



GRADE 1 LOUISIANA SOCIAL STUDIES

A Place Called Louisiana



Brown pelican

Teacher Guide

New Orleans region

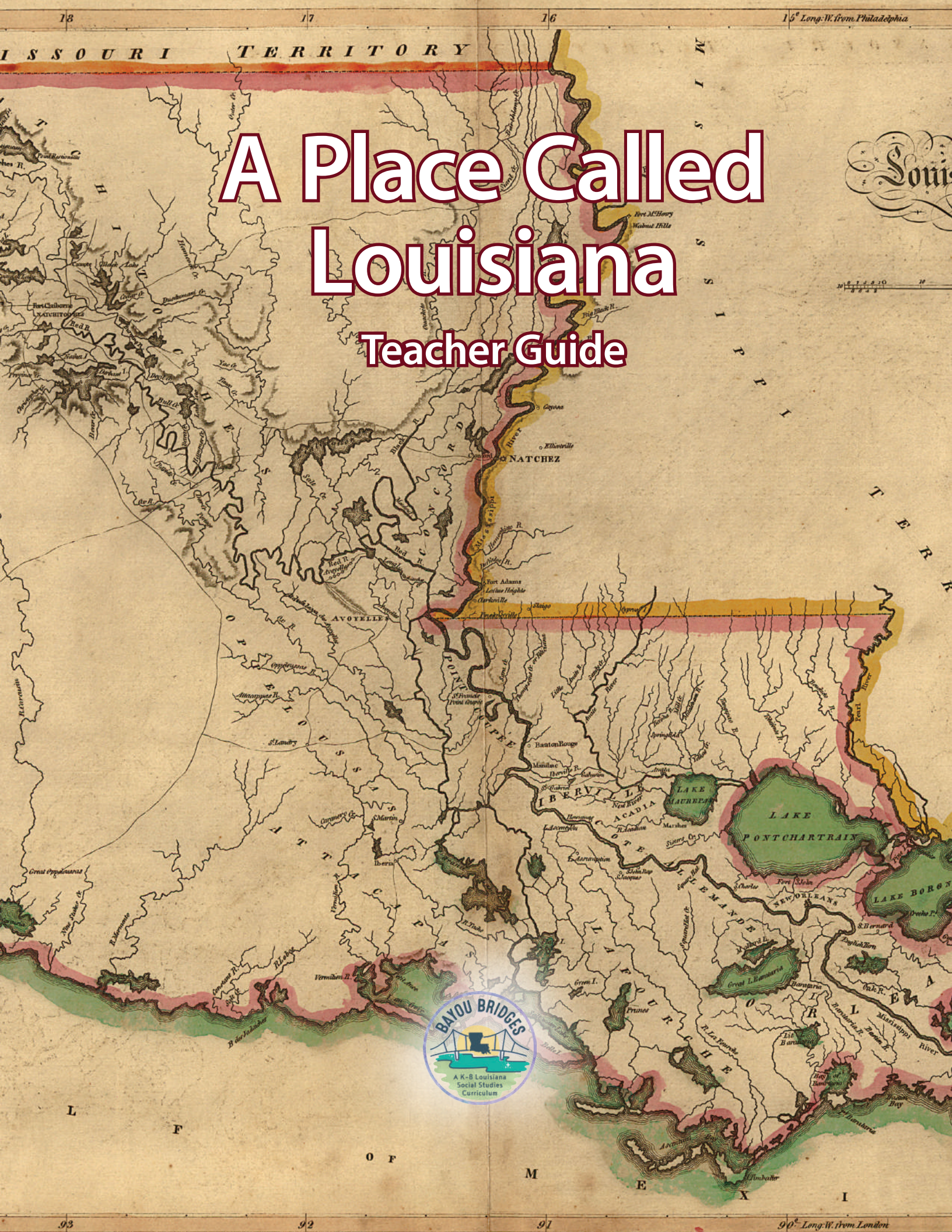


Wetlands



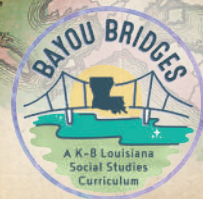
Reading a map





A Place Called Louisiana

Teacher Guide



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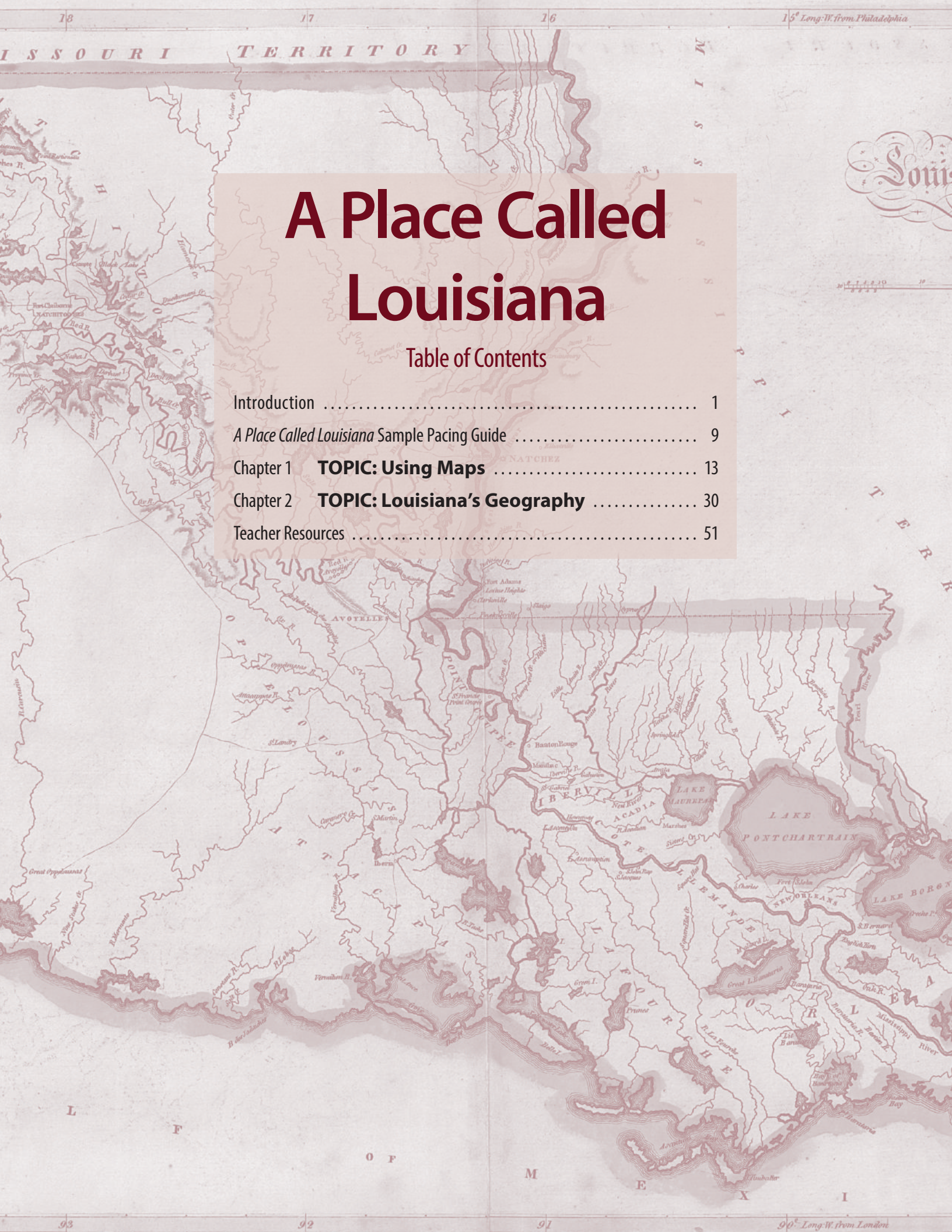
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A Place Called Louisiana

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A Place Called Louisiana

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 1

Introduction

ABOUT THIS UNIT

The Big Idea

Understanding maps and their features can help us explore and learn about different places in the United States—like the state of Louisiana—and around the world.

When people travel to different places, they often rely on the information provided by maps. By understanding symbols, map keys, map scales, and compass roses, people can determine things like directions, landscape features, and important landmarks. Maps introduce us to the world's diverse geography, including places like Louisiana with its seven regions and abundant natural resources. Being able to understand and interpret maps is a fundamental skill for navigating the surrounding environment and other locations around the globe.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

Grade K

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places
- how people in the United States interact with their environment
- how weather impacts daily life and choices
- why people may move from place to place within the United States

What Students Need to Learn

Spatial Sense and Maps

- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west

Continents, Countries, and Communities

- the seven continents and five oceans
- the location of the United States of America on the continent of North America
- the location of the state of Louisiana in the United States of America
- differences between a town, parish, region, state, and country
- physical characteristics of Louisiana, including the state's natural resources
- ways that people in Louisiana change and adapt to their environment

AT A GLANCE

The most important ideas in Unit 1 are:

- Map symbols, keys or legends, and compass roses help us understand and read a map.
- Earth has seven continents and five oceans, with the United States of America being a country on the continent of North America.
- Louisiana is a part of the United States; it has sixty-four parishes and seven diverse regions.
- Louisiana is home to important natural resources such as timber, water, seafood, and oil.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

A Place Called Louisiana Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes Support notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 51. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.

- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

A Place Called Louisiana Timeline Card Slide Deck—ten individual images depicting significant geographical concepts related to the state of Louisiana. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The gallery may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2

Student Component

The *A Place Called Louisiana* Student Book includes two chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *A Place Called Louisiana* unit is one of five social studies units in the Grade 1 Bayou Bridges curriculum series that we encourage teachers to use over the course of the school year. A total of thirty days has been allocated to the *A Place Called Louisiana* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 1 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on

their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

| Read Aloud Chapters | Framing Questions | Core Vocabulary |
|----------------------------------|---|--|
| Chapter 1: Using Maps | How can maps help us? | state, country, maps, places of interest, physical maps, weather, political map, continents, North Pole, symbols, highways, railroads, map key, map scale, compass rose, globe, equator, hemisphere |
| Chapter 2: Louisiana's Geography | What are the features of Louisiana's geography? | geography, border, coastline, natural resources, timber, seafood, oil, natural gas, regions, paradise, central, fertile, prairies, marshes, wildlife, refuges, culture, wetlands, swamp, bayou, populous, diverse, adapt |

Activity Pages

Activity Pages The following activity pages can be found in Teacher Resources, pages 63–70. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.



- AP 1.1
 - AP 1.2
 - AP 2.1
 - AP 2.2
 - AP 2.3
 - AP CA.1
- Chapter 1—Letter to Family (AP 1.1)
 - Chapter 1—Understanding Map Keys (AP 1.2)
 - Chapter 2—Natural Resources of Louisiana (AP 2.1)
 - Chapter 2—Regions of Louisiana (AP 2.2)
 - Chapter 2—My Region (AP 2.3)
 - Culminating Activity—Where I Live (AP CA.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Books

De Capua, Sarah. *We Need Directions!* Rookie Read-About Geography. New York: Children's Press, 2002.

Downing, Johnette. *Down in Louisiana*. Illustrated by Deborah Ousley Kadair. New Orleans, LA: Pelican Publishing, 2007.

Gonzales, Doreen. *Up North and Down South: Using Map Directions*. North Mankato, MN: Capstone Press, 2016.

Hartman, Gail. *As the Crow Flies: A First Book of Maps*. Illustrated by Harvey Stevenson. As New York: Aladdin

Leedy, Loreen. *Mapping Penny's World*. New York: Henry Holt & Company, 2003.

Ritchie, Scot. *Follow That Map!: A First Book of Mapping Skills*. Toronto: Kids Can Press, 2009.

Zeiger, Jennifer. *Louisiana. A True Book: My United States*. New York: Scholastic, 2017.

A PLACE CALLED LOUISIANA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Place Called Louisiana

| | | | | |
|--|---|---|---|---|
| "Using Maps" Core Lesson (TG & SB, Chapter 1, pages 2–7) | "Using Maps" Core Lesson (TG & SB, Chapter 1, pages 8–10) | "Understanding Map Keys" (TG, Chapter 1 Additional Activities, AP 1.2) | "Map It!" (TG, Chapter 1 Additional Activities) | "Using a Map" (TG, Chapter 1 Additional Activities) |
|--|---|---|---|---|

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Place Called Louisiana

| | | | | |
|---|--|--|--|--|
| "Using a Map" (TG, Chapter 1 Additional Activities) | "Maps and Geography" (TG, Chapter 1 Additional Activities) | "Maps and Geography" (TG, Chapter 1 Additional Activities) | "Maps and Geography" (TG, Chapter 1 Additional Activities) | "Maps and Geography" (TG, Chapter 1 Additional Activities) |
|---|--|--|--|--|

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Place Called Louisiana

| | | | | |
|--|--|--|---|---|
| "Maps and Geography" (TG, Chapter 1 Additional Activities) | "Maps and Geography" (TG, Chapter 1 Additional Activities) | "Using Maps" Core Lesson (TG & SB, Chapter 1, pages 11–14) | "Making and Using a Classroom and School Map" (TG, Chapter 1 Additional Activities) | "Making and Using a Classroom and School Map" (TG, Chapter 1 Additional Activities) |
|--|--|--|---|---|

Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****A Place Called Louisiana***

| | | | | |
|----------------------|--|--|---|---|
| Chapter 1 Assessment | "Louisiana's Geography" Core Lesson (TG & SB, Chapter 2, pages 15–17) | "Louisiana's Geography" Core Lesson (TG & SB, Chapter 2, pages 18–19) | "Water in My World" (TG, Chapter 2 Additional Activities) | "Natural Resources of Louisiana" (TG, Chapter 2 Additional Activities, AP 2.1) |
|----------------------|--|--|---|---|

Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****A Place Called Louisiana***

| | | | | |
|--|--|--|--|---|
| "Louisiana's Geography" Core Lesson (TG & SB, Chapter 2, pages 20–24) | "Louisiana's Geography" Core Lesson (TG & SB, Chapter 2, pages 25–28) | "Regions of Louisiana" (TG, Chapter 2 Additional Activities, AP 2.2) | "Louisiana's Geography" Core Lesson (TG & SB, Chapter 2, pages 29–31) | "My Region" (TG, Chapter 2 Additional Activities, AP 2.3) |
|--|--|--|--|---|

Week 6**Day 26****Day 27****Day 28****Day 29****Day 30*****A Place Called Louisiana***

| | | | | |
|--|----------------------|----------------------|-------------------------|-------------------------|
| "Then and Now" (TG & SB, Chapter 2, page 32) | Chapter 2 Assessment | Culminating Activity | Unit 1 Performance Task | Unit 1 Performance Task |
|--|----------------------|----------------------|-------------------------|-------------------------|

A PLACE CALLED LOUISIANA PACING GUIDE

_____’s Class

(A total of thirty days has been allocated to the *A Place Called Louisiana* unit in order to complete all Grade 1 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Place Called Louisiana

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Place Called Louisiana

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Place Called Louisiana

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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****A Place Called Louisiana***

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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****A Place Called Louisiana***

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Week 6**Day 26****Day 27****Day 28****Day 29****Day 30*****A Place Called Louisiana***

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CHAPTER 1

Using Maps

Primary Focus Objectives

- ✓ Explain and use map features such as symbols, map key, map scale, and compass rose. **(1.24)**
- ✓ Identify the location of Louisiana on a map of the United States and on the globe. **(1.25)**
- ✓ Recognize that Earth is divided into seven continents and five oceans and that towns, parishes, regions, states, and countries can also be represented on a map or globe. **(1.26)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *state, country, maps, places of interest, physical maps, weather, political map, continents, North Pole, symbols, highways, railroads, map key, map scale, compass rose, globe, equator, and hemisphere.*

Materials Needed

Activity Page



AP 1.1

- individual student copies of *A Place Called Louisiana* Student Book
- individual student copies of Letter to Family (1.1)
- a compass (if available)
- a globe

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Using Maps”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce *A Place Called Louisiana* and Chapter 1: “Using Maps”

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Students will likely respond by describing a corner building decorated in purple, yellow, and green; a brown pelican; a tree growing out of the water with a bird nearby; and children looking at a large map.



A Place Called Louisiana



Brown pelican

New Orleans region



Wetlands



Reading a map

Tell students that the first chapter you will read aloud to them is called “Using Maps.” Explain that in this chapter, they will learn about different kinds of maps and how they help us.

Note: Students in the Bayou Bridges program may recall being introduced to maps in kindergarten. You may wish to invite volunteers to share what they remember.

Framing Question

How can maps help us?

Core Vocabulary

state country maps places of interest physical maps weather
political map continents North Pole symbols highways railroads
map key map scale compass rose globe equator hemisphere

Chapter 1: “Using Maps”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Using Maps.”



CORE VOCABULARY—Explain that a **state** is an area that belongs to a country but can make some of its own laws. Some countries, such as the United States, are made up of many states.

CORE VOCABULARY—Explain that a **country** is a place with political leaders, a government, and laws.

SUPPORT—Ask students to name the state and country in which they live. **(1.25)**

CORE VOCABULARY—Explain that **maps** are pictures or drawings that show information about a place.

Ask students the following questions:

LITERAL—What is a map? **(1.4)**

» A map is a drawing or image of a location.

EVALUATIVE—Why would you use a map? (1.4)

» You would use a map to show you where things are.

Now ask students to look at the images on page 3 as you read aloud.

Maps show towns, cities, streets, and places of interest.



There are many different kinds of maps. There are physical maps that show mountains, lakes, rivers, and oceans.



3

CORE VOCABULARY—Explain that **places of interest** are special locations or areas that people enjoy visiting because they are fun, beautiful, or filled with things to learn.

SUPPORT—Ask students to look at the map at the top of page 3. Explain that this map shows a city called Shreveport. Shreveport is a city in Louisiana. Guide students to point to the icons as you read the place names aloud: the Shreveport Aquarium, Louisiana State Exhibit Museum, Shreveport Regional Airport, and Sci-Port Discovery Center. (1.3)

CORE VOCABULARY—Explain that **physical maps** are a type of map that shows the land and water features of a place.

SUPPORT—Ask students to look at the map at the bottom of page 3. Explain that this physical map shows features of the United States of America. Guide students to find the mountains, lakes, rivers, and oceans on this map. (1.3)

Ask students the following questions:

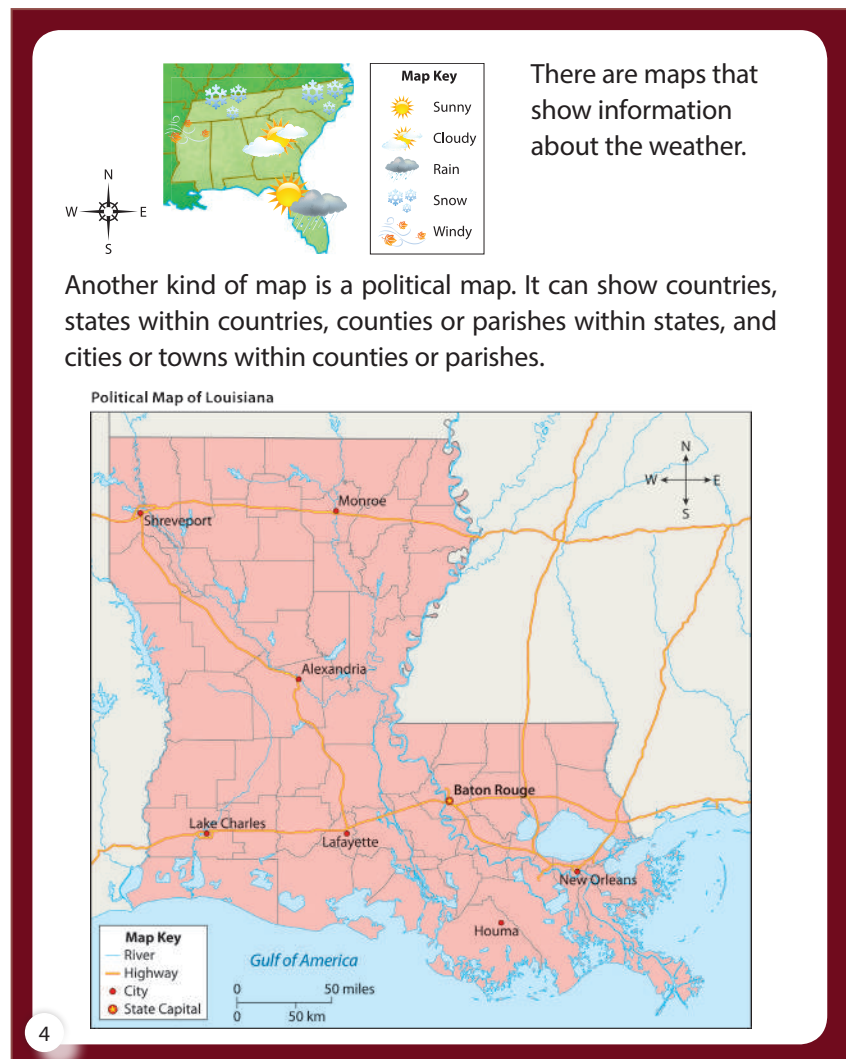
LITERAL—What can maps show? **(1.24)**

» Maps can show towns, cities, streets, places of interest, mountains, lakes, rivers, and oceans.

LITERAL—What do physical maps show? **(1.4)**

» Physical maps show mountains, lakes, rivers, and oceans.

Now ask students to look at the images on page 4 as you read aloud.



CORE VOCABULARY—Explain that **weather** is the conditions outside at a specific time and place.

SUPPORT—Ask students to point to the weather map. Have them to point to places on the map that are sunny, cloudy, rainy, snowy, and windy. **(1.3, 1.24)**

CORE VOCABULARY—Explain that a **political map** is a type of map that shows how different areas are divided or organized.

SUPPORT—Ask students to point to the political map. Explain that political maps can show the borders of countries, states, counties, parishes, cities, and towns. (Students will learn more about borders in the next chapter.) On a political map, we can find the names of different places and where they are located. Explain that this political map of Louisiana shows the location of cities in the state. **(1.3, 1.24, 1.26)**



SUPPORT—Guide students to find the city of Baton Rouge on the Political Map of Louisiana. Point out that it is marked differently than other cities on the map with a star inside the red circle. Explain that this is because it is the capital city of Louisiana. Tell students that capital cities are cities where the government of a state or country meets. **(1.3, 1.24, 1.26)**

Ask students the following question:

LITERAL—What does a political map show? **(1.26)**

- » A political map shows places are organized. They show countries, states within countries, counties or parishes within states, and cities or towns within counties or parishes.

Now ask students to look at the images on page 5 as you read aloud.



SUPPORT—Ask students if they have ever used a paper map or seen a map on TV or on a GPS system. Using the images on page 5 and students' experiences, guide students to identify differences and similarities between these kinds of maps. **(1.4)**

Ask students the following questions:

LITERAL—What are the different ways people can look at maps? **(1.24)**

» People can look at maps on paper, TV, on a GPS screen in a car, or on a mobile phone.

INFERENTIAL—Why might someone use different maps for different situations? **(1.4)**

» Someone might use a paper map if they are hiking. Someone might use a map on TV to learn about the weather in an area. Someone might use a map on a GPS to get directions while driving.

Now ask students to look at the images on page 6 as you read aloud.

When you look at a map of your city or town, you can see where your school is and how to get there.



Maps can even show you places you have never been, like other continents or the North Pole. You can use maps to learn about new places like Africa.



6

SUPPORT—Ask students to point to the school on the map at the top of page 6. Ask them what other things they see on the map. Remind students that maps can help people find different places and figure out how to get to those places. **(1.3)**

CORE VOCABULARY—Explain that **continents** are very large areas of land that usually consists of several countries.

CORE VOCABULARY—Explain that the **North Pole** is the most northern point on Earth.

SUPPORT—Explain that the map at the bottom of page 6 shows the continent of Africa. Encourage the students to observe the shape, size, and features present on the map of Africa, like the different animals represented, or places of interest like the pyramids in Egypt. Link this map to the idea that maps are tools that help us learn about places we've never visited. **(1.3, 1.24)**

Ask students the following questions:

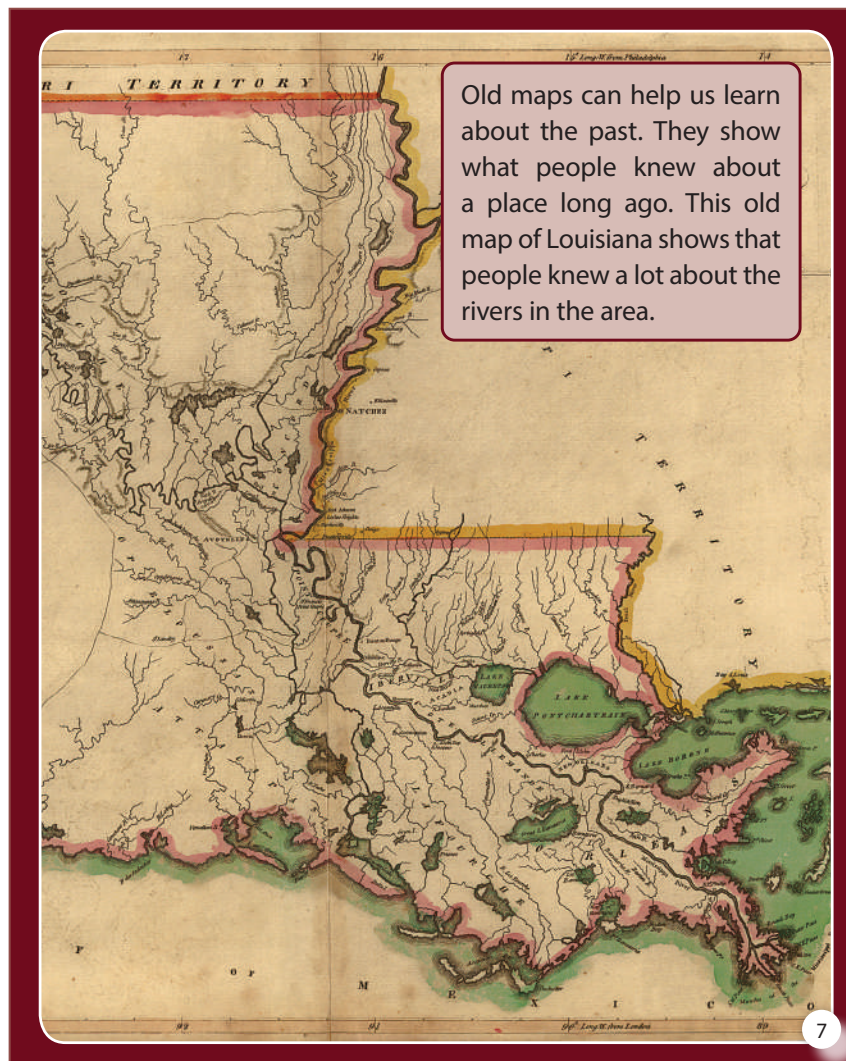
LITERAL—What can a map of your city or town show? **(1.4, 1.24)**

» A map of your city or town can show locations like schools and how to get to those locations.

LITERAL—How can maps help you learn about new places? **(1.4, 1.24)**

» Maps can show you places you have never been, like other continents or the North Pole.

Now ask students to look at the image on page 7 as you read aloud.



SUPPORT—Explain that the past is the time before today. Yesterday is the past. So is last week and last year and all the years before it, including the years before students were born.

SUPPORT—Ask students to look at the map on page 7. Explain that this is an old map of Louisiana. Explain that the squiggly lines represent rivers. Explain that the green on the map's edges represents other bodies of water, like lakes and the Gulf of America. **(1.3)**

SUPPORT—Explain that old maps are primary sources because they were created a long time ago. They show us what a place was like in the past. For example, an old map can show us what people knew about the world hundreds of years ago or how a city or town has changed over time. **(1.2, 1.2.a)**

Ask students the following questions:

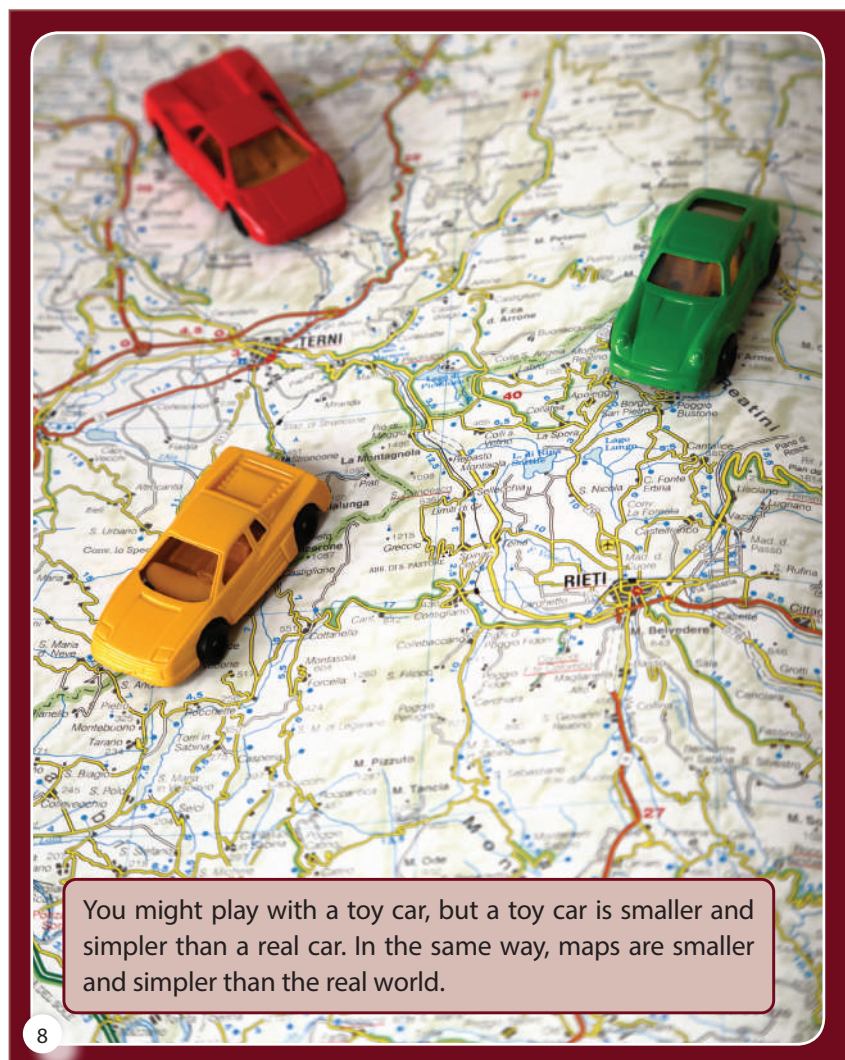
LITERAL—How do old maps help us? **(1.2.a, 1.4, 1.24)**

» Old maps help us learn about the past.

EVALUATIVE—Look at the map on page 7. What does it show? What does that tell you about the people who made the map? **(1.3)**

» The map shows rivers and lakes in Louisiana in the past. It tells me that the people who made the map knew what Louisiana looked like and where the rivers and lakes were.

Now ask students to look at the image on page 8 as you read aloud.



You might play with a toy car, but a toy car is smaller and simpler than a real car. In the same way, maps are smaller and simpler than the real world.

SUPPORT—Explain that maps contain important details about places, so while they are simpler than actual places, they are still helpful for understanding geography. Use the image of toy cars on a map to help students make this connection. Encourage students to imagine the map as the real world and the toy cars as people navigating through different routes and locations, reinforcing the concept that maps offer a scaled-down view of our world.

Ask students the following question:

EVALUATIVE—How is a map similar to a toy car? **(1.24)**

- » A map is similar to a toy car in that it is a smaller and simpler than the real world, just as a toy car is a smaller and simpler than a real car.

Now ask students to look at the image on page 9 as you read aloud.

Symbols are used to show important information on a map. The symbols make it easier for us to understand the information. There are symbols for towns, capital cities, mountains, rivers, highways, railroads, and much more. A map key tells us what the symbols mean.

Louisiana Physical Map



A map scale helps us understand how far apart things are in the real world. Can you find the map scale on this map?

CORE VOCABULARY—Explain that **symbols** are objects that represent something else.

SUPPORT—Explain that we use symbols in many different places, not just maps. Draw a happy face on the board, and explain that it is a symbol. Ask students what that symbol means. Draw a sad face, and have students explain what it means. Repeat this process with a heart symbol.

CORE VOCABULARY—Explain that **highways** are large roads that people use to travel long distances. They usually connect cities, towns, and states.

CORE VOCABULARY—Explain that **railroads** are networks of tracks on which trains run. Trains on railroads carry people and goods from one place to another, often across long distances.

CORE VOCABULARY—Explain that a **map key** is the part of a map that explains what the symbols and colors on the map mean. For instance, a blue symbol might mean water, or a green area might mean a park.

SUPPORT—Direct students to the map key and have them put their finger on it. Point out each symbol on the map key, directing students to point to each as it is read. **(1.3, 1.24)**

CORE VOCABULARY—Explain that a **map scale** is a tool that helps us understand how far apart places are.

SUPPORT—Have students point to the map scale on the map on page 9. **(1.3, 1.24)**

Ask students the following questions:

LITERAL—What do symbols on a map show? **(1.4, 1.24)**

- » Symbols on a map show important information, such as towns, capital cities, rivers, mountains, highways, railroads, and more.

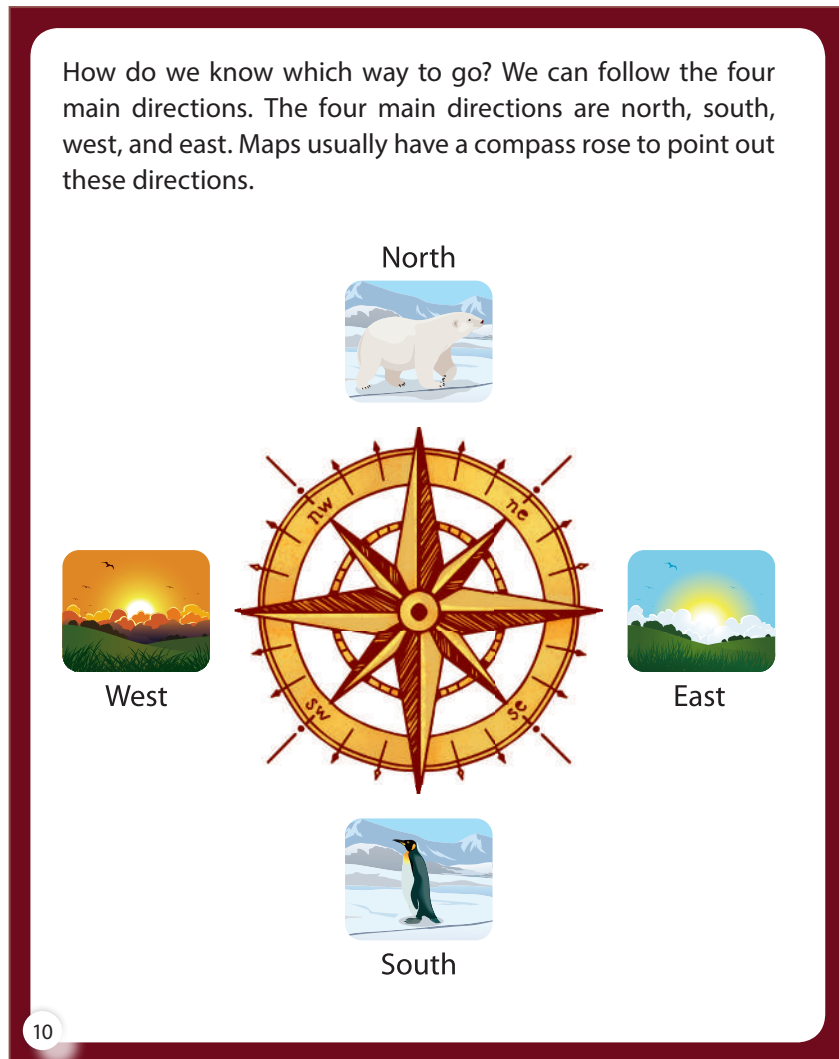
LITERAL—What does a map key do? **(1.4, 1.24)**

- » A map key tells what the symbols on a map mean.

LITERAL—What does a map scale show? **(1.4, 1.24)**

- » A map scale shows the distance between places on a map.

Now ask students to look at the images on page 10 as you read aloud.



CORE VOCABULARY—Explain that a **compass rose** is the part of a map that tells direction.

SUPPORT—Ask students to look at the compass rose on page 10. Guide students to point to the correct location on the compass rose as you read each cardinal direction aloud. Explain the images for each direction on the compass rose (north, a polar bear for the Arctic; south, a penguin for Antarctica; east, sunrise; west, sunset). **(1.3, 1.24)**

SUPPORT—Guide students in identifying the different cardinal directions around them. You may want to use a traditional magnetic compass or one on a mobile phone app (if available) so that students can see which direction is north, south, east, or west, facing those directions as you call them out. **(1.2.b, 1.24)**

Ask students the following questions:

LITERAL—What are the four main directions? **(1.24)**

» The four main directions are north, south, west, and east.

INFERENTIAL—Why would a map include a compass rose? **(1.4)**

- » A map would include a compass rose to show where different towns, cities, physical features, and regions are. A compass rose helps people understand which direction to go or figure out where they are.

Now ask students to look at the images on page 11 as you read aloud.

There are about two hundred countries in the world. Some countries are islands, but most are found on large areas of land we call continents.



There are seven continents on Earth. Do you know which continent you live on?

11

SUPPORT—Have students point to each continent on page 11 as you identify it by name and color on the map. Next, have students point to North America. Explain that students live on the continent of North America. **(1.3, 1.24)**

Ask students the following question:

LITERAL—How many continents are there on Earth? **(1.24)**

- » There are seven continents on Earth.

Now ask students to look at the image on page 12 as you read aloud.

Much of Earth is covered by oceans and seas. The oceans are the Pacific, the Atlantic, the Indian, the Arctic, and the Southern.



12

SUPPORT—Have students turn back to the map on page 11. Guide students to point to the Atlantic, Pacific, Indian, Arctic, and Southern oceans on this map. **(1.3, 1.24)**

SUPPORT—Explain that the image on this page shows what Earth looks like from space. The blue areas are water, the white areas are clouds, and the green, brown, and yellow areas are land. The dot in the upper left of the image is the moon. Explain that the land areas shown in this image are North and South America. Point out the approximate location of Louisiana in North America and tell students, “We are here.”

Ask students the following question:

LITERAL—What are the different oceans on Earth? **(1.24)**

- » The different oceans on Earth are the Pacific, the Atlantic, the Indian, the Arctic, and the Southern.

Now ask students to look at the image on page 13 as you read aloud.

We sometimes show Earth as a round globe because Earth is a round planet! On a globe, the center or middle of Earth's surface is marked by an imaginary line called the equator. Earth's northern half is called the Northern Hemisphere, and the southern half is called the Southern Hemisphere.



The farthest northern point is the North Pole. The farthest southern point is the South Pole.

13

CORE VOCABULARY—Explain that a **globe** is a small model of the world.

SUPPORT—Direct students to look at the globe in the image. Then, show or pass around an actual globe. Use the globe to identify the North Pole and South Pole. Invite volunteers to demonstrate where they think the equator is. **(1.2.b, 1.3, 1.24)**

CORE VOCABULARY—Explain that the **equator** is the imaginary east-west line on a globe or map that is an equal distance from the North Pole and South Pole.

CORE VOCABULARY—Explain that a **hemisphere** is one half of Earth.

SUPPORT—Explain that Earth's northern half (the half above the equator) is called the Northern Hemisphere, and the southern half (the half below the equator) is called the Southern Hemisphere. Ask students where they think the Northern and Southern Hemispheres are. Then have them decide if they live in the Northern or Southern Hemisphere. Explain that students live in the Northern Hemisphere. **(1.25)**

Ask students the following questions:

LITERAL—What shape is Earth? (1.24)

» Earth is round.

LITERAL—What are the farthest northern and southern points on Earth called? (1.24)

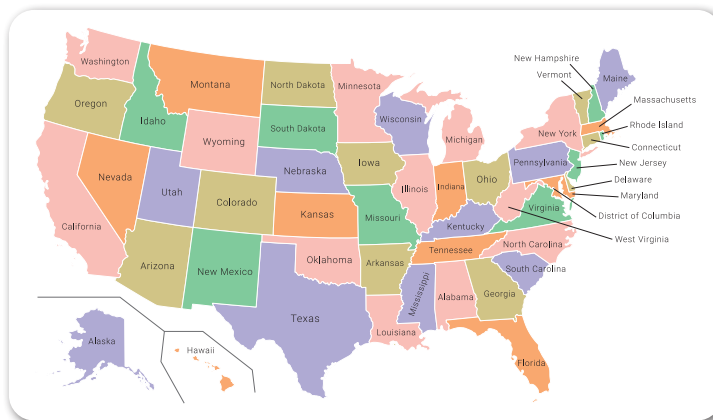
» The farthest northern point is called the North Pole, and the farthest southern point is called the South Pole.

LITERAL—What marks the center, or middle, of Earth's surface? (1.24)

» The equator marks the center, or middle, of Earth's surface.

Now ask students to look at the images on page 14 as you read aloud.

You live in the United States of America. The United States is a country on the continent of North America.



You live in the state of Louisiana.
Can you find Louisiana on
the map above?



14

SUPPORT—Use the globe to point out North America and the United States. Show the students how the United States is part of the continent of North America. Discuss with them the size and shape of the country. Briefly mention neighboring countries like Mexico and Canada and other close landmarks or bodies of water like the Atlantic and Pacific Oceans.

SUPPORT—Have students find Louisiana on the map of the United States. Emphasize that Louisiana is one of the fifty U.S. states and is the state in which they live. Point out that the image of Louisiana on the bottom of the page is simply a magnified version of the state, to show the state’s shape. **(1.3, 1.25)**

Ask students the following questions:

LITERAL—What is the name of the state in which you live? **(1.26)**

» The name of the state is Louisiana.

LITERAL—What is the name of the country in which you live? **(1.26)**

» The name of the country is the United States of America.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “How can maps help us?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How can maps help us?

» Some maps show states, countries, cities, towns, and places of interest. Other maps show mountains, lakes, rivers, and other land features. Some maps give information about the weather. Maps can be on paper, TV, or on a GPS.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Louisiana's Geography

Primary Focus Objectives

- ✓ Identify and describe the importance of natural resources in Louisiana. **(1.23)**
- ✓ Identify Louisiana on a map of the United States and on a globe. **(1.24, 1.25)**
- ✓ Identify and locate the town, parish, state, and country in which students live. **(1.26, 1.27)**
- ✓ Identify the regions of Louisiana. **(1.26, 1.27)**
- ✓ Describe physical characteristics of Louisiana, the ways people have altered the environment to meet their needs, and how Louisianans have coped with natural disasters. **(1.28, 1.29, 1.30)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *geography, border, coastline, natural resources, timber, seafood, oil, natural gas, regions, paradise, central, fertile, prairies, marshes, wildlife, refuges, culture, wetlands, swamp, bayou, populous, diverse, and adapt.*

Materials Needed

- individual student copies of *A Place Called Louisiana* Student Book
- images from the Internet of sea animals in their natural environment, an oil platform, and an American alligator
- globe

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Louisiana’s Geography”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Louisiana’s Geography”

Using a globe to illustrate, remind students that in the previous chapter they learned that they live on Earth, in the Northern Hemisphere, on the continent of North America, in the country of the United States, and in the state of Louisiana. In this chapter, they will learn more about the state of Louisiana.

Framing Question

What are the features of Louisiana's geography?

Core Vocabulary

geography border coastline natural resources timber
seafood oil natural gas regions paradise central
fertile prairies marshes wildlife refuges culture
wetlands swamp bayou populous diverse adapt

Chapter 2: "Louisiana's Geography"

Distribute copies of the Student Book. Ask students to turn to page 15 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is "Louisiana's Geography."

CHAPTER 2

Louisiana's Geography

Louisiana is one of the fifty states that make up the United States of America. It is in the southeastern part of the country.

The United States of America



Louisiana shares a border with three states around it—Texas is to the west, Arkansas to the north, and Mississippi to the east. The Gulf of America is south of Louisiana. It connects to the Atlantic Ocean. The state of Louisiana has a beautiful coastline.

CORE VOCABULARY—Explain that **geography** is the study of Earth’s physical and human-made features.

SUPPORT—Remind students that a state is an area that belongs to a country but can make some of its own laws. Louisiana is one of the fifty states in the United States. Have students find Louisiana on the map in the center of the page.

SUPPORT—Explain that *southeastern* means between the south and the east. Have students turn back to page 10 to look at the compass rose. Direct them to find south and east and then put their finger between those directions to find southeast. Explain that if we say a place is in the southeastern part of a country, it means it is located in the lower right part of it when looking at a map. **(1.3, 1.24, 1.25)**

CORE VOCABULARY—Explain that a **border** is a line that people have agreed on to separate different areas, like states or countries. It shows where one place ends and another begins.

CORE VOCABULARY—Explain that a **coastline** is the area where the land meets the ocean or sea.

SUPPORT—Ask students to point to the state of Louisiana on the map of the United States. Have students point to the states that border, or surround, it. Next, have them point to the coastline, where Louisiana is next to water. Explain that this body of water is called the Gulf of America. **(1.3, 1.24, 1.25)**

Ask students the following questions:

LITERAL—What states are next to Louisiana? **(1.3, 1.25)**

- » Texas is next to Louisiana to the west. Arkansas is next to Louisiana to the north. Mississippi is next to Louisiana to the east.

LITERAL—What body of water is next to Louisiana’s coastline? **(1.3, 1.25)**

- » The Gulf of America is next to Louisiana’s coastline.

Now ask students to look at the image on page 16 as you read aloud.

Now that you've found Louisiana on the map of the United States, can you find it on the globe?



When we look at the globe, we see that Louisiana is part of the continent called North America.

16

SUPPORT—Ask students to point to the United States on the globe image. Next, ask them to find Louisiana. (1.3, 1.24, 1.25)

SUPPORT—Remind students that a continent is a very large area of land that usually consists of several countries. There are seven continents, and North America is the one we live on. Guide students to point to North America on the image, pointing out that North America consists of Canada, the United States of America, Mexico, and many other countries in Central America and the Caribbean.

Ask students the following question:

LITERAL—What continent is Louisiana on? (1.3, 1.25)

» Louisiana is on the continent of North America.

Now ask students to look at the image on page 17 as you read aloud.

Louisiana has sixty-four parishes. A parish is an area of local government. What people in Louisiana call a parish, other states call a county. Which parish do you live in?

Louisiana Political Map



Within parishes are towns or cities. These are communities where people live. What town or city do you live in?

17

SUPPORT—Have students name their parish, and guide them to it on the map. If students do not know the name of their parish, tell them and help them find it on the map. **(1.3, 1.24, 1.26)**

SUPPORT—Have students name their town or city. If students do not know the name of their town or city, tell them its name. **(1.26)**

Ask students the following question:

LITERAL—How many parishes does Louisiana have? **(1.26)**

» Louisiana has sixty-four parishes.

Now ask students to look at the images on page 18 as you read aloud.

Louisiana has many important natural resources. Forests in Louisiana are a rich source of timber, including woods like oak and pine. This wood is used for construction, paper manufacturing, and furniture production.



The many bodies of water across Louisiana—such as the Gulf of America, rivers, and lakes—provide seafood. Shrimp, oysters, crawfish, crabs, and many types of fish found in these waters are sold across the world.



18

CORE VOCABULARY—Explain that **natural resources** are materials that comes from nature and can be used by humans. Water, trees, and air are all natural resources.

CORE VOCABULARY—Explain that **timber** is another word for wood that comes from trees that are cut down.

SUPPORT—Tell students to look at the timber in the top image. Explain that timber is used to make many things, such as furniture, houses, and even paper. Ask students what the picture tells them about how timber gets from the forest to the people in Louisiana. Discuss how trees are cut down, transported, and used to create products. **(1.23)**

CORE VOCABULARY—Explain that **seafood** is a word that describes all the different types of fish and shellfish that live in the ocean, rivers, or lakes and are used for food.

SUPPORT—Show students images from the Internet of sea animals as they look alive (not cooked on a plate) including shrimp, oysters, crawfish, crabs, and fish. Explain that these are all different types of seafood that people catch, cook, and eat.

Ask students the following questions:

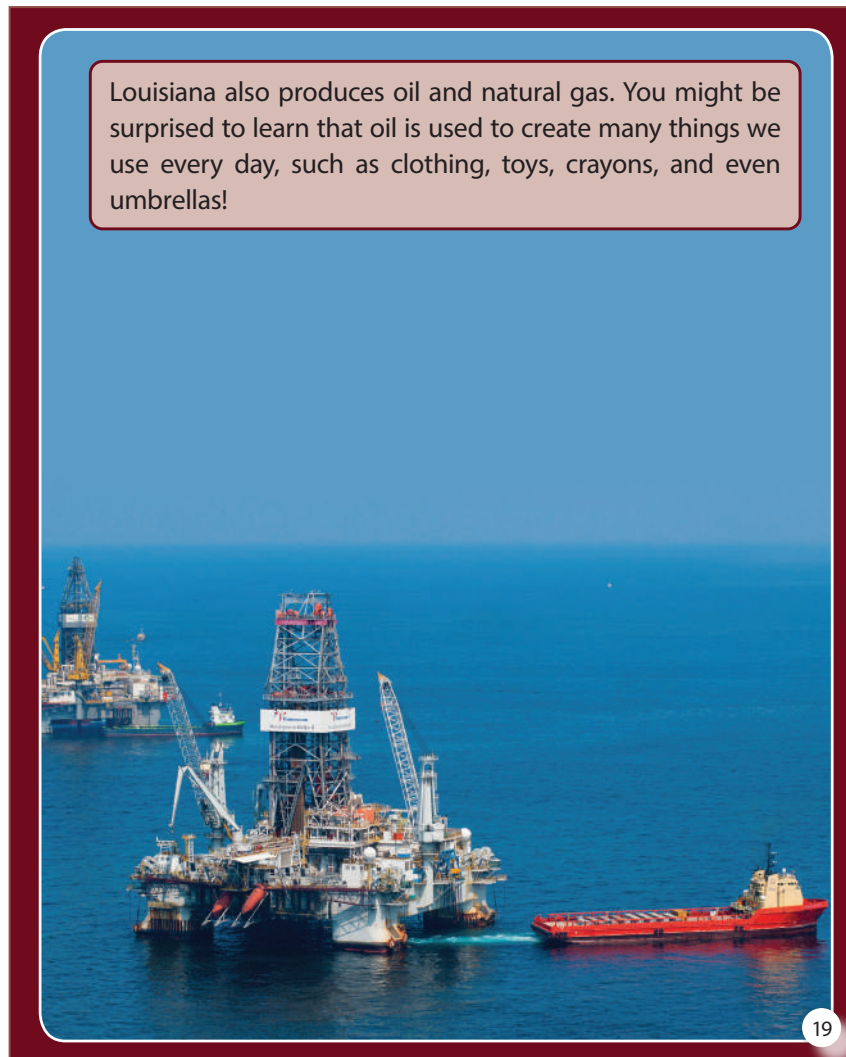
LITERAL—What natural resources come from Louisiana? **(1.23)**

» Natural resources that come from Louisiana include timber and seafood.

LITERAL—What can timber be used for? **(1.23)**

» Timber can be used for construction, paper manufacturing, and furniture production.

Now ask students to look at the image on page 19 as you read aloud.



CORE VOCABULARY—Explain that **oil** is a thick, black, sticky liquid found deep underground used to make gasoline for cars, heating oil for homes, and many other everyday items like plastic.

SUPPORT—Explain that oil comes from deep underground and sometimes underwater. Direct students to look at the picture. Explain that the machines in the image help people get the oil from deep underwater. Show an image from the Internet of an oil platform, and explain that these machines, called oil platforms or oil rigs, help get the oil that is deep underground. **(1.23)**

CORE VOCABULARY—Explain that **natural gas** is a gas that comes from deep underground and is used to heat homes, cook food, and create electricity.

Ask students the following question:


LITERAL—What is oil used to make? (1.23)

» Oil can be used to make everyday items like clothing, toys, crayons, and umbrellas.

Now ask students to look at the images on page 20 as you read aloud.

Louisiana is made up of seven different regions. A region is an area of land with common features, or things that are similar. Regions may have a common physical feature like mountains or rivers. Or the people living in a region may share things, like the same language, culture, or traditions.

Which region do you live in?



20

CORE VOCABULARY—Explain that **regions** are large areas that may have certain characteristics related to their geography, form of government, or traditions that sets the region apart from other places.

SUPPORT—Ask students if they know what region they live in. Help them identify their region and find it on the map. (1.3, 1.24, 1.26)

Ask students the following questions:

LITERAL—How many regions are there in Louisiana? (1.26, 1.27)

» There are seven regions in Louisiana.

EVALUATIVE—How are regions formed or created? (1.27, 1.28)

» Regions are formed or created by common physical features, like mountains or rivers, or other features in common, like language, culture, or traditions.

Now ask students to look at the image on page 21 as you read aloud.

North Louisiana is known as Sportsman's Paradise. There are many places for camping, fishing, hiking, and birdwatching in North Louisiana. This region is also known for its large forests full of tall pine trees. People can use the timber from these trees to make lots of things, like furniture, paper, and houses.



21

SUPPORT—Guide students to find North Louisiana on the map on page 20.

CORE VOCABULARY—Explain that **paradise** is a word people use to describe a place that is extremely beautiful or ideal for an activity.

SUPPORT—Ask students to raise their hands if they have been camping, fishing, hiking, or birdwatching. Invite volunteers to share their favorite memories of the experience.

SUPPORT—Remind students that *timber* is another word for wood that comes from trees that are cut down.

Ask students the following questions:

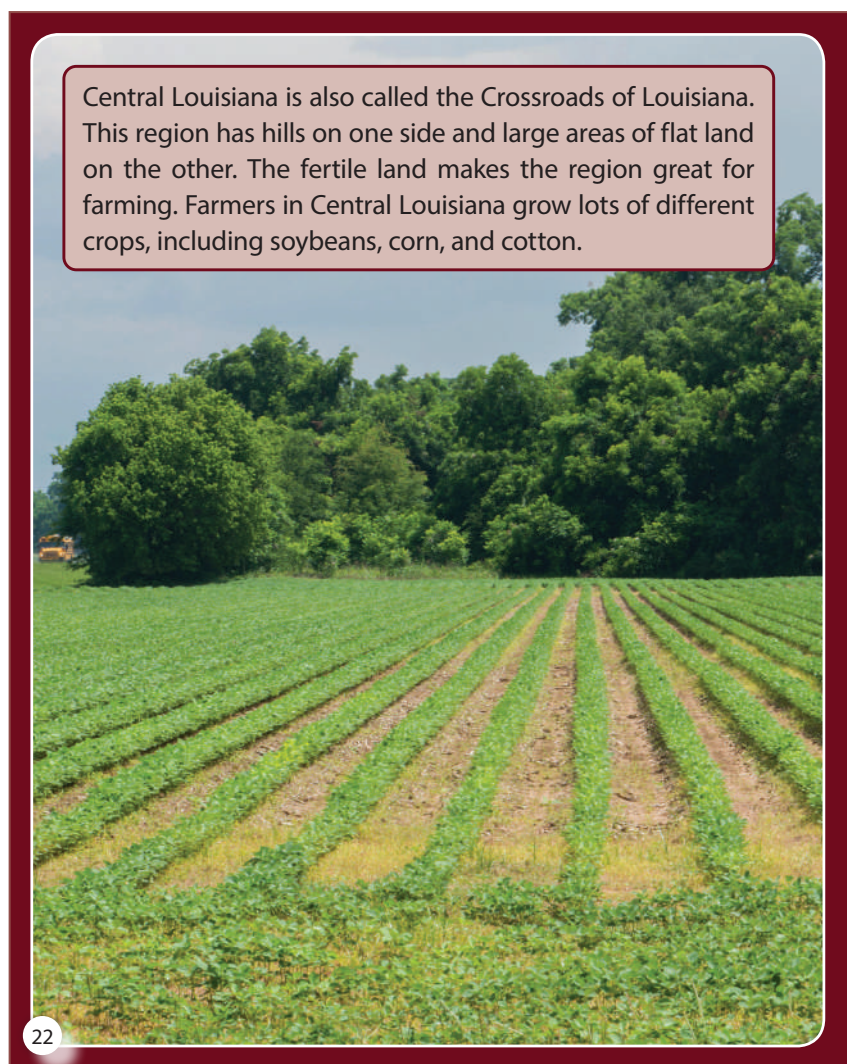
LITERAL—What activities is North Louisiana known for? **(1.27, 1.28)**

» North Louisiana is known for outdoor activities like camping, fishing, hiking, and birdwatching.

LITERAL—What natural resource can be found in North Louisiana? **(1.23, 1.28)**

» North Louisiana has large forests full of tall pine trees that can be used as timber and for outdoor activities.

Now ask students to look at the image on page 22 as you read aloud.



CORE VOCABULARY—Explain that **central** means in the middle or located at the center of something.

SUPPORT—Guide students to find Central Louisiana on the map on page 20. Explain that the term “Crossroads of Louisiana” describes Central Louisiana because it’s where different regions, cultures, and transportation routes come together.

CORE VOCABULARY—Explain that **fertile** refers to land that is good for growing plants or crops. If the land is fertile, it can grow a lot of healthy crops.

SUPPORT—Ask students to identify hills or flat land in the image. Discuss how the land affects what can be grown. Review the definitions of *urban*, *rural* and *suburban* areas that Bayou Bridges students learned in Kindergarten Unit 1 *Exploring Our World*. Ask students what types of areas they are likely to find around the farmlands of Central Louisiana. **(1.3, 1.4, 1.7, 1.27, 1.28)**

Ask students the following question:

EVALUATIVE—Why is Central Louisiana good for farming? **(1.28)**

» Central Louisiana is good for farming because of its fertile land.

Now ask students to look at the images on page 23 as you read aloud.

Southwest Louisiana has many prairies and marshes. The prairies can be flat or hilly with tall grass. The marshes are wet. Lots of plants and wildlife grow in the marshes. This region has many wildlife refuges. A wildlife refuge is a special place where plants and animals are protected.



The culture of Southwest Louisiana has been influenced by the French and Acadians who settled in the region long ago. Farmers plant rice and sugarcane in the prairies. You might eat spicy food or hear zydeco music here.



23

SUPPORT—Guide students to find Southwest Louisiana on the map on page 20.

CORE VOCABULARY—Explain that **prairies** are a type of landscape that is mostly flat with lots of grasses and few trees.

CORE VOCABULARY—Explain that **marshes** are a type of wetland that consistently floods from one water source to another and has mainly grasses as plant life.

SUPPORT—Ask students to point to the image of the prairie. Prairies are often found in the middle parts of continents where there is too little rain for trees to grow well, but enough for grasses. Next, have them point to the image of the marsh. Explain that marshes are filled with water and support lots of different kinds of plants and animals that can live in wet, muddy conditions. **(1.3, 1.28)**

CORE VOCABULARY—Explain that **wildlife** refers to the animals and plants that grow and live outside in nature.

CORE VOCABULARY—Explain that **refuges** are safe places where something is protected. Wildlife refuges are special places where plants and animals are protected.

CORE VOCABULARY—Explain that **culture** is a way of life shared by a group of people. It includes things like language, food, music, clothes, beliefs, traditions, and much more.

SUPPORT—Explain that the French and Acadians were some of the earliest settlers in Southwest Louisiana, and they are important to the region’s culture. Acadians were French settlers who first lived in parts of Canada but later moved south to Louisiana. Today, their descendants are called Cajuns. Zydeco music is a blend of French, African, and Native American musical traditions. It has exciting rhythms and is usually played with instruments like the accordion and a type of washboard called a “frottoir.”

Ask students the following questions:

LITERAL—What are the physical features of Southwest Louisiana? **(1.27, 1.28)**

» Southwest Louisiana has prairies and marshes.

LITERAL—What are some parts of the culture of Southwest Louisiana? **(1.27)**

» Southwest Louisiana is the home of Acadians, or Cajuns, whose culture includes lively Zydeco music.

Now ask students to look at the images on page 24 as you read aloud.

The Florida Parishes got its name because they were once part of Spanish Florida before they were part of Louisiana! The state capital, Baton Rouge, is in this region.

This region has many pine forests and farmlands. Farmers grow many crops, such as delicious strawberries and pumpkins, and raise farm animals, such as dairy cows and chickens.



24

SUPPORT—Guide students to find the Florida Parishes on the map on page 20.

SUPPORT—Have students point to the picture of pumpkins. Ask if anyone has experience decorating pumpkins for Halloween or eating pumpkin pie. **(1.3)**

Ask students the following questions:

LITERAL—What region is the capital of Louisiana, Baton Rouge, located in? **(1.27)**

» Baton Rouge is located in the Florida Parishes.

LITERAL—What are the physical features of the Florida Parishes? **(1.27, 1.28)**

» The Florida Parishes have pine forests and farmland.

Now ask students to look at the images on page 25 as you read aloud.

The region of Acadiana is also called Cajun Country. Cajun, short for Acadian, refers to the culture of people who settled here long ago. This region has wetlands, prairies, and rivers. Farmers plant rice and sugarcane in the prairies.



The Atchafalaya River Basin, within the Acadiana region, is North America's largest floodplain swamp. This important wetland is home to many different animals and plants, such as alligators, fish, shrimp, birds, water tupelo, honeysuckle, and the purple passion flower.

25

SUPPORT—Guide students to find Acadiana on the map on page 20.

SUPPORT—Explain that the Acadians for whom Acadiana is named are the same group of people who moved to Southwest Louisiana. Their descendants are called Cajuns.

CORE VOCABULARY—Explain that **wetlands** are a type of land where the ground is covered with water for part of the day or year-round.

CORE VOCABULARY—Explain that a **swamp** is a type of wetland that’s covered with deep water and has mainly trees and large plants as plant life.

SUPPORT—Tell students that wetlands can be marshes, swamps, bayous, or even parts of rivers that flood often. Direct students to point to the image of the Atchafalaya River Basin, the largest floodplain swamp in North America. This wetland is home to many different kinds of plants and animals. **(1.3, 1.27, 1.28)**

SUPPORT—Show students an image of an alligator from the Internet. Explain that alligators are important residents of wetlands.

Ask students the following questions:

LITERAL—What physical features are present in the Acadiana region? **(1.27, 1.28)**

» The Acadiana region has wetlands, prairies, and rivers.

LITERAL—What would you see if you visited the Atchafalaya River Basin? **(1.27, 1.28)**

» If I visited the Atchafalaya River Basin, I would see a swamp with alligators, fish, shrimp, and birds.

Now ask students to look at the image on page 26 as you read aloud.



The Bayou region is named for its many bayous and swamps. A bayou is a small, slow-moving stream. A swamp is an area of land always covered in water. Some people in this region make a living fishing in the many bayous and swamps.

Native Americans, such as the Chitimacha people, have lived in Bayou Country for more than a thousand years. The Chitimacha are known for their intricate basket weaving. Today, many Native Americans still live in this region.

26

SUPPORT—Guide students to find the Bayou region on the map on page 20.

CORE VOCABULARY—Explain that a **bayou** is a small, slow-moving stream.

SUPPORT—Explain that the natural features of the Bayou region, particularly the bayous and swamps, help shape the lifestyles of the people living there, such as those who make their living by fishing.

Ask students the following question:

LITERAL—How do some people in the Bayou region make a living? **(1.23, 1.27, 1.28)**

» Some people in the Bayou region make a living by fishing.

Now ask students to look at the image on page 27 as you read aloud.

Louisiana's last region is called Greater New Orleans. It is a region centered on New Orleans, the most populous city in the state. Over time, many different groups of people have migrated to New Orleans, making it a very diverse city. New Orleans is known for its Mardi Gras celebrations, unique food, and music.



27

SUPPORT—Guide students to find Greater New Orleans on the map on page 20.

SUPPORT—Explain that the word “greater” here means “bigger” and not “better.” So the term “Greater New Orleans” refers to a larger area that includes New Orleans and its surrounding communities, not that it is “better” than any other region.

CORE VOCABULARY—Explain that **populous** means a lot of people live there.

CORE VOCABULARY—Explain that **diverse** means having many different types. A diverse place has people from many different backgrounds, cultures, and experiences.

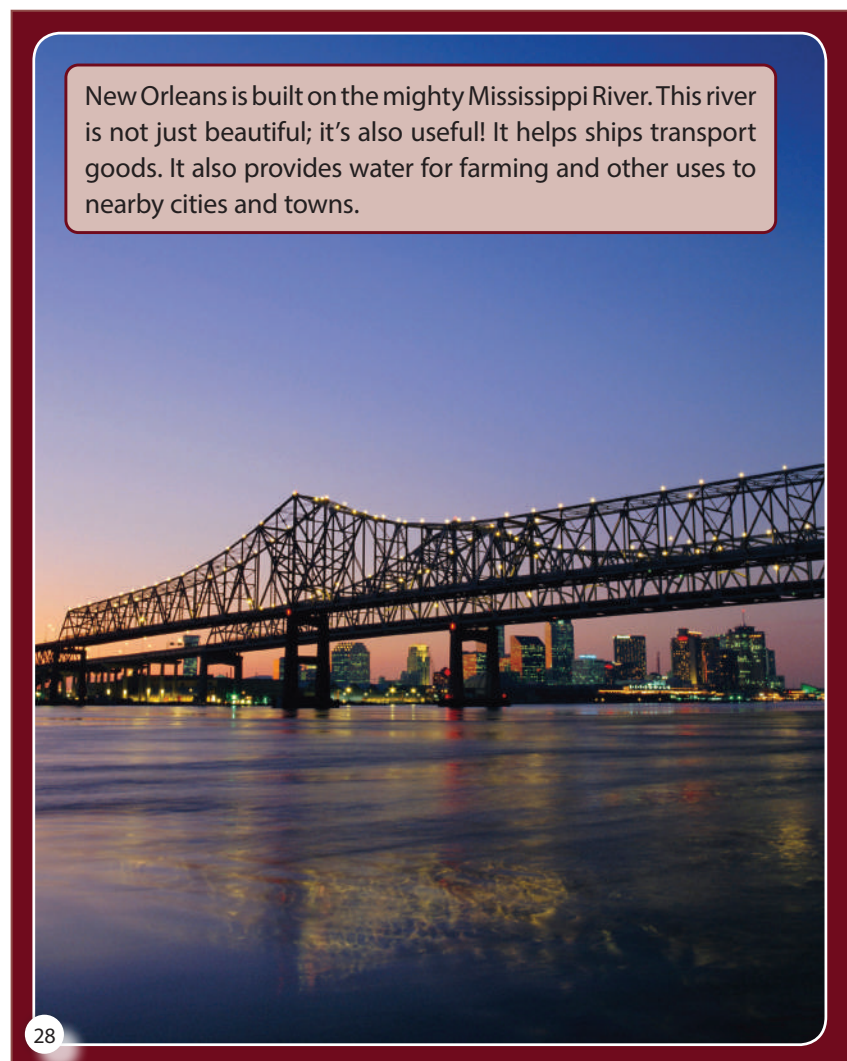
SUPPORT—Discuss with students how the Greater New Orleans region’s culture, shaped by migration, created a melting pot of foods, music, and traditions. Review the definitions of *urban*, *rural*, and *suburban* areas that Bayou Bridges students learned in Kindergarten Unit 1 *Exploring Our World*). Ask students what types of areas they would find in this region. **(1.7.)**

Ask students the following question:

LITERAL—What is the center of the Greater New Orleans region? **(1.27)**

» The city of New Orleans is the center of the Greater New Orleans Region.

Now ask students to look at the image on page 28 as you read aloud.



SUPPORT—Explain that to transport means to move from one place to another.

SUPPORT—You may wish to point out that Baton Rouge is also built on the Mississippi River.

Ask students the following questions:

LITERAL—What river is New Orleans built on? **(1.27)**

» New Orleans is built on the Mississippi River.

LITERAL—What is the Mississippi River used for? **(1.23)**

» The Mississippi River helps ships transport goods and provides water for farming and to nearby cities and towns.

Now ask students to look at the image on page 29 as you read aloud.

Every place has challenges, and Louisiana is no different. The people of Louisiana have learned to adapt to their environment in many ways.

People in Louisiana build bridges to cross bodies of water. There are many bridges in this state. Some are small and made to cross streams. Others, like the Lake Pontchartrain Causeway, are long. The causeway is the longest bridge completely over water in the world! It is twenty-four miles (39 km) long.



29

CORE VOCABULARY—Explain that **adapt** means to change or adjust to deal with new situations or conditions.

SUPPORT—Discuss the ways people in Louisiana have adapted to their environment, specifically the bodies of water, by building bridges. Highlight the different types of bridges—small ones for smaller bodies of water and big ones like the Lake Pontchartrain Causeway.

Ask students the following questions:

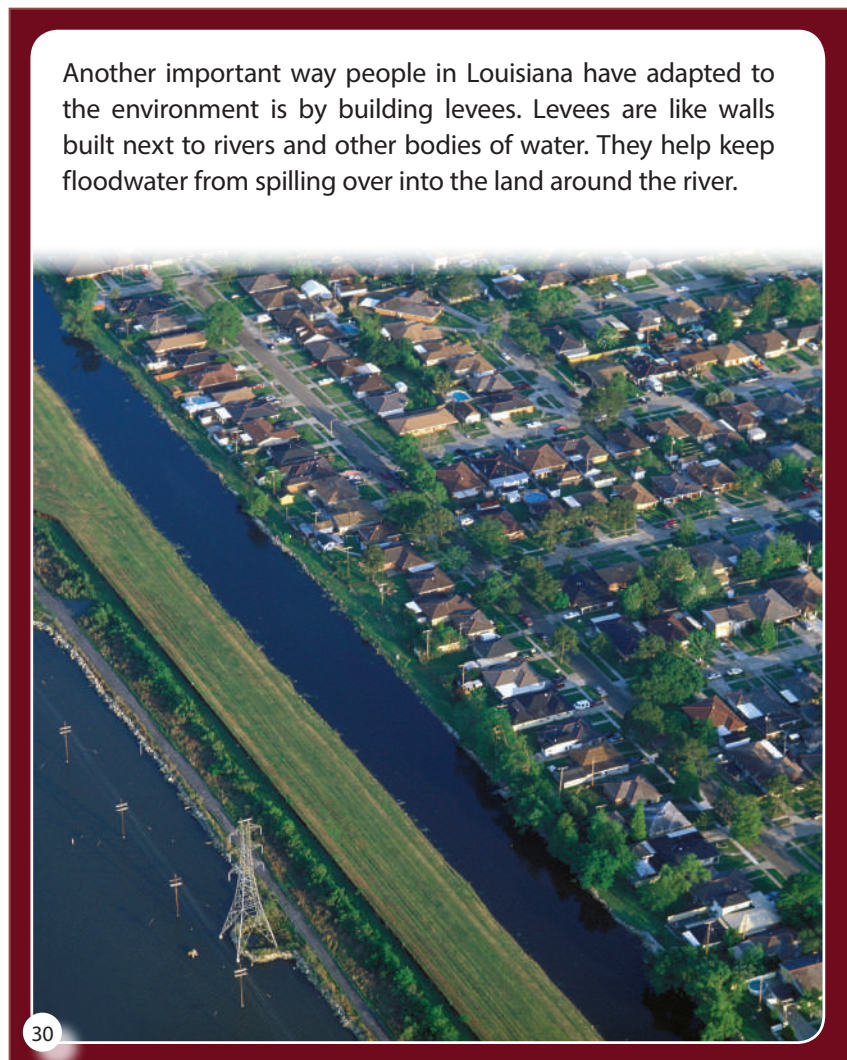
LITERAL—What is one way that people in Louisiana have learned to adapt to their environment? **(1.29)**

» People in Louisiana have built bridges to adapt to living near water.

INFERENTIAL—Why do you think people in Louisiana decided to build the Lake Pontchartrain Causeway? **(1.29)**

» People in Louisiana probably decided to build the Lake Pontchartrain Causeway because they needed to travel across the large body of water regularly. The bridge would make transportation easier and quicker, helping people adapt to their environment.

Now ask students to look at the image on page 30 as you read aloud.



SUPPORT—Guide students to find the levee in the image. Explain that people in Louisiana build levees as a way to manage water and prevent flooding. Louisiana has many rivers and heavy rains, which can lead to high water levels. Levees help protect homes, farming areas, and other important structures from water damage. Levees are one way people in Louisiana have adapted to their environment.

Ask students the following question:

EVALUATIVE—Why do people in Louisiana build levees? (1.29, 1.30)

- » People in Louisiana build levees to help keep flood water from spilling over into the land around the river.

Now ask students to look at the images on page 31 as you read aloud.

Sometimes parts of Louisiana experience big storms called hurricanes. Hurricanes can create a lot of rain in a short amount of time. Rivers and bayous can overflow and cause floods.



Louisianans prepare for hurricanes by gathering supplies. Some homes are built up very high. Sometimes people must leave their homes and go somewhere safer during a hurricane. After the storm, the people work together to clean up their towns and rebuild their homes.



31

SUPPORT—Discuss Hurricane Katrina with students. Explain that in 2005, this extremely powerful hurricane hit Louisiana, causing severe damage, especially to the city of New Orleans and the surrounding Greater New Orleans region. Discuss the importance of hurricane preparedness and how the experience of Hurricane Katrina changed the way Louisianans now prepare for and respond to hurricanes. During Katrina, there were significant difficulties evacuating residents of New Orleans to safer locations. Now, clearer communication about evacuation procedures and transportation options for those without personal vehicles are in place. The failure of the levee system in New Orleans was a major factor in the flooding. Since Katrina, there has been a focus on strengthening and upgrading levees to better withstand storm surges and flooding. Another big change that happened is how homes in flood-prone areas are built. Because hurricanes can bring a lot of water that can flood houses, new homes are now often built higher off the ground. This helps keep the water out and everyone inside safe and dry. Another important change was with the

way people communicate during hurricanes. Sometimes the usual ways that people communicate, like through cell phones, might not work. So Louisiana started using different types of emergency alert systems—like one that works on FM radios, called Alert FM. This way, even if other things stop working, people can still get important messages about the storm. The state also created special programs to help everyone in our community know what to do during a hurricane. One such program is called “Neighbors Helping Neighbors.” It teaches people how to help their friends and people living nearby before and after these big storms.

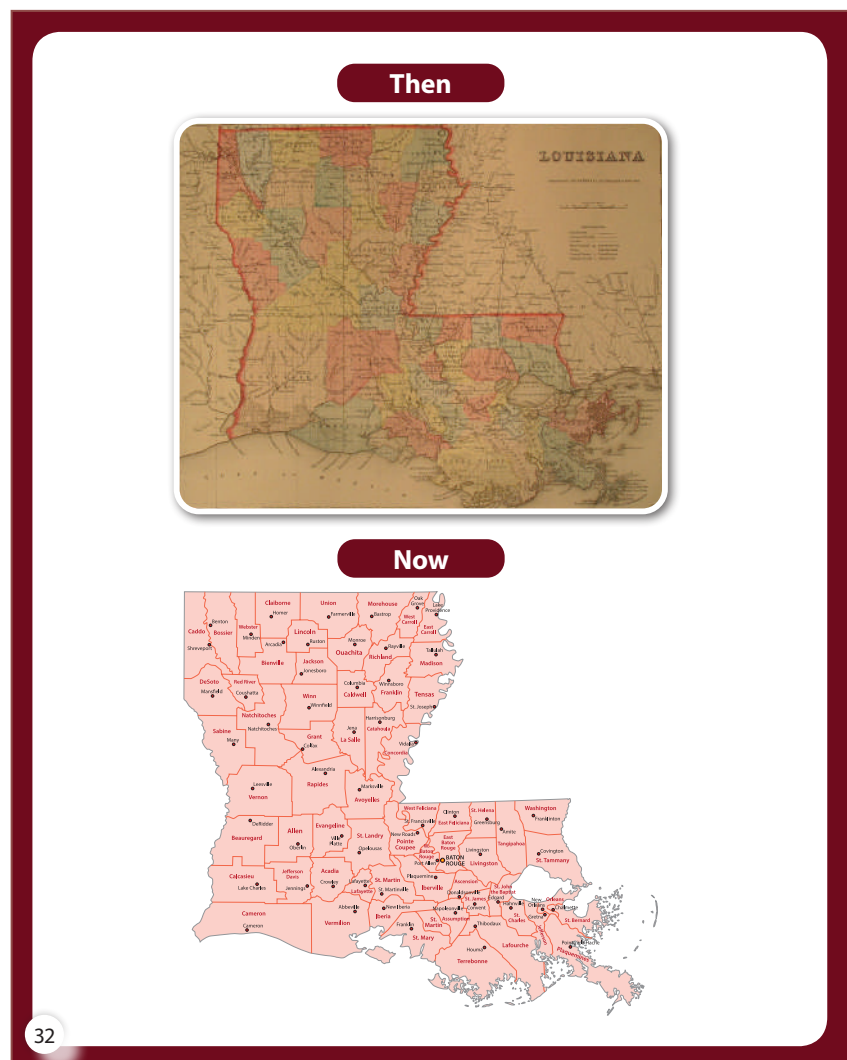
Ask students the following question:

LITERAL—How do Louisianans prepare for hurricanes? (1.29, 1.30)

- » Louisianans prepare for hurricanes by gathering supplies. Many live in homes that are built very high to avoid floodwaters. In some cases, Louisianans leave their homes to go to safer locations during the hurricane. After the hurricane passes, they work together to clean up their communities and rebuild their homes and other structures that may have been damaged.

Then and Now, page 32

Ask students to look at the images on page 32.



Tell students that these images show an old map of Louisiana and a current map of Louisiana.

Guide students to the Then image. Explain that this shows Louisiana a long time ago. Ask students what they think the colors on the old map represent. Guide them to understand that the colors indicate parishes.

Guide students to the Now image. Explain that this shows Louisiana today. This map also shows parishes.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? **(1.2, 1.2.a, 1.2.b, 1.4, 1.24, 1.26)**

- » Both maps show Louisiana, specifically parishes in Louisiana.

EVALUATIVE—What is different in the images? **(1.2, 1.2.a, 1.2.b, 1.4, 1.24, 1.26)**

- » The old map shows fewer parishes than the new map. It also shows land and water areas around Louisiana, which do not appear on the Now map. The Now map also clearly shows cities, which the old map does not.

LITERAL—Which map would you use if you wanted to locate the current capital of Louisiana? **(1.2, 1.2.a, 1.2.b, 1.4, 1.24, 1.26)**

- » You would use the new map because it is a political map with cities and the capital clearly labeled.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What are the features of Louisiana’s geography?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What are the features of Louisiana’s geography?

- » Louisiana’s geography has many different features such as prairies, marshes, wetlands, rivers, bayous, and pine forests. It also has both flat lands and hills. It is organized into seven regions. Each region has its own resources and culture.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

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- Where I Live 52

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Answer Key: *A Place Called Louisiana*—Chapter Assessments 74

Culminating Activity: *A Place Called Louisiana*

Where I Live

Activity Page **Materials Needed:** sufficient copies of Where I Live (CA.1), colored pencils or crayons



AP CA.1

Distribute copies of Where I Live (CA.1) to each student. Start with the world map. Explain that we live on the continent of North America. Have students identify and color in North America on the map.

Next, move on to the U.S. map. Help students identify and color in the state of Louisiana on the map.

Now, introduce the map of Louisiana's regions. Help students identify and color the region in which they live.

Ask students the name of their city or town, and help them locate it on the map.

Finally, help students identify and color in their parish on the Louisiana map.

Chapter 1 Assessment: *Using Maps*

Make sufficient copies of the Student Answer Sheet for each student; see pages 54–55 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. How many continents are on Earth? **(1.24)**
 - a) five
 - b) six
 - c) seven
2. Which part of the map tells about direction? **(1.24)**
 - a) the symbols
 - b) the compass rose
 - c) the map key
3. What continent is the United States on? **(1.26)**
 - a) South America
 - b) North America
 - c) Asia
4. What part of the map tells what the symbols mean? **(1.24)**
 - a) the scale
 - b) the compass rose
 - c) the map key
5. What continent is Louisiana a part of? **(1.25)**
 - a) South America
 - b) North America
 - c) Africa

Chapter 1 Assessment Student Answer Sheet: *Using Maps*

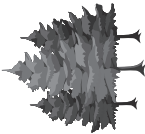
1.


a. 5

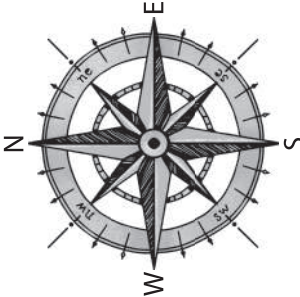
b. 6

c. 7










2.

a.

b.

c.

MAP KEY

| | | | |
|---|--------------|---|----------|
|  | Highway |  | Forest |
|  | Town |  | Railroad |
|  | Capital City |  | Mountain |
|  | Airport |  | River |
|  | Campground | | |

3.

a.

b.

c.

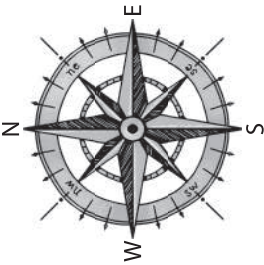
Chapter 1 Assessment Student Answer Sheet: *Using Maps*

4.

a.



b.



c.

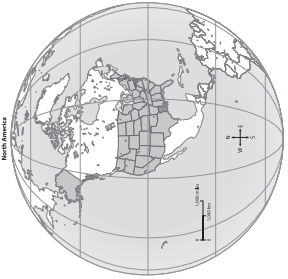
| MAP KEY | |
|---------|--------------|
| | Highway |
| | Town |
| | Capital City |
| | Airport |
| | Campground |
| | Forest |
| | Railroad |
| | Mountain |
| | River |

5.

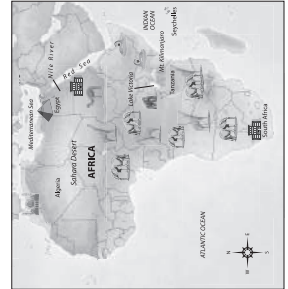
a.



b.



c.



Chapter 2 Assessment: *Louisiana's Geography*

Make sufficient copies of the Student Answer Sheet for each student; see pages 58–60 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

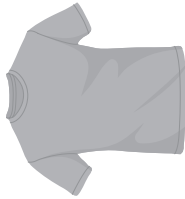
1. What is timber used for? **(1.23)**
 - a) making clothes
 - b) feeding people
 - c) building furniture
2. What part of the United States is Louisiana in? **(1.24)**
 - a) southeastern
 - b) western
 - c) northern
3. Which state borders Louisiana? **(1.25)**
 - a) Texas
 - b) Georgia
 - c) Florida
4. What is an area of local government in Louisiana called? **(1.26)**
 - a) a capital
 - b) a parish
 - c) a region
5. In which region is Louisiana's capital, Baton Rouge, located? **(1.27)**
 - a) North Louisiana
 - b) Florida Parishes
 - c) Greater New Orleans
6. What is a type of wetland where the ground is covered with water for part of the day or year-round? **(1.28)**
 - a) marsh
 - b) forest
 - c) prairie
7. What is one way Louisianans adapt to the many rivers in their environment? **(1.29)**
 - a) They dig wells.
 - b) They build bridges.
 - c) They plant trees.

8. What is one way Louisianans prepare for hurricanes and floods? **(1.30)**
- a) They transport timber.
 - b) They build bridges.
 - c) They build houses on stilts.

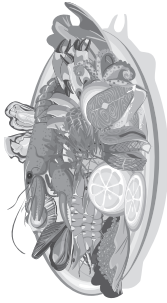
Chapter 2 Assessment Student Answer Sheet: Louisiana's Geography

1.

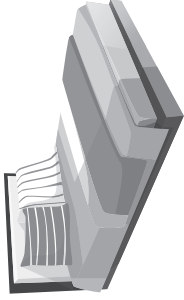
a.



b.



c.

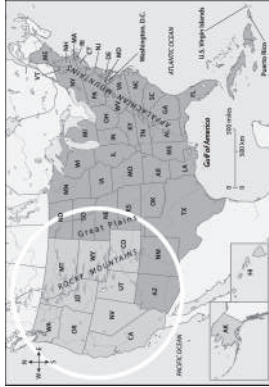


2.

a.



b.



c.

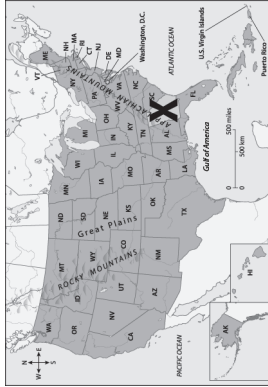


3.

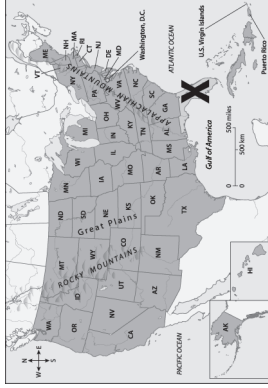
a.



b.

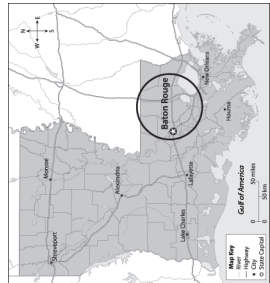


c.

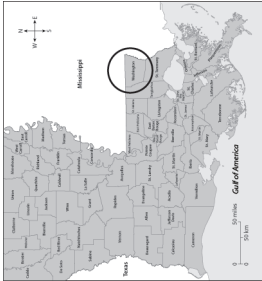


Chapter 2 Assessment Student Answer Sheet: Louisiana's Geography

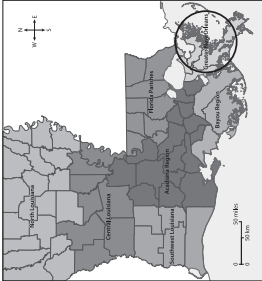
4. a.



b.



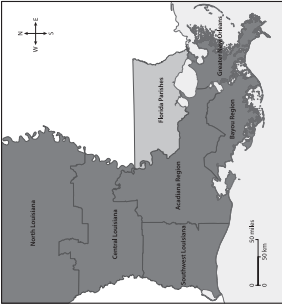
c.



5. a.



b.



c.



6. a.

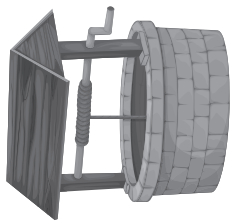


b.




c.



Chapter 2 Assessment Student Answer Sheet: Louisiana's Geography**7.****a.****b.****c.****8.****a.****b.****c.**

Performance Task: *A Place Called Louisiana*

Materials Needed: four blank 5" x 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *A Place Called Louisiana* Student Book

 **Background for Teachers:** In this unit, students learned about *A Place Called Louisiana*—the state's physical geography, location, and region. Students also heard about how to use maps and their features, including a map scale and compass rose. They then learned how to use these map skills to understand Louisiana in relation to the rest of the United States. This activity encourages students to share what they have learned about the unique state of Louisiana.

Teacher Directions: Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling through the many regions of their state to get to know its land and resources. They will share the sights, sounds, and smells of Louisiana with their friends and family back home by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about maps and the geography of Louisiana. Students should identify in their postcards the most important aspects of geography that they have learned about that make Louisiana an exciting place to visit and think about.

Have students draw images of maps or Louisiana on one side of each card and dictate a brief message about maps, the state's regions, natural resources, landforms, or bodies of water on the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about maps or life in Louisiana." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| | |
|----------------------|---|
| Above Average | <p>Response is accurate and detailed. Student demonstrates strong understanding of maps and Louisiana's geography, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Maps are pictures of locations that show you where things are and how to get to places.• Maps can show towns, parishes, cities, states, and countries. They can also show landforms such as mountains and bodies of water, like rivers.• Maps often include a key, symbols, a scale, and a compass rose that shows the four directions.• Louisiana is made up of sixty-four parishes.• Louisiana has many natural resources, such as timber, oil, and seafood.• Louisiana is made up of seven regions. Some regions have many farms, marshes, prairies, or bayous.• New Orleans is very diverse. It reflects the many cultures of Louisiana.• People have built bridges and levees to adapt to the environment of Louisiana.• Big storms called hurricanes sometimes affect Louisiana. People prepare for these storms in different ways. |
| Average | <p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of maps and the geography of Louisiana, noting three of the details listed above.</p> |
| Adequate | <p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of maps and the geography of Louisiana, noting two of the details listed above.</p> |
| Inadequate | <p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p> |

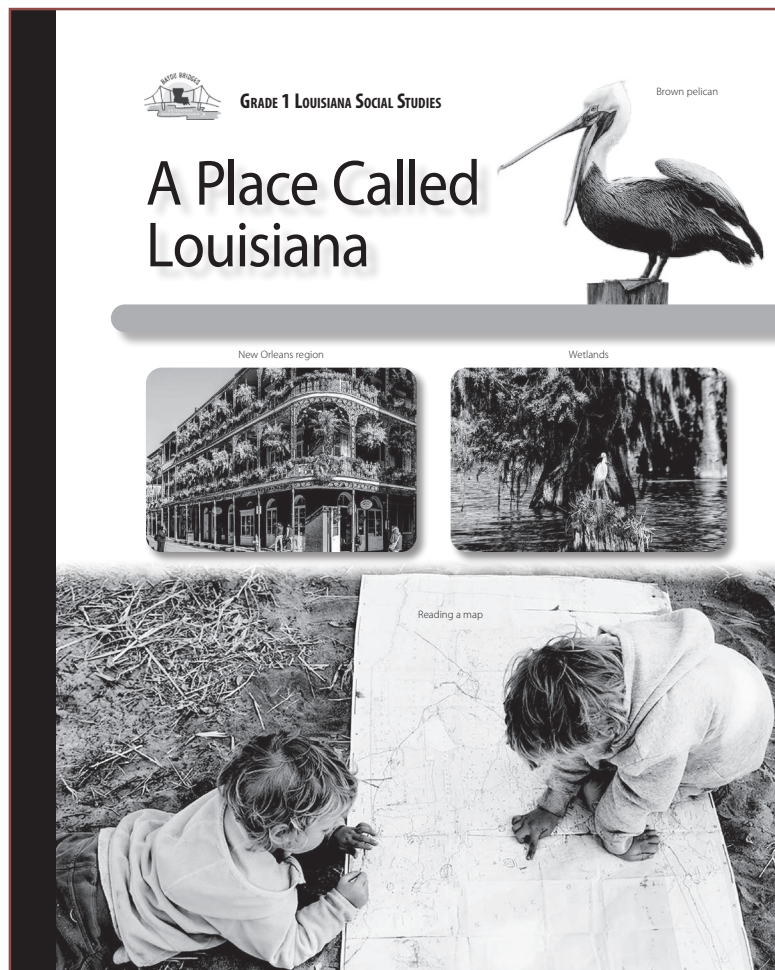
Activity Page 1.1**Use with Chapter 1****Letter to Family**

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about maps and the state of Louisiana. They will learn about the functions and features of maps. They will also learn about the geography of our state.

In this unit, students will discover how maps help us learn about the world. They will explore Louisiana's natural resources and regions. They will learn about how people in Louisiana adapt to their environment and prepare for natural disasters, such as hurricanes and floods.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



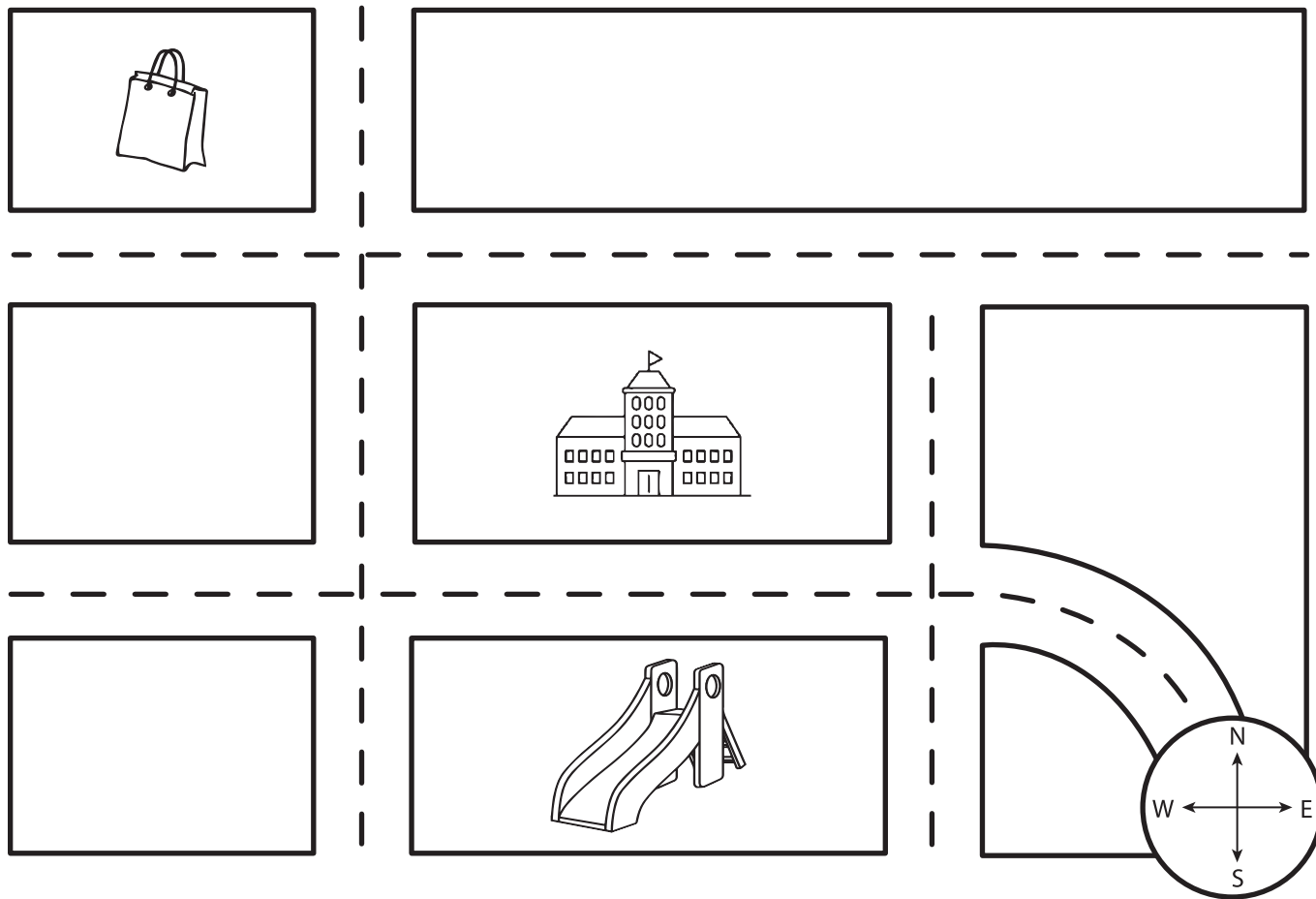
Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

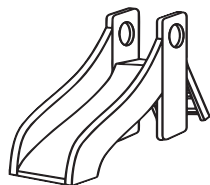
Understanding Map Keys



Shopping Mall



School



Playground



Zoo



Pond



House

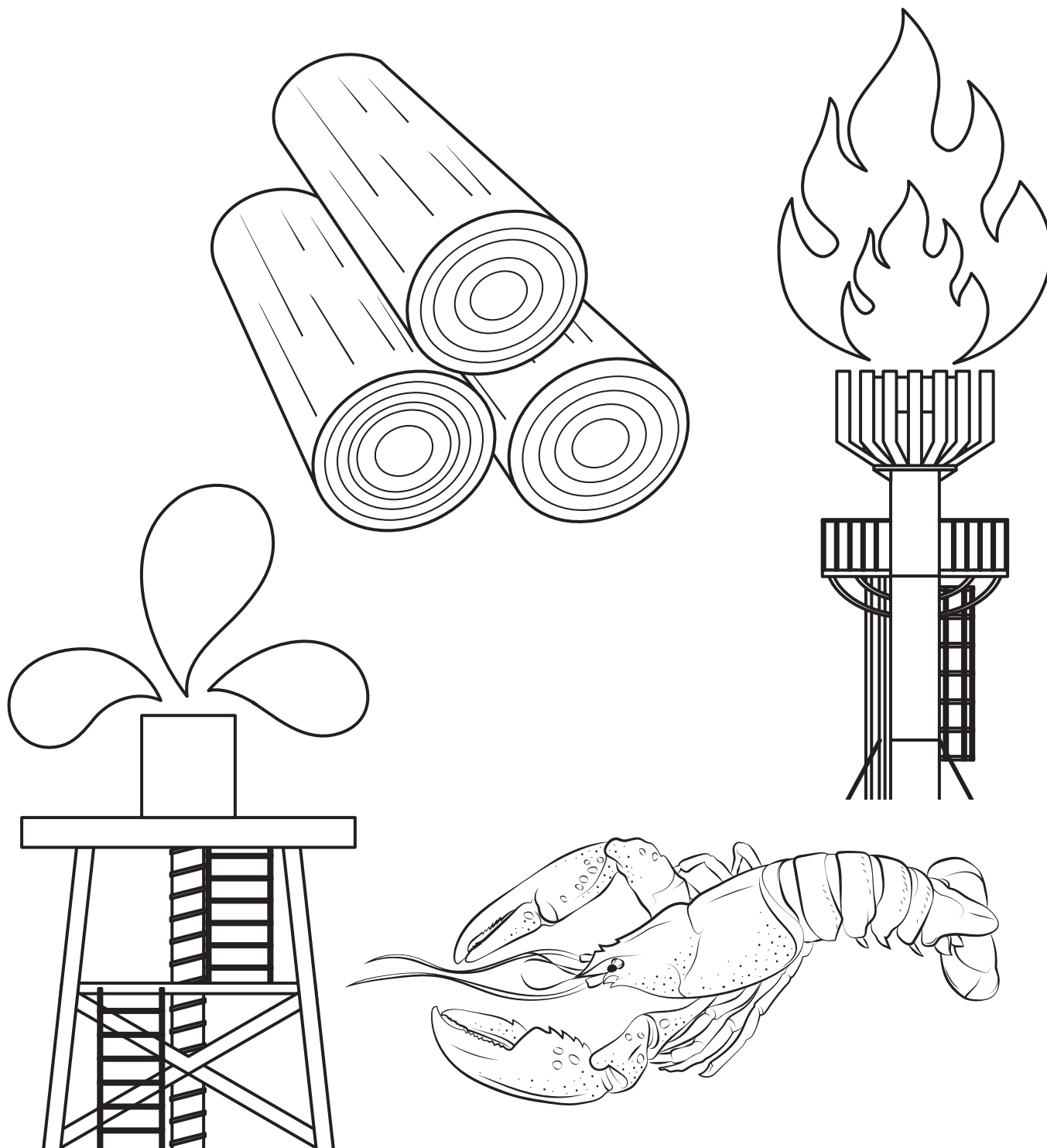
Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Natural Resources of Louisiana



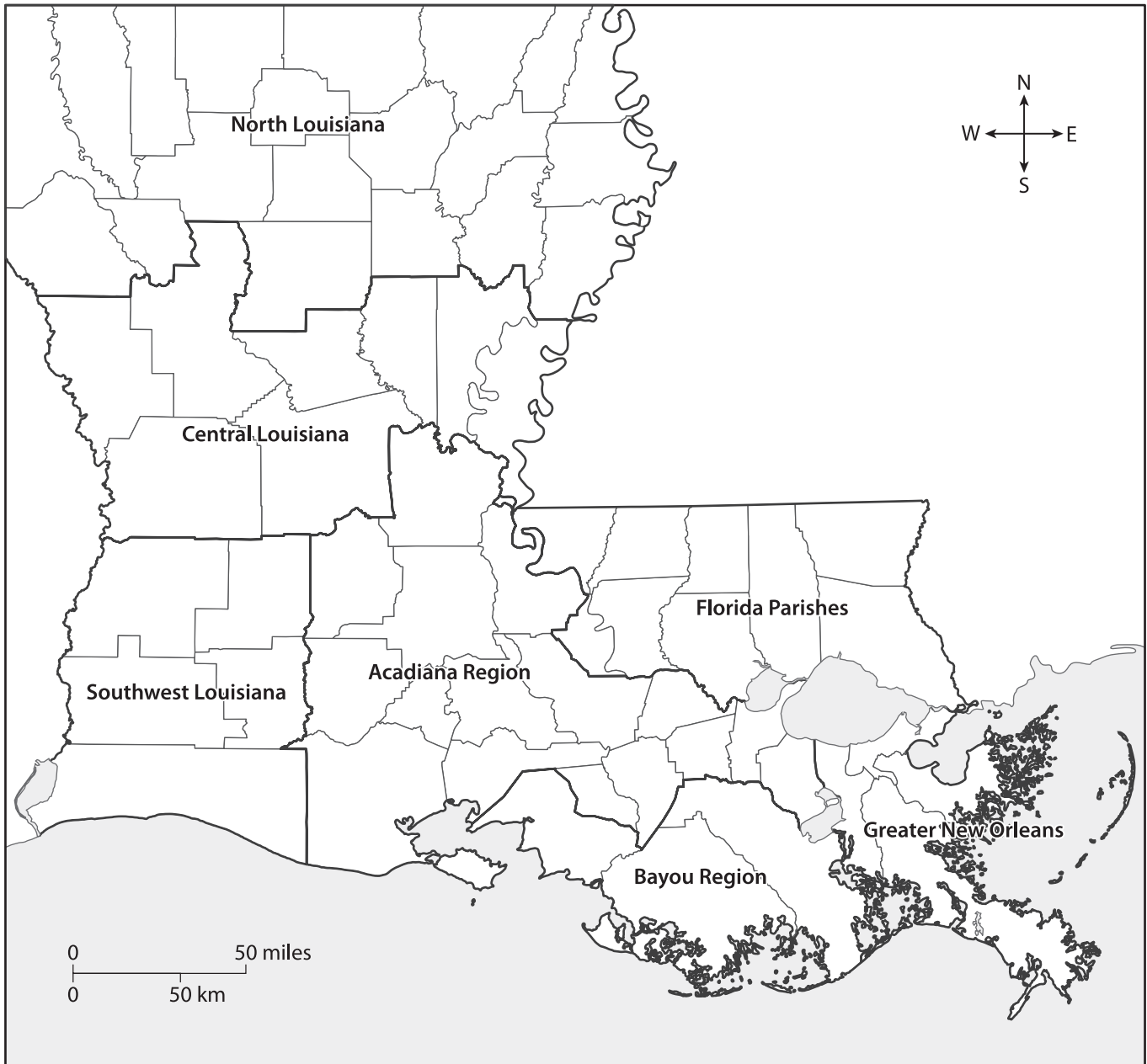
Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Regions of Louisiana



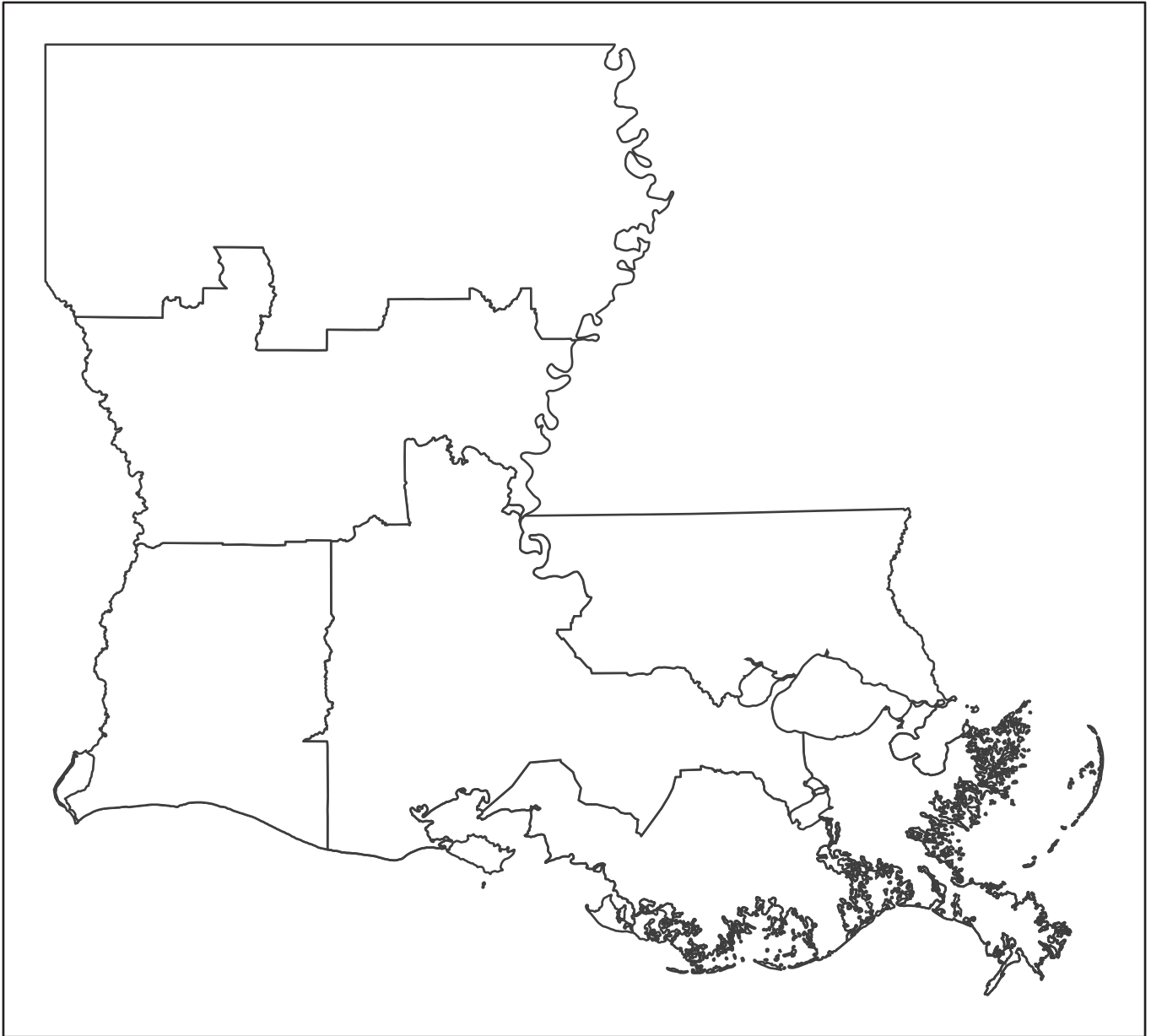
Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

My Region



Name _____

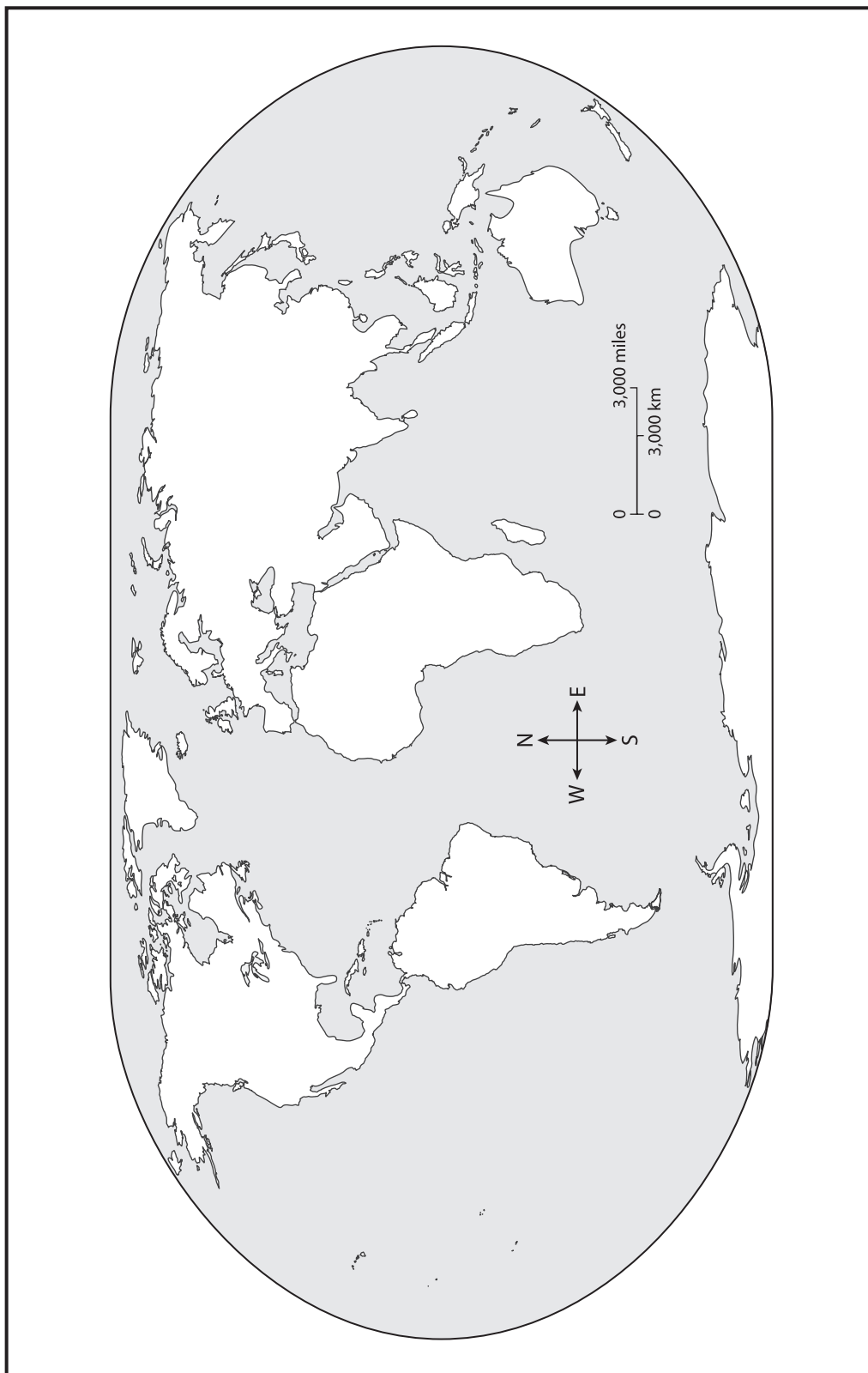
Date _____

Activity Page CA.1

Use with Culminating Activity

Where I Live

I live in _____



Name _____

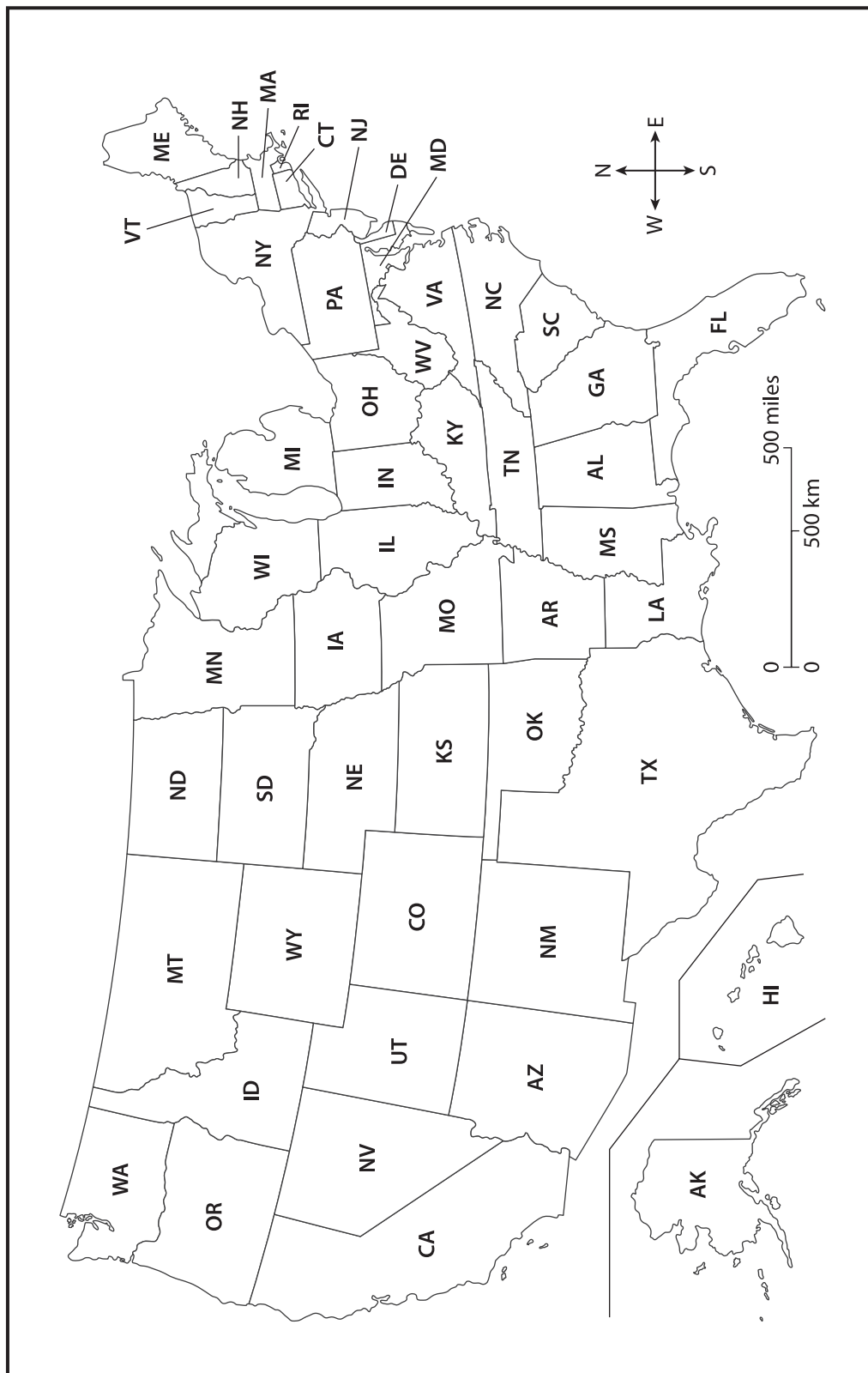
Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity

Where I Live

I live in _____



Name _____

Date _____

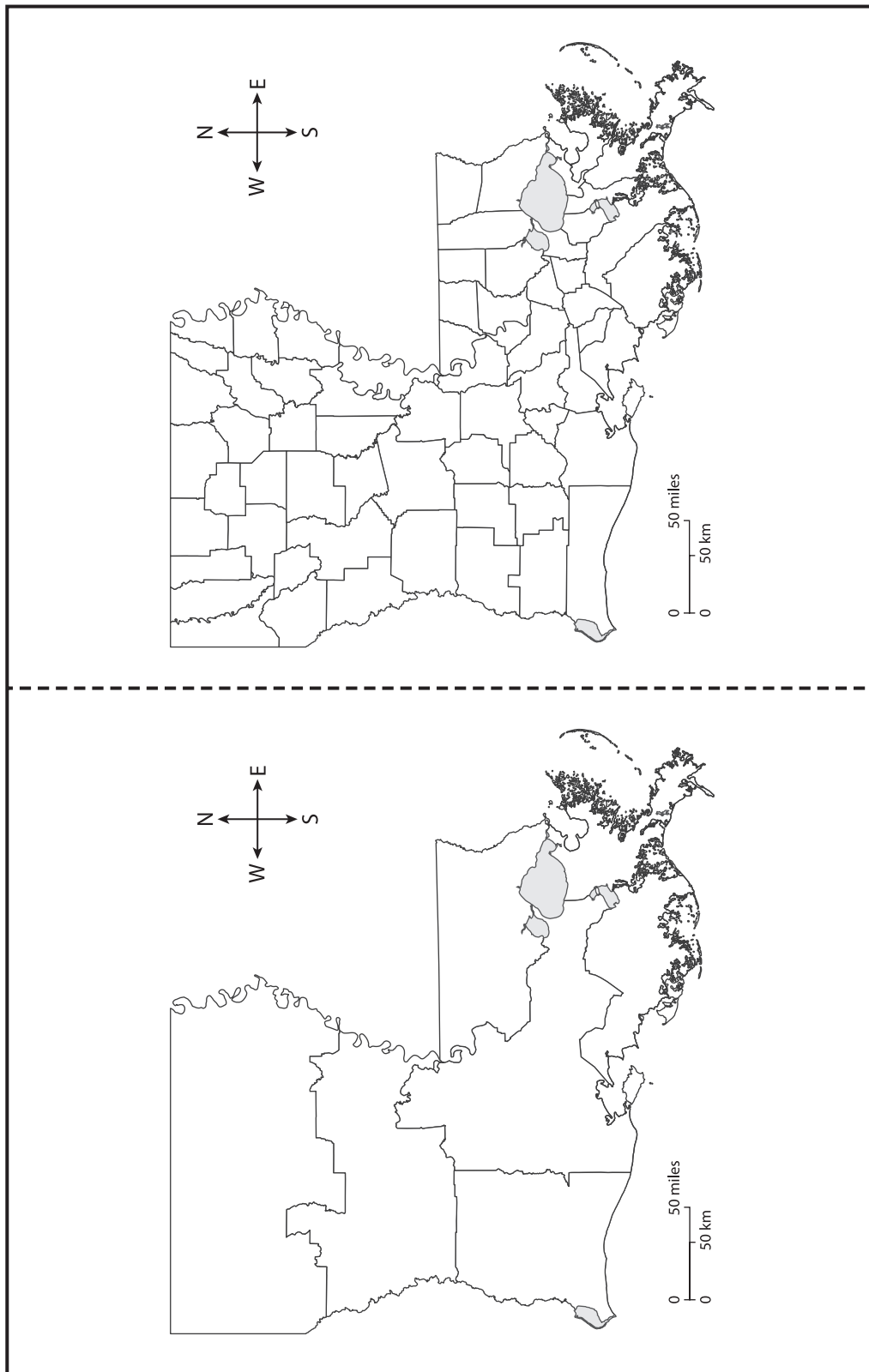
Activity Page CA.1 (continued)

Use with Culminating Activity

Where I Live

I live in the region of _____ I live in _____ in the

parish of _____



GRADE 1

HISTORY

- 1.1** Create a chronological sequence of events using appropriate vocabulary.
- 1.2** Differentiate between primary and secondary sources. For example:
 - a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 1.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 1.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
- 1.5** Compare life in Louisiana in the past to life today.
- 1.6** Describe how past events can affect the present.
- 1.7** Compare the lives of Louisianans today in urban, suburban, and rural parishes.
- 1.8** Identify examples of Louisiana’s culture, including:
 - a)** State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
 - b)** Music: Cajun, jazz, zydeco
 - c)** Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)
 - d)** Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum
 - e)** Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays
 - f)** Cuisine: jambalaya, gumbo, étouffée, bread pudding, meat pies, tamales
 - g)** Symbols: Louisiana State flag, brown pelican, magnolia tree, black bear
 - h)** Individuals who have made significant contributions to Louisiana’s artistic heritage.
- 1.9** Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.

CIVICS

- 1.10** Describe the purpose of the state government of Louisiana.
- 1.11** Identify Louisiana as a unique state among fifty, and as a part of the United States.

- 1.12** Identify each of the branches of the state government of Louisiana.
- 1.13** Describe examples of rules and laws in Louisiana.
- 1.14** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 1.15** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- a)** Taking care of personal belongings and respecting the property of others.
 - b)** Following rules and recognizing consequences of breaking rules.
 - c)** Taking responsibility for assigned duties.
- 1.16** Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.

ECONOMICS

- 1.17** Differentiate between producers and consumers.
- 1.18** Identify examples of an economic cost or benefit of a decision or event.
- 1.19** Describe how different public and private jobs help Louisianans. For example:
- a)** Public: firefighters keeping people and their property safe
 - b)** Private: nurses caring for sick or injured people
- 1.20** Explain why and how goods and services are produced and traded.
- 1.21** Describe how scarcity requires people to make choices.
- 1.22** Identify and describe which goods and services are produced in different places and regions in Louisiana.
- 1.23** Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.

GEOGRAPHY

- 1.24** Create and use maps or models with cardinal directions, keys, and scale.
- 1.25** Identify where Louisiana is within the United States and on the globe.
- 1.26** Differentiate between the town, parish, state, and country in which the student lives on a political map.
- 1.27** Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.
- 1.28** Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.

- 1.29** Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
- 1.30** Explain how Louisianans have successfully met the challenges posed by natural disasters.
- 1.31** Explain how and why people and goods move from place to place.
- 1.32** Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.

Answer Key: A Place Called Louisiana

Chapter Assessments

Chapter 1

1. c 2. b 3. b 4. c 5. b

Chapter 2

1. c 2. a 3. a 4. b 5. b 6. a 7. b 8. c



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