



## GRADE 1 LOUISIANA SOCIAL STUDIES

Education

# Living and Working in Louisiana



### Teacher Guide

Fishing



Sugar cane



Harvesting sweet potatoes

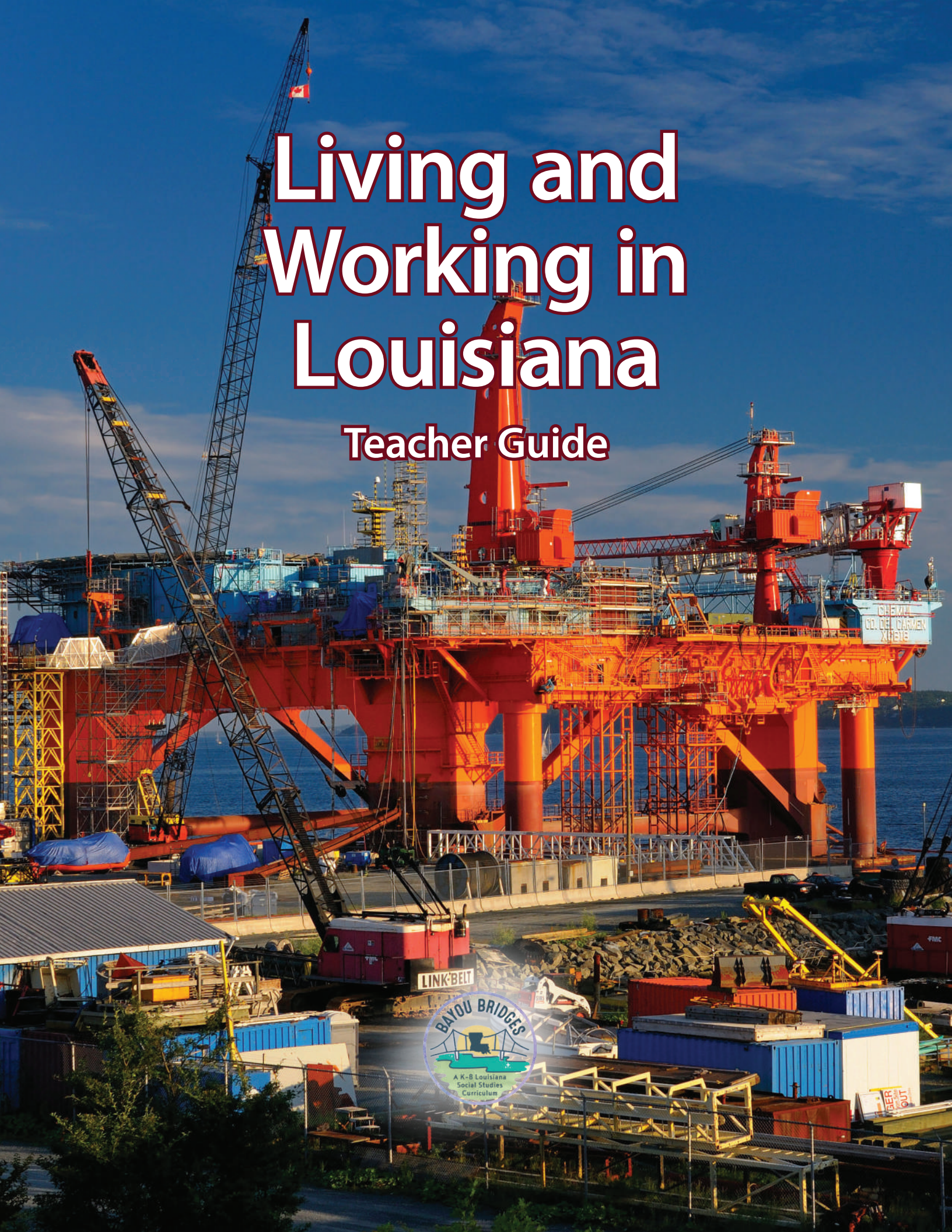






# Living and Working in Louisiana

## Teacher Guide





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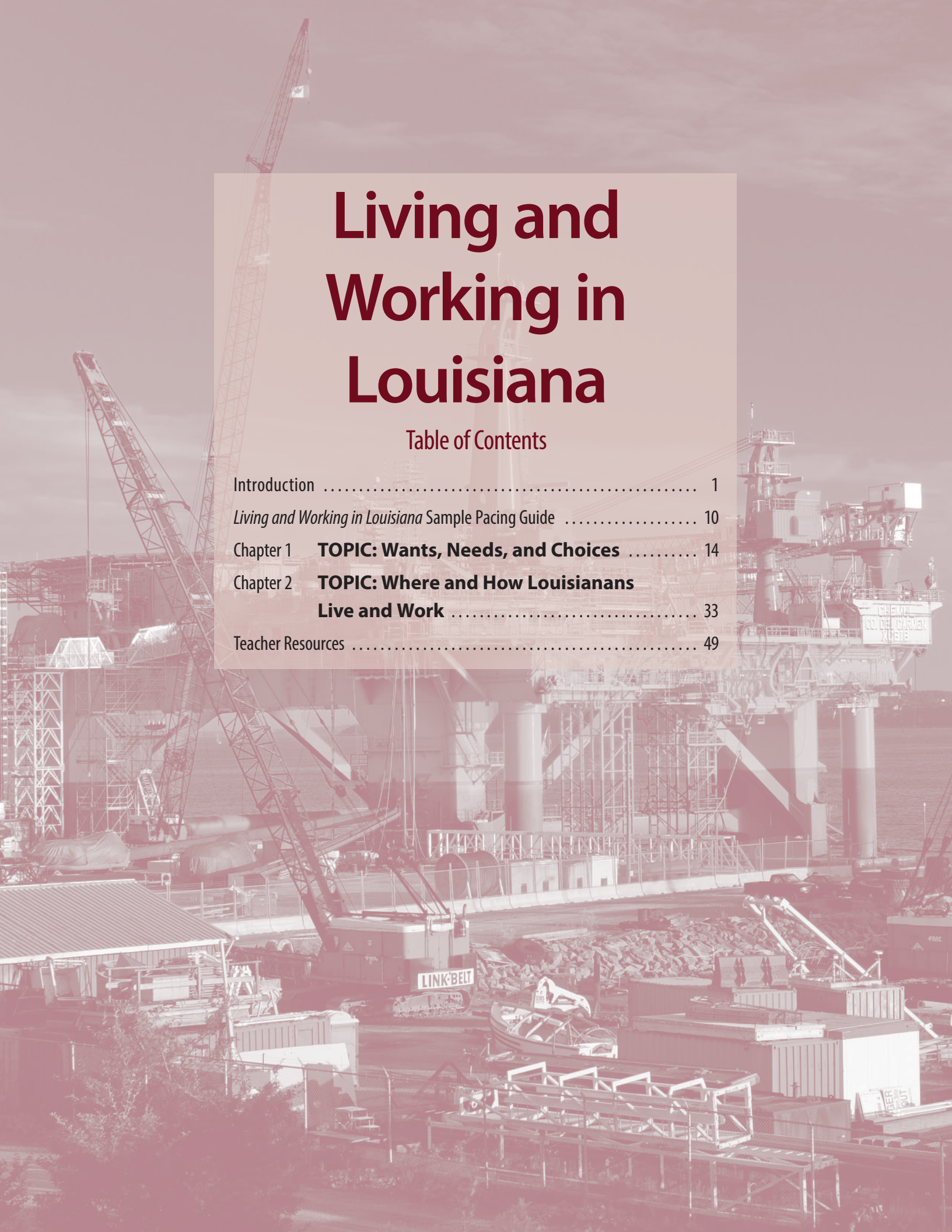
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# **Living and Working in Louisiana**

## **Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 1



# Introduction

### ABOUT THIS UNIT

#### The Big Idea

People make choices about how to use resources to satisfy their needs and wants.

Every day we use goods and services. We buy or use products that we need or want. We make choices about what to buy and where to buy it. All of this is part of economics.

In this unit, students will learn the basics of economics, including goods and services, consumers and producers, resources, choices, and scarcity, using the example of Louisiana to illustrate key concepts.

# What Students Should Already Know

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Students using Bayou Bridges should already be familiar with:

- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west
- seven continents and five oceans
- location of the United States on the continent of North America
- location of the state of Louisiana within the United States
- 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
- some of Louisiana's first peoples
- how Native Americans influence Louisiana today
- European explorations of Louisiana
- why the first European settlement in Louisiana failed
- how the location of New Orleans has affected its economy
- how enslaved people helped shape Louisiana
- how and why Louisiana went from being a French territory to a Spanish territory and then to a French territory again
- how the Acadians came to live in Louisiana
- where Isleños originate
- why Louisiana is divided into sixty-four parishes
- why Thomas Jefferson wanted to buy the Louisiana Territory
- what was included in the Louisiana Purchase
- who explored the Louisiana Territory after the Louisiana Purchase
- what impact the Louisiana Purchase had on American trade
- why Louisiana was divided into two districts
- when Louisiana became a state
- origins of Cajun and Creole cultures
- origins of Mardi Gras and second line parades



- origins of Louisiana foods, including jambalaya, étouffée, and gumbo
- cultural regions of Louisiana
- origins of zydeco and jazz music
- events, traditions, and people honored on national holidays
- state symbols of Louisiana, including the brown pelican, the magnolia, and the brown bear
- important buildings in Louisiana history, including the Cabildo and St. Louis Cathedral
- important artists and musicians in Louisiana history, including Louis Armstrong, Mahalia Jackson, Clementine Hunter, and George Rodrigue
- differences between the original and present-day Louisiana state flags

## What Students Need to Learn

- what an economy is
- difference between a good and a service
- difference between a need and a want
- difference between a producer and a consumer
- how people make economic choices
- what scarcity is
- different kinds of jobs that Louisianans have
- natural resources found in Louisiana

## At a Glance

The most important ideas in Unit 3 are:

- An economy is all the ways that people make, buy, and exchange things.
- Goods are items that people can buy. Services are tasks that people do for others.
- Needs are things we must have. Wants are things that would be nice to have.
- Goods and services are made and provided using natural, human, and capital resources.
- Producers make things and provide services. Consumers buy things and services.

- Consumers make choices about what to buy and how to pay for it.
- Something is scarce when there is not enough of it for everyone who wants it.
- People in Louisiana work different jobs.
- Louisiana has many natural resources, such as wood, seafood, sweet potatoes, 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

*Living and Working in 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 49.** 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 for all students in their class.

*Living and Working in Louisiana* Timeline Card Slide Deck—ten individual images depicting significant ideas related to living and working in 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 concepts 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 1**



**Chapter 1**



**Chapter 1**



Chapter 2



Chapter 2

## Student Component

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The *Living and Working in 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

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The *Living and Working in 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 twenty-five days has been allocated to the *Living and Working in 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

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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

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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

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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: Wants, Needs, and Choices	Why do people make certain economic choices?	economy, goods, services, needs, wants, producer, consumer, allowance, chores, budget, scarcity
Chapter 2: Where and How Louisianans Live and Work	What jobs do Louisianans do?	jobs, public, private, mills, natural resources, seafood, produce, process, skilled labor, construction workers, architects, engineers, levees

## Activity Pages

Activity Pages



AP 1.1

AP 2.1

AP 2.2

AP 2.3

The following Activity Pages can be found in Teacher Resources, pages 59–62. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 2—Natural Resources (AP 2.1)
- Chapter 2—Bingo Board (AP 2.2)
- Chapter 2—Bingo Cards (AP 2.3)

## Additional Activities and Website Links

A link to Additional Activities can 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

*Economy*. DK Eyewitness Books. London: DK Children, 2010.

Ferrie, Chris, and Veronica Goodman. *ABCs of Economics*. Naperville, IL: Sourcebooks Explore, 2020.

Furgang, Kathy. *Everything Money: A Wealth of Facts, Photos, and Fun!* Washington, D.C.: National Geographic Kids, 2013.

Larson, Jennifer S. *Who's Buying? Who's Selling? Understanding Consumers and Producers*. Minneapolis: LernerClassroom, 2010.

Sturges, Philemon. *The Little Red Hen (Makes a Pizza)*. Illustrated by Amy Walrod. New York: Puffin Books, 2002.

# LIVING AND WORKING IN 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**

### *Living and Working in Louisiana*

"Wants, Needs, and Choices" Core Lesson (TG & SB, Chapter 1, pages 2–5)	"Good or Service?" (TG, Chapter 1 Additional Activities)	"Wants, Needs, and Choices" Core Lesson (TG & SB, Chapter 1, pages 6–10)	"Producers and Consumers" (TG, Chapter 1 Additional Activities)	"Producers and Consumers" (TG, Chapter 1 Additional Activities)
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## Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *Living and Working in Louisiana*

"Wants, Needs, and Choices" Core Lesson (TG & SB, Chapter 1, pages 11–14)	"Introduction to Scarcity" (TG, Chapter 1 Additional Activities)	"Introduction to Scarcity" (TG, Chapter 1 Additional Activities)	"Costs and Benefits" (TG, Chapter 1 Additional Activities)	"Economic Choices" (TG, Chapter 1 Additional Activities)
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## Week 3

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *Living and Working in Louisiana*

"Economic Choices" (TG, Chapter 1 Additional Activities)	"Economic Choices" (TG, Chapter 1 Additional Activities)	"Economic Choices" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"Where and How Louisianans Live and Work" Core Lesson (TG & SB, Chapter 2, pages 15–17)  "Jobs in Our Community" (TG, Chapter 2 Additional Activities)
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**Week 4****Day 16****Day 17****Day 18****Day 19****Day 20*****Living and Working in Louisiana***

"Jobs in Our Community" (TG, Chapter 2 Additional Activities)	"Where and How Louisianans Live and Work" Core Lesson (TG & SB, Chapter 2, pages 18–25)	"Natural Resources" (TG, Chapter 2 Additional Activities, AP 2.1)	"Then and Now" (TG & SB, Chapter 2, page 26)	"Economics Bingo" (TG, Chapter 2 Additional Activities, AP 2.2)
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**Week 5****Day 21****Day 22****Day 23****Day 24****Day 25*****Living and Working in Louisiana***

"Economics Bingo" (TG, Chapter 2 Additional Activities, AP 2.2, AP 2.3)	Chapter 2 Assessment	Culminating Activity	Unit 3 Performance Task	Unit 3 Performance Task
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## LIVING AND WORKING IN LOUISIANA PACING GUIDE

\_\_\_\_\_’s class

(A total of twenty-five days has been allocated to the *Living and Working in 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

*Living and Working in Louisiana*

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### Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Living and Working in Louisiana*

--	--	--	--	--

### Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*Living and Working in Louisiana*

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**Week 4**

**Day 16**                      **Day 17**                      **Day 18**                      **Day 19**                      **Day 20**

*Living and Working in Louisiana*

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**Week 5**

**Day 21**                      **Day 22**                      **Day 23**                      **Day 24**                      **Day 25**

*Living and Working in Louisiana*

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## CHAPTER 1

# Wants, Needs, and Choices

### Primary Focus Objectives

- ✓ Distinguish between producers and consumers. (1.17)
- ✓ Distinguish between goods and services. (1.20)
- ✓ Explain why people make economic choices. (1.18)
- ✓ Explain the concept of scarcity. (1.21)
- ✓ Understand the meaning of the following domain-specific vocabulary: *economy, goods, services, needs, wants, producer, consumer, allowance, chores, budget, and scarcity.*

### Materials Needed

Activity Page



AP 1.1

- individual student copies of *Living and Working in Louisiana* Student Book
- individual student copies of Letter to Family (AP 1.1)
- examples of U.S. paper money and coins
- virtual tour of the U.S. mint at Philadelphia

Use this link to download the Bayou Bridges Online Resources for this unit, where the link to the virtual tour 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 Wants, Needs, and Choices”:

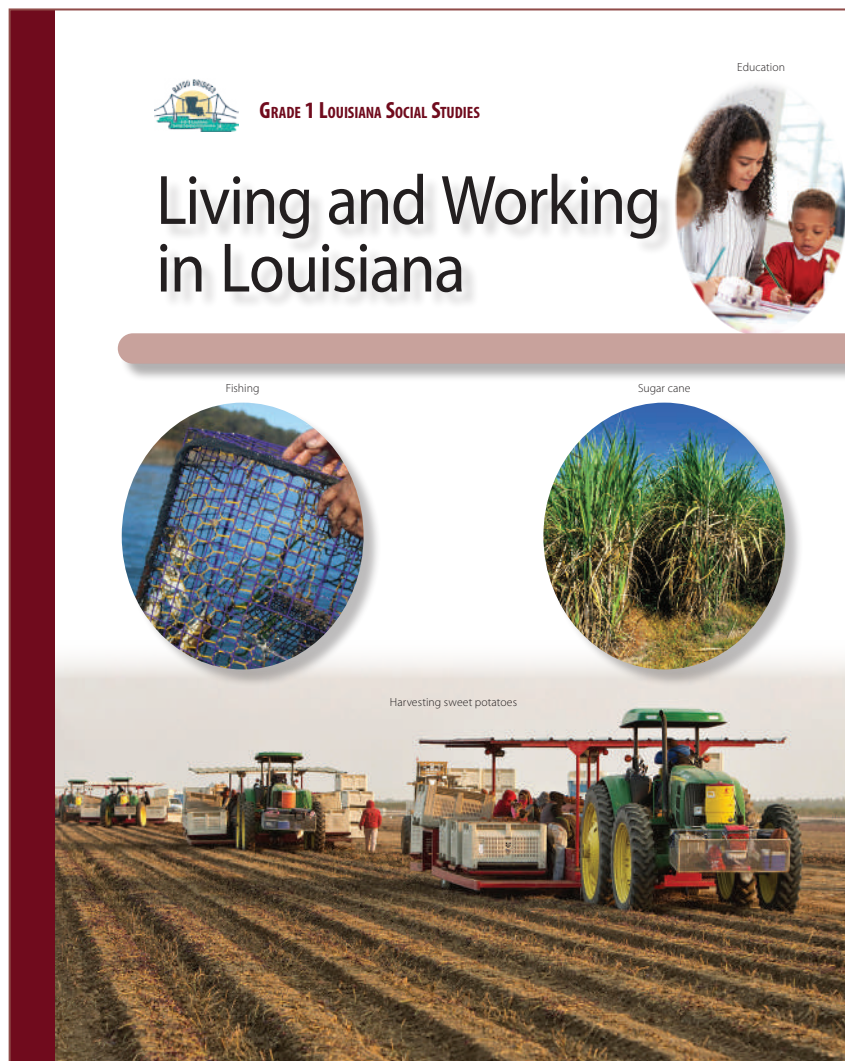
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## THE CORE LESSON

### Introduce *Living and Working in Louisiana* and Chapter 1: “Wants, Needs, and Choices”

So far this year, students have learned about Louisiana as a place and about Louisiana in the past. Now, they will hear about why and how people work in Louisiana.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that you are going to explore the choices and decisions that people make every day.

Ask students to close their eyes and think about decisions they have already made today. Was there something the students wanted? Was there something they needed? Did they make a choice already about how to get what they wanted or needed? Tell students that living and working in an exciting place like Louisiana means making choices all the time!

## Framing Question

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Why do people make certain economic choices?

## Core Vocabulary

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economy   goods   services   needs   wants   producer   consumer  
allowance   chores   budget   scarcity

## Chapter 1: “Wants, Needs, and Choices”

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 “Wants, Needs, and Choices.”



**TURN AND TALK**—Have students discuss the difference between sharing and trading. **(1.20)**

**CORE VOCABULARY**—Explain that an **economy** includes all the ways people make, sell, trade, and buy things and services. It includes the work people do and the pay they get for their work.

**CORE VOCABULARY**—Explain that **goods** are items that a person can buy. Many goods are objects that can be seen and touched, like a banana or a lamp.

**CORE VOCABULARY**—Explain that **services** are tasks that a person does for another person in exchange for payment, such as cutting hair or cleaning houses.

**SUPPORT**—Have students look at the image on the page. What is the girl selling? (*lemonade*) Is lemonade a good or a service? (*a good*) How do you know? (*A good is an item that you can buy. Lemonade is an item that you can buy. It can be seen and touched, like many other goods.*) **(1.3, 1.20)**



**SUPPORT**—Explain that goods and services are traded because people can't make everything they need for themselves. Also, many things that we need and want (like houses, cars, and food) are complicated to make. To get all the things that we want and need, people and groups need to trade.

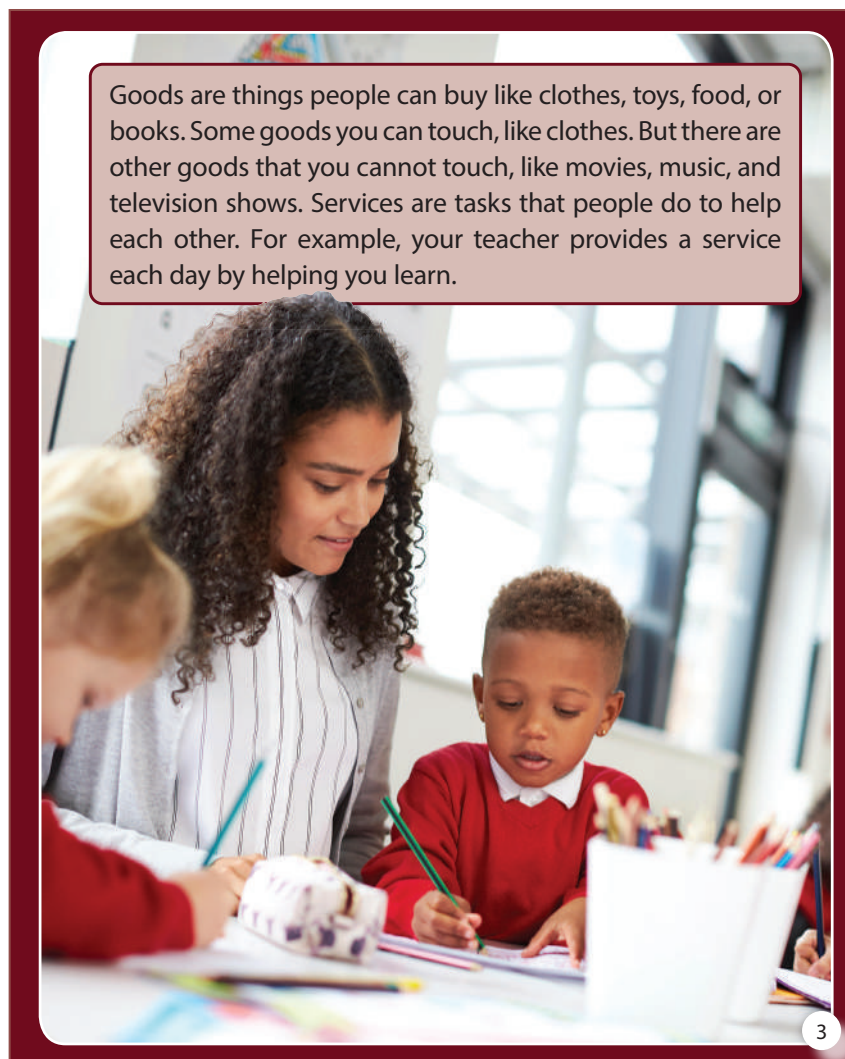
**SUPPORT**—Help students understand that the economy is enormous and complicated, and it is not something that anyone can see or hold. But things we do are part of the economy, and it affects all of us in many ways every day. Discuss with students ways in which they are involved in and affected by the economy, such as: teachers are part of the economy because they get paid for teaching; a school is part of the economy because it buys books and supplies and electricity and provides a service (education); families that buy groceries and gasoline and telephones are part of the economy, as are all the businesses that make and sell these things.

**Ask students the following question:**

**LITERAL**—What is an economy? (1.20)

» An economy is all the ways people give and get, or exchange, goods and services.

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



**SUPPORT**—Remind students of the difference between a good and a service. Point out that goods are objects we can own, and most goods are things we can see and touch. Many goods, such as clothing and furniture, last for a long time and can be used many times. Services are actions that are done; they are not objects.

**SUPPORT**—Have students point to the goods in the picture. (*clothes, pencils, jars, paper, pencil case, table*) Then have them identify the service in the picture. (*teaching*) Guide students to understand that, in this picture, the woman is providing the service of teaching the children. **(1.20)**

**Ask students the following questions:**

**LITERAL**—What is a good? **(1.20)**

- » A good is an item that people can buy and use. Many goods are objects that a person can hold or touch.

**LITERAL**—What is a service? **(1.20)**

- » Services are tasks that people do to help each other.

**INFERENTIAL**—Why might someone buy a service, such as mowing the lawn, from someone else? **(1.20)**

- » Someone might buy a service because they don't have the time to do it themselves or because the person offering a service will do a better job than the person buying it can.

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



**CORE VOCABULARY**—Explain that **needs** are things that people must have to live. Needs include food, water, clothing, and shelter. Point out that people often say that they “need” something because it is useful. For example, you might say, “I need a pen.” But you don’t need a pen to survive, it is just helpful to have.

**SUPPORT**—Explain that a place to live is sometimes called shelter. Shelter can take many forms. It can be a house or an apartment. It can be a hotel room, or a tent when we go camping. It’s anything that keeps us safe and protects us from the weather.

**SUPPORT**—Have students identify which need is shown in each image. (*food, clothing, shelter*)

**Ask students the following questions:**

**LITERAL**—What are needs? **(1.20)**

» Needs are things that people must have to live.

**LITERAL**—What needs do humans have? **(1.4)**

» Humans need food, water, clothes, and a place to live.

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



**CORE VOCABULARY**—Explain that **wants** are nice to have but are not necessary to live. For example, pillows are useful because they help us sleep comfortably, but we don't need them to live.

**SUPPORT**—Help students understand the difference between needs and wants by using examples from the pictures on the page. Point out that the top image shows a person holding pizza boxes. On the previous page, we learned that food is a need. But pizza delivery is not a need. The bottom picture shows a child playing with toys. Toys are fun to play with and good for your brain, but we don't need them to survive.

**SUPPORT**—Explain what it means to support a business and why that is important for a community. Supporting a business means being its customer, or buying goods or services from it. For instance, supporting a small, local pet store means buying pet food from it instead of from the large national chain store at the mall or online. This helps to ensure that the local store makes money and can keep doing business.

**Ask students the following questions:**

**LITERAL**—What is a want? **(1.20)**

» A want is something that is nice to have but is not needed to survive.



**EVALUATIVE**—Is a cell phone a need or a want? How do you know? **(1.3, 1.4)**

» A cell phone is a want. People do not need a cell phone to be able to live.

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



**CORE VOCABULARY**—Explain that a **producer** is a person or a business that makes or creates goods or provides services. A farmer who grows peaches is a producer. So is a large company that makes televisions.

**CORE VOCABULARY**—Explain that a **consumer** is a person or group that buys or uses goods or services. A person who buys milk at a grocery store is a consumer. So are people who pay others to mow their lawns.

**SUPPORT**—Help students better understand the roles of consumer and producer by discussing situations in which they or adults they know act as consumers—buying snacks at a baseball field, paying a barber for a haircut, paying the fare on a city bus, going to a shopping mall to buy shoes or school supplies, for instance. Then discuss situations in which they act as producers, such as helping to serve food or collect tickets at a school fair or running a lemonade stand. Check that students understand that producer and consumer are roles and that producing and consuming are ways people participate in the economy.

**Ask students the following questions:**

**LITERAL**—What is a producer? (1.17)

» A producer is a person or business that makes or creates goods or provides services.

**LITERAL**—What is a consumer? (1.17)

» A consumer is a person or group that buys goods or services.

**EVALUATIVE**—What is an example of someone who is a producer at one time and a consumer at another time? (1.17)

» A farmer is a producer when growing crops for sale and a consumer when buying food from the supermarket.

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

A producer must make a lot of choices. If a producer wants to make shoes, they could make tennis shoes or maybe rain boots. Then they choose how to make those shoes.



Will they use a big machine in a factory? Or will they use their hands? What will they use to make the shoes? And how much money should they ask for if they want to sell the shoes?

7

**SUPPORT**—Help students better understand the types of decisions producers make by using the example of a shoemaker. Point to the image of the shoemaker on page 7. Ask students what they would have to decide about if they were to start a business making shoes. Possible ideas

include: What sort of shoes will they make? What will they need to make the shoes? Do they have everything they need, or will they need to buy it? How much will their shoes cost consumers? Can they make and sell the shoes themselves, or do they need to pay people to help? Will they have a shop for their shoes or sell them online? Mention that many of these decisions will affect how much the shoes cost. **(1.17, 1.20)**

**Ask students the following questions:**

**LITERAL**—What are some questions a producer must answer? **(1.17, 1.20)**

- » Answers may include: What will they make? How many will they make? Where will they make it? How will they make it?

**INFERENTIAL**—Think about the company that produces your pencils. What decisions do you think it has to make about its product? **(1.4, 1.17)**

- » Answers may vary, but students might say that the company must decide what type of wood to use, where to make the pencils, how many pencils to make, what size the pencils will be, how much the pencils will cost, how many pencils to put in a box, and so on.

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

Let's look at an example of how producers work together. Louisiana weather and soil are perfect for growing sweet potatoes. Louisiana produces a lot of sweet potatoes.



Sweet potato plants need bees to grow. The bees pollinate the flowers on the plants. Beekeepers help keep beehives healthy. Beekeepers and the bees are the helpers that make the sweet potatoes grow. The bees also make honey!



8

**SUPPORT**—Briefly explain how sweet potatoes grow. Sweet potato plants grow leaves and flowers above ground and roots in the ground. The part we eat is the root. The roots also grow sprouts, called slips. To grow new sweet potato plants, farmers collect slips and plant them in loose, well-draining soil. The slips grow into new plants. It takes four to five months of warm weather to grow a sweet potato crop.

**SUPPORT**—Point to the mention of bees pollinating plants on page 8. Explain that flowers contain pollen. Plants reproduce when pollen is taken from one plant to another. This causes fruits, containing seeds, to grow. Insects such as bees, as well as some birds, are attracted to plants by their flowers, which contain a sweet, nutritious liquid called nectar. When bees and other creatures drink nectar, they collect pollen on their bodies, which they take to other plants. Bees take nectar home to their hives, where they turn it into honey.

**Ask students the following questions:**

**EVALUATIVE**—Why does Louisiana produce a lot of sweet potatoes? **(1.3, 1.22)**

- » Louisiana produces a lot of sweet potatoes because it has weather and soil perfect for growing them.

**LITERAL**—What other product is made in places where sweet potatoes grow? Why do you think this is? **(1.3, 1.22)**

- » Honey is also made in places where sweet potatoes grow. Honey is made by bees, and bees help make sweet potatoes grow.



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

When the sweet potatoes are ready, workers collect them. Sometimes the workers collect them by using machines. These machines and people are also helpers in producing sweet potatoes.

**Sweet Potatoes**

```
graph TD; A[Sweet Potatoes] --> B[Growing]; A --> C[Harvesting]; A --> D[Processing]; B --> B1[Image of growing sweet potato plant]; C --> C1[Image of harvesting sweet potatoes with a machine]; D --> D1[Image of sweet potatoes in baskets];
```

After they are stored, the sweet potatoes are shipped to grocery stores. Maybe your family even eats Louisiana sweet potatoes.



9

**SUPPORT**—Guide students to use sequence words—such as *first*, *next*, *then*, *before*, *lastly*—to describe the process of producing sweet potatoes. Ask questions like: What happens first? Then what happens? What happens next? (*First, sweet potato sprouts are planted. Next, workers collect them by using machines. Lastly, sweet potatoes are sold in grocery stores.*)

**Ask students the following question:**

**LITERAL**—How are sweet potatoes produced? (1.20, 1.22)

- » Sweet potatoes are grown on farms, sometimes in Louisiana. They are harvested, or collected, and then shipped to grocery stores.



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



**SUPPORT**—Show examples of U.S. paper money and coins. Explain that money is used to pay for goods and services. Draw for students a diagram of a simple money cycle, using back and forth arrows to show the flow of money from businesses to people (Businesses pay people money for doing their jobs) and from people to businesses (People pay businesses money for goods and services).

**SUPPORT**—Explain that paper money and coins are made in places called mints. Show students the virtual tour of the Philadelphia mint.

**CORE VOCABULARY**—Explain that an **allowance** is a small amount of money given to children in a household every week or month, often in exchange or as a reward for performing chores.

**CORE VOCABULARY**—Explain that **chores** are regular or routine jobs assigned to people in a household, such as folding laundry, cleaning up after meals, or taking out the trash.

**SUPPORT**—Invite volunteers to share examples of chores they or their siblings do at home.

**Ask students the following questions:**

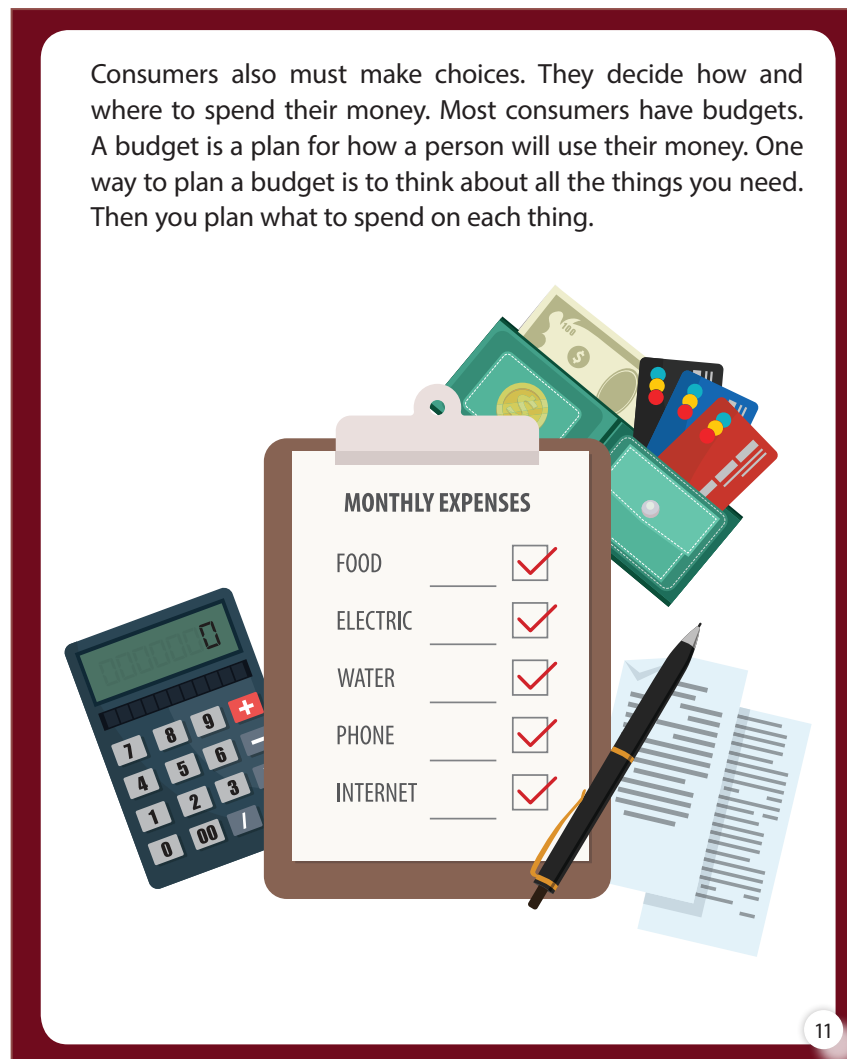
**EVALUATIVE**—Why do producers and consumers use money? **(1.20)**

» Money makes trade easier.

**EVALUATIVE**—Is a chore a good or a service? How do you know? **(1.3, 1.20)**

» A chore is a service. It is a task that people do, not an object that they buy.

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



**CORE VOCABULARY**—Explain that a **budget** is a plan a person (or a household, a business, or a government) makes for how to use money that they have.

**SUPPORT**—Explain further why people and groups make budgets. Explain that we usually only have a certain amount of money to spend. We often find we don't have enough money to buy everything we need and everything we want. Or we know that we need to save up money to buy something we want or need in the future. People make budgets to manage what they can afford to spend at a given point.

**SUPPORT**—Explain how a budget helps guide spending: To make a budget, you first determine how much money you have to spend. Then you list the things you need and want, estimate the cost for each item, and add up the costs for all the items. If you do not have enough money for everything on your list, you must make choices. Perhaps there are items you can do without for now, or perhaps you can replace an item on the list with something less expensive. You have a working budget when the cost of everything on your list is less than or equal to the amount you can spend. Ask: Why do people making a budget have to think about costs? (*Because wants and needs cost money and we don't usually have enough to get everything we want or need.*) How can people make decisions about what they buy now and what they save for later? (*By thinking about whether what they are buying is something they need or something they want. They can also think about if it is something they really want or something they only sort of want.*) **(1.18)**

**SUPPORT**—Guide students through a sample budget on the board or chart paper. Say, “Suppose you have \$5 to buy something to eat and something to drink for lunch. You need to plan for how to use your \$5 to get both things that you want.” Give the following food and drink options:

- slice of pizza \$2.00
- sandwich \$3.50
- water \$1.00
- juice \$2.50

Next, create a few sample budgets and demonstrate for students some choices they can make.

Budget 1: sandwich (\$3.50) and juice (\$2.50) = \$6.00 total; too much

Budget 2: slice of pizza (\$2.00) and juice (\$2.50) = \$4.50 total; \$0.50 to spare

Budget 3: sandwich (\$3.50) and water (\$1.00) = \$4.50 total; \$0.50 to spare

**Ask students the following questions:**

**LITERAL**—What is a budget? **(1.21)**

- » A budget is a plan for how a person will use the money that they have.

**EVALUATIVE**—Why do people need to make a budget? **(1.21)**

- » Budgets help people and groups decide what they can afford to spend at a certain point in time.

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

Information can help us make choices about what to buy. Imagine you want to buy a new video game. If your friend has the video game, you might ask them about it. Or you might look online to see what other people have to say about it. This information can help you make the right choice about whether to buy the game!



12

**SUPPORT**—Ask students what information they would want or need to know before buying a video game. (*Possible answers: Is it fun? How hard is it? What system or platform does it work with? Does it have a multiplayer mode?*) Allow them to discuss with a partner. Ask if they have ever bought or asked for something because someone else told them how much they like it.

**Ask students the following question:**

**EVALUATIVE**—Why do consumers need information about things they want to buy? **(1.18)**

» Information helps consumers make choices about what to buy.

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

Sometimes when you choose to buy one thing, it means you can't buy something else. For example, you might spend your allowance on a game. But that means you can't spend it on candy.



13

**TURN AND TALK**—Ask students to describe a time they had to make a choice about what to buy. Why did they make the choice they did? **(1.18)**

**Ask students the following question:**

**EVALUATIVE**—Explain why choosing to buy something means you might not be able to buy something else. **(1.18)**

- » When you use your money to buy something, you cannot use the same money to buy something else.



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

Something else that affects buying choices is called scarcity. Scarcity happens when there's not enough of something for everyone who wants it. For example, you might want to buy a popular toy. If not enough toys are produced for everyone who wants one, that toy is scarce. When a good or service is scarce, it will usually cost more.



14

**CORE VOCABULARY**—Explain that **scarcity** describes how rare, or limited, something is.

**SUPPORT**—Help students understand the meaning of scarcity by showing its connection to the word *scarce*, which means lacking in number. When something is scarce, there is not enough of it for everyone. Connect this idea to the empty shelves in the image: the stuffed animals and toy appliances are scarce. Then explain that goods are not the only type of thing that can be scarce: services can also be scarce, such as when a doctor's office says they are too busy to give you an appointment until next month. Then point out that the reason to have a budget is because your money is scarce.

**SUPPORT**—Ask students to listen to the following scenarios, and then explain how scarcity means people must make choices. **(1.21)**

- There are four students who need assistance and only one teacher. (*The teacher must make a choice about how to divide their time and attention.*)
- A shopper wants to buy ten items but only has enough money for seven. (*The shopper needs to make a choice about which seven items to buy and which three to leave.*)
- Ten people want an apple for lunch, but there are only five apples. (*Five people who want an apple will be unable to have one. They will have to make a different choice about what to have for lunch.*)

## Timeline Card Slide Deck

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- 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: “Why do people make certain economic choices?”



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—What do people need to think about when making a choice about how to spend money?

- » People might make choices based on needs and wants. They might make choices based on what is available. They may also make choices to buy one thing and not another based on their budget. Finally, scarcity might impact what choices they make.

Activity Page

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



AP 1.1

## Additional Activities

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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

# Where and How Louisianans Live and Work

### Primary Focus Objectives

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- ✓ Describe how public and private jobs help Louisianans. **(1.19.a, 1.19.b)**
- ✓ Explain how and why goods and services are produced in different parts of Louisiana. **(1.22)**
- ✓ Name natural resources that can be found in Louisiana. **(1.23)**
- ✓ Describe how Louisianans change their environment to meet their needs. **(1.29)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *jobs, public, private, mills, natural resources, seafood, produce, process, skilled labor, construction workers, architects, engineers, and levees.*

### Materials Needed

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- individual student copies of *Living and Working in Louisiana* Student Book

### What Teachers Need to Know

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For background information, download the Bayou Bridges Online Resource “About Where and How Louisianans Live and Work”:

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

## THE CORE LESSON

### Introduce “Where and How Louisianans Live and Work”

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Remind students that in Chapter 1 they learned the difference between goods and services and needs and wants. Remind them that producers make things, while consumers buy things. Explain that people in Louisiana work in many ways to make goods and provide services. Students will hear about some of these ways in this chapter.

## Framing Question

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What jobs do Louisianans do?

## Core Vocabulary

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jobs   public   private   mills   natural resources   seafood   produce  
process   skilled labor   construction workers   architects   engineers   levees

## Chapter 2: “Where and How Louisianans Live and Work

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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 “Where and How Louisianans Live and Work.”

### CHAPTER 2

## Where and How Louisianans Live and Work

In Louisiana, people work many kinds of jobs. Some work in public jobs, like firefighters. Firefighters provide services that keep our communities safe from fires. They also help when there are emergencies.



15

**CORE VOCABULARY**—Explain that **jobs** are tasks or work that people do to earn money.

**CORE VOCABULARY**—Explain that **public** means something for the community that is often managed by the government.

**SUPPORT**—Guide students to understand that there are many public jobs. Help them identify other public jobs that help keep us safe (*police, crossing guards, school bus drivers*). Then explain that not all public jobs help keep us safe; others help the community in other ways, such as librarian, road and sewer maintenance worker, elections official, and letter carrier. Ask students how these jobs help Louisianans. **(1.19, 1.19.a)**

**Ask students the following questions:**

**EVALUATIVE**—Do firefighters provide a good or a service? How do you know? **(1.3, 1.19, 1.19.a)**

- » Firefighters provide a service. They keep our communities safe from fires and help when there are emergencies. Those are tasks, not objects.

**INFERENTIAL**—How are jobs part of the economy? **(1.19)**

- » Jobs are part of the economy because people are paid money for the jobs they do, and they use that money to buy things they need.

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

Others work in the private sector. Private companies work for profit. These companies are run by their owners, not government. For example, people that work in banks help customers make decisions about how to use and save their money.



16



**CORE VOCABULARY**—Explain that **private** means something that is not managed by the government. Private jobs are in businesses or companies owned by individual people or groups.

**SUPPORT**—Explain that a sector is a part. In this case, it refers to a part of the economy. Part of the economy is public, and part is private.

**SUPPORT**—If needed, explain that the difference between a public and a private job is about who hires and pays the person. Two people might do the same kind of work but one has a public job and the other has a private job; for instance, someone who takes care of the grass for the city parks has a public job, while someone who takes care of the grass in people's yards has a private job.

**SUPPORT**—Guide students to identify other private jobs, such as doctors, nurses, farmers, shoemakers, salespeople, etc. Ask them to identify how each job helps Louisianans. **(1.19, 1.19.b)**

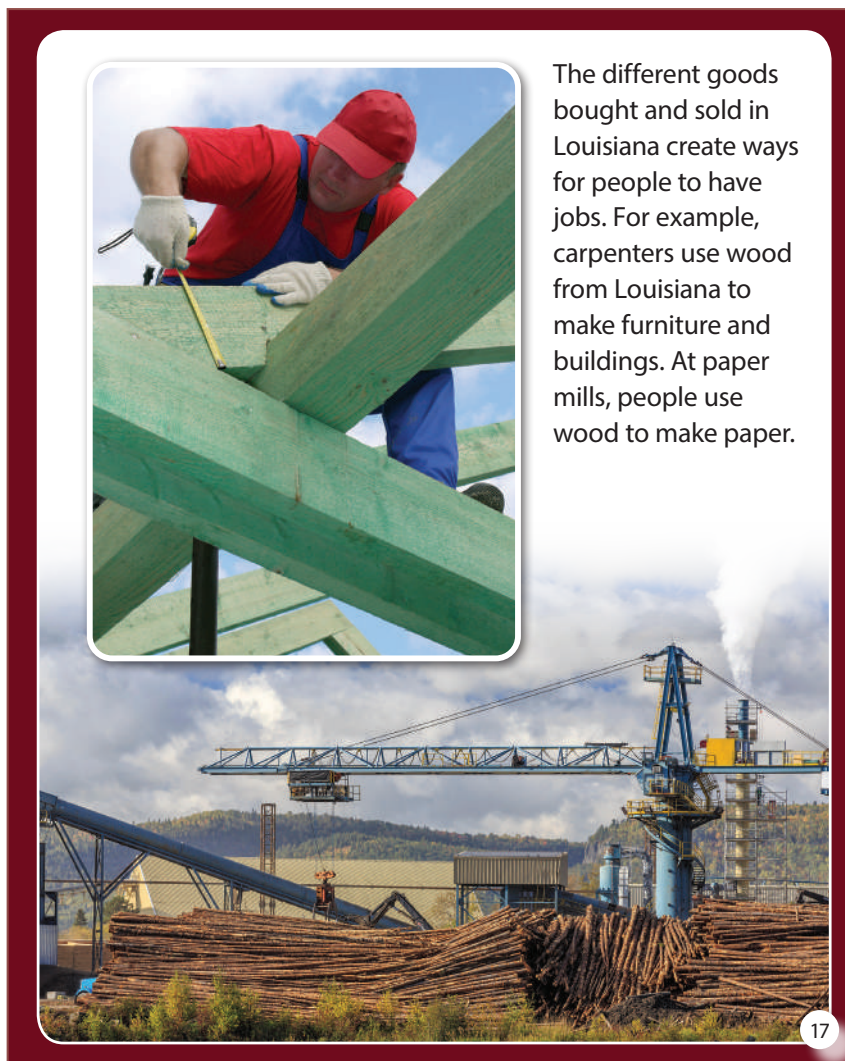
**SUPPORT**—Explain that banks are private companies; they are run by their owners, not by the public. Ask if students know why people use banks, and explain that banks do three main jobs. (1) They lend money to help people buy things that are expensive, or cost a lot of money, such as homes and cars. (2) They provide cards and checks that make it easier for people to pay businesses and to get paid. (3) If someone has extra money, they can hire a bank to hold it for them and keep it safe. Ask how banks help Louisianans. (*They lend money to help Louisianans buy expensive items, they make it easier to transfer money to others and to get paid, and they keep Louisianans' savings safe.*) **(1.19.b)**

**Ask students the following question:**

**EVALUATIVE**—Does someone working in one of Louisiana's banks have a public or private job? How do you know? **(1.3, 1.19.b)**

- » A banker has a private job. Banks in Louisiana are not owned by the community or run by the government; they are private businesses.

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



The different goods bought and sold in Louisiana create ways for people to have jobs. For example, carpenters use wood from Louisiana to make furniture and buildings. At paper mills, people use wood to make paper.

**CORE VOCABULARY**—Explain that **mills** are places that process materials to make them useful. For example, a paper mill is a plant that cuts and processes wood to make paper that we can write and draw on.

**SUPPORT**—Ask students to look around the room or to think of examples from the places they live of things made from wood. Point out that all these wooden items were once trees. The trees were cut down and processed into lumber, and then the lumber was used to make finished goods.

**Ask students the following questions:**

**LITERAL**—What is used to make paper at a paper mill? **(1.20)**

» Wood is used to make paper at a paper mill.

**EVALUATIVE**—When is a carpenter a producer? **(1.20)**

» A carpenter is a producer when they are making furniture or buildings.

**EVALUATIVE**—When is a carpenter a consumer? (1.20)

- » A carpenter is a consumer when they are buying groceries to bring home to the family or when they buy the wood they need to create furniture or buildings.

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

Louisiana has many natural resources. These are things found in nature. They are not made by people. Seafood, trees, produce such as sweet potatoes and sugar cane, and oil are all found in Louisiana.



18

**CORE VOCABULARY**—Explain that **natural resources** are useful things that come from nature. Natural resources include sunlight, water, wind, minerals, wood, and oil.

**CORE VOCABULARY**—Explain that **seafood** is a type of food that comes from bodies of water. It includes things such as fish, shrimp, crabs, lobster, and other creatures that live in the water.

**SUPPORT**—Ask students to point to the image of seafood. Explain that seafood is sea animals that we can eat. Crabs and crawfish are two types of seafood. Ask students if they can name other types of seafood. (*Possible responses: tuna, trout, catfish*) Explain that people in Louisiana catch seafood from the ocean, rivers, or lakes. Ask: Why is seafood an important part of Louisiana's economy? (*because Louisiana has many sources of water and thus seafood*) How does seafood support the economy? (*People get jobs catching, processing, and selling seafood or working in restaurants.*) (1.20, 1.23)

**SUPPORT**—Have students point to the bottom right image. Explain that this is an oil rig. An oil rig is a giant structure used to get oil from under the ground, kind of like a giant straw. These are

often built in the water of the Gulf of Mexico. The top part of an oil rig is where machines and living quarters for the rig's workers are located. There is a long, skinny pipe that goes all the way down into the ground or into the bottom of the ocean. People move this pipe around to help find the oil. Once they find oil, they bring it up to the surface and put it in big storage tanks. They must be very careful when they do this to make sure we don't hurt the people working or the animals and plants around. (1.20, 1.22, 1.23)

**Ask students the following questions:**

**LITERAL**—What are natural resources?

» Natural resources are useful things found in nature that are not made by humans.

**LITERAL**—What are some of Louisiana's natural resources? (1.23)

» Louisiana's natural resources include trees, produce such as sweet potatoes and sugar cane, and oil.

**INFERENTIAL**—Why are natural resources important to the economy? (1.23)

» Natural resources are used to make other goods that people need and want.

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

Let's look at this map of Louisiana. It shows places where natural resources are found.

Louisiana's Natural Resources

Map Key

- Oil
- Sweet potato
- Forest products
- Seafood
- Sugar cane
- Natural gas

0 50 miles  
0 50 km

Gulf of America

Which natural resources are found near the coast? Which natural resources are found farther inland? Is there a natural resource that is found near the coast and in other places?

19





**SUPPORT**—Ask students to look at the map. Have them put their fingers on the compass rose. Remind students that a compass rose shows us the directions north, south, east, and west on the map. Ask students to use the compass rose to find the farthest north, farthest west, farthest east, and farthest south pictures on the map. **(1.22, 1.24)**



**SUPPORT**—Remind students that the small pictures or signs that we see on maps are symbols. Ask students how they know what each symbol represents. *(The map key or legend tells them.)* Have students find the map key. Read the label for each symbol as students point to it. Ask: Where are most of the forest products in Louisiana found? *(near the center of the state)* Where is most of the oil in Louisiana found? *(in the south)* What natural resources are found in northern Louisiana? *(oil, natural gas, and forest products)* **(1.22, 1.24)**

### Ask students the following questions:

**LITERAL**—What natural resources are found in southern Louisiana near the coast? **(1.22, 1.24)**

» Oil, seafood, and natural gas are found in southern Louisiana near the coast.

**LITERAL**—What natural resources are found in northern Louisiana? **(1.22, 1.24)**

» Oil, natural gas, and forest products are found in northern Louisiana.

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

Natural resources help give people jobs too. As you have learned, Louisiana is known for seafood found in its many bodies of water. This creates jobs for people who catch and sell seafood.



20



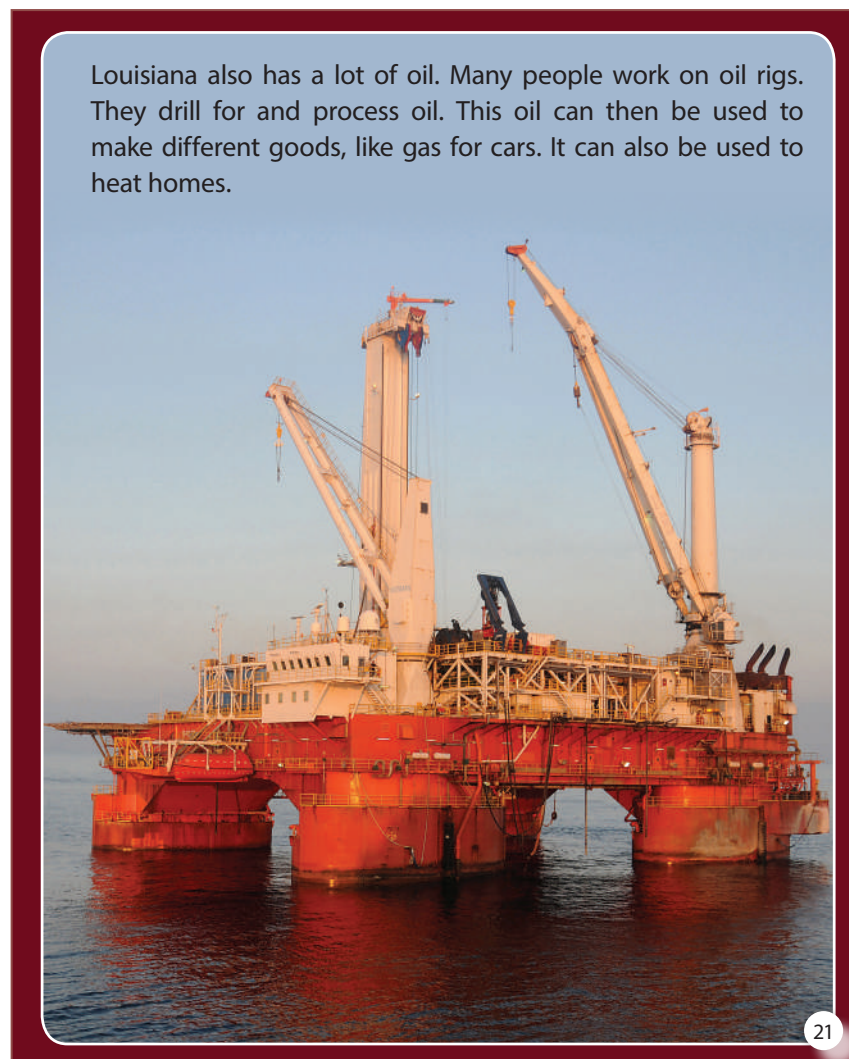
**SUPPORT**—Explain that, in Louisiana, seafood is important for the state economy. Louisiana has many bodies of water where fish live. Explain that some people’s jobs are to catch fish from the water and sell them. These people are known as fishers. The fish they catch is the seafood that people buy in markets or grocery stores to cook and eat at home. Ask students if they’ve ever eaten seafood. Explain that seafood is an important part of many people’s diets. Fishing to provide seafood is an important job in Louisiana.

**Ask students the following question:**

**LITERAL**—How do natural resources provide jobs for people? **(1.22)**

- » Student answers may vary but should include the idea that natural resources give people jobs like catching and selling fish.

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



**SUPPORT**—Explain that to drill for oil is to dig deep into the ground or ocean floor to find and bring up oil. Tell students the structure in the image is an oil rig. It pumps the oil out of the ground at the bottom of the ocean.

**CORE VOCABULARY**—Explain that to **process** is to take something raw, like the oil from the ground, and change it into something people can use.

**SUPPORT**—Explain that when oil is in the ground, it is a gooey mixture of many types of material. The oil in the ground is a different kind of oil than we use for cooking. Processing oil (called refining) makes it useful by separating out the different types, such as gasoline, kerosene, motor oil, and grease. This is done in a facility called an oil refinery. Oil is also used to make plastic goods. Lots of people have jobs working on oil rigs, transporting oil, and turning oil into useful products.

**Ask students the following questions:**

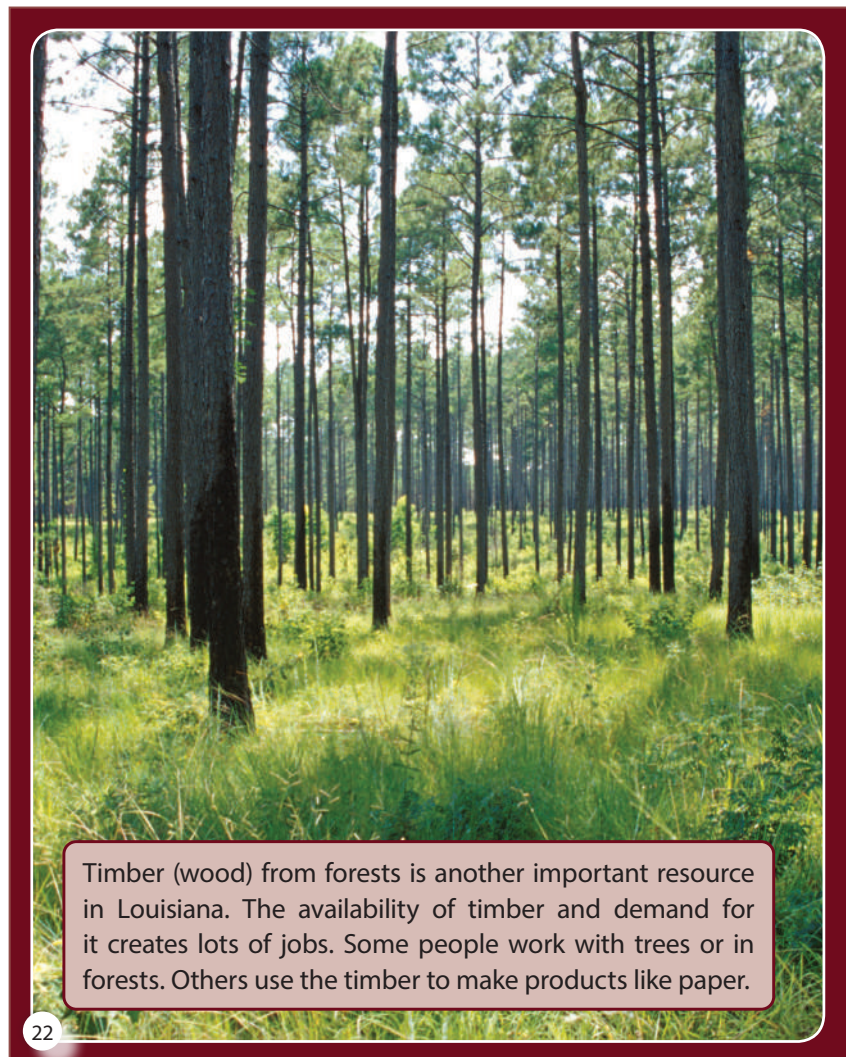
**LITERAL**—Where do many people in Louisiana work to drill for and process oil? **(1.23)**

» People in Louisiana work on oil rigs to drill for and process oil.

**LITERAL**—How is processed oil used? **(1.23)**

» Processed oil is used to make gas for cars or heat homes. It is also used to make plastic.

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



Timber (wood) from forests is another important resource in Louisiana. The availability of timber and demand for it creates lots of jobs. Some people work with trees or in forests. Others use the timber to make products like paper.

**SUPPORT**—Ask what we call useful things that come from nature (*natural resources*), and remind students that wood is a natural resource. Ask: Where in Louisiana do people get wood? (*forests*) What is wood used for? (*furniture, buildings, paper*) Explain that using wood to make furniture, buildings, and paper creates many jobs. Remind students that carpenters work with wood to create things such as furniture and buildings. Other jobs involve taking care of trees in the forest or cutting them down and processing them to make lumber or paper.

**Ask students the following questions:**

**EVALUATIVE**—Why is timber an important resource for Louisiana? **(1.23)**

» Louisiana has many forests that provide timber. The timber industry creates many jobs.

**EVALUATIVE**—How does the timber industry create jobs in Louisiana? **(1.23)**

» Some people work with trees or in forests. Others use timber to make products like paper.

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



Louisiana produces many of the sweet potatoes eaten in the United States. West Carroll Parish even has a sweet potato festival every year!

**SUPPORT**—Ask students to share what they remember about how sweet potatoes are grown. Encourage students to look back at pages 8 and 9 of the Student Book if they need to.



**SUPPORT**—Give students additional information about the West Carroll Parish sweet potato festival. The Lamb Weston North Louisiana Sweet Potato Festival is held annually in Oak Grove in the fall, during the sweet potato harvest season. People and businesses celebrate sweet potatoes with food, entertainment, and activities such as a parade. This festival shows how important sweet potatoes are to the people of Louisiana.

**Ask students the following question:**

**LITERAL**—Where are Louisiana sweet potatoes sold? (1.22, 1.23)

» Louisiana's sweet potatoes are sold all around the United States.

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

Louisiana is a state with many bodies of water. People here have built bridges to cross bodies of water. Bridges help people get to where they need to go. Building bridges also creates jobs. Skilled labor is needed to build the bridges. Construction workers, architects, and engineers are part of this workforce.



24

**CORE VOCABULARY**—Explain that **skilled labor** is people whose jobs require special training, knowledge, or ability.

**SUPPORT**—Ask students to recall other jobs they learned about that involve skilled labor (*carpenter, firefighter, teacher*).

**CORE VOCABULARY**—Explain that **construction workers** are people who build buildings and other structures such as tunnels and bridges. They are skilled labor because they need to know how to use tools precisely and safely and how to follow building plans.

**CORE VOCABULARY**—Explain that **architects** are people who design buildings and structures. They draw plans that show what a building or bridge will look like and how it will be built.

**CORE VOCABULARY**—Explain that **engineers** are problem solvers who use science and math to help with the design of structures. They make sure that structures will be safe and sturdy and work the way they are supposed to.

**Ask students the following questions:**

**EVALUATIVE**—Why are bridges important in Louisiana? **(1.29)**

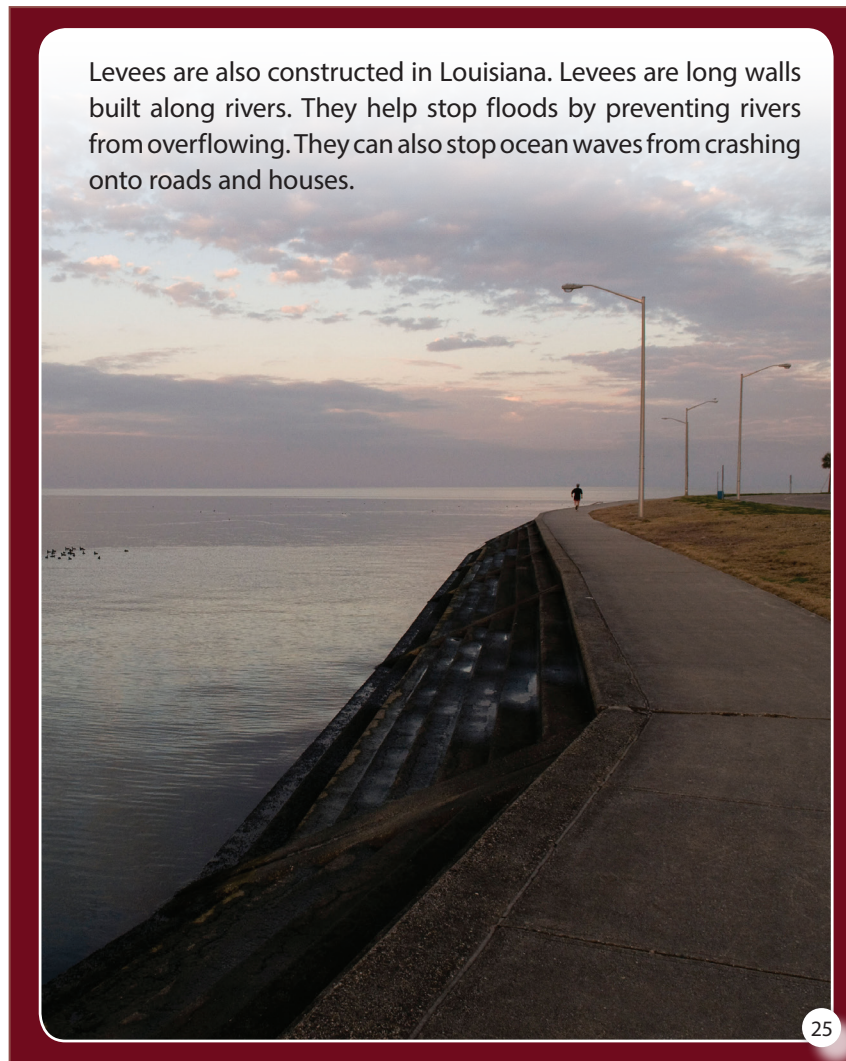
- » Bridges are important in Louisiana because Louisiana has a lot of bodies of water. It is hard to travel across water. Bridges help people and products move throughout the state.

**LITERAL**—What types of jobs are needed to build bridges? **(1.19)**

- » Construction workers, architects, and engineers are needed to build bridges.



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



**CORE VOCABULARY**—Explain that **levees** are long, sturdy walls built along the sides of rivers to prevent flooding.

**SUPPORT**—Help students understand the need for levees in Louisiana. Levees protect against flooding caused by overflowing rivers and strong ocean waves. Water from twenty-six states flows into the Mississippi River and through Louisiana to the Gulf of America. And the Mississippi isn't the only river in Louisiana. Sometimes there is so much water that a river overflows. This causes floods that damage homes, roads, farms, and other important places. Levees help prevent flooding by helping rivers hold more water without overflowing.

**Ask students the following questions:**

**LITERAL**—What are levees, and why are they built? **(1.29)**

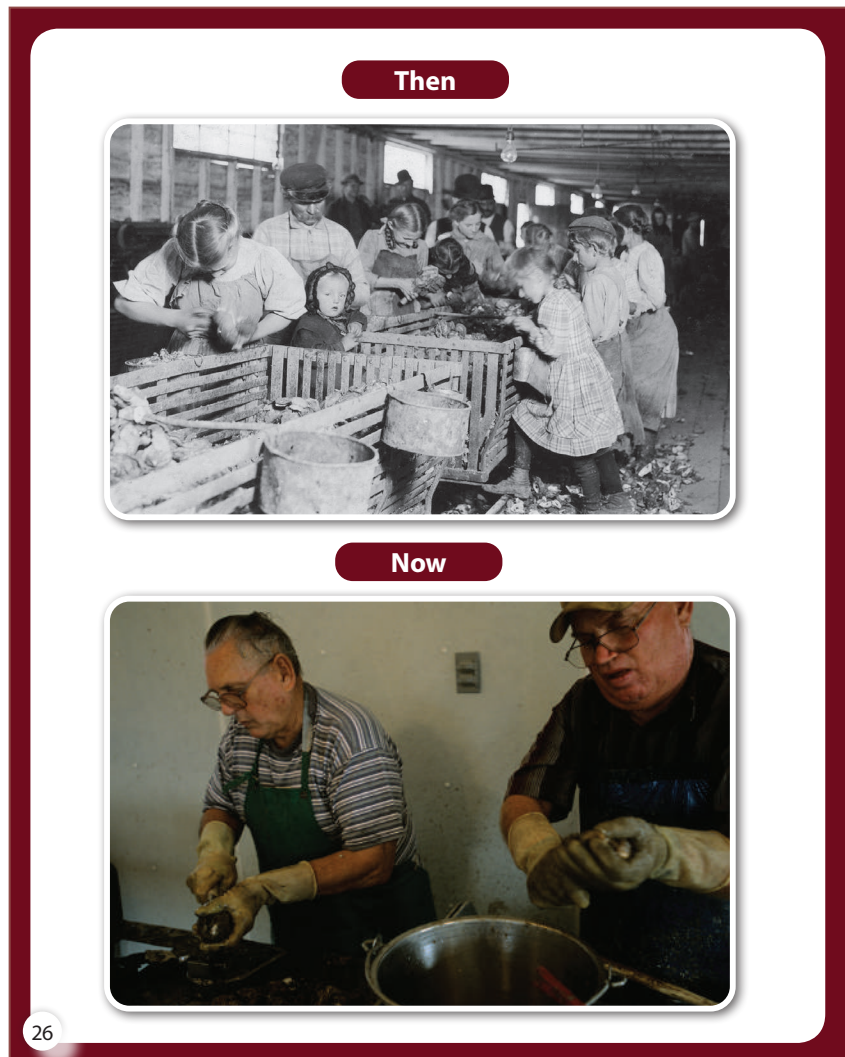
» Levees are long, sturdy walls built along the sides of rivers to prevent flooding.

**INFERENTIAL**—What might happen if there were no levees along the rivers in Louisiana? **(1.4)**

- » If there were no levees along the rivers in Louisiana, the rivers might overflow more often. Without levees, overflowing rivers and strong ocean waves may cause flooding, damaging homes and businesses.

### Then and Now, page 26

Ask students to look at the images on page 26.



**Tell students that these images show oyster shuckers a long time ago and today.** Explain that oysters are a type of seafood. They grow in a shell. Shucking oysters means taking the oysters out of their shells.

**Guide students to the Then image.** Explain that this shows oyster shuckers a long time ago.

**Guide students to the Now image.** Explain that this shows oyster shuckers today.

**Have students compare the two images.**

**SUPPORT**—Explain the change between Then and Now by pointing out that in the past, children often did jobs like shucking oysters and working in factories. Gradually people recognized that these jobs were dangerous for children and prevented many children from receiving an education. Eventually laws were passed that stopped people from making children do that kind of work. Now, jobs like shucking oysters and working in factories are done by adults.

**Ask students the following questions:**

**EVALUATIVE**—What is similar or alike in the images? **(1.3)**

- » Both images show people shucking oysters.

**EVALUATIVE**—What is different in the images? **(1.3)**

- » In the Then image, adults and children work together. Most of the workers seem to be children. In the Now image, two adult men are shucking oysters, and the men are wearing gloves to protect their hands.

**INFERENTIAL**—How do you think oyster shuckers are important to Louisiana? **(1.4)**

- » Oyster shuckers work in Louisiana’s seafood industry, which is an important part of Louisiana’s economy. By opening oysters, they help provide seafood that can be sold both within the state and exported to other places.

## Timeline Card Slide Deck

---

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What jobs do Louisianans do?”



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—What jobs do Louisianans do?

- » Louisianans do many different types of jobs. Teachers and firefighters provide essential community services. Some people work as fishers who catch seafood like fish, crabs, and oysters. Some people work in agriculture, growing crops like sweet potatoes. Others work as carpenters, using wood from the state’s forests to build furniture and buildings. Others work in the oil industry, drilling and processing oil. In addition, many people in Louisiana are involved in construction work, helping to build structures like bridges and levees to meet the state’s needs.

## Additional Activities

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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

**Chapter Assessments: *Living and Working in Louisiana***

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- Chapter 1 Assessment Student Answer Sheet: *Wants, Needs, and Choices* 51
- Chapter 2 Assessment Questions: *Where and How Louisianans Work* 53
- Chapter 2 Assessment Student Answer Sheet: *Where and How Louisianans Work* 54

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**Performance Task: *Living and Working in Louisiana***

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**Activity Pages**

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**2022 Louisiana Standards for Social Studies: Grade 1 63****Answer Key: *Living and Working in Louisiana*—Chapter Assessments and Activity Pages 66**

## Chapter 1 Assessment: *Wants, Needs, and Choices*

---

**Make sufficient copies of the Student Answer Sheet for each student; see pages 51–52 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. Who is buying goods? **(1.17)**
  - a) the teacher teaching a lesson
  - b) the barber giving a haircut
  - c) the people shopping in the supermarket
2. Which one of these is a need? **(1.21)**
  - a) shelter
  - b) video games
  - c) books
3. Which one of these is a producer? **(1.17)**
  - a) a person getting a haircut
  - b) a person making new shoes
  - c) a person shopping in a supermarket
4. What is one way a person decides how to spend their money? **(1.18)**
  - a) They make a budget.
  - b) They ask for money.
  - c) They make a good.
5. Which people are consumers of sweet potatoes? **(1.17)**
  - a) farmers who grow sweet potatoes
  - b) people who buy and eat sweet potatoes
  - c) grocers who sell sweet potatoes
6. Which one is an example of scarcity? **(1.21)**
  - a) nearly empty shelves at the grocery store
  - b) a choice of four cars to buy
  - c) a bookstore with many books to buy



Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 1 Assessment Student Answer Sheet: *Wants, Needs, and Choices*

**1.**

**a.**



**b.**



**c.**



**2.**

**a.**



**b.**



**c.**



**3.**

**a.**



**b.**



**c.**



## Chapter 1 Assessment Student Answer Sheet: *Wants, Needs, and Choices*

4.

a.



b.



c.



5.

a.



b.

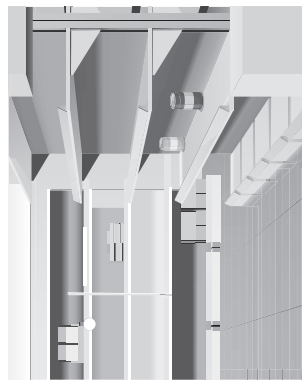


c.



6.

a.



b.



c.



## Chapter 2 Assessment: *Where and How Louisianans Live and Work*

---

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. Which one of these is a public job? **(1.19.a)**
  - a) a teacher
  - b) a banker
  - c) a doctor
2. Which one of these is a private job? **(1.19.b)**
  - a) a firefighter
  - b) a police officer
  - c) a banker
3. Which goods are produced in Louisiana's waterways? **(1.22)**
  - a) seafood
  - b) computers
  - c) cars
4. Which useful natural resource comes from Louisiana's forests? **(1.23)**
  - a) oil
  - b) seafood
  - c) timber
5. Which one is a natural resource from Louisiana? **(1.23)**
  - a) oil
  - b) banks
  - c) bridges
6. What do people in Louisiana build to help stop flooding? **(1.29)**
  - a) oil rigs
  - b) levees
  - c) banks

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 2 Assessment Student Answer Sheet: *Where and How Louisianans Live and Work*

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 2 Assessment Student Answer Sheet: *Where and How Louisianans Live and Work***

**4.**

**a.**



**b.**



**c.**

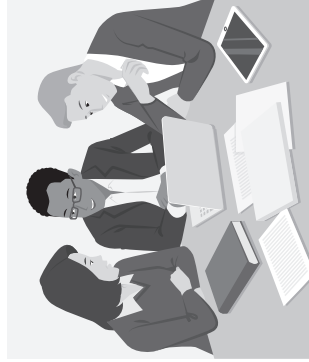


**5.**

**a.**



**b.**



**c.**



**6.**

**a.**



**b.**



**c.**





## Culminating Activity: *Living and Working in Louisiana*

---

### Classroom Mural

**Materials Needed:** sufficient copies of *Living and Working in Louisiana* coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

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

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

Organize the class into small groups. Distribute the coloring pages among the groups. Have each group color the assigned page.

Hang a piece of butcher paper on the wall. Work with students to affix their colored pages to the butcher paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents.

## Performance Task: *Living and Working in Louisiana*

---

**Materials Needed:** four blank 5" × 8" index cards per student; colored pencils or markers; individual student copies of the *Living and Working in Louisiana* Student Book

In this unit, students learned about living and working in Louisiana—the state’s diverse natural resources and the many jobs these resources provide to its residents. They learned how being located near many bodies of water makes catching and selling seafood an important job in Louisiana. They also learned how the availability of timber and oil impacts other jobs such as carpentry, working in paper mills, and working on oil rigs. Students explored how infrastructure like bridges and levees both serve practical purposes and provide jobs to the local community. They discovered that these roles, as well as many others in Louisiana, are examples of skilled labor, and they all play a role in shaping Louisiana’s vibrant economy and culture.

**Teacher Directions:** Have students reflect on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are creating advertisements for people to come live and work in Louisiana. Tell students to create four different advertisements on 5" × 8" index cards. Remind students that these advertisements should show an aspect of living and working in Louisiana in a positive and encouraging way. Have students draw images of living and working in Louisiana on one side of each card and dictate a brief message about Louisiana for the other side. Students should identify in their postcards the most important aspects of Louisiana’s economy that they have learned about that make it an exciting place to visit and think about.

**Note:** 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 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:** 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.

<b>Above Average</b>	<p>Response is accurate and detailed. Student demonstrates strong understanding of working in Louisiana, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none"><li>• Goods are things people can buy. Services are tasks that people do to help each other.</li><li>• Needs are things we must have to live. Wants are things that are nice to have.</li><li>• Producers make goods and provide services. Consumers buy goods and services.</li><li>• People use money to buy goods and services.</li><li>• Scarcity means there is not always enough for people to meet all their needs and wants.</li><li>• A budget helps people figure out how to spend their money.</li><li>• Different goods and services are traded in Louisiana, contributing to the economy of the state.</li><li>• Louisiana has many bodies of water that provide jobs through fishing, making it known for its seafood.</li><li>• Timber, or wood, from Louisiana's forests is used in jobs like carpentry and is turned into many products we use daily, such as paper.</li><li>• Louisiana is rich in oil, which is extracted for many uses, including producing gas for cars.</li><li>• The state has a large agriculture sector, producing various crops like sweet potatoes and sugar cane.</li><li>• Construction of bridges and levees is an important job in Louisiana. The bridges help connect different places, and levees help prevent floods.</li><li>• People also work in the public sector in Louisiana with jobs like teachers and firefighters. These jobs provide services to their community.</li></ul>
<b>Average</b>	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of living and working in Louisiana, noting three of the details listed above.</p>
<b>Adequate</b>	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of living and working in Louisiana, noting two of the details listed above.</p>
<b>Inadequate</b>	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

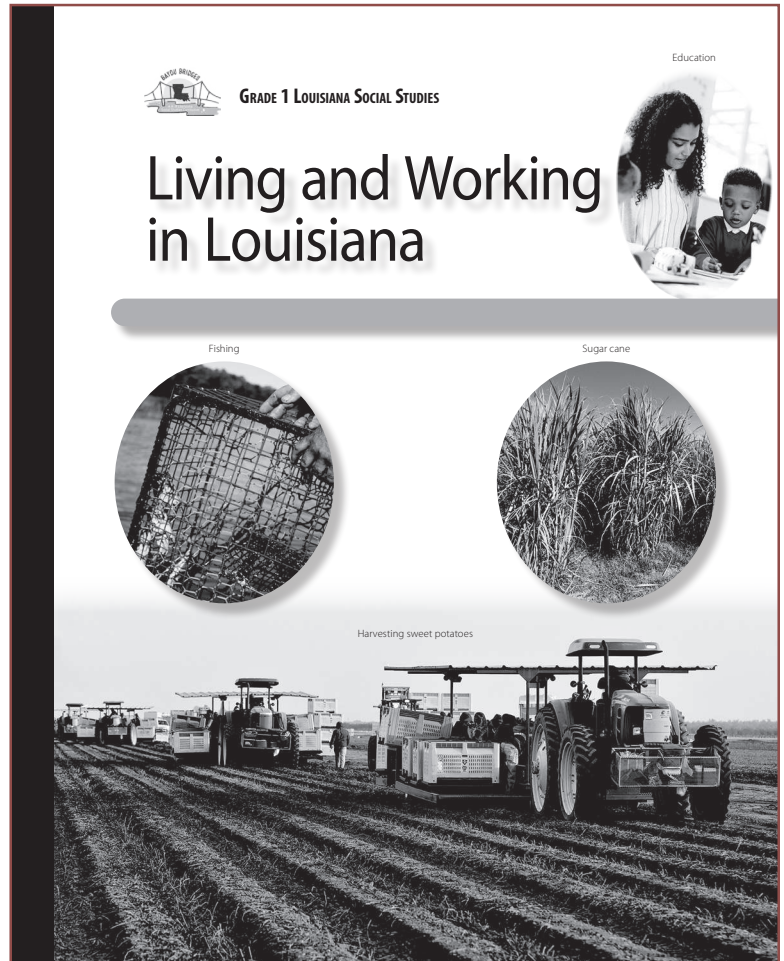
**Activity Page 1.1****Use with Chapter 1****Letter to Family**

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about living and working in Louisiana. They will explore the state's natural resources and how these resources provide jobs for the people of Louisiana. They will learn about the state's major industries, including fishing, agriculture, and oil drilling. They will learn about the different jobs that Louisianans do—from carpenters using local timber, to oil rig workers extracting oil, and construction workers building vital structures like bridges and levees. They will also delve into how Louisiana residents adapt their environment to their needs, for instance, through building levees to prevent floods.

In this unit, students will gain a deeper understanding of Louisiana's economy. They will connect their learnings to real-world scenarios, consider how jobs impact our daily lives, and appreciate the diversity of work in our state. By the end of the unit, students will have a broader understanding of Louisiana's community, culture, and economy.

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 \_\_\_\_\_

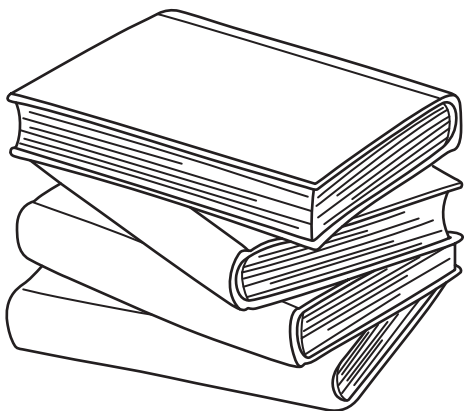
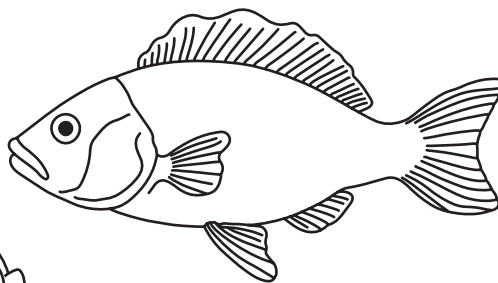
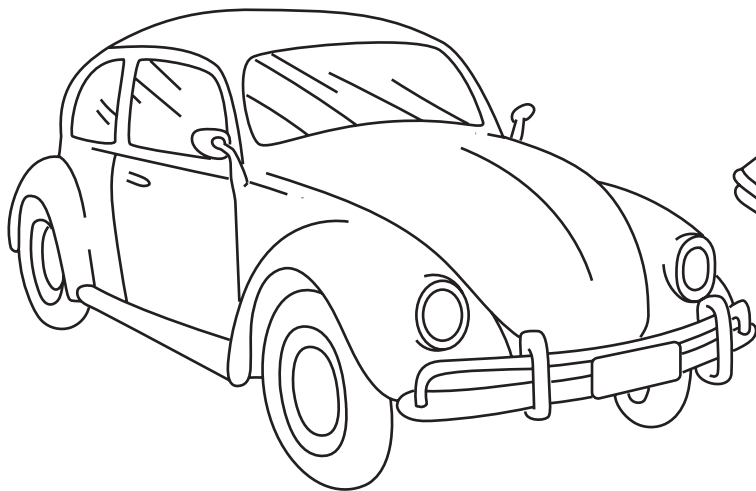
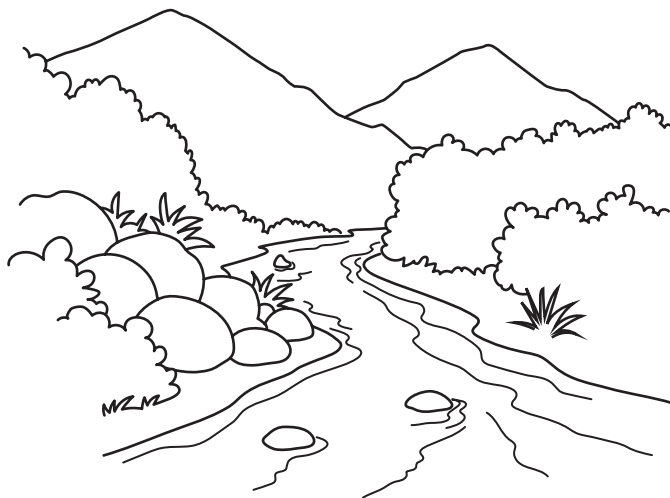
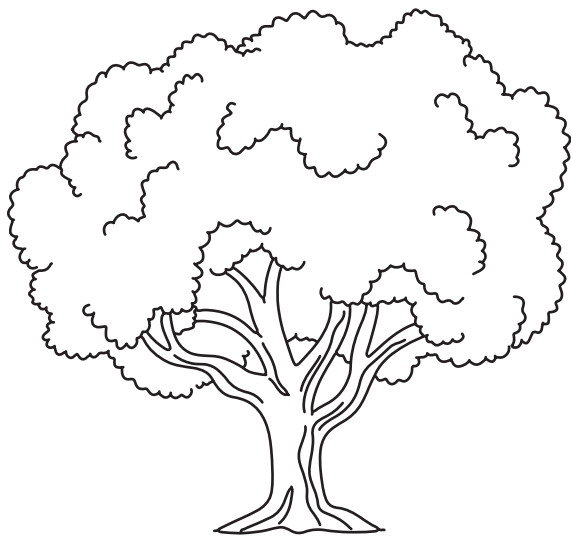
Date \_\_\_\_\_

## Activity Page 2.1

Use with Chapter 2

### Natural Resources

Circle the natural resources.






Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2

Use with Chapter 2

Bingo Board

		<b>FREE</b> 		

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.3**

**Use with Chapter 2**

**Bingo Cards**

**good**

**service**

**producer**

**consumer**

**natural  
resource**

**good**

**service**

**producer**

## 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, etouffee, 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: Living and Working in Louisiana***

---

### **Chapter Assessments**

#### **Chapter 1**

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

#### **Chapter 2**

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

### **Activity Pages**

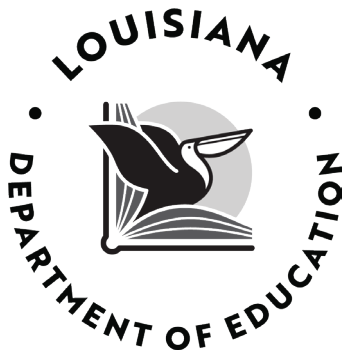
#### **Natural Resources (AP 2.1)**

tree, river, fish



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Erik Reis / Alamy Stock Photo: 26, 52b  
Gaertner / Alamy Stock Photo: i, iii, 38d  
HERA FOOD / Alamy Stock Photo: 30b  
inga spence / Alamy Stock Photo: Cover D, 15d, 25b, 59d  
Jacquelin Grant / Alamy Stock Photo: 23a  
JG Photography / Alamy Stock Photo: 25d  
John Elk III / Alamy Stock Photo: Cover C, 15c, 38c, 59c  
JT Blatty / Alamy Stock Photo: 46, 55h  
Karen Struthers / Alamy Stock Photo: 54e  
Ken Gillespie Photography / Alamy Stock Photo: 37b  
Kzenon / Alamy Stock Photo: 52e  
MBI / Alamy Stock Photo: Cover A, 5b, 15a, 17, 51a, 54a, 54c, 59a  
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Mira / Alamy Stock Photo: 38a, 54g, 55b  
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Panther Media GmbH / Alamy Stock Photo: 23b  
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SeventyFour Images / Alamy Stock Photo: 29a  
sondem / Alamy Stock Photo: 5c, 19a  
Sunshine / Alamy Stock Photo: 51f  
SuperStock / Radius – Masterfile – Design Pics: 51d  
Thawatchai Chawong / Alamy Stock Photo: 29b  
Westend61 GmbH / Alamy Stock Photo: 5d–e, 20b, 21b, 22b, 51h, 52c

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**Living and Working in Louisiana**

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**How Our State Government Works**

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