

Ol' Red Has Seen it All!

A Louisiana History lesson focusing on the past, present, and future importance of the Red River

Louisiana Social Studies Content Standards:

H-1D-M4 Locating and describing Louisiana's geographic features and examining their impact on people past and present: (1, 3, 4)

G-1A-M3 Organizing and displaying information about the location of geographic features and places by using mental mapping skills: (1, 2, 3, 4)

G-1B-M2 Identifying and describing significant physical features that have influenced historical events: (1, 2, 3, 4)

G-1D-M1 Analyzing and evaluating the effects of human actions upon the physical environment: (1, 2, 3, 4, 5)

G-1D-M4 Identifying problems that relate to contemporary geographic issues and researching possible solutions. (1, 2, 3, 4, 5)

Lesson Objectives:

The student will . . .

1. Locate the following on a map of Louisiana:
Rivers: Mississippi, Red, Atchafalaya
Parishes: Avoyelles, Bossier, Caddo, Grant, Natchitoches, Rapides, and Red River
2. Plot significant historical events that occurred along the Red River (on a timeline).
3. List reasons for the Red River's current importance in the areas of commerce, recreation, and tourism.
4. Predict the future importance of the Red River to its surrounding parishes and Louisiana as a whole.
5. Plan a class trip to the Red River.

Resources and Supplies:

1. Red River Waterway Commission video *Now I've Seen Everything..*
2. Worksheet (enough copies for each student)
3. Teacher key
4. Map of Louisiana showing park and recreational sites along Red River (enough for each student)
5. Blank map of Louisiana (enough copies for each student)
6. Posters or butcher paper
7. Markers

Lesson Outline

I. Anticipatory Set: (5 minutes)

Students will label maps of Louisiana with appropriate rivers and parishes, using their textbooks or teacher key / transparency as resources if necessary.

(SUGGESTION: Teacher may choose to generate interest in the lesson by structuring this introductory activity as a “contest” and awarding the first student to correctly label the map with a small prize.)

II. Teacher generated discussion: (5 minutes)

Suggested questions:

1. “What do the bodies of water and parishes you identified on the map have in common?”
2. “Which of the rivers do you think is most important? Why?”
3. “Which of the rivers do you think is most important to the parishes you identified? Why?”

III. Objectives and transition: (2 minutes)

The teacher explains the lesson subject and objectives and how they relate to the past content and future goals of the course. The teacher passes out a lesson worksheet to each student.

IV. Activities: (40 minutes)

A. Videotape: Students will view videotape and identify the historical events that correspond to the dates on their worksheet.

B. Group Timeline activity

1. Groups of students illustrate a date and event on a poster or piece of butcher paper (date, event, illustration).
2. The teacher directs the discussion of the events and their presentation on the classroom wall or chalkboard in the form of a large illustrated timeline.

(VARIATION: If time is limited, prepare posters ahead of time.)

C. Teacher mini-lecture

As students take notes on their worksheets, the teacher discusses the Red River’s current importance to its surrounding parishes in the areas of commerce, recreation, and tourism.

V. Closure (3 minutes)

Teacher-led review, questioning, and discussion:

1. “How has the Red River been important to the history of Louisiana?”
2. “Explain how the Red River is important to us today.”
3. “Do you think the Red River will continue to be important to us? Why or why not?”

VI. Assignment

Assignment description: Using the park and recreational map provided to you, make an invitation to a recreational trip to the Red River to be taken by this class. Make it bright and attractive, and be sure to be very detailed in your description of when and where it will take place, what activities will be planned, etc. Use your personal computer or art materials to make the invitation as appealing as possible!

Assignment continued . . .

The students have a blank space available on their worksheet for the due date of the assignment. Teachers may choose to have the assignment due the date following the lesson, or they may choose a later due date to allow the students time for more in-depth research before the completion of the project.

(Recommendation: Allow students to present their invitation in small groups and have small groups vote on the best activity / invitation. Have the group winners present to the class and allow the class to vote on the winning activity. If possible, plan to take the winning activity as a field trip before the end of the school year.)

NAME _____ DATE _____ CLASS _____

Ol' Red Has Seen it All!

TEACHER KEY

I. Locate and label the following on a map of Louisiana:

Rivers: Mississippi, Red, Atchafalaya

Parishes: Avoyelles, Bossier, Caddo, Grant, Natchitoches, Rapides, Red River

II. As you watch the video, match the dates to the phrases that describe their importance to the history of the Red River.

DATE	IMPORTANCE
<u>H</u> 1. 1968	a. The Louisiana purchase makes the "Red" an American river.
<u>C</u> 2. Late 1800s	b. France claims Louisiana as its colony.
<u>B</u> 3. Late 1600s	c. Railroads and timber industry come to Louisiana; Red River not used or cared for as before.
<u>G</u> 4. 1864	d. St. Denis founds Natchitoches on bluffs of Red River.
<u>D</u> 5. 1714	e. Red River valley association founded.
<u>F</u> 6. 1769	f. A trading post is established near in present-day Rapides Parish, named for the rapids in the Red River.
<u>E</u> 7. 1925	g. Lowered water levels in Red River strand Union gunboats.
<u>A</u> 8. 1803	h. Congress passed legislation to begin the Red River Waterway project.

III. The Importance of the Red River to Commerce, Recreation, and Tourism:

A. Commercial importance – barge transportation of goods

1. Barge transportation via waterways is 8 ½ times more fuel efficient than trucks and 2 ½ times more efficient than rail.
2. Barges are able to transport a wide variety of commercial products.
 - a. dry cargo barge – transport of grain, coffee, salt, sugar, paper products, and packaged goods.
 - b. deck barge – construction equipment, oil rigs, sand, and gravel.
 - c. liquid cargo tank barge – petroleum and petroleum products, liquid fertilizer, and industrial chemicals.

B. Importance to recreation and tourism

1. Fishing / fishing tournaments
2. Bird-watching
3. Water sports
4. Parks
5. Camping sites
6. Museums
7. Civil war sites

IV. ASSIGNMENT

DUE DATE: _____

Using the park and recreational map provided to you, make an invitation to a recreational trip to the Red River to be taken by this class. Make it bright and attractive, and be sure to be very detailed in your description of when and where it will take place, what activities will be planned, etc. You may use your personal computer or art materials to make the invitation as appealing as possible.

NAME _____ DATE _____ CLASS _____

Ol' Red Has Seen it All!

I. Locate and label the following on a map of Louisiana:

Rivers: Mississippi, Red, Atchafalaya

Parishes: Avoyelles, Bossier, Caddo, Grant, Natchitoches, Rapides, Red River

II. As you watch the video, match the dates to the phrases that describe their importance to the history of the Red River.

DATE	IMPORTANCE
____ 1. 1968	a. The Louisiana purchase makes the "Red" an American river.
____ 2. Late 1800s	b. France claims Louisiana as its colony.
____ 3. Late 1600s	c. Railroads and timber industry come to Louisiana; Red River not used or cared for as before.
____ 4. 1864	d. St. Denis founds Natchitoches on bluffs of Red River.
____ 5. 1714	e. Red River valley association founded.
____ 6. 1769	f. A trading post is established near in present-day Rapides Parish, named for the rapids in the Red River.
____ 7. 1925	g. Lowered water levels in Red River strand Union gunboats.
____ 8. 1803	h. Congress passed legislation to begin the Red River Waterway project.

III. The Importance of the Red River to Commerce, Recreation, and Tourism:

A. Commercial importance – _____ transportation of goods

1. Barge transportation via waterways is 8 ½ times more fuel efficient than _____ and 2 ½ times more efficient than _____

2. Barges are able to transport a wide variety of commercial products.

a. _____ – transport of grain, coffee, salt, sugar, paper products, and packaged goods.

b. _____ – construction equipment, oil rigs, sand, and gravel.

c. _____ – petroleum and petroleum products, liquid fertilizer, and industrial chemicals.

B. Importance to recreation and tourism

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

ASSIGNMENT

DUE DATE: _____

Using the park and recreational map provided to you, make an invitation to a recreational trip to the Red River to be taken by this class. Make it bright and attractive, and be sure to be very detailed in your description of when and where it will take place, what activities will be planned, etc. Use your personal computer or art materials to make the invitation as appealing as possible!