



# Comprehensive Curriculum

Revised 2008

## Grade 3 Social Studies



Louisiana Department of  
**EDUCATION**

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*Unit 1, Activity 2, Word Grid for Types of Maps*

**WORD GRID FOR TYPES OF MAPS**

<b>Questions</b>	<b>Physical Map</b>	<b>Political Map</b>	<b>Road Map</b>	<b>Topographical Map</b>
Which map would be best to use for driving around Louisiana?				
If you were mountain biking, which map would be most useful?				
If you were looking for the largest city in Louisiana, which map would you use?				
Which map would be a useful tool for locating rivers?				
Which map shows boundaries for parishes and states?				
Which map shows landforms?				

*Unit 1, Activity 2, Word Grid for Types of Maps with Answers*

**WORD GRID FOR TYPES OF MAPS**

<b>Questions</b>	<b>Physical Map</b>	<b>Political Map</b>	<b>Road Map</b>	<b>Topographical Map</b>
Which map would be best to use for driving around Louisiana?			X	
If you were mountain biking, which map would be most useful?	X			X
If you were looking for the largest city in Louisiana, which map would you use?		X		
Which map would be a useful tool for locating rivers?	X			X
Which map shows boundaries for parishes and states?		X		
Which map shows landforms?	X			X

*Unit 1, Activity 5, Community Posters*

**COMMUNITY POSTERS**

<b>Rural Community</b>
1.
2.
3.
4.
5.

**COMMUNITY POSTERS**

<b>Urban Community</b>
1.
2.
3.
4.
5.

**COMMUNITY POSTERS**

<b>Suburban Community</b>
1.
2.
3.
4.
5.

*Unit 1, Activity 5, Community Posters with Answers*

**COMMUNITY POSTERS**

<b>Rural Community</b>
<i>1. Fewer people live here</i>
<i>2. Small communities</i>
<i>3. Farms and open land</i>
<i>4. Do not have many buildings</i>
<i>5. Have few stores</i>

**COMMUNITY POSTERS**

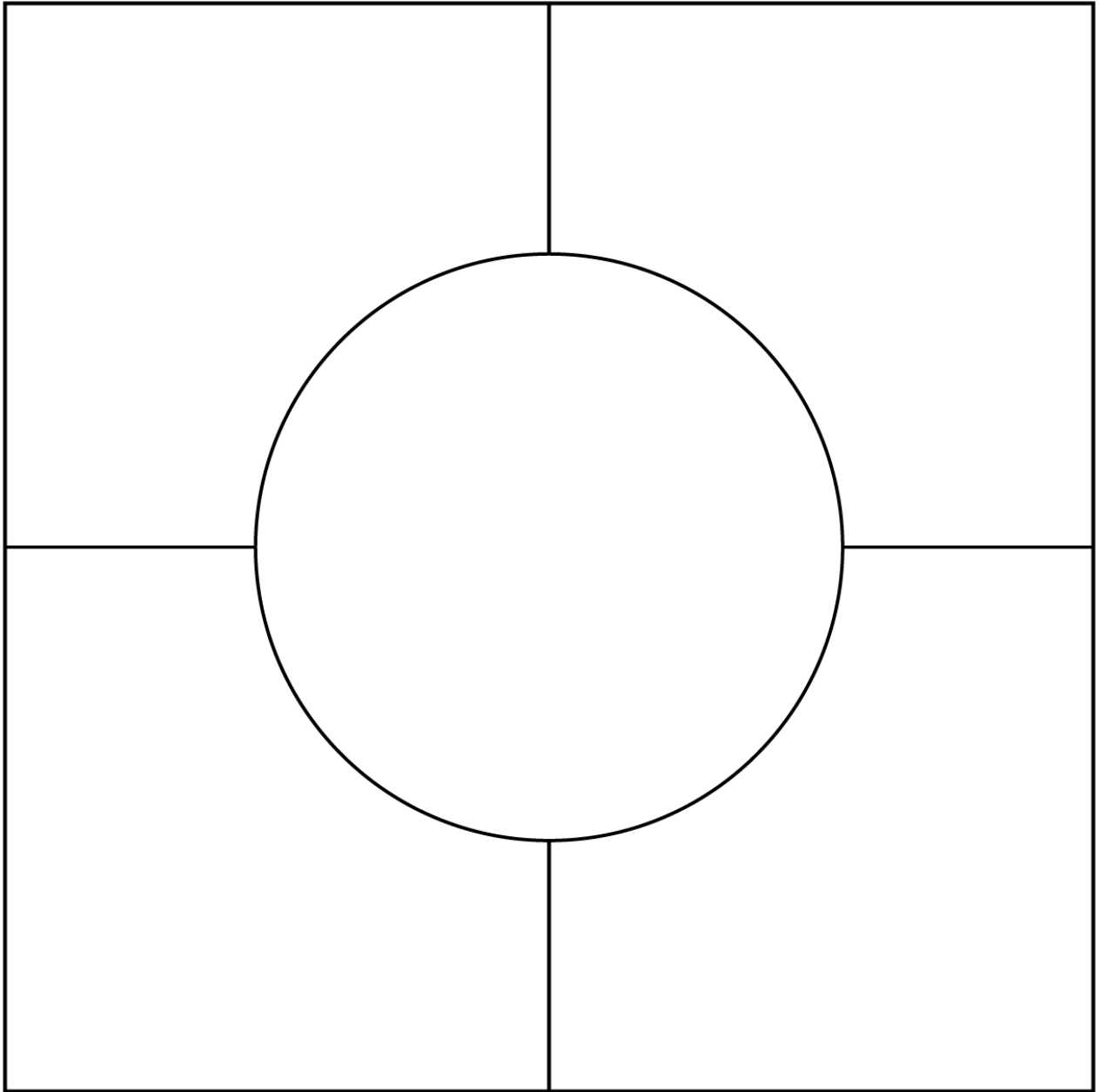
<b>Urban Community</b>
<i>1. Many people live here</i>
<i>2. Many things to do for fun and enjoyment</i>
<i>3. Many people work here</i>
<i>4. Many stores, banks, and schools</i>
<i>5. Large cities</i>

**COMMUNITY POSTERS**

<b>Suburban Community</b>
<i>1. Close to a city</i>
<i>2. People travel to work in the city</i>
<i>3. They have schools, stores, and banks</i>
<i>4. Smaller than a city</i>
<i>5. Fewer people live here than in a city</i>

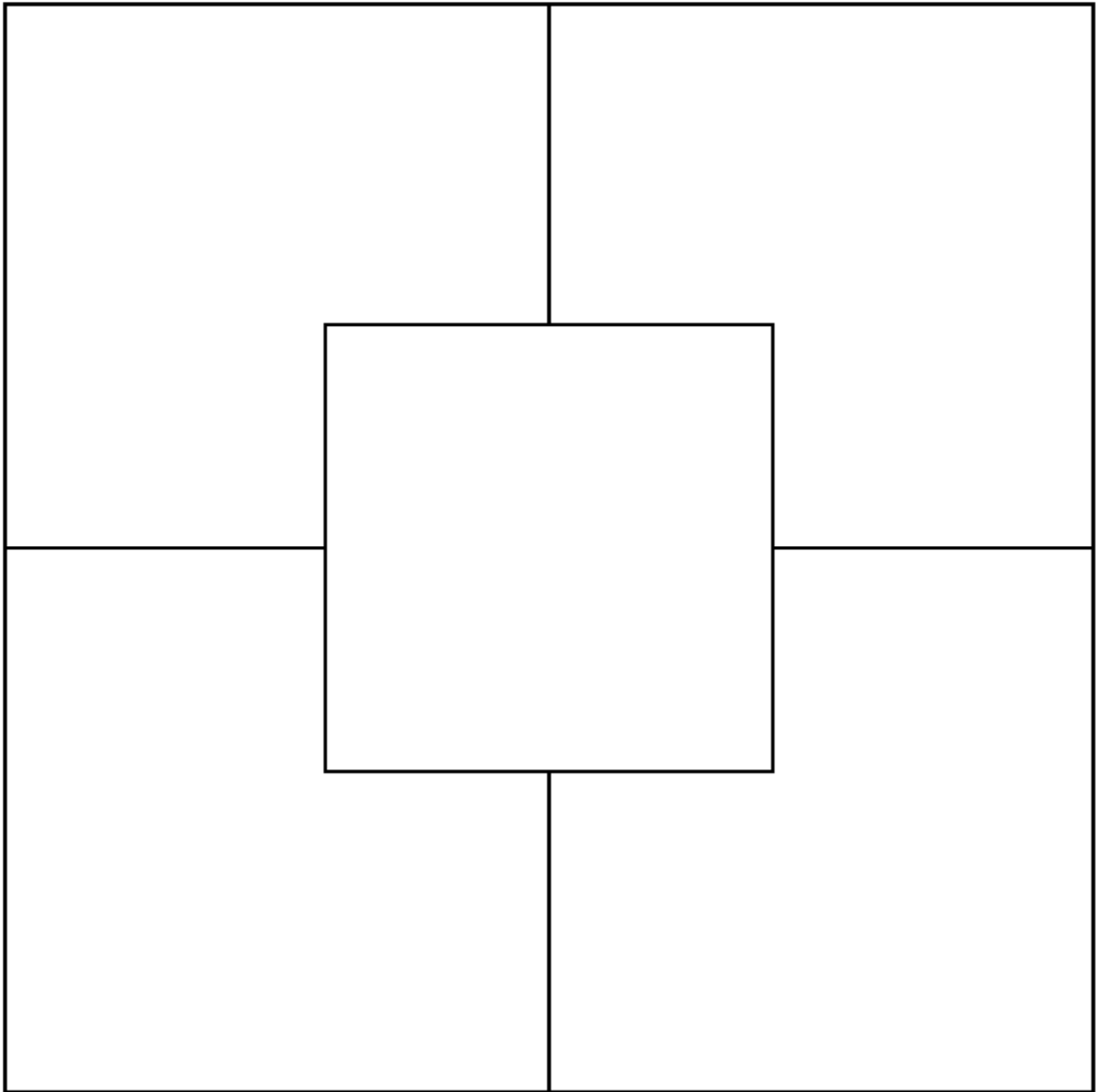
*Unit 1, Activity 6, Quilt Block Square 1*

**QUILT BLOCK SQUARE 1**



*Unit 1, Activity 6, Quilt Block Square 2*

**QUILT BLOCK SQUARE 2**



*Unit 1, Activities 3, 4, and 6, Specific Assessment Rubric*

**Louisiana Geography Books**

**RUBRIC**

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs improvement</b>
Students will include a physical and political map of Louisiana and describe the characteristics and uses of each.	Describes in detail the characteristics and uses of each map.	Briefly describes the characteristics and uses of each map.	Lists the characteristics and uses of each map without explanation.
Students will locate geographical features on a Louisiana map. (Teacher will supply 10 features.)	Locates and labels all features correctly.	Locates and labels at least 7 features correctly.	Locates and labels less than 7 features correctly.
Students will choose 1 Louisiana region and describe its physical characteristics.	Describes in detail the characteristics of chosen region.	Briefly describes the characteristics of chosen region.	Lists the characteristics of chosen region without explanation.
Students will locate and label the country, state, parish, and town in which they live on a map.	Correctly labels all map requirements.	Correctly labels at least 2 map requirements.	Labels less than 2 map requirements.
Students will create a timeline based on teacher supplied information. (Teacher will give students 5 events for timeline.)	Correctly labels all timeline events.	Correctly labels at least 3 timeline events.	Labels less than 3 timeline events.



*Unit 2, Activity 2, Louisiana's Disappearing Coastline*

**Louisiana's Disappearing Coastline**

	<b>Damage to the environment</b>	<b>Damage to the economy</b>	<b>Changes in the quality of life</b>
<b>Rise of sea level</b>			
<b>Tides</b>			
<b>Storms</b>			
<b>Hurricanes</b>			
<b>Animals</b>			

*Unit 2, Activity 2, Louisiana’s Disappearing Coastline with Answers*

**Louisiana’s Disappearing Coastline**

(Possible Answers)

	<b>Damage to the environment</b>	<b>Damage to the economy</b>	<b>Changes in the quality of life</b>
<b>Rise of sea level</b>	<i>Erodes beaches Causes coastal flooding</i>	<i>Destroys wetlands</i>	<i>Destroys the land where people live and work</i>
<b>Tides</b>	<i>Causes erosion to the coastline</i>	<i>Destroys property Damages farmland</i>	<i>Destroys the land where people live and work</i>
<b>Storms</b>	<i>Causes erosion and flooding</i>	<i>Destroys property</i>	<i>Destroys the land where people live and work</i>
<b>Hurricanes</b>	<i>Causes flooding Destroys wildlife</i>	<i>Destroys business and property</i>	<i>Destroys the land where people live and work</i>
<b>Animals</b>	<i>Animals rub trees and cause damage to the barks Some animal waste damages the soil Nutria rats damage the bayous and marches</i>	<i>Destroys the trees used in the forestry industry Damages levees Damages crops</i>	<i>Destroys farmers’ crops</i>

*Unit 2, Activity 4, Cause and Effect Graphic Organizer*

**Cause and Effect Graphic Organizer**

Cause	Effect
Coastal erosion	
Hurricanes	
River changes	

*Unit 2, Activity 4, Cause and Effect Graphic Organizer with Answers*

**Cause and Effect Graphic Organizer**  
(Possible Answers)

Cause	Effect
Coastal erosion	<i>Destroys wetlands</i> <i>Destroys habitats</i>
Hurricanes	<i>Destroys wetlands</i> <i>Destroys homes and communities</i>
River changes	<i>Deposits silt</i> <i>Fertilizes the soil</i>

*Unit 2, Activity 6, Physical and Human Characteristics of Place*

**Physical and Human Characteristics of Place**

Name \_\_\_\_\_

Instructions: Brainstorm with your classmates a list of human and physical characteristics of an area. Samples have been provided for you. Next, mark each phrase with a P if the item is a physical characteristic of place, or an H if it is a human characteristic of place.

- \_\_\_\_\_ 1. The Atlantic Ocean
- \_\_\_\_\_ 2. The State Capitol
- \_\_\_\_\_ 3. Freedom in the United States
- \_\_\_\_\_ 4. Spicy hot curry dishes
- \_\_\_\_\_ 5. The Louisiana Delta
- \_\_\_\_\_ 6.
- \_\_\_\_\_ 7.
- \_\_\_\_\_ 8.
- \_\_\_\_\_ 9.
- \_\_\_\_\_ 10.

***Unit 2, Activity 6, Physical and Human Characteristics of Place with Answers***

**Physical and Human Characteristics of Place**

Name \_\_\_\_\_

Instructions: Brainstorm with your classmates a list of human and physical characteristics of an area. Samples have been provided for you. Next, mark each phrase with a P if the item is a physical characteristic of place, or an H if it is a human characteristic of place.

\_\_\_P\_\_\_ 1. The Atlantic Ocean

\_\_\_H\_\_\_ 2. The State Capitol

\_\_\_H\_\_\_ 3. Freedom in the United States

\_\_\_H\_\_\_ 4. Spicy hot curry dishes

\_\_\_P\_\_\_ 5. The Louisiana Delta

\_\_\_\_\_ 6.

\_\_\_\_\_ 7.

\_\_\_\_\_ 8.

\_\_\_\_\_ 9.

\_\_\_\_\_ 10.

*Unit 2, Activity 6, Human and Physical Characteristics*

**Human and Physical Characteristics**

	Human Characteristics	Physical Characteristics
Catahoula Lake		
Freedom of Religion		
Creole Dish		
Old State Capitol Building		

*Unit 2, Activity 6, Human and Physical Characteristics with Answers*

**Human and Physical Characteristics**

	Human Characteristics	Physical Characteristics
Catahoula Lake		+
Freedom of Religion	+	
Creole Dish	+	
Old State Capitol Building		+



*Unit 2, Activity 7, Human-Environment Interaction*

**Human-Environment Interaction**

<b>WAYS IN WHICH THE ENVIRONMENT AFFECTS ME</b>	<b>WAYS IN WHICH I AFFECT THE ENVIRONMENT</b>

*Unit 2, Activity 7, Human-Environment Interaction with Answers*

**Human-Environment Interaction**

(Possible Answers)

<b>WAYS IN WHICH THE ENVIRONMENT AFFECTS ME</b>	<b>WAYS IN WHICH I AFFECT THE ENVIRONMENT</b>
<i>Rivers help move people and goods.</i>	<i>Build levees to hold back floods.</i>
<i>Wetlands provide food.</i>	<i>Build bridges to move across waterways.</i>
<i>Storms flood and damage buildings and wetlands.</i>	<i>Cut down trees to build buildings, homes, and cities.</i>
<i>The climate affects where we live and the types of clothes people wear.</i>	<i>Plant flowers.</i>
<i>Rivers help make farm land fertile.</i>	<i>Dig tunnels and canals.</i>
<i>Hurricanes and tornadoes destroy land, buildings, and lives.</i>	<i>Grow crops on farms and raise animals.</i>
	<i>Create mines to remove minerals from the land.</i>

*Unit 3, Activity 1, K-W-L Chart*

**K-W-L CHART**

<b>What We Know</b>	<b>What We Want to Find Out</b>	<b>What We Learned</b>
<p>The early settlers in Louisiana were Native Americans, French, Acadians, Spanish, and Africans.</p>	<p>How did the settlers adapt to their new environment? (shelter, travel, food, water)</p> <p>Describe each group of settlers.</p> <p>How did they influence the development of Louisiana?</p>	

*Unit 3, Activity 1, K-W-L Chart with Answers*

**K-W-L CHART**  
(Sample Answers)

<b>What We Know</b>	<b>What We Want to Find Out</b>	<b>What We Learned</b>
<p>The early settlers in Louisiana were Native Americans, French, Acadians, Spanish, and Africans.</p>	<p>How did the settlers adapt to their new environment? (shelter, travel, food, water)</p> <p>Describe each group of settlers.</p> <p>How did they influence the development of Louisiana?</p>	<p><i>Built raised houses made of leaves, moss and mud</i></p> <p><i>Built and traveled in pirogues</i></p> <p><i>Mound builders</i></p> <p><i>Made tools out of bones and shells</i></p> <p><i>Grew corn, sugar cane, beans</i></p> <p><i>Native Americans – oldest known civilization is Poverty Point; mound builders; hunted and farmed; grew crops; made their own clothes and tools</i></p> <p><i>French – came in search of land for trade; created settlements; Napoleonic Code; language; customs</i></p> <p><i>Acadians – forced from Canada; Cajun people; farmed (rice and hot peppers); unique style of cooking</i></p> <p><i>Spanish – came in search of gold; created settlements for trade; architecture</i></p> <p><i>Africans – came as enslaved peoples; music; voodoo; worked on farms or plantations; provided cheap labor</i></p>

*Unit 3, Activity 2, Opinionnaire for Good Citizens and Good Leaders*

**Name:** \_\_\_\_\_

**Opinionnaire for Good Citizens and Good Leaders**

**Directions:** After you read each sentence about good citizens and good leaders, write agree or disagree in the blank at the end of the sentence.

**What is your opinion about good citizens and good leaders?**

1. Good citizens do their share of chores at home. \_\_\_\_\_
2. Good citizens use polite manners, cooperate, and use kind words with friends. \_\_\_\_\_
3. Good citizens do not follow the rules and respect others at school.  
\_\_\_\_\_
4. A good citizen is courageous. \_\_\_\_\_
5. Good citizens take care of their country's air, land, and water, and learn about their country's symbols. \_\_\_\_\_
6. A good leader or citizen is someone who is honest, caring, intelligent and unafraid to take action. \_\_\_\_\_
7. A good leader is trustworthy. \_\_\_\_\_
8. A good leader is someone who does the right thing only when someone is watching. \_\_\_\_\_
9. A good leader is a patriot and believes in his country.  
\_\_\_\_\_
10. Good citizens help to keep their community clean and safe.  
\_\_\_\_\_

*Unit 3, Activity 2, Opinionnaire for Good Citizens with Answers*

Name: \_\_\_\_\_

**Opinionnaire for Good Citizens and Good Leaders**

**Directions:** After you read each sentence about good citizens and good leaders, write agree or disagree in the blank at the end of the sentence.

**What is your opinion about good citizens and good leaders?**

1. Good citizens do their share of chores at home. *agree*
2. Good citizens use polite manners, cooperate, and use kind words with friends. *agree*
3. Good citizens do not follow the rules and respect others at school. *disagree*
4. A good citizen is courageous. *agree*
5. Good citizens take care of their country's air, land, and water, and learn about their country's symbols. *agree*
6. A good leader or citizen is someone who is honest, caring, intelligent and unafraid to take action. *agree*
7. A good leader is trustworthy. *agree*
8. A good leader is someone who does the right thing only when someone is watching. *disagree*
9. A good leader is a patriot and believes in his country. *agree*
10. Good citizens help to keep their community clean and safe. *agree*

*Unit 3, Activity 4, Primary Sources*

Primary Sources

<b>Item</b>	<b>Primary Source</b>

*Unit 3, Activity 4, Primary Sources with Answers*

Primary Sources  
(Sample Answers)

<b>Item</b>	<b>Primary Source</b>
Photograph	<b>example answers</b> <i>The picture of the Cabildo is an example of historical architecture.</i>
Diary or Letter	<i>A letter written by Captain James Hervey of the Union Army to his wife describes the siege of Port Hudson.</i>
Historical Document	<i>The Louisiana Purchase Treaty provides the details for the purchase of the Louisiana territory.</i>
Speech	<i>A speech by Huey P. Long is an example of his campaign promises.</i>
Almanac	<i>The Louisiana almanac provides facts and maps about the crops grown in Louisiana.</i>



*Unit 3, Activity 5, Split-Page Notetaking Activity*

**Split-Page Notetaking Activity**

<b>Student name:</b> _____ <b>Date:</b> _____	<b>Topic: Louisiana Purchase</b>
Which document is a primary source?	
Which document is a secondary source?	
What are the ways in which the history of the Louisiana Purchase was recorded?	
How are the documents alike?	
How are the documents different?	

*Unit 3, Activity 5, Split-Page Notetaking Activity with Answers*

**Split-Page Notetaking Activity**  
(Sample Answers)

<b>Student name:</b> _____ <b>Date:</b> _____	<b>Topic: Louisiana Purchase</b>
Which document is a primary source?	<i>Both documents are primary sources</i>
Which document is a secondary source?	<i>Textbook</i>
What are the ways in which the history of the Louisiana Purchase was recorded?	<i>The history of the Louisiana Purchase was recorded in a personal letter and in a national treaty.</i>
How are the documents alike?	<i>All documents are about buying the Louisiana territory.</i>
How are the documents different?	<i>One document is a personal document between 2 people; the other document is a national document.</i>  <i>One document gives exact details of the sale of the Louisiana territory and the other document celebrates and congratulates President Jefferson for the purchase of a lifetime.</i>  <i>The textbook information will vary according to the textbook used in class.</i>

*Unit 3, Activity 6, Louisiana Today and Yesterday*

**Louisiana Today and Yesterday**

<b>FEATURES</b>	<b>LOUISIANA TODAY</b>	<b>LOUISIANA YESTERDAY</b>
traditions, customs, and celebrations		
religion		
art/music		
shelter		
clothing		
recreation		
tools		
food		
communication		

*Unit 3, Activity 6, Louisiana Today and Yesterday with Answers*

**Louisiana Today and Yesterday**  
(Sample Answers)

<b>FEATURES</b>	<b>LOUISIANA TODAY</b>	<b>LOUISIANA YESTERDAY</b>
traditions, customs, and celebrations	<i>Festivals throughout the state, special foods, Mardi Gras</i>	<i>Held ceremonies to celebrate harvest, musical traditions, basket weaving, games, dances</i>
religion	<i>Catholic, Methodist, Baptist, Pentecostal, etc</i>	<i>Native Americans believed in many gods, Roman Catholic</i>
art/music	<i>Jazz, zydeco, country and western</i>	<i>Sang songs at ceremonies, religious music, played handmade instruments</i>
shelter	<i>Homes built of wood and brick</i>	<i>Houses made of wood, mud, leaves, and moss</i>
clothing	<i>Purchase ready made clothing</i>	<i>Cloth made from animal skins, thread and cloth woven by hand</i>
recreation	<i>Sport games; video games</i>	<i>Played games, told stories, held dances</i>
tools	<i>Manufacturing and plants; tools made from iron, etc.</i>	<i>Worked with their hands; tools made out of shell and bone</i>
food	<i>Cash crops such as soybeans, sugar cane, rice, and corn</i>	<i>Grew vegetables, sugar cane, hunted or raised animals</i>
communication	<i>Phones, e-mail</i>	<i>Word of mouth, stories and legends, letters</i>

*Unit 3, Activity 6, Why People Came to Louisiana with Answers*

**WHY PEOPLE CAME TO LOUISIANA**

People	Economics	Religion	Land	Did they stay in Louisiana?
French				
Spanish				
Acadians				
Germans				
Africans				

*Unit 3, Activity 6, Why People Came to Louisiana with Answers*

**WHY PEOPLE CAME TO LOUISIANA**  
(Sample Answers)

People	Economics	Religion	Land	Did they stay in Louisiana?
French	<i>Created trade routes and forts. Trade was important to make money</i>		<i>Settled lands and built colonies, forts, and settlements</i>	<i>Yes The French and Spanish both had control of Louisiana</i>
Spanish	<i>Came searching for gold.</i>		<i>Settled lands and built settlements</i>	<i>Yes The French and Spanish both had control of Louisiana</i>
Acadians			<i>Forced to leave Canada Came to live along the bayous</i>	<i>Yes</i>
Germans			<i>Lived along the coast of Louisiana Cleared land and planted crops</i>	<i>Yes</i>
Africans	<i>Forced to come as enslaved people to work on farms and plantations</i>			<i>Yes</i>

*Unit 4, Activity 5, State Government Graphic Organizer*

**State Government Graphic Organizer**

<b>Louisiana State Government</b>		
What are the three branches?		
1.	2.	3.
Who makes up each branch?		
1.	2.	3.
What is the responsibility of each branch?		
1.	2.	3.

*Unit 4, Activity 5, State Government Graphic Organizer with Answers*

**State Government Graphic Organizer**

<b>Louisiana State Government</b>		
What are the three branches?		
<i>1. Legislative</i>	<i>2. Executive</i>	<i>3. Judicial</i>
Who makes up each branch?		
<i>1. Senate and House of Representatives</i>	<i>2. Governor</i>	<i>3. Judges and courts</i>
What is the responsibility of each branch?		
<i>1. Makes laws</i>	<i>2. Enforces laws</i>	<i>3. Decides fairness of laws and if they are carried out fairly</i>



*Unit 4, Activity 8, Word Grid*

**Word Grid**

	Executive Branch	Legislative Branch	Judicial Branch
Agriculture			
Courts			
Education			
Enforce laws			
Environment			
Hospitals			
Interpret laws			
Make laws			
Public transport			
Roads			
Tourism			

*Unit 4, Activity 8, Word Grid with Answers*

**Word Grid**

	Executive Branch	Legislative Branch	Judicial Branch
Agriculture	+	+	
Courts	+		
Education	+	+	
Enforce laws	+		
Environment	+	+	
Hospitals	+	+	
Interpret laws			+
Make laws		+	
Public transport	+	+	
Roads	+	+	
Tourism	+		

*Unit 4, Activity 10, K-W-L*

**K-W-L**

<b>What I Know</b>	<b>What I Want To Know</b>	<b>What I Have learned</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**Unit 4, Activity 10, K-W-L with Answers**

**K-W-L**

(Possible answers)

<b>What I Know</b>	<b>What I Want To Know</b>	<b>What I Have learned</b>
<i>1. The people elect state officials.</i>	<i>1. Who is elected at the state level?</i>	<i>1. A governor, state senators and representatives are elected.</i>
<i>2. The people elect national officials.</i>	<i>2. Who is elected at the national level?</i>	<i>2. A president, national senators and representatives are elected.</i>
<i>3. A governor is elected.</i>	<i>3. How long does the president serve?</i>	<i>3. The president serves a 4 year term.</i>
<i>4. A president is elected.</i>	<i>4. How long does the governor serve?</i>	<i>4. The governor serves a 4 year term.</i>
<i>5.</i>	<i>5. How are the president and governor elected?</i>	<i>5. The president is elected through a national election. Governors are elected through a state election.</i>

*Unit 4, Activities 1 and 2, Specific Assessment, Poster Rubric*

<b>Poster Rubric</b>		
<b>Element</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Purpose:</b> The purpose of the poster is clearly accomplished.	4	
<b>Drawings:</b> All drawings add to the purpose of the poster.	4	
<b>Mechanics:</b> There are no errors in spelling, punctuation, usage, and capitalization.	4	
<b>Creativity:</b> The poster is very creative.	4	
<b>Neat and Presentable:</b> The poster is very neat and presentable.	4	

*Unit 4, Activity 4, Specific Assessment State Government Table*

**State Government Table**

	<b>Executive Branch</b>	<b>Legislative Branch</b>	<b>Judicial Branch</b>
Duties			
Officials			
Length of term			

*Unit 4, Activity 4, Specific Assessment State Government Table with Answers*

**State Government Table**

	<b>Executive Branch</b>	<b>Legislative Branch</b>	<b>Judicial Branch</b>
Duties	<i>Carries out laws</i>	<i>Makes laws</i>	<i>Decides if laws have been broken and if they are fair</i>
Officials	<i>Governor</i>	<i>Senate and House of Representatives</i>	<i>Judges and State Supreme Court</i>
Length of term	<i>4 years</i>	<i>4 years and 2 years</i>	<i>6 years for state district judges 10 years for state supreme court judges</i>

*Unit 5, Activity 2, Economic Needs and Wants*

**Economic Needs and Wants**

<b>THINGS I NEED RIGHT AWAY</b>	<b>THINGS I NEED DAY-TO-DAY</b>	<b>THINGS IT WOULD BE NICE TO HAVE</b>
<b>THINGS THAT ARE ABUNDANT</b>		<b>THINGS THAT ARE SCARCE</b>



*Unit 5, Activity 2, Economic Needs and Wants with Answers*

**Economic Needs and Wants**

(Possible Answers)

<b>THINGS I NEED RIGHT AWAY</b>	<b>THINGS I NEED DAY-TO-DAY</b>	<b>THINGS IT WOULD BE NICE TO HAVE</b>
<i>House, car, money</i>	<i>Food, bed, clothing</i>	<i>TV, iPod, Gameboy</i>
<b>THINGS THAT ARE ABUNDANT</b>		<b>THINGS THAT ARE SCARCE</b>
<i>Food, clothing</i>		<i>Gameboy, electronic games,</i>

*Unit 5, Activity 7, Supply and Demand*

**Supply and Demand**

<b>Supply</b>		<b>Demand</b>		<b>Price</b>

*Unit 5, Activity 7, Supply and Demand with Answers*

**Supply and Demand**

<b>Supply</b>		<b>Demand</b>		<b>Price</b>
<i>High Supply</i>	<i>And</i>	<i>High Demand</i>	<i>Produces</i>	<i>Low Price</i>
<i>High Supply</i>	<i>And</i>	<i>Low Demand</i>	<i>Produces</i>	<i>Very Low Price</i>
<i>Low Supply</i>	<i>And</i>	<i>High Demand</i>	<i>Produces</i>	<i>Very High Price</i>
<i>Low Supply</i>	<i>And</i>	<i>Low Demand</i>	<i>Produces</i>	<i>High Price</i>

*Unit 5, Activity 12, Natural, Capital, and Human Resources*

**Opinionnaire for Laws**

**Directions:** After you read each sentence about laws, write “agree” or “disagree” in the blank before the sentence

**What is your opinion about laws?**

\_\_\_\_\_ 1. Laws are important for everyone.

\_\_\_\_\_ 2. Breaking a law does not have consequences.

\_\_\_\_\_ 3. Anyone can make a law.

\_\_\_\_\_ 4. Laws do not help people.

\_\_\_\_\_ 5. Laws are made at the state level only.

*Unit 5, Activity 12, Natural, Capital, and Human Resources*

**Opinionnaire for Laws**

**Directions:** After you read each sentence about laws, write “agree” or “disagree” in the blank before the sentence

**What is your opinion about laws?**

Agree \_\_\_\_\_ 1. Laws are important for everyone.

Disagree \_\_\_\_\_ 2. Breaking a law does not have consequences.

Disagree \_\_\_\_\_ 3. Anyone can make a law.

Disagree \_\_\_\_\_ 4. Laws do not help people.

Agree \_\_\_\_\_ 5. Laws are made at the state level only.

***Unit 5, Activity 12, Natural, Capital, and Human Resources***

Instructions: Place a “+” in the column next to the correct type of resource. In the last column explain how the resource helps meet a basic need or service

**Natural, Capital, and Human Resources**

Resources	Natural	Capital	Human	How a resource meets a basic need or service
Building bridges				
Bank				
Planting trees				
Wood				
Furniture store				
Soil				
Making cloth				
Oil				
Grocery store				
Animals				
Water				

**Unit 5, Activity 12, Natural, Capital, and Human Resources with Answers**

Instructions: Place a “+” in the column next to the correct type of resource. In the last column explain how the resource helps meet a basic need or service

**Natural, Capital, and Human Resources**

(Possible Answers)

Resources	Natural	Capital	Human	How a resource meets a basic need or service
Building bridges			+	<i>Aids in transportation</i>
Bank		+		<i>Provides loans and accounts for money</i>
Planting trees			+	<i>Builds homes, paper, furniture</i>
Wood	+			<i>Builds homes, furniture</i>
Furniture store		+		<i>Provides furniture</i>
Soil	+			<i>Aids in growing food, building</i>
Making cloth			+	<i>Provides clothing</i>
Oil	+			<i>Provides gas, detergents, plastics</i>
Grocery store		+		<i>Provides food</i>
Animals	+			<i>Provides food, clothing, does work</i>
Water	+			<i>Provides drinking, bathing, cooking, electricity</i>

*Unit 5, Activity 14, Geography and Economic Activity*

**Geography and Economic Activity**

<b>Sportsman's Paradise</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<b>Crossroads</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<b>Plantation Country</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<b>Cajun Country</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<b>Greater New Orleans</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>



*Unit 5, Activity 14, Geography and Economic Activity with Answers*

**Geography and Economic Activity**

(Possible Answers)

<b>Sportsman's Paradise</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<i>Petroleum Industry</i>	<i>Oil and gas</i>
<b>Crossroads</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<i>Timber Industry</i>	<i>Forest</i>
<b>Plantation Country</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<i>Clothing industry</i>	<i>cotton</i>
<b>Cajun Country</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<i>Crawfish ponds</i>	<i>Crawfish</i>
<b>Greater New Orleans</b>	
<b>Economic Activity</b>	<b>Corresponding Natural Resource</b>
<i>Fishing</i>	<i>Gulf of Mexico</i>

*Unit 5, Activity 15, Economic Institutions*

**Economic Institutions**

<b>ECONOMIC INSTITUTIONS</b>	<b>AFFECT ON ECONOMY</b>
Households	
Businesses	
Banks	
Government	

*Unit 5, Activity 15, Economic Institutions with Answers*

**Economic Institutions**

(Possible Answers)

<b>ECONOMIC INSTITUTIONS</b>	<b>AFFECT ON ECONOMY</b>
Households	<i>Citizens earn a paycheck and buy goods and services</i>
Businesses	<i>Business owners buy and sell goods and services</i>
Banks	<i>Citizens saves money and earn interest</i>
Government	<i>Provides roads paid for by citizens who pay taxes</i>

*Unit 6, Activity 1, State Government*

**State Government**

<b>Reasons it is necessary to have a state government</b>

*Unit 6, Activity 2, State Government with Answers*

**State Government**

(Possible answers)

<b>Reasons it is necessary to have a state government</b>
<i>To create laws and see that they are carried out</i>
<i>To protect citizens</i>
<i>To build roads and bridges</i>

*Unit 6, Activity 2, Government Services*

**Government Services**

<b>Government Agency</b>	<b>Service Provided</b>	<b>Who Benefits</b>
State Department of Education		
State Department of Transportation		
State Police Department		
State Hospitals		

*Unit 6, Activity 2, Government Services with answers*

**Government Services**

(Possible Answers)

<b>Government Agency</b>	<b>Service Provided</b>	<b>Who Benefits</b>
State Department of Education	<i>Provides schools</i>	<i>All citizens</i>
State Department of Transportation	<i>Builds roads and bridges</i>	<i>All citizens</i>
State Police Department	<i>Makes sure laws are followed</i>	<i>All citizens</i>
State Hospitals	<i>Provides medical services</i>	<i>All citizens</i>

*Unit 6, Activity 2, Activity Specific Assessment, Poster Rubric*

**Poster Rubric**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Required Elements</b>	The poster includes all elements as well as additional information.	All elements are included.	All but 1 of the elements are included	Several elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster.	Student can accurately answer most questions related to facts in the poster.	Student can accurately answer about 70% of questions related to facts in the poster.	Student appears to have insufficient knowledge about the facts.
<b>Content Accuracy</b>	At least 7 accurate facts are displayed.	5-6 accurate facts are displayed.	3-4 accurate facts are displayed.	Less than 3 accurate facts are displayed.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of layout and neatness.	The poster is attractive though it may be a bit messy.	The poster is messy or very poorly designed.



*Unit 7, Activity 3, Community Producer and Consumer Chart*

**Community Producer and Consumer Chart**

Jobs	Goods produced	Service produced	How the good/service helps the community	How their jobs depend on the jobs of other workers

**Unit 7, Activity 3, Community Producer and Consumer Chart with Answers**

**Community Producer and Consumer Chart**  
(Possible Answers)

Jobs	Goods produced	Service produced	How the good/service helps the community	How their jobs depend on the jobs of other workers
<i>Farmer</i>	<i>Eggs, corn</i>		<i>Gives food to the people of the community and the community provides the farmer with money to run his farm and help his family</i>	<i>The production of food for the animals, fertilizer, manufacturing of tractors and other tools and provides many jobs.</i>
<i>Fishing</i>	<i>Shrimp, fish, crawfish</i>		<i>Provides food for people and provides money for the fisherman</i>	<i>Provides jobs for people and fish or work for the fisherman or the industry</i>
<i>Manufacturing</i>	<i>Fertilizers, drugs, plastics, soaps, petrochemicals</i>		<i>Provides products that are good for the community and for families</i>	<i>Many workers in factories who depend on each other to complete different jobs</i>
<i>Mining</i>	<i>Fossil fuels, salt, sulphur</i>		<i>Provides products to help the community and families</i>	<i>Provides jobs for people who work in many different areas</i>
<i>Sales clerk</i>		<i>Helping the consumer in a store or business</i>	<i>Helps the consumer in making purchases and decisions</i>	<i>They must work together to have a successful business.</i>

*Unit 7, Activity 6, Producer and Consumer*

**Producer and Consumer**

<b>Producer</b>	<b>Consumer</b>	<b>How are they dependent upon each other?</b>

*Unit 7, Activity 6, Producer and Consumer with Answers*

**Producer and Consumer**

(Possible Answers)

<b>Producer</b>	<b>Consumer and item consumed</b>	<b>How are they dependent upon each other?</b>
<i>Levi Strauss</i>	<i>Student / blue jeans</i>	<i>Everyone needs clothing to wear.</i>
<i>Mead</i>	<i>Student / notebook</i>	<i>Students need notebooks to use in school.</i>
<i>General Mills (Coco Puffs)</i>	<i>Student / cereal</i>	<i>People eat breakfast every day.</i>
<i>Foremost Milk</i>	<i>Student / milk</i>	<i>Milk is drunk every day at homes and schools.</i>
<i>PepsiCo (Gatorade)</i>	<i>Student / Gatorade</i>	<i>Athletes and others drink Gatorade to replenish their bodies.</i>

*Unit 7, Activity 6, Competition*

**Competition**

<b>List four Louisiana businesses.</b>	<b>List one business that competes with the business in column one.</b>	<b>What type of business is in columns one and two?</b>	<b>How do the businesses in columns one and two compete with each other?</b>

*Unit 7, Activity 6, Competition with Answers*

**Competition**

(Possible Answers)

<b>List four Louisiana businesses.</b>	<b>List one business that competes with the business in column one.</b>	<b>What type of business is in columns one and two?</b>	<b>How do the businesses in columns one and two compete with each other?</b>
<i>Wal-Mart</i>	<i>Kmart</i>	<i>Retail store</i>	<i>Selling many items</i>
<i>Walden Books</i>	<i>Books-A-Million</i>	<i>Book store</i>	<i>Selling books</i>
<i>McDonald's</i>	<i>Burger King</i>	<i>Restaurant</i>	<i>Selling food</i>

*Unit 7, Activity 7, Hanging Economic Institutions*

