

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**Louisiana Gumbo Lesson Resource**

Louisiana Gumbo: A Recipe for Empowerment Project is funded by a grant from the Institute of Museum and Library Services (IMLS). Grant partners include the State Library of Louisiana, the LOUISiana Digital Library, the Louisiana State Museum, and The Historic New Orleans Collection

ATAKAPA INDIANS OF LOUISIANA

Subject Louisiana/American History
Grade 7, 8
Time 2 50 minute periods

Overview

After reading and gathering information from a digital document about the Atakapa Indians of Louisiana, students complete an active learning project to share with the class.

Objectives:

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.
- Analyze cartoons, photographs, posters, and other visual medium to identify opinion, propaganda, or bias.

Content Standards:

- **History: Time, Continuity, and Change**
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-H3** interpreting and evaluating the historical evidence presented in primary and secondary sources;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

9[~] U.S. History: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-M3)

Materials:

Digital document: [A description of the Atakapa Indians from language to belief systems and legends.](#)

- [Observation Form](#)

- [Essay Rubric](#)
- [Poster Rubric](#)

Procedure

2. Ask students to use their computer and the student browsing guide Atakapa Indians of Louisiana to access the lesson document.
3. Explain that students will gather information from this document to learn about Louisiana's Atakapa Indians.
4. Following the research phase of the lesson, each student will select one student project from the Atakapa Indians of Louisiana and use the suggested guidelines (Essay or poster Rubric) to complete their project.

Assessment

- [Observation Form](#)
- [Essay Rubric](#)
- [Poster Rubric](#)

Accommodations/Modifications:

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback

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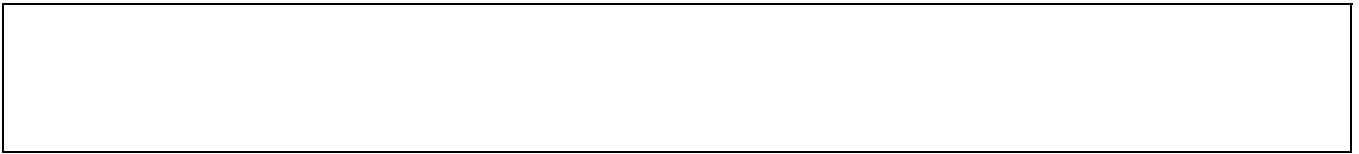
Atakapa Indians of Louisiana *Browsing Guide*

[A description of the Atakapa Indians from language to belief systems and legends.](#)

At the time of this report, in which area(s) of Louisiana did the Atakapa Indians live?

1. As you read the document, gather information about each of the following topics. The page number of each topic is provided.

Appearance Page 2
Homes Page 3
Food Page 4
Occupations Page 4
Beliefs Page 5



Student projects:

Select one of the following projects to demonstrate your knowledge of Atakapa culture in 1930 era Louisiana.

1. Write a short story, set in the 1930s, about growing up among the Atakapa. (See the [Essay Rubric](#) for guidelines)
2. Use the descriptions from your reading to create a mural that illustrates the Atakapa lifestyle. (See the [Poster Rubric](#) for guidelines)