

**LOUISIANA: OUR HISTORY, OUR HOME  
LESSON PLAN**

**Chapter 13: The Era of Huey Long  
Section 3: Huey Long in the United States Senate**

**Social Studies Grade Level Expectations**

**History**

Historical Thinking Skills

- 66. Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
- 67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
- 69. Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
- 70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

Louisiana History

- 72. Describe leaders who were influential in Louisiana’s development (H-1D-M1)
- 73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)

**Social Studies Standards 2014-2015**

**Standard 1 – Historical Thinking Skills**

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

**Standard 2 – Key Events, Ideas and People**

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras

**MATERIALS:**

- \_\_\_ Student Textbook, pages 364-373
- \_\_\_ Teacher Wraparound Edition, pages T364-T373
- \_\_\_ Teacher Tech Website
  - \_\_\_ GLEs Visual Aids
    - \_\_\_ “Every Man a King” Lyrics (pg 35) \_\_\_ Huey Long Graphic Organizer (pg 63)
    - \_\_\_ Great Depression Cause and Effect Graphic Organizer (pg 68)
    - \_\_\_ Huey Long/Earl Long Venn Diagram (pg 70)
  - \_\_\_ Document-Based Learning
    - \_\_\_ Internet Activity \_\_\_ The School Lunch Program and the Federal Government
    - \_\_\_ The New Deal: Revolution or Reform? \_\_\_ Where Was the New Deal?
  - \_\_\_ Graphic Organizers
    - \_\_\_ List the ones you might use
- \_\_\_ Guided Reading, 13-3
- \_\_\_ Hyperlinks
- \_\_\_ Internet Activity

- \_\_\_ LEAP Activity
- \_\_\_ Outline Maps
- \_\_\_ PowerPoint Presentation
- \_\_\_ PowerPoint Quick Notes
- \_\_\_ Puzzles and Answers (pdf)-Crossword and Word Search with Clues
- \_\_\_ Smart Reading
  - \_\_\_ Strategy 11: Distinguishing Fact from Opinion, pages 52-56
- \_\_\_ Smart Skills
- \_\_\_ Visual Aids
  - \_\_\_ 20: Causes of the Great Depression
- \_\_\_ Workbook and Answers, pages 110-112
- \_\_\_ Wrap-Up Game and Score Sheet

**ADDITIONAL RESOURCES IN TOOLKIT ON TEACHER TECH WEBSITE:**

- \_\_\_ Building Skills
- \_\_\_ Celebrating African American History
- \_\_\_ Correlation to State Standards
- \_\_\_ Louisiana Bibliography
- \_\_\_ Louisiana Parish Histories
- \_\_\_ Louisiana Resources
- \_\_\_ Louisiana Timeline
- \_\_\_ Primary Source Documents
- \_\_\_ Rubrics
- \_\_\_ Scavenger Hunt
- \_\_\_ Strategies for U. S. History Test Preparation
- \_\_\_ Substitute Teacher Folder

**MyStateHistory Online:**

- \_\_\_ <http://www.clairmontpress.com/LA15/pLA15access/index.html>
- \_\_\_ Online Textbook
- \_\_\_ Guided Reading
- \_\_\_ Quick Notes
- \_\_\_ PowerPoint
- \_\_\_ Puzzles (Interactive)
- \_\_\_ Internet Activity
- \_\_\_ Self-Check Quiz
- \_\_\_ Audio Textbook

**SUGGESTED TWE ACTIVITIES:** (List those that you use.)

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**OTHER:** (List other activities that you use to teach this section.)

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## DAILY LESSON PLANS

### **Day 1**

*In Class:*

*Homework:*

### **Day 2**

*In Class:*

*Homework:*

### **Day 3**

*In Class:*

*Homework:*

### **Day 4**

*In Class:*

*Homework:*

### **Day 5**

*In Class:*

*Homework:*

### **ASSESSMENT:**

- Reviewing the Section, Student Textbook, page 373
- Chapter Review, Student Textbook, pages 374-375
- Chapter Test (Examview)
- Rubrics, Teacher Tech Website