

New Orleans Virtual Field Trip Lesson Plan

GRADE LEVELS: All

APPROXIMATE LENGTH OF TIME

2-3 hours, depending on how many supplemental materials you choose to incorporate.

GOAL

To virtually explore the history of New Orleans via video, primary and secondary sources and classroom discussion.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - a. Students will be able to identify important locations and historic events in New Orleans.
2. Comprehension / Application / Analysis
 - a. Read primary source documents.
 - b. Summarize findings by writing an original creative piece.
3. Evaluation
 - a. Evaluate and discuss some of the key locations and historic moments in and around New Orleans, Louisiana.

INSTRUCTIONS

Before class, look through the supplemental videos, articles and lesson plans to decide which you want to utilize alongside the Virtual Field Trip. Show students the Virtual Field Trip Video and have them answer the multiple-choice question worksheet while viewing the video. Utilize the discussion questions after watching the video.

DISCUSSION QUESTIONS

- Have you ever visited this city or any of its historic sites?
- Which site would you like to visit and why?
- What role did this city played in the War of 1812?
- What role did this city have during the American Civil War?
- What was your favorite site the video visited and why?
- Is there a site or subject from the video you'd like to know more about?
- Was there something you didn't understand about the video? What was that?

ACTIVITIES

1. Watch some or all the [New Orleans Virtual Field Trip video](#). (Some classes might like to fill out the Video Question Quiz Worksheet while watching the video.)
2. Conduct a group discussion utilizing the discussion questions.
3. Have the students complete the [Video Question Quiz Worksheet](#).
 - a. If the entire Virtual Tour video was watched, have the students complete all of it.
 - b. If only some of the Virtual Tour video was viewed, the students can complete the relevant sections.
4. Have the students complete one of the following exercises utilizing primary and secondary sources to influence a creative piece. They should provide an accurate summary of the sources.
 - a. Students will write a diary entry as though they are living in New Orleans and recording their reaction to the news of the Louisiana Purchase.
 - b. Historical Summary: Throughout the eighteenth century, New Orleans drifted between French and Spanish control. When France controlled New Orleans, they permitted the Americans the “right of deposit” to store goods for export there. Once France ceded control of New Orleans to Spain, however, the Spanish refused to grant Americans the “right of deposit.” This angered many Americans who relied on Mississippi trade for their livelihood and deeply troubled the third American President, Thomas Jefferson, who looked to the American interior as an empire of liberty, where his vision of a society of yeoman gentlemen farmers peacefully tilling the soil could flourish. In 1803, the United States purchased a huge tract of land and the port city of New Orleans from Napoleon Bonaparte.
 - c. Use these resources to explore more details about the Louisiana Purchase:
 - i. [Digital Collections - Louisiana Purchase: Primary Documents in American History - Research Guides at Library of Congress](#)
 - ii. [Expansion and Exploration in the New Republic](#)
 - iii. [1803: Treaty Between the United States of America and the French Republic](#)
 - d. Select a country – France, Spain or the United States – and draw that country’s flag at the top of the page.
 - e. Write a diary entry as though hearing about the Louisiana Purchase for the first time as someone of that nationality living in New Orleans. How do you feel about the news? What fears do you have about the news? What might be hopeful or an opportunity? How do you feel about Napoleon selling the port city and Jefferson purchasing it?
5. Complete an optional exercise.

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

Visit the [Lesson Plan Page](#) to find all resources in one convenient place. You'll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, maps, and biographies.

Quick Links

- [New Orleans Virtual Field Trip \(Video\)](#)
- [Video Question Quiz Worksheet](#)

OPTIONAL EXERCISES / HOMEWORK / ASSESSMENT/ADDITIONAL ACTIVITIES:

OPTION #1: Break students into small groups and assign one or two chapters of the video for each group to watch. Have the groups only watch their assigned sections. After viewing, have the small groups present what they learned to the class.

OPTION #2: Have students research one aspect of the video that piqued their interest. They can prepare a 500-word paper or present their findings to the class in the form of an in-person or video presentation.

OPTION #3: Have students explore the following resources about Women in the American Revolution, Civil War and World War II. Using a Venn Diagram, choose two conflicts and compare the differences and similarities of women's experiences.

- [Women in the American Revolution | American Battlefield Trust](#)
- [Republican Motherhood | American Battlefield Trust](#)
- [The Daughters of Liberty | American Battlefield Trust](#)
- [Women and The Civil War | American Battlefield Trust](#)
- [It's Your War, Too: Women in World War II | The National WWII Museum | New Orleans](#)

OPTION #4: Split students into four groups. Have each group research one of the following traditional New Orleans dishes: Gumbo, Bananas Foster, King Cake and Beignets. What are the ingredients? How/Where was this dish created? Have students consider what other foods their assigned dish reminds them of. Finally, have students present their findings to the class in a short presentation.

OPTION #5: Have students pick an object from the [Louisiana State Museums](#), [Confederate Museum](#) or [The National WWII Museum](#). Have them write a museum object record about their chosen artifact including (if available) a physical description (color, materials), the use/purpose, year created, maker, owner, location created and used, related war, related military branch, and object type (image, artifact, document).

OPTION #6: Have students pick one flag from the flags that have flown over the modern state of Louisiana. Have them research when, how and why they flew over Louisiana along with the meaning of its colors, symbols and images. The flags are:

- The Fleur-de-lis Flag
- The Spanish Flag
- The Union Jack
- The French Flag
- The Lone Star Flag (West Florida Rebellion)
- Early United States Flag (1803)
- Republic of Louisiana / Louisiana Secession Flag
- The Stars and Bars Flag (Confederate First National)
- The Louisiana State Flag

Teacher Preparation – If you're watching the Virtual Tour, then visiting New Orleans in-person:

Visiting New Orleans will be a memorable experience for you and your class. We want it to be memorable for the right reasons...not logistical headaches! Here are a few helpful tips as you prepare to use this lesson plan and begin your explorations.

TEACHING TIPS

1. Check out this tour itinerary for more ideas:
 - a. [Tour New Orleans and Vicinity in Three Days | American Battlefield Trust](#)
2. Contact any sites or museums that you plan to visit.
3. There are some parts of New Orleans (like the French Quarter and Garden District) where buses are restricted and require permits. For more information, visit [New Orleans Motorcoach Rules and Regulations](#). And for parking, visit [Motorcoach Parking in New Orleans](#).
4. Consider if you would like to hire a local guide to help you and your students explore the local history and the city! There are many buses and walking tour guides available.
5. Print any resources that you will want on paper – like maps or photographs.
6. Pre-watch any videos that you don't want to pre-download for the day.

MAPS

- Print or download our tour map:
 - [New Orleans Tour Map](#)