

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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CANE RIVER CIVIL RIGHTS: A NATIVE AMERICAN PERSPECTIVE

Grade Level 7, 8, 11
Subject Social Studies
Time 2 50-minute periods

Overview

Students listen to oral history narratives in the LOUISiana Digital Library to explore the civil rights struggle in Louisiana from a Native American perspective.

Objectives:

Students will

1. Demonstrate historical perspective by participating in a class discussion concerning the political, social, and economic context of patterns of historical change stemming from the civil rights era of American History;
2. Examine, compare and contrast multiple primary and secondary resources to determine the impact specific individuals had on the course of American and Louisiana history;
3. Use reading comprehension skills and available technology to locate, select, and synthesize information from primary and secondary sources to acquire and communicate knowledge about events, ideas, and issues related to the Civil Rights struggle in Louisiana

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

Grade 9-12

U.S. History: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)

Interdisciplinary Connections:

English/Language Arts : Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:

Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision-making.

Lesson Materials and Resources:

[Observation Form](#)

[Essay Rubric](#)

[Oral Presentation Rubric](#)

Technology Tools and Materials:

Hardware: Computer

Software: MS Word

Websites:

[Chief Rufus Davis, Natchitoches/Cane River Oral History](#)

Background Information:

The Natchitoches / Cane River Civil rights Oral History Project is part of the Louisiana State Museum's Civil Rights Oral History Collection and features interviews with leading civil rights activists from the Natchitoches and Cane River areas. The collection consists of 56 interviews and comprises over 100 hours of recordings. There are currently 20 complete interviews available in the digital library

Lesson Procedures:**Pre-Lesson Preparation**

Explore the [Natchitoches-Cane River Oral History Collection](#) to understand how to navigate the site. Download necessary players. Access the oral history transcripts for each interview; they can be used to locate significant portions of each interview. Experiment with locating the exact time of significant statements in the audio interviews—the RealPlayer location indicator on each narrative can be moved forward and backward to locate desired portions of the interview.

Listen to the Davis interviews. Use the metadata information for each recording to select topics to explore with your students.

Lesson Procedures

1. Provide the class with appropriate background information concerning civil rights in mid-20th century Louisiana.
2. Explain that students will listen to oral history interviews and transcriptions in the LOUISiana Digital Library to learn about Native American experiences during the mid 20th century.
3. Based on your selected interviews, provide students with a list of the topics they will hear discussed in the interviews. Ask students to listen to the interviews and record information related to the topics listed.
4. Play the audio recording of Chief Davis's interview, making certain all students can hear the interview.
5. Debrief. At the end of the recording, ask students to share what they learned from the interview.
6. Culmination. Ask students to write a journal entry about tribal life in Louisiana during the mid-20th century.

Assessment Procedures:

[Observation Form](#)

[Essay Rubric](#)

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- 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

Explorations and Extensions:

Search the Teaching with Primary Sources and the LOUISiana Digital Library lesson collection for additional lessons on school desegregation--Integration at LSU and the African American Experience

Reflections:

This lesson can be used as a springboard for a student investigation into how the Brown versus Topeka court decision and school desegregation helped shape contemporary society.

Before beginning the lesson, teachers should be familiar with the LOUISiana Digital Library, especially features of the LDL that enhance viewing of artifacts--enlargement feature, document and transcription, metadata page.

If this is students' first time using the LDL, the teacher may wish to illustrate how to navigate and read electronic documents in the LDL. See the *Technology Tip: Viewing Documents in the LOUISiana Digital Library (under Reproducible Materials) for information.*

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