Chapter 13

Louisiana’s Huey Long Era: Poverty and Progress

of important actions taken by important people. One major event in the history of Louisiana is the story of many families who faced a frightening disaster. The children who lived through the Flood of 1927 never forgot that experience. Oral histories collected more than fifty years later from those now-elderly citizens revealed those memories. Some of the memories are very focused. One man who was not even six years old remembers taking his treasured marbles when his family left their home. He said he could still remember the feel of those marbles that he held tightly in his hand.

Others remember sounds. Church bells were rung to warn people of floods in the area. The frightening sound of rushing water was heard more than a half hour before the rising floodwaters reached them. A cow trapped on top of a barn was bawling loudly, but no one could rescue the animal. Several remembered the sound of their mothers’ crying when they found their houses under water. They said they could still hear those crying howls.

Some recalled scenes in the tent cities set up for refugees from the flood. Rows and rows of the white tents were filled with families who had left their homes in the flooded areas. Thousands of people lived in these shelters for many weeks. The tent cities were visited by many government officials, including Booker T. Washington, who was elected president a year later.

Because many were farm families, even the children understood that the ruined fields of crops they saw meant hard times ahead. The people who later told their stories of the flood of 1927 all recall the struggle for recovery.

Many described scenes in the tent cities they saw when they lived in their own. Large loads of cattle were driven to safety by men on horseback. A woman who was a young girl in 1927 described her amusement at seeing an automobile coming to rescue her. Her family had saved a wagon for transportation. Others described the boats that took them to safety. Many reported the long lines of wagons filled with the provisions of farming families. Often a group of students sat on top of the piles.

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Chapter 13 Louisiana’s Huey Long Era: Poverty and Progress
Focus on Skills

Using the Internet

Defining the skill

The Internet contains a wealth of information to help you find answers or research topics. When using the Internet, you should not accept everything you read as being factually correct. Some sites are reputable and make every effort to ensure accuracy, while others may provide incorrect information. Some Internet sites are easy to use, while others are cumbersome and require you to access other sites to actually find the information you seek. When you use an Internet site, you should consider the following:

1. Who is the author of the information? You should determine if the person or group that posted the information is an expert in that field.
2. Note the web address to find some information about the origin of the content of the site. Addresses that use.org belong to organizations like libraries, museums, and nonprofit groups. Addresses that use .com are typically businesses. These sites may contain commercial sites for their products. Addresses that use .edu belong to schools and colleges, while .gov are U.S. government sites.
3. When was the information posted? Information you find on the Internet may be quite old, even though the web page says something like “Top News Events of the Day.” Try to find a date on the page so you will know how old the information is.
4. What type of information is included, that is, a home page, a primary source, an e-mail? Where does the information come from? Try to find where the author obtained the information that is posted. The more knowledge you have about information on the Internet, the better you can assess its validity and usefulness.
5. Is the information objective, or is it biased? Many pieces of information are placed on the Internet in an effort to persuade readers. Did the author use certain words for emotional appeal? You must read the information found there carefully and determine if it contains facts or opinions. You might want to review the cues words found in Chapter 13 that sometimes are used to express opinions.

Try This!

Go to a site on www.political.org/who/Huey.Long to access information on Huey Long. Then, on a separate sheet of paper, answer the questions that follow.

1. Who was the author of the information?
2. When was the information posted?
3. What type of information is included?
4. Where does the information come from?
5. Is the information objective or biased?

It’s Your Turn!

One way to determine the accuracy of information found on the Internet is to compare it with information from other sources. Compare the information on pages 428-441 in your textbook with the information found on the Internet article. Is the information in the Internet article accurate?

Using the Internet

It’s Your Turn!

The following chart illustrates one type of graphic organizer students may use.

<table>
<thead>
<tr>
<th>Information That Is The Same</th>
<th>Information That Is Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huey Long was born in Winfield on August 30, 1893.</td>
<td>Based on my analysis, I believe the Internet article is accurate.</td>
</tr>
</tbody>
</table>

Section 1

A Time of Changes

As you read, look for:
- the cultural changes of the 1920s
- the political changes of the 1920s, and
- vocabulary terms prohibition, Women’s Christian Temperance Union, severance tax, Ku Klux Klan, and Public Service Commission.

The decade after World War I is often referred to as the Roaring Twenties or the Jazz Age. It was a time of rapid change, as if Americans were trying to make up for the time lost during the war.

Figure 27: Timeline: 1915-1935

1915
- First radio program in state broadcast
- Huey Long, a railroad commissioner, was elected governor

1920
- Lindbergh flew solo across the Atlantic
- Huey Long elected governor

1921
- Major flood on Mississippi River

1927
- First radio station in southwest Louisiana begins broadcasting

1929
- Prohibition repealed

1930
- Huey Long was assassinated

1931
- Huey Long elected to the U.S. Senate

1933
- “Sharecropper’s Law” became national law
- Franklin D. Roosevelt elected president

1935
- Huey Long returned to Louisiana

Section 2

Comparing and Contrasting Sources: Huey Long

Comparing and Contrasting Sources

It’s Your Turn!

The following chart illustrates one type of graphic organizer students may use.

<table>
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</table>

Objectives

GLE 6: Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans).

GLE 27: Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents.

GLE 52: Explain how supply and demand affect prices.


GLE 64: Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts.

Section 1

A TIME OF CHANGES

INTRODUCE

Outline

A. Cultural Changes
B. Prohibition
C. Political Changes
1. Women’s Suffrage
2. Progressive Governors
3. The Constitution of 1921

Materials

Textbook, pages 437-423
Blackline Masters
The Roaring Twenties, page 175
Womens Suffrage, page 176
Teacher CD-ROM
Transparencies
Online textbook
mystatehistory.com

Focus

Have music from the Roaring Twenties playing as students enter the room. Ask them how the mood created by the music is different from the mood of World War I. (One source of music clips is www.bascomwaltz.com/flapper/music.html. It has clips from the 1910s through the 1930s.)

TEACH

Social Studies Skill

Reading a Timeline

Have students look at the timeline. Make a KWL chart to determine what they already know about the items on the timeline. Ask them to choose one event that greatly impacted Louisiana and give reasons for their choice.

Guiding Question 8-11
Tell students that movies in the Roaring Twenties were popular throughout America at the turn of the century. New Orleans became the “motion picture capital of the world,” with producers and directors using the city as a backdrop for many of their films. The first talking movie shown in New Orleans, The Glorious Betsy, was released in 1927. The Warner brothers released The Jazz Singer in 1927, the first movie with recorded sound. Along with movies, radio developed in the 1920s, becoming a popular form of entertainment. However, prohibition was also a part of the Roaring Twenties, and people found ways around the law, such as speakeasies and bootlegging. At the end of the decade, radio and the movies were the two most popular forms of entertainment in America.

Using Photos and Illustrations
Ask students to look at the photo and describe what kind of music the woman is playing and the instruments she is using.

Class Discussion
Ask students to discuss the following:
• What was the impact of movies and radio on American society?
• How did prohibition affect everyday life in the 1920s?
• What were some of the cultural changes that took place during the Roaring Twenties?

Critical Thinking
Ask students what their lives would be like today without the radio. How did the radio change society? How did people get information before the radio?

Internet Activity
Have students use a search engine or go to www.decades.com/ to access information on various decades. Put the students in groups to access information on various periods of time.

Guiding Question B-12
Have students find examples of the fashions of the Roaring Twenties. (One good site is www.fashion-era.com/.) Ask them to either draw or make an outfit from that period of history.

Objectives (Cont.)
GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana.
GLE 66: Analyze how a given historical figure influenced or changed the course of Louisiana’s history.
GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history.
GLE 72: Describe leaders who were influential in Louisiana’s development.
GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana.
GLE 74: Trace and describe various governments in Louisiana’s history.

Critical Thinking
In the 1920s, Hollywood brought entertainment to millions of Americans and helped create a national popular culture of common dress fashions, speech expressions, behavior, and heroes. Ask students how a national medium, such as movies, creates a national culture. How were the movies different from those of today?

Using Photos and Illustrations
Ask students to look at the photo and describe what kind of music the woman is playing and the instruments she is using.

Class Discussion
Ask students what their lives would be like today without the radio. How did the radio change society? How did people get information before the radio?

Multidisciplinary Activity
Art
Have students use a search engine or go to www.decades.com/ to access information on various decades. Put the students in groups to access information on various periods of time.

Guiding Question B-12
Have students find examples of the fashions of the Roaring Twenties. (One good site is www.fashion-era.com/.) Ask them to either draw or make an outfit from that period of history.

Objectives (Cont.)
GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana.
GLE 66: Analyze how a given historical figure influenced or changed the course of Louisiana’s history.
GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history.
GLE 72: Describe leaders who were influential in Louisiana’s development.
GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana.
GLE 74: Trace and describe various governments in Louisiana’s history.
Prohibition was just one of the important political ideas of this era. These ideas about improving life for Americans were part of the progressive movement. Many of the changes sought by the progressive movement resulted in political action.

Women’s Suffrage

Women were active in the progressive movement, particularly the prohibition movement. They also formed local clubs to help their neighbors and to improve the quality of life. For example, a Shreveport club’s speaker discussed the need for pure food standards. The Women’s Club of Shreveport was responsible for the city’s first fruit, Princess Pict.

Many women also supported the women’s suffrage movement. Although Louisianians were generally more conservative about seeking the vote, a few women in Louisiana had spoken out for women’s rights when African American men were polled at the vote during Reconstruction. But most Louisiana women of the time did not agree. The New Orleans Times gave the general nineteenth-century opinion, “Politics is had enough for men, without drawing ladies into an atmosphere of corruption and politics.” In 1914, the Louisiana Federation of Women’s Clubs decided that Louisiana women would not even agree to take a stand for women’s suffrage.

The fight for women’s rights was Louisiana’s own Bienville Parish. She attended the Baptist college at Mt. Lebanon in Pennsylvania and later studied in Europe. Ahead of her time and place in the South, she asserted her rights at a young age. At a time when other women still rode a horse side-saddle, she wore pants and sat in a regular saddle. Egan participated in the national women’s suffrage efforts and joined other women in Louisiana who wanted the right to vote.

In 1918, the Nineteenth Amendment, which would give women the right to vote, was passed by the U.S. Congress and sent to the states for ratification. In August 1920, Tennessee became the thirty-sixth state to ratify the amendment. Women in Louisiana were able to vote for the first time the following November.

Progressive Governors

The Branches who had controlled the state were replaced by governors who were more progressive. The governors in the early twentieth century made changes that improved life for Louisianians. John Parker of New Orleans supported the progressive movement. He had even joined Theodore Roosevelt’s Progressive Party and had run for governor as its representative in 1916. Parker returned to the Democratic Party and was elected governor in 1920.
Class Discussion
Ask students to:
• name the groups targeted by the Ku Klux Klan. (Knowledge)
• describe the methods used by the Klan to spread terror. (Comprehension)

Critical Thinking
Ask students if they think crime and violence declined when it became illegal for KKK members to wear masks.

Ask students why they think the people responsible for killing two young white men in Morehouse Parish in 1922 were not convicted.

Check for Understanding
1. Jazz, which came from New Orleans.
3. Some people blamed society’s problems on liquor and believed banning it would improve American life.
4. Many women supported the suffrage movement, although Louisiana women were generally more conservative about seeking the vote.
5. Governor Parker supported a severance tax on resources taken from the environment.
6. A law making the wearing of masks illegal and requiring KKK members’ names to be made known.

Alternative Assessment
Have students write a summary of each event in the section.

Lesson Closure
Ask students which reforms from this period they would have supported. Have them give reasons for their choices.

Check for Understanding
What was the music of the Roaring Twenties? Where did it come from?
What new entertainment became popular?
Why did some people want prohibition?
What was the attitude of women to restrictions on the suffrage movement?
What political change did Governor Parker push for?
What law was passed that was intended to stop the KKK’s violence?

ASSESS

Class Discussion
Ask students to:
• name the groups targeted by the Ku Klux Klan. (Knowledge)
• describe the methods used by the Klan to spread terror. (Comprehension)
T425

SECTION 2
THE 1927 FLOOD

INTRODUCE

Outline
A. Relief Efforts
B. Flood Waters Near New Orleans
C. The Effects of the Flood

Materials
Textbook, pages 424-427
Blackline Masters
The Great Flood, page 177
Teacher CD-ROM
Transparencies
Online textbook
mystatehistory.com

Focus
Ask students if they have ever experienced a flood. If so, ask what it was like. Tell them that one of the worst floods in Louisiana history took place in 1927. (Have them calculate how many years ago that flood occurred.) Now people have experienced another major flood caused by Hurricane Katrina in 2005.

TEACH

Using Photos and Illustrations
Have students look at the photo. Ask them how dangerous it is to drive through flood waters — in an automobile or train. What might happen to the vehicle?

Reading Strategy
Building Vocabulary
Have students define the term crevasse. Ask them what happens when crevasses are formed in levees.

Objectives
GLE 2: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana.

GLE 6: Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi river/swamp in the Battle of New Orleans).

GLE 7: Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands).

GLE 15: Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants).

GLE 64: Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts.

Objectives (Cont.)
GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana.

GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history.

GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana.

GLE 78: Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc.

Class Discussion
Ask students
- why guards had to protect the levees during the Great Flood of 1927. (Comprehension)
- to describe in their own words the vastness of the Great Flood. (Comprehension)
- to explain how the refugee camps were organized. (Knowledge)

Critical Thinking
Ask students
- if their home were being flooded, what things they would try to save. Have them rank the items in importance and give reasons for their ranking.
- to describe how Louisiana’s geographic features caused the Flood of 1927.

Guiding Questions 8-2 and 8-21
- how flooding changes the geographic features of an area.

Guiding Question 8-3

Reading Strategy
(Model Curriculum Activity 8-10)
Compare and Contrast
Have students go to www.pbs.org/wgbh/amex/flood/maps/index.html to find information on the floods of 1927 and 1993. Ask them to make a graphic organizer to compare and contrast those two events.

Guiding Questions 8-12, 8-16

BLM
Assign students The Great Flood on page 176 in the BLM book.

As you read, look for:
- the impact of the 1927 flood on Louisiana, and vocabulary term crevasses.

New Year’s Day 1927 was not a day for celebration. Heavy rains and melting winter snow had filled the Mississippi River with rushing water. On January 1, the river reached flood stage in Illinois. The surging water soon threatened the great river valley.

Breaks in the levees — called crevasses — sent water rushing out over the land. The water carried debris of houses, dead cows, mangled train tracks, and almost anything else that blocked its path. Before the flood ended, more than 75 crevasses had sent flood waters over 16 million acres of land. More than 200 people were killed, and more than 700,000 were left homeless in the Mississippi River Valley.
Section 2 The 1927 Flood 427

Check for Understanding 8-12

Multidisciplinary Activity
Have students create a flyer warning people of the health hazards in a flood area.

Class Discussion
Ask students:
• to explain why people in New Orleans were nervous about the flood waters heading toward the city. (Comprehension)
Guiding Question 8-5
• what sacrifices were made to save New Orleans from the flood. (Comprehension)

Critical Thinking
Ask students to explain what would happen if the Mississippi River no longer flowed by New Orleans. What would that mean to the region? How have location and physical features impacted the development of life in Louisiana? (Model Curriculum Activity 8-12) Guiding Question 8-13

Lesson Closure
Have each student write a newspaper headline describing something associated with the Flood of 1927.
Huey Long

As you read, look for:
- Huey Long’s political career and his influence on the state, and
- vocabulary terms impeachment, censor, and Share Our Wealth program.

The power of the Mississippi River brought the flood of 1927. The power of Huey Long brought political change just one year later. Huey Long was elected governor in 1928.

Who was Huey Long? Even people in other states knew he was the governor of Louisiana, and his name is more widely known than any other political figure in Louisiana. Only Charles Lindbergh was photographed more by the press than Huey Long in the years following his death.

People who lived in Huey Long’s Louisiana were seldom told in their opinions of him. They either loved him or hated him. Some of the poverty considered a scandal. Newspaper notices giving thanks to St. Anthony and St. Jude sometimes added thanks to Huey Long. In some homes, his picture sat on mantels alongside the religious statues.

What did this governor do that made him different and so controversial? He liked to describe himself as one of a kind. When questioned about his methods, he explained, “The end justifies the means.” In other words, he considered it acceptable to use power in any way necessary in order to help the people.

Some described him as ruthless and power hungry. He controlled all local and state government jobs, and he fired teachers who did not agree with him. People who received state jobs were expected to contribute regularly to his campaign fund. This system was called “the deduct,” since money was deducted from state employees’ pay. Long made a point of destroying his enemies and was merciless in his personal attacks on his political opponents.

Huey Long’s Early Life
Huey Long’s rough road to power in Louisiana began in Winn Parish. He was born near Winnfield on August 30, 1893. The political views of his hometown may have influenced his thinking. Winn Parish was the home of the Populist movement in Louisiana, and in 1912 the favorite candidate for president got 36 percent of the parish vote. Both of these groups believed that wealth was distributed unfairly, and Long certainly would have heard conversations about these ideas. However, his father was not a Populist; he led a middle-class life in Winn Parish. Opposite page: Huey Long may have provided the best description when he told reporters, “I am only one (one of a kind), just leave it at that.”

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Critical Thinking
Tell students the textbook equates Huey Long’s power to that of the Mississippi River. Both had enough force to bring major change to Louisiana. Ask students to discuss what type of human power could be compared to the power of the Mississippi.

Lagniappe
- Al Taliaferro, the creator of the Huey, Dewey, and Louie ducklings, named Huey after Huey Long.
- Randy Newman wrote a song entitled “Kingfish” to describe the career of Huey Long.
- A character (Willie Stark) in Robert Penn Warren’s All the King’s Men is supposedly based on the political career of Huey Long.
- Huey Long supposedly composited the LSU marching band’s pregame song.

Research Activity
Have students research one of the items in the Lagniappe. (NOTE: There are a couple of words in the song “Kingfish” that you should preview before having students read the lyrics.)

Using Photos and Illustrations
Have students discuss what Huey Long might be saying. Have students write a statement or even a speech that Huey Long may have been delivering in the picture.
Social Studies Skill
Constructing a Timeline
Have students make a timeline highlighting the major events in the life of Huey Long.

Guiding Questions 8-11 and 8-12

Class Discussion
Ask students to:
• describe Long’s early schooling.
• list early jobs that Long held.
• identify Long’s wife.
• name the first statewide office for which Long ran.
• identify the age requirement to run for the legislature or governorship of Louisiana.

(Knowledge) (Comprehension) (Critical Thinking)

Class Discussion
Ask students to:
• explain why Long might not have been a good student even though he had a brilliant memory.
• discuss how Long was able to skip the seventh grade and enroll in the eighth.

Making Connections
Compare and Contrast Reading Strategy

Critical Thinking
Ask students how Long’s early life was a predictor of his future success in politics. Have students comment on his desire to be a star, his selling career, and his boldness in getting his law license.

Guiding Question 8-12

Addressing Learning Styles
Body/Kinaesthetic
Have students role-play a campaign visit Long made to one of his former customers when he was a traveling salesman.

Group Activity
Have students discuss the various campaign techniques Huey Long used. Ask each group to plan a campaign strategy for Long.

Class Discussion
Ask students how Long planned his campaign for governor after being defeated in his first bid for that office.

Multidisciplinary Activity
Verbal/Linguistic
Have students listen to excerpts from Huey Long’s radio broadcasts. Ask students to analyze his style of speaking. Ask students to prepare a speech in Long’s style by listing main points in a two- to three-minute speech.

Critical Thinking
Ask students:
• to explain the meaning of the concept of “the state government acting like Santa Claus.”
• to explain how Huey Long would come across in a modern-day campaign. How would he do in television debates?

Research Activity
Have students find out the cost of radio or television political ads. Compare their prices to the free air time radio stations gave Huey Long. Ask students if media ads are worth the cost.

the community. Long’s brothers and sisters received his later claims of a poor, deprived childhood, which they considered lies to get votes. From his earliest days, Long was lively and restless. The role of the day was that children should be seen and not heard, but Huey Long surpassed this. He gave his opinion whenever he pleased, and he was not reserved with any adults. As a teenager, he went to Baton Rouge to compete in a debate. He did not win, but he admired the work of the superintendent of education that a bunch of professors had created. He also told them that he intended to become the governor and would remember that she had been nice to him. Huey Long was always described as brilliant, even by his enemies and by the national political leaders who knew him. Although he had an amazing memory, he was never a good student because he did not concentrate. The year he was supposed to enter the seventh grade he decided to skip that grade. When school started, he just showed up and enrolled himself in eighth grade. Later, he quit high school before he graduated because of an argument with the school principal. Other students described him as a lazy boy who would not take any role other than the star. When the playground game was baseball, he would play it if he could not pitch.

Huey Long intended to use the
commission to gain statewide recognition and power. In his first statewide campaign, Long introduced a new technique—he mailed campaign letters to the voters. He also borrowed money to buy a car, returning to visit rural residents he had met while a salesmen. Winning his election to the Commission, he worked for low utility rates. He also started his lifelong battle with Standard Oil Company, whose pipelines were regulated by the commission. Huey Long as Governor

By 1917, he was ready to run for governor. Although he did not win, he surprised many politicians with the large number of votes he received. He ran again in 1927. Huey Long prepared for this second race byanalyzing his first. He realized that he needed the support of the Acadian Catholic farmers in addition to the Protestant hill farmers. He then supported Catholic candidates in other races and campaigned on their behalf. In another effort to win South Louisiana votes, he selected a running mate who could campaign in French.

In his first campaign for governor, he had used the new medium of radio to speak to the people of Louisiana. During his second campaign, station WDSU of Shreveport gave Huey free radio time. Another of his campaign techniques was to use trucks with sound systems. He used these trucks to travel through rural areas, speaking to voters. He gave over six hundred campaign speeches and mailed out flyers all over the state. Louisiana historians Glenn Jeannerson and Louis F. Galvan reported that Long’s campaign techniques were different because “the concept of the state government acting like Santa Claus was new to Louisianians, probably it had acted more like Scrooge.”
The strategy worked. In 1930, Huey Long was elected governor. When he won the election, the watchtower began. The people who supported him had said, “He hit the ground running and never stopped.” Huey Long had big plans for himself and his state.

Positive Steps

Getting the state on the road to progress meant paving the road first—literally. By 1930, there were 25 million cars in Louisiana, up from 5 million in 1920. Louisiana was stuck in its muddy roads. Automobiles required better roads. State law had to be changed to get enough money to replace gravel roads with paved roads. But the constitution did not allow the state to borrow money to build roads.

Governor Long convinced the legislature to change the law and begin the road building. Huey Long’s road plan put a few miles of paved road in each parish so that the people could see how good the road was and demand more. Getting the state on the road to progress meant paving the road first—literally.

Growing Opposition

As Long pushed for his programs, his style offended more and more people.

Many people thought his personal crudeness and character were inappropriate for a governor. He seemed to make a point of not being a gentleman. His verbal attacks on critics and opponents were ruthless, and his favorite target was big business. His feud with Standard Oil Company over regulations and taxes became legendary. Huey Long believed profits earned by big business in the state were too high and that big business did not do enough in return. He needed more money to fulfill his promises, and he wanted the business interests to pay for his programs. In 1929, he started an effort to raise the oil severance tax. Standard Oil opposed this tax increase. Long wanted to be familiar with his own state, and that big business did not do enough in return. He needed more money to fulfill his promises, and he wanted the business interests to pay for his programs. In 1929, he started an effort to raise the oil severance tax. Standard Oil opposed this tax increase. Standard Oil led the fight against this tax increase.

By this time, Long’s opponents had enough backing in the state house of representatives to bring impeachment charges against him. Impeachment is the process of bringing charges of wrongdoing against a public official. Once the charges are heard, the official is removed from office or is found not guilty. A guilty vote leads to removal from office. By this time, Long’s opponents had enough backing in the state house of representatives to bring impeachment charges against him.

internet activity

Have students use a search engine to find a political cartoon opposing the policies and practices of Huey Long. Ask them to write a paragraph explaining the meaning of the cartoon.

Guiding Question 8-15

Class Discussion

Ask students to:

• explain how Long convinced Shreveport to accept free textbooks. (Comprehension)
• describe how Long’s tax proposals were designed to help his supporters. (Application)

Guiding Question 8-7

Reading Strategy

Building Vocabulary

Have students define homestead exemption. Ask how it would benefit homeowners, especially the poor.

Guiding Question 8-7

Group Activity

During the 1920s, America’s biggest businessmen were admired as captains of industry and finance. But Americans’ attitudes toward business changed in the 1930s. Many began to view these same businessmen as vultures living off the suffering of the people. Divide students into groups and ask each group to research one of the captains of industry. They should find information on the person’s career and business successes. People to research include: J. P. Morgan, Andrew Carnegie, James B. Duke, John D. Rockefeller, Cornelius Vanderbilt, Henry Ford, Harvey Firestone, and George Westinghouse. (You might need to explain the terms captain of industry and/or robber baron.)

Guiding Question 8-16

Research Activity

Have students research Huey Long’s feud with the Standard Oil Company. Have students find the cause of the feud, the positions of the two major contenders, and the results.
approach the city.

When built, it was the tallest building in the South and one of the few with central air conditioning.

The State Capitol came from as far away as Italy.

• Some of the interior marble for the State Capitol came from as far away as Italy.
• The desks in the Senate chamber are made partly from Australian laurel wood.
• There are four statues on the 22nd floor exterior representing Law, Science, Philosophy, and Art.
• When built, it was the tallest building in the South and one of the few with central air conditioning.
• The construction of the Capitol took 14 months and cost $5 million.
• Driving west on Interstate 10, away from Baton Rouge, you can see the State Capitol in your rearview mirror for miles. If the freeway was a few hundred meters north, then you could see the building as you approach the city.

The “New” State Capitol

The most famous landmark of Baton Rouge rises near the Mississippi River as a monument to Huey Long. The “new” State Capitol, as many still call it, is just a few blocks upstream from the “old” State Capitol, where the impeachment proceedings against Huey Long took place.

Long had first mentioned the need for a new Capitol building in a 1927 campaign speech. The architects followed Long’s suggestion for a tower and designed a “taller type of building with a broad and dignified base.”

The building is designed to show the state’s history, progress, and the aspirations of the people. The designers wanted “to express in stone and granite, bronze and marble, and in other enduring materials, the colorful history of this once unbridled democracy, than struggling society, and our progressive and powerful state.”

The art on the base of the building represents the state’s resources as well as the struggles and achievements of the people. The designs on the tower symbolize spiritual ideals. The frieze, or narrow band of carvings, on the base depicts many scenes from Louisiana history—

The art on the base of the building represents the state’s history. The designs on the tower symbolize spiritual ideals. The frieze, or narrow band of carvings, on the base depicts many scenes from Louisiana history. The “Pioneers” statue stands to the left of the Capitol entrance. It honors the men and women who created our state out of the wilderness.

Above: “The Pioneers” statue stands to the left of the Capitol entrance. It honors the men and women who created our state out of the wilderness.
The impeachment charges brought against Governor Long included bribery, attempted bribery, misappropriation of state funds, intimidating the press, incompetence, and corruption.

Critical Thinking
Ask students to examine the charges brought against Huey Long. Have them decide if these charges were valid. Ask them to find evidence to support one or more of the charges.

Civic Skill
Taking a Stand
Read a list of Huey Long's programs. Ask students if they would favor or oppose each one. Have the class come to a consensus as to Long's top two programs. (You might want to include his support of LSU, the Share the Wealth program, his tax restructuring, his roads program, his educational reforms, etc.)

Guiding Question 8-12

Class Discussion
Ask students to describe how Long continued to maintain control of Louisiana after he was elected to the U.S. Senate. (Comprehension)

Guiding Question 8-8

Social Studies Skill
Making a Political Cartoon
Have students draw a political cartoon in which Huey Long is ridiculing his opponents. (You may want to put students in pairs or trios and have one or two students generate ideas for the cartoon and one student actually draw the cartoon.)

Writing Activity
Have students write a campaign speech for Huey Long's senatorial campaign. In the speech, give details of his successes as governor and how his experience as governor has prepared him to be a U.S. senator.

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On the National Stage

In 1932, when Huey Long believed he had total control of the Louisiana government, he finally reported to Washington. There he continued his showy behavior. On his first day as the Senator, he broke the rule of wearing a plain suit and greeting everyone loudly. He wanted to inform the other senators that the “Kingfish” had arrived. Long had adapted that nickname from the “Amos and Andy” radio show. The Kingfish character was the head of the lodge, the iron of the group.

Long set about acquiring national attention with his economic program. In those depression years, the poor listened eagerly to any voice promising delivery from their misery. Long called his program “Share the Wealth.” Once he referred to the share wealth program as the answer to the Grub. The audiences cheered when Long said the greedy could not have an income of more than $5,000 a year. The program would be paid for taking more money from the wealthy through taxes. Long said no one should have an income of more than $1 million a year.

Long’s radio broadcasts offered the promise of the American Dream. His Share Wealth program promised to end poverty by giving every family a minimum income of $1,500 a year. The program would be paid for by taking more money from the wealthy through taxes. Long said no one should have an income of more than $1 million a year. The program would also provide old-age pensions of $102 a month to elderly people who had less than $10,000 in cash. People living in the rural countryside of poverty wanted to believe him. One of his most popular speeches attacked big business. He compared America’s wealth to a great barn. He accused the rich man as the thief in America of taking “80 percent of the grains.” The audience cheered when Long said the greedy could not even see all they had and should share their wealth with everyone.

Long and Roosevelt

This outspoken and radical new senator had arrived in Washington just as the government was battling the depression that began in 1929. Although the government, he finally reported to Washington. There he continued his showy behavior. On his first day as the Senator, he broke the rule of wearing a plain suit and greeting everyone loudly. He wanted to inform the other senators that the “Kingfish” had arrived. Long had adapted that nickname from the “Amos and Andy” radio show. The Kingfish character was the head of the lodge, the iron of the group.

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Long’s radio broadcasts offered the promise of the American Dream. His Share Wealth program promised to end poverty by giving every family a minimum income of $1,50 Critical Thinking

Have students read the description of Long’s first day in the U.S. Senate. Ask students what impression he might have made on other senators.

Long quoted research that suggested “2% of the people owned 60% of the wealth.” In one radio broadcast, he told the listeners, “God called: ‘Come to my feast.’ But what had happened? Rockefeller, Morgan, and their crowd stepped up and took enough for 120,000,000 people and left only enough for 5,000,000 for all the other 125,000,000 to eat. And so many millions must go hungry.” Ask students to explain what Long meant.

Research Activity

Ask students to try to find a copy of Long’s book, My First Years in the White House. This book has often been called Long’s Second Autobiography. It was published posthumously after his death. Have them skim the book to determine what Long would have done as president. (You may have students go to www.ssa.gov/history/huey chapt5.html to read Chapter 3 or www.ssa.gov/history/huey chapt6.html to read Chapter 5 from the book.)

Group Activity

Have students design a program to address the wealth.

Addressing Learning Styles

Body/Kinesthetic

Have students role-play a meeting between Huey Long and President Franklin D. Roosevelt. Guiding Questions 8-14 and 8-17

Lagomarpe

Before he planted not for the White House, Huey Long enjoyed sharing his family’s wealth with the poor. He started a “White House” Club and distributed books, clothing, and food to the needy. The club had more than 5 million members.

Critical Thinking

Have students create a new nickname for Huey Long. The name must express his personality or works.

Using Photos and Illustrations

Have students look at the picture. Ask them to brainstorm a list of words that describe Long based on his image in the picture.

Reading Strategy

Reinforcing Vocabulary

Ask students to review the concept of checks and balances. Ask them to give examples of how checks and balances work. (You may want to refer them back to Chapter 4.) Have them hypothesize why checks and balances do not work under Huey Long’s regime.

Research Activity

Have students find an original newspaper account of the attack on Long and his death. Compare the information in the article with that in this textbook. Ask students if one person should have as much political power as Huey Long. Have them give reasons for their answer.

Reading Strategy

Building Vocabulary

Have students define the term gerrymandering. The term gerrymandering was used in reference to a bill signed by Massachusetts Governor Ebrige Gerry to create a senatorial district that favored his Democratic–Republican Party. Gilbert Stuart added a head, arms, and legs to the outline of the district in order to give the appearance of a salamander. The cartoon can be seen online at www.boondocknet.com/cartoons/mcc253.html. Guiding Question 8-6

Class Discussion

Ask students:

• how Huey Long affected the New Deal. (Comprehension)

• how many bills were passed by the Louisiana Legislature between August 1934 and September 1935. (Knowledge)

Guiding Question 8-19

• to identify the political enemy Long wanted to punish. (Knowledge)

• to tell how Long proposed to punish his political enemy. (Knowledge)

• to explain why Dr. Weiss shot Huey Long. (Comprehension)

Critical Thinking

Ask students if one person should have as much political power as Huey Long. Have them give reasons for their answer.
Group Activity
Have students make a list of unanswered questions about the assassination of Huey Long. Questions might include:
• What provoked the incident?
• Did Dr. Weiss fire the actual shots that hit Huey Long?
• Was Huey Long hit by bullets from more than one gun?
• Was the medical care Long received correct?
• Was there a conspiracy to kill Long?

Divide the students into groups and give each group one question to investigate. After their investigation, have the students answer their assigned question based on their findings.

Critical Thinking
Have students discuss what makes a person a “legend.” (Ask them to name people who are legends and give reasons why these people are legends.) Have students make a list of the things that Huey Long did that make him a legend.

Guiding Question 8-17
Ask students why Long’s death created problems in Louisiana.

Using Photos and Illustrations
Have students discuss why so many people attended Huey Long’s funeral.

Writing Assignment
Have students write an obituary for Huey Long. Ask them to include the major accomplishments in his life. (Instead of an obituary, you may want to ask students to write an epitaph.)

Multidisciplinary Activity
Art Have students design a monument to Huey Long.

For more than fifty years, theories and stories about the assassination have circulated. In 2001, a researcher received permission from the Weismann family to exhume (remove from the grave) Carl Weiss’s body for study. The researcher could not make any new conclusions. The state also reopened the investigation because some of the evidence, including the gun that Weiss supposedly used, was recovered. The new official investigation concluded that the 1935 investigation was incorrect. Dr. Carl Weiss fired the bullet that killed Huey Long. After Huey Long left the scene, his legacy of workers, bridges, hospitals, and free textbooks remained. Two buildings in the capital city tell his story as clearly as anything else he left—his governor’s mansion and the Capitol building. When Huey Long became governor, he did not like the drafty, old governor’s mansion. He had a crew of inmates from Angola State Prison tear down the old house and had a new mansion built on the same site. People say Huey Long made it look like the White House, because he planned to be president.

A Legacy of Scandals
Huey Long’s death left his supporters without a leader. During Long’s political career, he had made no enemies because strong enough to challenge his power. After his death, many enemies surfaced. Finally, Long’s supporters agreed on Richard Leche as the candidate for governor. Elected in 1936, he continued most of Long’s programs.

Class Discussion
Ask students:
• why Governor Leche differed from Huey Long. (Analysis)
• why Governor Leche resigned from office. (Knowledge)

Research Activity
Have students research one of the scandals in Louisiana after Huey Long’s death. Ask them to tell when it occurred, who was involved, and what the outcome was.

Guiding Question 8-16

Check for Understanding
1. He analyzed his first race and planned how he would gain the support of groups whose support was instrumental to his being elected.
2. He built roads and provided free textbooks.
3. Some were offended by his style and thought him to be crude. Others opposed him because of his policies toward big business.
4. He wanted to be president of the United States.
5. He discussed his Share Our Wealth program, which was designed to end poverty.
6. He was shot by Dr. Carl Weiss and died two days later.

Alternate Assessment
Have students develop and act out a scene in the life of Huey Long.

ASSESS

Guiding Question 8-16

Check for Understanding

What did Huey Long do when he lost his first race for governor?

What were two positive actions by Governor Huey Long?

What were two reasons why some people opposed him so strongly?

What was Huey Long’s ultimate political goal?

What did Long talk about on his national radio broadcasts?

How did Huey Long die?

Multidisciplinary Activity

Language Arts Have students interview 3-5 people to get their opinions of the impact Huey Long’s actions made on Louisiana today.

Music Have students write a song describing Huey Long’s presence in Louisiana.

Art Have students draw a picture illustrating Huey Long’s presence in Louisiana.

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Music Have students write a song describing Huey Long’s presence in Louisiana.

Art Have students draw a picture illustrating Huey Long’s presence in Louisiana.
The Great Depression in Louisiana

As you read, look for:
• the causes of the Great Depression,
• the effects of the Great Depression in Louisiana, and
• vocabulary terms: Great Depression, Civilian Conservation Corps, and Works Progress Administration.

The Great Depression hit many of the people who were struggling economically. Long's political programs and his Share Our Wealth program were influenced by the economic issues of the time. The United States saw its economy shift from the boom of the Roaring Twenties to a depression that lasted twenty years. The stock market crash of October 24, 1929, signaled that change.

During the Great Depression, unemployment reached the highest level the United States had ever endured. By 1937, a government study described the South as the nation's number one economic problem.

Living Through the Depression

Louisiana had just begun to see economic recovery and growth after the poverty that followed the Civil War. The Great Depression halted all economic growth and brought even more poverty. Much of Louisiana's economy still depended on cotton. But during the depression, farmers could not make a living selling their cotton crops. The price of cotton, 5 cents a pound in 1929, fell to 5 cents a pound in 1932. Most residents of rural Louisiana were fairly self-sufficient, a fact that proved most helpful during the depression years. "We did not know where our next meal was coming from and then someone would share from their gardens."  

The New Deal in Louisiana

When Franklin D. Roosevelt was elected president in 1932, he took strong steps to help the economy. On March 9, 1933, he ordered a bank "holiday." Banks were closed and not allowed to reopen until they could prove they were sound (financially safe). Until they were approved to reopen, they could only pay out 5 percent of their total deposits in emergency funds. This prevented a "run" on the banks, which occurs when many depositors demand to withdraw their money at the same time. Banks do not keep cash on hand equal to all deposits because they lose depository's money to others or invest it in interest-paying assets.

National banks had to be approved for reopening by the United States government. State banks had to get approval from the state committee on bank ing to reopen.

Materials
Textbook, pages 442-449
Online textbook mystatehistory.com
Transparencies
Blackline Masters
The New Deal Alphabet Soup, Administration, page 180
The Works Progress Transparencies
TEACH
Economics Activity
Give each student an imaginary 100 shares of stock in a company selected from the New York Stock Exchange. Have students use newspapers to track their stock for a certain period of time. At the end of the time, have students determine how much money they would have gained or lost. (You might want them to create graphs to show their progress.)

Guiding Question 8-9

Objectives
GLE 2: Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents.
GLE 51: Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and development in Louisiana.
GLE 58: Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline).
GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana.

Objectives (Cont.)
GLE 70: Conduct historical research using a variety of resources, and evaluate those resources to answer historical questions related to Louisiana history.
GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana.

Focus
Have students try to imagine living through one week with no money and no place to live. Discuss with students how they would live without jobs, money (the banks failed), a home (homes and property were lost when people could not pay rents or mortgages), and no welfare system to take care of those needing help during the depression. Point out that programs we have today that act as a safety net to help those in need did not exist during the depression.

TEACH
Economics Activity
Give each student an imaginary 100 shares of stock in a company selected from the New York Stock Exchange. Have students use newspapers to track their stock for a certain period of time. At the end of the time, have students determine how much money they would have gained or lost. (You might want them to create graphs to show their progress.)

Guiding Question 8-9

Objectives
GLE 2: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana.
GLE 27: Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents.
GLE 51: Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and development in Louisiana.
GLE 58: Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline).
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Objectives (Cont.)
GLE 70: Conduct historical research using a variety of resources, and evaluate those resources to answer historical questions related to Louisiana history.
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Reading Strategy
Cause and Effect
Have students describe how a community is affected by mass unemployment. How does it affect the local economy? What elements are involved in the chain reaction to losses of jobs?

Guiding Question 8-13

Multidisciplinary Activity
Math Give students the following unemployment statistics: 1928: 2.0 million; 1929: 1.6 million; 1930: 4.3 million; 1931: 8 million; 1932: 12.1 million; 1933: 12.8 million. Ask them to create a graph illustrating unemployment for that 6-year period.

Lagniappe
In 1930, after the stock market crash, a reporter asked Babe Ruth how he felt about making more money per year than the president of the United States. Ruth replied, "I had a better year." (Ruth made $80,000 while the president made $75,000.)

Class Discussion
Ask students to:
• describe what Franklin Roosevelt did to make banks financially safe.
• explain why it was important to stabilize the banks. (Analysis)

Above: As Franklin Roosevelt campaigned in 1932, he spread a feeling of optimism that times would get better. Opposite page: Farmers and agricultural workers were already suffering in 1929. The Great Depression made their lives much more difficult. These children picking jacks near Pontchatoula worked as strawberry pickers.
The Great Depression

The U.S. economy boomed in the 1920s. The economy expanded because new technology meant more and more goods could be produced. Automobiles rolled off new assembly lines, and Americans could buy them on credit. Buying on the installment plan made it easier for people to get what they wanted, and they often ignored their increasing debt. Businesses produced more and more consumer goods. As business production increased, businesses’ profits increased. But workers’ incomes did not keep up with business profits. Most of the country’s wealth belonged to only one-tenth of 1 percent of the population of the United States.

As business profits rose, the value of business stocks rose. More people wanted to invest in the stock market. They began buying stocks on margin. For example, if investors bought five shares of stock valued at $10 each, they would pay only part of the $50 cost and agree to pay the rest from the money they expected to make when they sold the stock after the price went higher.

The decline in international trade also affected the American economy. During World War I, the United States had loaned money to other nations. After the war, those nations began repaying the loans and, as a result, did not have the money to buy many American goods. There were more goods produced than people and other nations could afford to buy. When people couldn’t buy the consumer goods, manufacturers had to cut back. This overproduction, along with the uneven distribution of prosperity, buying on credit, stock speculation, and poor international trade all led to economic trouble.

The crash of the stock market on October 29, 1929, signaled the collapse of the economic boom. In October 1929, the value of stock prices dropped 30 percent. By 1933, stocks had lost 80 percent of their value. The crash was followed by the Great Depression, the longest and worst economic downturn in United States history.

U.S. banks were in trouble because they had made loans to people who could not repay them because of the crash. The banks also lost money because they too had invested in the stock market. The depression hurt almost everyone. People who had been wealthy were now broke and hungry. At one point during the depression, the unemployment rate reached 25 percent.

Farm families were already going through a depression. Crop prices had dropped from their highs during World War I. With the depression, prices were so low that it cost more to produce a crop than the farmer could sell it for. A drought in the Plains states made the situation worse; farms literally blew away. Farmers could not sell what they had invested in the stock market.

Banking activity collapsed, and banks failed. When banks fail, people lose their money. People who lost their savings were afraid to invest in the stock market. The government took action to make sure banks were safe. It changed laws to make it harder to start new banks. Banks had to keep more money on hand to be sure they could pay their customers. The government took action to make sure banks were safe.

Farm families could not grow their own food and managed to survive. People who lived in cities suffered more during the depression than those on farms.

Class Discussion
Ask students:
• how international trade affected America’s economy.
(Comprehension)
• to identify what event followed the stock market crash of 1929.
(Knowledge)
• to explain why banks lost money as a result of the stock market crash. (Comprehension)
• why people who lived in cities suffered more during the depression than those on farms. (Comprehension)

Economic Activity
Have students explain the meaning of the following economic terms as they relate to the Great Depression: overproduction, credit, stock speculation, supply and demand.

Guiding Question 8-9

Writing Activity
Have each student write a headline that might have appeared in the newspaper during the depression. You might want them to write a news article instead.

Critical Thinking
Ask students to explain what Franklin Roosevelt meant by the phrase, “The only thing we have to fear is fear itself.” What was the fear he addressed?

Connecting with U.S. History

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Have each student write a headline that might have appeared in the newspaper during the depression. You might want them to write a news article instead.

Critical Thinking
Ask students to explain what Franklin Roosevelt meant by the phrase, “The only thing we have to fear is fear itself.” What was the fear he addressed?
Research Activity
Assign students research to find the amount of federal aid given to Louisiana as part of New Deal legislation. Have them make graphs to illustrate the funds.

Guiding Questions 8-10 and 8-16

Geography Activity
Making a Map
By 1934, there were 27 CCC camps in Louisiana. Ask students to find where the camps were located. Use an outline map of Louisiana to locate the camps.

Guiding Questions 8-1 and 8-10

Using Photos and Illustrations
Have students examine the political cartoon. Ask them whether it was drawn by a person who supported or opposed FDR’s New Deal. Have them explain what Roosevelt means by “It is evolution, not revolution.”

Guiding Question 8-15

Multidisciplinary Activity
Art
Have students research “New Deal Art in Louisiana.” They should list the name of the work, the date it was created, and its location. If they can find a picture of the work, have them; download a copy and write a brief explanation of the art work. (If any of the work exists in the local community, they can take pictures to share with the class.) A web site that lists a number of WPA projects can be found at www.wpadoors.com/index.html.

Lagniappe
Young men in the CCC were paid $30 a month, of which $25 had to be sent home to their families.

Research Activity
During the depression, President Roosevelt urged Congress to pass laws listing economic recovery and solving the problems of the unemployed. One of the first New Deal programs was direct aid for the needy. Federal funds came to the state from the Federal Emergency Relief Administration. For the first time, Louisiana had a statewide program to help the poor—the Unemployment Relief Committee. Before the widespread suffering of the Great Depression brought federal help for the poor, the state had depended on local governments to care for the needy. The Poor Laws of 1805 and 1810 directed parishes to provide for the poor. Some parishes even maintained a poor house. Now too many people needed help for the local governments to handle. The federal government also helped by granting provisions to those in need. This was called the community program. The provisions (commodities) then included coffee, tea, shortening, hove, corn meal, flour, sugar, and rice. Farmers also benefited when their crops were bought to be used as commodities.

Another New Deal program was the Civilian Conservation Corps (CCC). This program provided work for single young men between the ages of 18 and 25. They lived in special camps and did physical labor tasks. In Louisiana, CCC workers did soil conservation work on farms and some road construction. The CCC camps were located throughout the state. A photograph of the CCC camp in Pleasant Hill in DeSoto Parish shows that the young men were uniformed and lived in barracks. The buildings in the camp included a cafeteria and a library.

Another job program provided work for men with families. This was the Works Progress Administration (WPA). The men, who were paid about $7 a week, built schools, courthouses, parks, and other public buildings. The new almost outdoors Shreveport, Barksdale Field, was also improved by a government work program. The base had been established in 1933 when 20,886 Bossier Parish acres were purchased for $1.5 million. During the 1930’s, the WPA paid cotton planters and farmers to grade, plow, harrow, and plant Bermeda cotton on 1,400 acres of the base’s land to make it flat and green.

Addressing Learning Styles

Visual/Spatial
Have students imagine they are artists hired by the WPA to draw a mural for their local city hall. Have them sketch the aspect of the community they would have highlighted in the mural. Have them tell why they chose that aspect to highlight.

Social Studies Skill
Reading a Chart or Table
Have students look at the chart and answer the following questions:

• Which program affected African Americans?
• Which program helped low-income families find homes?
• Which programs affected unemployment?

What effect do each program have on life today?

BLM
Assign students The New Deal Alphabet Soup on page 181 in the BLM book.

Lagniappe
As a young man, Richard Nixon earned $55 cents an hour while working for the National Youth Administration while he was a student at Duke University.
Life in the rural South was greatly affected by the Roosevelt plan that brought electricity to farms and other rural areas. The Rural Electrification Administration (REA) paid the cost of extending power lines, which the early electric companies said were too expensive to build and maintain. In addition, the Agricultural Adjustment Administration (AAA) paid farmers not to grow crops. With smaller harvests, crop prices were expected to rise. The poverty of the depression years increased Louisiana’s health problems. Hunger brought more disease. Malnourished children died of disease, such as pellagra, caused by a poor diet. Public health measures were established as nutrition programs.

In 1937, Congress passed the National School Lunch Act to improve the diet of America’s children. One of the new senators who supported the bill was Allen Ellender. He had been an ally of Huey Long in the Louisiana legislature.

**Lagniappe**

Most of those who enrolled in the CCC program were 17 or 18 years of age. They enlisted for terms of six months to two years. They were paid $30 a month, $25 of which was sent home to their families.

Critics of New Deal programs argued that they violated the individual freedoms of the constitution and the rights of private enterprise. Have students discuss this statement.

**Class Discussion**

Ask students to explain how not growing crops would help the farmers. (Application)

**Lagniappe**

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**Check for Understanding**

1. Most residents of rural Louisiana were fairly self-sufficient.
2. To bring economic recovery and relieve the suffering of the unemployed
3. CCC and WPA

**Alternative Assessment**

Have students make flash cards that have events from the section on one side and a description of each on the other. Then have pairs of students ask each other to describe the events.

**Lesson Closure**

Have students respond to the prompt, “We will/will not have another major depression because...”

Have students think of ways that, even today, life is different for those who lived through the depression, e.g., older adults might not trust banks, they may keep and store items that a younger generation throws away, they dislike seeing food wasted.
Critical Thinking
Ask students to evaluate the provisions of the Share Our Wealth Program. Have them identify any provision that they would eliminate or revise and make any suggested changes. Ask them to add one or more provisions they believe would make the program better.

Answers to Questions
1. A share of the wealth of America, specifically not less than $5,000
2. By limiting the fortunes of the richest
3. People over 60 who did not earn as much as $1,000 per year or who had less than $10,000 in cash or property
4. To improve the country, provide employment in public works, and give jobs to farmers when necessary
5. The people who would benefit from the plan would support it, and the wealthiest people would oppose it.
6. There were many poor people in the United States at the time because of the Great Depression.

Group Activity
Divide the students into groups and have them use the Share Our Wealth program as a model to write a modern-day plan.

Principles and Platforms
1. To limit poverty by providing that every deserving family should share in the wealth of America not less than one third of the average wealth, thereby to prevent poverty not less than $5,000 free of debt.
2. To limit fortunes to such a few million dollars as will allow the balance of the deserve people to share in the wealth and profits of the land.
3. Old-age pensions of $30 per month to persons over 60 years of age who do not earn as much as $1,000 per year or who possess less than $10,000 in cash or property, thereby to remove from the field of labor in times of unemployment those who have contributed their share to the public service.
4. To limit the hours of work to such an extent as to prevent overwork and to give the workers of America some share in the recreations, conveniences, and luxuries of life.
5. To balance agricultural production with what can be sold and consumed according to the laws of God, which have never failed.
6. To care for the veterans of our wars.
7. To tax the Government to be supported, first, by taking away fortunes from the top, thereby to improve the country and provide employment in public works whenever spiritual surpluses exist such as to render unnecessary, in whole or in part, any particular crop.

Meeting Expectations
The Share Our Wealth Program

It is said that Huey Long’s Share Our Wealth program forced President Roosevelt to expand his New Deal programs. The following principles and platform were part of a speech Long gave as a senator. The material is printed in the Congressional Record of February 5, 1934.

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Flood of 1927

The federal government had the Civilian Conservation Corps to push the economy to recovery.

How did prohibition affect Louisiana?

That those who took resources from the earth pay for them. People responded to Huey Long as a leader.

Suffrage for women

They grew their own food. Jobs were provided for many, and many were already supported by Governor Parker.

Speakeasies, moonshiners, and bootleggers operated throughout Louisiana.

The Great Depression

They could grow their own food. and many were already supported by Governor Huey Long. Long. With the heavy rains, there was just too much water that had nowhere to go. After the flood, people began to consider ways to modify the levee-only system for controlling the river.

With Geography

What leadership qualities did he have?

This system was the result of the Great Depression. This New Deal program provided jobs for young men.

What are two examples of progress in the 1921 constitution?

Why was the flood of 1927 considered a major disaster?

Why did Huey Long and Standard Oil have a political fight?

What were Huey Long's political ideas? Why did different groups of people have different opinions about these ideas?

Why did people in rural Louisiana cope with the depression better than people in cities?

How did New Deal programs affect Louisiana?

Huey Long is considered to be one of Louisiana's most influential leaders. Prepare for a class debate on this question: Would Huey Long be such a powerful leader today? Answer these questions as part of your preparation.

Why was Huey Long such an influential leader?

What leadership qualities did he have?

How did the situation at the time influence his leadership?

With Geography

Explode how human modification of the environment led to the flood of 1927. How did the flood change people's attitudes and knowledge about modifying the environment?

What were the human goals about the use and control of the Mississippi at the time?

With W.U.S. History

What does the United States Constitution say about how it can be amended?

How did the New Deal big change for the United States?

Why did some people think Huey Long might be elected president?

With Civics

How did women in Louisiana get the right to vote?

How did Huey Long affect the balance of power between the three branches of government?

Did Huey Long make Louisianans more democratic or less? Explain your opinion.

With Economics

How did the Great Depression affect the economy of Louisiana?

How are Roosevelt's New Deal programs different from those of Governor Huey Long?

With U. S. History

What leadership qualities did he have?

What does the United States Constitution say about how it can be amended?

How did the New Deal big change for the United States?

Why did some people think Huey Long might be elected president?

With Civics

3. When the 19th amendment to the U. S. Constitution was ratified?

4. He ignored the concept of the balance of power and took as much control as he could. 5. Answers will vary.

With Economics

6. Louisiana struggled, but the economy was already weak.

7. Tax money was used to pay to provide services.

8. To push the economy to recovery

With Geography

1. The levee system controlled the river so much that the force of the river built up as it headed south. With the heavy rains, there was just too much water that had nowhere to go. After the flood, people began to consider ways to modify the levee-only system for controlling the river.

10. People expected to control the river to protect crops and towns and thought that technology had advanced to the point that man was more powerful than the river.

With U.S. History

11. An amendment must be passed by two-thirds vote of Congress and ratified by three-fourths of the states.

12. The federal government had never spent so much money on so many public programs.

13. Because he had supporters all over the United States and he had appeal because of the poverty of the time.