

Name _____ Date _____

BUILDING SKILLS ACTIVITY 1**Using Your Textbook (Page 1)**

Your textbook is quite different from a novel or an encyclopedia. It can be a valuable tool in helping you learn about your state. By looking at the Table of Contents, you see that your textbook has fifteen chapters. Each chapter is divided into sections. You can think of each section of your textbook as having two parts: the narrative, which tells the story of the state of Louisiana, and the visual information, which makes the narrative come alive through a variety of illustrations.

Directions: Use Chapter 1, pages 2-41, and the information in the back of your textbook, to complete the following activities.

1. The title of each section in a chapter is in large orange type. What is the title of Section 1?

2. How many sections are in Chapter 1? _____

The narrative of each section is divided by headings. The major headings are in dark red type and begin at the left margin.

3. What are the major headings in Section 1? _____

By scanning the headings before you begin to read, you may better understand the overall plan of each section and chapter.

As you begin a chapter, look over the people, places, and terms listed at the beginning of the chapter under Chapter Preview. Now look at the Chapter Preview for Chapter 1 on page 2. Locate any terms you do not understand in the glossary at the back of the book or in a dictionary. The terms appear in red the first time they are used in the narrative. They are often defined there, or you may be able to determine the meanings by the way they are used in the sentence.

4. What is the first term that appears in the narrative of Section 1 of Chapter 1? What is its definition?

Each section of a chapter also has a preview called "As you read, look for." Look at the preview for Section 1 on page 5. The bulleted items indicate important content you should look for as you read through the section.

5. What concepts will you study in Section 1? _____
6. What is the last vocabulary term listed? _____



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BUILDING SKILLS ACTIVITY 1**Using Your Textbook (Page 2)**

Now, read the narrative of the first section straight through without interruption. Look at Reviewing the Section at the end of Section 1 on page 8.

7. What is the answer to Question 3? _____

After you have read the narrative of a section, study the visual information—the photographs, maps, charts, and figures. The photograph captions may point out important information or provide more details about the subject or event. Maps and figures summarize information provided in that section. Pages ix and x in the Table of Contents have a listing of all the maps and figures in the textbook.

8. What are your three favorite photographs (with page numbers) in Chapter 1? _____

Notice the Special Features on pages 17 and 38. Page xi in the Table of Contents has a listing of all the Special Features.

9. After reading “The Amazing, Disappearing Lake Peigneur” on page 17, tell in your own words what caused this disaster.

10. After reading “The Amazing, Disappearing Lake Peigneur” on page 17, answer the question at the end of the narrative.

11. After reading “Kitatchie: Our State’s National Forest” on page 38, answer the question at the end of the narrative.

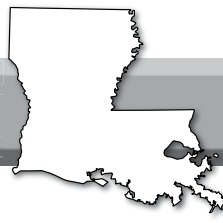
When you have read all the sections in a chapter, check out the Chapter Summary and work through the activities in the Activities for Learning as directed by your teacher.

12. How many bulleted items are listed in the Chapter Summary for Chapter 1? _____

At the back of the book are additional references to help you in your study.

13. What are the subjects of Appendices I.–VI.? _____

14. On what page does the Glossary begin? _____ the Index? _____



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BUILDING SKILLS ACTIVITY 2**Finding Information**

As you continue your study of the history of Louisiana, your teacher may assign topics for you to research. There are numerous books available in your library to help you gather information about your topic. Here are a few of these references and the type of facts you are likely to find in them.

Almanac: Facts about a variety of events and dates, often arranged by order of date

Atlas: Maps and place information

Biographical Books: General information about notable individuals

Dictionary: Meaning, spellings, and pronunciation of words; origin of words

Encyclopedia: Important details about people, places, and things, usually arranged alphabetically by subject or topic

Newspapers/magazines: Articles about mostly current events and individuals

Directions: Read the descriptions of information needed below and decide which reference source would be most appropriate to use, the one you would refer to first in your search. Write the abbreviation of the book you would suggest alongside the number of the description. Use **Al** for almanac, **At** for atlas, **BB** for biographical books, **Dy** for dictionary, **En** for encyclopedia, and **Nm** for newspaper/magazine.

- _____ 1. You want to trace the route of the Red River Campaign in the Civil War.
- _____ 2. You want to know where John Wilkes Booth was born.
- _____ 3. You are looking for information about the population of France.
- _____ 4. You need to know the meaning of *electorate*.
- _____ 5. You want to write a paper on General Robert E. Lee.
- _____ 6. You want to know how to pronounce *estuary*.
- _____ 7. You want to see what major rivers flow into the Mississippi River.
- _____ 8. You need a brief description of the city of New Orleans.
- _____ 9. You need a list of the presidents of the United States.
- _____ 10. You want to know what the weather will be like tomorrow.
- _____ 11. You need a definition of the word *Reconstruction*.
- _____ 12. You want to see a recent political cartoon.
- _____ 13. You want to know about the political career of Franklin D. Roosevelt.
- _____ 14. You want to know what interstate highways run through Louisiana.
- _____ 15. You want to know the population of Shreveport.



Name _____ Date _____

BUILDING SKILLS ACTIVITY 3

Examining All Sides of an Issue

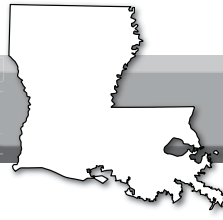
People rarely, if ever, agree on an issue. And they frequently have a wide variety of reasons for feeling the way they do about an issue or for making the choices they do. Often, when making decisions, it is important to examine all reasons or alternatives in order to make the best decision possible. Read the following paragraph.

Although President Roosevelt had proclaimed America's neutrality in 1939, he watched with alarm as Japan, Italy, the Soviet Union, and Germany carved up the world. The president looked for ways to help Great Britain, France, and their allies. The Allies' need for materials and supplies brought the United States out of the Great Depression.

Put yourself in the place of President Roosevelt considering the choices available to him as events in the world moved toward war. Analyze the reasons for helping Great Britain and the Allies or for staying neutral.

Directions: On the form below, list all the reasons you can think of for (1) helping the Allies and all the reasons you can think of for (2) remaining neutral. In other words, list the reasons why a choice should be supported and the reasons why it would be a mistake to make that choice.

Reasons for Helping Great Britain	Reasons for Staying Neutral



Name _____ Date _____

BUILDING SKILLS ACTIVITY 4

How to Read the Newspaper (Page 1)

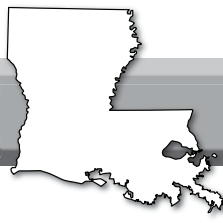
The American newspaper has for many years offered pages and pages of valuable information at a very low cost. The newspaper provides stories of triumph and tragedy, of humor and happiness, and entertainment and expert advice. Here are tips on how to read the newspaper effectively.

1. Scan the paper to find the topics in which you are most interested. You'll find coverage of hard news, national and local news, human interest stories, business, sports, and weather.
2. Start with the front section, which covers the "hard news," stories that seek to avoid bias and that report facts and answer the questions *who*, *what*, *where*, *when*, *why*, *how*, and *how much* about the news.
3. Check out the editorial and commentary sections, which provide expert opinions about complicated issues. You will need to review these carefully and then form your own opinions.
4. Look at the "Letters to the Editor" section, which allows you and other readers to express your own opinions. Business and government leaders are especially sensitive to the opinions expressed here.
5. Don't forget to check out the daily weather and your favorite sports teams as well as the "comics." These are three of the more popular sections of the newspaper.

There are other sections you may find interesting, such as arts and the theater, home living, and religion. You'll find that you will be able to make more of a difference as a citizen when you become more aware, informed, concerned, and involved through reading the newspaper—a truly valuable tool for all citizens.

Directions: Get a copy of your local newspaper and answer the following questions.

1. What is the date of the newspaper? _____
2. What is the name of your newspaper? _____
3. What is the headline on the front page? _____
4. What "hard news" is reported in one article on the front page?
 Who: _____
 What: _____
 Where: _____
 When: _____
 Why: _____



Name _____ Date _____

BUILDING SKILLS ACTIVITY 4

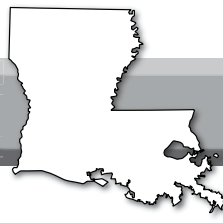
How to Read the Newspaper (Page 2)

- 5. How many letters to the editor are included? _____
- 6. What is the subject of the editorial? _____

- 7. What weather is predicted for today? _____

- 8. What different types of sports are covered in the sports section? _____

- 9. What is your favorite comic strip? _____
- 10. List one new fact you learned by reading today's newspaper. _____



Name _____ Date _____

BUILDING SKILLS ACTIVITY 5**Detecting Bias (Page 1)**

Everyone has opinions or ideas about certain topics or subjects. For this reason, written material is not always objective (free from the writer's personal opinions). Even though a writer may try hard to be objective, what he or she writes or says may show bias, a highly personal, and sometimes unreasonable, opinion about something or someone. Bias can be either for or against an idea or individual. Bias can be based on personal experience or even the lack of it. Bias "colors" one's opinion so that it becomes difficult to be fair and objective. Bias makes seeing all sides of an issue difficult if not impossible.

To be a good and thoughtful citizen, you need to learn how to detect bias in both written and oral materials and in materials from both the past and the present. Asking the following questions may help you.

1. When and why was the material written or the statement made?
2. Did the writer or speaker use certain phrases for emotional impact or try to play on your emotions rather than present facts?
3. Does the writer or speaker tend to show one group as good and the other group as evil?
4. Is the writer's financial or emotional situation such that he or she would probably find it difficult to relate?

By 1932, unemployment in the nation had reached 13 million; 1 out of every 4 Americans was unemployed. Men who had once managed large corporations were walking the streets looking for any type of work, were standing on the street corners selling apples, or had taken to the road in search for something better. Large segments of the population were literally "put out on the street," desperately searching for solutions to the problems brought on by the economics of the Great Depression.

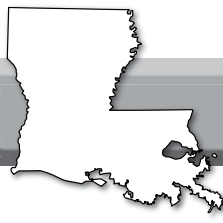
Many newspaper and magazine articles were written about these difficult times and the circumstances of the people. Some articles were sympathetic. Others simply lacked understanding of the situation, and some were even hostile to those unfortunates wandering about the country.

Directions: Read the following statements, and identify any bias you believe exists on the part of the writer.

Why, it's the best education in the world for those boys, that traveling around! They get more experience in a few months than they would in years of school.

—Henry Ford

1. Realizing that Henry Ford was one of the richest men in America at the time, what bias might he have had in making the statement?



Name _____ Date _____

BUILDING SKILLS ACTIVITY 5**Detecting Bias (Page 2)**

They are the people whom our post offices label “address unknown,” and whom we call transients. Every group in society is represented in their ranks. We think of nomads of the desert—now we have nomads of the Depression.

—Newton D. Baker, reporter for the *New York Times*

2. What words or phrases did the writer use for emotional impact? _____

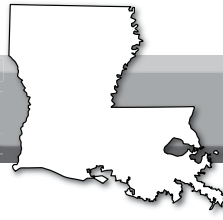
Many of those who are most boisterous now in clamor for work have either struck on the jobs they had or don't want to work at all, and are utilizing the occasion to swell the communistic chorus.

—John E. Edgerton, National Association of Manufacturers

3. What two “biased” phrases did Edgerton use to describe those looking for work? _____

4. What word did he use to imply that those looking for work might have been “un-American”? _____

5. What was there about Edgerton's employer that might indicate bias on his part? _____



Name _____ Date _____

BUILDING SKILLS ACTIVITY 6**Comparing Costs and Benefits (Page 1)**

One of the responsibilities state and local governments have assumed is to provide essential services for the people. Examples of these services include education, environmental protection, road construction and repair, and health services. None of these services is, of course, free. One of the ways to raise revenue to pay for the services is by levying taxes. The property tax and sales tax are two taxes used by state and local governments.

While citizens are usually willing to accept increased services, the decision to raise taxes to pay for the additional services is often met with resistance. Lawmakers are increasingly being forced to choose between services they can provide with limited revenues. One way to decide is to compare the costs and benefits of each service. Generally, the benefits that a community expects to receive from a particular service should outweigh the costs to provide that service. This is not as easy as it sounds; not all benefits or costs can be measured in monetary terms.

Directions: Suppose you are a member of the governing body of your local community. Suppose too that your community provides the following services: police and fire protection; trash removal; schools; public libraries; parks and recreational facilities; road building, maintenance, and repairs; emergency management; licensing and inspection services. For this exercise, assume that the cost of each service is \$1,000, for a total of \$8,000. Your community expects annual revenues to be only \$7,000 from the property tax this year. How would you deal with this shortage?

1. List the services provided in the order you think are essential, from the most essential to the least essential.

- A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____

2. If you had to eliminate one service entirely to avoid increasing taxes and to stay within the limits of your revenue, which service would it be? Why?



Name _____ Date _____

BUILDING SKILLS ACTIVITY 6

Comparing Costs and Benefits (Page 2)

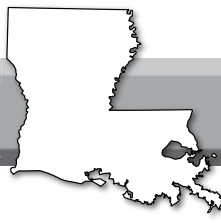
3. What objections might you hear from the community for removing this service?

4. For which service do you think your community would be willing to pay higher taxes in order to continue the service at its present level? _____

5. Why do you think the community would be willing to pay higher taxes for the service you listed in #4?

6. One way to reduce costs is to reduce the level of a particular service rather than eliminating the service entirely. For example, if there are currently three full-time policemen on the force, you could eliminate one of the positions. That would reduce the cost of police protection, but it might also cause an increase in crime, something the community would consider undesirable. Select one service from the list above and describe how, rather than eliminating the service entirely, you might decrease the level of that service in order to reduce costs.

7. What might be an undesirable effect of the reduction in the level of service you described in #6?



Name _____ Date _____

BUILDING SKILLS ACTIVITY 7**Recognizing Propaganda (Page 1)**

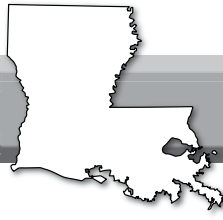
Propaganda uses the art of persuasion to spread ideas, information, or rumor to help or hurt a person, a cause, or an institution. Propaganda tries to make the audience accept or approve of something without looking carefully at all of the evidence. Propaganda relies on emotion and avoids critical thinking.

While there are many, the seven most common techniques of propaganda are the following:

1. **Testimonials** use a respected person or authority to express approval of a product or idea. This technique is used to get the audience to identify itself with the person and to accept the person's opinions and beliefs. Advertising that uses a well-known sports figure is an example.
2. **Glittering generalities** use emotionally appealing words, such as *love of country*, *freedom*, *patriotism*, and *world peace* to gain acceptance of an idea without supporting information or reason.
3. **Transfer** relates something well liked and respected, sometimes with symbols, with an idea or a product. Displaying the flag, a religious symbol, or "Uncle Sam" might sometimes be used with this type of propaganda.
4. **Plain folks** attempts to win the confidence of the audience by using a manner and style like that of the audience. Politicians use this technique when they try to depict themselves as "just plain old ordinary citizens."
5. **Bandwagon** tries to persuade the audience that "everybody else" is using the product or has accepted the idea or is doing something.
6. **Name calling** uses names or labels to link a product or idea or person to a negative symbol. This technique is sometimes used to cause hate or fear in the audience. Some obvious "bad names" include *pig*, *terrorist*, *geek*, *bum*, *communist*, and so on.
7. **Card stacking** shows or tells only the best features of a product or idea, sometimes telling half-truths or even lies about any problems that may exist.

Our democracy allows for free speech, the exchange of ideas and opinions, and free press. One of the responsibilities you have as a citizen in a democracy is to listen to all the information and draw correct conclusions, to respect other opinions while maintaining your own, and to think independently and make up your own mind.

Directions: The following passages might appear in articles, advertising, speeches, or even conversations. Each of them uses one of the propaganda techniques above to try to persuade the audience to accept an opinion, point of view, or product. Read the passage and then indicate the propaganda technique you think has been used by writing the number of the technique from the listing above in the blank.

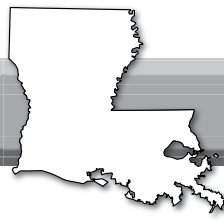


Name _____

Date _____

BUILDING SKILLS ACTIVITY 7**Recognizing Propaganda (Page 2)**

- _____ 1. “You need to try this product. Everybody in your neighborhood has.”
- _____ 2. An advertisement on television shows a well-known baseball player holding a product while smiling broadly.
- _____ 3. “This car can go from zero to sixty in five seconds. It will intimidate other drivers on the road. It’ll make you feel like you’re in control.”
- _____ 4. “I grew up in this little old mill town. My father was a sharecropper. I had to work my way through college. Vote for me, because I’m one of you!”
- _____ 5. “Everybody knows that candidate is a thief and a liar. He spends the taxpayers’ money like a drunken sailor.”
- _____ 6. An advertisement in the yellow pages for a car repair company includes a picture of the American flag and a notation “We support our troops.”
- _____ 7. A speaker uses words and phrases such as American, hero, patriotic, world peace, duty, and honor to try to convince the audience that the government should take a certain action.
- _____ 8. The speaker in a television advertisement speaks glowingly about a product in a slow and clear manner, telling all the wonderful things about the product. In the final few seconds, the speaker, required by law to tell about possible difficulties with the product, speaks in a rapid-fire and almost unintelligible manner.
- _____ 9. You want to convince your parent to let you go somewhere and you say, “But Mom, everybody else in my class is going.”
- _____ 10. “You don’t want to look like him, do you? He dresses like a geek.”
11. Now, write an ad for a newspaper or television station for a product or a political candidate using one or more of the above propaganda techniques.

**ANSWERS TO BUILDING SKILLS ACTIVITIES****Activity 1, Using Your Textbook**

1. Location
2. 5
3. Louisiana in the United States, Boundaries
4. absolute location – a specific spot on planet Earth
5. Louisiana’s location and its boundaries
6. International Date Line
7. Mississippi River, Pearl River, Gulf of Mexico, and Sabine River and Toledo Bend Reservoir
8. Students’ answers will vary.
9. Students’ answers will vary.
10. Students’ answers will vary.
11. Students’ answers will vary.
12. 28
13. I. Louisiana Vital Statistics
II. Louisiana State Symbols
III. Louisiana Governors
IV. Louisiana Parishes
V. Louisiana Colleges and Universities
VI. Louisiana Historic Flags
14. Glossary, page 455; Index page 482

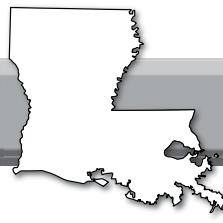
Activity 2, Finding Information

Note: Online resources are not listed, but you may want to accept any reasonable answer.

1. At (atlas)
2. BB (biographical book) or En (encyclopedia)
3. Al (almanac)
4. Dy (dictionary)
5. BB (biographical book) or En (encyclopedia)
6. Dy (dictionary)
7. At (atlas) or En (encyclopedia)
8. En (encyclopedia)
9. Al (almanac)
10. Nm (newspaper)
11. Dy (dictionary), En (encyclopedia)
12. Nm (newspaper/magazine)
13. BB (biographical book), En (encyclopedia)
14. At (atlas)
15. Al (almanac), Nm (newspaper/magazine)

Activity 3, Examining All Sides of an Issue

Students’ answers will vary.

**Activity 4, How to Read the Newspaper**

Students' answers will vary.

Activity 5, Detecting Bias

1. Students' answers may vary. Because of his wealth, it is likely that Ford would find it difficult to relate to the financial crisis that the unemployed workers were facing.
2. "address unknown," "transients," and "nomads"
3. He stated that the workers now looking for work had either gone on strike or had never wanted to work in the first place.
4. He used the word *communistic*, implying that those looking for work were part of the communist movement of the times.
5. He was employed by the National Association of Manufacturers; as a result, his interests were likely to be those of management, not of the workers.

Activity 6, Comparing Costs and Benefits

Students' answers will vary. Be sure that the students justify the reduction or elimination of any services in the exercises.

Activity 7, Recognizing Propaganda

Students may be able to justify other choices or even indicate more than one choice. The following are the most obvious answers.

1. 5 (bandwagon)
2. 1 (testimonials)
3. 7 (card stacking)
4. 4 (plain folks)
5. 6 (name calling)
6. 3 (transfer)
7. 2 (glittering generalities)
8. 7 (card stacking)
9. 5 (bandwagon)
10. 6 (name calling)
11. Students' answers will vary.