men had failed to satisfactorily complete. His master promised him his freedom if he accomplished the task. Williams studied the house plans all night until he got every part perfectly laid out in his mind. The next day he took his crew and installed the cornice properly.

Every southern state had free people of color, but they were found mainly in urban cities such as Charleston and New Orleans. Many of these free people of color were also sons and daughters of masters and slaves. Sexual relations between white masters and slaves produced a light-skin people known as mulattos, who were found in their greatest numbers in New Orleans. Masters sometimes kept mulatto women as mistresses. However, most of the free people of color were tradesmen

and domestic servants. Some were farmers, and a few became planters in the sugar parishes who owned slaves of their own. One free person of color in Iberville Parish, for example, had, by 1860, acquired more than 80 slaves. His net worth at the time was over 200,000 dollars.

Even though they were rich or had established reputations, free people of color were not well treated and never achieved citizenship status. They could not vote nor hold office. Many were harassed. All faced prejudice. Whites viewed free people of color with suspicion and worried they might start a slave revolt. Free people of color often had their movements restricted in town. Sometimes they had to wear identifying tags and carry special papers that might be checked at any time. Free people of color walked the slippery "middle ground" between slavery and complete freedom. During the Civil War and Reconstruction many free people of color served as leaders in the Union cause and supported Radical Reconstruction.

THE WHIGS AND THE DEMOCRATS

By the late 1820's and early 1830's, the dynamic of Anglo-Creole strife, which had influenced politics since statehood, declined. This decline happened slowly, as more and more Americans moved to the state. Evidence of ethnic strife did not fade entirely, however, and it reappeared periodically for decades to come. Yet this changing dynamic took a secondary role as national issues that affected all of America came to the forefront. Two national parties were gaining a stronghold in the state, demonstrating that Louisiana was becoming more like the rest of the nation. The new party system allowed more people to become involved, even though only adult white men could actively participate. The two parties that emerged were the Democrats and the Whigs.

In general the Democrats viewed society as a conflict between the simple, virtuous, honest, hardworking common people and the evil aristocrats who desired a quick buck without an honest day's work. Democrats were uncomfortable with technological innovation and the market revolution that propelled America into the Industrial Age. Southern Democrats in particular preferred an agrarian lifestyle, and envisioned America as a country of farms and workshops where laborers had control over their production. Democrats supported limited government because they believed that government, if left unchecked, would subvert the liberties of everyone.

The Whigs, on the other hand, attracted followers in Louisiana who held the opposite viewpoint. The Whig party came into existence in the 1830's and would pass from the scene by the 1850's. Both political parties started off very strong and enjoyed loyal constituencies, but eventually the Whigs were torn apart by sectional strife. Nonetheless, Whigs welcomed the market revolution and believed that government should take an active role in encouraging business. Whigs believed society, in its natural state, was organic, interconnected, unified, and harmonious. They did not subscribe to the idea that the world revolved around struggle and conflict. The Whigs believed that the market revolution would civilize the country, settle old differences, wipe out regional distinctions, and unite America into a powerful nation. The Whigs envisioned factories, great cities, and harmony between labor and management. Many Whigs were evangelicals who thought the government should dictate morality, aid education, and foster a Christian republic based on Biblical principles. The Whigs enjoyed support from Democrats who had grown disenchanted with the Presidency of Andrew Jackson. While many admired the man, few approved of his methods, particularly the way in which he destroyed the national bank.

The Whigs' national leader was Henry Clay, who presented a well-organized plan for change dubbed the "American system." It included the trinity of the national bank, tariffs, and internal improvements. The brilliance of this plan was that it could translate to the local level all around the country. In Louisiana the Whig program gained many followers. There were many banks in New Orleans, as well as a branch of the Bank of the United States. The Whig's tariff to protect the sugar planters was well received, and sugar planters were almost always Whigs. Given the great number of rivers and bayous in the state, many Louisianians supported any internal improvements that would facilitate navigation. Whigs wanted the state capital to be New Orleans or another site near the Mississippi River, and many party members were men of privilege who supported the Constitution of 1812 long after it failed to serve the state's needs.

Whigs dominated state politics until 1845. The Democrats prevailed until the early 1850's, when the party was crippled by internal fighting. The Whigs returned to power with a vengeance, but their national party evaporated around 1856 due to sectional wrangling over slavery. The only man from Louisiana who ever served as President of the United States ran as a Whig. He was not a

native of the state, but rather an army general who had been stationed at the Pentagon Barracks in Baton Rouge. A hero of the Mexican War, Zachary Taylor won the Presidency in 1848. He was a career soldier and a southern slaveholder who had no previous political experience. Tragically, he died in office.

The French Creole population transferred its political loyalty to the Whigs when two party politics began in the 1830's. Many Creoles were sugar planters with connections to New Orleans banking and business. The Democrats were mostly Americans, except for a few Acadians who rode the open ranges. Many of the Democrats were independent yeomen farmers who had no interest in paying taxes to support improvement projects on the waterways or in New Orleans. The Crescent City started out as a hotbed of Whig sentiment, but as immigration into the city increased, the Whigs began losing their hold and the city became a political battleground.

By the late 1830's North Louisiana leaders and one man from New Orleans were giving the Whigs the most trouble in the state. That one man was Orleans Parish Democratic leader John Slidell. First a Congressman, and then, by the 1850's, a powerful U.S. Senator, Slidell was born in New York and graduated from Columbia University. He traveled extensively in Europe and appreciated French culture. Slidell cultivated ties with the French population in New Orleans and got them to switch their loyalties to the Democratic Party. He also courted Irish and German immigrants. During the 1850's the Democrats were particularly successful at defending slavery against increasing criticism from the North. When the Whigs failed to do that, their party died. This was a sign that our nation was tearing itself apart.

GLOSSARY

Creole: Person of French or Spanish ancestry living in Louisiana.

Flatboatmen: Men who navigated the flat boats down the Mississippi River to New Orleans, carrying goods, in the days before steamboat travel.

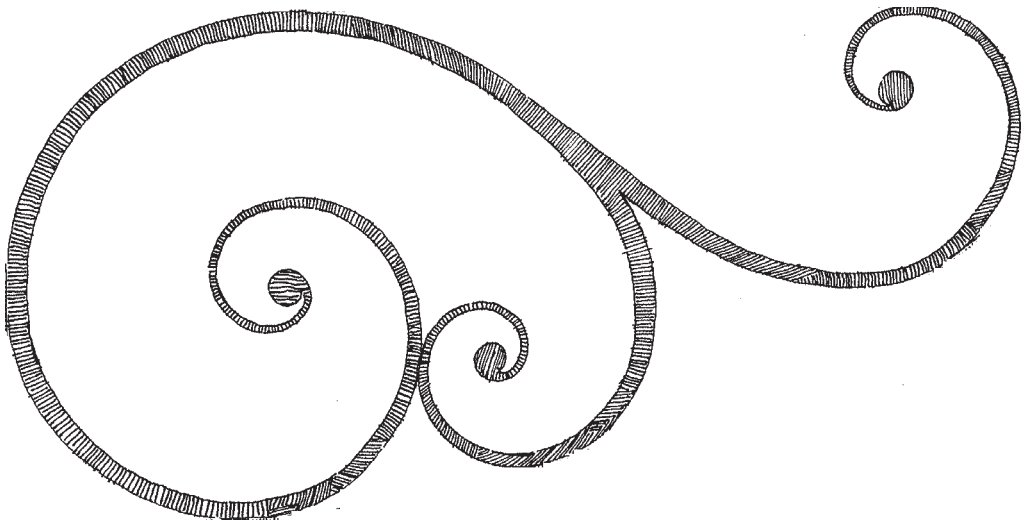
Militia: Citizen soldiers or volunteers who were not professional military men

Whig: Name of a political party in the United States taken from the party of the same name in Britain that opposed the King. The name was taken to emphasize the party's opposition to President Andrew Jackson.

BIBLIOGRAPHY

Crete, Liliane. Daily Life In Louisiana, 1815-1830. Baton Rouge: Louisiana State University Press, 1978.

Northup, Solomon. Twelve Years a Slave. Sue Eakin and Joseph Logsdon, editors. Baton Rouge: Louisiana State University Press, 1968.



Louisiana: A History
Episode Two: The New Americans
Topic Guide and VHS Locator

Topic	*Title As It Appears on Screen*	*Minutes into program*
1: Claiborne & The Creoles	*Claiborne & The Creoles*	03 min. 38 s.
2: Spanish Border Disputes		08 min. 18 s.
3: Slaves and the Plantation Economy	*Slaves & The Plantation Economy*	10 min. 43 s.
4: The Slave Revolt Of 1811		17 min. 19 s.
5: Louisiana Law & Statehood	*Louisiana Law & Statehood*	20 min. 43 s.
6: The Battle Of New Orleans	*The Battle Of New Orleans*	23 min. 09 s.
7: Creoles Of Color		28 min. 15 s.
8: New Louisianians	*New Louisianians*	34 min. 41 s.
9: Antebellum Prosperity		37 min. 52 s.
10: Slavery and Secession		46 min. 39 s.

Episode 2 Activities: Part 3

Topic: Antebellum Louisiana

Louisiana Social Studies Content Standards:

G-1D-M2 explaining and giving examples of how characteristics of different physical environments alter human activities;

E-1B-M7 describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M locating and describing Louisiana's geographic features and examining their impact on people past and present;

H-1D-M5 tracing the development and growth of Louisiana's economy throughout history;

Key Terms:

slavery, land use, life expectancy, (relate to slaves), standard of living, plantation system, technological advances, productivity, goods, services, compromise, political parties, political campaign, and elections

Introduction:

The students will consider the concept of point of view. For discussion, have them think of an event that has happened this week, at school, in the community, the state, the nation, or the world. Then have them identify as many different points of view as possible for the event and explain the factors that influence each point of view. One example would be a basketball game between the school and a rival school. Follow this lesson by asking the students to discuss how point of view relates to antebellum Louisiana.

Viewing Guide:

The viewing guide identifies the changes that have occurred in Louisiana since the antebellum era. A handout is provided.

Activity 1: To review information in the video, small groups prepare review questions. Each group is assigned either who, what, where, or when questions. The group should develop at least five questions with their terms and then formulate two why questions, all written separately on index cards. After the cards are collected, distribute them to other groups. Each group is given cards with one each of the who, what, where, when and why questions. The groups discuss the answers to each of the questions they have been given and then report their answers to the class.

Activity 2: A primary source describing a plantation is analyzed. A handout is provided.

Activity 3: Students will examine the concept of point of view as it relates to antebellum Louisiana. A handout is provided.

Activity 4: Provide students with blank large index cards. They will design a postcard from this period, with an illustration and a message on the other side.

Activity 5: A handout is provided for an economics activity. The visual chart will show goods and services in the antebellum economy.

Activity 6: To recognize the importance of contributions of individuals, students select one person who deserves to be recognized and prepare certificate of award. The certificate should include a statement about why the person is receiving the award. One example is Norbert Rilleaux.

Activity 7: Work songs were an important element of life in Louisiana during this era. In groups, students will develop a work song or rhythm for schoolwork.

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?
2. What effect did the steamboat have on the economy of antebellum Louisiana?
3. New Orleans was described as experiencing an economic boom. Explain this statement.
4. What economic reasons did Louisiana have for not seceding from the Union?
5. Why was the Whig party popular with some of Louisiana's planters?
6. What reasons would explain why so many immigrants came to New Orleans?
7. What factors might have influenced how the immigrants were accepted in the city?
8. What generalizations can you make about the culture of the time, based on what you learned about the entertainment?
9. Which form of entertainment would have been your choice? Why?
10. Slaves developed their own culture within plantation life. Can you identify any group today, which could be considered as having a culture within the main American culture?
11. How does the information you learned about life of the pioneers of North Louisiana compare with what you know about pioneers of the American West?
12. How did slavery affect the family structure of the slaves?
13. Cajun families helped each other work on their farms. How did they benefit from this practice?
14. Can you think of any examples today of people helping each other like this?

Viewing Guide Handout

One way to study the past is to identify the changes that have occurred since that time. As you watch this video, look for information about what is no longer found in Louisiana today. Some examples may include economic activities, cultural activities, social behavior, transportation, technology, types of buildings, and functions of government .

What I would not see in Louisiana today:

Activity 3: Point Of View

Understanding point of view helps us understand the actions and attitudes of individuals and society. When we apply this concept to the past, we also recognize that historical perspective is important. People look at today's events and issues according to their own experiences, attitudes, and knowledge. People in the past did the same. When we look at events from the past, we have different experiences, attitudes, and knowledge than anyone at that time. We need to recognize our different historical perspective.

Past Event, Situation, or Issue	Historical Perspective

Activity 3: Plantation Life

Describe plantation life from the point of view of a slave and from the point of view of a plantation owner. Think of these different experiences and complete the activity below. For each point of view, list ten words or phrases that might have been used to describe plantations.

Ten words a slave would use:
Ten words a plantation owner would use:

Choose another example from Antebellum Louisiana and list two different points of view. Choose five descriptive words for each, showing how two groups of people see the same situations in very different ways. For example, the coming of the railroad would seem very different to the steamboat captain as compared with the owner of the new railroad.

Activity 5: Antebellum Economy

By the 1830's, Louisiana's economy was becoming more specialized. More goods and services were being produced. Goods are physical items such as food, clothing, cars, and houses. Services are activities people perform for a fee and include such things as medical treatment, education, and haircuts.

Complete this chart with simple drawings of examples of goods and services that were part of the Antebellum economy.

Goods	Services

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.

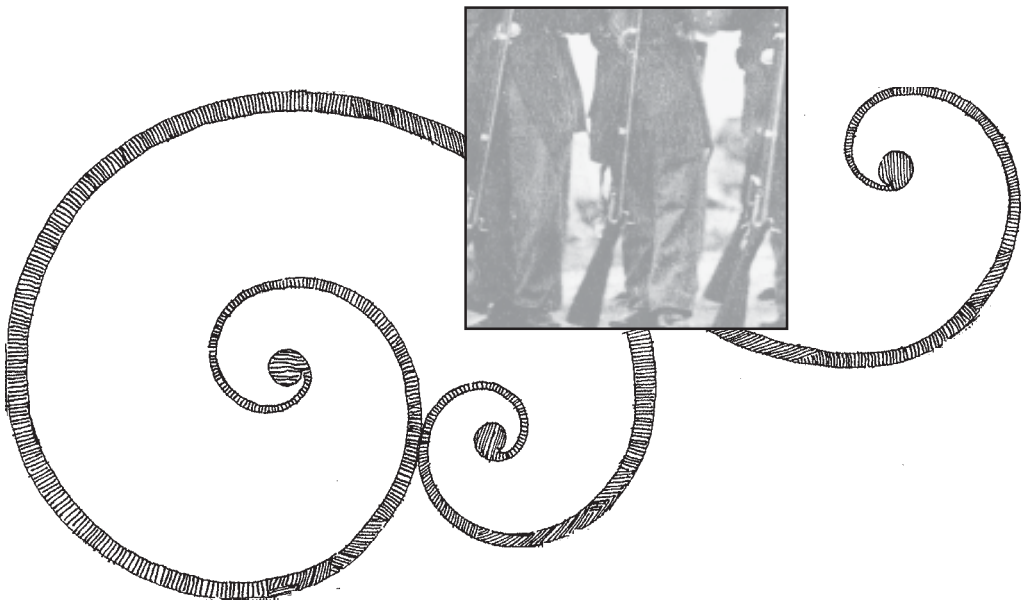
Regiment: Military organization of three to seven hundred men.

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

BIBLIOGRAPHY

Tunnell, Ted. Crucible of Reconstruction: War, Radicalism, and Race in Louisiana, 1862-1877. 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: A *Confederate Louisiana*	*A Confederate Louisiana*	03 min. 23 s.
2: Louisiana in the Confederacy		05 min. 36 s.
3: *The Fall of New Orleans*	*The Fall of New Orleans*	09 min. 05 s.
4: In the Belly of the Beast		17 min. 24 s.
5: The First Signs of Hope	*The First Signs of Hope*	20 min. 08 s.
6: Free People of Color		23 min. 28 s.
7: *The River Campaigns*	*The River Campaigns*	26 min. 11 s.
8: General Banks		29 min. 54 s.
9: *The Longest Siege* (Port Hudson)	*The Longest Siege*	32 min. 20 s.
10: Disillusion & Desperation	*Disillusion & Desperation*	37 min. 04 s.
11: *Empty Victory* (Red Rvier)	*Empty Victory*	40 min. 30 s.
12: A *Lost Cause*	*A Lost Cause*	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

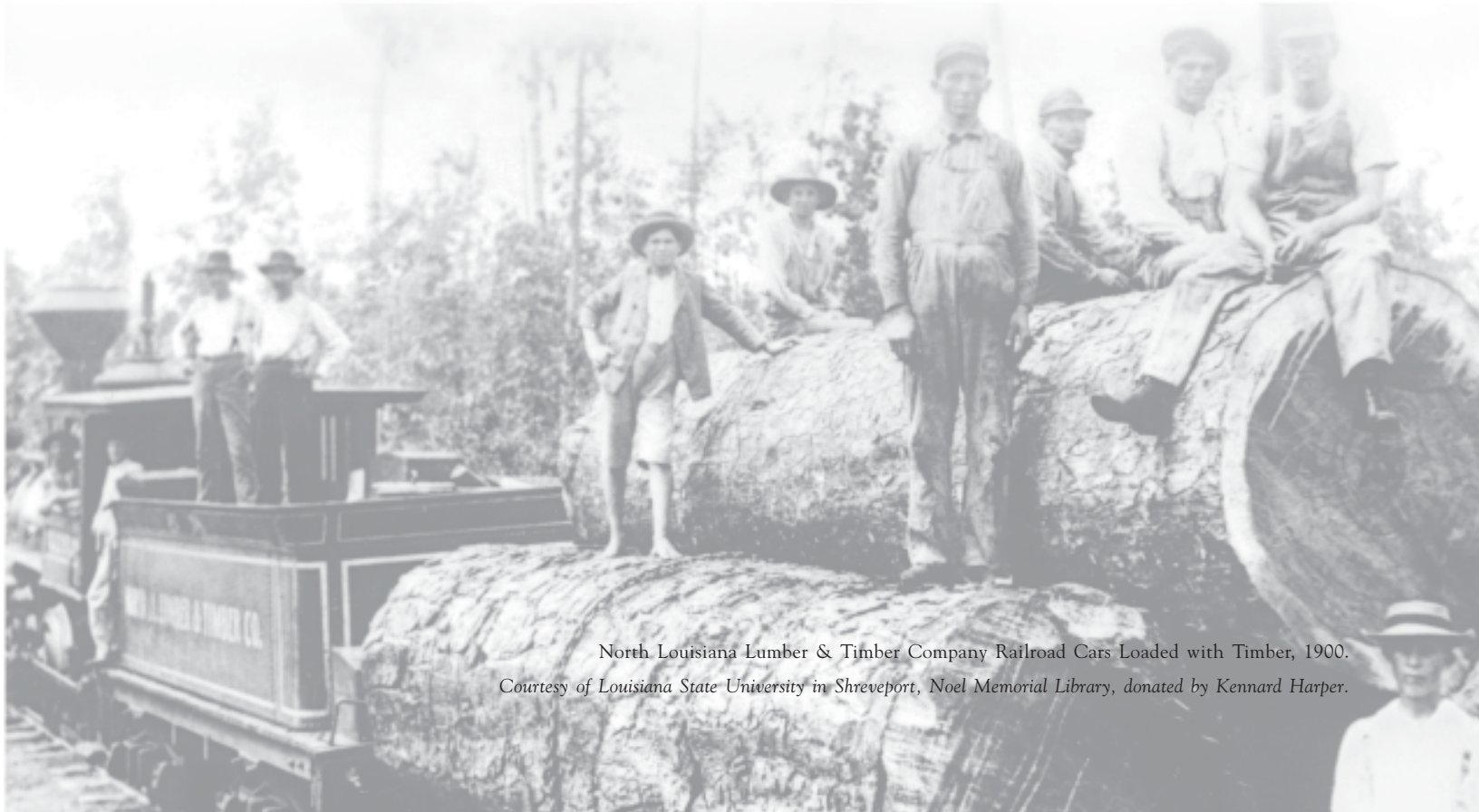
Finally

PRESIDENTIAL RECONSTRUCTION

Episode 4:
The Search for Order

Even before the Southern states admitted defeat, Reconstruction began. President Abraham Lincoln issued the Emancipation Proclamation, which went into effect in 1863, freeing the slaves in Confederate Louisiana. Lincoln outlined his plan for reviving the government of states under military occupation. His ideas came to be known as the Ten Percent Plan. After ten percent of the state's voters who were registered in 1860 swore loyalty to the Federal government, they could hold a constitutional convention and re-establish a loyal Union government. Readmission to the Union would follow. Lincoln's terms were lenient. They did not call for punishment of the Confederates, nor did they do anything for African-Americans beyond giving them their freedom.

A group of mostly white Unionists held a constitutional convention in Louisiana in 1864 before



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.

the Civil War was over. Most of the delegates to this convention were Yankees who had come south. These individuals were called carpetbaggers. Some of the delegates were free men of color. All had joined the new Republican Party. This new state constitution abolished slavery. It also gave substantial support to desegregated schools. The real sticking point of the convention centered on voting rights. Because the free men of color had been slaves and were uneducated, many Unionists were unsure if they should be given the right to vote. Lincoln himself had never been clear on this issue. In the end, blacks were denied the right to vote because the convention delegates failed to act. Northern radicals were troubled by this turn of events because they supported voting rights for African-Americans.

After the surrender of the Confederacy in May of 1865, responsibility for Reconstruction reverted to local authorities. The Freedman's Bureau, an organization that managed the transition from slavery to wage labor, monitored treatment of free men of color and found three hundred cases of abuse in Louisiana during 1866 alone. Through violence and intimidation, planters got their workers to sign yearlong labor contracts that put free men of color at a distinct disadvantage. In Caddo Parish, several black men were killed when they protested, but the authorities did nothing. Then local parish governments and the new Louisiana legislature began passing Black Codes. These laws regulated labor and restricted the movement of free men of color. Conditions were akin to slavery once again.

The radicals in the Republican Party watched these matters with disgust. Lincoln had died but Andrew Johnson, his successor, had continued along the same lenient path as his predecessor. Pardons for Southerners were given freely. No effort was made to abolish the black codes or guarantee black political and civil rights. In 1866 radicals in Louisiana called a constitutional convention, or amendment meeting, at a hall in New Orleans, so that they could rewrite the state's Constitution. These radicals had no authority to call such a gathering. Their actions angered white Democrats, who believed that radical Republicans were pushing black civil rights too far. A number of whites disrupted the meeting and a race riot began. When it was over, thirty-four African-Americans and four whites lay dead. Over one hundred blacks lay injured and bleeding, many with serious gun shot wounds. Twenty-seven whites were wounded as well.

News of this riot and a similar one in Mem-

phis, Tennessee outraged the radial Republicans in Congress. They argued reconstruction under President Andrew Johnson had failed miserably. They supported civil rights for blacks, and endorsed full educational opportunities for the disenfranchised so that they could become full members of society. The Louisiana Riot in 1866 in New Orleans proved that Presidential Reconstruction was a failure. Congressional radicals pushed President Johnson aside, nearly impeaching him, so that they might run Reconstruction and improve the situation for former slaves.

RADICAL RECONSTRUCTION

Radical Republicans were those Republicans in Congress who disagreed with the lenient approach of Presidential Reconstruction. Most wanted the defeated Southern states to be punished for their insurrection and believed that newly freed African-Americans deserved the right to vote. All Southern states, including Louisiana, became military districts. Generals were put in charge of state governments. States remained under military rule until they ratified the fourteenth and fifteenth amendments to the U.S. Constitution. These amendments provided civil rights and voting rights to free men of color.

Louisiana complied. Blacks were given the right to vote. In south Louisiana, where blacks were in the majority, political unknowns were elected to office. Donaldsonville elected the first black mayor of any city in the United States. Another new state constitution was written in 1868. Almost half of the delegates to that constitutional convention were African-American. For the first time in Louisiana's history, the state had a bill of rights that protected the civil liberties of all.

Following the impeachment of radical Governor Henry Clay Warmouth, Louisiana's Lieutenant Governor, an African-American named P. B. S. Pinchback, assumed the governorship and held that office for about a month. White resistance to Reconstruction grew especially violent after Radical Republican William Pitt Kellogg became governor.

Kellogg was a carpetbagger from Illinois who had served in the Union army. He had the backing of the state's blacks because of his commitment to equality and his wish that Radical Reconstruction continue. At Colfax in 1873, and in New Orleans and Coushatta in 1874, whites murdered black Republicans and fought Kellogg's troops in heated battles. Nearly five thousand blacks were killed in Louisiana as a result of vio-

lence during the Reconstruction period. Such tragedy was not peculiar to Louisiana. It occurred all over the South. Democrats finally won control of the state and of the South in 1877. Intense distrust of radical Republicans lingered for nearly three generations.

BOURBONISM

When white southern Democrats took over various state governments in 1877, critics called them Bourbons because, like the Bourbons of France who were restored to power following the French Revolution, these politicians lived in the past and never learned from it. The Bourbons who were in office across the South wanted to turn back the clock. They wanted to believe that the Civil War and Reconstruction never happened. They romanticized the Antebellum South and the Confederate "Lost Cause." Most Bourbons had been Confederates during the war and opposed the radical Republicans during Reconstruction. They felt it was wrong to free the slaves and resented giving them equal rights. Bourbons did everything they could to revoke those rights.

Nearly all were men of property, who hated taxes and preferred small government. Most gathered in exclusive, cliquish groups. They helped their business friends get government contracts. The infamous Louisiana State Lottery Company and the James Prison Lease are but two examples of the types of "special privileges" Bourbons bestowed. Both were corrupt and exploitive ventures.

Few, if any, of the Bourbons cared for the common man. Most Southern states under Bourbon control did little to promote education. Although money was available, spending remained low well into the twentieth century. Illiteracy was widespread and, because of that, many Southerners had minimal incomes. The schools that did exist remained segregated. If black children received any schooling at all, it rarely went beyond the elementary grades.

Bourbons were racists of varying degrees. They blamed their states' economic woes on poor, uneducated African-Americans. They passed laws that separated the races at all public facilities. Most Louisiana Bourbons were either cotton planters in the northern part of the state or members of the courthouse crowd. They were on their local election boards or held other offices in their parishes. Many owned general stores, built railroads, cut timber, or ran local businesses. The Bourbons were closely aligned with newspaper editors in Louisiana's major cities, especially those in Shreveport and New

Orleans. They dedicated themselves to suppressing African-Americans' political and economic gains. Because they were sharecroppers and tenant farmers in the cotton parishes, blacks were victimized by powerful planters. The Bourbons blithely stuffed ballot boxes, miscounted black votes, and thought nothing of using violence and economic intimidation to put their Democratic candidates in office. Lynchings were common in some northern hill parishes. Many whites resorted to terror to assert their authority. The Louisiana Constitutions written in 1879 and 1898 reflected Bourbon thinking. The 1898 document took voting rights away from both blacks and poor whites. On the local level, the number of segregation laws increased. This continued well into the early part of the twentieth century. From the end of Reconstruction to the era of Huey Long, Bourbon neglect was rampant and Louisiana suffered because of it.

THE COLONIAL ECONOMY AT THE TURN OF THE CENTURY

Following Reconstruction, Louisiana's economy remained largely agricultural. Cotton, sugar, and rice were the staple crops. Because so many plantations were destroyed during the Civil War and because slavery had been abolished, it was necessary for landowners to forge new economic arrangements with their laborers. Few Louisiana citizens, either black or white, could afford to buy land. Most had to work for others in order to survive. The most common arrangement involved sharecropping, wherein farmers shared a percentage of their crop with the owners of the land they cultivated. Sharecropping was prevalent in the cotton-growing parishes. Harvest time was all-important because it was when the cotton was weighed and accounts were settled. Sharecroppers usually found themselves in debt to their landowners. Few were able to save money and escape the cycle of poverty.

Cotton and sugar raised in Louisiana were sold in other areas of the world. By providing these raw materials to the outside world in return for manufactured goods, the state's economy remained a colonial one. Louisiana produced few durable goods on its own; thus, local wealth was concentrated and limited to those who controlled the production and flow of raw materials out of the state. There was a minimal amount of industrial production occurring in New Orleans, but this activity was the exception rather than the rule.

To add to the colonial nature of the economy, large lumber and oil corporations from

the North moved into Louisiana during the late nineteenth century. The state's vast pine forests were still largely untouched and provided excellent raw material for companies that had already cut all the timber elsewhere. In a short time, sawmills and railroads sprang to life as trees were felled and converted into building materials. Some lumber companies established towns, such as Long Leaf in Rapides Parish, where locals found employment. These lumber companies, however, merely extracted Louisiana's raw materials and sold them elsewhere. Their profits went, for the most part, out of state. Companies paid little for the privilege of cutting down Louisiana timber and their investment in the state was minimal compared to their profits.

The story of oil is somewhat similar. The first oil well was drilled in Jennings in 1901 and the first big boom took place in northwest Louisiana near Bossier City in a place now called Oil City. Once again a precious natural resource was extracted from the state. Although some jobs were provided in return and some development occurred, the overall flow of resources and money was out of the state. Standard Oil Company built a refinery in Baton Rouge. Other companies followed suit and job opportunities increased; but the dire environmental consequences of this development fell upon the locals and not upon corporate owners from out of state.

SEGREGATION AND JIM CROW

Racism became institutionalized in Louisiana when the Bourbons passed laws that treated blacks as second-class citizens. In 1890, Bourbon hatred of African-Americans manifested itself in the first Jim Crow legislation in the South. The term "Jim Crow," which had been around for years, referred to a popular black-faced dance that negatively stereotyped African-Americans. Most Jim Crow laws applied to public sector activities, including transportation, dining, and shopping.

In 1890, Senator Murphy J. Foster introduced the Separate Car Act which required African-American passengers to sit apart from white passengers in railroad cars. Homer Plessy, a New Orleans civil rights activist, challenged this law. The authorities arrested him. The case went from the local courts to the state courts to the United States Supreme Court in Washington. In May of 1896 the Supreme Court ruled in Plessy v. Ferguson that the concept of "separate but equal" stood as the law of the land. Voting with the majority was an Associate Justice named Edward Douglas

White, a sugar planter from Lafourche Parish and the son of a former Louisiana governor. The Supreme Court's ruling in Plessy v. Ferguson facilitated segregation throughout the south. All forms of public transportation maintained separate seating sections for whites and blacks. Those who tried to resist were met with violence. Lynchings increased from the 1890's into the early 1900's.

EDUCATION IN BOURBON LOUISIANA

In colonial times, most of the schools that existed were supported by the Catholic Church or religious orders doing missionary work. The Old Ursuline Convent, which opened in 1749, was the first school in which a small number of Indians, as well as some white and black children, were taught. Usually only the wealthy could afford to send their children for instruction. In Antebellum times, plantations employed a huge number of slaves who were not educated. Reconstruction provided limited educational opportunities, but few efforts at improving education for blacks were made until the 1960's. For the most part, Louisiana did not have a school system before the Civil War. Planters concerned about their children sent them north or to Europe to get an education. More often, though, planters imported private tutors from the north to teach their children.

Some parishes were lucky enough to have what were called "academies" or "colleges." These institutions were one-room schoolhouses for poor whites and the children of less prosperous planters. Most of the students were boys because girls were kept at home to learn household skills from their mothers. The teachers at these "academies" were often Northerners. One-room schoolhouses were usually packed with students of varying ages and ability levels. Teaching often took a back seat to discipline. Most Cajuns stayed away from such schools because they spoke French and could not easily learn English, much less Latin or Greek. Yet by 1850, about half of all white children in the state were exposed to some form of rudimentary education, be it from private tutors or one-room schoolhouses.

Before the Civil War, Louisiana had some of the wealthiest communities in the country. The state had the means to build public schools but choose not to do so. Individuals were left to fend for themselves. By 1850, Massachusetts had a statewide public education system in place. No such effort was undertaken in Louisiana. The Civil War destroyed the state's agricultural prosperity. For many years Louisiana had little means with which

to improve education on a statewide scale, nor did Louisiana have the will to do so.

Reconstruction provided only a little hope for the state. The carpetbaggers who came south brought the ideas of the great Massachusetts educator, Horace Mann. Nevertheless, local whites opposed racial equality. Mostly they disdained the few experiments in interracial schooling that occurred in New Orleans and the higher taxes that were required to support the teachers who brought radical ideas from out of state. Corruption was rampant.

The black radical Republican State Superintendent of Education during Reconstruction complained that most of the funds given to his office were "squandered and misappropriated" by the political hacks who administered educational "reforms." Most of the time, teachers in New Orleans were forced to cash their paychecks at half their face value because the credit of the state was not very good. Few banks were willing to cash teachers' salary checks at full value because such checks could be worthless at any given time. Consequently, few were motivated to enter the teaching profession, and those who did left the state for more secure pay elsewhere if they could.

The end of Reconstruction in 1877 doomed public education in Louisiana. The Bourbon's opposed it. Their general neglect of the state from 1877 to 1900 made widespread public education impossible. The Bourbons regarded education as a personal matter, one in which the state should not become involved. They preferred private education for the children of the elite. In the late 1870's the Bourbons slashed the state's education budget, which effectively undercut the small advances made by the radical Republicans during Reconstruction. No new schools were built, few new materials were purchased, and minimal effort was made to improve the education of black children. The Bourbons refused to fund additional black schools and denied help to those already in existence. Racism motivated state leaders to segregate schools even more than they already were. The United States Supreme Court affirmed the Bourbon's practice when it issued its "separate but equal" ruling in the Plessy v. Ferguson case in 1896. Louisiana's public schools remained segregated until the 1960's.

Bourbon neglect and racism was strongest at the parish level. In 1880, Ouachita Parish did not have one single public school for either whites or blacks. In another parish the children met for class in a barn full of sheep. The Bourbons put a clause in the

1879 Constitution that capped parish school superintendents' earnings at $200 a year. This small salary, coupled with the lack of any support for local public schools caused Louisiana to fall further and further behind the American mainstream.

Louisiana did have several opportunities to get outside funding for public education, but the money never materialized. From 1883 to 1888, Congress debated a bill that would have given the state four million dollars to improve its educational facilities. Most Bourbons opposed the idea, however, because they claimed that if Louisiana accepted the money, northerners would come down and meddle in local affairs. Henry J. Hearsy, an ardent Bourbon, vehemently opposed accepting federal dollars because the money had to be used to improve both white and black schools and Bourbons opposed the education of blacks. In the end, Bourbon opposition won out, and the state lost millions of dollars in federal funds.

The blacks in the state suffered the most. At the time there were only 828 black teachers for the nearly 200,000 black school age children in the state. Of these 828 black teachers, only a small percent had advanced degrees. In 1890, only about 30% of the African-Americans in Louisiana could read. Bourbon policy condemned these people to ignorance and poverty. The state of black education remained poor from the late nineteenth century until the 1950's and 1960's, when the famous Brown v. Board of Education decision was rendered and the civil rights movement ended school segregation. Bourbon neglect had taken its toll on the state.

POPULISM

By the 1890's, discontent with Bourbon rule became evident in the countryside. Modest farmers in North Louisiana became trapped in a cycle of depressed prices and debt. Drought and crop failures caused frustration. Poverty plagued the land. Approximately seventy percent of white farmers in Louisiana were in debt, as were nearly all African-Americans. Prices for goods bought on credit were nearly twenty-five percent higher than their cash value. Sharecropping and tenant farming made the situation worse. Bourbon Democrats refused to change the laws to protect poor Louisianians from arbitrary railroad rates and northern creditors. As a result, local farmers were attracted to a new national movement, which came to be known as the Populist Party. This movement was centered in the rural Midwest and South. Southern Populists were a threat to the Bourbons because they splin-

tered the Democratic Party.

In the spring of 1893, the United States tumbled into a severe depression that lasted until 1897. One hundred fifty-three of the one hundred fifty-eight national banks in operation in the south and west went out of business. The price of cotton, sugar, wheat, and corn fell to half their previous levels. Populists, who had long complained about the evils of Wall Street, railroads, and creditors, were outraged. Party membership surged. The Populists ran candidates in the 1892 election in Louisiana and survived until 1896 when they were defeated by Murphy J. Foster. While the Populists may have failed as a party, their ideas did not die out in the hill parishes of North Louisiana that produced Huey. Long.

THE ELECTION OF 1896

In 1894, the Democrats in Congress upset both Republicans and the sugar growers in south Louisiana by passing the Wilson-Gorman Tariff. This new tariff removed government protection from industries and withdrew government subsidies for sugar. Immediately, sugar growers in Louisiana bolted from the Democratic Party to the Republican Party in protest. African-American laborers who were Republicans were suddenly allowed to vote freely in elections.

As the national depression deepened, the political prospects of the discontented sugar planters and the Populists improved. In many states they combined forces with the few remaining Republicans. The Bourbons continued to ignore the Populist demands for relief. Terrible flooding in 1893 added to the misery on many farms. With little warning the water dried up and a severe drought hit Oklahoma, Arkansas, Texas, and northern Louisiana. With the defection of the sugar planters to the Republican Party, the Populists active in the north central parishes, and the advent of a civic reform league aimed at ending the corrupt New Orleans' mayoral regime that was allied with Governor Murphy J. Foster, the Bourbons were in trouble. The Populists and Republicans united into a movement to fuse their ideas and their members were disgruntled farmers, sugar planters, and African-Americans.

On January 23, 1896, sixty-seven year-old sugar planter John Newton Pharr was nominated as a gubernatorial candidate. Pharr lived in St. Mary Parish, was a neighbor of Governor Foster, and considered himself to be a Republican; however, he held many Populist views that won him acclaim in the depressed parishes of the north. Disgruntled

sugar planters contributed to his impressive campaign chest in an effort to scare Foster and his allies.

The Democrats united because control of the state was at stake. Bourbons and their reactionary policies were the issue. Most newspapers and courthouse leaders supported the Bourbons, particularly in the cotton parishes along the rivers. Election supervisors, for the most part, were in Bourbon hands, meaning that fraud would be used in order to secure the election. African-Americans were bribed and intimidated. A record twenty-one lynchings were reported in Louisiana in 1896, but the actual number was undoubtedly much higher. Democrats resorted to blatant racism to get white voters on their side. Foster and his allies tried to shame the Populists and white Republicans by reminding them that they were cooperating with the African-Americans as the Reconstructionists had done. Pharr carried almost all of Acadiana, southwest Louisiana, north central Louisiana, and East Baton Rouge Parish. Thanks to fraud, Foster carried the cotton parishes along the Mississippi and Red Rivers. He also won a majority of votes in and around Shreveport and New Orleans.

To ensure that white rule was never threatened again, Louisiana Bourbons revoked the voting rights of blacks and many poor whites. Foster's constitutional convention of 1898 tied property ownership to voting, thus disenfranchising many. Republican Party registration in Louisiana went from 130,334 men in 1896 (with twenty-six parishes showing a black majority) to 1,342 men in 1904 (with not a single parish showing a black majority.) To win back the support of poor whites, many were "grandfathered" in provided they could prove that someone in their family had voted before 1867. Despite this concession, many whites were so frustrated with the political process that they abandoned it in disgust. Disenfranchisement destroyed both the Republican Party and the Populist Party. The removal of these two groups made elections in Louisiana more honest and less violent after 1896. The Bourbons remained supreme and unchallenged until a whirlwind from Winn Parish toppled their regime.

PROGRESSIVE REFORM

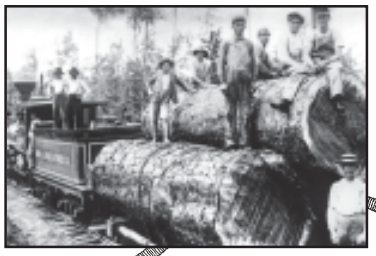
The Progressive Movement began as a national reform effort to clean up corruption and mismanagement in cities around the nation. The big urban centers of New York, Chicago, and even New Orleans saw well-to-do, middle class people urge honesty in office and a business approach to management. Historians have called these Louisi-

ana progressives Urban Bourbons, because they wanted improvement but they did not want to upset the state's prevailing racial and social mores.

Kate and Jean Gordon were among the state's Urban Bourbons. They advocated for better drainage and took up the cause of women's suffrage. Several governors took tentative steps towards reform as well. Newton Blanchard, who was an ardent Bourbon stalwart from Shreveport, signed a bill into law that created primary elections. For the first time Louisiana voters would have a voice in determining their party's candidates. Because only the Democratic Party survived in Louisiana, and blacks were denied the right to vote, critics called Blanchard's law the "white primary." Blanchard also funded the construction of more schools and instituted a teacher certification plan. His appointment of the state's first true Superintendent of Education was another step in the right direction; nonetheless, the Louisiana schools that did exist remained segregated. Illiteracy was still prevalent and educational opportunities were few. Blanchard's Lieutenant Governor, J. Y. Sanders later became Governor. He built a few gravel roads, but his reforms were not comprehensive. The most notable progressive governor was John Parker, who served during the early 1920's. He instituted a severance tax on all oil removed from the state. For the first time, oil companies would have to pay the state for the natural resources they extracted; however, Parker's tax remained low and its full potential was not realized until much later. It would take Huey Long to institute real change in Louisiana.

GLOSSARY

Bourbon: Member of Louisiana's conservative white



elite

Lottery: Game of chance based on the purchase of a ticket

Progressive: Reformer who wanted to rid government of corruption and improve, but not completely change, society

BIBLIOGRAPHY

Hair, William Ivy. Bourbonism and Agrarian Protest: Louisiana Politics, 1877-1900. Baton Rouge: LSU Press, 1969.

Louisiana Social Studies Content Standards:

C-1B-M2 identifying and describing the historical experiences and the geographic, social, and economic

Louisiana: A History
Episode Four: The Search For Order
Topic Guide and VHS Locator

Topic	*Title As It Appears on Screen*	*Minutes into program*
1: Mechanics Institute Riot		03 min. 43 s.
2: *Radical Reconstruction*	*Radical Reconstruction*	05 min. 49 s..
3: *Republican Louisiana*	*Republican Louisiana*	10 min. 42 s.
4: Government Under Siege		13 min. 38 s.
5: *Terrorism*	*Terrorism*	19 min. 06 s.
6: The Battle of Liberty Place		21 min. 36 s.
7: *The End of Reconstruction*	*The End of Reconstruction*	22 min. 52 s.
8: Bourbon Redeemers		26 min. 22 s.
9: Sharecropping		28 min. 37 s.
10: Bourbon Vs. Populists		30 min. 10 s.
11: *Separate But Equal* (Plessy v. Ferguson)	*Separate But Equal*	31 min. 34 s.
12: *Momentous Changes* (The Lottery)	*Momentous Changes*	35 min. 47 s.
13: Industry and Advances		37 min. 45 s.
14: Education		42 min. 20 s.
15: *Sources of Hope*	*Sources Of Hope*	44 min. 05 s.

Episode 4 Activities: Part 5
Topic: Reconstruction

factors that have helped to shape American political culture;

H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history;

H-1A-M2 demonstrating historical perspectives through the political, social, and economic context in which an event or idea occurred;

H-1B-M13 comparing and evaluating various reconstruction plans of the post-Civil War era;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M2 tracing the development of the various governments that have been

H-1D-M3 identifying and discussing the major conflicts in Louisiana's past;

Key Terms:

Reconstruction, basic freedoms, Congress, President, election, appointed government positions, citizen, citizenship, and political parties

Introduction:

Students will examine the decision making process in their lives. The discussion guidelines are: Identify decisions you make in your life. Which of these decisions affect other people? When you make a decision, do you consider how your decision will affect others? Now, think of decisions made by other people that affect you. Do you think others consider the effect on you? Why is it hard for people to consider everyone involved? Do you think most people make decisions based primarily on their own needs and wants? Why or why not? Explain to students that conflict about decisions is a major theme of the Reconstruction Era.

Viewing Guide:

The students will look for information about the difficult decisions of this time. A handout is provided.

Activity 1: With a partner, students use a large sheet of newsprint to summarize the events of Reconstruction in Louisiana. The information should

be expressed with simple drawings rather than words.

Activity 2: With a partner, students role-play conversations that might have occurred during Reconstruction. A handout is provided.

Activity 3: Students examine the difficulties of the period, expressing themselves through art. They create an abstract drawing explaining the title of "The Darkness of Reconstruction." This can be done very effectively with a pencil only.

Activity 4: In small groups, students consider what motivates people. Explain that when crowds of people gather in excitement about a controversial situation, they frequently begin chanting together to express their opinions. Each group creates a chant that relates to one of the crowds that might have gathered during Reconstruction.

Activity 5: Students form groups to role-play an activity to focus on the process of decision-making. A handout is provided.

Activity 6: Students follow their group activity about decision-making by relating the decision-making strategies to the Reconstruction Period. In small groups, list several decisions that were made during this period and identify the strategy used to make the decisions. Each group reports to the entire class.

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 did Lincoln's assassination affect Louisiana?
2. When General Sheridan took control of Louisiana during Military Reconstruction, why did he remove office holders and appoint new ones?
3. Why do some people think Oscar J. Dunn might have been murdered?
4. Why was education so important for the freed slaves?
5. Why did so much violence occur during this time?
6. Why did Congress take away the right to vote from former Confederates in the Reconstruction Act of 1867?
7. Why did people during this time have so much trouble understanding opposing points of view?
8. How did infighting in the Republican Party affect the outcome of Reconstruction?
9. Confederates were allowed to vote immediately following the end of the Civil War, then lost that right. How did they react to this?
10. Freedmen received the right to vote during the Reconstruction period, then lost that right following the Reconstruction period. How did this affect events in Louisiana?
11. How did the presence of the Federal troops affect Reconstruction in Louisiana?
12. When Henry Warmoth was accused of being corrupt, he implied that everyone was doing it and it was acceptable. Why do you think people justify their actions with this argument?
13. What evidence shows that the government in Louisiana almost lost control?

Study the decisions made during Reconstruction. The video uses pictures and words to give you information. What did you see and hear in this episode that tells you about the difficult decisions people faced at that time?

SEE	HEAR

Activity 2: Conversations From History

With a partner, choose one of the following situations and develop a script for a short conversation. Your conversation should reveal their feelings, attitudes, opinions, or information about the time.

1. Two Confederate soldiers returning home to Louisiana
2. Two Union soldiers leaving Louisiana at the end of the war
3. Two slaves who have just learned they are free
4. Two young women from Boston who have come to Louisiana to teach in a school run by the Freedman's Bureau
5. Two former Confederates who are members of the first legislature after the war
6. Two wealthy African-Americans who have always been free in a discussion about whether the freed slaves should be allowed to vote immediately
7. Two African-American legislators who are discussing their goals for the state
8. Two former slaves as they discuss their living conditions after the war
9. Two members of Congress discussing the Reconstruction Act
10. President Grant and a political friend talking about why it is time to pull the troops from Louisiana

Activity 5: Making Decisions

Groups of people make decisions in several different ways. Some are more organized, such as voting and allowing the majority to decide. The majority opinion is the vote of at least one more than half of the people. Another organized way to make group decisions is to discuss until a consensus is reached. Reaching consensus means that the entire group agrees on the decision, even if some compromises have to be worked out.

An informal way to make decisions is to take turns as the person who decides. Sometimes the person who is the strongest, either physically or through personality or power takes over and makes the decisions.

With your group, select a situation in which you might have to make a group decision today. One suggestion is choosing a movie for the group. In your small group, role-play the discussion for each method for making decisions. Write a comment about each after the role-play.

1. I observed this about the **majority rule:**

2. I observed this about **consensus:**

3. I observed this about **taking turns:**

4. I observed this about **allowing the strongest to decide:**

Episode 4 Activities: Part 6

Topic: "Troublesome Dawn"

Bourbon Control and the Turn of the Century

Louisiana Social Studies Content Standards:

G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment;

G-1D-M3 analyzing the worldwide distribution and utilization of natural resources;

C-1A-M1 explaining major ideas about why governments are necessary and evaluating competing positions on the purposes governments should serve;

E-1A-M2 analyzing consequences of economic decisions in terms of additional benefits and additional costs;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M5 tracing the development and growth of Louisiana's economy throughout history;

Key Terms:

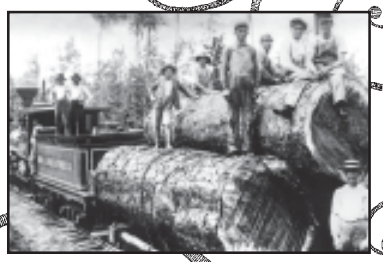
populism, Jim Crow Laws, Plessy v. Ferguson, taxes, natural disaster, flood, banks, investments, private versus public services, standard of living, natural resources, labor union, and strike

Introduction:

The students will discuss the role of power in their lives. Discussion questions include: Do you ever feel powerless? What is the situation? Who has the power in the situation? Can you identify situations in which there is a struggle for power? Can you identify any situations where everyone involved has part of the power? How do people get power over others? What different ways do people with power handle that authority? When do you have power? How do you handle it? Are you willing to share your power with others?

Viewing Guide:

A handout is provided. Students will identify people or groups of people who had power during this time and those who had little or no power.



Activity 1: Students create a political cartoon about one of the power struggles identified in their viewing guides.

Activity 2: In groups of four or five, students will discuss the following question: Which of these power struggles is still going on in some way, which are not occurring any more and what new power struggles are happening in Louisiana today? A reporter for each group will summarize the opinions of the group for the entire class.

Activity 3: Groups of six will role-play committees planning for the World's Industrial and Cotton Centennial Exposition held in New Orleans in 1884. The purpose of the committee meeting is to identify positive aspects of the time, the economy, cultural life, the people, and progress. They should elect a chairperson and a recorder.

Activity 4: Students will individually sketch a design for an exhibit or some part of an exhibit for the Exposition, based on their committee's report.

Activity 5: Students will consider the role of music in expressing a culture. This concept is introduced in the video with the information about jazz. Each student will create a mini-poster about this title: "My Music-My Culture."

Activity 6: Students will make predictions about the next turn of the century in 2100. A handout is provided.

Activity 7: The students will complete a writing assignment about their own lives at the beginning of the 21st century. 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 is society affected when some people are wealthy, some are poor, and few are middle class?
2. How did the Louisiana Lottery Company then differ from the Louisiana State Lottery now?
3. How did the lottery company gain and maintain power?
4. Why did the Knights of Labor get support in Louisiana?
5. Could the large banks have had a different affect on the economy at the time?
6. How did the tensions between groups of people affect Louisiana then and how are those effects still felt?
7. How did oil bring change to Louisiana?
8. Why was it possible for Burke to steal so much money from the state?
9. Why are workers sometimes willing to strike?
10. Why did the Exposition include both cotton and industrial in the title?

Viewing Guide Handout

As the 19th century ended and the 20th century began, the political and economic power was held by a small group of people, often called the Bourbons. This episode will explain the Bourbons and describe other groups of people who felt powerless. Use the chart below to identify these groups of people.

People and groups with power	People and groups with little or no power

Activity 6: Making Predictions

Predicting the future involves more than guesswork. Using information about the past and the present can lead to ideas about the future. Use what you learned about Louisiana at the turn of the 20th century and your own knowledge of the beginning of the 21st century to describe Louisiana in 100 years.

For each category, make one prediction.

Education:

Environment:

Culture:

Economy:

Technology:

Government:

Analyze Your Thinking

Knowledge of the past and the present may provide hints about the future but this will not give a completely accurate prediction. What other factors might influence what happens in the future?

The Turn of the Century

The turn of a century is considered to be the ten years before and the ten years after the first year of the century. Using this definition, you are living through the turn of the 21st century.

Consider the episode about the beginning of the 20th century. Think of life at that time for someone your age. What would you like to know about them and their lifestyle? Write a list of ten questions you would ask that person. Then answer those questions as they relate to life today. Use this information as your outline as you complete this writing assignment. Write a description about life at the beginning of the 21st century that would be interesting to someone your age at the beginning of the 22nd century. The length of your completed selection should be 150-200 words.

Episode 5:
Currents of Change

FLOOD OF 1927

In the spring of 1927, Louisiana fell victim to one of the greatest natural disasters the country had ever suffered. The torrential rains that fell the fall before burst the levees along the Mississippi River and its tributaries, leaving nearly two hundred thousand Louisianians homeless. Although the flood claimed casualties, the number was surprisingly low because of the first federally funded disaster relief aid organized by the U.S. Secretary of Commerce Herbert Hoover. The effects of the Great Flood of 1927 lasted long after waters receded and Louisianans began to see many social and political changes.

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.*

LONGISM

Huey P. Long was elected governor of Louisiana in the 1928 primary with only forty-three percent of the vote. Though hardly winning victory by a landslide, he embarked upon an ambitious agenda that included building more roads and bridges, erecting a new state capitol and a new governor's mansion, giving free textbooks to school children, and making LSU a first-class university, among other genuine improvements that were sorely needed after years of Bourbon neglect. Historians have often said that by doing these things Long brought Louisiana "kicking and screaming" into the twentieth century. In order to get all these programs passed by the legislature and accomplished in fact, Long often resorted to questionable means. Intimidation and corruption were hallmarks of his regime. Long believed that "the end justified the means."

His chief opponent in the legislature, Cecil Morgan, said Long was power-hungry and his methods were corrupt. During his final years in office Long took on many of the characteristics of a dictator; yet, if poor people out in the rural parishes needed roads or a bridge, they were going to have them, even if Long had to use every trick at his disposal to get the task accomplished.

Most individuals in the House and Senate opposed Long because they were gentlemen of the "old school," mostly lawyers or businessmen, who were content with doing very little with the small amount of money the state raised each year. Many of these legislators still thought like Bourbons and preferred minimal taxes and minimal state spending. They routinely asked company attorneys to draft the laws that regulated their own businesses. The taxes and fees these companies paid the state remained low. Standard Oil was famous for paying a "generous" one or two percent severance tax on the oil and natural gas that it extracted from Louisiana. Such cozy relationships raised the ire of Long, who witnessed, firsthand, the rural poverty of north Louisiana, the withering crops that could not get to market because of bad roads and the swollen bayous with no bridges across them. Long resented these well educated, pampered legislators who looked upon the House and Senate as their exclusive club. Long was driven by a certain class resentment. He masterfully played on this "rich versus poor" stereotype. Like Robin Hood, Long took from the rich and gave to the poor. He ascended platforms around the state and proclaimed "every man a King." When the nation was in the throes of the Great Depression, Long promoted a "Share

Our Wealth" policy. Songs were written about him. Using unprecedented radio addresses, Long mustered public support and asked people to urge their legislators to vote his way. Long rallied against his opponents and put men in office who supported his point of view.

While at first Long relied primarily on grass roots efforts to get his way, he also applied personal pressure on the legislature. Without notice, announcement, or warning, Long would burst into the hall and yell, scream, carry on, and bang on politicians' desks. The last governor to act in this manner was Henry Clay Warmouth, the radical Republican. Long adopted some of his tactics. Warmouth lived until 1932. Many allege that Warmouth read, or had someone read to him, newspaper stories written about this young man, and grinned widely and with great satisfaction upon hearing how Long shook up the statehouse.

ANTI-LONG SENTIMENT

Long's opponents were mostly the well-to-do fiscal conservatives who criticized the means and methods Long used to fund his public works projects. Most called Long supporters the "Tax and Spend" Party.

Both Sam Jones, who was elected in 1940, and Robert Kennon, who was elected in 1952, supported civil service reform to cut down on the number of state offices that were given out as political rewards. Kennon stuck to his principles. His tenure in office is remembered as the zenith of good government in Louisiana. Anti-Longism was his creed. Kennon secured the Civil Service, so it could continue without interference. Kennon also took a hard look at Angola, the state penitentiary, and made many improvements in its management. He brought prison buildings up to code. He also hired the state's first professional criminologist to manage the prison so that rehabilitation would be a primary goal. These reforms reflected Kennon's great humanity. He saw the need for electoral accountability to erase Louisiana's image as a corrupt place. He fought to put voting machines in every precinct in the state, including those in the rural parishes.

Kennon also developed a sound state budget. He believed that the public had a right to know what was going on with the state's money, so he passed the Sunshine Law that allowed the public to watch the budget committee do its work. He also reduced taxes by offering more exemptions. Part of Kennon's major reform package was his appointment of State Police Commissioner Francis Grevemberg, who carried out extensive raids on

illegal gambling, prostitution, and numbers rings that were operating around the state, as well as in New Orleans.

THE SCANDALS OF 1939

The candidate who won the governor's race in 1936, New Orleans Judge Richard W. Leche, had been an early member of the Long organization. The Leche administration immediately embarked on a pro-business course, because Leche was conservative and more urban-oriented in his thinking than any previous governor. He was determined to continue the public works programs of roads, bridges, hospitals, free school supplies, and all the other benefits that had made Huey Long so popular. Leche also tried to recruit industry to Louisiana. To pay for all these improvements, his administration raised property taxes slightly. While all this building was going on, Leche's popularity was growing. But things were not really what they seemed. Leche had become very friendly with a number of contractors who always managed to get favorable state contracts. The Governor was, in fact, involved in quite a number of shady deals. The division between state money, Long money, and Leche's own bank account became blurred.

In 1939, several New Orleans newspaper reporters uncovered a trail of theft, fraud, bribery, and kickbacks that led to Governor Leche. The public learned that Leche and some contractors had sold materials and built roads for the state at highly inflated prices, and that the governor received large kickbacks from his cronies. Leche was also implicated in a "hot oil" scheme in which petroleum was transported out of the state without a severance tax being paid on it.

Most devastating was the disappearance of 100 million dollars from the state treasury. The governor and his men scrambled to cover up their roles. Leche denied involvement, but soon the Federal Government was called in to investigate misuse of federal funds and the possibility of mail and wire fraud.

The worst revelation to come out concerned the President of LSU, James Monroe Smith, who had embezzled half a million dollars from state funds for himself. He had also lost half a million more in stocks and bonds. When Smith was arrested after fleeing to Canada, the story made international news. Hundreds of people were implicated in the wrongdoing. Leche's administration was completely discredited. Leche resigned from office, was convicted of his crimes, and served time in federal prison. The most important result of

these scandals was that anti-Long forces were able to seize the advantage in the next election and wrest the governorship away from Long sympathizers.

WORLD WAR TWO

To successfully conduct war on a global scale, the United States had to transform its economy to support wartime production. Instead of cars, pleasure boats, and commercial aircraft, industry had to construct trucks, tanks, jeeps, transports, ships, fighters, cargo planes, and bombers. Factories had to make guns, equipment, tents, and clothing. Food had to be processed for field use by our soldiers. Revolutionary changes were required for the South to respond to huge wartime demands. Nowhere were such economic changes more needed or more impressive than in Louisiana.

The oil industry expanded to meet the burgeoning need for fuel. The Standard Oil refinery, which had been opened in Louisiana since 1909, grew. The plant hired many new workers, both black and white, because democracy was at stake and all hands were needed; nonetheless, black workers were still segregated and paid less than their white counterparts. By the end of World War II the refinery in Baton Rouge had mushroomed into a huge industrial complex, and it supplied seventy-six percent of all the airplane fuel used in the war effort.

Standard Oil brought in plant managers from the north who had to be housed, fed, entertained, and occupied when they were not working. Many new workers came to Baton Rouge and boosted the local economy.

The military could not leave its major fuel plant defenseless against sabotage. The Army built Harding Air Field in Baton Rouge and stationed a fighter group there. World War II was an economic bonanza for the area. In 1940 the city's population was 34,000. In 1950 the city's population had climbed to 126,000. By 1960 Baton Rouge's population had increased to 164,000 and the city became a major petrochemical center.

Oil exploration was given a big boost during the war. Most of the world's known reserves had been captured when the Japanese took over Dutch possessions in Indonesia and the Germans took over most of North Africa's oil wells. Exploration off the Louisiana coast was encouraged.

New Orleans' shipyards supported the war effort. In fact, New Orleans supplied more than half of all the ships used in the war. By 1943, the United States Navy had more than ninety vessels in service that had been built in the Crescent City by the Higgins Shipyards. Higgins also built all of

the landing craft used on D-Day, as well as all of the landing craft used in the Pacific.

Perhaps Louisiana's greatest economic stimulant was the number of army training camps that were located in the state. Two huge military training facilities, Beauregard and Polk, prepared hundreds of thousands of men to go to war. Barracks had to be built and roads had to be constructed. Private contractors were hired on the spot to help the military construct their camps. Soldiers had to be fed, entertained, and taken care of when they left the camps on their days off. Private sector businesses provided for their needs. Other military bases were constructed in Louisiana during the war, and afterwards as well. The former England Air Force Base in Alexandria and the Belle Chasse Naval Station south of New Orleans provided a huge economic boost to the state.

Such economic stimulation meant greater markets, more jobs, and many changes for Louisiana, which heretofore had been primarily an agrarian economy. State government budgets increased dramatically.

JIMMIE DAVIS, THE SINGING GOVERNOR

When the 1944 election came around, the United States was still deeply involved in World War II, so partisanship was not as intense. Unity and determination prevailed over party politics. Such conciliatory sentiment gave political newcomer Jimmie Davis a chance to win high office. Davis had been born around the turn of the century in Jackson Parish and was the son of a poor sharecropper. His beginnings were very humble. Davis went to high school and attended Louisiana College, a Baptist institution from which he graduated in 1924. To put himself through college, Davis took a guitar and sang in the streets of Alexandria. During the summer he sang at gigs across the northern part of the state. His gospel tunes and country music themes won him great local acclaim. Davis earned a Masters Degree in Education from LSU and taught history and civics at Dodd College, a woman's school in Shreveport. He began to sing on Friday nights on KWKH radio. Decca records signed him to a lifetime contract. His single, "Nobody's Darling but Mine," won him national fame as one of the best country stars in the land. Davis formed a band and traveled around Louisiana, Texas and eventually the whole country.

By 1942, he had appeared in some minor parts in Hollywood B movies. His good looks and popularity won him many admirers among both young and old. One of his friends suggested that he

parlay his talent and appeal into political office. He ran for and won the north Louisiana seat on Louisiana's Public Service Commission. Davis evoked Huey Long in his campaign and cultivated his image as an innocent country boy from north Louisiana. Davis never followed the Long creed closely, but he always portrayed himself as a man of the people who wanted to make everyone happy.

Two years after getting elected to the Public Service Commission, Davis appeared to be a perfect candidate for the 1944 governor's race. The state needed someone who was honest and who could unite the state and make everyone forget the troubles of the war. Louisiana sorely needed that "feel good" spirit which Davis could provide. Davis approached Sam Jones and promised him that if Jones endorsed him, Davis would continue the anti-Long reforms. Since Davis was the most well known candidate running, Earl Long fielded an inconsequential opponent to run against him. The Scandals of 1939 were still fresh in everyone's mind and Earl knew that the Long name would not carry the day. Davis looked like a "shoe in" for the job. Most of north Louisiana wanted him, Jones endorsed him and the votes of south Louisiana would not be able to overcome his popularity. Davis also had lots of personal money to spend on his campaign. His record deals and movie performances had made him a wealthy man, and he was one of Louisiana's few truly self-made millionaires.

Davis came up with a very attractive campaign slogan—Peace and Harmony. This slogan had a double meaning—Peace and harmony in place of war and peace and harmony in local politics as well. Lots of people were sick of the bickering of the pro-Long and anti-Long factions, so Davis masterfully struck several chords among the people of the state. He traveled all over but made few speeches. He would ride up on his white horse, Sunshine, tell the crowd he was for peace and harmony, ascend the platform, strap on his guitar and give a free show. Davis won the election and served as governor from 1944 to 1948.

Davis assumed office with the blessing of Sam Jones and the reformers. Davis tried to keep their reforms going, but in the end he turned toward the pro-Long faction because they were capable of doing more favors for him.

Davis built more roads, raised the salaries of teachers and state employees, and built several charity hospitals around the state. He managed to both balance state budgets, like the anti-Long faction wanted, and spend money on all those "goodies" that the pro-Long faction demanded. At the

end of his term Davis had a 48 million dollar surplus. In contrast to Leche, Davis did a fine job of managing state money and was not as dictatorial as his predecessor.

The only real disadvantage to having Davis as governor was that he was rarely in the state. He went to Nashville to cut records and traveled around the country with his band. He went to Hollywood to star in movies and even portrayed himself in a movie made about his life.

In his first year in office, Davis was gone for 44 days. In his second year in office he was gone for 68 days. In his third year in office Davis was out of state for more than 108 days, which is more three months. Because he was gone so much, by the end of his term some accused him of being a do-nothing governor. People soon forgot the corruption of the 1939 scandals and longed for the glory days of the Huey Long era.

THE ERA OF EARL K. LONG

Some historians cite Earl K. Long as the state's best governor. He brought Longism into the postwar era when he was elected, in his own right, in 1948. He rode a wave of prosperity that allowed him to expand state services. Earl was able to deliver many of the improvements that Huey had wished for the state. By 1948 voters were looking for an active, involved governor. Sensing that the time was right, Earl K. Long hit the campaign trail and "played up" his north Louisiana roots. He told the crowds that gathered in rural parishes that he was nothing but a country boy farmer from Winn Parish who hated city slickers. Long blew his nose in the middle of speeches, cursed anyone in his way, spit, and scratched when he felt like it. Earl K. Long was quite a character. During his campaign, he organized volunteers who put up signs, distributed buttons, fans and flyers, and used telephone banks to reach the grass roots.

Earl promised that he'd raise teachers' salaries higher than all previous governors had done. He promised to expand the hot lunch program at schools to ensure every child got a free meal. He committed to raising old age pensions to $50 a month. He promised voters more hospitals and other social-welfare programs. Louisiana government had never provided such benefits before, so Earl garnered widespread support for offering them, though he never explained how he planned to pay for all these benefits. The public assumed that new taxes would be levied on businesses and the wealthy. With Long promising his constituents the world, his opponents had little opportunity to gain

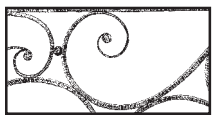
ground and Earl surged to an impressive victory.

Earl K. Long's administration spent more money than all previous administrations combined. The millions left over from Jimmie Davis' administration were spent immediately. Like his brother, Long delivered, and to top his brother, he delivered more and better things. The $50 pension passed. Free ambulance service was provided for everyone and charity hospitals that offered free medical care were built in New Orleans, Baton Rouge, and other cities. Long was a pioneer in the mental health field as well. He built mental health hospitals, including a fine facility at Mandeville. Long knew what he wanted and got it if he really wanted it. He expanded the school lunch program and set a minimum salary for all teachers, regardless of their race. He saw to it that African-Americans got equal pay for equal work in all federally funded projects of the state.

Long also offered a $5,000 homestead exemption to World War II veterans. He increased financial aid for students. Perhaps his most visible legacy is the network of the roads and bridges his administration built. Uncle Earl, as his supporters called him, was responsible for Louisiana's modern system of roads and bridges.

To pay for all these improvements, Earl raised taxes 50% and raised the state's bonded indebtedness by 33%. The state owed more money to its creditors than ever before. Earl also slapped a 2 cent sales tax on gasoline and tripled the severance tax on oil. Then, to the dismay of many, Earl raised the sin taxes on alcohol, tobacco, and playing cards.

A few minor scandals rocked Long's administration, but nothing like the scandals of 1939. People were disturbed when Earl decided to call a constitutional convention so that he could run for a third term. Many people saw this as a dangerous move. Once Earl called for the convention, he realized he had pressed his advantage too far. Voters loved his new programs, but Earl's "good-old-boy" way of doing things upset their sensibilities. He failed in his attempt to succeed himself.



Williams, T. Harry. Huey P. Long. Baton Rouge; LSU Press, 1969.

Louisiana: A History
Episode Five: Currents of Change
Topic Guide and VHS Locator

Topic	*Title As It Appears on Screen*	*Minutes into program*
1: *The Roar of the Water*	*The Roar of the Water*	03 min. 37 s.
2: Aftermath of the Flood		08 min. 45 s.
3: *The Kingfish*	*The Kingfish*	10 min. 52 s.
4: *Rogues and Reformers*	*Rogues and Reformers*	24 min. 47 s.
5: A *World at War*	*A World at War*	27 min. 26 s.
6: *Peace, Prosperity and Rock 'n Roll*	*Peace, Prosperity and Rock 'n Roll*	32 min. 36 s.
7: *A Rough and Tumble Man* (Uncle Earl, 1948-1952)	*A Rough and Tumble Man*	41 min. 56 s.
8: Uncle Earl, 1956-1960		45 min. 59 s.

Episode 5 Activities: Part 7
Topic: The Longs

Louisiana Social Studies Content Standards:

G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment;

G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities;

G-1D-M3 analyzing the worldwide distribution and utilization of natural resources;

C-1A-M9 explaining the necessity of taxes and describing the purposes for which tax revenues are used;

C-1A-M10 identifying and evaluating different types of taxes;

E-1A-M7 describing the various institutions, such as business firms and government agencies, that makeup economic systems;

E-1A-M9 using economic concepts to help explain historic and contemporary events and developments;

E-1C-M2 describing the influences of inflation, unemployment, and underemployment on different groups of people;

H-1A-M2 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in Louisiana throughout history;

H-1D-M5 tracing the development and growth of Louisiana's economy throughout history;

Key Terms:

industrialization, infrastructure, natural resources, non-renewable natural resources, separation of powers, economic depression, governor's responsibilities, and political campaigns

Introduction:

Ask students to identify people they consider good leaders today. This would include political leaders as well as others. Have them identify the reasons they consider these people good leaders and develop a list of leadership qualities. Then discuss the problems a leader faces. Suggest that as they watch the video and complete the lesson, they consider the leadership qualities of Huey Long and Earl Long.

Viewing Guide:

Students categorize the events and ideas as either positive or negative for Louisiana. A handout is provided.

Activity 1: In a class discussion, students review the viewing guides, identifying disagreements about whether a statement was positive or negative. The discussion should identify reasons why people saw the same event in different ways. Also, the discussion should consider whether or not some events have both positive and negative elements.

Activity 2: Students create a political cartoon expressing one of the negative opinions from their viewing guides.

Activity 3: The class participates in an informal debate about Huey Long's leadership. One team supports the idea that he was a good leader and the other team opposes that view. Each team develops a list of responses, including supporting details for their opinions. During the debate, the teams alternate speakers. Each student then writes an evaluation of the debate, deciding which team had the better overall argument.

Activity 4: The class role-plays a press conference for Huey Long. First, small groups will formulate questions and answers. One student portrays Huey Long, using the answers from the groups as needed. This activity may work best if the questions are developed one day and given to the student portraying Huey Long to review before the next day. During the role-play, each student portrays a reporter and asks at least one question from the list prepared by their group.

Activity 5: Students design a campaign billboard for Huey Long. They should include information about one of his promises to the people.

Activity 6: Small groups create a musical jingle for a television ad for Earl Long. He was the first candidate for governor to use television in his campaigning.

Activity 7: In small groups, students create campaign slogans that would appeal to voters today. They should consider the impact of Huey Long's "Every Man A King", which was effective at the time. They should consider what people want from government today before they develop the slogan.

Activity 8: Students survey adults over 50 about their memories of early Rock 'n roll. The survey questions are: (1) What is your favorite early Rock 'n roll song? (2) What is your favorite Louisiana Rock 'n roll star from the 50's and 60's? Compare the results and graph them.

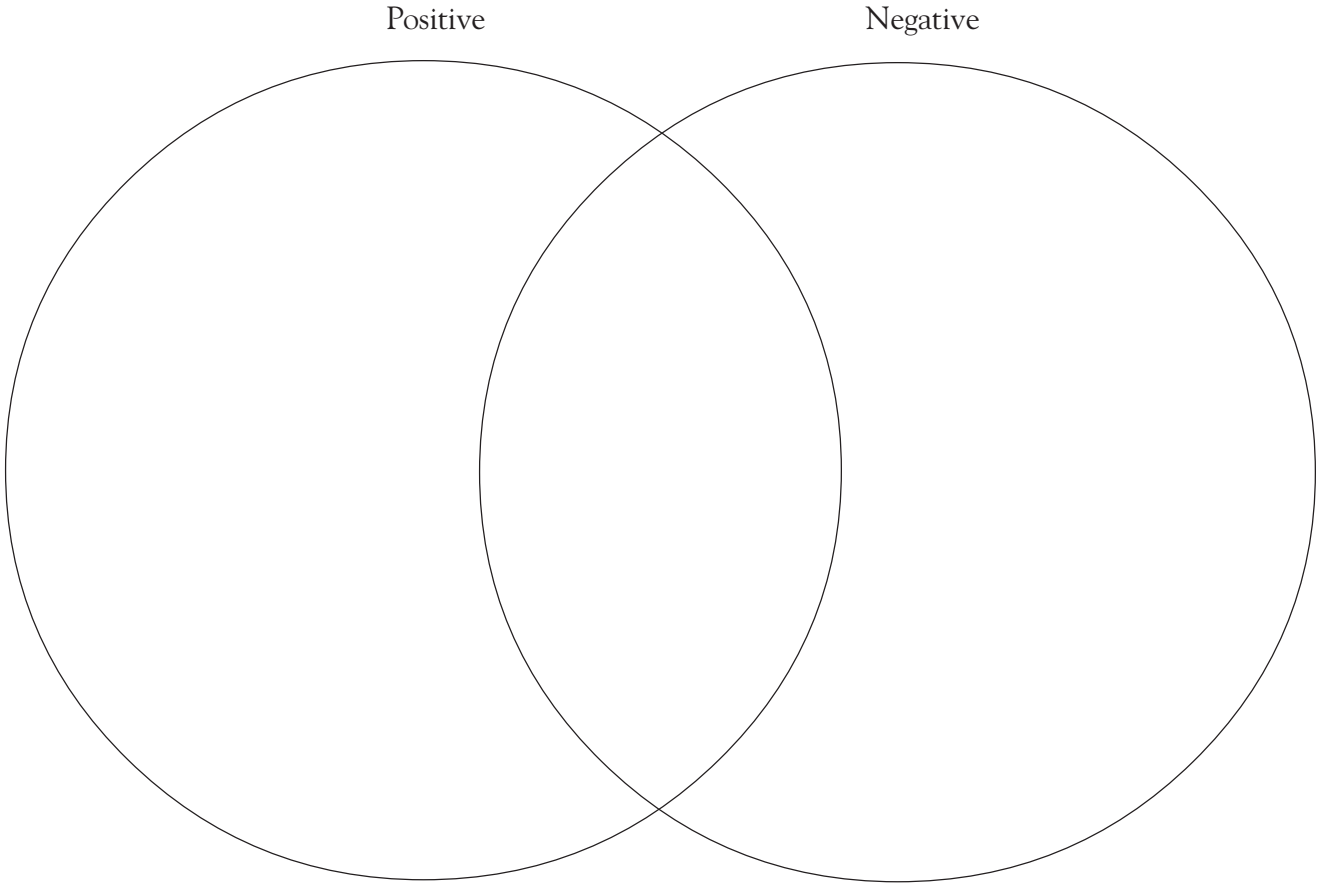
Higher Order Thinking Questions:

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

1. Do people expect more of their leaders than they do of themselves?
2. How does the economy affect what people want and expect from government?
3. What effect did the depression have on the future of Louisiana
4. Huey Long built a new state capitol that looks like a skyscraper. The old capitol looks like a castle. What does the choice of architectural style say about the ideas of the times?
5. Was Huey Long a dictator? Explain your answer.
6. Earl Long was often described as a colorful character. What does this expression mean?
7. Who was a better governor, Huey Long or Earl Long? Why?
8. How did World War II affect the oil industry in Louisiana?
9. Why did Louisiana become more urban after World War II?
10. How did this change life in Louisiana?
11. What effect did the restrictions on their culture have on the Cajun people?
12. Why do you think many Americans wanted to suppress the differences in the post World War II culture?

Viewing Guide Handout

As you view this episode, identify the events, ideas and attitudes presented. Some had a positive effect on Louisiana and some had a negative effect. List your choices on the Venn Diagram below. You should have at least ten listings when you finish.



Activity 3: Huey Long

Huey Long is one of the most controversial political leaders in the history of Louisiana. Some people opposed all of his actions, while others thought everything he did was good for the state. As you identify the policies and actions of Huey Long, decide your own views about each. List each of your responses in one of these categories.

AGREE
DISAGREE
UNDECIDED

Thinking about your choices

1. Why did people seem to have such strong opinions about Huey Long?

2. What factors influenced your choices?

3. Do you think it is easier to make these decisions today than it would have been then? Why?

Activity 8: A Survey

Taking a survey is one way of gathering information about the past. Many people will remember the cultural changes they have lived through. Rock 'n roll was a new and very different form of music. You can learn more about Rock 'n roll in Louisiana by asking people who were teenagers during the 1950's and early 1960's.

Find at least ten adults who fall into this age category and ask them the survey questions below.

1. What is your favorite Rock 'n roll song?

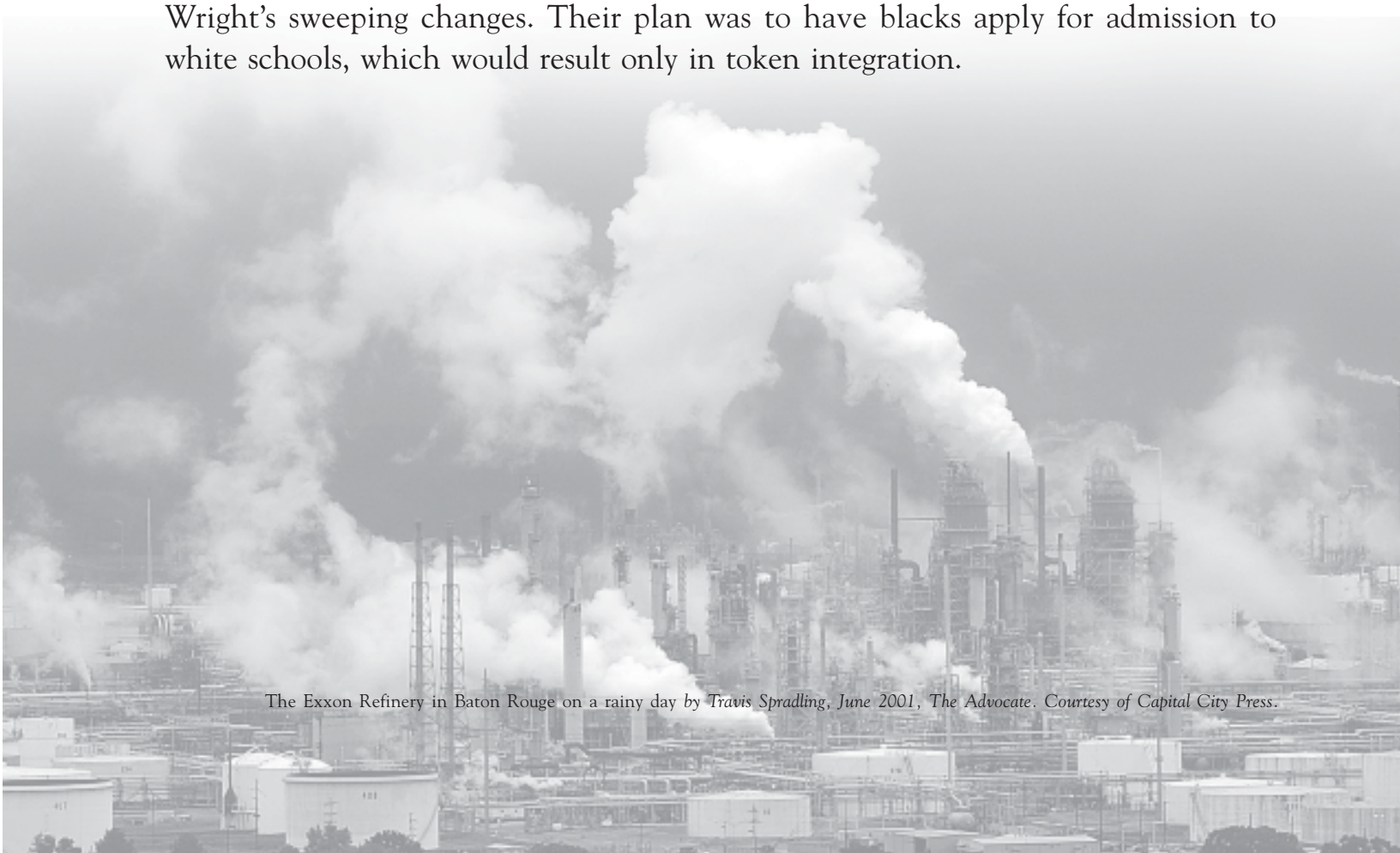
2. Do you know the approximate year it was popular?

3. What Louisiana Rock 'n roll musician from the 50's and 60's was your favorite?

Episode 6:
No Story Is Ever Over

THE NEW ORLEANS SCHOOL CRISIS

New Orleans public schools remained segregated until 1960, despite the fact that they were under a court order issued by Federal Judge J. Skelly Wright to desegregate. Judge Wright wanted to enforce the Supreme Court's decision that called for whites and blacks to attend the same schools. The Orleans Parish School Board had not made a decsicion on integration, so in May of 1960 Wright established his own plan to integrate all first grades in all Orleans Parish elementary schools. Governor Jimmie Davis and Louisiana's legislators debated throughout the summer about what could be done to stall the Federal efforts. Late in August 1960 the Orleans Parish School Board announced its own plan, in an effort to avoid having to carry out Judge Wright's sweeping changes. Their plan was to have blacks apply for admission to white schools, which would result only in token integration.



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

Initially, four black girls were slated to attend two schools, McDonough 19 and William Franz, both of which were located in working class sections of the city. In November 1960 these students walked up the steps to McDonough 19 and William Franz schools. By then tensions were running high and mob violence had broken out in the vicinity. One student, Ruby Bridges, made international headlines when Federal Marshals led her into the Franz School past jeering crowds. Judge Wright issued broad injunctions, stopping the legislature and other state officers from trying to prevent the integration of New Orleans' public schools. This did not deter white parents from withdrawing their children from these schools. Leander Perez and other segregationists held rallies that encouraged mob violence. Riots broke out on one occasion when a white crowd rampaged through downtown. The following year Mardi Gras celebrations were almost cancelled as black crews refused to march and people feared for their safety.

Early in 1961, the business community called for an end to the demonstrations. The riots had scared people away and downtown business was poor. Retailers reported that sales were down by fifty percent. Tourism was also affected negatively and hotel reservations were off by twenty percent. The image of the city was tarnished by the disorder. Outside investment in Louisiana dwindled. The Federal government dangled the possibility of building a major space facility near the city if integration was accomplished. A new mayor, Victor Schiro, was elected. He pledged that integration would continue without opposition. Thus, economics accomplished what Federal court orders could not.

BOGALUSA IN 1965

In 1964 the nation enacted civil rights legislation that guaranteed equal treatment under the law, equal rights for African-Americans, and fair employment practices. That piece of legislation was followed, in 1965, by the Voting Rights Act, which guaranteed blacks the right to vote. Federal registrars traveled to Louisiana to register black voters. The disenfranchisement endorsed by Louisiana's 1898 constitution was outlawed, as were any efforts to deny blacks their rights.

For the most part, black voters in Louisiana voted for Democratic candidates rather than Republicans. President Franklin D. Roosevelt's New Deal had provided jobs, Social Security, and other benefits for African-Americans, who had not received government help since Reconstruction. By the 1960's, when their right to vote was finally as-

sured, blacks turned away from Republican candidates, almost without fail. Both the success of the 1964 Civil Rights Act and the very existence of the 1965 Voting Rights Act would be challenged in a small Louisiana town near the Mississippi border.

In the spring and summer of 1965 a local civil rights struggle in the town of Bogalusa gained national attention. Bogalusa was one of the most segregated communities in the entire south. The town had refused to comply with Federal integration orders and maintained segregation in all aspects of public life. A black voter registration drive and an attempt to abolish unfair labor practices at the huge lumber mill in town resulted in a massive struggle. A. Z. Young, a black man, organized the Black Voters League and in early 1965 decided to use civil disobedience to draw attention to his cause. Black demonstrations took place at parks and restaurants all over town. A white backlash developed. White protestors took to the streets in opposition. Ku Klux Klan membership grew rapidly as white mobs attacked black demonstrators. Both the Mayor and Governor John McKeithen tried to work out a peaceful solution, but no middle ground existed. It was not until the FBI put the town's police force under Federal supervision that changes occurred.

The Black Voters League organized a 106 mile long march through the Florida Parishes to Baton Rouge. McKeithen sent in the National Guard to protect the marchers and organized a biracial commission on integration. After this incident, integration proceeded more easily.

EDWIN EDWARDS

Louisiana's economy was in great shape during the 1970's. The oil and natural gas industries were at full throttle and the state's chemical processing facilities ran at peak levels as well. State revenues climbed. Funding was available for many beneficial state projects and programs. The Republican Party, dormant in Louisiana for a century, re-emerged under a conservative banner. African-Americans ran for office and won. Louisiana achieved its most representative government and experienced its widest range of political activism during this time .

In 1972 Louisiana elected its first governor of French heritage since the nineteenth century. Edwin W. Edwards was a Crowley resident who became Governor by appealing to African-American and Cajun voters. His free-wheeling style, ego, and flair for living fit well with the state's prosperity.

Edwards reorganized the government's executive departments, eliminated useless bureaucracies, and oversaw the writing of a yet another new

state constitution in 1973. More than any previous constitution, the Louisiana Constitution of 1973 protected individual rights. An open primary, in which candidates from all parties could run, was established, in an effort to limit campaign spending. In the end this effort failed, and the result was running for office in Louisiana became an even more expensive proposition than it had been.

Edwards also embarked on a multi-million dollar program that created the system of state parks in place today. The New Orleans Superdome was completed and a National Football League team moved in; however, Edwards earned a reputation for corruption and womanizing that haunted him all during his second, and non-consecutive third and fourth terms as Governor. Edwards spent most of his third term in office defending himself against Federal criminal charges. He was acquitted, but following his fourth term in the 1990's, prosecutors convicted him of illegally assisting a riverboat gambling concern and is serving time in a Federal prison in Texas.

OIL BOOM AND BUST

The primary reason Louisiana was in such good financial shape during the 1970's was that the price of oil on the world market rose steadily. In 1973, the Organization of Petroleum Exporting Countries, or OPEC, comprised primarily of oil-producing Arab countries in the Middle East, called for an embargo on oil. Their ploy drove up the price of oil. Most Americans complained about waiting in long lines at the fuel pump; however, for the oil producing states of Louisiana, Texas, Oklahoma, and Alaska, found the shortage a bonanza. Louisiana produced more oil and sold it at very high prices, taking in over three hundred million dollars in severance taxes from oil companies each year. Governor Edwards decided that the state could make even more money if it changed the way it collected its severance tax.

Since oil prices were rising daily, Governor Edwards, who was an attorney, decided that the state should charge each company on the basis of the value of the oil they removed from the state rather than on the volume or amount of oil they extricated from the ground or sea floor. As the price of oil rose, the state's take from severance taxes rose as well. The huge sums of severance tax money the state collected enabled Edwards to fund all of his spending programs. This alteration in the computation of severance taxes proved to be a doubled edged sword, however. If oil prices fell, severance tax revenue also fell. No one anticipated the plunge oil prices would take a decade later.

The OPEC countries did not anticipate that

their artificial inflation of the world's oil market would backfire. Falling oil prices in the 1980's resulted in severe layoffs throughout Louisiana's oil patch. Louisiana held the unhappy distinction of being the only southern state which lost population. New Orleans, Shreveport, Monroe, Alexandria, Crowley, Thibodaux, Slidell, New Iberia, Leesville, Morgan City, and Lake Charles lost thousands of people. Others, such as Baton Rouge, Donaldsonville, Natchitoches, Opelousas, and Ruston, stagnated. Major construction projects, such as finishing I-49 and completing a bridge over the Mississippi River south of Donaldsonville, either slowed or were dropped completely. Because of the huge shift of population out of state, Louisiana lost a member of Congress when reapportionment occurred in 1990. Real estate prices fell and banks failed. Louisiana State University and other institutions of higher education suffered significant drops in enrollment. State funding declined. Protests were organized to rally citizens against budget cuts in vital state services.

REPUBLICAN PARTY REVIVAL

The Republican Party, dormant in Louisiana since Reconstruction, revived in the 1960's as a result of economic changes and the Civil Rights movement. As Louisiana became less dependent on agriculture, the Republican Party's pro-business message became more and more popular. The initial infusion of petrochemical workers from out of state gave the party a needed boost as well. Middle class Louisianians liked the idea of lower taxes. Republicans also promised to be tough on crime. As the national Democratic Party became more liberal, conservative-minded individuals began voting for third party candidates who supported states' rights and endorsed racial segregation. The rapid changes ordered by the federal government during the tumultuous 1960's had unsettled many people. Third party candidates like Strom Thurmond, who ran for President in 1948, and George Wallace, who ran for President in 1968, drew enough support to win Louisiana during those elections. Voters unhappy with the Democrats supported Republicans Dwight Eisenhower in the 1950's, Richard Nixon in the 1970's, and Ronald Reagan in the 1980's.

In 1972 David Treen of Metairie became the first Republican congressman from Louisiana. He won election with support from the growing suburbs around New Orleans, communities to which white New Orleanians had fled in order to avoid urban decay, crime, and integration difficulties. Treen ran for governor several times and finally won in 1979. He be-

came the first Republican to hold that office in the twentieth century. Treen cut taxes and tried to run a pro-business administration, but the oil bust crippled his ability to do much for the state.

In the late 1990's, Mike Foster switched to the Republican Party the day he signed up to run for governor. Foster won his first gubernatorial election as a Republican and was returned to office by the voters for a second term. In 1995, several high profile Democrats in the state legislature were defeated by Republican candidates who were relative newcomers. By 2000, all but two of Louisiana's Congressional representatives were from the Republican Party, though both of Louisiana's U.S. Senators are Democrats. The last Republican to serve as a U.S. Senator from Louisiana was appointed by the legislature during the closing days of Reconstruction.

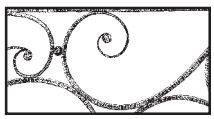
CAJUN CULTURE, FOOD, ART, AND TOURISM

The Cajun and French cultures of Louisiana experienced a revival in the 1980's and 1990's, as state residents marketed Louisiana's festivals, food, music, and art to an adoring public. In 1990, Orleans Parish remained a top destination for tourists, followed by Jefferson, East Baton Rouge, Caddo and Lafayette Parishes. Millions of visitors still make it to New Orleans each year for Mardi Gras. Outlying parishes are cashing in on tourists' burgeoning interest in local customs and food. Statewide FrancoFete celebrations in 1999 commemorated three hundred years of French culture in Louisiana.

French was reintroduced into Louisiana's schools in the 1970's so that the Cajun culture might not be lost. Despite census reports showing that the number of native French speakers in Louisiana is dwindling, French language instruction continues. Numerous festivals promote the language and music of Louisiana's past. From traditional violin to Zydeco, Cajun music can to be heard in all corners of the state, as well as nationally.

Lafayette artist George Rodrigue, known statewide for his Cajun folk images, attained international fame with his Blue Dog paintings. Major companies have licensed Rodrigue's Blue Dog for their national advertising campaigns. Chefs Paul Prudhomme, John Folse, and Emeril Lagasse promote Louisiana food products worldwide. Plantation tours, theme parks, and gambling boats all attract their share of visitors.

The state's colorful history and unique culture continue to intrigue visitors from around the world. The selling of Louisiana has become a multi-million dollar industry.



GLOSSARY

Civil Rights: Basic rights of individual liberty and freedom

Desegregation: Uniting of the races

Segregation: Separation of the races

Tourism: Visits by guests from other states or countries

BIBLIOGRAPHY

Fairclough, Adam. Race and Democracy: the Civil Rights Struggle in Louisiana, 1915-1972. Athens: University of Georgia Press, 1995.

Louisiana: A History
Episode Six: No Story Is Ever Over
Topic Guide and VHS Locator

Topic	*Title As It Appears on Screen*	*Minutes into program*
1: *We've Come a Good Distance*	*We've Come a Good Distance*	03 min. 40 s.
2: Civil Rights		07 min. 10 s.
3: Prosperity and Politics		06 min. 01 s.
4: *Boom and Bust*	*Boom and Bust*	20 min. 10 s.
5: *Edwards and the Oil Bust*		27 min. 15 s.
6: *Duke & Edwards*		34 min. 17 s.
7: *Corruption, Reform, and Education*		37 min. 56 s.
8: *The Land and Its People*	*The Land and Its People*	44 min. 10 s.
9: *Culture & Conclusion*		51 min. 04 s.

Episode 6 Activities: Part 8
Topic: Civil Rights

Louisiana Social Studies Content Standards:

G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment;

C-1A-M5 describing the organization and major responsibilities of local, state, and national governments;

C-1A-M8 explaining how public policy is formed, debated, and carried out at local, state, and national levels;

C-1B-M4 analyzing the ways in which political and social conflicts can be peacefully resolved;

C-1B-M5 analyzing democratic processes used to initiate change;

C-1D-M4 describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels;

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M4 locating and describing Louisiana's geographic features and examining their impact on people past and present;

H-1D-M5 tracing the development and growth of Louisiana's economy throughout history;

Key Terms:

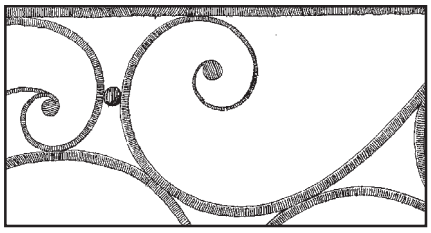
U.S. Supreme Court ruling, Federal Court, Justice Department, voter registration, picketing, boycott, natural resources, environment, cultural regions, and urbanization

Introduction:

The students should write a response to the following question: What words do I associate with rights? The lists are compiled for discussion. As the list is reviewed, the students may identify certain topics, similar choices, unusual choices or controversial choices. The discussion concludes with each student writing a completion of the following statement: The rights that are important to me are because _____. Point out the 1960's focused on the rights of all Americans.

Viewing Guide:

The students consider the Civil Rights struggle in terms of changes and results. A handout is provided.



Activity 1: Small groups describe a civil rights demonstration from the point of view of the people involved. For example: the demonstrator, his family, policeman, business owner. The group will discuss the assignment, and then, write a quote for each person of what they might have said to a television newsperson.

Activity 2: Each student makes a poster for a civil rights demonstration. It should include a statement about the purpose of the demonstration. The 8 1/2 x 11 poster should be attached to a ruler or a small wooden dowel. After completing the posters, the entire class role-plays a civil rights demonstration. The students are totally silent during this activity. The posters, body language and facial expressions express the feelings of the participants.

Activity 3: Students form small groups to develop chants that could have been used in a demonstration.

Activity 4: Students form small groups for discussion of the role of television on the Civil Rights Movement. First they develop a list of questions that should be considered. After discussion, each group reports its conclusions to the class.

Activity 5: Students create a collage about Louisiana's economy today. The newspaper, graphics from web sites, magazines, and drawings can be used. The collages should have four sections: Goods, Services, Capital Resources, and Human Resources. The entire class can make one large collage, small groups can make a collage, or the assignment can be done individually outside of class.

Activity 6: Groups prepare audio only reports of life in Louisiana today. The group selects the sounds, prepares the sound montage and presents it to the entire class. The sounds can be recorded to share with other classes.

Activity 7: Students write a letter or an e-mail message to a member of Congress. The topic is concern for Louisiana's environment.

Activity 8: Students examine the assests and liabilities of Louisiana today. 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 did the U.S. Supreme Court affect events in Louisiana?
2. Why did the bus boycott in Baton Rouge have some success?
3. How did economic factors affect political decisions during this time?
4. What actions of this time required courage?
5. Why did the national focus on New Orleans help end school segregation?
6. How would you compare the Civil Rights Era with Reconstruction?
7. How did John McKeithen's moderate views help Louisiana?
8. How did the events in Bogalusa show the cause and effect chain of events in history?
9. How did the Civil Rights Movement of the 60's affect politics and government in the 70's?
10. What did the video say about life in Louisiana that you agree with? What would you add?
11. What do you consider the state's most significant problem?

Viewing Guide Handout

The second half of the 20th century in Louisiana brought many changes. Many of the most significant changes were a result of the struggle for Civil Rights. As you view this episode, list all the changes you can identify. Some topics are listed to help you.

CIVIL RIGHTS

ECONOMY

ENVIRONMENT

CULTURE

OTHERS

Activity 8: Louisiana Attitude

Louisiana faces the future with assets and liabilities. What do you consider the most important liabilities (problems)? What is positive about our state and its people? How many responses can you identify for each category?

	Assets 	Liabilities 
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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.*

Acknowledgments

Thank You!

It is impossible to thank all of the people who helped with this book and the television series. But we would like to express our sincere gratitude to the consultants and advisors who guided us throughout this project: Glenn R. Conrad, Light Townsend Cummins, Gaines Foster, Edward F. Haas, Michael L. Kurtz, Judith Kelleher Schafer and Charles Vincent. We received additional assistance from Stephen E. Ambrose, Barry Jean Ancelet, William Arceneaux, H. Parrot Bacot, John Barry, Patricia Brady, Arthur Bergeron, Carl Brasseaux, Joseph Caldwell, Anne Campbell, Raphael Cassimere Jr. , Guy Coates, Bob Courtney, Jay Edwards, Mark Fernandez, Patricia Galloway, Judith Gentry, Virginia Gould, Hiram F. "Pete" Gregory, Gwendolyn Midlo Hall, Kimberly Hanger, Paul Hoffman, James G. Hollandsworth, Samuel C. Hyde, Jr., Glen Jeansonne, Gary Joiner, Terry Jones, Sybil Kein, Jon Kukla, Michael Ledet, Edwin A. Lyon, Patricia Lemee Smith, David Madden, Sybil Morial, Charles Nolan, Stephen Perry, Jessie Poesch, Larry Powell, Anne Price, Morris Raphael, Henry O. Robertson, John Rodrigue, S. Frederick Starr, Ted Tunnell, Dan Usner, Christina Vella, Jack Wardlaw, and C. P. Weaver.

We also wish to express our gratitude to the numerous institutions and their staff that provided research assistance: Lieutenant Governor Kathleen Babineaux Blanco and The Louisiana Department of Culture, Recreation and Tourism and Phillip J. Jones and Mary Perrault; Louisiana State Museum and Jim Sefcik, Shannon Glasheen, Nathanael Heller, Carolyn Bercier and Pauline Robertson; Louisiana State University Libraries Special Collections and Faye Phillips, Elaine Smyth, Judy Bolton, Germain Bienvenu, Mary Hebert Price, Mark E. Martin and Joseph Scott; The Historic New Orleans Collection and Priscilla Lawrence, John Magill, Mary Lou Eichhorn, Mark Cave, Sally Stassi, Jude Solomon, Jason Wiese and Jan White Brantley; The Ogden Museum of Southern Art, University of New Orleans and Roger H. Ogden, Kenneth W. Barnes and Kate Stewart; State Library of Louisiana and Thomas F. Jaques, Judith Smith, Charlene Bonnette and Marc Wellman; Louisiana Office of Tourism and Bruce Morgan, and Douglas Donne Bryant; Secretary of State Fox McKeithen, Louisiana State Archives and Florent Hardy, Jr., Sailor Jackson, Lewis Morris, Troy C. Hayes, Roger Tilley and Ellen Brown; Louisiana State University Rural Life Museum and David Floyd, Catherine White, Elizabeth Bennett and David M. Nicolosi; Southeastern Louisiana University, Center for Southeast Louisiana Studies and Archives

and Samuel C. Hyde Jr., Charles N. Elliott and Victoria Mocsary; Special Collections Tulane University Library and Wilbur E. Meneray and Courtney Page Wright; Capitol City Press and Linda Lightfoot, Jill Arnold, Laura Christensen and Chris Miller; Amistad Research Center at Tulane University and Brenda Square and Heidi Dodson; Louisiana State University, Cartographic Information Center and John M. Anderson; Hogan Jazz Archive, Tulane University and Bruce Boyd Raeburn and Alma Williams Freeman; Louisiana State University Museum of Art and Steven W. Rosen, Diana Wells and Fran Huber; Louisiana State University Agricultural Center and John Wosinak; Louisiana Division of Archaeology and Nancy Hawkins; Southeast Archeological Center, National Park Service and John Jameson; Ursuline Convent Archives and Museum and Sr. Joan Marie Aycock; New Orleans Museum of Art and Gail Feigenbaum and Jennifer Ickes; Louisiana State University in Shreveport Noel Memorial Library Archives and Special Collections and Laura Conerly, Glenda Sharbono and Domenica Carriere; Prison Museum, Louisiana State Penitentiary at Angola and Jenny Borders; Beauregard Community Action and Beauregard Tourist Commission and Velmer Smith and Susan Fahr; The National D-Day Museum and Marth Morgan and Jeremy Collins; Iberia Parish Library and Susan Hester Edmonds; Office of Public Information Southeastern Louisiana University and Claude Levet; Louisiana Division New Orleans Public Library and Irene Wainwright and Wayne Everard; Xavier University Archives, New Orleans and Lester Sullivan; Northwestern State University of Louisiana, Watson Library and Mary Linn Wernet; Law Library of Louisiana and Carole Billings and Janice Shull; RiverRoad Historical Society, Destrehan Plantation and Nancy J. Robert; Louisiana State University Geological Survey and Byron Miller and Reed Bourgeois; Jennings Carnegie Public Library and Emma Goodreau; The Shreveport Times and Mike Silva, Jessica Leigh and Robert Ruiz; McNeese State University and Kathie Bordelon; Mississippi Department of Archives and History and Sandra Boyd; Grand Village of the Natchez and Jim Barnett; Library of Congress and Erica Kelly; North Wind Picture Archives and Nancy Carter, Susan Dean and Monique Downs; Associated Press Wide World Photos and Camille Ruggiero; Art Resources, NY and Tim McCarthy, Isabelle Silva and Daisy Hu; Army Art Collection, U.S. Army Center of Military History and Renee Klish; National Audubon Society and Kara Grobert and John Bianchi; The Louisiana State Policeand Karen Kleinpeter; The Consulate of The Republic of France in New Orleans and Bernard Maizeret and Adam Steg; and a very special thank you to Alice Dale Cohan, Robert Dafford, Glenn R. Ducote, Charles East, The Griffith Family, Joey Kent, Elemore Morgan, Jr., Adrienne Mouledoux Rasmus, Ernest Ritchie, C. P. Weaver and Bob Winans for loans from their personal collections.

Additional Film and Video Collections Include: Brooks Read Film Collection, WBRZ-TV, Baton Rouge Collection, WWL-New Orleans Film Collection, Louisiana Old State Capital Center for Political and Governmental History, a division of Louisiana's Secretary of State's office; Louisiana Seafood Promotion and Marketing Board; Historic Films; The National Archives; Louisiana Division, New Orleans

Public Library; Zachary Richard; Tulane University Special Collections; Orleans Parish School Board Collection; Earl K. Long Library, University of New Orleans; UCLA Film and Television Archive; WAFB-TV, Baton Rouge; WDSU-TV New Orleans; WPA Film Library; WVUE-TV, New Orleans Collection, New Orleans Public Library; WWL-TV, New Orleans; WYES-TV, New Orleans.

We received generous support and assistance from our own staff at LPB: Research Assistants Teresa Bergen, David Clausen, Barry Erwin, Melissa Hardy, Bryant Langlois, Danielle Louviere, Benjamin Price, Rex Rose, Debbie Strange and Allegra Yancey; Proof Readers Sally Budd, Patricia Moore and Abigail M. Richard; Development Director Lisa Stansbury and Assistant Lexin Fontenot; Graphic Artists Tammy Crawford and Jeanne Lamy; Director of Business Services John Tarver with Leigh Davis, Joanne Gaudet, Kimberly Dinecola and Robyn Zalfen; Promotions Manager Bob Neese; Production Manager Ed Landry; Director of Educational Services Claudia Fowler; Executive Producer Clay Fourrier and Former Deputy Director Cindy Rougeou; LPB President and CEOBeth Courtney.

We would like to thank the members of the Louisiana Educational Television Authority Board for their continued support throughout this project: William Arceneaux, Jesse H. Bankston, Wayne O. Berry, Lucile Blum, Fr. James C. Carter, Carl K. Crowe, Bob Davidge, Barbara DeCuir, Clara Duhon, Mary Frey Eaton, Frank France, Felicia Harry, Betty Lauricella, Bill Miller, Jim Nickel, Sue Rainer, W. Clinton Rasberry Jr., Jennifer Eplett Reilly, Deano Thornton, Sissie Villaume, and James E. White, Jr.

We also wish to express a special thank you to LPB President and CEO Beth Courtney whose extraordinary vision and dedication helped make this project possible.

Production of the teacher's guide involved the artistic efforts of Martha Boyd, Tammy Crawford, Melissa Dufour, Jill Lamonte, and Jeanne Lamy.