10. MOMENTS IN TIME: Exploring the History of the Lake Pontchartrain Basin
Which events do I find most interesting in the history of the Lake Pontchartrain Basin?

What would be my diary entry for a trip to the Lake with my family on a particular day in the 1700s, 1800s, and 1900s?

If Lake Pontchartrain never existed, how would the history of the Basin be different?

Does my cultural heritage intermingle with the history of the Lake Pontchartrain Basin?

What is my future vision for Lake Pontchartrain? How can I help achieve this vision?

If I could select one day in history to visit Lake Pontchartrain, which day would it be?
MOMENTS IN TIME:
Exploring the History of the Lake Pontchartrain Basin

OBJECTIVES:

- Research, dramatize, and mime selected events in the history of the Lake Pontchartrain Basin.
- Collect primary and secondary information and artifacts describing life throughout the history of the Lake Pontchartrain Basin. Create a “History Box.”
- Make concept maps depicting the many cultural groups which currently live in the Lake Pontchartrain Basin.
- Conduct research on commerce and transport throughout the history of the Lake Pontchartrain Basin.
- Illustrate events in the history of the Lake Pontchartrain Basin using pictures to create a timeline.
- Survey the public to discover what residents of the Lake Pontchartrain Basin know about the region’s history.
- Write about daily life in the 19th Century in the Lake Pontchartrain Basin. Look to the future of the Lake Pontchartrain Basin and reflect on your own role in its welfare.

MULTIPLE INTELLIGENCES LEARNING ACTIVITIES:

Verbal/Linguistic: Gather oral history experiences from family members and friends about Lake Pontchartrain and its rivers.

- Prepare a documentary-style oral history presentation based on a scavenger hunt and group research.
- Write “A Day in the Life” of a famous character from the history of the Lake Pontchartrain Basin.
- Write a diary entry about an imagined trip to the Lake in 1850.

Interpersonal: Work in cooperative groups to investigate the history of the Lake Pontchartrain Basin using primary and secondary sources of information.

- Interview family and friends about their lifetime experiences living in the Lake Pontchartrain Basin.
- Develop a questionnaire and use it to interview the public about their knowledge of Lake Pontchartrain Basin history.

Logical/Mathematical: Conduct research about the commerce of the Lake Pontchartrain Basin through history: its imports, exports, and importance in world trade.
Logical/Mathematical: Research the history of transportation in the Lake Pontchartrain Basin. (CONTINUED)

Research facts about major storms that have hit the Lake Pontchartrain Basin throughout history.

Bodily/Kinesthetic: Perform a play about the explorers who discovered the Lake Pontchartrain Basin.

Dramatize events from the time line of the Lake Pontchartrain Basin.

Mime events from the history of the Lake Pontchartrain Basin.

Visual/Spatial: Design a display of artifacts in the form of a History Box showing illustrations of events associated with the Lake Pontchartrain Basin.

Design a backdrop for an oral presentation.

Illustrate historical events on a map of the Lake Pontchartrain Basin.

Make a pictorial time line of events in the Lake Pontchartrain Basin using old photographs and your own illustrations.

Intrapersonal: Using pictures/drawings/photographs, show how Lake Pontchartrain or its rivers influence your own life.

Write your imagined feelings as a member of an exploration party in the Lake Pontchartrain Basin in 1699.

Reflect on the influence of people and their actions on the Lake Pontchartrain Basin and write your vision for the Basin.

Musical: Compose songs about the romance of Lake Pontchartrain or its rivers.

Compose a ballad about an important character in the history of the Lake Pontchartrain Basin.

Naturalist: Document changes in nature; conduct self-assessment of knowledge about coastal erosion.
THE HISTORICAL HIGHLIGHTS
OF THE LAKE PONTCHARTRAIN BASIN

BEFORE 1700

It is 1650: Many Native American tribes live in the area we now know as the Lake Pontchartrain Basin. They include such tribes as the Bayougoula, Mougoulacha, Chitimacha, Oumas, Tangipahoa, Colapissa, and Quinipissa. Although rumors from the north tell of people from Europe exploring the land, nobody here feels threatened.

As they have for thousands of years, the people of this beautiful estuary live on fish and seafood from the lakes, rivers, and bayous. (Today evidence of their villages exist in the form of piles of discarded clam shells or “middens”.)

Okwa-ta, which means “Wide Water,” is the name the Choctaws use for the lake we now call Pontchartrain.

Tangipahoa, the Parish and the River are named for the Tangipahoa people; their name means “corn gatherers” in Choctaw.

The name “Tchefuncte,” a Choctaw name for a local plant, refers to a period of Native American culture as well as to the Tchefuncte River which enters Lake Pontchartrain at Madisonville.

FRENCH COLONIAL PERIOD 1682-1763

1682: Explorers from France arrive to explore the Lower Mississippi River Valley.

1699: Iberville discovers and names Lakes Pontchartrain and Maurepas for the French.

1718: Bienville founds the City of New Orleans at present site because of easy access to the Mississippi River through Lake Pontchartrain and Bayou St. John.

1720: Germans migrated to the Basin, settling in St. Charles and St. John the Baptist Parishes in an area that came to be known as the German Coast.

1718-1763: New Orleans grows as the French struggle with the unfamiliar climate, flooding, and mosquito-borne diseases. The rest of the Lake Pontchartrain Basin has little European presence, other than a few farms and plantations near north shore bayous.

Enslaved Africans arrive. They were forcibly added to the mix of cultures in the Lake Pontchartrain Basin.
SPANISH AND BRITISH COLONIAL PERIOD 1763-1810

1763: After a short revolution, the Spanish government takes over the rule of most of Louisiana. This rule lasts for the rest of the 18th Century.

The British control the Florida Parishes (St. Tammany, Tangipahoa, Livingston, Washington, St. Helena, East and West Feliciana) on the north shore of Lake Pontchartrain. Pass Manchac marks the border between Spanish and British territory.

People from other parts of the world begin to arrive and settle in the Lake Pontchartrain Basin. Some immigrated willingly; some were forcibly brought here. All groups contributed to the culture. For example, the “shotgun” house design which originated in Africa was imported from the West Indies. Gumbo and other dishes were developed as a result of a mixing of cultural cuisine. The word “gumbo” is derived from an African word for “okra,” a staple ingredient of gumbo. Filé (sassafras leaves) came from Native Americans who added this herb to thicken their dishes, and the “roux” was contributed by the French.

ANTEBELLUM PERIOD 1810-1861

1787: Destrehan Plantation was built by a free person of color and served as a freedmen’s bureau after the Civil War.

1811: Enslaved Africans in St. Charles Parish revolted in what was possibly the largest revolt of enslaved people in American history.

1812: Louisiana becomes part of the United States after the Louisiana Purchase.

1815: In the Battle of New Orleans, Native Americans, free people of color, and European Americans fought together against the British, causing them to retreat.

Several important ports flourish on Lake Pontchartrain’s shores. Sailboats carry cargo and people between the Gulf of Mexico and the Lake Pontchartrain Basin ports.

Commerce grows on the south and north shores of Lake Pontchartrain. Exported products include: lumber, charcoal, bricks, shells, cotton, and oysters. Imported products include: raw materials and food unavailable locally.

Madisonville on the north shore is an important boat building center.

1815: Travel by steamboat begins in the Lake Pontchartrain Basin, replacing many of the sailboats.

The antebellum period is a time of wealth for some in the Lake Pontchartrain Basin. Large plantations spring up on the north and south shores, in the city of New Orleans, and along the Mississippi River.

The wealthy spend their leisure time on the lake
shore at several exclusive resorts, eating at the famous restaurants, gambling and enjoying the lake breezes. The first resort to open is at Spanish Fort at the mouth of Bayou St. John.

1831: The Pontchartrain Railroad connecting the city of New Orleans with the lake shore is completed. Because of the railroad, a large resort area develops on the lake shore at Milneburg. This resort boasts the beautiful Washington Hotel, a park, and a bath building. The Washington Hotel becomes a popular stopping point for travelers while the well-to-do of New Orleans spend pleasant weekends there.

1832: Norbert Rillieux, a free person of color, invented the vacuum pump for more efficient sugar processing.

1831-1838: The New Basin Canal is built using Irish immigrant labor, claiming the lives of many men who work on its construction. The canal serves as a transport route between downtown New Orleans and Lake Pontchartrain. Pleasure seekers take a mule-drawn barge, complete with musical entertainment, along the New Basin Canal to the resort at New Lake End (now known as West End).

1834: The Marigny Plantation in New Orleans gives way to the neighborhood of Faubourg Marigny so Bernard de Marigny moves across the Lake to Fontainbleau, the family plantation on the north shore. He establishes the fashionable resort town of Mandeville. The Mandeville Hotel offers gambling, billiards, a bath house, and stables. People from New Orleans begin crossing the Lake by steamer, seeking relief from the hot New Orleans summers.

THE CIVIL WAR 1861-1900 AND AFTERWARDS

Louisiana contributed more African American troops to the Civil War than any other state.

Many Louisiana forts were manned by African American troops.

During the Civil War, New Orleans is occupied by Union troops.

The Civil War resulted in the abolition of slavery and passage of the 13th Amendment to the U.S. Constitution, thus ending a century of slavery.

During Reconstruction, a tumultuous time, Louisiana had its first and only African American Governor, P.B.S. Pinchback. His governorship lasted only a month.

Beginning around 1850, after many years of steamboat travel in the Lake
Pontchartrain Basin, railroads are built. Many people now find it quicker and cheaper to travel by train. Several towns, including Slidell, are built on the new railroads.

Now it is not only the wealthy who get to enjoy the lake shore resorts. Families spend their holidays by taking “Smoky Mary,” the train to Milneberg where they fish and swim. They can also rent small lake shore camps for the weekend.

**1849:** Southern Yacht Club opens at West End.

At the end of the 19th Century and the beginning of the 20th Century, cypress logging takes place. (Today the scars of the logging industry which neglected to replant the cypress trees can be seen in areas such as the marsh near Turtle Cove on Pass Manchac.)

Leonard Julien, an African American, invented the cane planting machine in the late 19th Century.

At the end of the 19th Century, New Orleans was still an unhealthy place to live because of its poor drainage. Diseases such as yellow fever, malaria, tuberculosis, and intestinal infections, killed thousands of people in the Lake Pontchartrain Basin. It wasn’t until the 1890’s that taxes were raised to build a proper drainage system.

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**20TH CENTURY**

**1915:** A huge hurricane hits New Orleans. Recent improvements in communication reduces the loss of life.

Buddy Bolden, considered the “Father of Jazz,” was born in New Orleans in 1877 and died in 1931. The peak of his career was from 1890 to 1920. He played music at Milneburg and other lake shore resorts. Louis Armstrong, who popularized jazz on an international level, was born in New Orleans in 1900 and died in 1971. He began his career around 1915 as a teenager. “West End Blues” was one of Armstrong’s songs which featured the local scene.

**1924:** The Inner Harbor Navigation Canal, or the Industrial Canal is opened, linking the Mississippi River with the Lake and aiding shipping commerce.

**1927:** The Mississippi River floods, causing great destruction, but much of the Lake Pontchartrain Basin is spared the worst.

**1928:** Pontchartrain Beach opens where Lake Vista is today.

**1931:** The U.S. Army Corps of Engineers builds the Bonnet Carré Spillway, a safety valve which can be opened when the Mississippi River floods, thus protecting New Orleans from high water. The water can be diverted from the River to Lake Pontchartrain.

**1937:** The Bonnet Carré Spillway is opened for the first time.

In the early **1930s**, Governor Huey P. Long improves the state’s highways and bridges, building the first bridge across the Mississippi River at the city of New Orleans.
In the 1930s and ’40s, oil and gas exploration takes place in the Lake Pontchartrain Basin. Oil and gas related industries grow in the Lake Pontchartrain Basin. Due to environmental problems related to this industry, however, such as wetland loss from canal dredging and pollution from oil spills, there have been no new oil and gas drilling leases allowed in Lake Pontchartrain since 1992.

Throughout the 20th Century the population of the Lake Pontchartrain Basin grows. On the south shore, Greater New Orleans spreads out to include Metairie and Kenner. This growth brings problems of drainage, sewerage disposal, and storm protection.

**1939:** Pontchartrain Beach is moved to Milneburg.

During World War II, the land near Lake Pontchartrain, where the University of New Orleans stands today, was used by Higgins Boats to build wartime vessels.

**Early 1950s:** The hurricane protection levees are built along the south shore of Lake Pontchartrain, protecting the whole of metropolitan Orleans and Jefferson Parishes from Lake storm surges.

**1956:** Lake Pontchartrain Causeway is completed. Now New Orleans and Mandeville are linked by road for the first time.

**1956-1964:** Lincoln Beach Amusement Park was opened in 1956 and was a popular attraction for African Americans in New Orleans. It closed in 1964 and remains abandoned today.

**1963:** The Mississippi River Gulf Outlet (MRGO) is opened to provide a short cut for shipping from the Gulf of Mexico to New Orleans. It allows salt water from the Gulf to enter the St. Bernard marshes and Lake Pontchartrain, causing the loss of freshwater marshes and severe erosion of the St. Bernard wetlands.

**1965:** Hurricane Betsy hits the Lake Pontchartrain Basin, causing flooding and other destruction in New Orleans and St. Bernard Parishes.

**1960s:** I-10 is built from New Orleans to Baton Rouge, traversing the south shore of Lake Pontchartrain.

The growing population and all the related development causes obvious degradation of the health of Lake Pontchartrain.

**1960s:** Many Cuban people emigrated to the Lake Pontchartrain Basin because of political changes in their country.

**1970s:** Large numbers of Central American people emigrated to the Lake Pontchartrain Basin primarily because of political unrest in several Central American countries. Many Asian people also arrived, including many Vietnamese fleeing their war-torn country.

**1972:** Pontchartrain Beach swimming area closes due to unacceptable levels of pollution which threaten the health of bathers.
**1974-1982:** Ernest “Dutch” Morial was elected the first African American mayor of New Orleans.

**1979:** “No swimming” advisories are posted along the Lake’s south shore in Orleans and Jefferson Parishes by the Department of Health and Hospitals.

**1983:** Pontchartrain Beach Amusement Park closes for good, due mostly to lowered attendance. (Today some remnants of the famous Zephyr ride and other memorabilia are on display outside City Hall on Williams Boulevard in Kenner).

**1987:** Tangipahoa River is declared unsafe for swimming and tubing due to high levels of fecal coliform bacteria.

**1989:** The Lake Pontchartrain Basin Foundation (LPBF) is established to restore the health of the lake and its rivers and to protect the natural habitat of the Basin. LPBF addresses environmental quality issues throughout the Lake Pontchartrain Basin and educates the public about their role in solving the problems. “Save Our Lake” becomes a popular slogan.

**1990:** Shell dredging is halted in Lake Pontchartrain. The dredging, which had been ongoing for over 60 years, wreaked havoc on the Lake’s ecosystem.

The **1990s:** In spite of great improvements, it is not yet safe to swim on the south shore of Orleans and Jefferson Parishes due to the urban runoff from the city streets. LPBF and researchers from the University of New Orleans monitor the Lake water for fecal coliform bacteria, one of the main indicators of pollution. People still fish and boat throughout the Lake Pontchartrain Basin, but fishers report a decline in the quantity and quality of their catch.

**21st Century:** You will participate in the Lake Pontchartrain Basin’s future. You can make a difference in many ways. Wherever you live in the Lake Pontchartrain Basin, you can help to make sure the Lake is a place for wildlife to live and people to go fishing, crabbing, shrimping, boating and swimming.
EXPLORING THE LAKE PONTCHARTRAIN BASIN

Research the Facts

■ Conduct research about the goods that were produced in the Lake Pontchartrain Basin during the 17th, 18th and 19th Centuries. Choose two important products. Find figures that show how much was produced or exported. Draw a graph to show the amounts of both products for at least two different time periods. Write a paragraph to tell what your graph shows, explaining any changes over time.

■ Visit museums and libraries to collect information about the modes of transport throughout the history of the Lake Pontchartrain Basin. Make a pictorial presentation of these methods of transportation, showing the changes over time. Pay attention to the influence of the Lake on transportation.

■ Find information about major hurricanes that have hit the Lake Pontchartrain Basin. Make a list of the most destructive storms. Compare the damage done by two storms at different times (e.g., compare the damage of the hurricane of 1915 with that of Betsy in 1965). Document the number of lives lost and the amount of property damage.

Illustrate the History of the Lake with Maps and Pictures

■ On the map of the Lake Pontchartrain Basin, indicate important historical markers with dates and labels.

■ Find photographs from books or draw your own pictures to depict significant scenes from each of these centuries: 16th, 17th, 18th, 19th, 20th, and 21st. Using the pictures you collect, make a time line of the history of the Lake Pontchartrain Basin.

Write and Read About Lake Pontchartrain Basin History

■ Choose a character from the history of the Lake Pontchartrain Basin. Read about the daily life of the character. Write a short essay entitled “A Day in the Life of (your character).” Try to bring in daily activities such as those in your life, highlighting how they would be different because of the earlier time in history.

■ Write a diary entry about a trip to the Lake with your family in 1850. Choose Milneburg or New Lake End as your destination. You can travel by barge on the New Basin Canal or on Smoky Mary, the train to Milneburg.

■ Imagine that it is 1835 and you are a guest at Bernard de Marigny’s fashionable new resort in Mandeville. Write a diary entry about your journey to the resort, your activities there, and the people you meet.

Lake Reflections

■ Reflect on the past, present and future of the Lake Pontchartrain Basin. Write your vision for Lake Pontchartrain in 2010. What will it take on your part to achieve your vision?

■ Make a scrapbook or collage to show how Lake Pontchartrain and/or its rivers influence your life.
Find Out What Others Know and Feel about the Basin’s History

The whole class can participate in making a short questionnaire to find out how much people know about the cultural history of the Lake Pontchartrain Basin. Each student should contribute two or three questions; then the class votes for the best ones. Ask for permission to have people complete the questionnaire at any of the following places: the annual Lake Pontchartrain Basin Foundation “Back to the Beach” Celebration, your local public library, your school, your local mall. Analyze the results and publish them in the school student newspaper.

Mime the History of the Lake Pontchartrain Basin

Make up actions that represent each key event in the cultural history of the Lake Pontchartrain Basin. Mime the events in their historical sequential order.

Play “Pontchartrain Charades.” Players take turns miming scenes from the history of the Lake Pontchartrain Basin.

Music Activities

Write a ballad about an important character in the history of the Lake Pontchartrain Basin. Write a romantic song about Lake Pontchartrain or its rivers. Play and sing the folk-song The Lakes of Ponchartrain (next page).

Write a script for an interview (both questions and answers) about a famous jazz musician from New Orleans.

case folksong next page
The Lakes of Ponchatrain

chords: (GDCGEmCG ~ EmDG-C-//.1st)

It was one fine March morning I bid New Orleans adieu
And took the road to Jackson Town my fortune to renew
I cursed all foreign money, no credit could I gain
Which filled my heart with longing for the Lakes of Ponchatrain

I stepped on board a RR car beneath the morning sun
And I rode the rails til evening & I laid me down again
All strangers they’re no friends to me til a dark girl towards me came
And I fell in love with a Creole girl on The Lakes of Ponchatrain

I said, “Me pretty Creole girl, my money here’s no good
If it weren’t for the alligators I’d sleep out in the wood.”
“You’re welcome here kind stranger, our house is very plain
But we never turn a stranger out on The Lakes of Ponchatrain

She took me into her mama’s house & treated me right well
The hair upon her shoulders in jet black ringlets fell
To try to paint her beauty I’m sure t’would be in vain
So handsome was my Creole girl on The Lakes of Ponchatrain

I asked her would she marry me, she said that ne’er would be
For she had got a lover & he was far at sea
She said that she would wait for him & true she would remain
Til he returned to his Creole girl on The Lakes of Ponchatrain

So fair you well my bonnie old girl, I ne’er may see you no more
I’ll ne’er forget your kindness in the cottage by the shore
And at every social gathering, a golden glass I’ll drain
And I’ll drink all health to the Creole girl on The Lakes of Ponchatrain

Source: In Flanders et al. (1934) The New Green Mountain Songster.
DRAMATIZATION OF THE DISCOVERY OF THE LAKE PONTCHARTRAIN BASIN

The students imagine how it feels to be a late 16th-century explorer on a voyage of discovery in the New World—an expedition during which the French name Lake Pontchartrain.

Materials:

- Paper, pens, pencils, drawing materials
- Handout: Discovering the Lake Pontchartrain Basin (Page 261)

Process:

1. Assign students to cooperative groups.
2. Give each group a copy of the handout Discovering the Lake Pontchartrain Basin.
3. Explain to the students that they are to write and act out a short skit depicting the scene described in the handout.
4. The students may make costumes and props, select background music, and create environmental sounds to go with their skits.
5. The students may act out their skits for the class or the whole school.

Extensions:

1) Write and illustrate a letter to a friend or relative at home in France telling about the journey, explaining how it felt to be part of this expedition.
2) Write and illustrate a personal journal entry about the trip, with thoughts and feelings experienced during the journey.
3) Examine a present-day map or old maps of the Lake Pontchartrain Basin and the Mississippi River. Trace the route of the journey from the River along Bayou Manchac and the Amite River into Lake Maurepas, through Pass Manchac, and into Lake Pontchartrain. Locate the Rigolet Pass to see how the party exited Lake Pontchartrain. Draw your own interpretation of the journey's route.

References:

A map by D’Anville is printed in a number of local history books and available for copying at the Louisiana Collection at Tulane University Howard Tilton Library as well as at other area libraries. It shows Bayou Manchac as Riviere d'Iberville as well as by the Indian name of Akankia.
It is the spring of 1699. You are a member of an expedition led by Pierre LeMoyne Sieur d’Iberville, a famous French-Canadian explorer working for the King of France to establish a French colony in the wild, wet, and swampy country we now call Louisiana. Several Native American tribes live in this area. They help the explorers to find their way through the unmapped wilderness.

Your expedition party has found the Mississippi River or “Father of Waters” after a difficult and wet search. You have sailed up the River and have met with leaders from the Bayougoula, Mougoulacha, Ouma, and Quinipissa tribes who prove to Monsieur d’Iberville that the River is the one previously discovered by LaSalle several years earlier. The evidence is a Canadian coat and a letter to LaSalle from Tonty, another explorer.

Now Monsieur d’Iberville is ready to make a discovery of his own. He agrees to go along with a Native American guide to explore a short cut back to the “Great Water” (which we now call the Gulf of Mexico). Monsieur d’Iberville chooses you to go on this treacherous expedition, with two other men, himself and the Native American guide. The others sail back down the “Father of Waters”.

Your journey is difficult and exhausting. It takes you along a narrow “bayouque” as the Indians call these slow moving streams. Your guide calls it “Akankia.” The neighboring Choctaws call it “Manchac,” meaning “back entrance.” “Back entrance to where?” you wonder, as you struggle to make progress. At least fifty times you have to get out of your canoe and carry it over obstacles. After a while the guide leaves because the going is too tough, but Monsieur d’Iberville has no intention of giving up.

At last! Progress becomes easier as the waterway gets wider. Suddenly, you find yourselves in a lake. You paddle across this lake and find a wide, straight waterway which you follow. It leads to another, even bigger lake. Imagine the beauty of the wide expanse of water after fighting your way through the swamps!

On your journey you have seen many flocks of wild turkey, as well as many unfamiliar animals such as alligators. You have been plagued by swarms of mosquitoes that made you wish you had never left France. But now the expedition party is in good spirits. Monsieur d’Iberville names the two lakes you have discovered. The larger one he names “Pontchartrain” for the French Minister of Marine. The smaller one he names “Maurepas” for the Count of Maurepas, Pontchartrain’s son. Both these important men belong to a prominent French family who helped to make your voyage possible. He names the narrow river that brought you from the Father of Waters to the lake Monsieur d’Iberville for himself: Iberville’s River (today it is called Bayou Manchac).

Monsieur d’Iberville orders you to build a bonfire on the bank of Lake Pontchartrain to attract the attention of your fellow explorers, including his brother Monsieur Bienville. The plan works! You are able to rendezvous with the ships as you exit out of Lake Pontchartrain through the Rigolet Pass into Lake Borgne, and then to the Mississippi Sound in the Gulf of Mexico. Finally, you return to Fort Biloxi, excited about being the member of Monsieur d’Iberville’s expedition that discovered the Lake Pontchartrain Basin.
DRAMATIC TIME LINE

Objective:

The students work in cooperative groups to dramatize the historical time line of the Lake Pontchartrain Basin.

Materials:

- Paper, pens, pencils, and materials for props - to be brought in by students or found at school
- Materials for making backdrops, etc.
- Costumes - to be brought from home by the students or made from odds and ends
- Handout: Planning the Scene (Page 264)
- Handout: The Script (Page 265)

Getting Ready:

1. Read and duplicate “Historical Highlights of the Lake Pontchartrain Basin” (Pages 251-256).
2. Gather books and other resources from the library for the students to use as resources.
3. Arrange a field trip to the Louisiana State Museum in New Orleans or to a museum in your community.
4. Arrange with the principal a time that is good for the class to perform the skits for the school or specific classes. Another idea is to perform the skits for your community’s retirement home. The senior citizens may also be able to furnish some good stories about their memories of the Lake.
5. Be on the lookout ahead of time for likely props and costume materials.

Process:

1. Read “Historical Highlights of the Lake Pontchartrain Basin” with the class.
2. Divide the class into cooperative groups.
3. Help the students assign roles in their groups. They will need script writers, directors, prop finders and makers, and set designers.
4. Assign each group a time period in history. There are seven main time periods delineated in the text.
5. Allow for research time, including use of the resources you brought in as well as homework time in which the students do their own information search.

6. Take a field trip to the Louisiana State Museum or another museum for a fact-finding mission.

7. Allow the groups time to organize the information gathered during the fact-finding time.

8. Pass out Handout: Planning the Scene (next page). Allow the students time to begin planning their scene. At the end of the class period bring the groups together to discuss their plans. Talk about how to put the individual scenes together to make a whole time line.

9. Pass out Handout: The Script (Page 265). Allow the groups time for script-writing. Collect the scripts so you can read through them and give feedback in time for the next class.

10. Ask the students to bring their props and costumes to class.

11. Allow class time for the students to learn their lines, rehearse their skits, and finish the props and sets. Encourage simplicity in set and prop design.

12. Conduct a dress rehearsal. Allow time for final preparations.

13. Perform the skits.

14. Conduct a “debriefing” session in class to allow the students to discuss their performances dramatizing the time line.

Handouts follow
HANDOUT:
PLANNING THE SCENE

Work in your cooperative group to complete this sheet

1. **Group #:**

2. **Historic time period** *(include dates)*:

3. **Number of characters**:

4. **Names of characters**:

5. **Props**:

6. **Costumes**:

7. **Other materials**:

8. **Description of the scene**: *(one paragraph)*
Write the script for your group’s scene below, including a description of the setting and each character’s name with their lines. You may also include other phrases to describe actions, etc., of the actors. This handout may be duplicated, as needed, to accommodate a longer script.

THE SETTING:

CHARACTER #1

CHARACTER #2

CHARACTER #3

CHARACTER #4
THE CULTURES OF
THE LAKE PONTCHARTRAIN BASIN

Objective:
The students will conduct research about a chosen or assigned cultural group of the Lake Pontchartrain Basin. In cooperative groups the students will gather and organize the information about several cultures, create a concept map, and share the information with the whole class.

Materials:
- Reference books with information about the cultures of the Lake Pontchartrain Basin
- Butcher paper or easel pads
- Thick markers
- Handout: Gathering and Organizing Facts About the Cultures of the Lake Pontchartrain Basin (Pages 268-270)

Getting Ready:
1. Conduct a search for information about the cultural groups in the Lake Pontchartrain Basin. Refer to the resource section at the end of this chapter; try the Internet as a research tool; contact resource people in the community.
2. Arrange a field trip to the local library or other resource in your community such as a museum where students can gather facts about cultural history.

Process:
1. Assign cooperative groups. The roles of “information scouts,” “note-takers,” “information organizers,” and “facilitators” will be needed.
2. Provide each group with research materials. Brainstorm with the group additional avenues of information.
3. Give each student a copy of Handout: Gathering and Organizing Facts About the Cultures of the Lake Pontchartrain Basin.
4. Help the groups divide the topics among the members.
5. If you choose to take a field trip to the library or museum, assist the students in selecting relevant information.

6. If the students have never made a concept map before, show them some examples and create a practice concept map with the whole class. (An example is provided on the handout.)

7. After the information gathering is complete, the students work together in their groups to put the main ideas into a concept map. The facilitators in each group are responsible for writing single words and phrases to convey information about the cultural history of their group on the easel paper.

8. Help the groups follow the directions on the handout to complete their concept map.

9. Each group explains its finished concept map to the rest of the class, sharing information about all the cultures studied. Encourage the students to add creativity to their presentation with slide shows, dances, food, traditional dress, etc., to illustrate the culture they studied.
Gathering and Organizing Facts About the Cultures of the Lake Pontchartrain Basin

1. **Research your own cultural heritage or choose a culture:**
   - Native American
   - European
   - African
   - Asian
   - South and Central American
   - Pacific
   - Caribbean
   - Canadian

2. **Distribute the following questions to the cooperative groups. Work with a partner to research your questions for the culture you are studying. Write notes in response to each question you answer.**

   - What were major differences between the homeland and the Lake Pontchartrain Basin?
   - What are some of the culture's ethnic recipes?
   - Describe or draw the traditional dress of the settlers of your culture.
   - What are the traditional holidays or festivals of your culture?
   - What did the people of your culture traditionally do to make a living?
   - What are some of the tools or other artifacts that may be associated with your culture?
   - List six characteristic given names for males and females within the culture.
   - List place names (e.g. towns and rivers) named by your culture.
   - What was the main hardship faced by your culture when they arrived in the Lake Pontchartrain Basin?
   - How did the people solve their problems?
   - What was the main reason your cultural group came to the Lake Pontchartrain Basin?
   - Name the main areas of the Lake Pontchartrain Basin in which the culture settled.
   - What is the original language of the culture? Learn some words or phrases from this language. Is the language spoken today by the residents of the Lake Pontchartrain Basin?
   - Find and write out a traditional song of the culture.
   - Learn a traditional dance of the culture and perform it when your group presents its concept map.
   - How did the people use the natural resources available in the Lake Pontchartrain Basin?
3. Make a concept map of your culture. Look at the concept map of the Islenos (Islanders) of St. Bernard Parish (next page). You may use this as a model, or you may adapt or modify it.

4. In your group, share the new information you have found. On an easel pad or piece of paper taped on the wall, write down all the single words or short sentences that represent the facts found for each research area. Do not leave anything out.

5. Organize these words and sentences under appropriate headings or categories. Now you can edit the ideas, leaving out the ones that do not fit.

6. Begin with a fresh piece of paper to make a finished concept map of your culture.

7. Present your concept map to the class. Spice up the presentation with a dance, song or a traditional dish from your culture. If possible, dress in the traditional clothing of your culture from the early settlers’ days.
**ISLENOS (Islanders)**

**came from**

**CANARY ISLANDS**

7 Inhabited Islands off the north east coast of Africa

**CLIMATE:** Subtropical

**OCCUPATIONS:**

Many were fishermen. Farmers grew fruits, sugar, and tobacco

**WHY THEY EMIGRATED:**

Spanish Government began recruiting Canary Islanders in 1778 to defend Louisiana from the British. Whole families were transported to Louisiana.

**FAMILIES WERE PROVIDED:**

Land, a small house, a pig, food rations, and tools for farming

**LANGUAGE:**

Islenos spoke a dialect of Spanish, preserved due to isolation. Now only older people speak the language.

**TRADITIONAL DISHES:**

“gofio,” a gruel of millet or corn and “caldo,” a soup

**TRADITIONAL ENTERTAINMENT:**

Decimas, ballads, dances

**LOUISIANA OCCUPATIONS:**

Islenos began as farmers but later moved into the marsh to make a living fishing, hunting, and trapping as well as boat building.

**SOME ISLENO NAMES:**

Perez, Nunez, Campo, Martinez

**SOME ISLENO VILLAGES:**

St. Bernard, Delacroix, Shell Beach, Reggio

**THE ISLENOS TODAY:**

Face loss of the Islenos language, fisheries depletion, poor fur markets, and loss of the St. Bernard marshes.

**SOME IMMIGRANTS’ HOUSES WERE: **

Small with palmetto roofs
THE GREAT PONTCHARTRAIN PURSUIT
Capturing History in a Box

This activity is divided into five sections:

I. Learning about cultures in the Lake Pontchartrain Basin
II. Collecting and cataloging artifacts
III. Preparing a documentary-style report
IV. Designing a History Box
V. Making a presentation, in documentary form, using collected information and artifacts

GOAL
The purpose of this activity is to instill an awareness in students of the important role the Lake Pontchartrain Basin has played in the history of our culture.

Vocabulary

- **artifact**: something produced by human work
- **oral history**: historical data consisting of personal recollections
- **primary source**: a source of information written directly by the person whose experience is recorded (e.g., journals and diaries)
- **secondary source**: a source of information that is indirect, information written after the fact about historical events (e.g., history books)
- **anthropologist**: a person who studies the customs and cultures of the human race
- **archaeologist**: a person who studies the human cultures of the past
- **documentary**: a film or report in which evidence and information are used to tell a true story about a topic
SECTION I:
LEARNING ABOUT CULTURES
AROUND THE LAKE PONTCHARTRAIN BASIN

Objectives:

- Share oral history anecdotes about the Lake.
- Use artifacts and other forms of evidence to illustrate the cultural history of the Lake Pontchartrain Basin.
- Distinguish between primary and secondary sources of information.

Materials:

- Artifacts associated with the Lake Pontchartrain Basin culture, such as a crab trap.

Getting Ready:

1. Contact local public and university libraries to determine the availability of materials on the history and culture of the Lake Pontchartrain Basin.
2. Contact local organizations such as the Lake Pontchartrain Basin Foundation to obtain materials, arrange field trips and/or locate a guest speaker for your class.

Process:

1. Tell students the purpose of the activity. Explain that they are to first gather stories about the Lake Pontchartrain Basin from older people in their families and communities. Tell them to come to class on a designated date ready to share stories they have been told. They may choose to record the stories on audio- or videotape.
2. Ask students to share their anecdotes.
3. Define oral history and point out that their stories are a form of oral history. Discuss the values of oral history.
4. Discuss the difference between primary and secondary sources of information. Make lists of examples on the board under the two headings, “primary sources” and “secondary sources.”
5. Introduce the term “artifact” by passing around the artifact you have chosen to use to illustrate the point. Ask the students to pretend they are anthropologists or archaeologists. What clue would the artifact provide about the people who made and used it? (“What is it used for?” “Does it tell us anything about their diet?”)
SECTION II:
COLLECTING AND CATALOGING EVIDENCE AND ARTIFACTS

Objectives:

- Participate in a scavenger hunt to find and collect artifacts and information (primary and secondary sources) about the history and culture of the Lake Pontchartrain Basin.
- Catalog and organize the artifacts and information in a meaningful way.

Materials:

- Handout: The Great Pontchartrain Pursuit Scavenger Hunt (next page)
- Handout: Group Assignments (Page 275)
- Handout: Artifact and Information Record Sheet (Pages 276 and 277)
- Books on local history

Getting Ready:

1. Divide the class into cooperative learning teams, assigning each group a number. Assign roles of writers/editors, investigators, interviewers, and graphic designers.
2. Arrange a trip to a local library for research time in the Louisiana Room. Many of the books will be reference only. Prepare the students in advance for note-taking and making copies.

Process:

1. Explain to the students that they are about to begin a scavenger hunt for artifacts and information about the history of the culture in the Lake Pontchartrain Basin. Explain that their final goal is to prepare a documentary which will be presented along with the artifacts and other evidence and information to the class in the form of an oral presentation.

2. In their groups, the students make a plan for completing the assignments on the handout: The Great Pontchartrain Pursuit Scavenger Hunt. Each student may participate in two or more of the job groups. They use the handout: Group Assignments to divide up the tasks.

3. During homework time and on organized trips to the school or public library, the students begin to amass information and find artifacts.

4. During class time, the students work in their cooperative groups to catalog the artifacts, using the handout: Artifact Information Record Sheet. They need to organize the information in a meaningful, logical way; they must support their decisions.
HANDOUT:
The Great Pontchartrain Pursuit Scavenger Hunt

1. Find three written primary sources (e.g., journals, diaries, autobiographies) and three secondary sources (accounts written later about historical events) about life in the Lake Pontchartrain Basin in the 1600s, 1700s, 1800s or 1900s. Include stories or vignettes from each source, depicting an event that you find interesting.

2. Interview three people who depend on the Lake for a living, e.g., a fisher who depends directly on the Lake; a bait shop owner who provides a service to those using the Lake; a person working at a seafood restaurant whose business depends on a supply of seafood from the Lake. Tape the interview and transcribe the segment you find most interesting.

3. Find or make replicas of two artifacts used by people living in the Lake Pontchartrain Basin for three of the following centuries: 1600s, 1700s, 1800s, or 1900s.

4. Find five to ten photographs depicting life around the Lake Pontchartrain Basin. Include photographs from as many different time periods as possible, including recent days. Include various aspects of life: leisure, recreation, business, home life, etc. Look in pictorial history books of the regions within the Lake Pontchartrain Basin. Check out the local historical societies. Ask neighbors and family members.

5. People from many different cultures have made the Lake Pontchartrain Basin their home over the years. Construct a map depicting the location of two groups of people. Use the library to find sources of information on the culture. If possible, interview members of the cultures.

6. Collect three to five recipes which use ingredients obtained from Lake Pontchartrain. Try to find a wide assortment of foods. Include contemporary recipes as well as those from other time periods.

7. Collect photographs showing the changes of fashion through the ages, including swim wear, formal wear, work clothes, Mardi Gras costumes, etc.
**HANDOUT:**

**Group Assignments**

**Designer/ Graphic Artists:**
Designers and graphic artists will create the designs on the outside of the History Box, once the artifacts are collected. They will also construct the map depicting the cultures that live around Lake Pontchartrain.

**Investigators:**
Investigators will conduct research on the various topics. They will locate information in the libraries and from other outside sources.

**Interviewers:**
Interviewers will locate members of the community to interview. They will write the questions, interview the subjects, and transcribe portions of the tapes.

**Writers/ Editors:**
Writers and editors will write, edit, revise, type, and proof the text for the History Box Documentary presentation.

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<th>Designers/ Graphic Artists</th>
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HANDOUT:  
ARTIFACT/ INFORMATION RECORD SHEET

GROUP #: __________________________

GROUP MEMBERS: __________________________

Directions:

ARTIFACT/ INFORMATION (circle one)

If the item is an artifact, circle the word “artifact.” If the item is a piece of written information, circle the word “information.”

NUMBER:

Catalog each item by assigning your group number first, then the number of the item. For example, a fishing net would be considered an artifact. If it were the first artifact collected, Group 1 would catalog it as 001-001A. Artifacts will end with an “A.” Information items will end with an “I.” (Be sure to place a tag on each item with the appropriate number as well.)

DESCRIPTION:

Briefly describe each artifact and printed material.

SOURCE: PRIMARY/ SECONDARY

Indicate whether your source of information was written directly by the person who experienced, recorded, or described events, activities, thoughts, beliefs, ideas (primary source) or indirectly by someone who researched the events or paraphrased the descriptions, thoughts, beliefs, or ideas (secondary source). Briefly describe your source.
1. **Artifact/ Information**
   - Description: __________________________
   - Source: Primary/ Secondary

2. **Artifact/ Information**
   - Description: __________________________
   - Source: Primary/ Secondary

3. **Artifact/ Information**
   - Description: __________________________
   - Source: Primary/ Secondary

4. **Artifact/ Information**
   - Description: __________________________
   - Source: Primary/ Secondary
SECTION III:
PREPARING A DOCUMENTARY-STYLE REPORT

**Objective:**

Work in cooperative groups to prepare a documentary report, focusing on an aspect of the cultural history of the Lake Pontchartrain Basin.

**Materials:**

- Paper and pencils/pens
- Word processors/computers as available
- Props (hats, backdrops, etc.)

**Getting Ready:**

Schedule computer time. Students will need access to word processing programs.

**Process:**

1. Students work in their groups to complete writing descriptions and stories about their selected artifacts, demonstrating how these artifacts are significant to the cultural history of the area.

2. Students write short accounts or stories about the other information they have gathered (e.g., a section of a diary or a fascinating story about a notable person in the history of the Lake Pontchartrain Basin).

3. Students arrange their information chronologically.

4. In cooperative groups, students prepare a presentation of their work, developing a script for their presentation. Encourage creativity; students may choose to illustrate a point with a short skit or a song.
SECTION IV: DESIGNING A HISTORY BOX

Objectives:

- Decorate a box with illustrations of selected historical events of the Lake Pontchartrain Basin.
- Make a list of the artifacts to be included in the History Box.
- Place the artifacts in the History Box in an order determined by the group.

Materials:

- Large, sturdy cardboard boxes (preferably with lids)
- Paint/markers, etc. for illustrations
- Paper, pens/pencils

Getting Ready:

1. Arrange the classroom, providing working space for each group.
2. Obtain a plastic cover or drop cloth for art areas.

Process:

1. Students assigned to the “designer/graphic artists” roles (See Group Assignments handout) choose and depict a scene about a significant event in the history of the Lake/ Basin.
2. Students make a list of the artifacts and information to be included in the History Box.
3. Students arrange all the artifacts, etc. in the History Box.
SECTION V: PRESENTING THE DOCUMENTARIES

Objective:
Make a presentation to the class of the work completed in Sections II, III, and IV.

Getting Ready:
Prepare the classroom for the presentations. Think about audio-visual equipment, furniture arrangement, extra tables, and traffic flow.

Process:
1. In cooperative groups, the students make presentations of their documentary, featuring the artifacts, primary and secondary information, and the History Boxes.
2. Display the History Boxes.
3. “Debrief” the presentation. “What were the most significant facts you learned?” “What was the most surprising fact or artifact?” “What were the strengths of each presentation?” “What would you change if you were to repeat the presentation?” “What suggestions would you give to future researchers?”
There are many sources of historical information, but there is no one place that contains all the information you may need on a topic. So thorough research involves some legwork. Below is a list of resources for conducting research on the history of the Lake Pontchartrain Basin.

**NEW ORLEANS:**

- **Louisiana State Museum Complex:** call for group rates. *(504) 568-6968.*
  751 Chartres St. 70116

- **The Cabildo:** in Jackson Square presents many aspects of Louisiana in both traditional and interactive exhibits. *(504) 568-8975.* 701 Chartres St. 70116.

- **The Presbytere:** also in Jackson Square contains a permanent collection of historic interest as well as temporary exhibits on a variety of topics. *(504) 568-6985.*
  751 Chartres St. 70116.

- **1850 House:** a recreation of a typical New Orleans family dwelling in the mid-19th Century. Guided walking tours of the French Quarter begin here. *(504) 524-9118.*
  523 Saint Ann St. 70116.

- **The Old U.S. Mint:** contains exhibits on jazz and Mardi Gras history. Research may be conducted at the Louisiana Historical Center at the Old U.S. Mint. *(504) 568-6993.*
  400 Esplanade Ave. 70116.

- **Historic New Orleans Collection:** another source of historic documents and maps. There also are special exhibits scheduled on topics related to Louisiana history. *(504) 523-4662.*
  533 Royal St. 70130.

- **Hermann-Grima Historic House:** depicts the lifestyle of a wealthy Creole family of the 19th Century. *(504) 525-5661.* 820 Saint Louis St. 70112.

- **Gallier House:** the restored 19th-century house of architect James Gallier. *(504) 523-6722.* 1132 Royal St. 70116.

- **Pitot House:** a restored 18th-century plantation house on Bayou St. John. *(504) 482-0312.* 1440 Moss St. 70119.
KENNER:

- **Louisiana Wildlife and Fisheries Museum and Cannes Brulee Native American Center of the Gulf South:** The wildlife museum houses a large collection of preserved Louisiana species of birds and mammals as well as a freshwater aquarium with native species. The Native American Center comprises an outdoor reconstructed Native American village and there is an active program of demonstrations of Native American culture, including building traditional structures, pirogue making, beading, dancing, and story-telling. In Kenner, you can also see memorabilia from the old Pontchartrain Beach Amusement Park at City Hall on Williams Boulevard. *(504) 468-7232.* 303 Williams Boulevard at Rivertown, Kenner 70062.

MADISONVILLE:

- **Madisonville Museum:** features exhibits of local wildlife, Native American culture, and maritime history. Call ahead; only open on weekends. *(985) 845-2100.* 201 Cedar St. 70447.

LACOMBE:

- **Bayou Lacombe Rural Museum:** features artifacts from daily rural life of the 19th Century, information about the Choctaw Culture of the region, as well as Father Adrien Rouquette, local priest who lived with the Choctaws. *(985) 882-5146.* 61115 Saint Mary St. 70445.

ST. BERNARD:

- **Islenos Museum:** contains artifacts and exhibits pertaining to the Islenos culture from the Canary Islands. Descendants of Islenos settlers act as curators of the museum. *(504) 682-0862.* 1357 Bayou Rd. 70085.

SELECTED PLANTATION HOUSES:

The following three plantation houses are situated close together in St. Charles Parish. They could provide an opportunity for students to make comparisons and explore the French Colonial plantation life.

- **Destrehan Plantation:** a plantation house dating back to French Colonial days. *(985) 764-9315.* 13034 River Rd. 70047.

- **Ormond Plantation:** built before 1790, this is another French Colonial plantation house. *(985) 764-8544.* 13786 River Rd. 70047.

- **Labranche Plantation Dependency House:** French Colonial plantation house built in the 1790s. *(985) 468-8843.* 11244 River Rd., St. Rose 70087.

- **Tezucuo Plantation:** *(225) 562-3929.* 3138 Highway 44, Darrow 70725.
The River Road African American Museum and Gallery: (504) 644-7955.
3138 Highway 44, Convent 70723.

**LIBRARIES:**

The regional libraries contain a wealth of information if you are willing to spend some time on research. Besides books on the shelf, libraries also have microfilm catalogs which are a valuable source for old newspaper and magazine articles. Several regional libraries have Louisiana Rooms or Collections and archives containing valuable information. These two resources contain reference-only materials, so be prepared to use a coin-operated copy machine. Cultural resource documents prepared by professional archaeologists are excellent sources of historical information, but are not always easy to access. Ask your librarian about these.

**NEW ORLEANS PUBLIC LIBRARY:** The central library on Loyola Avenue has been the official repository for historical information in the Greater New Orleans region for a long time, so it has a more complete collection the other parish libraries. Visit the Louisiana Room and the archives to collect information. (504) 529-7323. 219 Loyola Ave. 70112

**JEFFERSON PARISH PUBLIC LIBRARY:** Jefferson Parish has a Louisiana Collection Room. Ask the librarian to help locate appropriate books on the topic you are researching. Remember to use the microfilm catalog. (504) 838-1100. 4747 W. Napoleon Ave., Metairie 70001.

**OTHER REGIONAL LIBRARIES:** Call your parish library to find out details on its resources.

**UNIVERSITY OF NEW ORLEANS LIBRARY:** has a Louisiana Collection room and an archive section. (504) 280-6354. 2000 Lakeshore Dr. 70148.

**TULANE UNIVERSITY LIBRARY:** has a Louisiana Collection room and the Hogan Jazz Archives. (504) 865-5685. 6823 St. Charles Ave. 70130.

**Contact the university libraries in your parish.**
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<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Location</th>
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<tr>
<td>Bezou, Henry C.</td>
<td>Metairie: A Tongue of Land to Pasture</td>
<td>Pelican Publishing: Gretna</td>
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<tr>
<td>Davis, E. A.</td>
<td>Louisiana, A Narrative History</td>
<td>Claitor’s Book Store: Baton Rouge</td>
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<td>Kniffen, F. B.</td>
<td>The Indians of Louisiana</td>
<td>Pelican Publishing: Gretna</td>
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<tr>
<td>Maygarden, B.</td>
<td>Earth Search, Inc., New Orleans. Personal Interview</td>
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<tr>
<td>Roberts, W. A.</td>
<td>Lake Pontchartrain, Bobbs-Merrill</td>
<td>New York</td>
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ACTIVITY:
“Marsh Mysteries”: A Quiz on Louisiana’s Wetlands

Objectives:
1. Use the Internet to create and score quizzes on wetlands, the Lake Pontchartrain Basin, or other topics.

Teaching Materials:
- Computer with internet provider
- Copies of “Marsh Mysteries: A Quiz on Louisiana’s Wetlands” handout (Page 287)

Getting Ready:
2. Organize students into partner pairs, if desired.
3. Be sure that students are familiar with use of the Internet and with the website.
4. Review the functions of Quiz Lab with students.

Procedure:
1. Sign on to Quiz Lab by going to http://www.funbrain.com and clicking on the Quiz Lab icon.
2. If you are a registered user, log on to the site. If you are not already registered, you may do so easily by following the simple steps outlined on the site.
3. Once you have a username and password, you can access your private area within Quiz Lab. You can sign on from any computer connected to the Internet.
4. Select a “Secret Word” for your students to use when signing on to take this particular quiz or any others you choose to make.
5. To construct a quiz on Louisiana’s wetlands, click on the “Create A New Quiz” link. Follow the online prompts about the type of quiz you want to make. Enter the questions and other information about your quiz.
6. When your students sign on, they will see the quiz that you selected for them. They take the quiz by answering each of the questions as they are presented.
7. At the end of the day or week (your choice), the results of student quizzes will be e-mailed directly to you. At any time, you can sign in and see your students’ scores for any of your quizzes by logging in with your username and password. Click on “View Student Scores” or “Gradebook.” You can even see details about any questions answered incorrectly.
8. Change any questions in any of your quizzes by selecting “View and Edit Quizzes.”
Extensions:

1. Make a handout for your students that tells them how to enter the Quiz Lab using their secret word. Click on the “Student Handout” link and print the page.

2. To access the huge library of quizzes made by other teachers, click on “Ready-Made Quizzes.” Select the grade level and subject of the type of quiz you want. You will then see a list of quizzes from which to select. Browse the selections carefully. If the one you choose meets your needs, click on “Import Quiz.” Otherwise, hit the BACK button to browse more quizzes. We have entered a quiz entitled “LA Marsh Mysteries” using some of the questions provided in this lesson. Look for it in Quiz Lab.

3. Share the wealth! Add your own quizzes to the quiz bank for other teachers to use.

Assessment Procedures:


2. Student scores on the Internet quiz “Marsh Mysteries” will be e-mailed to the teacher.
“Marsh Mysteries”
A Quiz on Louisiana’s Wetlands

In this activity you will check your knowledge of Louisiana wetlands by using the Internet to take an online quiz. When you have finished taking the quiz, your score will be reported to your teacher by e-mail. Just follow these simple directions:

   - Go to the “KIDS” section.
   - Click on “Take Your Teacher’s Quiz” to access the “Student Login” screen.
   - Enter your name and the secret word provided to you by your teacher.
   - As soon as you sign in you will see the quiz prepared by your teacher.
   - Take the quiz by answering each of the questions as they are presented by Quiz Lab.
   - That’s it! Your score will be e-mailed to your teacher.

II. How well did you do? What did you learn? Complete this self-assessment after you’ve taken the quiz.

   1. Something difficult or confusing about the quiz was____________________________________
      ________________________________________________________________________________

   2. Something interesting or fun about the quiz was______________________________________
      ________________________________________________________________________________

   3. The most important thing I learned from taking the quiz was__________________________
      ________________________________________________________________________________

   4. I could improve my performance on the quiz by______________________________________
      ________________________________________________________________________________

   5. The quiz made me want to learn more about ________________________________________
      ________________________________________________________________________________
"Marsh Mysteries"
A Quiz on Louisiana’s Wetlands

The majority of these questions came from the March 18, 2001 Times-Picayune article “Marsh Madness,” written by Bob Marshall, Outdoors Editor of the Times-Picayune.

1. The largest expanse of wetlands in the continental United States is in (a) Chesapeake Bay (b) Alaska (c) Louisiana

2. How much coastal land has Louisiana lost due to erosion? (a) 10,000 acres (b) 50,000 acres (c) more than 1,000 square miles

3. The major cause of Louisiana’s coastal land loss has been (a) natural subsidence of deltas (b) hurricanes (c) nutria (d) canal dredging

4. A wetland is (a) a natural resource (b) a home to wildlife (c) a reservoir for floodwaters (d) all of these

5. The heaviest Louisiana snowfall ever was (a) 2 inches (b) 10 inches (c) 24 inches (d) 8 inches

6. Wetlands are (a) fragile ecosystems (b) being developed at a fast rate (c) often polluted by human actions (d) all of these

7. Louisiana leads the nation in seafood production. (a) true (b) false

8. The heaviest single-day rainfall in coastal Louisiana was (a) 22 inches (b) 12 inches (c) 35 inches (d) 3 feet

9. Louisiana contains the nation’s most prolific estuaries. (a) true (b) false (c) probably

10. How many species of snakes are found in the coastal wetlands? (a) 27 (b) 17 (c) 10 (d) none

11. Ducks fly south and trees drop their leaves during the fall due to falling temperatures. (a) true (b) false

12. How many species of frogs are found in coastal Louisiana? (a) 18 (b) 27 (c) 45
13. The driest year on record in Louisiana was 2000.
   (a) true  (b) false

14. The following animals once thrived in Louisiana.
   (a) elk  (b) bison  (c) grizzly bear
   (d) red wolf  (e) all of these

15. The state fish is
   (a) largemouth bass  (b) crappie
   (c) speckled trout  (d) bullhead catfish

16. The driest month of the year in Louisiana is
   (a) November  (b) June
   (c) March  (d) October

17. The state bird is the
   (a) white pelican  (b) brown pelican
   (c) bald eagle  (d) mockingbird

18. White pelicans migrate to Louisiana in the winter from
   (a) Florida  (b) Cuba
   (c) Chalmette  (d) American NW & Canadian West

19. The state reptile is the
   (a) king cobra  (b) king snake
   (c) alligator  (d) water moccasin

20. The state amphibian is the
   (a) green tree frog  (b) bull frog
   (c) toad  (d) box turtle

21. Louisiana is one of the oldest land masses in the nation.
   (a) true  (b) false

22. There are more white-tailed deer and other wildlife in Louisiana today than
    50 years ago.
   (a) true  (b) false

23. Louisiana’s record high temperature was
   (a) 105°F, July 1997  (b) 110°F, July 1995  (c) 114°F, August 1936

24. The primary plant in the salt marsh is
   (a) Spartina alterniflora  (b) Roseau cane
   (c) St. Augustine grass  (d) Widgeon grass

25. The coastal marsh is New Orleans’ greatest protection against hurricanes.
   (a) true  (b) false
ANSWERS to “Marsh Mysteries” Questions:

1. C According to federal figures, 40% of the wetlands left in the continental U.S. (about 7,000 square miles) are in Louisiana, far more than any other state. Remember: 80% of the nation’s wetland loss has already occurred in Louisiana!

2. C LSU reported that from 1932-90, 687,502 acres (more than 1,000 square miles) were lost, an area about the size of Rhode Island. Since then, the loss has averaged about 25-35 square miles per year.

3. D A recent study by the federal government says 44% of Louisiana’s coastal land loss is due to canal dredging: 31% for oil and gas development; 13% for shipping.

4. D

5. C

6. D

7. False. Or true, depending on the year! Alaska is usually #1, with Louisiana #2, but it depends on the year.


9. Probably. State and federal research has shown that 85% of the commercial catch in the Gulf of Mexico depends on estuaries, most of which are in Louisiana.

10. A

11. False. It’s shorter days, not lower temperatures. Researchers believe that the number of hours of light in a day is the key to autumnal changes in nature.

12. A

13. False. Though 2000 was a pretty dry year with 48.19 inches of rainfall, Louisiana’s driest was 1889 when only 36.81 inches of rain were recorded.

14. E Surprise! All were abundant when the first Europeans arrived in the 17th Century. Habitat loss and unregulated hunting drove these species from the state. LA Department of Wildlife and Fisheries is trying to reintroduce the red wolf to south Louisiana.

15. B Crappie is also known as sac-a-lait.

16. D

17. B

18. D

19. C

20. A

21. False. Louisiana consists of thick layers of alluvial sediments that, in geologic terms, are relatively young. They’re not nearly as old as some of the rocks in states like Tennessee and Colorado.

22. True. In the early 1900s, habitat loss and unregulated hunting almost wiped out whitetail deer and most other game animals in Louisiana. Conservation groups organized in the 1930s by sportsmen initiated a comeback.

23. C Plain Dealing, LA recorded 114° F on August 10, 1936.

24. A Spartina alterniflora is also known as oyster grass. Its roots hold soil together and its stems provide food for mammals.

25. True. Scientists say 2-3 miles of marsh will reduce a storm surge by one foot. This is critical for New Orleans, a “city in a saucer” that is 15 feet below sea level in some places.

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