



Unit Four

Unit Title: Jim Crow though Huey Long

8th Grade

Unit Length and Description:

6 weeks

Students learn about the effect Jim Crow laws had on African-Americans, and how populist ideals grew in popularity. Students also explore how a charismatic politician was able to become governor in Louisiana during the late 1920's through mid-1930's as well as the legacy he left behind on our state.

Standards:

Standard 1: Historical Thinking Skills

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| 8.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none">• 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 |
| 8.1.2 | Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events |

Standard 2: Key Events, People, and Ideas

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| 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 |

Standard 3: Geography Skills

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| 8.3.1 | Locate and describe the physical and political features of Louisiana |
| 8.3.2 | Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features |
| 8.3.3 | Apply knowledge of geography skills and terms to: <ul style="list-style-type: none">• create maps and diagrams• plot latitude and longitudinal coordinates• read and interpret a map• use a map to compare Louisiana's time zone in relation to time zones around the world |

Standard 4: Culture

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| 8.4.3 | Explain ways in which inventions and technological advances have affected Louisiana's culture |
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Standard 5: Environment

8.5.1	Describe how natural phenomena impact the physical environment of Louisiana
8.5.2	Analyze and predict consequences of environment modifications on Louisiana and its inhabitants
Standard 6: Government – Purposes, Foundation, and Structure	
8.6.1	Compare the foundation, function, and powers of the Louisiana and United States Constitutions
Standard 7: Global Awareness	
8.7.1	Explain how the United States and world foreign policy have affected Louisiana
Standard 8: Civic Literacy	
8.8.1	Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
Standard 9: Resources	
8.9.2	Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources
8.9.3	Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world
Standard 10: Interdependence and Decision Making	
8.10.1	Analyze how scarcity of resources affects the choices of individuals and communities
8.10.2	Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions
8.10.3	Describe historical factors influencing the economic growth, interdependence, and development of Louisiana

Enduring Understandings- Compelling Question:	Essential Questions- Supporting Question:
<p>What is the impact of populism and power on a state's identity?</p>	<ul style="list-style-type: none"> • How did the social and political changes experienced by African-Americans in Louisiana from Reconstruction through the Jim Crow Era violated African Americans rights as citizens of the United States? • What is the impact of populism on a state’s legacy? • What is the impact of industrial improvements on a state’s identity and legacy? • What is the political legacy of the Flood of 1927? • What is the political legacy of Huey Long?