

Louisiana Our History Our Home Chapter 14

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. Which explains how Louisianans contributed to the D-Day invasion?
- The second in command was a native Louisianan.
 - Boats used in the invasion were made in the state.
 - The mastermind behind the plan was from Louisiana.
 - Soldiers from the state were the first to land on the beach.
- _____ 2. Which of the following was the purpose of the Voting Rights Act of 1965?
- It established a registration system.
 - It lowered the voting age to eighteen.
 - It outlawed literacy tests and poll taxes.
 - It gave Native Americans the right to vote.
- _____ 3. How was Louisiana's physical environment related to the design of the Eureka Boat?
- Deep, fast running rivers led to the boat's v-shaped hull design.
 - A large fan was installed to allow the boat to skim the shallow marshes of coastal Louisiana.
 - The height and width were increased so that it was best suited for travel on the mighty Mississippi.
 - An abundance of shallow waterways and marshes led to the development of its enclosed propeller.

_____ 4. Use the excerpts to answer the question.

By the time he was twenty-four, Higgins had become manager of a lumber business with headquarters in New Orleans. Six years later, in 1922, he established his own firm, calling it Higgins Lumber and Export Company.

After Higgins' designs outperformed several of the Navy's designs in side-by-side tests in 1938, Higgins became a key supplier to the U.S. military. By 1944, more than half of the nation's naval fleet was made up of boats designed and built by Higgins Industries.

"Higgins Industries produced over sixty different items for the US government during the war. Higgins ranked 70th among United States corporations in the value of World War II military production contracts. The resulting business success allowed Andrew Higgins to expand into several other ventures, including Higgins Aircraft, Higgins Engine Co., and Higgins Plastics Corp."

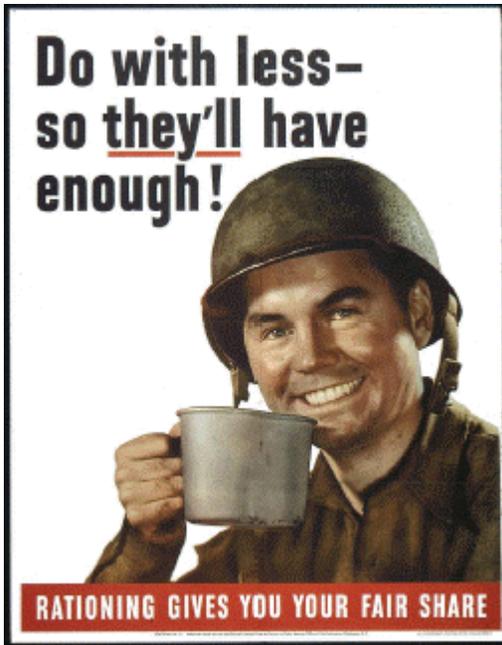
Based on the texts, which conclusion can be drawn about Andrew Higgins' impact on Louisiana's economy?

- a. Higgins' only economic impact was during World War II.
 - b. Higgins' economic contributions to Louisiana were limited by World War II.
 - c. Higgins' was able to benefit the state's economy through a specialized business model.
 - d. Higgins' businesses contributed millions of dollars and thousands of jobs to the state for many years.
- _____ 5. How would the establishment of the civil service system affect party supporters?
- a. There would be fewer government jobs available.
 - b. They would be required to work for the governor.
 - c. There would be requirements, including community service.
 - d. They would have to make larger campaign contributions.
- _____ 6. What is sales tax?
- a. A tax paid by the seller on goods sold to the consumer.
 - b. A tax paid by the consumer on goods that have been discounted.
 - c. A tax on the purchase of goods and services collected by the seller.
 - d. A tax paid by the seller when he/she discounts goods being purchased.
- _____ 7. Which caused Louisiana's sales tax to double during Earl Long's first elected term as governor?
- a. Long added over four thousand state jobs.
 - b. Long was in debt from his elaborate campaign.
 - c. Long paid his supporters a stipend in exchange for their votes.
 - d. Long continued and expanded the social programs voters expected.

Use the passage to answer the question(s).

“Once they reached the steps of the capitol, the original group had grown from 25 marchers to 600 supporters. Eight robed members of the Ku Klux Klan and 300 more spectators followed the demonstrators up the steps. Over 2,200 National Guardsmen and policemen watched as both groups held separate rallies. There were no reports of violence.”

- _____ 8. Which event is this passage describing?
- Baton Rouge bus boycott
 - Bogalusa to Baton Rouge march
 - March on Washington
 - Montgomery bus boycott
- _____ 9. Which fact from the passage points to McKeithen’s role this event?
- Both groups had separate rallies.
 - The group had grown from 25 marchers to 600 supporters.
 - Over 2,200 National Guardsmen and policemen watched the rallies.
 - Eight robed members of the Ku Klux Klan followed the demonstrators up the steps.
- _____ 10. Which describes the foreign policy known as **isolationism**?
- excluding nations from alliances and treaties
 - keeping the affairs of other nations at a distance
 - eliminating all political and economic ties to other nations
 - keeping economic and political dealings separate from one another

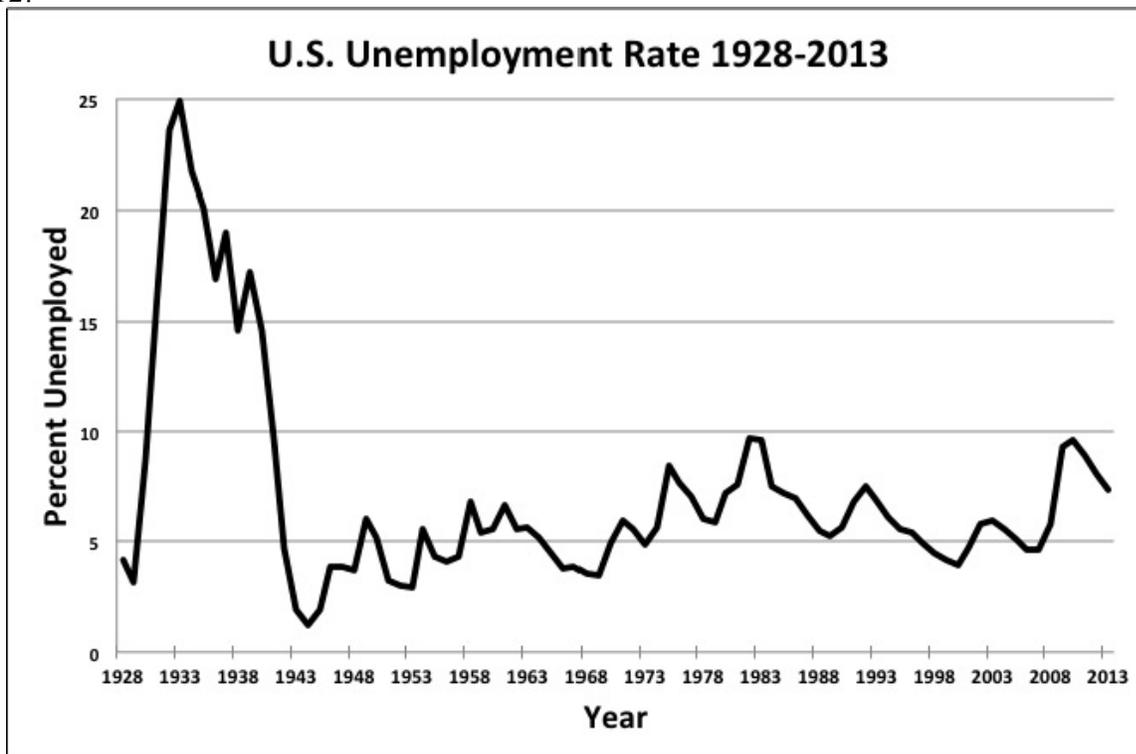


11.

What was the purpose of this U.S. government campaign?

- a. to make people feel guilty
- b. to introduce a new socialist regime
- c. to make military service look glamorous
- d. to gain public support for what could be an unpopular idea

12.



Which conclusion can be drawn about the economic impact of World War II?

- The economy was in better shape before the war began.
- War industries do not generally impact a nation's economy.
- The economy was devastated by the cost of fighting the war.
- War industries provided much needed economic relief following the Great Depression.

13. How did World War II help to diversify Louisiana's economy?

- It expanded the state's industrial base.
- It expanded the state's agricultural base.
- It resulted in new international trade partners.
- It reinforced the importance of the petroleum industry.

14. Which statement describes a **boycott**?

- speaking out publicly against something
- refusal to ride on segregated forms of transportation
- using organized groups to negotiate for specific demands
- refusal to buy goods or use services until specific conditions are met

Name: _____

ID: A

- _____ 15. In which way did members of the Baton Rouge community support the bus boycott?
- a. They raised money for legal aid for those arrested.
 - b. They submitted a petition to the local government.
 - c. They formed a union to negotiation on behalf of the boycotters.
 - d. They provided a free ride system for boycotters without cars.
- _____ 16. Which case resulted in school desegregation?
- a. *Brown v. Board of Education*
 - b. *Dred Scott v. Sanford*
 - c. *Plessy v. Ferguson*
 - d. *Swann v. Charlotte-Mecklenburg Board of Education*

Use the four sources and your knowledge of social studies to answer the questions

Source 1: School Integration



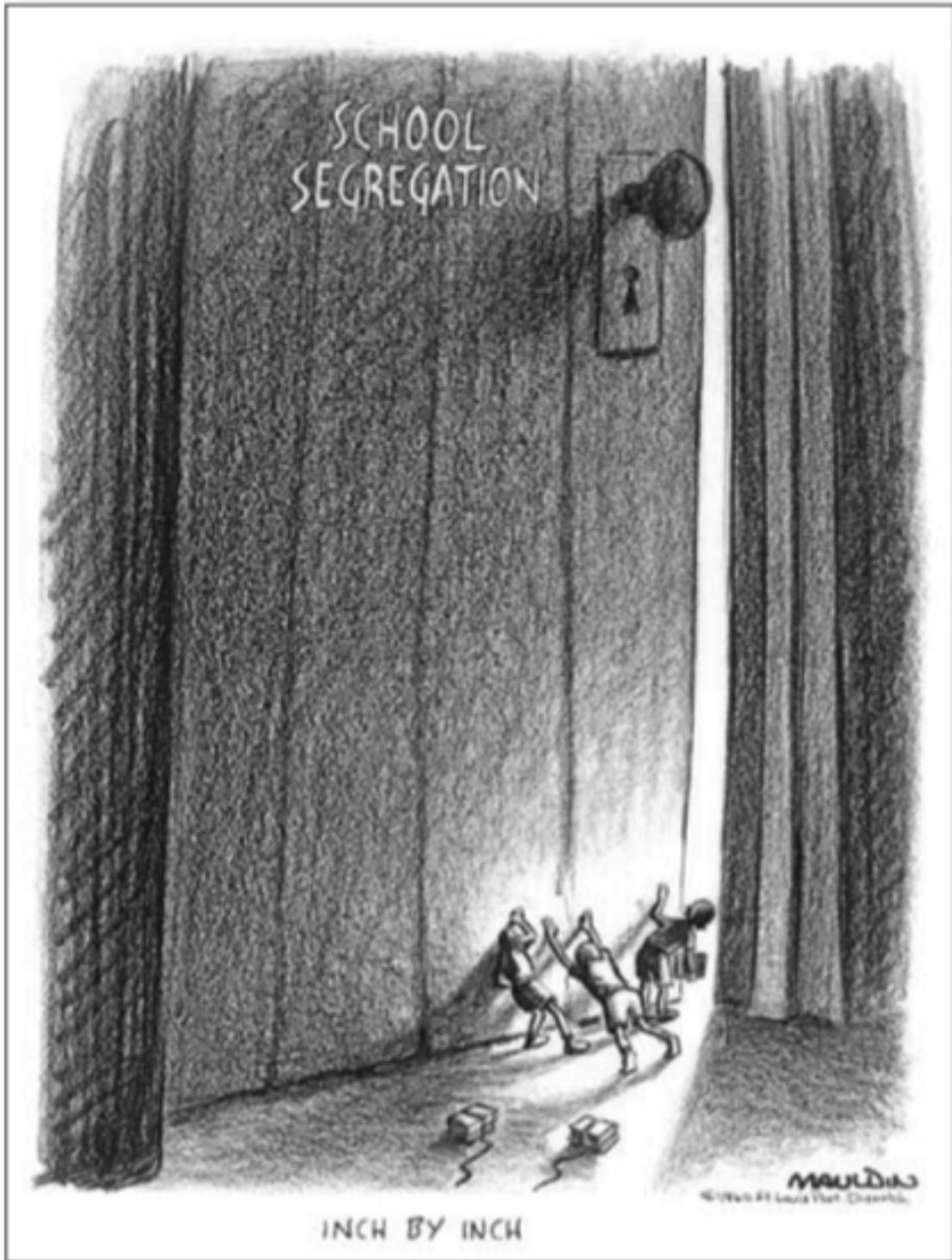
This painting titled *The Problem We All Live With* was created by Norman Rockwell in 1964 for *Look* magazine. The picture depicted a scene outside William Frantz Elementary School in New Orleans. Rockwell intended the young child in the picture to represent six-year-old Ruby Bridges. Ruby was the first African American child enrolled at the predominantly white, segregated Orleans Parish public school under the reinforced desegregation laws.

Source 2: Baton Rouge Bus Boycott

In an effort to protest segregation policies, African American citizens staged a boycott of the public transportation system. This united effort brought attention to the discriminatory policy. Although the actual boycott lasted only a matter of days, it was the mass cooperation of citizens to honor the boycott that proved to be a major factor in its effectiveness. The 1953 Baton Rouge boycott served as a blueprint for later boycotts, including the Montgomery, Alabama, boycotts led by Martin Luther King Jr. and Rosa Parks.

Source 3: Brown v. Board of Education, Topeka

The decision of the U.S. Supreme Court in the Brown v. Board of Education case ended the “separate but equal” doctrine which allowed for the segregation of schools by race. In the May 1954 decision, the Supreme Court ordered that schools in the United States integrate “with all deliberate speed”. This cartoon from 1960 shows that although the door to integration had been cracked open, most black children still had not gained entrance to integrated schools.



Source 4: Louisiana Governors

Sam Jones (1940-1944)	Jimmie Davis (1944-1948)	Earl Long (1948-1952, 1956-1960)	Robert Kennon (1952-1956)
From Calcasieu Parish Established civil service Reformed government Free lunch in schools Old-age pensions	From Jackson Parish Funded charity hospitals Balanced state budget Funded state retirement Funded public schools	From Winn Parish Raised pay for black teachers Dismissed civil service Raised severance taxes Increased powers of governor	From Webster Parish Used voting machines Blue ribbon committees Restored civil service Decreased size of government

The Four profiles reflect some highlights of the administrations of Louisiana's wartime (World War II and Korean War) governors. According to the state constitution, Louisiana governors were not allowed to serve two consecutive terms.

- _____ 17. Based on Source 4, which governor took action to end wage discrimination?
- Sam Jones
 - Jimmie Davis
 - Earl Long
 - Robert Kennon

Multiple Response

Identify one or more choices that best complete the statement or answer the question.

Use the four sources and your knowledge of social studies to answer the questions

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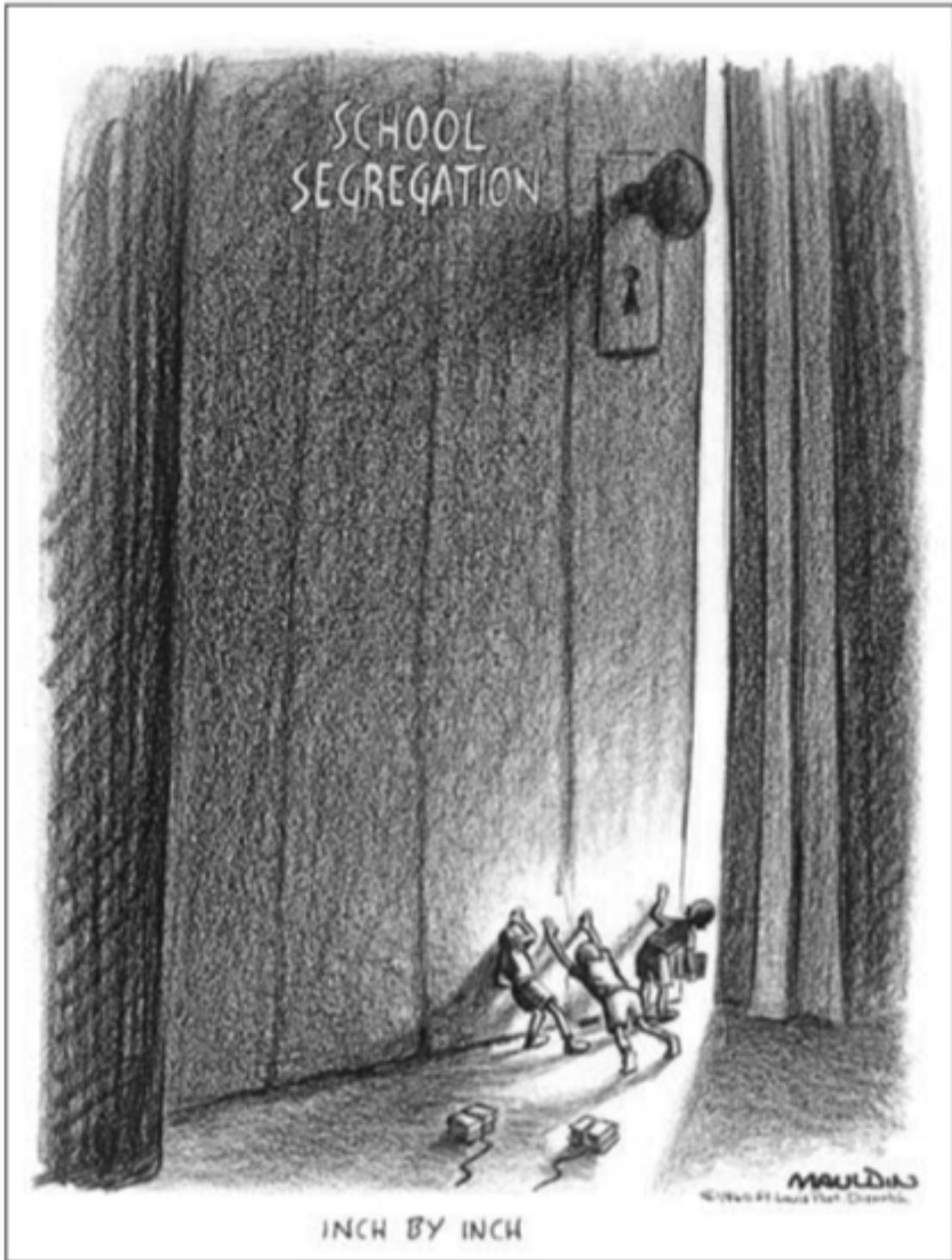
Source 2: Baton Rouge Bus Boycott

In an effort to protest segregation policies on city buses in Baton Rouge, African American citizens staged a boycott of the city buses. Since 80 percent of the public transportation patrons were African American, the united effort brought attention to the discrimination policy. Although the actual boycott lasted only a matter of days, it was the mass cooperation of average citizens to honor the boycott that proved to be a key factor in its effectiveness. The 1953 Baton Rouge bus boycott served as a blueprint for later boycotts such as the Montgomery, Alabama, boycotts involving Martin Luther King Jr. and Rosa Parks.



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Reformed government	Balanced state budget	Dismissed civil service	Blue ribbon committees
Free lunch in schools	Funded state retirement	Raised severance taxes	Restored civil service
Old-age pensions	Funded public schools	Increased powers of governor	Decreased size of government

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- _____ 1. Based on Sources 1, 2, and 3, which two of the following were not affected by segregation during the 1950s and 1960s?
- term limits
 - teacher pay
 - public education
 - bus transportation
 - price of paintings

Short Answer

Use the four sources and your knowledge of social studies to answer the questions

Source 1: School Integration



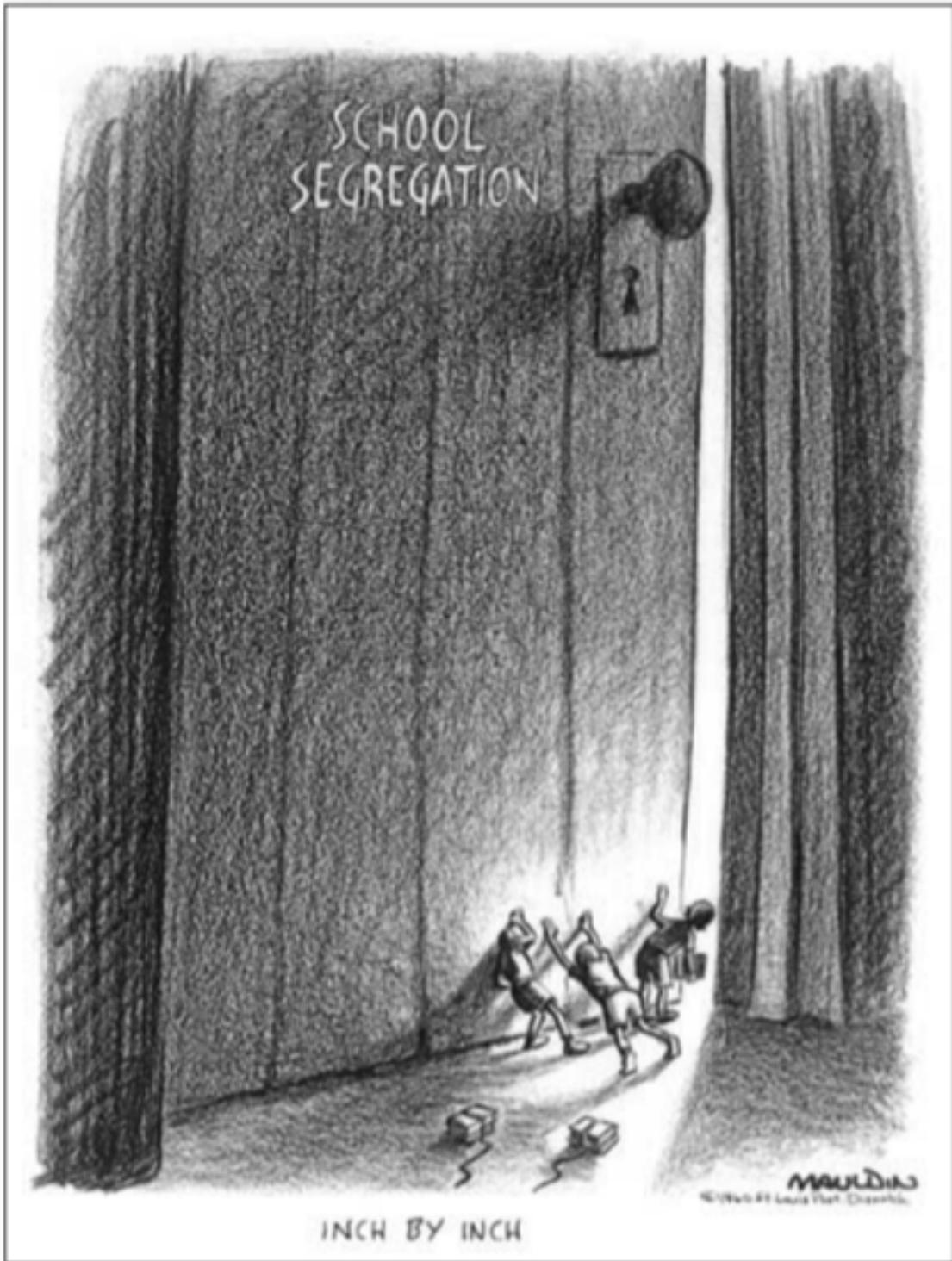
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1. Based on Sources 1, 2, 3, and 4, and your knowledge of social studies, match the event with the Louisiana governor who first addressed the issue.

Copy the event from the list onto the chart titled **The Civil Rights Movement**. Every space in the chart will NOT be used. All options in the list will be used.

Baton Rouge bus boycott
Brown v. Board of Education decision
Ruby Bridges school integration
Equal pay for black and white teachers

The Civil Rights Movement

Governor	Event
Sam Jones	
Jimmie Davis	
Earl Long	
Robert Kennon	

Name: _____

ID: A

2. What event occurred on December 7, 1941?
3. How did WWII affect the economy of Louisiana?
4. How did the Servicemen's Readjustment Act help returning soldiers?
5. What major civil rights event occurred in 1954?
6. What did President Johnson do to further civil rights in America?

Essay

Use the four sources and your knowledge of social studies to answer the questions

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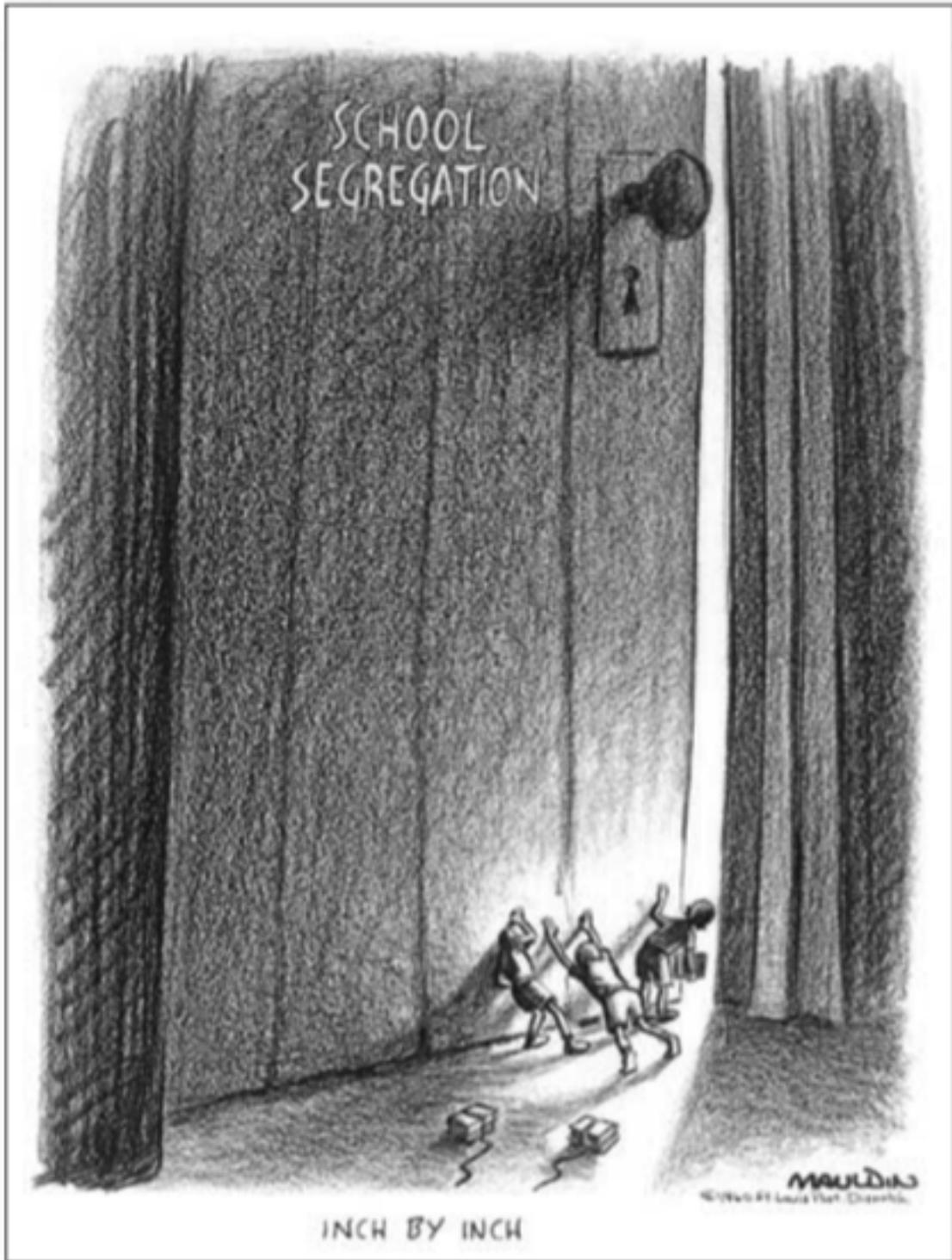
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- 1. Based on the Sources and your knowledge of social studies, describe three examples of the progress of racial integration during the 1950s and 1960s.**

Louisiana Our History Our Home Chapter 14 Answer Section

MULTIPLE CHOICE

- | | | |
|------------|--------|------------|
| 1. ANS: B | PTS: 1 | DIF: DOK 2 |
| 2. ANS: C | PTS: 1 | DIF: DOK 1 |
| 3. ANS: D | PTS: 1 | DIF: DOK 3 |
| 4. ANS: D | PTS: 1 | DIF: DOK 3 |
| 5. ANS: A | PTS: 1 | DIF: DOK 2 |
| 6. ANS: C | PTS: 1 | DIF: DOK 1 |
| 7. ANS: D | PTS: 1 | DIF: DOK 2 |
| 8. ANS: B | PTS: 1 | DIF: DOK 2 |
| 9. ANS: C | PTS: 1 | DIF: DOK 3 |
| 10. ANS: B | PTS: 1 | DIF: DOK 1 |
| 11. ANS: D | PTS: 1 | DIF: DOK 3 |
| 12. ANS: D | PTS: 1 | DIF: DOK 3 |
| 13. ANS: A | PTS: 1 | DIF: DOK 2 |
| 14. ANS: D | PTS: 1 | DIF: DOK 1 |
| 15. ANS: D | PTS: 1 | DIF: DOK 2 |
| 16. ANS: A | PTS: 1 | DIF: DOK 1 |
| 17. ANS: C | PTS: 1 | |

STA: Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

LOC: Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history

MULTIPLE RESPONSE

1. ANS: A, E PTS: 1

STA: Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

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SHORT ANSWER

1. ANS:

Answers:**Jones – none****Davis – none****Long – Brown v. Board****Ruby Bridges school integration****Equal pay for black and white teachers****Kennon – Baton Rouge bus boycott**

PTS: 1

STA: Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

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2. ANS:

Japan attacked the USA at Pearl Harbor, Hawaii which prompted the USA to join WWII.

PTS: 1

DIF: DOK 1

3. ANS:

War industries put money into Louisiana. The state's oil and gas reserves led to the development of petrochemical facilities in Louisiana. The war increased demand for oil and oil based products. Boats and even one kind of airplane were assembled in Louisiana. The war effort also brought in women and minorities into the workforce.

PTS: 1

DIF: DOK 1

4. ANS:

It made an educational scholarship to anyone who served in uniform during the war.

PTS: 1

DIF: DOK 1

5. ANS:

The Supreme Court ruled in Brown v. Board of Education that the "separate but equal" practice in public schools was unconstitutional.

PTS: 1

DIF: DOK 1

6. ANS:

He supported and signed the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

PTS: 1

DIF: DOK 1

ESSAY

1. ANS:

Scoring Information

Score Points	Description
3	Student's response correctly describes three examples of the slow pace of integration.
2	Student's response correctly describes two examples of the slow pace of integration.
1	Student's response correctly describes one example of the slow pace of integration.
0	Student's response does not correctly describe the slow pace of integration.

Scoring Notes:**Examples of the slow pace of integration:**

- **The Supreme Court ruling for ordering school integration was issued in 1954, but the first African-American child, Ruby Bridges, did not attend a white school in Louisiana until 1960.**
- **Officials integrated only a very small group of African-American students to white schools in the first years of desegregation so that it was easy to manage and hopefully avoid boycotts or riots.**
- **School integration was met with resistance from the white public. The fact that four guards had to escort a small child into the school each day indicates there was a serious threat.**
- **The one teacher in the New Orleans school who had agreed to teach Ruby was not rehired the next year.**
- **The Baton Rouge bus boycott in 1953 solved problems with bus integration in the capital of Louisiana, but other cities such as Montgomery, Alabama, were yet to deal with the same issue.**
- **Accept any other reasonable answer.**

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