

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

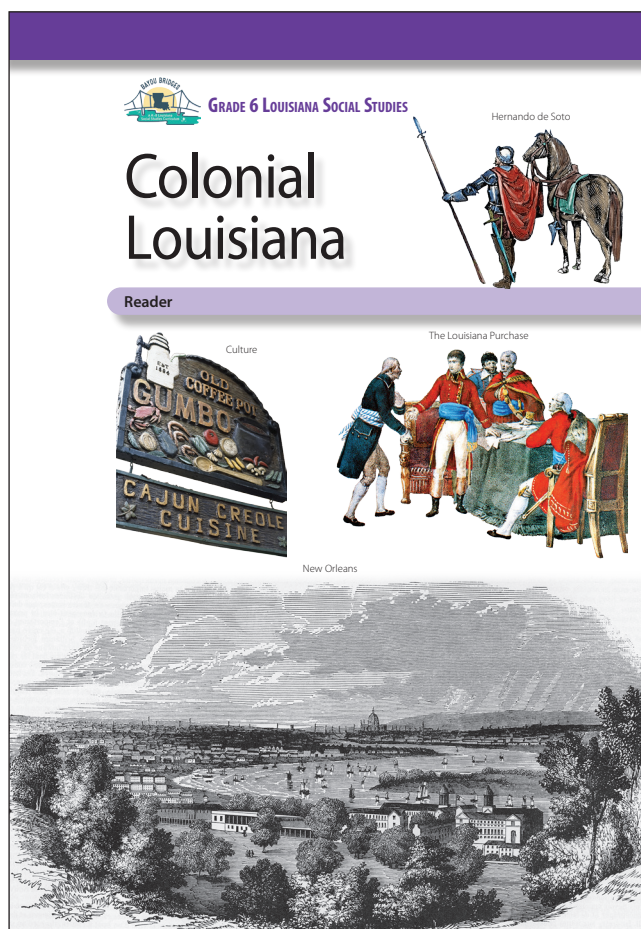
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about colonial Louisiana. They will learn about the influence of both France and Spain on the development of the Louisiana colony.

In this unit, students will learn about Spanish and French exploration of the Mississippi River. They will study the establishment of the first permanent French settlements. They will examine the colonial government under French rule, including its successes and failures. They will learn about the diverse population in French and Spanish colonial Louisiana. They will study the transfer of the Louisiana colony from France to Spain. They will examine how Spain dealt with an early rebellion and then changed the government to align better with its other territories. They will understand how and why Louisiana's economy grew and began to thrive. They will learn about how and why Louisiana was transferred back to French rule briefly and then sold to the United States.

As part of their exploration, students will also learn a little bit about slavery in Louisiana, the lives of enslaved and free people of color, and conflict and cooperation between Europeans and Native Americans. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

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 _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

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SOURCE:

Name _____

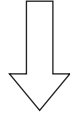
Date _____

Activity Page 1.3

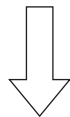
Use with Performance Task

Claims and Evidence

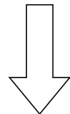
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|-----------------------|--|
| _____ | 1. commerce | a) release from enslavement |
| _____ | 2. investment | b) a system of law in which codes and statutes carry greater weight than prior court decisions |
| _____ | 3. contract | c) money that is spent in order to make a profit |
| _____ | 4. monopoly | d) to move goods illegally |
| _____ | 5. regent | e) something that is owned by a person, company, or country |
| _____ | 6. manumission | f) mild or tolerant |
| _____ | 7. influx | g) the complete ownership or control of a resource or industry |
| _____ | 8. civil law | h) to discuss the terms of an agreement |
| _____ | 9. common law | i) to grant or transfer |
| _____ | 10. asset | j) a system of law in which prior court decisions carry greater weight than codes and statutes |
| _____ | 11. negotiate | k) a person who governs a kingdom when the monarch is unable to |
| _____ | 12. ethnic | l) the buying and selling of goods and services; trade |
| _____ | 13. lenient | m) referring to a group of people who share a similar culture that is often handed down from one generation to the next |
| _____ | 14. smuggle | n) the arrival of a large number of people |
| _____ | 15. cede | o) a written or spoken agreement, usually about business |

Assessment: Chapter 1—French Colonial Louisiana

A. On your own paper, write the letter(s) that provides the best answer.

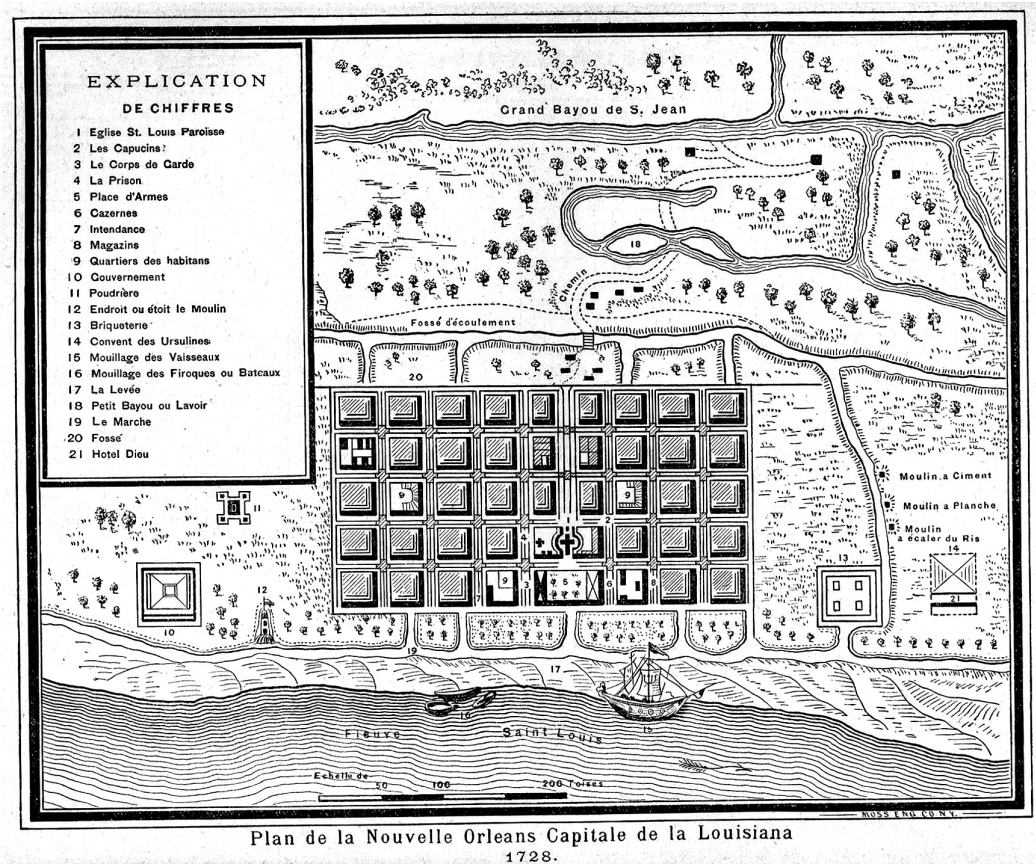
1. Use the map to answer the following question.



Who claimed the shaded area on the map for France? (6.5, 6.10.d)

- a) Crozat
 - b) La Salle
 - c) Bienville
 - d) Jolliet and Marquette
2. What accomplishment is Bienville best known for? (6.10.a, 6.10.d)
- a) writing the Code Noir
 - b) signing the Treaty of Fontainebleau
 - c) instituting Louisiana's civil law system
 - d) founding settlements such as Mobile and New Orleans

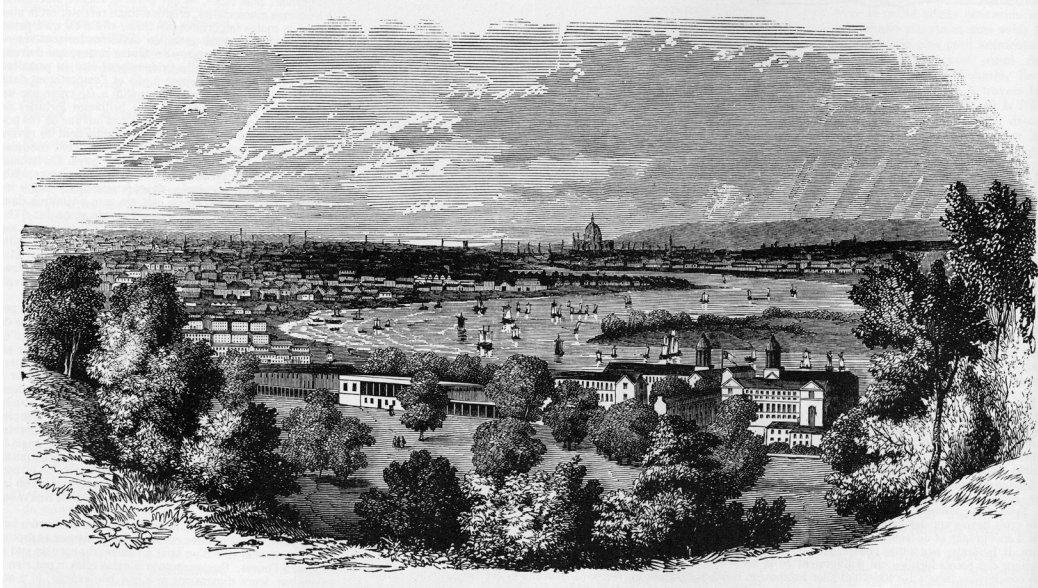
3. Use the image to answer the following question.



According to this plan, New Orleans was to be intentionally built near which geographic feature? (6.10.c)

- a) a river
 - b) a forest
 - c) a plateau
 - d) a mountain
4. Under the Code Noir, what rights did *les gens de couleur libres* have? Select the **two** correct answers. (6.9.f, 6.9.g, 6.10.b, 6.10.c, 6.10.d)
- a) voting rights
 - b) marriage rights
 - c) property ownership rights
 - d) equal education opportunities
 - e) the right to hold political office
5. Which phrase best describes a Creole person? (6.10.c)
- a) a person of Spanish descent
 - b) a person born in the Louisiana colony
 - c) a person born in Europe but living in Louisiana
 - d) a child born to one enslaved person and one free person

6. John Law granted land in Louisiana to many people from which country? (6.10.b, 6.10.d)
- a) Spain
 - b) England
 - c) Scotland
 - d) Germany
7. Use the image to answer the following question.

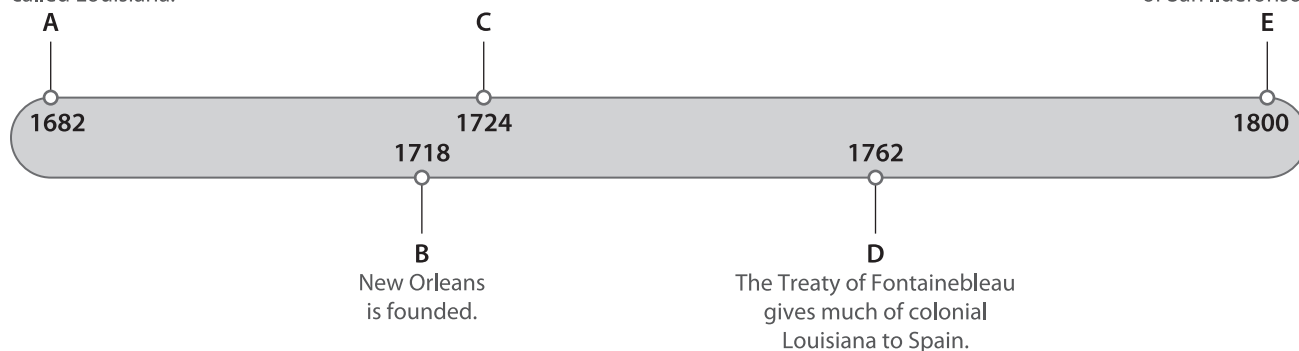


- What does this image show about New Orleans? (6.10.c)
- a) the effects of the Code Noir
 - b) why it is called the Crescent City
 - c) the effects of the fires in New Orleans
 - d) why it implemented a system of civil law
8. Which countries had control of Louisiana at some point during the Seven Years' War? Select the **two** correct answers. (6.9.h, 6.10, 6.10.a, 6.10.c)
- a) Spain
 - b) France
 - c) Germany
 - d) Great Britain
 - e) the United States

9. Use the timeline to answer the following question.

The Mississippi basin is claimed as a French colony called Louisiana.

Colonial Louisiana is returned to France under the Third Treaty of San Ildefonso.



What event belongs at point C on the timeline? (6.10.a, 6.10.b)

- a) The new Code Noir articles are written.
- b) Antoine Crozat brings new settlers to colonial Louisiana.
- c) Spain enters the Revolutionary War on the American side.
- d) De Soto and his fellow explorers reach the Mississippi River.

10. Use the excerpt from the Code Noir to answer the following question.

X. If the husband be a slave, and the wife a free woman, it is our will that their children . . . shall share the condition of their mother, and be as free as she, notwithstanding the servitude of their father; and if the father be free and the mother a slave, the children shall all be slaves. . . .

XXII. We declare that slaves can have no right to any kind of property, and that all that they acquire, either by their own industry or by the liberality of others, or by any other means or title whatever, shall be the full property of their masters. . . .

Based on the Code Noir, what could a child born to a free Black woman married to an enslaved man do? (6.9.f, 6.9.g, 6.10.c, 6.10.d)

- a) own property
- b) vote in the colony
- c) pass property to their father
- d) inherit their father's property

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Why did leadership of French colonial Louisiana change so many times? (6.7.a, 6.7.c, 6.9.h, 6.10.a, 6.10.b, 6.10.c, 6.10.d)

Assessment: Chapter 2—Spanish Colonial Louisiana

A. On your own paper, write the letter(s) that provides the best answer.

1. What was Hernando de Soto's expedition looking for when it first reached what would later become the Louisiana colony? **(6.10.b, 6.10.c)**
 - a) furs
 - b) gold
 - c) the Northwest Passage
 - d) a place to move Spanish colonists out of Florida
2. Which words or phrases best describe the Louisiana colony when Spain first acquired it under the Treaty of Fontainebleau? Select the **two** correct answers. **(6.9.e, 6.10.c)**
 - a) remote
 - b) rich in gold
 - c) French-speaking
 - d) a busy port colony
 - e) densely populated
3. How did Ulloa make himself very unpopular with the people of the Louisiana colony? **(6.9.h, 6.10.b, 6.10.c, 6.10.d)**
 - a) He restricted trade.
 - b) He abolished slavery.
 - c) He implemented martial law.
 - d) He outlawed speaking French.
4. Why was Alejandro O'Reilly sent to the Louisiana colony? Select the **two** correct answers. **(6.9.h, 6.10.c, 6.10.d)**
 - a) to study local plants and wildlife
 - b) to explore the upper Mississippi River
 - c) to enforce Spanish rule as governor
 - d) to put down the rebellion against the king
 - e) to negotiate a peace treaty with the French

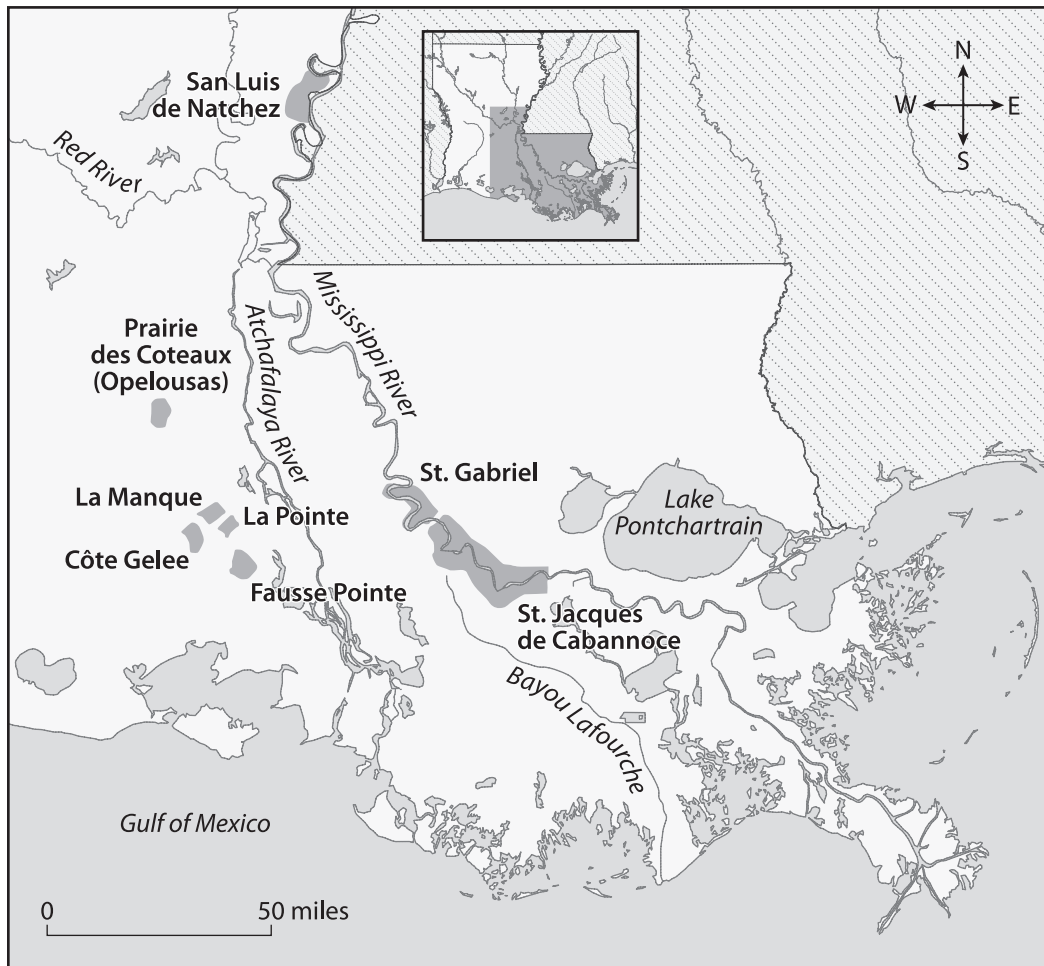
5. How did the slave trade change under Spanish rule? (6.9.f, 6.10.b, 6.10.c, 6.10.d)
- a) It increased because of cash crops.
 - b) It decreased because of more lenient laws.
 - c) It increased because of fewer trade restrictions.
 - d) It decreased because of a revolt by enslaved persons.
6. Use the image to answer the following question.



The architectural style of this building is common evidence of Spanish rule in New Orleans today. What led to this style being common? (6.10.c, 6.10.d, 6.10.e)

- a) lots of construction following fires that ravaged the city
- b) money provided as construction grants from the Spanish king
- c) Spanish encouragement of builders' apprentices immigrating there
- d) the development of new construction techniques by free people of color

Use the map to answer questions 7 and 8.



7. This map shows the settlement patterns of which people? (6.4, 6.5, 6.9.g, 6.10.b)
- a) Acadians
 - b) Creoles
 - c) Haitians
 - d) Isleños
8. Why did these people settle in Louisiana in such large numbers? (6.2, 6.9.g, 6.10.b)
- a) They were forcibly brought from Africa as enslaved laborers.
 - b) They were imported to protect the colony against British invasion.
 - c) They were forced out of Canada during the French and Indian War.
 - d) They were recruited by the Mississippi Company to help populate the colony.

9. Why did smuggling in colonial Louisiana decrease in the late 1700s? (6.10.c, 6.10.d)
- a) O'Reilly implemented harsh punishments for smugglers.
 - b) Pinckney's Treaty opened trade with the new United States.
 - c) The Spanish king began sending regular shipments of supplies to New Orleans.
 - d) Fires burned many warehouses used to store smuggled goods.
10. Why did Spain help the American colonies fight the British in the American Revolution? (6.9.h, 6.10.d)
- a) to improve trade relations with the American colonies
 - b) to take Florida back from Britain if the Americans won
 - c) to expand the Spanish colony north of the Mississippi basin
 - d) to protect Spanish gold mines along the Mississippi River
11. Use the excerpt from Alejandro O'Reilly's proclamation in 1769 to answer the following question.

"By virtue of the orders and powers which we possess from His Majesty, we declare to all the inhabitants of the province of Louisiana that, whatever just cause the past events may have given His Catholic Majesty to make them feel his indignation, he wishes to listen to-day only to his clemency toward the public, persuaded that it has sinned only by allowing itself to be led astray by the intrigues of a few ambitious and fanatic men, of evil intent, who have rashly abused its ignorance and its too great credulity. The latter alone will answer for their crimes, and will be judged according to the laws."

What does this proclamation make clear will happen to the general public as a result of the rebellion? (6.10.d)

- a) They will not be punished.
 - b) They will have to pay a fine.
 - c) They will be expelled from the colony.
 - d) They will have to move to Spain or be punished.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- How did Spanish rule in Louisiana differ from French rule? (6.10.a, 6.10.b, 6.10.c, 6.10.d, 6.10.f)

Name _____

Date _____

Performance Task Activity: Colonial Louisiana

During its development under French and Spanish rule, colonial Louisiana went through many changes. Which colonial period had the greater influence on the development of Louisiana: French or Spanish? Support your answer with specific examples.

Activity Page



AP 1.3

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Colonial Louisiana*, as well as from the sources and resources in the unit activities.

Lined area for student notes and responses.