



The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

**Content:** Students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Title: **The Louisiana Experience**

Grade/Course: **8**

Publisher: **Gibbs M. Smith, Inc.**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 5.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>  Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>Yes</b></p>	<p>The textbook and activities address more than 90% of the GLE's.</p>
	<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>By utilizing both the textbook and the student activities, the textbook's materials provide plentiful opportunities to explore relevant content and explore key questions in Louisiana history. For example, in chapter 12 the essential question is, "How can we describe Louisiana's economy and its role in the global market?" This question aligns with 8.7.1; 8.7.2; 8.9.2; 8.9.3.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>  Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims.</p>	<p><b>Yes</b></p>	<p>The traditional textbook system is enhanced by the primary and secondary source accounts and activities in the Student Guide book. The Student Guide provides student-facing materials that engage students in examining various types of authentic sources. Within each chapter itself there is an activity entitled "Go to the Source!" but these activities are not central to the textbook experience.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of</p>	<p><b>Yes</b></p>	<p>The textbook utilizes a variety of images</p>

<sup>1</sup> Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. ([http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html)) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.		including art, photographs, and maps throughout the textbook, and the Student Guide provides several dozen primary source activities to use throughout the course. There were no audio-video sources for use in the course. Also, the images that are in the image library are not always directly linked to Louisiana History. For example, they have pictures for WWII era, but do not include Andrew Jackson Higgins.
	<b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>2</sup> and corroboration. <sup>3</sup>	<b>No</b>	The primary and secondary source materials generally are not set up for comparing and contrasting, but there are specific activities in Chapter 8 Lesson 4 (Suffragists and Anti-Suffragists' stances are contrasted), and in Chapter 9's Go to the Source! (Perspectives on Huey Long) that involve comparing and contrasting. Primary source activities in the textbook and Student Guide almost exclusively follow a pattern of a single source with questions relating to the source focusing primarily on understanding the concept within the source itself. Opportunities for students to engage in comparing and contrasting on a more regular basis would support students in developing a deeper understanding of the

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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			content. In addition, materials do not offer regular instances of students being expected to engage in historical thinking skills (i.e. sourcing and corroborating) as required by the indicator.
	<b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. <sup>4</sup>	<b>No</b>	The primary and secondary source activities exclusively involve sources from the time period discussed. Any attempts at making connections within and across time periods or contextualization involve questions in the activity, such as Chapter 2’s Go to the Source! where students are asked to compare Natchez and modern-day funeral processions.
<b>II. Claims</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUESTIONS AND TASKS:</b> Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.	<b>REQUIRED</b> <b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	<b>No</b>	Questions and tasks in the textbook, Student Guide, and assessments engage students with content in varied contexts, but the rigor of activities overall are uneven and do not always match eighth grade GLEs. For instance, Chapter 5’s Social Studies Skills activity asks students to create a classroom constitution, but the activity asks merely for rights of students and rules for conduct in class. Activities like this could be more rigorous by aligning them to Louisiana GLEs. For instance, the classroom constitution

<sup>4</sup> Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>activity could be changed to require students to develop a classroom constitution similar in structure to Louisiana’s according to GLE 8.6.1, and include a preamble similar to Louisiana’s after reviewing GLE 8.6.2.</p> <p>Although there are instances of more rigorous types of questions/tasks (e.g. Teacher's Guide p. 178, 220, and 224), they are framed as "Extension" or "Optional Activities" which may mislead teachers to think these are not key to instruction.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<p><b>No</b></p>	<p>The textbook and Student Guide provide opportunities of source-dependent questions, but the questions are often simplistic and do not scaffold appropriately, as seen in Chapter 5 Lesson 2's Analyzing Primary Sources activity. Like this example, many of the lessons lack a coherent sequence of questions as required by this indicator. There are suggestions for "extension" in the teacher materials, but the student-facing materials lack frequent opportunities for students to make connections, look for recurring themes, etc. as required. The Go to the Source! activities provide more questioning to encourage the</p>

<sup>5</sup> Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students’ responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			analysis of historical themes and consequences (see Chapter 3 and 10 for examples), but these opportunities only occur once per chapter. They also do not require students to synthesize or evaluate the causes and consequences of events. The one recurring theme students should easily recognize from this source is the importance of the Mississippi River.
	<p><b>REQUIRED</b></p> <p><b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<b>No</b>	The textbook and Student Guide activities allow students to demonstrate understanding of social studies content, but focus on the understanding of the content at hand and not greater themes across time and place or consequences of events. For example, in Chapter 9 Lesson 2 of the Student Guide, students read Huey Long's Share our Wealth speech and answer questions that focus specifically on the speech ("Why do you think Long named his program 'Share Our Wealth'?"), rather than the implications of the speech with regards to the Great Depression and Huey Long's political career. There are suggestions for "extension" in the teacher materials, but the student-facing materials lack frequent opportunities for students to make connections, look for recurring themes, etc.
	<b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment	<b>Yes</b>	The materials supplied with the textbook and Student Guide include tests for each

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	measures that are unbiased and accessible to all students.		chapter, but there are no pre- or formative assessment for the chapters or individual lessons. The Teacher's Guide includes a project assessment for each chapter as well, such as having students create an Antebellum Louisiana museum exhibit in Chapter 6. The software for the course does allow the teacher to create varied forms of assessment and even adaptive tests, but there are no samples provided.
	<b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	Computer-based chapter tests have answers for multiple-choice questions keyed in, and the Teacher's Guide includes an answer key for all activities in both the textbook and Student Guide, as well as the paper test. Each project includes a generic rubric for grading student performance.
<b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>4b)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED for grades 3-12 only</b> <b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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	to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.		
	<b>REQUIRED</b> <b>4d)</b> Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4e)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>III. Scaffolding and Support</b>			
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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	<b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 5.

*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

*Tier 3 ratings* receive a “No” in Column 1 for at least one of the non-negotiable criteria.

**Compile the results for Sections I-VII to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>Yes</b>	The textbook provides the student with opportunities to explore the big ideas of social studies as well as the specific concepts as outlined by the Grade-Level Expectations.
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials provide various types of primary and secondary sources, authentic sources, and engaging activities in the student-facing Student Guide.
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	Questions and tasks for students to complete are focused solely on the time period discussed, and opportunities to look at recurring themes and big ideas of social studies are extremely rare. In addition, the majority of questions that students answer are lower level and focused on finding information in the sources.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response



The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

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To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

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Grade/Course: **8**

Publisher: **Gibbs M. Smith, Inc.**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 5.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana's Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The textbook and activities address more than 90% of the GLE's.</p> <p>By utilizing both the textbook and the student activities, the textbook's materials provide plentiful opportunities to explore relevant content and explore key questions in Louisiana history. For example, in chapter 12 the essential question is, "How can we describe Louisiana's economy and its role in the global market?" This question aligns with 8.7.1; 8.7.2; 8.9.2; 8.9.3.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>            Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>The textbook system is driven primarily by a traditional narrative in the textbook with supplementary images in the margins and primary and secondary source accounts and activities in the Student Guide book. Within each chapter itself there is an activity entitled "Go to the Source!" but these activities are not central to the textbook experience.</p>	<p>Taken as a whole, as we mentioned in our cover letter, the program does give primary and secondary sources a central role. The reviewer(s) must have looked only at a few examples from Student Edition (SE) and Student Guide (SG) but not the Teacher Guide (TG), which is the guiding light for those in terms of instruction and student work. The SG is not a stand-alone workbook; each activity has a corresponding TG instruction/activity. (We understand that it's what you do *with* the sources that counts.) Each SG page is introduced,</p>

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				<p>supported, amplified, and extended in the TG, including a preparatory class discussion and introduction, critical thinking questions, and a follow-up discussion. And, as you will see below, there are many well developed primary/secondary source activities in the TG itself.</p> <p>The fact is that primary sources are woven into every component of the program in a major way. Students are given a large volume and range of opportunities to use them to develop content knowledge and express claims:</p> <p>In the Student Edition (SE), we developed the "Go to the Source" feature as one way to overtly incorporate scaffolded discussions about primary sources into every topic and period (each a full page). We also begin each chapter with a "Louisiana Story" feature that often incorporates or showcases a primary/secondary source. Each chapter, then, is framed with opportunities to engage with primary and secondary sources; they are an essential way into and out of each topic.</p> <p>Within this framework (still within the SE), we designed the caption questions that accompany images of primary and secondary sources (paintings, documents, historic photographs, political cartoons, engravings, artifacts, quotes, etc.) to launch discussions and critical thinking about the sources. They</p>
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				<p>are geared toward content development, and they often ask students to express claims. Different questions involve different tasks, including sourcing, point of view, interpretation, comparison/contrast, recognizing bias, engaging prior knowledge, visual literacy, and others. Teachers can use these as jumping-off points for discussion or other assignments. These are not just captions; they are working toward the larger goal of these criteria. For examples, see SE pp 50-51, 57, 59, 73, 75, 77, 79, 86-87, 89, 92, 93, 95, 97, 107, 111, 112, 117, 126-127, 129, 132, 133, 134, 138, 140, 142, 145, 148, 155, 156, 162-163, 171, 172, 177, 178, 181, 185, 188, 194-195, 198, 201, 208, 221, 223, 226, 236, 242, 246, 248, 250, 253, 258, 263, 264, 268, 271, 276, 282-283, 287, 295, 297, 299, 303, 312, 316, 324, 329, 330, 335, 336, 343, 350, 364, 366, 369, 376, 378, and 380. We're listing more than just a few of the most powerful examples here because we wanted to show the volume for the caption questions alone. (Images of additional sources that don't have questions attached to them also pepper the book and can be used as starting points for discussion.)</p> <p>Also in the Student Edition, students are often asked to express claims related to primary and secondary sources in the "What Do You Think?" questions, as seen on pp 57, 59, 112, 276, 376, 399, and 400. (All of the "What Do You Think?" questions serve to</p>
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				<p>develop content, and they often ask students to make and support claims.)</p> <p>To make the engagement with primary and secondary sources a central experience of the program as a whole, we made sure they were a major part of the Student Guide (SG) and Teacher Guide (TG) as well. We have at least one dedicated Primary Source Activity in every chapter of these components, and often the Review Activities, Social Studies Activities, Writing Assessment Activities, Language Arts Activities, Literature Links, and Music Activities ask students to work with primary sources in various ways: See SG pp 33, 39-41, 53, 67-68, 72, 79-80, 84-86, 93-94, 95-97, 103-105, 110-111, 113-118, 124-125, 128-129, 136-141, 143-144, 148, 152-153, 154-155, 159-160, 173-174, 175, 178-179, 184, 188-189, 190-191, 192-193, 195-196, 197-199, 215-216, 217-220, 222-224, 229, 231, 234, 236, 240, 255, 258-260, and 266-267. (Each activity has corresponding instruction in Teacher Guide.)</p> <p>The Teacher Guide has a wealth of additional activities with primary and secondary sources (beyond those that are tied to SG pages). See TG p 84, 87 (Online Research Activity), 88 (Writing Activity), 92 (Archaeology Activity), 96 (Literature Link), 98 (Social Studies Activity), 127 (Literature Link), 131 (Social Studies Activity), 135 (Social Studies Activity), 137, 141 (Language</p>
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				<p>Arts Activity), 171 (Analyzing Primary Sources Activity), 174, 178 (Social Studies Activity), 178, 183-184 (Art Activity), 184, 185, 208 (Literature Link), 213, 214 (Social Studies Activity), 217 (Music Activity), 217-218 (Social Studies Activity), 224-225 (Social Studies Activity), 225-226 (Writing Activity), 261 (Literature Link), 275 (both Social Studies Activities), 276 (Literature Link), 279 (Current-Day Connections), 279-280 (Social Studies Activity), 281-282 (Project Assessment), 309-310 (Map Activity), 312-313 (Social Studies Activity), 313-314 (Review Activity), 321-322 (Social Studies Activity), 327-328 (Music Activity), 328 (Literature Link), 330-331 (Social Studies Activity), 332, 335, 363, 367, 369 (Social Studies Activity), 377-378 (Differentiated Instruction Activity), 379 (Multimedia Activity), 379 (Social Studies Activity), 380 (Writing Activity), 405-406 (Chapter Literature Link), 406 (Social Studies Activity), 417 (Literature Link), 418, 419 (Music Activity), 418 (Social Studies Activity), 426, 428, 448, and 457 (Writing Activity).</p> <p>We are surprised to see that the characterization of our program as "driven by a narrative" is presented as a strike against us. Our understanding -- which came both from talking to leaders at the LDOE (who knew we were developing a narrative history) and from the summary of #2 in the far left column, which says "Materials</p>
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				<p>include ..." (suggesting the primary/secondary sources need to be a strong part of the overall program but not the entire program) -- was that the state both wanted and needed a text that helped students make *connections between* topics. They didn't want just a collection of snippets about the state's history. When we explained that our book would focus on connections, their response was that this would be a strongpoint. Nothing in our conversations led us to believe the state was looking for only primary source materials and not a narrative that binds them all together and explores the larger context. The criteria in this document seem to stress this as well. We view narrative --the story of Louisiana's history--as one of our strengths in teaching history. If our program didn't also include a range and volume of primary/secondary-source activities, we would understand the "No" in this category, but it clearly does both. Indeed, the sources are inextricably bound up with the narrative at many points.</p> <p>We knew we could not meet the "Scope and Quality" criteria above (for which we earned a "Yes") without teaching the comprehensive story of Louisiana, so we attempted to encompass both the "Scope and Quality" and the "Range and Volume of Sources" in our program. The evidence overwhelmingly</p>
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				<p>shows that we did so.</p> <p>If there are any remaining questions about the range and volume of sources, here are some numbers. The Teacher Materials (TG and SG) contain 92 primary sources—more if you add in where there is more than one primary source in a given activity. Here is a breakdown by chapter:</p> <p>Ch 1 TG: 4, all LA-specific</p> <p>Ch 2 SG (with TG instructions): 1, which includes 3 pourquoi legends; 1 from a LA tribe</p> <p>Ch 3 SG (with TG instructions): 2</p> <p>Ch 3 TG in addition: 3 (1 LA-specific)</p> <p>Ch 4 SG (with TG instructions): 2, both LA-specific</p> <p>Ch 4 TG in addition: 4, all LA-specific</p> <p>Ch 5 SG (with TG instructions): 2 (1 LA-specific)</p> <p>Ch 5 TG in addition: 7 (3 LA-specific)</p> <p>Ch 6 SG (with TG instructions): 6 (1 LA-specific)</p> <p>Ch 6 TG in addition: 7 (2 LA-specific)</p> <p>Ch 7 SG (with TG instructions): 6 (2 LA-specific)</p>
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				<p>Ch 7 TG in addition: 5 (1 LA-specific)</p> <p>Ch 8 SG (with TG instructions): 8 (2 LA-specific)</p> <p>Ch 8 TG in addition: 8 (4 LA-specific)</p> <p>Ch 9 SG (with TG instructions): 4 (2 LA-specific)</p> <p>Ch 9 TG in addition: 5 (1 LA-specific)</p> <p>Ch 10 SG (with TG instructions): 5</p> <p>Ch 10 TG in addition: 7 (1 LA-specific)</p> <p>Ch 11 SG (with TG instructions): 2 (1 LA-specific)</p> <p>Ch 11 TG in addition: 1</p> <p>Ch 12 SG (with TG instructions): 2, both LA-specific</p> <p>Ch 12 TG in addition: 1, LA-specific</p> <p>(These are not counting the pages devoted to primary sources in each chapter of the Student Edition, which were listed above.)</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>The textbook utilizes a variety of images including art, photographs, and maps throughout the textbook, and the Student Guide provides several dozen primary source activities to use throughout the course. There were no audio-video sources for use in the course. Also, the images that are in the image library are not always directly linked</p>	<p>Thank you for the "Yes" in this category. Regarding the comments, we do have an entire two-page spread on Andrew Jackson Higgins in the Student Edition on pp 322-323, which includes an historic photo of Higgins Boats in action. Also, there are activities that involve both audio and video sources in the Teacher Guide. The Music</p>

			<p>to Louisiana History. For example, they have pictures for WWII era, but do not include Andrew Jackson Higgins.</p>	<p>Activity on p 217, the Social Studies Activity on p 321-322, the Art Activity on p 367, the Social Studies Activity on p 373, the Multimedia Activity on p 379, the Social Studies Activity on pp 410-411, and the Social Studies Activity on p 426 are just a few examples. These are augmented by links to audio and visual sources in the Chapter Resources lists.</p> <p>We make these points despite the "Yes" only because they further demonstrate the fact that important features of the program were overlooked.</p> <p>They are correct, however, that the separate image bank we offer is not state-specific. It was not created for the LA program; it's a resource that is available to users of our other state programs as well, though teachers can certainly connect the images to what was happening in their own state. It is a collection of public-domain images we curated from depositories such as the Library of Congress and the National Archives. (As we were developing the program, we heard from some teachers who wanted less of a connection to US history and some who wanted more of one.) Nevertheless, most of the images students engage with in the SE are Louisiana specific.</p>
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	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>The primary and secondary source materials generally are not set up for comparing and contrasting, but there are specific activities in Chapter 8 Lesson 4 (Suffragists and Anti-Suffragists' stances are contrasted), and in Chapter 9's Go to the Source! (Perspectives on Huey Long) that involve comparing and contrasting. Primary source activities in the textbook and Student Guide almost exclusively follow a pattern of a single source with questions relating to the source focusing primarily on understanding the concept within the source itself.</p>	<p>If the reviewers were only looking at the "Go to the Source" in the Student Edition, they may have concluded this. But when you consider the primary/secondary-source activities in the Teacher Guide, you'll see that we do provide abundant opportunities for comparison and contrast, sourcing, and corroboration. Many of the activities in the TG extend beyond a single source and beyond the sources themselves, as you will see in the examples below. (It is only for the sake of space that we're using page numbers here instead of describing each activity.)</p> <p>For COMPARISON/CONTRAST of sources and perspectives in primary/secondary sources, see the following pages:</p> <p>SE: 57 ("What Do You Think?"), 83 (#3), 133 (caption question), 155 (caption question), 159 (#7, 8), 280, 370 (caption question), 392, 429;</p> <p>SG: 33-36 (see also TG p59), 113-118, 124-125, 136-141, 143-144 (see also TG p 267), 150-151, 152-153 (see also TG pp 271-272), 184-187, 188-189, 190-191, 195-196, 222-224, 234 (See also TG pp 408-409), 251 (See also TE p 451), 257-260, 266-267;</p> <p>TG: 59, *98, 131 (Social Studies Activity), 136 (Social Studies Activity), 171 (Analyzing</p>
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<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

				<p>Primary Sources Activity), 185, 267 (Review Activity), 217 (Music Activity), 217-218 (Social Studies Activity), 224-225 (Social Studies Activity), 225-226 (Writing Activity), 226-227 (Social Studies Activity), 227 (Review Activity), 264 (Analyzing Primary Sources Activity), 267, 271-272 (Music Activity), 279 (Current-Day Connections), 279-280 (Social Studies Activity), 320-321 (Analyzing Primary Sources Activity), 408-409 (Analyzing Primary Sources Activity), 451 (Social Studies Activity), 309-310 (Map Activity), 311-312 (Writing Activity), 312-313 (Social Studies Activity), 320-321 (Analyzing Primary Sources Activity), 321-322 (Social Studies Activity), 329-330 (Social Studies Activity), 332, 367-368 (Art Activity), 380 (Writing Activity), 405-406 (Chapter Literature Link), 408-409 (Analyzing Primary Sources Activity), 409 (Social Studies Activity), 449-450 (Reading Strategy), 451 (Social Studies Activity), 454 (Review Activity), 459.</p> <p>For examples that involve SOURCING, see the following pages:</p> <p>SE: 57 (caption question), 89 (caption question: purpose), 93 (caption question: purpose), 111 (caption question: purpose), 123 (#1: purpose), 134 (caption and question), 138 (caption question), 140 (caption question), 158 (#9: occasion), 159 (#5: purpose, occasion), 178 (caption</p>
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				<p>question: purpose), 188 (caption question: purpose), 191 (#6: purpose), 258 (caption question: purpose), 263 (caption question: purpose, occasion), 268 (caption question: purpose), 276 (caption question: purpose), 295 (caption question: purpose, occasion), 303 (caption question: purpose; occasion), 366 (caption question: purpose, occasion), 391 (#6, purpose), 392 (Skill Page), 459 (#6, 7: purpose, occasion);</p> <p>SG: 84-86, 92 (#2, 3), 94 (#1), 110-111 (#4: purpose, occasion), 112 (#3, 5), 154 (#1), 159 (#2), 192-193 (#3, See also TG pp 325-326 Reading Strategy), 209 (purpose), 240 (#1), 266-267 (#1);</p> <p>TG: 184, 185, 217 (Music Activity), 219-220 (Review Activity), 275 (Social Studies Activity in right column), 276 (Review Activity: purpose), 279 (Current-Day Connections: purpose, occasion), 309-310 (Map Activity), 324, 330-331 (Social Studies Activity), 367 (Art Activity), 418 (Social Studies Activity), 449-450 (Reading Strategy).</p> <p>For activities that involve CORROBORATION, see the following pages:</p> <p>SE: 235 (#7), 335 (caption questions), 369 (caption question);</p> <p>SG: 112 (particularly #3), 113-118, 124-125, 136-141, 143-144 (See also TG p 267), 152-153 (See also TG p 271-272 Music Activity),</p>
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				<p>173-174, 184-187 (See also TG pp 320-321), 190-191, 195-196, 222-224, 234 (See also TG pp 408-409), 257-260, 266-267;</p> <p>TG: 98, 131 (Social Studies Activity), 135 (Social Studies Activity), 137, 172 (Analyzing Primary Sources Activity), 173 (end of Social Studies Activity), 178 (Social Studies Activity), 185, 184-187, 208 (Literature Link), 212 (Analyzing Primary Sources Activity), 217 (Music Activity), 217-218 (Social Studies Activity), 219 (Online Research Activity), 224-225 (Social Studies Activity), 227 (Review Activity), 264 (Analyzing Primary Sources Activity), 267, 271-272 (Music Activity), 275 (Social Studies Activity in right column), 279-280 (Social Studies Activity), 309-310 (Map Activity), 320-321 (Analyzing Primary Sources Activity), 321-322 (Social Studies Activity), 408-409 (Analyzing Primary Sources Activity), 311-312 (Writing Activity), 312-313 (Social Studies Activity), 321-323 (Social Studies Activity), 323 (Analyzing Primary Sources Activity), 325-326 (Reading Strategy), 327-328 (Music Activity), 329-330 (Social Studies Activity), 330-331 (Social Studies Activity), 332, 333, 367 (Art Activity), 369 (Social Studies Activity), 373-374 (Social Studies Activity), 374, 379 (Multimedia Activity), 405-406 (Chapter Literature Link), 408-409 (Analyzing Primary Sources), 410-411 (Social Studies Activity), 418 (Analyzing Primary Sources Activity), 418-419 (Social Studies Activity), 426 (Social Studies Activity), 451</p>
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				<p>(Social Studies Activity), 454 (Review Activity), 459.</p> <p>Although most of the pages listed above require students to think beyond the source(s) itself, here are some additional examples where they have to make connections beyond the given source(s):</p> <p>SE: 48 (#5), 67 (caption question), 92 (caption question), 112 ("What Do You Think?"), 123 (#7), 134 (caption question), 143 (caption question), 175 (caption question), 185 (caption question), 186 (caption question), 191 (#7, 8), 198 (caption question), 235 (#8), 253 (caption question), 259 (caption question), 267 (caption question), 279 (#4, 8), 283 (caption question), 317 (#5, 6, 7, 8), 321 (caption question), 351 (caption question), 353 (#5), 364 (caption question), 367 (caption question), 391 (#8), 400 ("What Do You Think?"), 429 (#5);</p> <p>SG: 103-105 (#5, 6), 197-199 (#5, 8, 9), 266-267 (#6), 192-193;</p> <p>TG: 225-226 (Writing Activity), 279-280 (Social Studies Activity), 325 (Reading Strategy), and many other listed above.</p> <p>Furthermore, in the SE's "Go to the Source" activities, only the "Observe" category of questions is aimed at describing the source. The "Evaluate" and "Conclude" questions are</p>
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				<p>aimed at interpretation, purpose, and connection to a larger context. Primary sources aside, most of the questions in the "Synthesize" category of the scaffolded Lesson Reviews are the ones that ask students to compare and contrast or go beyond the text to make connections.</p> <p>The Student Edition also often poses questions of sourcing and corroboration in some of the caption questions, which encourage critical thinking about images of primary and secondary sources. Examples are listed above.</p> <p>Finally, in addition to the sources with instruction tied to them, the Chapter Resources sections of the TG supply teachers with primary and secondary sources they can use to provide further opportunities for comparison/contrast, sourcing, and corroboration.</p>
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.<sup>4</sup></p>	<p><b>No</b></p>	<p>The primary and secondary source activities exclusively involve sources from the time period discussed. Any attempts at making connections within and across time periods or contextualization involve questions in the activity, such as Chapter 2's Go to the Source! where students are asked to compare Natchez and modern-day funeral</p>	<p>The reviewers' comments are incorrect. When you consult the TG, where the instruction for the other components is rooted, you can find solid examples of primary sources from different periods to enable students to make connections within and across time periods. Here are some examples from each component:</p>

<sup>4</sup> Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

			<p>processions.</p>	<p>SE: 57 (What Do You Think?), 85 (Technology Tie-In), 159 (Conclude #8), 176 (What Do You Think?), 307 (maps from different periods), 335 (sidebar about capitols), 369 (caption question), 37 (caption question), 429 (Go to the Source);</p> <p>SG: 124-125, 126-127, 136-141, 143-144 (See accompanying activity in TG), 150-151, 227-228, 251-252, 257-260, 266-267;</p> <p>TG: 27, 55 (Extension part of in Review Activity), 87, 89, 98, 136, 171 (Analyzing Primary Sources Activity), 172 (Analyzing Primary Sources Activity), 174 (Extension part of Review Activity), 178 (Extension part of Social Studies Activity), 178 (Technology Activity), 183-184 (Art Activity), 208 (Literature Link), 214 (Social Studies Activity), 217 (Music Activity), 220-221 (Extension part of Review Activity), *225-226 (Writing Activity), 227 (Review Activity), 251-252, 264 (Analyzing Primary Sources Activity), *267 (Review Activity), 279 (Current-Day Connections), *279-280 (Social Studies Activity), *309-310 (Map Activity), *311-312 (Writing Activity), *312-313 (Social Studies Activity), 313 (Review Activity), 315 (Reading Strategy), *320-321 (Analyzing Primary Sources Activity), *332 (Extension part of Writing Activity), 410 (Social Studies Activity), 411-412 (Social Studies Activity), 415 (Differentiated Instruction), 451 (Social Studies Activity), 454, 457-458 (Social</p>
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				<p>Studies Activity), *459.</p> <p>The "Linking the Past to the Present" feature in the SE was created as a way to enable student to make connections across time periods. They don't always involve primary sources, but making connections across time is the purpose of this feature. See SE pp 80, 121, and 182. The "What Do You Think?" features also often do this, as on p 376.</p> <p>The Text-to-Text Connections (exemplified in the SG p 30 and the TG p 56 and 62) have students look at the SE text (secondary) and make connections to other texts they have read.</p>
<b>II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>No</b></p>	<p>Questions and tasks in the textbook, Student Guide, and assessments engage students with content in varied contexts, but the rigor of activities overall are uneven and do not always match eighth grade GLEs. For instance, Chapter 5's Social Studies Skills activity asks students to create a classroom constitution, but the activity asks merely for rights of students and rules for conduct in class. Activities like this could be more rigorous by aligning them to Louisiana GLEs. For instance, the classroom constitution activity could be changed to require students to develop a classroom constitution similar in structure to Louisiana's according to GLE 8.6.1, and include a preamble similar to</p>	<p>The criterion we are asked to meet here (3a) is about providing tasks that engage students with content in varied contexts. We do this without a doubt, as indicated by the reviewers themselves in their first sentence (and as demonstrated below and elsewhere in our response). They agree that we meet 3a as articulated by the state. So what we'd like to address here are the comments about rigor.</p> <p>The reviewers cite one activity out of dozens of more rigorous tasks that do not appear to have been considered. For example, in the SE, the Skill Page on p 124 asks students to analyze a map of the Triangular Trade, in which they must explain interdependence,</p>

			<p>Louisiana's after reviewing GLE 8.6.2.</p>	<p>do research to describe variations within some of the triangle points and to learn about another historical pattern of trade, compare the patterns through writing, and speculate about what might cause the pattern to be interrupted and about how politics and government might affect patterns of trade. Finally, they research what actually ended the Triangular Trade. Students can use this activity and source to demonstrate GLEs 8.1.1, 8.2.5, 8.4.1, and 8.10.3.</p> <p>In the TG, here is a small sampling of the many activities with a high level of rigor: The activity on p 84 involves writing, discussion, supporting claims, comparison/contrast, collaborative learning, and oral presentation, all revolving around secondary sources (in support of GLEs 8.1.1 and 8.2.1). On p 171, students begin by looking at a map of the Louisiana Purchase, then think about and discuss the real factors involved in developing a treaty. After writing about the Louisiana Purchase Treaty, they examine a real estate contract from the present to compare and contrast the two. A class discussion follows. The Analyzing Primary Sources Activity on the following page (172) is also high on rigor and involves several steps, several sources, writing, speaking, and listening. See also pp 178 (Social Studies Activity), 185 (Review Activity), 219 (Review Activity), the in-depth and multi-leveled</p>
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				<p>Social Studies Activity on abolitionist literature (224), and particularly the multi-faceted Writing Activity on 225-226). On pp 278-279, students are tasked with creating an alternative Reconstruction plan. They must list their goals, the tools they will use to achieve them, and the phases of implementation while also taking into account opposing viewpoints and thinking about how they would deal with them. Working with partners, they present their plans, compare them to the other students' alternative plans, and imagine what might have happened if Reconstruction had never occurred. These levels of depth and rigor are more characteristic of what is found in the program as a whole.</p> <p>The correlation of each lesson and its activities to the Grade 8 GLEs is presented clearly at the beginning of each lesson in the TG. There is also a complete correlation guide on the website (ESH).</p> <p>As the reviewers acknowledge, assessments employ a variety of tools, including multiple choice questions and writing and project assessments that allow students to engage in writing, speaking, listening, and observing.</p> <p>Many activities in the TG have students engage in speaking/listening. There are a number of opportunities for students to present individual, pair, and group work, including presenting material they have</p>
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				<p>researched on explorers (84), developing and performing scripts in collaborative groups (127), debating the controversy over O'Reilly (131), and role-playing a debate between the Longites and anti-Longites. Although these tasks involve listening while other groups speak, the "Music Activities" throughout the TG also build listening skills, such as the example on p 217.</p> <p>This is one spot where we noticed an inconsistency in interpreting the rubric's criteria and indicators. The Criteria column states that, overall, this criterion is about creating opportunities for teachers to ascertain whether students are grasping the GLEs. However, 3a is about how varied the contexts for student engagement are, not about the GLE alignment. The reviewer went into detail about how the questions in the SE (but not the TG) could have been made more rigorous by hewing closer to the letter and language of GLE 8.6.2, but this does not seem to be what the indicator is about. All of this comes after the reviewer concedes the main point the indicator is asking for in the first clause of his/her first sentence. Disconnects like these make it tricky to predict precisely what kind of learning resource to create, because we have no way of discerning the truly important facet of each indicator we should be focusing on. Nevertheless, we believe our program captures both the more general criterion in 3</p>
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				and the particulars of 3a.
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<b>No</b>	<p>The textbook and Student Guide provide opportunities of source-dependent questions, but the questions are often simplistic and do not scaffold appropriately, as seen in Chapter 5 Lesson 2's Analyzing Primary Sources activity. The Go to the Source! activities provide more questioning of historical themes and consequences (see Chapter 3 and 10 for example), but these opportunities only occur once per chapter. They also do not require students to synthesize or evaluate the causes and consequences of events. The one recurring theme students should easily recognize from this source is the importance of the Mississippi River.</p>	<p>The reviewers only looked at the SG page for the Chapter 5 Lesson 2 example they gave, which was not meant to stand alone. They needed to also be looking at the TG page for that activity, which situates the worksheet within the larger piece of instruction. The TG component for this activity (on p 172) and most others do follow the building of knowledge described in 3b. It provides them with some context, then has them look at a second source (besides Jefferson's letter)--an interview, which they must analyze in groups and present to the class--to help them understand the political and economic context of Jefferson's letter. This activity is further extended with instruction for students to write their own letters (of at least 2 pages) reporting back to President Jefferson. Finally, they conduct additional research to find out how well the expedition fulfilled Jefferson's instruction. So, taken in full, this activity is by no means simplistic, and it moves through several levels of tasks. Such is the case with most of the Primary Source Activities listed above. Students progress from examining a source to incorporating other sources and research, to having conversations about them, to</p>

<sup>5</sup> Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

				<p>applying knowledge through writing, presentations, or both, in order to understand the causes and consequences of events.</p> <p>Regarding the Ch 5 Lesson 2 example the reviewers refer to, the support for that activity is in the TG. That's where the contextualization and extension are.</p> <p>Not only are the SE's "Go to the Source" questions scaffolded ("Observe, Evaluate, and Conclude"); the questions at the end of each lesson are also scaffolded ("Know, Analyze, and Synthesize"), so entire categories are devoted to "Evaluate" and "Synthesize" types of questions. The reviewers acknowledge the fact that the "Go to the Source" activities provide more questioning of historical themes and consequences.</p> <p>As for evaluating causes and consequences of events and developments, please see the following additional examples: TG pp 262-263 (Reading Strategy: Recognize Cause and Effect, which also points out recurring themes), 277 (Reading Strategy, which asks students to look for examples of cause and effect). See also SG p 133-134 for a chart on causes and effects related to Chapter 7.</p> <p>Here are some examples that show the program is working to help students</p>
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				<p>recognize recurring themes:</p> <p>On the recurring themes of geography and economics/importance of Mississippi River: SE pp 13 (#8, Synthesize question), 21, 25 (#10, Synthesize), 36-40,71, 102 (caption question), 103 (sidebar, as well as #8, Synthesize), 147 (#8, Synthesize), 167, 170 (What Do You Think?), 204 (map and caption), 294, 308-309, 382-383, 386-390, 438 (Linking the Past to the Present), 446-447, 448-451, and 452-455.</p> <p>On the recurring themes of continuity and change/cultural groups/migration and immigration patterns/cooperation and conflict: SE pp 26-34, 34 (#10, 11, Synthesize), 39, 36-40, 67 (#8, 9, Synthesize), 78 (sidebar), 85 (Technology Tie-In), 90-91, 93 (#6, Analyze), 99 (Linking the Past to the Present), 105 (sidebar), 107 (caption question), 116 (What Do You Think?), 120 (sidebar), 121 (Linking the Past to the Present), 122 (#9), 131 (What Do You Think?), 133 (Linking the Past to the Present), 148-149, 152 (Linking the Past to the Present), 157 (Linking the Past to the Present), 158 (#5, 6, 7, Analyze), 170 (What Do You Think?), 171 (#7, Analyze), 171 (#9, Synthesize), 177 (What Do You Think?), 180 (#5, 6, Analyze), 184-185, 190 (#4, 9), 227, 228-229, 234 (#6, 7), 260 (#7), 296 (sidebar), 310 (sidebar), 316 (#8 Synthesize), 317, 330-339, 340 (#4, Analyze), 346-349, 352 (#5, 6,</p>
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				<p>Analyze), and 390 (#5, Analyze),</p> <p>On the recurring themes of liberty and equality/freedom and citizenship: SE pp 80 (Linking the Past to the Present), 110-111, 112 (What Do You Think?), 115 (#10, Synthesize), 123, 135 (#7, Synthesize), 145 (What Do You Think?), 147 (#5, Analyze), 172-175, 176 (What Do You Think?), 177 (What Do You Think?), 178, 180 (#7, Synthesize), 182 (Linking the Past to the Present), 208-215, 222 (#3, 4, 5), 226, 230-234, 235, 236, 240, 242-247, 264-266, 271, 290, 298 (Linking the Past to the Present), 298 (#7, Synthesize), 299-305, 310-311, 349 (sidebar), 351, 352 (#5, 6, Analyze), 258-259, 364-369, 373-378, 381 (#6, 7, Synthesize), 391, and 420 (Linking the Past to the Present).</p> <p>On the recurring theme of technology and change: SE pp 61, 63, 77 (caption question), 82 (#10, Synthesize), 201, 203 (What Do You Think?), 204-205, 207 (#5, Analyze), 405 (#10, Synthesize), 407 (Linking the Past to the Present), 426-427, 428 (#4, 5, Analyze), and 429. See also SG p 235, question #2.</p> <p>On the recurring theme of human-environmental interaction: SE pp 43-47, 60 (Linking the Past to the Present), 386-390, 438 (Linking the Past to the Present), and 450-451.</p> <p>These examples are from the SE alone. The</p>
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				<p>TG also contains many opportunities to apply understandings in order to recognize recurring themes.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p><b>No</b></p>	<p>The textbook and Student Guide activities allow students to demonstrate understanding of social studies content, but focus on the understanding of the content at hand and not greater themes across time and place or consequences of events. For example, in Chapter 9 Lesson 2 of the Student Guide, students read Huey Long's Share our Wealth speech and answer questions that focus specifically on the speech ("Why do you think Long named his program 'Share Our Wealth'?"), rather than the implications of the speech with regards to the Great Depression and Huey Long's political career.</p>	<p>The example the reviewer cites as insufficient (the question about why Long named it "Share Our Wealth") was in fact designed to make connections with the Great Depression and Long's political career. The idea of sharing wealth appealed to so many people in large part *because of* the Great Depression, so any attempt to answer that question would open up a discussion of causes, consequences, and implications. But the more important response we want to offer here is that the full activity is presented in the TG p 374. There we specifically ask for the students to compare it to the New Deal and connect it to Long's slogan and platforms. We ask students how it influenced the New Deal, which definitely covers its implications with regards to the Great Depression and Long's political career. It is only *after* the discussion of these and other implications that we ask the teacher to assign the worksheet. Furthermore, to extend the discussion, we provide a link to video of Long giving a different speech about the Share Our Wealth program and ask students to compare the analogies he makes there to other analogies about the Share Our Wealth program.</p> <p>In a similar way, our other source-dependent</p>

				<p>tasks do make connections, encourage students to recognize recurring themes, and evaluate the causes and consequences of events and developments when they are viewed in full, with the corresponding instruction in the TG. One good example of making connections between ideas and events across time through written and oral tasks is the activity on pp 311-313 of the TG (on prisons and convict leasing).</p> <p>The TG's Chapter 7 Reading Strategies are about text structures, with Lesson 1 focusing on cause and effect. See also the Chapter Writing Portfolio for Chapter 6, where students analyze what Charles Dickens says is the cause of the Civil War. The first Reading Strategy in Chapter 6 (inferring) looks at why Andrew Jackson and his men won the Battle of New Orleans and why the British lost. On p 212, students consider the question of how the cotton gin changed Louisiana, among other things, addressing themes of technology, continuity, and change. The Reading Strategy in Lesson 3 focuses on inferring by asking "Why" questions, so that addresses causes and consequences as well.</p> <p>Finally, there are features in the SE directed at a greater understanding of causes and consequences, such as the sidebar "Why Start a Colony?" and the accompanying text on pp 90-91. See also p 326 (Linking the Past</p>
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				to the Present). For connections across time, there are examples such as the “What Do You Think?” on p 176 and the “Synthesize” question (#8) on p 316.
	<p><b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>The materials supplied with the textbook and Student Guide include tests for each chapter, but there are no pre- or formative assessment for the chapters or individual lessons. The Teacher's Guide includes a project assessment for each chapter as well, such as having students create an Antebellum Louisiana museum exhibit in Chapter 6. The software for the course does allow the teacher to create varied forms of assessment and even adaptive tests, but there are no samples provided.</p>	<p>Thank you for the "Yes" in this column. Regarding the comment about the pre- or formative assessments, our assessment engine does cater to pre- and formative assessment nicely by allowing teachers to clone the tests as many times as they want and letting them turn on "Shuffle Questions" to administer the “same” test more than once and track progress. Teachers can use the assessments (and the question bank) to create pre-assessments and formative assessments adapted to their own personal curricula. Of course, teachers can also build their own tests from scratch with the questions pre-loaded in their question bank. Furthermore, the Lesson Review questions and Key Idea Review questions in the SE can be used as formative assessments.</p> <p>In the last sentence of the comment, it is unclear whether the reviewer is saying there aren't any samples of varied forms of assessments and adaptive tests or if they were expecting printed samples of adaptive tests. There are pre-built chapter assessments (summative) already there. We did not create/print several different adaptive tests for each chapter to serve as samples, nor did 3d specify that. We figured</p>

				that a random sample would not be particularly helpful, since adaptive tests are so dependent on an individual teacher who is familiar with his/her students' specific needs.
	<b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	Computer-based chapter tests have answers for multiple-choice questions keyed in, and the Teacher's Guide includes an answer key for all activities in both the textbook and Student Guide, as well as the paper test. Each project includes a generic rubric for grading student performance.	
<p><b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	<p>Although the remaining sections were not evaluated, please allow us to provide some examples of how our program covers these criteria.</p> <p>In the TG, the activities provide regular opportunities for students to develop claims through discussions and support them in writing. Some good examples occur on pp 266 (Social Studies Activity: Road to War Debate), 131 (Social Studies Activity: O'Reilly Debate), 224 (Social Studies Activity: Abolitionist Literature), 225 (Writing Activity: Abolitionists Letters), and 267 (Review Activity: Dred Scott Decision).</p> <p>The following tasks involve making and defending claims with valid sources: TG pp 25 (Online Research Activity), 27, 35, 58 (Online Research Activity), 83 (Chapter Writing Portfolio), 98 (Social Studies Activity), 126</p>

				<p>(Chapter Writing Portfolio), 131 (Social Studies Activity), 178 (Social Studies Activity), 192 (Essay #2), 219-220 (Review Activity), 264 (Analyzing Primary Sources Activity), and 266 (Social Studies Activity), along with others listed above.</p> <p>See also SG pp 201-205, 206-207, 211-213, 235, 241, and 247-248.</p> <p>Furthermore, persuasion and making claims are a main focus in Chapter 8 of the TG, where the Reading Strategy topic is "Persuasion and Bias." The Chapter Writing Portfolio assignment is "Write a Persuasive Letter," which addresses reasons, rebuttals, and counterarguments. The Reading Strategies for each lesson are related to developing claims through discussions (TG pp 306-308, 315-316, 318-319). In addition to discussion, they have students work out issues and look at models. The Writing Activity that spans 311-313 has them discuss the issues drawn out by a quote about convict leasing, consider the issue of prisons across time, watch a documentary, discuss an article, and consult additional resources, all to develop and discuss claims and write an op-ed piece. The chapter Writing Assessment is also about writing an op-ed. There are debate activities scattered throughout the TG, some of which were pointed out in categories above.</p> <p>The Chapter Writing Portfolios and Optional</p>
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				<p>Activities also support this criterion, teaching skills such as how to support main ideas with details and examples (p 126) and taking counterarguments into account (pp 303-305). The research writing projects in Chapters 9, 10, and 11 have students follow steps in the Reading Strategies and Writing Portfolio activities to conduct and organize research, develop a bibliography, compile and assess ideas, develop their own claim/thesis, and support it with valid evidence. See pp 361-362, 364-365, 371-372, 407, 414, 421-422, and 447.</p> <p>In the SE, the “What Do You Think?” and “Linking the Past to the Present” questions often ask students to make a claim. Teachers can use these as launching points for discussions and/or writing assignments. The same is true for the “Analyze” questions in lesson reviews, and the “Evaluate” and “Conclude” questions on the “Go to the Source” pages.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The TG offers more than 80 writing assignments and tasks, including reader-response pieces, summaries, narratives, journal entries, brochures, opinion and persuasive essays, research papers, scripts, news articles, blog posts, letters, and poems. For examples of this variation, see TG p 135 (Social Studies Activity): Point Coupee Slave Rebellion Newspaper Article, 136 (Social</p>

				<p>Studies Activity: French Code Noir), 144 (Writing Assessment: Writing Main Ideas), 145 (Project Assessment: Two-Voice Poem, 303 (Chapter Writing Portfolio: Write a Persuasive Letter), 315 (Reading Strategy: Analyze and Write Campaign Speeches), 426 (Social Studies Activity: Hurricane Katrina Interviews), and 361 (Chapter Writing Portfolio: extended formal writing).</p> <p>Additionally, every chapter includes a Writing Portfolio Activity as well as a Writing Assessment. The end-of-chapter comprehension assessment includes both short-answer and extended-response questions. Teachers can customize tests to match their length and time demands by using ESH test generator to modify questions provided by our program or to create their own.</p>
	<p><b>REQUIRED for grades 3-12 only</b>  <b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Chapter Writing Portfolios, short-answer and essay questions on the end-of-chapter assessments, and the Optional Activities in the teaching materials support this criterion.</p> <p>The following tasks involve making and defending claims with valid sources:</p> <p>TG: 25 (Online Research Activity), 27, 35, 58 (Online Research Activity), 83 (Chapter Writing Portfolio), 98 (Social Studies Activity), 126 (Chapter Writing Portfolio), 131 (Social Studies Activity), 178 (Social Studies Activity), 192 (Essay #2), 219-220</p>

				<p>(Review Activity), 264 (Analyzing Primary Sources Activity), 266 (Social Studies Activity).</p> <p>For example, the research writing projects in Chapters 9, 10, and 11 have students follow steps in the Reading Strategies and Writing Portfolio activities to conduct and organize research, develop a bibliography, compile and assess ideas, develop their own claim/thesis, and support it with valid evidence.</p> <p>For specific examples in the TG, see pp 361-362, 364-365, 371-372, 407, 414, 421-422, and 447.</p> <p>See also SG pp 167, 201-205, 206-207, 211-213, 235, 241, 247-248.</p>
	<p><b>REQUIRED</b>  <b>4d)</b> Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>More than 50 activities in the TG require students to conduct additional research either independently or in groups. There are many examples provided in the page numbers already listed above. The research writing projects in Chapters 9, 10, and 11 have students follow steps in the Reading Strategies and Writing Portfolio activities to conduct and organize research, develop a bibliography, compile and assess ideas, develop their own claim/thesis, and support it with valid evidence. See also SG pp related to research skills, such as 202-204, 206, 211-213.</p>

	<p><b>4e)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	In the TG, see the Social Studies Skills activity at the end of every chapter. Additionally, students practice notetaking skills, identifying main ideas, asking relevant questions, and elaborating on remarks of others through activities in the Reading Strategies, Literature Links, and Writing Assignments, as well as Optional Activities in the TG. Many examples are provided above, but see TG p 486 for an additional example. See also SG pp 42, 46, 54, 59, 60-61, 63-64, 66, 69-70, 71, 75-76, 77, 108, 119-121, 158, 180, 201-202, 206, 221, 229-230, 269-271, 273, 284 (and their accompanying TG pages).
<b>III. Scaffolding and Support</b>				
<p><b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	Instructional scaffolding is included in every Reading Strategy for English Language Learners, struggling learners, and gifted learners. For a few examples, see the Differentiated Instruction headings: TG pp 130, 176-177, 211-212, and 223. Every chapter also begins with an ELL Teaching Tip. See examples on TG pp 126, 207, 260, 404, and 447.
	<p><b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	The organization of the student text (SE) is logical and designed to help students and teachers focus on important concepts that connect directly to GLEs. Each chapter is

				<p>framed by an Essential Question at the beginning and a Chapter Review page at the end. The Go to the Source pages and Social Studies Skill pages are consistently placed at the end of the chapter, before the review spread, which lends a sense of order and predictability. At the lesson level, each lesson is framed by a list of Key Ideas and Key Terms at the beginning and a set of scaffolded “Check Your Understanding” (lesson review) questions at the end. The main headings within each lesson map back to the Key Ideas, forming a sort of outline to walk the students through the material. Also, we take care in our design not to cram the pages full of too many colors, bells, whistles, and distractions, and that contributes to ease of reading and a sense of calm organization.</p> <p>Each chapter of the TG begins with an overview of the chapter and its lessons. The overview includes a GLE-correlation chart for each lesson, as well as a list of resources (books, websites, films, TV, etc.) for more information on a specific topic for teachers or to extend learning for students. The Writing Portfolio and Literature Link for the chapter are identified up front. Each lesson is organized in the same way: Lesson Preview section followed by the Reading the Text section, which includes strategies and activities for reading and teaching the text. Within this section are suggestions for</p>
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				<p>Differentiated Instruction. Reading the Text is followed by Optional Activities. The Lesson Review section offers a Review Activity. At the end of a chapter, teachers will consistently find a Writing Assessment, a Project Assessment, and a Comprehension Assessment. All materials, activities, and assessments in a chapter circle back to the Essential Question and address GLEs identified in the chapter overview.</p> <p>Finally, the Teacher Tools section at the back of the TG contains rubrics, blackline masters of maps and graphic organizers, and reproducible ELL Word Cards. There is also an image bank on the Experience State History website.</p>
	<p><b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>See 5a for examples of Differentiated Instruction. Multiple activities include extensions or other options for instructional delivery, as well as models to provide guidance for students of varying needs. Examples of extension activities include My Heritage, TG p 97; Abolitionist Letters, p 225-226; and Heroes of Hurricane Katrina, p 426.</p> <p>There is a Teacher Tools section at the back of the TG, which contains rubrics, blackline masters of maps and graphic organizers, and reproducible ELL Word Cards. There is also an image bank on the Experience State History website.</p> <p>The program includes a Pacing Guide</p>

				designed to help teachers complete the program in one school year. It can be found on our website (digital.experiencestatehistory.com).
	<b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	The program includes a Pacing Guide designed to help teachers complete the program in one school year. It can be found on our website (digital.experiencestatehistory.com).
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>Yes</b>	The textbook provides the student with opportunities to explore the big ideas of social studies as well as the specific concepts as outlined by the Grade-Level Expectations.	
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>No</b>	Despite having primary source activities with each lesson and at the end of each chapter, the textbook is primarily a standard textbook narrative. Primary sources supplied are of good quality, but almost exclusively stand on their own and opportunities for sourcing, contextualization, and corporation are not explored.	Our responses above demonstrate the extent to which we do in fact provide a wide range and deep volume of sources with corresponding instruction. We hope we have sufficiently communicated why the justifications given by the reviewer(s) for this rating are erroneous.
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	Questions and tasks for students to complete are focused solely on the time period discussed, and opportunities to look at recurring themes and big ideas of social studies are extremely rare. In addition, the	Again, as demonstrated by the evidence in our responses above, the reviewers' conclusions here are inaccurate and fail to represent the full program. Essay questions such as "How did Louisiana's colonial roots

			majority of questions that students answer are lower level and focused on finding information in the sources.	contribute to its government after statehood?, "What about Louisiana as a state was distinctly American?" (both found on TG p 192), and "How did changes in agriculture and technology contribute to changes in ideologies about slavery in Louisiana" (TG p 235) do not "focus solely on the time period discussed." Nor do the many other examples offered above.  We hope you will consider the evidence we've provided carefully. If you need any further clarification, please let us know. Thank you.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments



May 4, 2016

**RE: GIBBS-SMITH CURRICULUM FOR PUBLIC REVIEW**

To Whom It May Concern,

As a State Senator, I ensure that all public material distributed by my office is accurate and correct. I would expect that as a publisher the department's accuracy standards are of the same high caliber. Students and parents as well as classroom teachers, expect and demand a high level of accuracy.

In reviewing your materials on the Long's of Louisiana, I found at best misrepresentation of facts and at worst, a real disregard for balance and fairness. For example, the implication that the death of Huey and Earl Long signaled the end of the Long's family service to the citizens of Louisiana is incorrect. Numerous Long's, including myself, have served and continue to serve the people of Louisiana in a professional manner.

Please know that what students are taught become what they believe; especially if they do not know that the information was, in fact, incorrect.

With regards

A handwritten signature in black ink, appearing to read "Gerald Long", is written over a light green rectangular background.

Gerald Long  
President, Pro Tempore  
Louisiana State Senate

**Corrections and Comments for *The Louisiana Experience*  
*Chapter 9 – Depression and War, Lesson 2: Huey Long*  
With Additional Analysis of Chapters 8 & 10**

Proposed Eighth Grade Social Studies Textbook  
Published by Gibbs Smith Education

May 5, 2016

*Prepared by*  
Audra Snider, Editor  
[www.HueyLong.com](http://www.HueyLong.com)

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## Executive Summary

Louisiana is considering a new textbook for eighth-grade Social Studies entitled, *The Louisiana Experience*, by Utah-based publisher Gibbs Smith Education. A review of the chapters covering the 20<sup>th</sup> century (and supporting teacher and student guides) reveals a biased, misleading and factually inaccurate depiction of Louisiana’s political history, particularly its most famous governor, Huey Long.

Attached is a detailed analysis of Chapter 9, Lesson 2: “Huey Long,” highlighting factual errors, editorial bias and critical information missing from the narrative. Our suggested revisions were written within the time and space constraints imposed by the publisher and hew closely to the original structure of their text. Ideally, the lesson would undergo a complete re-write by a qualified and impartial team of historians.

We submitted our edits to the publisher by the March 15 deadline they provided; however, Gibbs Smith declined to make most of the substantive changes we recommended.

Also attached is a brief outline of similar problems in the political narrative in Chapters 8 and 10, which bookend the Huey Long era. The publisher adopted many of our changes, yet errors still remain.

We were not provided advance copies of the guides for students and teachers, which contain numerous errors. A brief critique of those materials is also included in this document.

The corrections provided here are based on primary documents and the biography, *Huey Long*, by LSU professor T. Harry Williams. This encyclopedic and exhaustively researched book, published in 1969, is based on 295 primary source recorded interviews and is considered the preeminent authority on Long. It was awarded the Pulitzer Prize in biography and the National Book Award in history and biography.

**“Corruption”** — Of particular concern is the textbook’s characterization of Huey Long’s administration as “corrupt.” Corruption implies illegal activity, such as bribery, theft, and personal enrichment. These characteristics apply to the administration of Gov. Richard Leche but not the Huey Long administration.

Corruption, as applied to Long, is not supported by facts, historically or in the chapter, and appears to be used as shorthand for Long’s political methods. Students are asked to judge the pros and cons of Huey Long’s legacy based on information about his programs and methods alongside vague allegations of “corruption”, “abuse of power”, and “undemocratic methods” that float throughout the text but are not accurately explained.

The examples the textbook does provide to support its charge of corruption either do not rise to the level of corruption or are false. For instance, the textbook and teacher guide repeatedly allege as examples of corruption that Long automatically collected five

percent of state employee paychecks for his campaign fund and that Long personally approved the hiring of all state employees based on their loyalties. Both of these allegations are false. It also accuses Long of “controlling the press” by creating his own newspaper with no mention of the rampant bias that existed in the “free” press.

Similarly, the textbook’s reference to Long “maneuvering” Lt. Gov. Paul Cyr out of office—and citing this as an example of abuse of power—reflects a complete misunderstanding of the events.

The following are example statements from the textbook with references to pages in [this document](#) where further context and comments are provided:

- “[Long built] a political machine that ultimately ran on corruption and domination.” (p. 1)
- “[Long] used corrupt methods to achieve many of his goals.” (p. 2)
- “[Longism] came to mean corruption in government.” (p. 9)
- “Long used ruthless and undemocratic methods to achieve his political goals.” (p. 19)
- “How did [Huey Long] abuse his power to achieve [his] goals?” (p. 30)
- “The corrupt practices that began during the Long Era did not die with Long.” (p. 22)
- “[Voters] appeared willing to overlook the corruption and vote for a Longite candidate.” (p. 25)

**Editorial Bias** — The editorial tone of Chapter 9 is a departure from the neutral tone of Chapter 8 and previous years’ textbooks. It repeatedly takes the cynical view that Huey Long’s motives and methods were self-serving rather than genuinely intended for the common good. The text goes to great lengths to paint Long as a demagogue. For example, the exercise entitled “Go to the SOURCE” selects quotes from Long’s supporters that are designed to demonstrate that Long’s appeal was based on emotion rather than facts or reason (as explained in the Teacher Guide)—which is how the chapter defines a demagogue.

Additionally, the following phrases send a signal to students that they should adopt a negative view of Long:

- “*For better or for worse*, he would become one of the most influential politicians in Louisiana history.” (p. 1, emphasis added)
- “The problem is how he sometimes went about achieving his goals.” (p. 6)
- “Unfortunately for him and for Louisiana, he chose the latter course.” (p. 9)
- “[Some Louisianians] thought that his every action was nefarious (wicked or criminal), if not *downright evil*.” (p. 28, emphasis added)

**Factual Errors** — There are numerous errors in the text and accompanying guides that undermine the credibility of the entire narrative. For example, Chapter 9 states about Long’s assassination: “After attending the opening ceremonies [of the legislature], he was shot” (p. 21). In fact, Long was shot in the

evening on the second day of the session. This reflects poor fact checking.

Similarly, statistics about the roads and bridges built by Long are incorrect (p. 10). As noted above, the chapter also makes false claims about deductions from state employee paychecks and Long’s hiring practices (p. 7). Other errors, exaggerations, and editorial ‘spin’ are noted below.

**Context** — Chapter 9 fails to clearly connect the Huey Long era to the continuum of Louisiana history as discussed in Chapter 8. For example, Long used the existing patronage system and other levers of power created by his predecessors to further an unprecedented populist agenda. No discussion is given to the degree of opposition to Long’s agenda that prompted the political methods the text describes as “corrupt,” “ruthless,” and “undemocratic.” (It is misleading to casually describe the governor who abolished the poll tax and championed the interests of the disenfranchised poor as “undemocratic.”)

Additionally, the significance of Long’s accomplishments is not put into proper perspective. For example, Chapter 8 implies that Gov. John Parker built the Louisiana highway system, while Chapter 9 only briefly mentions that Huey Long added miles of roads and bridges. In fact, Long was responsible for the vast majority of the state’s road and bridge building. Similarly, Parker is given greater credit for advancing LSU than Long, who tripled its size and is

widely recognized as LSU’s greatest political benefactor.

**Balance and Omissions** — Huey Long was Louisiana’s most accomplished governor, but the textbook omits many of his major achievements and devotes more space to the works of previous governors. For example, Gov. John Parker’s accomplishments span two pages, while Long’s are given half a page. Gov. Richard Leche, a convicted felon, is cast in a more favorable light than Long. In the following chapter, discussion of four-time governor and convicted felon, Edwin Edwards, is disjointed and incomplete. Similarly, Sen. Russell Long, Louisiana’s most powerful national politician, is mentioned only parenthetically.

Huey Long may be Louisiana’s most famous orator, but only two quotes by Long appear in the textbook. A page entitled, “Go to the SOURCE,” contains obscure quotes about Long by others. There is no mention of how his campaign style revolutionized Louisiana politics. An incomplete list of his programs and accomplishments provides no supporting details.

In conclusion, it is particularly difficult to summarize the Huey Long era due to its complexity and polarization. Over time, historical facts have merged with myths, and it is often hard to parse the two. To achieve the high standards required of a school textbook, this chapter requires overall historical context, legitimately supported historical themes, and content backed up by accurate explanation, statistics and quotes in proper context.

KEY: [ ] shaded areas denotes suggested edits for space allotted  
 [ ] highlighted text points to noteworthy errors and mischaracterizations

Current Text	Comments	Suggested Edits
<p>Chapter 9 – Depression and War</p> <p>LESSON 2</p> <p>Huey Long – p. 331</p>		<p>Chapter 9 – Depression and War</p> <p>LESSON 2</p> <p>Huey Long</p>
<p>While Bourbon Democrats and New Orleans political bosses ruled the state, the poor people of rural Louisiana had struggled to get the resources they needed. They felt the government had <i>exploited</i> them, and they were desperate for change. The Great Depression only made things worse. Onto this stage stepped a young man from Winn Parish who was willing to challenge the Bourbon system. He promised to make “every man a king.” This populist message—that he was there to help ordinary people— became the foundation of Huey Long’s rise to power. It gave him the fuel to build a <b>political machine that ultimately ran on corruption and domination. For better or for worse</b>, he would become one of the most <i>influential</i> politicians in Louisiana history.</p>	<ul style="list-style-type: none"> <li>• <b>“Corruption” is not accurate shorthand for Huey Long’s political machine or methods.</b> During Long’s term, the question is consolidation and alleged abuse of power, not personal enrichment. <b>Corruption is more accurately applied to the Leche administration</b> (bribes, indictments, convictions).</li> <li>• <b>“Ultimately” suggests that corruption and domination were the essential features of Long’s administration rather than his programs and accomplishments.</b> It also assigns blame to Long for the Leche administration’s corrupt actions.</li> <li>• <b>“For better or for worse” is editorializing.</b></li> <li>• Add explanation of what basic services people needed.</li> <li>• The government actually ignored the poor and allowed big industries to exploit state resources.</li> </ul>	<p>While Bourbon Democrats and New Orleans political bosses ruled the state, the poor people of rural Louisiana struggled to get the basic services they needed: education, hospitals, roads and bridges. They felt the government had ignored them, while the well-connected <i>exploited</i> the natural resources of the state for their own financial gain. The Great Depression only made things worse, and they were desperate for change. Onto this stage stepped a young man from Winn Parish who promised to challenge the Bourbon system and make “every man a king.” This populist message—that he was there to help ordinary people— became the foundation of Huey Long’s rise to power. It gave him the fuel to build a <i>political machine</i> that would dominate Louisiana politics for decades, but also <b>created an atmosphere ripe for future corruption</b>. Both beloved and despised, Long would become one of the most <i>influential</i> politicians in Louisiana history.</p>

Changing Louisiana's Expectations – p. 331		Changing Louisiana's Expectations
<p>Louisiana experienced a political revolution as a result of the 1928 election. Newly-elected Governor Long believed that the power of state government should be used to help improve people's lives. He promised the voters he would use it to achieve that goal. He abandoned the previous practices of government not spending much money or pursuing programs and began transforming Louisiana into a modern state.</p> <p>(p. 331)</p>	<ul style="list-style-type: none"> <li>• Need to mention that there was a tradition of limited government services.</li> <li>• Provide specifics about government spending and programs by Long.</li> </ul>	<p>Louisiana experienced a political revolution as a result of the 1928 election. Newly-elected Governor Long broke with the tradition of limited government services and instead used the power of state government to improve people's lives. He transformed Louisiana into a modern state, building roads, bridges, and hospitals, and he expanded education for the poor.</p>
<p><b>Key Ideas</b> (sidebar) – p. 331</p>		<p><b>Key Ideas</b> (sidebar)</p>
<p>Huey Long was an influential politician who fundamentally changed the role of government in Louisiana.</p>		<p>Huey Long was an influential politician who fundamentally changed the role of government in Louisiana.</p>
<ul style="list-style-type: none"> <li>• As governor of Louisiana, Long worked hard as an advocate of the poor but used <b>corrupt methods</b> to achieve many of his goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Again, <b>"corrupt" methods is inappropriate</b>. His methods were controversial, but not illegal or self-enriching.</li> </ul>	<p>As governor of Louisiana, Long worked hard as an advocate of the poor but used <b>controversial methods</b> to achieve his goals.</p>
<ul style="list-style-type: none"> <li>• As a US Senator and potential presidential candidate, Long's Share Our Wealth program influenced some aspects of President Roosevelt's New Deal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long influenced <i>many</i>, major aspects of FDR's <i>Second</i> New Deal.</li> </ul>	<p>As a U.S. Senator and potential presidential candidate, Long's Share Our Wealth program influenced many aspects of President Roosevelt's Second New Deal.</p>
<ul style="list-style-type: none"> <li>• Huey Long left behind a mixed legacy that included both the idea that government would become more of a factor in people's lives and the <b>possibility of increased corruption</b> in government.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify that the <b>concentration of power made it easier for future administrations to engage in corruption</b>.</li> </ul>	<p>Huey Long left behind a mixed legacy that included both a strong state government to provide services to its people and a concentration of power that <b>opened the door for future corruption</b>.</p>

<p><b>Key Terms</b> (sidebar)</p>	<ul style="list-style-type: none"> <li>Suggest adding 'patronage' and 'political machine' as they are featured prominently in the text.</li> </ul>	<p><b>Key Terms</b> (sidebar)</p> <p>[add:]</p> <p>patronage political machine</p>
demagogue		demagogue
exploit		exploit
influential		influential
pension		pension
platform		platform
redistribution		redistribution
repeal		repeal
unconventional		unconventional
unprecedented		unprecedented
<p><b>Long's Rise to Power</b> – p. 332</p>		<p><b>Long's Rise to Power</b></p>
<p>From a young age, Long believed he was destined for a career in politics. He began that career with his election to the Railroad Commission, which regulated railroads. It became the Public Service Commission, which regulated other public utilities. He used his vote on the commission to develop a reputation for being a friend to poor Louisianians. For example, he consistently voted for lower rates for gas and electricity and strict government supervision of these utilities. He did things like return money the phone company had overcharged its customers.</p>	<ul style="list-style-type: none"> <li>Clarified role of PSC</li> <li>Important to mention U.S. Supreme Court case, which demonstrated his legal ability and boosted his name recognition.</li> </ul>	<p>From a young age, Long believed he was destined for a career in politics. At age 25, he was elected to the Railroad Commission, which became the Public Service Commission, regulating railroads, steamboats, and public utilities. He developed a reputation for being a friend to poor Louisianians by consistently voted to lower utility rates. As chairman, he successfully argued a case before the U.S. Supreme Court that forced the telephone company to return money to 80,000 overcharged customers.</p>
<p>Long ran for governor for the first time in 1924 against two opponents: Hewitt Bouanchaud (Governor Parker's lieutenant governor) and Henry Fuqua of the Old Regulars. Fuqua was elected, while Long finished third. It was the only</p>	<ul style="list-style-type: none"> <li>FYI, Long maintained that he lost this election because it rained on election day, preventing many poor people from traveling on the</li> </ul>	<p>Long ran for governor for the first time in 1924 against two opponents: Hewitt Bouanchaud (Governor Parker's lieutenant governor) and Henry Fuqua of the Old Regulars. Fuqua was elected, while Long finished third. It was the only</p>

election Long ever lost.	muddy roads to go vote.	election Long ever lost.
<p>Long spent the next four years figuring out what went wrong with his campaign and how to fix it. <b>One idea he had was to tell voters he believed</b> that the state government should help them, not just wealthy people who had influence. The resulting program appealed to many voters in 1928, when he ran for governor again.</p>	<ul style="list-style-type: none"> <li>• <b>Text implies that he came up with phony rhetoric to appeal to poor voters.</b></li> <li>• Long did not spend next four years “figuring out what went wrong.”</li> <li>• Important to note that Long crisscrossed the state and his revolutionary campaign methods.</li> </ul>	<p>Long spent the next four years raising his profile as a reformer and developing a campaign style that would revolutionize Louisiana politics. He traveled throughout the state, making 600 speeches—many in isolated communities that had never seen a politician. Long distributed thousands of circulars that described his proposals to help the poor.</p>
<b>Campaigning for Change</b> – p. 332-333		<b>Campaigning for Change</b>
<p>During the 1928 campaign, Long promised that the state would improve and expand public education. He would provide free textbooks for school children. This was an especially popular part of his <b>platform</b> because many parents in Louisiana were too poor to buy books for their children. Neither the state nor the parishes provided them, and many children grew up not attending school because of this obstacle.</p>	<ul style="list-style-type: none"> <li>• Important to add adult literacy as an indicator of the poor education system.</li> <li>• FYI, Long also built schools and provided free busing, but there does not appear to be room to discuss this.</li> </ul>	<p>During his 1928 campaign for governor, Long promised that the state would expand public education and provide free textbooks for school children. This was an especially popular part of his <b>platform</b> because many families were too poor to buy the required textbooks. Neither the state nor the parishes provided them, so many children grew up not attending school. Consequently, one in four adults could not read.</p>
<p>He also announced his intention to expand highways and pave as many as possible. When automobiles first came into Louisiana, they were generally expensive, and only a few wealthy people could afford them. Manufacturer Henry Ford made it possible for many Americans to afford automobiles as he steadily reduced the cost of his famous Model T during the 1920s. As more and more ordinary Louisianians bought cars, they noticed the poor condition of the roads. Long promised to improve transportation across the state. In addition to a system of modern, paved roads, he promised to</p>	<ul style="list-style-type: none"> <li>• Louisiana roads were notoriously poor, and there were only 300 miles of paved roads. Long truly built the modern road system in the state.</li> <li>• Revisit Chapter 8, page 312, regarding Gov. Parker’s new “highways”-T. Harry Williams says that by 1928, the best estimate is that there were 296 miles of concrete roads and 396 miles of</li> </ul>	<p>He also announced that he would build a modern system of good roads and bridges throughout Louisiana. There were only 300 miles of paved roads in the state, mostly in the cities, and three major bridges. Citizens relied on a patchwork of dirt roads that became impossible to travel in Louisiana’s frequent rains, leading many to refer to the state as “stuck in the mud.” To cross waterways, people used expensive and inconvenient ferries. The introduction of the automobile made the need for hard-surface roads and steel bridges all the more necessary.</p>

<p>build a bridge over the Mississippi River.</p>	<p>asphalt roads. Pictures show that the “highways” were largely dirt roads. Parker is not known for his road-building program to our knowledge.</p> <ul style="list-style-type: none"> <li>• Important to note how Louisiana’s frequent rains made travel nearly impossible.</li> <li>• Mention ferry system.</li> <li>• Removed some extraneous details about the Model T.</li> </ul>	
<p>Long promised to improve health care by building a network of charity hospitals, one in each major city. He believed that many poor people could not afford the trip to reach the state’s Charity Hospital in New Orleans but that people would be more likely to reach a regional hospital.</p>	<ul style="list-style-type: none"> <li>• Add mention of health clinics and free immunizations.</li> </ul>	<p>Long promised to improve healthcare by building a network of charity hospitals in each city and health clinics throughout the state to provide free immunizations. Citizens would no longer have to rely on traveling to the New Orleans hospital for care.</p>
<p>[photo caption:]</p> <p><i>Huey Long spoke with passion and charisma (great charm). Why was this an important skill for a politician in the age of radio? What does being a charismatic speaker have to do with one’s policies?</i></p>	<ul style="list-style-type: none"> <li>• The question implies that Long’s speaking style made him a demagogue.</li> <li>• Long frequently broadcast statewide radio addresses to explain his detailed policies to the people and circumvent negative press.</li> </ul>	<p><i>Huey Long spoke with passion and charisma (great charm) and was one of the first politicians to use radio speeches to reach voters. Why were these skills important in the age of radio?</i></p>
<p>In May of 1928, Huey Long was inaugurated governor of Louisiana. He was not quite 35 years old.</p>	<ul style="list-style-type: none"> <li>• Important to note Long’s mandate from voters</li> </ul>	<p>Huey Long was elected governor by the widest margin the state had ever seen. He was inaugurated in May 1928 at the age of 34.</p>
<p><b>Governor Long</b> – p. 333</p>		<p><b>Governor Long</b></p>

<p>Long was not only the most powerful governor in Louisiana history; he also established in Louisiana the most powerful governorship ever in American history. People saw that he was working tirelessly to make his promises of social reform for the common people a reality. <b>The problem was how he sometimes went about achieving his goals.</b></p>	<ul style="list-style-type: none"> <li>• Important to note the stiff opposition Long faced in the legislature, which gave rise to his methods of consolidating power to push his programs.</li> <li>• <b>Remove editorial statement</b></li> </ul>	<p>Long was not only the most powerful governor in Louisiana history; he also established in Louisiana the most powerful governorship ever in American history. People saw that he was working tirelessly to make his promises of social reform for the common people a reality. <b>His problem was how to overcome the entrenched opposition in the legislature.</b></p>
<p><b>Questionable Methods</b> – p. 333 (continued below)</p>	<ul style="list-style-type: none"> <li>• For better flow, suggest swapping the ‘Questionable Methods’ section and the ‘A Political Machine’ section. Long first consolidated power and later faced impeachment, putting this in context.</li> </ul>	<p>(see below)</p>
<p><b>A Political Machine</b> – p. 334</p>		<p><b>A Political Machine</b></p>
<p>Long set about removing his enemies from power. He replaced the old aristocratic Bourbon rulers with his own supporters and put himself at the top. Then he found ways to make sure the entire system was under his control.</p>	<ul style="list-style-type: none"> <li>• <b>The chapter’s general references to “corruption” are more accurately addressed by how Long used the existing patronage system.</b></li> <li>• Important to note role of Standard Oil and other special interests in controlling state politics. (Long broke with Gov. Parker when the Standard Oil legal department literally wrote the two-cent severance tax law.)</li> <li>• Perhaps note the above connection in Chapter 8, p. 312 tax reform box.</li> <li>• Long reasoned that his administration was less corrupt than previous governors’, because</li> </ul>	<p>While he was elected in a landslide, Long faced a Louisiana legislature largely controlled by special interests, such as the Standard Oil Company and other large businesses. These groups often used bribes and special favors to exert influence over elected officials. Long set out to consolidate power in the governor’s office and create his own <b>political machine</b> that did not rely on big money.</p> <p>Long greatly expanded the existing <b>patronage</b> system that gave governors the authority to fill government jobs with their own supporters. He replaced many of the old aristocratic Bourbon appointees and consolidated commissions and boards under the governor’s control.</p>

	<p>big business did not control policy.</p> <ul style="list-style-type: none"> <li>• Important to mention existing culture of influence peddling.</li> </ul>	
<p>Since he didn't trust the daily newspapers published in the big cities, most of which opposed him, he started his own newspaper, The Louisiana Progress. It only reported positive news and included positive editorials about Long's programs. If state employees wanted to keep their jobs, they had to subscribe to this paper and sell subscriptions every month. State employees also had to deliver the newspaper.</p>		(incorporated below)
<p>Long also required state employees to contribute part of each paycheck to his campaign. State paychecks could only be cashed at certain locations, and the <b>tellers were told to return 95 percent of the money to the individual and send the other 5 percent to Long's fund</b>, which he could use for political or other reasons at any time.</p>	<ul style="list-style-type: none"> <li>• <b>This claim about the paycheck cashing system is false.</b> Reports vary wildly. T. Harry Williams researched and discussed this extensively, debunking many myths about the deduct system (see pp. 753-759).</li> <li>• <b>Not all state employees were required to contribute</b>, especially those with special skill or hardship.</li> <li>• The deduct system is an important but complex issue that is difficult to summarize in the space allotted.</li> <li>• Mention Long's famous Deduct Box.</li> </ul>	<p>Unlike previous governors, Long could not rely on wealthy donors and big business to fund his political activities. Instead, <b>every election cycle</b>, Long asked state employees to contribute to the machine's campaign fund, called "The Deduct Box." While this practice alarmed opponents, Long defended it as a legal and justified way to preserve his independence from special interests. <b>Certain state employees were asked to contribute ten percent from two or three paychecks</b>, which raised up to \$75,000 for each election. Businesses seeking state contracts also were expected to contribute to the fund, with no guarantee of winning a contract.</p>
<p>Governor Long had the legislature approve laws that transferred authority from parish and city governments or other state offices to the governor's office. <b>Government agencies could not hire any employees unless his office approved them first, and the main criterion was whether or</b></p>	<ul style="list-style-type: none"> <li>• <b>Last statement about governor approving all hires is false.</b> Williams explains in detail how many appointees of previous administrations were retained and agencies left alone (pp. 294-295).</li> </ul>	<p>Governor Long had the legislature approve laws that transferred authority from parish and city governments or other state offices to the governor's office.</p> <p>Long also faced stiff opposition from the state's daily newspapers, most of which opposed him. He started his own</p>

<p>not the person supported Huey Long.</p>	<ul style="list-style-type: none"> <li>Description of Long’s newspaper is too sweeping. Clarified role of state employees (see Williams, p. 457-458).</li> </ul>	<p>newspaper, <i>The Louisiana Progress</i>, which reported positive news and editorials about his programs. State employees were asked to contribute to the start-up costs, but the paper soon became self-supporting through the sale of advertisements and subscriptions.</p> <p>To supporters, Long was regarded as a powerful benefactor. Opponents who were thwarted by his machine viewed him as a dictator and accused Long of corruption.</p>
<p><b>Questionable Methods</b> – p. 333</p>	<p>(swapped with A Political Machine)</p>	<p><b>Questionable Methods</b></p>
<p>Governor Long believed the entrenched groups that had governed the state for their own benefit would try to keep him from accomplishing his reform and that he would need enormous power to overcome their opposition. He set out to accumulate enough political power to achieve the change he wanted to establish in the state.</p>		<p>(addressed in first paragraph under “A Political Machine”)</p>
<p>In 1929, he ran into difficulty when the Louisiana House of Representatives impeached him. They accused him of public profanity and corruption. Long and his friends maintained that he was impeached because some of the business interests in the state, especially the Standard Oil Company, wanted to defeat a tax he was trying to place on them to pay for some of his new programs, but his opponents argued that he had really committed illegal and improper offenses.</p>	<ul style="list-style-type: none"> <li>Clarify and streamline</li> </ul>	<p>In 1929, tensions ran high when Long tried to fund his programs by placing a special tax on refined oil. Opponents in the Louisiana House of Representatives moved to <b>impeach</b> Long and remove him from office. They accused him of public profanity and corruption. Long and his allies maintained that the Standard Oil Company was behind the impeachment effort.</p>
<p>Conviction on any of the impeachment charges would end his career, so he and his supporters figured out how to make sure that didn’t happen. Their plan involved him publicly releasing a document in which many state senators announced that they would not vote to convict him. Long’s</p>	<ul style="list-style-type: none"> <li>Clarify, streamline and mention famous Round Robin document.</li> </ul>	<p>As the trial moved to the Senate, Long produced a document called a “Round Robin” with the signatures of 15 senators who stated that they would not remove him from office because the trial was not legal. Consequently, the state senate never voted on his guilt or innocence, and Long</p>

<p>opponents realized it was useless to hold the trial. Consequently, the state senate never voted on his guilt or innocence. He was able to continue serving as governor.</p>		<p>continued as governor.</p>
<p>Huey Long had reached a crossroads in his career. He could have decided that the opposition was too strong for him to achieve his reforms without compromising on some of the issues, or he could obtain enough political power that no one could successfully threaten him again. Unfortunately for him and for Louisiana, he chose the latter course.</p>	<ul style="list-style-type: none"> <li>• Too much editorializing here on Long's options with no explanation of how system worked. The impeachment effort signified an all-or-nothing approach by both sides.</li> <li>• This last line is inappropriate for a history textbook.</li> </ul>	<p>Huey Long had reached a crossroads in his career and resolved to "fight fire with fire" in dealing with his political enemies. "I used to try to get things done by saying please," he told reporters. "Now I dynamite them out of my path."</p>
<p>[image of campaign card]</p> <p><i>As governor, Huey Long became known as "the Kingfish." The nickname came from a character in the popular Amos 'n Andy radio show. <b>What does this nickname convey about how people in the state saw Huey Long? About how he saw himself?</b></i></p>		<p>[image of campaign card]</p> <p><i>As governor, Huey Long became known as "the Kingfish." The nickname came from a character in the popular Amos 'n Andy radio show. <b>What does this nickname convey about how people in the state saw Huey Long? About how he saw himself?</b></i></p>
<p><b>Longism</b> [inset box] – p. 333</p> <p>Long's ideas about governing became known as "Longism" in Louisiana. It meant a style of governing that used the power of government to provide assistance and benefits to Louisianians. It also meant increasing taxes in order to collect more revenue and increasing the state's debt in order to pay for these benefits. To some people, it also came to mean corruption in government.</p>	<ul style="list-style-type: none"> <li>• This description is misleading and overreaching.</li> <li>• Longism refers to the political philosophy</li> <li>• It is vague and misleading to link Longism to corruption – 12 members of the Long family served in public office with no implication of wrongdoing</li> <li>• To many people, Longism meant a government responsive to their needs.</li> </ul>	<p><b>Longism</b> [inset box]</p> <p>Long's ideas about governing became known as "Longism" in Louisiana. It meant a style of governing that used the power of government to provide assistance and benefits to Louisianians.</p>

Real Help for Real People – p. 334		Real Help for Real People
<p>In addition to changing the political system to his advantage, however, Long also delivered on many of his campaign promises. By 1935 he had built about <b>7,300 miles of improved roads</b> in Louisiana and about <b>40 bridges</b> to replace ferries. He had provided free textbooks for all students. He had decided that Louisiana needed a nationally recognized university and spent enough money on LSU to make it one. He began adult literacy classes to help people who had grown up before schooling was widely available. He had set up an “old-age <b>pension</b>,” a regular payment during retirement to help poor elderly citizens survive. In addition to enlarging the network of state hospitals and mental institutions, he had established the LSU School of Medicine in New Orleans.</p>	<ul style="list-style-type: none"> <li>• <b>These statistics about roads and bridges are incorrect.</b> (The corrected figures provided by T. Harry Williams and Highway Commission reports are provided at right.)</li> <li>• <b>No room to list these other achievements:</b> infrastructure (airport, seawall, new Governor’s Mansion, cheap natural gas to cities), banking regulations, Debt Moratorium Act (saved people from foreclosures during Depression), reformed prison system, etc. (see p. 34)</li> </ul>	<p>Long delivered on his campaign promises. By 1935, Long’s infrastructure program had built nearly <b>9,700 miles</b> of paved and gravel roads and <b>111 bridges</b>, employing 22,000 people. He provided free textbooks for all students, plus new schools and free busing. He tripled the size of LSU and improved the faculty and sports programs, building it into the 11<sup>th</sup> largest university in the country. He began adult literacy classes that taught more than 100,000 adults to read. He set up an “old-age <b>pension</b>,” a regular payment during retirement to help poor elderly citizens survive. In addition to enlarging the network of state hospitals, health clinics, and mental institutions, he established the LSU School of Medicine in New Orleans.</p>
<p>All of these programs were expensive, so the state spent <b>unprecedented</b> amounts of money. In order to afford them, Long increased taxes as well as the state’s debt.</p>	<ul style="list-style-type: none"> <li>• “Expensive” is a relative term. Long was accused of overspending, but his projects cost less per capita than other states.</li> <li>• <b>Important to explain debt financing</b>, a difficult process requiring legislature and voter approval. <b>Not a unilateral action by Long.</b></li> </ul>	<p>All of these programs were expensive. The state spent unprecedented amounts of money to fund them, yet the per-capita cost of government was third lowest in the country. Long raised taxes on industry, while lowering taxes on the poor, including creating a homestead exemption for all property totaling less than \$2,000. He also sold bonds (government debt) backed by a gasoline tax to finance the road construction, which required approval from two-thirds of the legislature and a statewide referendum of voters.</p>
<p>In addition, Long gave ordinary people a stake in their government by <b>repealing</b> (taking away) the poll tax. This meant that hundreds of thousands of Louisianians could now vote.</p>	<ul style="list-style-type: none"> <li>• Add specifics</li> </ul>	<p>After a lengthy battle, Long succeeded in <b>repealing</b> (taking away) the poll tax in 1935. This enabled an additional 250,000 citizens to register to vote in the next election.</p>

<p>As these successes mounted, so did his support among the poor and disenfranchised. Long's critics accused him of being a <b>demagogue</b>, a political leader who seeks support by appealing to popular desires and prejudices <b>rather than using rational argument</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Clarify meaning and context of 'demagogue.'</b> This term was used by opponents to question Long's motives and sincerity. (See additional discussion on p. 31.)</li> </ul>	<p>As these successes mounted, Long achieved hero status among the poor and disenfranchised. Long's critics accused him of being a <b>demagogue</b>, a political leader who appeals to popular desires and prejudices with <b>empty promises</b>.</p>
<p>[image of American Progress]</p> <p><i>Long's newspaper, The Louisiana Progress, was sometimes called The American Progress. <b>What question does the main heading of this issue ask its readers? How does this question set Long's paper apart from the others out there?</b></i></p>	<ul style="list-style-type: none"> <li>• Correct details</li> </ul>	<p>[image of American Progress]</p> <p><i>Long's newspaper, The Louisiana Progress, was renamed The American Progress when Long became a U.S. senator. <b>What question does the main heading of this issue ask its readers? How does this question set Long's paper apart from the others out there?</b></i></p>
<p>[image of HPL Bridge]</p> <p><i>The Huey P. Long Bridge carries railroad and automobile traffic across the Mississippi River in Jefferson Parish. <b>How would a modern bridge like this benefit the people?</b></i></p>		<p>[image of HPL Bridge]</p> <p><i>The Huey P. Long Bridge carries railroad and automobile traffic across the Mississippi River in Jefferson Parish. <b>How would a modern bridge like this benefit the people?</b></i></p>
<p><b>Senator Long</b> – p. 335</p>		<p><b>Senator Long</b></p>
<p>While still governor, Long won election to the US Senate in 1930. He continued serving as governor until 1932 because he didn't want to leave Lieutenant Governor Paul Cyr in control of the power he had concentrated in the governorship. <b>Long maneuvered Cyr out of office</b> in 1932 and moved to Washington. He made sure that one of his friends from Winn Parish, Oscar K. Allen, was elected to the governorship. With "O. K." Allen in charge, <b>Long could continue to make all the decisions in the governor's office</b> while also serving in the Senate.</p>	<ul style="list-style-type: none"> <li>• <b>Incorrect summary of Long "maneuvering" Cyr out of office.</b> Long actually remained in office until Cyr unsuccessfully attempted to seize the governorship. Long asserted that Cyr had vacated his office of lieutenant governor and the state supreme court agreed.</li> <li>• Need to explain why Long blocked Cyr from office (would roll back his programs).</li> </ul>	<p>Limited to a single term as governor, Long won election to the U.S. Senate in 1930. He left the Senate seat vacant for nearly eleven months rather than give the governorship to Lieutenant Governor Paul Cyr, who opposed his policies. In 1932 after a bungled attempt to seize the governorship, Cyr was ousted by the state supreme court and Long moved to Washington. He made sure that one of his friends from Winn Parish, Oscar K. Allen, was elected to the governorship. With "O. K." Allen in charge, <b>Long could continue to make decisions in the governor's office</b> while also serving in the</p>

	<ul style="list-style-type: none"> <li>• The term limit is relevant here</li> <li>• Technically, the senate seat was vacant from March 1931 to January 1932.</li> <li>• <b>Incorrect to state that Long made “all” decisions in governor’s office.</b> This is an exaggeration.</li> </ul>	Senate.
Many voters on the national level liked Long’s <b>unconventional</b> approach. His influence outside of Louisiana grew, and that influence helped the first woman elected to the US Senate, Hattie Caraway, win her race.	<ul style="list-style-type: none"> <li>• This reference to the election of Senator Hattie Caraway makes no sense without the context that Long successfully campaigned for her, demonstrating his popularity outside Louisiana.</li> </ul>	Long gained national attention for his folksy, <b>unconventional</b> style and his fiery Senate speeches. He demonstrated his growing influence outside of Louisiana by helping Hattie Caraway of Arkansas to become the first woman elected to the U.S. Senate.
<b>Long and the Great Depression – p. 335</b>		<b>Long and the Great Depression</b>
When Long arrived in Washington, he became involved in the 1932 presidential election by supporting Roosevelt for the Democratic nomination and then campaigning for FDR in several states. Long expected Roosevelt to listen to him as he formulated a plan to combat the Great Depression. But when Roosevelt failed to listen to him as he put his New Deal together, Long became one of Roosevelt’s strongest critics.	<ul style="list-style-type: none"> <li>• Clarify and streamline</li> </ul>	Long campaigned for Franklin Roosevelt in the 1932 presidential election and believed they agreed on an economic strategy to revive the economy during the Great Depression by addressing the great wealth gap between rich and poor. But when Roosevelt failed to incorporate Long’s ideas into his New Deal, Long became one of Roosevelt’s strongest critics.
Long believed the New Deal did not provide enough help for Americans, so he developed his own program. He believed his program, called Share Our Wealth, would help more people with more direct assistance. He believed money in the United States was concentrated in too few family fortunes, and that the federal government should redistribute some of	<ul style="list-style-type: none"> <li>• Provide more detail on wealth concentration.</li> <li>• Ideally, this would include a box with some quotes by Huey Long</li> </ul>	Long believed the New Deal did not provide enough help for Americans, so he developed his own program, called “Share Our Wealth.” He opposed the concentration of wealth, claiming that twelve individuals owned more wealth than 120 million people combined. He proposed taxing excessive fortunes and distributing the revenue in the form of direct payments and programs to provide education and better

it to people who needed it.		regulate the economy.
<p><b>What Do YOU Think</b> [inset box] – p. 335</p> <p>Long’s critics accused him of acting more like a dictator (a ruler with total power, often achieved by force) than an elected official. What do you think? Did he act like a dictator? Did his achievements justify his methods?</p>		<p><b>What Do YOU Think</b> [inset box]</p> <p>Long’s critics accused him of acting more like a dictator (a ruler with total power, often achieved by force) than an elected official. What do you think? Did he act like a dictator? Did his achievements justify his methods?</p>
<p><b>A New Capitol, A New Symbol</b> [sidebar] – p. 335</p> <p>As governor, Long advocated building a new state capitol to symbolize the new approach to government and to accommodate the growing number of offices. The legislature agreed to the new building in 1930, even though some members—especially those who opposed the governor politically—did not approve of the idea.</p> <p>Long hurried the project to completion because he wanted it to be finished during his term, but he resigned as governor and was sworn in as a US senator just before it was complete. The new State Capitol building was dedicated in May 1932 during the inauguration of Governor Oscar K. Allen.</p> <p>Long demanded a skyscraper design for the new building. At 450 feet and 34 stories, it is the tallest capitol in the United States. The exterior is covered with limestone from Alabama and decorated with symbols and statues relating to Louisiana’s history and culture. It is surrounded by a huge garden, which includes Long’s gravesite.</p>	<ul style="list-style-type: none"> <li>• If pressed for space, this could be shortened</li> </ul>	<p><b>A New Capitol, A New Symbol</b> [sidebar]</p> <p>As governor, Long advocated building a new state capitol to symbolize the new approach to government and to accommodate the growing number of offices. The legislature agreed to the new building in 1930, even though some members—especially those who opposed the governor politically—did not approve of the idea.</p> <p>Long hurried the project to completion because he wanted it to be finished during his term, but he resigned as governor and was sworn in as a US senator just before it was complete. The new State Capitol building was dedicated in May 1932 during the inauguration of Governor Oscar K. Allen.</p> <p>Long demanded a skyscraper design for the new building. At 450 feet and 34 stories, it is the tallest capitol in the United States. The exterior is covered with limestone from Alabama and decorated with symbols and statues relating to Louisiana’s history and culture. It is surrounded by a huge garden, which includes Long’s gravesite.</p>
<p>[photo caption]</p> <p><i>The Old State Capitol had been completed in 1849. What kind</i></p>	<ul style="list-style-type: none"> <li>• Streamline</li> </ul>	<p>[photo caption]</p> <p><i>The Old State Capitol was built in 1849. What kind of</i></p>

<p><i>of government does it symbolize, with its castle features and iron gate?</i></p> <p><i>The Louisiana State Capitol is significant for more than just the people of Louisiana. It is on the National Register of Historic Places and was designated as a National Historic Landmark. <b>How does the architecture of the newer building reflect a different mood or make a different cultural statement than the old?</b></i></p>		<p><i>government does it symbolize, with its castle features and iron gate?</i></p> <p><i>The Louisiana State Capitol is significant for more than just the people of Louisiana. It is on the National Register of Historic Places and was designated as a National Historic Landmark. <b>How does the architecture of the newer building reflect a different mood or make a different cultural statement than the old?</b></i></p>
<p><b>Share Our Wealth</b> – p. 336</p>		<p><b>Share Our Wealth</b></p>
<p>Share Our Wealth was the most radical plan to redistribute wealth proposed by any American politician up to that time. A wealth <b>redistribution</b> program takes money from the wealthiest people and divides it among those who have less in order to make things more equal. Many people at the time liked the idea that no American would be either too rich or too poor.</p>	<ul style="list-style-type: none"> <li>Clarify how money is collected and redistributed (primarily through programs – not wholesale cash payments)</li> </ul>	<p>Share Our Wealth may be the most radical plan to redistribute wealth proposed by any American politician. A wealth <b>redistribution</b> program collects taxes from the wealthiest people and redirects the money to the less-advantaged through government programs. Many people at the time liked the idea that no American would be either too rich or too poor.</p>
<p>Senator Long hired Shreveport preacher Gerald L. K. Smith to organize the movement nationwide, and under his leadership <b>thousands</b> of Share Our Wealth Clubs were established. Members promised to support and help enact Long’s proposals, which included these:</p>	<ul style="list-style-type: none"> <li><b>Specifically, there were 27,000 Share Our Wealth clubs.</b></li> </ul>	<p>Long launched his program in 1934 in a national radio address and hired Shreveport preacher Gerald L. K. Smith to organize the movement nationwide. By 1935, <b>27,000</b> Share Our Wealth clubs were established. Members promised to support and help enact Long’s proposals, which included:</p>
<ul style="list-style-type: none"> <li>a pension of <b>enough money</b> to cover basic expenses for older Americans (aged 60 and above) who had resources below a certain limit</li> </ul>	<ul style="list-style-type: none"> <li><b>Long specified \$30 per month for old-age pensions in his speeches and written materials.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A \$30-per-month pension</b> to older Americans (aged 60 and above) who had resources below a certain limit;</li> </ul>
<ul style="list-style-type: none"> <li>a free college education for all eligible students;</li> </ul>		<ul style="list-style-type: none"> <li>A free college education for all eligible students;</li> </ul>
<ul style="list-style-type: none"> <li>a guaranteed minimum income of \$2,500 per year for each</li> </ul>		<ul style="list-style-type: none"> <li>A guaranteed minimum income of \$2,500 per year for each</li> </ul>

<p>American worker;</p> <ul style="list-style-type: none"> <li>• a limit on personal income and personal fortunes, with any amount above the established limit <b>confiscated</b> (taken) by the federal government;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Confiscated” gives the wrong impression.</b></li> <li>• Clarify income and wealth caps</li> </ul>	<p>American worker;</p> <ul style="list-style-type: none"> <li>• A limit on personal income of \$1 million annually and a cap on personal fortunes of “a few million dollars,” with amounts above the established limit <b>taxed at progressively higher rates</b>;</li> </ul>
<ul style="list-style-type: none"> <li>• immediate payment of a bonus owed to World War I veterans, which Congress had promised during the 1940s. Many veterans asked Congress to pay their bonus early because of the Depression, and Long supported their efforts. He also supported better medical care for veterans.</li> </ul>	<ul style="list-style-type: none"> <li>• Add workplace regulations (ties into National Labor Relations Act of 1935)</li> <li>• Add economic regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate payment of a bonus owed to World War I veterans and medical care for all veterans;</li> <li>• A 30-hour work week and a four-week vacation for every worker;</li> <li>• Greater regulation of the economy.</li> </ul>
<p>[Share Our Wealth and You Have the Right to Vote Free broadside images]</p> <p><i>Instead of relying on the newspapers, which he believed were biased against him, Huey Long distributed circulars like this one to remind voters of their rights. <b>What does this one tell the public?</b></i></p>		<p>[Share Our Wealth and You Have the Right to Vote Free broadside images]</p> <p><i>Instead of relying on the newspapers, which he believed were biased against him, Huey Long distributed circulars like this one to remind voters of their rights. <b>What does this one tell the public?</b></i></p>
<p><b>A Presidential Candidate – p. 337</b></p>		<p><b>A Presidential Candidate</b></p>
<p>By 1935, Long claimed that the Share Our Wealth clubs had about 7.5 million members nationwide. Senator Long had the nation’s attention and was <b>so popular with large numbers of voters</b> that he considered a run for the presidency in 1936. President Roosevelt worried about that number of potential voters as he planned his own re-election campaign. Roosevelt had other critics, but only Long combined a detailed reform program that would attract voters with a</p>	<ul style="list-style-type: none"> <li>• <b>Provide more detail on the scope and popularity</b> of Long and Share Our Wealth</li> <li>• Source is T. Harry Williams, pp. 698-701, 810.</li> </ul>	<p>Long continued to promote his Share Our Wealth Society with regular national radio speeches, which attracted an average of <b>25 million listeners</b>. His Senate office received an average of <b>60,000 letters per week</b>, and Long boasted his Share Our Wealth clubs had more than 7 million members.</p> <p>Long was so popular that he considered a run for the presidency in 1936. President Roosevelt considered Long a threat to his own re-election campaign. Roosevelt had other</p>

record of winning elections.		critics, but only Long combined a detailed reform program that would attract voters and a record of winning elections.
Evidently, Roosevelt was willing to change the New Deal in an effort to weaken any appeal that Share Our Wealth might have for voters. He sponsored three bills designed to undercut Long's appeal to poor people. These new laws included the Social Security Act, providing help to the disabled and income for the retired elderly. (It is still with us today.) The Revenue Act raised taxes on the wealthy to the highest levels they had ever been. Finally, the National Labor Relations Act protected unions, especially in their right to organize workers and represent their interests.	<ul style="list-style-type: none"> <li>• Streamline</li> <li>• The Revenue Act is also called The Wealth Tax Act (which more closely relates to Share Our Wealth)</li> </ul>	In the summer of 1935, Roosevelt introduced a Second New Deal, a more progressive series of bills that incorporated many of Long's Share Our Wealth proposals in an effort to weaken Long's appeal. These new laws included the Social Security Act, which provided income for the retired elderly. (It is still popular today.) The Wealth Tax Act raised taxes on the wealthy to the highest levels they had ever been. Finally, the National Labor Relations Act protected unions, especially in their right to organize workers and represent their interests.
<b>An Untimely End</b> – p. 337		<b>An Untimely End</b>
While serving in the Senate, Long came back to Louisiana often so he could continue to make decisions and run the state. Even though Long had no authority to do so, Governor Allen did not object. Long was back at the State Capitol on September 8, 1935, to manage a legislative session when Dr. Carl Weiss assassinated him, apparently for political and family-related motives. Long's bodyguards shot Weiss while Long made his way to safety. Long was rushed to the nearest hospital, where the doctor who performed surgery evidently failed to repair his wounds completely. He died two days later.		While serving in the Senate, Long came back to Louisiana often so he could continue to make decisions and run the state. Even though Long had no authority to do so, Governor Allen did not object. Long was back at the State Capitol on September 8, 1935, to manage a legislative session when Dr. Carl Weiss assassinated him, apparently for political and family-related motives. Long's bodyguards shot Weiss while Long made his way to safety. Long was rushed to the nearest hospital, where the doctor who performed surgery evidently failed to repair his wounds completely. He died two days later.
<b>Long's Legacy</b> – p. 337		<b>Long's Legacy</b>
By the time of his death, Long exercised more influence than any previous Louisiana politician. Some of his decisions were viewed positively, while other were not. He left behind a		By the time of his death, Long exercised more influence than any previous Louisiana politician. Some of his decisions were viewed positively, while other were not. He left behind a

<p>mixed legacy over which people still argue. But no one denies that it was a legacy of change.</p>		<p>mixed legacy over which people still argue. But no one denies that it was a legacy of change.</p>
<p><b>The Bifactional Era</b> – p. 337</p>		<p><b>The Bifactional Era</b></p>
<p>Long’s personality and actions had divided the state’s voters into two factions. <b>Longites</b> believed that anything Long proposed should be enacted as soon as possible. <b>Anti-Longites</b> were opposed both to his ideas and his <b>abuses of power</b>.</p>	<ul style="list-style-type: none"> <li>• “Abuses of power” is subjective and without factual support</li> <li>• Add connection to progressives and conservatives</li> <li>• In our experience, these groups are more commonly called Pro-Longs (or just Longs) and Anti-Longs</li> </ul>	<p>Long’s personality and actions divided the state’s voters into two factions: Longites and Anti-Longites (or Pro-Longs and Anti-Longs). <b>Longites</b> were progressives who believed that anything Long proposed should be enacted as soon as possible. <b>Anti-Longites</b> were conservatives who opposed his ideas and <b>perceived abuses of power</b>.</p>
<p>Very few voters remained neutral about Long; they either loved him or hated him. This division lasted from 1928 until 1960 and is known as the bifactional era. Longites tended to resemble national Democrats, while Anti-Longites tended to resemble national Republicans.</p>		<p>Very few voters remained neutral about Long; they either loved him or hated him. This division lasted from 1928 until 1960 and is known as the bifactional era. Longites tended to resemble national Democrats, while Anti-Longites tended to resemble national Republicans.</p>
<p><b>An Increased Potential for Corruption</b> – p. 337</p>		<p><b>An Increased Potential for Corruption</b></p>
<p>Another legacy on the state level is that Long created increased potential for corruption in a state in which corruption was common. Long and his followers controlled the executive branch of government, manipulated most of the judicial branch, and dominated the legislative branch. There was no opposition that could keep watch for corruption. The system of checks and balances was gone. Officials who came after Long continued to engage in corruption— so much so that federal investigators came and filed hundreds of charges against them.</p>	<ul style="list-style-type: none"> <li>• It is false to state there was no opposition to “keep watch for corruption.” For example, Long appointed several Anti-Longs to the highway advisory board supervising the awarding of contracts with the purpose of preventing graft (Williams, p. 487).</li> <li>• It is also misleading to state that “the system of checks and balances was gone.” Louisiana functioned only nominally as a democracy</li> </ul>	<p>While corruption had always been a part of Louisiana politics, the concentration of power by the Long machine created greater opportunities for abuses. Long and his followers controlled the executive branch of government, influenced the judicial branch, and dominated the legislative branch. The opposition complained but had little power to resist.</p> <p>The Roosevelt administration launched federal investigations of Long and his machine and curbed federal aid to the state. These investigations failed to connect Long to wrongdoing, though one of Long’s associates was</p>

	<p>prior to Long.</p> <ul style="list-style-type: none"> <li>• Important to note that Long was not charged with corruption, despite federal investigations (Williams, pp. 794-798)</li> <li>• Also mention that FDR redirected federal aid away from Long – this ties into the millions of federal funds at the center of the Louisiana Scandals</li> <li>• This would be a good place for this quote by Long:</li> </ul> <p>“They say they don't like my methods. Well, I don't like them either. I really don't like to have to do things the way I do. I'd much rather get up before the legislature and say, 'Now this is a good law and it's for the benefit of the people, and I'd like you to vote for it in the interest of the public welfare.' Only I know that laws ain't made that way. You've got to fight fire with fire.”</p>	<p>convicted of tax evasion.</p>
<p>[image of Carl Weiss] – p. 337</p> <p><i>Eyewitnesses at the scene said that Dr. Carl Weiss shot Long. Some people later cast doubt on their testimony and suggested that Weiss merely wanted to talk to Long. We may never know the true story.</i></p>	<ul style="list-style-type: none"> <li>• Last line editorializes. All physical evidence and two police investigations point to Weiss as the gunman.</li> </ul>	<p>[image of Carl Weiss]</p> <p><i>Eyewitnesses at the scene said that Dr. Carl Weiss shot Long. Some people later cast doubt on their testimony and suggested that Weiss merely wanted to talk to Long.</i></p>

Changing Race Relations – p. 338		Changing Race Relations
<p>Long’s approach helped make Louisiana’s record of race relations different from other states in the South. Long tended to consider African Americans as poor people who could benefit from increased state services and who would support his policies just as many poor white Louisianians did, so he included them in his program of state benefits. This practice gave Louisiana a class-based political conflict of poor vs. wealthy, while other states in the South based political conflict on the black vs. white tensions of the past.</p>	<ul style="list-style-type: none"> <li>Text incorrectly implies that Long was catering to the African-American vote to further his aims. In fact, few blacks could vote due to the poll tax and other obstacles. (Including blacks in his programs was actually politically unpopular.)</li> <li>Add details on how Long differed from other Southern leaders in race relations.</li> </ul>	<p>Long’s political philosophy and programs helped make life better for African Americans in Louisiana. Unlike other Southern politicians, Long focused on ways to improve the lives of poor people, regardless of race, rather than using racist rhetoric to gain political power. He was fiercely opposed by the Ku Klux Klan and criticized for his adult literacy and education programs that especially helped African Americans. Consequently, Louisiana’s political conflicts were class-based (poor vs. wealthy), while other states in the South experienced more racially-based conflict.</p>
Bringing Louisiana into the Modern Era – p. 338		Bringing Louisiana into the Modern Era
<p>Perhaps Long’s greatest legacy was that he was Louisiana’s first truly modern mass-political leader. He addressed the important political issues of his day, made politics a vital part of people’s lives, and changed the relationship between the people and the government. Consequently, he changed people’s expectations of what government could do for them, as did Roosevelt.</p>	<ul style="list-style-type: none"> <li>Streamline</li> </ul>	<p>Huey Long was Louisiana’s first truly modern mass-political leader. He addressed the important political issues of his day, engaged the public in the political process, and changed the relationship between the people and their government. Like President Roosevelt, Long changed people’s expectations of what government could do for them.</p>
<p>Before Long, Louisianians expected and received little help from the state, but his administration demonstrated that the state could build roads and bridges, public buildings and hospitals, provide better healthcare, and generally bring Louisiana into a more modern era.</p>	<ul style="list-style-type: none"> <li>“into <i>the</i> modern era”</li> </ul>	<p>Before Long, Louisianians expected and received little help from the state, but his administration demonstrated that the state could build roads and bridges, public buildings and hospitals, provide better health care, and generally bring Louisiana into the modern era.</p>
<p>Long used ruthless and undemocratic methods to achieve his political goals, but even Anti-Longite governors who came after him did not make serious efforts to scale back the network of social programs the Longites had constructed.</p>	<ul style="list-style-type: none"> <li>Chapter presents no facts or context to support editorial characterization of “ruthless” and “undemocratic” methods. The</li> </ul>	<p>Long was accused of ruthless and undemocratic methods to achieve his political goals. At the same time, he greatly expanded the electorate and gave average citizens more power than they had ever known. Even the Anti-Longite</p>

<p>These contrasts continue to make him an extremely difficult leader for historians to assess.</p>	<p>previously approved Louisiana History textbook states, “Those opposing Long were as ruthless as he was” (<u>Louisiana: The Land and Its People</u>, p. 331).</p> <ul style="list-style-type: none"> <li>Put finer point on paradox between empowering citizens and concentration of power by the governor.</li> </ul>	<p>governors who came after him did not make serious efforts to scale back the reforms and social programs the Longites created. These contrasts continue to make him an extremely controversial leader.</p>
<p><b>Louisiana Portrait</b> [sidebar] – p. 338</p> <p><b>Huey Long</b> (1893–1935)</p>		<p><b>Louisiana Portrait</b> [sidebar]</p> <p><b>Huey Long</b> (1893–1935)</p>
<p>Huey Pierce Long Jr. was born in Winn Parish, the heart of the North Louisiana Hill Parishes. He grew up at a time when Louisianians still talked about the improvements the Populists proposed and how the politicians in control would not allow those reforms to take place.</p>		<p>Huey Pierce Long Jr. was born in Winn Parish, the heart of the North Louisiana Hill Parishes. He grew up at a time when Louisianians still talked about the improvements the Populists proposed and how the politicians in control would not allow those reforms to take place.</p>
<p>As a young man, Long envisioned a career in politics. He worked as a traveling salesman before marrying Rose McConnell, having three children, and seeking higher education. After completing one year at Tulane University School of Law, he became an attorney and began representing poor people.</p>		<p>As a young man, Long envisioned a career in politics. He worked as a traveling salesman before marrying Rose McConnell, having three children, and seeking higher education. After completing one year at Tulane University School of Law, he became an attorney and began representing poor people.</p>
<p>Long was elected to his first public office, the Louisiana Railroad Commission, in 1918. The first time he ran for governor, he came in third. He ran again and was elected in 1928. His platform was <b>purposely designed</b> to appeal to poor voters by promising them government services denied by</p>	<ul style="list-style-type: none"> <li><b>Text implies that Long’s appeal to poor voters was calculated for political expediency.</b></li> </ul>	<p>Long was elected to his first public office, the Louisiana Railroad Commission, in 1918. He ran for governor in 1924 and came in third. He ran again in 1928 and was elected. He promised poor voters they would receive the government services denied by the Bourbons and not provided by the</p>

<p>the Bourbons and not provided by the Progressives. It was during this campaign that he adopted his famous slogan “Every Man a King.” It emphasized his plan to use the government’s power to improve people’s lives.</p>		<p>Progressives. It was during this campaign that he adopted his famous slogan, “Every Man a King.” It emphasized his plan to use the government’s power to improve people’s lives.</p>
<p><b>Ever ambitious</b>, Long became a US Senator in 1930 while still serving as governor. He continued serving as governor until 1932 when he moved to Washington.</p>	<ul style="list-style-type: none"> <li>• <b>Remove ‘ever ambitious’ as editorializing</b></li> </ul>	<p>Long ran for the U.S. Senate in 1930 while still serving as governor. He continued serving as governor until 1932. Long moved to Washington but still exerted control in Louisiana.</p>
<p>On September 8, 1935, Long was in Baton Rouge to manage a special session of the legislature. <b>After attending the opening ceremonies, he was shot, apparently by Dr. Carl Weiss, in the new capitol, which he had ordered built.</b> He died two days later, and was buried on the capitol grounds.</p>	<ul style="list-style-type: none"> <li>• <b>It is false to state that Long was shot after attending the opening ceremonies of the legislative session.</b> He was shot on the evening of the second day of the session.</li> </ul>	<p>On September 8, 1935, Long was in Baton Rouge to manage a special session of the legislature. <b>Late in the evening after its adjournment, Long was shot by Dr. Carl Weiss in a hallway near the governor’s office.</b> He died two days later and was buried on the grounds of the new capitol.</p>
<p>While Long had many enemies, he was a hero to his supporters. A crowd of people estimated by some sources to be as large as 200,000 gathered at the capitol to pay their respects before he was buried.</p>	<ul style="list-style-type: none"> <li>• Streamlined</li> </ul>	<p>While Long had many enemies, he was a hero to his millions of supporters nationwide. <b>An estimated 200,000 mourners</b> gathered at the capitol to pay their respects before he was buried.</p>
	<ul style="list-style-type: none"> <li>• <b>Need box or mention of Rose Long, Huey’s widow, filling his senate seat</b></li> <li>• We can provide a photo</li> </ul>	<p>Long’s widow, Rose McConnell Long, was appointed and then elected to serve the remaining eleven months of Long’s term in the U.S. Senate. She was the first woman elected to the senate from Louisiana and the second in the nation.</p>
	<ul style="list-style-type: none"> <li>• <b>There is little mention in the textbook of Russell Long’s election to the U.S. Senate. He became Louisiana’s most powerful national figure.</b></li> </ul>	<p>Russell B. Long, Huey’s oldest son, was elected to the U.S. Senate in 1948 and served until 1986. Russell Long was the only U.S. Senator preceded by both parents.</p> <p>A total of twelve members of the Long family have served in public office.</p>

<b>Long's Successors – p. 339</b>		<b>Long's Successors</b>
<p>The corrupt practices that began during the Long Era did not die with Huey Long. After a struggle over who the next Democratic candidate for governor would be, the Longites nominated Judge Richard Leche from New Orleans. For lieutenant governor, they nominated Long's younger brother, Earl. The Anti-Longites nominated Cleveland Dear, a lawyer from Alexandria. Leche won in a landslide, with 67 percent of the votes.</p>	<ul style="list-style-type: none"> <li>Corruption did not begin in the Long Era. Corruption in various forms was commonplace in the political system Long inherited.</li> <li>Clarify succession (see text at right)</li> </ul>	<p>Long's sudden death created a power vacuum within the Longite organization. Shortly after Long's death, Governor O.K. Allen died suddenly, and Lieutenant Governor James A. ("Jimmie") Noe became governor. Despite Long's stated preference that his trusted friend, state representative Allen Ellender, run for governor in 1936, the Longites nominated Judge Richard Leche from New Orleans. For lieutenant governor, they nominated Long's younger brother, Earl. The Anti-Longites nominated Cleveland Dear, a lawyer from Alexandria. Running on a platform to "Complete the Work" of Long, Leche won in a landslide, with 67 percent of the vote.</p>
<p>Governor Leche was more pro-business and less flamboyant than Huey Long, and he was more polished socially than Oscar Allen. He believed Louisiana's economy was too dependent on agriculture, and he initiated a program to attract and expand industry in the state. His plan did not meet with much success because the American economy was still mired in the Great Depression. Businesses were not expanding much anywhere.</p>	<ul style="list-style-type: none"> <li>It is more important to reference the reconciliation with FDR and resulting influx of federal money, which led to the Louisiana Scandals</li> </ul>	<p>Governor Leche was more pro-business and less flamboyant than Huey Long, and he was more polished socially than O.K. Allen. Leche restored relations with the Roosevelt administration, which halted federal investigations into the Long machine and sent tens of millions of dollars in federal aid to Louisiana.</p>
<p>Leche continued traditional Longite programs, building roads, bridges, and hospitals, and increasing public services. By 1939, Leche appeared to be a competent, efficient, well-liked, successful governor.</p>		<p>Leche continued traditional Longite programs, building roads, bridges, and hospitals, and increasing public services. By 1939, Leche appeared to be a competent, efficient, well-liked, successful governor.</p>
<b>The Louisiana Scandals – p. 339</b>		<b>The Louisiana Scandals</b>
<p>During the summer of that year, however, a federal investigation revealed that the Leche administration was corrupt. Frank Murphy, the attorney general of the United</p>	<ul style="list-style-type: none"> <li>Explain how Leche administration was "corrupt"</li> </ul>	<p>During the summer of that year, however, a federal investigation revealed that several officials and businessmen associated with the Leche administration were stealing</p>

<p>States, appointed O. John Rogge of the Justice Department to investigate the stories of corruption.</p>		<p>federal funds intended for state projects. Frank Murphy, the attorney general of the United States, appointed O. John Rogge of the U.S. Justice Department to investigate the stories of corruption.</p>
<p>Murphy's information came from state senator James A. Noe of Ouachita Parish. Noe had wanted the Longite nomination for governor in 1936. After it went to Richard Leche, Noe hired private investigators and photographers to gather information about rumors of corruption in the administration. Noe was wealthy because of his oil, gas, and radio businesses and could afford to hire the people he needed. Rogge's investigation into the "Louisiana Scandals" revealed a network of corruption that reached all the way to the governor's office. His findings were reported nationwide and contributed to Louisiana's continuing reputation as a corrupt state.</p>	<ul style="list-style-type: none"> <li>• Suggest removing this paragraph if you are pressed for space; this information is interesting but not vital.</li> <li>• Remove 'continuing'; Louisiana's national reputation for corruption was primarily connected to the Leche administration.</li> </ul>	<p>(merged with subsequent paragraphs – see below)</p>
<p>Rogge discovered that Leche had used state money to pay for a new large home and yacht and to pad his salary. He had profited from bribery and corruption in business. And Leche was only the tip of the iceberg. The president of LSU, Dr. James M. Smith, was involved in fraud by misusing part of the school's money. George Caldwell of LSU had accepted bribes from building contractors so they could use inferior building materials and reduce their costs. LSU wound up with inferior buildings while Caldwell became wealthy.</p>	<ul style="list-style-type: none"> <li>• Dr. Smith is always referred to as "James Monroe Smith"</li> <li>• Streamline and provide more relevant details.</li> </ul>	<p>Rogge's investigation revealed a culture of corruption that reached all the way to the governor's office. Leche had used state money to pay for a new home and yacht, and he had accepted bribes from businessmen. The president of LSU, Dr. James Monroe Smith, had misused school money on risky investments. George Caldwell of LSU had accepted bribes from building contractors. Among the hundreds of indictments, seven individuals went to jail and four committed suicide.</p>
<p>Governor Leche resigned from office in late summer 1939, leaving Earl Long in the governor's office. Convicted of using the US mail to carry out a fraud, Leche was sentenced to federal prison. Historians estimate that his administration stole about \$100 million from the state, making it the most</p>	<ul style="list-style-type: none"> <li>• Important to note Earl Long was not implicated in scandals</li> </ul>	<p>These abuses of power, known as the "Louisiana Scandals," shocked the nation. Governor Leche resigned from office in late summer 1939, leaving Earl Long (who was not implicated in the scandals) in the governor's office. Convicted of using the U.S. mail to carry out fraud, Leche was</p>

corrupt in Louisiana history.		sentenced to federal prison. Historians estimate that his administration stole about \$100 million from the state, making it the most corrupt in Louisiana history.
[image of Richard Leche] – p. 339 <i>Governor Leche and six others were convicted in the Louisiana Scandals investigation. Leche was later pardoned and went back to being a lawyer and lobbyist (someone who seeks to influence politicians) for the state’s oil and gas industries.</i>	<ul style="list-style-type: none"> <li>• Important to note that Leche was pardoned by President Truman (not a judge or state official)</li> </ul>	[image of Richard Leche] <i>Governor Leche and six others were convicted in the Louisiana Scandals investigation. Leche was later pardoned by President Harry S. Truman and went back to being a lawyer and lobbyist (someone who seeks to influence politicians) for the state’s oil and gas industries.</i>
[image of Dr. James Smith] – p. 339 <i>Dr. James M. Smith went from being the president of LSU to an inmate at Angola State Prison. After he was pardoned, he remained at Angola as an employee and started an education program for inmates so they would have a way to making a living after being released without returning to crime. <b>How is this different from the path Leche took after his release? (See the caption above.)</b></i>	<ul style="list-style-type: none"> <li>• Dr. Smith is always referred to as “James Monroe Smith”</li> </ul>	[image of Dr. James Smith] <i>Dr. James Monroe Smith went from being the president of LSU to an inmate at Angola State Prison. After he was pardoned, he remained at Angola as an employee and started an education program for inmates so they would have a way to making a living after being released without returning to crime. <b>How is this different from the path Leche took after his release? (See the caption above.)</b></i>
<b>An Anti-Longite Governor</b> – p. 340		<b>An Anti-Longite Governor</b>
During the 1940 campaign, many Longites were being arrested, tried, and convicted. The main issue, naturally, was the vast corruption the federal investigation had revealed.		During the 1940 governor’s race, many Longites were being arrested, tried, and convicted. The main campaign issue, naturally, was the vast corruption the federal investigation had revealed.
The political conditions produced three major candidates for governor. Anti-Longite Sam Jones promised to continue to provide improved public services, but to provide them honestly, efficiently, and more cheaply than the Longites. He		The political conditions produced three major candidates for governor. Anti-Longite Sam Jones promised to continue to provide improved public services, but to provide them honestly, efficiently, and more cheaply than the Longites. He

would also decentralize government power.		would also decentralize government power.
Earl Long reminded voters that even though he had been investigated along with the rest of the Longites, nothing illegal had been found. Independent “Jimmie” Noe tried to appeal to both factions, but neither faction trusted him.	<ul style="list-style-type: none"> <li>• Reword</li> </ul>	Earl Long reminded voters that the federal investigations did not implicate him in illegal activities. Independent “Jimmie” Noe tried to appeal to both factions, but neither faction trusted him.
Jones defeated Long, but only by a slim margin. The close election showed that even though the Long faction had been revealed as corrupt, it still attracted a large percentage of the vote. Many voters supported state benefits, and they appeared willing to overlook the corruption and vote for a Longite candidate.	<ul style="list-style-type: none"> <li>• Remove continuing editorializing about voters’ view of Longs as corrupt.</li> <li>• Mention Earl Long to foreshadow his subsequent two elections as governor in clean administrations</li> </ul>	Jones defeated Long, but only by a slim margin. The close election showed that despite the scandals, many voters still trusted the Longites—and Earl Long—to deliver the services they needed.
Anti-Longites took control for the first time and had a chance to show how they would govern the state. But the legislature Jones had to work with still contained many Longites. The result was a very difficult four years for him. He often had to settle for whatever reform he could get. Nevertheless, he was able to increase money for public education, highway construction, and the oldage pension; decrease property taxes for homeowners; partially reorganize the state government; regulate state spending so that he left a \$21 million surplus; and send power back to the parishes and cities. Perhaps Jones’ greatest contribution to Louisiana was proving that it could be governed both competently and honestly.		Anti-Longites took control for the first time and had a chance to show how they would govern the state. But the legislature Jones had to work with still contained many Longites. The result was a very difficult four years for him. He often had to settle for whatever reform he could get. Nevertheless, he was able to increase money for public education, highway construction, and the oldage pension; decrease property taxes for homeowners; partially reorganize the state government; regulate state spending so that he left a \$21 million surplus; and send power back to the parishes and cities. Perhaps Jones’ greatest contribution to Louisiana was proving that it could be governed both competently and honestly.

<p>[image of Sam Jones] – p. 340</p> <p><i>Although Sam Jones was an Anti-Longite, he promised to continue some of the Longite programs. <b>What does this say about the changes Huey Long had brought about?</b></i></p>		<p>[image of Sam Jones]</p> <p><i>Although Sam Jones was an Anti-Longite, he promised to continue some of the Longite programs. <b>What does this say about the changes Huey Long had brought about?</b></i></p>
<p><b>LESSON 2 REVIEW</b> – p. 340</p> <p><b>Check Your Understanding</b></p>		<p><b>LESSON 2 REVIEW</b></p> <p><b>Check Your Understanding</b></p>
<p><b>Know</b></p>		<p><b>Know</b></p>
<p>1. Give three examples of public projects Huey Long’s administration carried out to help the working class and rural poor.</p>		<p>1. Give three examples of public projects Huey Long’s administration carried out to help the working class and rural poor.</p>
<p>2. Give three examples of how Long dominated the political process in Louisiana.</p>	<ul style="list-style-type: none"> <li>• See notes on answers in Teacher Guide (p. 32)</li> </ul>	<p>2. Give three examples of how Long dominated the political process in Louisiana.</p>
<p>3. What were the Louisiana Scandals?</p>		<p>3. What were the Louisiana Scandals?</p>
<p><b>Analyze</b></p>		<p><b>Analyze</b></p>
<p>4. What made Huey Long so different from the other leaders who came before him?</p>		<p>4. What made Huey Long so different from the other leaders who came before him?</p>
<p>5. What was it about the Share Our Wealth program that appealed to many voters during the Depression?</p>		<p>5. What was it about the Share Our Wealth program that appealed to many voters during the Depression?</p>
<p>6. Why is Huey Long’s legacy so mixed?</p>	<ul style="list-style-type: none"> <li>• See notes on answers in Teacher Guide (p. 32)</li> </ul>	<p>6. Why is Huey Long’s legacy so mixed?</p>
<p><b>Synthesize</b></p>		<p><b>Synthesize</b></p>

<p>7. If Huey Long had come along at a different time in history, do you think he would have been as popular? Why or why not?</p>		<p>7. If Huey Long had come along at a different time in history, do you think he would have been as popular? Why or why not?</p>
<p>8. Why do you think historians have a difficult time evaluating Huey Long's legacy?</p>	<ul style="list-style-type: none"> <li>• See notes on answers in Teacher Guide (p. 32)</li> </ul>	<p>8. Why do you think historians have a difficult time evaluating Huey Long's legacy?</p>
<p><b>Go to the SOURCE</b> – p. 353</p> <p><b>Perspectives on Huey Long</b></p>	<ul style="list-style-type: none"> <li>• The 'SOURCE' is Huey Long; however, there are <u>no</u> quotes by Huey Long on this page. (In Chapter 8, Governor Pleasant's inaugural address is featured.)</li> <li>• Long is one of Louisiana's most-quoted politicians. (Suggested Huey Long quotes, including an excerpt from Long's inaugural address, are at the end of this document.)</li> <li>• The answers provided in the Teacher Guide reveal that these questions are designed to demonstrate that Long was a demagogue based on his supporters' use of emotion rather than fact as the basis for their support. See further discussion in the Teacher Guide comments (p. 31).</li> <li>• Also, the selected quotes are obscure and do not relate well to the text.</li> </ul>	<p><b>Go to the SOURCE</b> (p. 353)</p> <p><b>Perspectives on Huey Long</b></p>

<p>Huey Long’s personality, policies, and tactics divided Louisianians into those who thought he could do no wrong and those who thought that his every action was nefarious (wicked or criminal), if not <b>downright evil</b>. The following four passages from remarks about Huey Long reflect those divisions. Read the quotes and answer the questions.</p>	<ul style="list-style-type: none"> <li>• <b>‘Downright evil’ is going overboard editorially.</b></li> </ul>	<p>Huey Long’s personality, policies, and tactics divided Louisianians into those who thought he could do no wrong and those who thought that his every action was nefarious (wicked or criminal). The following four passages from remarks about Huey Long reflect those divisions. Read the quotes and answer the questions.</p>
<p>His spirit shall not rest as long as hungry bodies cry for food . . . as long as homeless wretches haunt this land of plenty . . . He died in the line of duty. He died for us. God willed, God ruled, God commanded Destiny to make him great. He was the victim of every form of persecution and abuse, struggling every moment of his public life under the cross of misrepresentation and the burden of misunderstanding; sacrificed to blind prejudice, but these only served . . . to lift him higher and higher into the stratosphere of greatness.</p> <p>—Reverend Gerald Smith, 1935</p>		<p>His spirit shall not rest as long as hungry bodies cry for food . . . as long as homeless wretches haunt this land of plenty . . . He died in the line of duty. He died for us. God willed, God ruled, God commanded Destiny to make him great. He was the victim of every form of persecution and abuse, struggling every moment of his public life under the cross of misrepresentation and the burden of misunderstanding; sacrificed to blind prejudice, but these only served . . . to lift him higher and higher into the stratosphere of greatness.</p> <p>—Reverend Gerald Smith, 1935</p>
<p>Some years ago, the Great Jehovah, the Master of us all . . . saw the great State of Louisiana in peril and in grave danger . . . and so . . . he cast about to find one who could liberate the great State of Louisiana and bring happiness, prosperity, and contentment to all of our people . . . He went into the hills of old Winn Parish in north Louisiana, and there to a good old farmer and his wife, noble, pure, and true, He brought them forth a son in a little three-room cabin.</p> <p>—Senator Ernest Clements, 1941</p>		<p>Some years ago, the Great Jehovah, the Master of us all . . . saw the great State of Louisiana in peril and in grave danger . . . and so . . . he cast about to find one who could liberate the great State of Louisiana and bring happiness, prosperity, and contentment to all of our people . . . He went into the hills of old Winn Parish in north Louisiana, and there to a good old farmer and his wife, noble, pure, and true, He brought them forth a son in a little three-room cabin.</p> <p>—Senator Ernest Clements, 1941</p>
<p>People should not forget that the infamous spite laws and election steal laws passed to destroy every vestige of home rule and local self-government are still in effect and that . . .</p>	<ul style="list-style-type: none"> <li>• Identify Cleveland Dear as congressman</li> </ul>	<p>People should not forget that the infamous spite laws and election steal laws passed to destroy every vestige of home rule and local self-government are still in effect and that . . .</p>

dictatorship still exists in Louisiana even though the dictator be dead.  —Cleveland Dear, 1935		dictatorship still exists in Louisiana even though the dictator be dead.  —Congressman Cleveland Dear, 1935
I for one can never defend Huey Long. I do not believe that either you or I can ever condone his methods or elect a candidate who does, a candidate who announced ‘Huey Long was betrayed,’ when he well knew that his was the mastermind and he the master evil.  —Vincent Moseley, 1939		I for one can never defend Huey Long. I do not believe that either you or I can ever condone his methods or elect a candidate who does, a candidate who announced ‘Huey Long was betrayed,’ when he well knew that his was the mastermind and he the master evil.  —Vincent Moseley, 1939
[sidebar – p353]		[sidebar – p353]
<b>Observe</b>  1. What evidence do Smith and Clements use to illustrate their interpretation of Huey Long?  2. What evidence do Dear and Moseley use to illustrate their interpretation of Huey Long?	<ul style="list-style-type: none"> <li>• See notes on answers in Teacher Guide (p. 31) which state that there is no evidence provided for support of Long, while opposition to Long is based on “law and elections.”</li> </ul>	<b>Observe</b>  1. What evidence do Smith and Clements use to illustrate their interpretation of Huey Long?  2. What evidence do Dear and Moseley use to illustrate their interpretation of Huey Long?
<b>Evaluate</b>  3. How do you know which men favored Huey Long and his policies?  4. How do you know which men opposed Huey Long and his policies?		<b>Evaluate</b>  3. How do you know which men favored Huey Long and his policies?  4. How do you know which men opposed Huey Long and his policies?
<b>Conclude</b>  5. What additional information might you need to evaluate		<b>Conclude</b>  5. What additional information might you need to evaluate

<p>the pros and cons of Huey Long's legacy in Louisiana?</p> <p>6. How do you think people in Louisiana reacted when they heard these passages for the first time?</p> <p>7. Why do you think these men reacted as they did to Huey Long?</p>		<p>the pros and cons of Huey Long's legacy in Louisiana?</p> <p>6. How do you think people in Louisiana reacted when they heard these passages for the first time?</p> <p>7. Why do you think these men reacted as they did to Huey Long?</p>
<p><b>Chapter 9 Review</b> – p. 355</p> <p><b>Key Idea Review</b></p> <p><b>Lesson 2</b></p>		
<p>6. Why is Huey Long considered one of Louisiana's most influential governors?</p> <p>7. What were some of Long's goals as governor?</p> <p>8. How did he abuse his power to achieve those goals?</p> <p>9. What did Long achieve as a US senator?</p> <p>10. Why is Long's legacy such a mixed one?</p>	<ul style="list-style-type: none"> <li>• Whether Long abused his office is a matter of opinion and debate, but this question presents it as fact.</li> <li>• In the Teacher Guide, the answers provided for Question 8 are not factually accurate (see p. 32).</li> </ul>	<p>8. How did Long use his political power to achieve his goals? Did he abuse his power?</p>

## Teacher Guide: Chapter 9, Lesson 2

The problems with the Teacher Guide are twofold:

### (1) There are many careless errors and omissions.

- a. Huey Long is mistakenly referred to as Earl Long in several places (pp. 361, 372).
- b. A suggested lesson plan is based on material at [www.HueyLong.com](http://www.HueyLong.com) (p. 373), yet this website is not included in the list of online resources (p. 359). Also missing as a resource in the television and film category is Ken Burns' documentary, "Huey Long," which was featured on the PBS program, "American Experience," though other American Experience episodes are recommended.

**(Kingfish: The Reign of Huey P. Long, by Richard White is included as a recommended book on p. 359; however, this book is the source of much of the misinformation presented in the textbook and contradicts the more authoritative biography, Huey Long, by T. Harry Williams, which is appropriately recommended.)**

- c. Transportation statistics are incorrect (p. 355).
- d. There are typographical errors (pp. 373, 394).

### (2) The guide compounds upon the problems in the underlying chapter.

- a. The Key Ideas state that Long "used corrupt methods to achieve many of his goals," and he was responsible for "the possibility of increased corruption in government" (p. 371)
- b. The definition of demagogue in the Key Terms, the quotes selected in Go to the SOURCE, and the related questions and answers reveal

a biased attempt to paint Long as a demagogue and to elicit this conclusion from students. The provided definition, "a political leader who seeks support by appealing to popular desires and prejudices rather than using rational argument," requires additional explanation. As more commonly understood, a demagogue offers empty rhetoric and false promises that appeal to base emotions. Politicians commonly make an emotional appeal, but this is not a sufficient basis to call them demagogues.

The chapter then presents quotes from Long supporters that are selected to demonstrate this emotional appeal and poses the question: "What evidence do [these supporters] use to illustrate their interpretation of Huey Long?" The Teacher Guide provides the answer that "They use biblical language and metaphors as opposed to concrete evidence." In contrast, the quotes selected from Long's critics address specific grievances and elicit the response, "They refer to the law and elections." (Alternatively, the publisher could have selected the following emotion-based quote from Gov. John Parker about Long: "He is a creature devoid of every element of honor and decency.") Fundamentally, these quotes demonstrate that it is unfair to judge a person solely on the basis of what other people say about him.

Huey Long was accused of demagoguery by his critics, but he also can be viewed as an authentic leader who tapped into the justified resentments of poor Louisianians and delivered many tangible benefits through his programs. The student should be allowed to weigh both of these perspectives.

- c. On page 375, teachers are encouraged to have students analyze a quote by Long out of context and answer what he meant by his

“methods.” The example answers are based on false information, such as demanding five percent of state employee paychecks, or inappropriate examples, such as creation of the *Louisiana Progress*.

- d. The Chapter 9 Answers on pp. 389-398 (which provide suggested answers to questions in the chapter) repeatedly reference the following inaccuracies and editorial bias as correct answers:
  - i. Long demanded five percent of state employee paychecks (pp. 389, 392-393).
  - ii. He controlled all hiring of state employees based on their loyalty (p. 393).
  - iii. He maneuvered Lt. Gov. Paul Cyr out of office (pp. 390, 393).
  - iv. He “set a standard for corruption” (p. 390).
  - v. He “accomplished good but through corrupt methods” (p. 390).
  - vi. “He controlled the press” (pp. 392-393).
  - vii. “He used ruthless and undemocratic methods to achieve his political goals” (p. 393).

## **Student Guide: Chapter 9, Lesson 2**

On page 214, students are asked to create a “Huey Long Encyclopedia Entry” (complete with a menacing photo of Long) and are required to include the terms “demagogue” and “exploit” in their description. This basically requires students to call Huey Long a demagogue. More meaningful terms are omitted, such as “populist.”

On pages 215-216, many quotes by Huey Long that we recommended for the chapter were included in the Student Guide. No context is provided; however, students are asked to “write one sentence explaining what that tells you about Long as a person and what it tells you about Long as a politician.”

On page 222, text from the Civil War has been mistakenly inserted into Lesson 3 on World War II.

## **Huey Long's Accomplishments in Louisiana (1928-1935)**

- 9,700 miles of new roads
- 111 new toll-free bridges
- Free textbooks
- Free schools
- Statewide school bussing
- Adult literacy programs
- LSU expansion
- LSU medical school
- Expanded Charity Hospitals
- Reformed mental institutions
- Reformed state prison
- Abolished poll tax
- New State Capitol building
- New governor's mansion
- New Orleans sea wall
- New Orleans airport
- Reduced utility rates
- Natural gas to all cities
- Reduced property taxes
- Debt Moratorium Act
- Halted home foreclosures
- Reduced bank failures

Additional Quotes by Huey Long	Additional Quotes About Huey Long
<p><b><i>Long's Famous Evangeline Speech</i></b></p> <p>"And it is here, under this oak where Evangeline waited for her lover Gabriel, who never came. This oak is an immortal spot, made so by Longfellow's poem, but Evangeline is not the only one who has waited here in disappointment.</p> <p>"Where are the schools that you have waited for your children to have, that have never come? Where are the roads and highways that you send your money to build, that are no nearer now than ever before? Where are the institutions to care for the sick and disabled? Your tears in this country have lasted for generations. Give me the chance to dry the eyes of those who still weep here."</p> <p>— Huey Long, <i>Evangeline Oak campaign speech, St. Martinville, La, 1928</i></p> <p style="text-align: center;">***</p> <p><b><i>Excerpt from Long's Inaugural Address (1928)</i></b></p> <p>"Every dollar wrung from the taxpayers of this state forms a part of a sacred fund that is pledged by the people for their own care and to provide for their children and the generations that are to come. On principle, nothing is further from right than to extort money through taxation and then use those funds for purposes and causes opposed to the public interest..."</p> <p>— Huey Long</p> <p style="text-align: center;">***</p> <p>"I would describe a demagogue as a politician who don't keep his promises ... "</p> <p>— Huey Long</p>	<p>"His enemies — not satisfied to have the man in his grave — saw their chance to drag his name through the mud — to dig his bones from his grave where they had been placed with love and dignity and bury him a second time — this time in shame, for crimes he did not commit."</p> <p>— U.S. Senator Russell B. Long, <i>National Press Club, Jan. 23, 1985</i></p> <p style="text-align: center;">***</p> <p>"I don't think he enriched himself. But he did have a lot of thieves around him. He spent himself. He tore his passion to tatters, as Shakespeare would put it."</p> <p>— Raymond Moley, member of Franklin Roosevelt's original Brain Trust (Studs Terkel, <i>"Hard Times: An Oral History of the Great Depression"</i>, p. 251)</p> <p style="text-align: center;">***</p> <p>"It's all very well for us to laugh over Huey. But actually we have to remember all the time that he really is one the of two most dangerous men in the Country."</p> <p>— Franklin Roosevelt</p> <p style="text-align: center;">***</p> <p>"He was a crook — but he had no money; a corrupt politician — but the cost of government is third-lowest in the country; a demagogue — but he kept his campaign promises; a hillbilly — but he had no racial prejudices; an ignoramus — but he ran a business administration; a dictator — but he broadened the suffrage; an opportunist — but he had ideals."</p> <p>— Washington Columnist Drew Pearson's proposed epitaph in response to false charges against Long (<i>Ingham County News, Mason, Mich., Feb. 20, 1936</i>)</p>

"They say they don't like my methods. Well, I don't like them either. I really don't like to have to do things the way I do. I'd much rather get up before the legislature and say, 'Now this is a good law and it's for the benefit of the people, and I'd like you to vote for it in the interest of the public welfare.' Only I know that laws ain't made that way. You've got to fight fire with fire."

— Huey Long

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"You sometimes fight fire with fire. The end justifies the means. I would do it some other way if there was time or if it wasn't necessary to do it this way."

— Huey Long

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"I have so many things to do and not enough time to do them. I may not live long enough to do everything I want to do."

— Huey Long

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"Everything I did, I've had to do with one hand, because I've had to fight with the other."

— Huey Long

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"A man is not a dictator when he is given a commission from the people and carries it out."

— Huey Long

"They don't know Huey Long. They never saw him and would not know him if he stepped off the train at our station. But they know him in name and you can't make them believe he is not their defender."

— local south Louisiana politician to New Orleans States reporter on Long's reputation as Public Service Commissioner, 1921

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"What did the opposition have to offer? Nothing. All they could talk about was autocrats and high taxes and state debts. Well we have always had taxes, the state has always been in debt, but never until Huey Long was elected did the people get anything for their money."

— gas station attendant (*Huey Long's Regime in Louisiana, Ingham County News – Mason, MI, Feb. 20, 1936*)

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"We felt he had no prejudices. He gave the Negroes and all poor people hope."

— Vivian S. Bernard, schoolteacher

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"He is a creature devoid of every element of honor and decency."

— former Louisiana Governor John Parker

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"Looking back, I know that part of our failure arose from an unwillingness to approve any Long-sponsored proposal for change, regardless of its merits."

— Hodding Carter, *Anti-Long journalist (American Mercury Magazine, 1949)*

***The Barbecue Speech (Share Our Wealth)***

"How many men ever went to a barbecue and would let one man take off the table what's intended for nine-tenths of the people to eat? The only way you will be able to feed the balance of the people is to make that man come back and bring back some of that grub he ain't got no business with.

"How are you going to feed the balance of the people? What's Morgan and Baruch and Rockefeller and Mellon gonna do with all that grub? They can't eat it. They can't wear the clothes. They can't live in the house.

"But when they've got everything on the God-slaving earth that they can eat and they can wear and they can live in — and all that their children can live in and wear and eat and all their children's children can use — then we've got to call Mr. Morgan and Mr. Mellon and Mr. Rockefeller back and say, 'Come back here. Put that stuff back on this table that you took away from here that you don't need. Leave something else for the American people to consume."

— *Huey Long*

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We do not propose to say that there shall be no rich men. We do not ask to divide the wealth. We only propose that, when one man gets more than he and his children and children's children can spend or use in their lifetimes, that then we shall say that such person has his share. That means that a few million dollars is the limit to what any one man can own."

— *Huey Long, Share Our Wealth radio address, February 23, 1934*

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"They've got a set of Republican waiters on one side and a set of Democratic waiters on the other side, but no matter which set of waiters brings you the dish, the legislative grub is all prepared in the same Wall Street kitchen."

— *Huey Long, campaign speech for the election of Senator Hattie Caraway, 1932*

## Chapter 8 – Louisiana in the New South

Many of the abuses described in Chapter 8 were reformed by Governor Huey Long, but this connection is not explicitly made in the text. Governor Parker's nominally progressive reforms receive two pages of discussion (relating to education, tax reform, highway construction and the state constitution). Whereas Governor Long made huge strides in these areas (and more), and his achievements are confined to a half-page laundry list.

### p. 287

- **Note:** The highlighted terms and text on pages 287 and 288 relate directly to the existing government system and opposition encountered by Huey Long as Louisiana's first populist governor in 1928, his impeachment in 1929, etc. He was opposed by The Ring (or Old Regulars), the Planter Class and Industry, as well as the Ku Klux Klan, etc. This connection is not clearly made in Chapter 9. Long wrested control from these interests largely by controlling and expanding the political patronage system, which relates to references to his machine as using "corrupt methods." These connections are not clear.

### p. 290

- Note: The abuses at Angola State Prison ended with the reforms of Governor Huey Long, who commuted and reduced sentences, introduced medical and dental care, made it largely self-sufficient and instituted rehabilitation training and literacy classes for inmates. The abysmal criminal justice system is rightly highlighted here, but Long receives no mention of his reforms at Angola in Chapter 9. (T. Harry Williams pp. 548 – 549)

### p. 295

- Note: This page is a good explanation of Populism, but the connection is not tightly made in Chapter 9 with the first populist governor, Huey Long.

### p. 312

- New Highways: The text about the improved roads is misleading. According to historian T. Harry Williams, the best estimates of the conditions of the roads reveal that by 1928, only 296 miles of roads were concrete and 35 miles were asphalt, while only 60 miles of paved roads were maintained by the state. Reference to "federal standards" does not match the historic understanding that the roads were notoriously poor until Huey Long's road-building program. Photographs of major "highways" depict dirt trails that became impassable bogs of mud during Louisiana's frequent rains, thus further isolating the rural poor. Louisiana ranked at the bottom of every measure of social progress, which was summed up by the well-known phrase that Louisiana was "stuck in the mud." ( Williams p. 303)

### p. 317

- Governor Pleasant's inaugural speech is showcased here. Yet in Chapter 9, there are only two direct quotes by Governor Huey Long, Louisiana's most famous and transformational governor (and none on the Go to the SOURCE page). In Chapter 9, it would be appropriate to highlight an excerpt from Long's famous "Evangeline Oak speech" delivered in St. Martinville during his 1928 campaign for governor, which encapsulates his populist philosophy and future achievements (see Huey Long Quotes on p. 32 of this document).

## Chapter 10 – Modern Louisiana: From Civil Rights to Today

Most concerning are omissions relating to the “Era of the Longs” and the era of Edwin Edwards (four-time governor and convicted felon), as well as the continuing vague implication that the Longs were corrupt.

Twelve members of the Long family have served in public office. Most notably absent from the text is Huey’s son, U.S. Senator Russell Long (served 38 years from 1948-1986), the most powerful national figure ever produced by Louisiana. Described by the Wall Street Journal as “the fourth branch of government,” he guided U.S. tax policy for 15 years in the 1960s and ‘70s as Chairman of the Senate Finance Committee. Achievements include the expansion of Social Security for the disabled and blind, the passage of Medicare and other Great Society programs, creation of the Earned Income Tax Credit and Employee Stock Ownership programs, public financing of presidential campaigns, support for Louisiana’s oil and gas industry, etc.

For all of the book’s focus on political corruption, little attention is paid to four-time governor and convicted felon, Edwin Edwards (served 1972-1976, 1976-1980, 1984-1988, 1992-1996). While in office, Edwards weathered many corruption scandals and recently completed an eight-year prison term for bribery. When Klansman David Duke ran against him, Edwards’ winning campaign slogan was “Vote for the crook. It’s important.”

p. 357

- Timeline: **Earl Long’s re-election is not listed in 1956** (John McKeithen’s election and re-election are listed)

p. 362

- Oil Taxation and Corruption: “The voters chose to ignore, for the most part, corruption on the part of officeholders, so long as the money that was being stolen was not provided by Louisiana’s taxpayers and so long

as the benefits continued to be provided.” **What facts support this statement? Is this statement referring to the reputation for corruption by local officials or Governor Edwin Edwards? If so, either make this clear here or move it to the Edwards text.**

- The Long Family Returns: “In 1943, Anti-Longite Jimmie Davis defeated Earl Long.” **Incorrect—Davis was elected in 1944.**

p. 370

- Longism’s Last Hurrah: “The [1956] election set the stage for a resurgence of Longism in the state. However, Earl’s final term as governor would be Longism’s last hurrah. **In later years**, the Long family would return to the national stage, and Russell Long, Huey’s son and Earl’s nephew, would serve for 38 years as a popular US Senator.)”

**It is incorrect to state that the Long family would return “in later years.”** Russell Long was elected in 1948; Huey and Earl’s brother, George Long, was elected to the U.S. House of Representatives in 1953. Other Long family office-holders include Congressman Gillis Long and Congressman Speedy Long, State Representative Jimmy Long, and current State Senator Gerald Long. Twelve Longs have served in elective office, all free of the corruption charges alluded to in Chapters 9 and 10.

p. 385

- A Runoff Election: Discussion of Edwin Edwards’ four terms as governor is disjointed and confusing. Edwards’ first two terms in the 1970s are highlighted on p. 379 with no mention of his later terms or conviction for bribery. His third term is skipped, and the fourth term glosses over his illegal activities.

**No explanation is presented for Edwin Edwards' reputation as "a crook" in his previous terms in office.** In the choice between Klansman David Duke and Edwin Edwards, the winning campaign slogan was "Vote for the crook. It's important."

# GARY L. SMITH, JR.

280 North Bend  
Montz, Louisiana 70068

(985) 287-0006

May 5, 2016

To Whom It May Concern:

As a longtime member of the Louisiana Legislature, I am writing to express my strong objection to The Louisiana Experience, the proposed history textbook by Gibbs Smith Education currently under review. Unfortunately, the textbook superficially makes a good impression, but the text relating to important, modern Louisiana governors and political history in Chapters 9 and 10 is woefully substandard. These chapters present inaccurate information, omit essential facts about key events and figures in Louisiana, and display an editorial bias that presents political opinions as facts. In its current form, this book does a grave injustice to the actual events in Louisiana history and should not be considered as a teaching guide for Louisiana's school children.

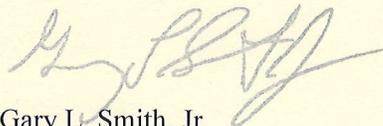
Like many Louisianans, I have a keen interest in our state's unique political history, particularly the careers of its legendary governors. In Chapter 9, the remarkable career of Huey Long is mischaracterized in many respects, and his extraordinary achievements and legacy are inadequately explained. Students are wrongly told what to think about Huey Long, rather than given adequate, accurate facts and context to form their own opinions. The text plainly states that long was "corrupt" without providing evidence of illegal activity to support this subjective conclusion. In fact, at the insistence of Long's powerful political enemies, Huey Long was subjected to prolonged, intense federal investigation, but no illegal activity or "corruption" was ever found.

Similarly, the discussion of more recent outstanding governors in Chapter 10 is haphazard and confusing. A broad brush of corruption is painted across the chapter with little explanation or supporting material, and there are several factual errors presented in the narrative. For example, the disjointed discussion of four-time governor Edwin Edwards is confusing and incomplete. Unlike the text's discussion of Huey Long, Governor Edwin Edwards is not labeled "corrupt." Additionally, Edwards' federal conviction for extortion, racketeering and other criminal charges is downplayed.

History is one of the most important and instructive areas of study for the youth. The information provided must be objective and accurate. This attempt by Gibbs Smith Education does not fully meet the minimum standards of competence and reliability required of a textbook.

With kindest regards, I am

Very sincerely yours,



Gary L. Smith, Jr.  
State Senator

Jo Ann Soriano  
Colorado Springs, CO 80840-6214

May 4, 2016

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Hello,

My name is Jo Ann Soriano. I am a librarian at the United States Air Force Academy. I have been a reference librarian for the Department of Defense (DoD) since 2003 and have worked as a librarian for non-DoD libraries since 1998. Although I am not a history librarian (my specialties at the Academy are engineering, English, and literature), I have been researching the subject of Huey P. Long since childhood. This early interest began after seeing a television documentary about Long when I was in elementary school.<sup>1</sup> When research became my profession I continued my interest in Long on a more scholarly basis.

When I learned that comments were being invited for a new Louisiana 8<sup>th</sup> grade text book, The Louisiana Experience, I decided to take a look to see the content on Huey Long (Chapter 9 – Depression and War, Lesson 2: Huey Long). I only learned of the invitation for comments a few hours ago on May with a short deadline of May 5<sup>th</sup> quickly approaching. My comments, therefore, will be more general in nature than point by point. There are three aspects of the text that are most disturbing to me.

### **The Long Assassination**

First, I must comment on the section on Huey Long's assassination. In this section only the photo of Dr. Carl Austin Weiss, the assassin is pictured. It is the prominent caption, however, that is disturbing and the reference to the theory that Long was shot by Long's guards. Presenting Long's assassination in this manner is equivalent to including a short section in a text book about the JFK assassination with a sole picture of Lee Harvey Oswald and a prominent caption quoting Oswald as saying "...I'm just a patsy..." Such a text book presentation of the JFK assassination would reveal biases towards conspiracy theories.

The assassination of Long is complex because the contemporary investigation was cursory at best and no Zapruder-like film exists to examine to compare against eyewitness accounts. Eye witness accounts are often denigrated. For many years the women and other eye witnesses to the Titanic sinking were discounted because they reported that the great ship split in two in its last moments before sinking. This was impossible according to the experts. When the Titanic was found the ship was in 2 sections proving the witnesses to be correct and the experts wrong. Many eye-witnesses to the shooting of Long agreed with the official account which holds Weiss responsible for shooting Long. "The guards did it"

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<sup>1</sup> Biography TV Series, Episode: Huey Long (first aired 1963 in syndication), Host: Mike Wallace; Director: Alan Landsburg; Writer: Al Ramrus; Producer: Jack Haley, Jr.; Executive Producer: David L. Wolper.

scenario has been advanced by the Weiss family ever since the event. This is natural. The Weiss family loved and respected Dr. Weiss but should this one theory of the assassination be endorsed by an 8<sup>th</sup> grade text book. How can the children who read this text book discern an accurate picture of the event? Long's assassination was recreated according to the Weiss family theory on the TV series, *Mystery at the Monument*,<sup>2</sup> re-run only last month on cable TV. The accuracy of the TV show was appalling depicting Long dying on the floor of the Louisiana State Capital from wounds inflicted in a massive volley of bullets from the Long body guards. In truth, Long died in hospital 2 days later after surgery and, of course, had injuries but not the dramatic wounds depicted. How can students know accuracy from inaccuracy if they are not presented with all the theories?

There are four major theories that should be included in the text book to accurately allow students to think and come to their own conclusions:

1. The official version, i.e., that Long was walking more rapidly than his guards, Weiss was hiding in the shadows of a hall at the State Capital, Weiss shot Long, the guards shot Weiss, Long quickly escaped down a stairwell on his own power and was then taken to the hospital in a commandeered citizen's car, Long had emergency surgery, and died 2 days later of his wounds;
2. The Weiss family theory, i.e., Long's guards shot Long and Weiss;
3. The official version with an added twist concerning the emergency surgery, i.e., that Long died due to the inexperience with gunshot wounds of the attending surgeon (similar to the death of President Garfield). There is evidence of medical failings in the care of Long according to forensic medical experts.<sup>3</sup>
4. The Jews did it. This is so repulsive that it may seem like it is inappropriate for an 8<sup>th</sup> grade text book but a simple Google search will reveal the quantity of anti-Semitic nonsense available to the students. In an age of the Internet and increased intolerance in our nation and around the world, this subject should be discussed.<sup>4</sup> This filth is often promulgated by hate groups in the mold of the KKK. Huey Long hated the KKK.

Just as JFK's assassination is not simple, Huey Long's assassination is also not simple. Advancing one theory is inappropriate for a text book even at the 8<sup>th</sup> grade level. The children should be treated with intellectual respect and not presented with information that is incomplete leading to a biased view. They should be able to view TV shows and Internet sites as thinking individuals who can evaluate what they see concerning the historical accuracy and any skewed views based on what they learn in their classrooms.

Probably the worse aspect of the exclusive presentation of the Weiss family theory about the Long guards shooting Huey Long is its use by some commentators to make Huey complicit in his own death. If only he did not hire incompetent guards, if only he relied on the local police and security guards, if only he was not in Louisiana that night, the shooting would not have occurred and he would have lived to old age. In short, his death was his own fault.

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<sup>2</sup> *Mysteries at the Monument* TV series, Episode: Superman vs. The KKK; Who Killed Huey Long?; Marches to Montgomery (first aired August, 2014 on the Travel Channel), Host Don Wildman; Writer(s)/Director/Producer(s) unknown.

<sup>3</sup> For example see <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3307515/>. Many scholarly journal articles exist examining this theory.

<sup>4</sup> Google key words such as Huey Long murdered by Jews. It is very sad that in the 21<sup>st</sup> century this vitriol still exists.

## Huey Versus the KKK

I mentioned above that Huey Long hated the KKK. In 1923 when working for the Railroad Commission, he made a speech about improving the infrastructure of Louisiana roads. At the end of the speech, almost as a throw-away, he included one more point:

“I will advocate and support a law that forbids the wearing of masks in public places and that compels the publication of membership of all organizations.”<sup>5</sup>

The law was passed in 1924 due to the efforts of many Louisiana leaders. To make it clear that this law was targeting the KKK, the entire law can be read in the anti-Klan newspaper the Muncie Post Democrat<sup>6</sup> published the full text of the law advising northern cities to follow suit. I do not think the advice to follow the lead of Louisiana was not taken.

Ten years later, in 1934, Huey Long heard that the KKK had denounced him at their “imperial Klonvocation” in Atlanta. The KKK threatened to come to Louisiana and conduct a march. T. Harry Williams related Long’s response as follows:

“‘Quote me as saying that when I call him [Dr. Evans, the leader of the KKK] a sonofabitch I am not using profanity, but am referring to the circumstances of his birth.’ [Long] added that if Evans did come to the state he would leave with ‘his toes curled up’...Dr. Evans got the message and decided not to go to Louisiana.”<sup>7</sup>

My point is that Huey Long consistently fought the KKK. The KKK would kill people. Huey was taking a risk to fight this murderous organization. The editor of the Muncie Post Democrat was shot by the KKK. He lived with no thanks to the Klan. This year the United States is burdened with a major candidate who was endorsed by the former leader of the KKK and who only rejected the endorsement after pressure from the press with the excuse that he did not know enough about white supremacist groups to make a judgement. Huey Long knew about the KKK and consistently rejected the thugs. The 8<sup>th</sup> grade students who read this text book should know that a long time ago their governor rejected the Klan. Long also rejected Hitler long before many other US politicians and celebrities did.

Does this mean that Huey Long was a champion of civil rights by today’s standards? 1950s’ standards? No. Both Huey and later brother Earl Long were operating in another world when the excuse of it *is not the right time to fight segregation yet* was a seemingly good excuse to not challenge the system. It is difficult to explain to children why a popular leader such as Huey Long did not at least try to achieve more. Both Governor Longs were operating in a different world where to challenge racist laws and practices would have been repugnant to their base supporters. Both Governor Longs accepted segregation and saw no problem with a system that, to white residents, seemed to work. From the segregated world of both Governors Longs it would be incorrect, however, to assume that the lives of African Americans were not improved educationally, in voter rights, and in health care. Children need to

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<sup>5</sup> September 19, 1923; State Times Advocate (Baton Rouge, Louisiana); Page: 2

<sup>6</sup> 20 June 1924, Muncie Post-Democrat, (Muncie, Indiana); Page 4.

<sup>7</sup> Williams, T. Harry. Huey Long. Random House, New York. 1969. Page 703. The quote, of course, is not appropriate for children.

know about this imperfect system of attempting racial reforms within a segregated society to fully appreciate the heroes of the civil rights movement who risked everything, including their lives, to enact laws freeing people of both African American and European American ancestries from the injurious system of segregation. For an excellent summary of improved conditions for African Americans in Louisiana under the Longs and within a segregated society see chapter 10, The Politics of Race, in Earl K. Long: The Saga of Uncle Earl and Louisiana Politics.<sup>8</sup> It needs to be noted too that African Americans living in the 1920s and 1930s were Huey Long supporters. By what percentage is difficult to say. Research is needed to determine this by scanning the African American press of the era. The deadline is looming and I do not have time to try to find African American support during his era.

### **Both Sides of Huey**

In November of 1935 columnist Raymond Moley wrote:

“Endowed with enormous natural talents, Huey Long was for nearly all his public career a combination in which the good qualities were ready and amiable partners of the evil ones. Few men, certainly none who have gone so far in public life, have exhibited more pure native intelligence alternating, in swift, incalculable turns, with more vulgarity and empty-headed noise. At one moment he was a buffoon, a loud-mouthed, loose-tongued blatherskite and ranter. Yet in five minutes he could turn this side of his nature off and become the cool, earnestly persuasive and logical man who delivered that masterpiece of argument at the Chicago convention of 1932...”<sup>9</sup>

This dual aspect of Huey Long is what is so missing in your text book presentation of Huey Long. It is this Dr. Jekyll and Mr. Hyde mystery of the man that should be presented. Your students will either dismiss Long all together or ponder why?, why?, why? when trying to understand how Long could rise to such popularity in Louisiana or anywhere else. Facts on the Depression do not answer this. Facts on Louisiana do not answer this. Why? You must present Huey Long and be willing to jump over the fence and present the other Huey. It was this dual personality of Huey Long that must have intrigued me as a child watching a scathingly negative TV documentary on Long. After the show was over the intention of the program was that I was supposed to think evil of Huey. Instead I turned to my mother and said, “but Mommy, if I was a farmer in Louisiana back then I would be in favor of him too.” I was a 9-year-old 5<sup>th</sup> grader living in Hollywood, CA. Why did Huey move me? Your text book does not even attempt to answer this. He remains an enigma to the students.

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<sup>8</sup> Kurtz, M. L. and Peoples, M. D. Earl K. Long: The Saga of Uncle Earl and Louisiana Politics. Louisiana State Press, Baton Rouge. 1990. Chapter 10, pp. 194 – 210.

<sup>9</sup> November 6, 1935; Omaha World-Herald (Omaha, Nebraska); Raymond Moley, “A Partnership of the Two Huey Longs”, Page: 16.

You must give your students the opportunity to think and arrive at their own conclusions. Links to YouTube that capture images of Huey giving speeches where he is revealed as not only personable, not only as entertaining, but also witty should be included.<sup>10</sup> He was one of the great American orators of the 20<sup>th</sup> century whether one agrees or disagrees with what he said. The Ken Burns PBS documentary of Huey Long should be recommended along with that Biography TV program I saw from 1963 at age 9.<sup>11</sup> A positive Internet site should be presented to the students in tandem with a negative one.<sup>12</sup> It is only through exposure of the negative AND positive that an attempt to explain Huey Long can happen.

Thank you for taking the time to read my review of the book section on Huey Long. I hope you will consider my views especially about Huey Long's assassination.

Sincerely,

Jo Ann Soriano  
Colorado Springs, CO

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<sup>10</sup> Example: <https://www.youtube.com/watch?v=hphgHi6FD8k>

<sup>11</sup> <http://www.pbs.org/kenburns/hueylong/> and <http://www.davidlwolper.com/shows/EpisodeDetails.cfm?episodeID=91&showID=47>

<sup>12</sup> Example: pro <http://www.hueylong.com/> and con <http://www.newyorker.com/magazine/2006/06/12/the-big-sleazy>

**Florent Hardy, Jr., Ph.D.**

**Subject: The Louisiana Experience Review Committee**

**Louisiana Textbook Review**

**To Whom it May Concern:**

**As a concerned citizen, a former Louisiana history teacher at the junior and senior high school levels, as well as the university level, I am writing as an historian to express my sincere interest in the authenticity and objectivity of information included in The Louisiana Experience, especially the chapter on Huey P. Long.**

**My concern focuses on the accuracy of information included in a proposed Louisiana history text which will be used, possibly for years, throughout our state. In writing a history book, primary source material is essential. I know firsthand, since I spent two years researching primary sources in my university's archives to assure accuracy and objectivity in writing its history. Incidentally, the final product contains 24 pages of documentation in a total of 175 pages, mostly primary sources. I have lectured throughout the state and have received numerous inquiries about Huey and his impact on our great state and, unfortunately, have too often recognized subjectivity when describing Huey and his role in public office.**

**It is no secret that Governor and United State Senator Long has been the subject of much literature about both his personal and public life. This is exactly why students of Louisiana history deserve accuracy which can be provided only by using reputable and objective sources; sources as the Pulitzer Prize winning biography by T. Harry Williams and the ongoing Long Legacy Project. Incidentally, I recently was introduced to the Louisiana State Museum's book published shortly after Huey's death, Huey**

Pierce Long; The Martyr of the Age which provides a chronology of Huey's life and his accomplishments which were such an influence on our State. I found this work quite interesting. A topic as appealing and controversial as Huey Long deserves a thorough search of all pertinent literature.

I have been made aware of the concerns presented to the review committee by the Long Legacy Project and Louisiana State Senator Gary L. Smith, Jr. I strongly encourage (and, if I had the authority, would demand) that their concerns be thoroughly reviewed and addressed in the proposed book. It is your duty and responsibility to assure that history is recorded in a factual and objective manner.

I look forward to noting the revised edition of your work.

Florent Hardy, Jr., Ph.D.

Concerned Citizen and Historian

Huey Long Section in *The Louisiana Experience*

By Walton P. Sellers, III MA

Louisiana State University-Eunice

May 5, 2016

**TO WHOM IT MAY CONCERN:**

As a university instructor of Louisiana History for many years as well as a concurrent past teacher of both Louisiana and American History on the junior high and secondary levels, I have had the privilege of teaching many students about the contributions of many significant national figures. The late Huey P. Long qualifies as both a significant national figure and, arguably, the state of Louisiana's most important "native son." In order to present Mr. Long's legacy to 21<sup>st</sup> century audiences in the most innovative and efficient way possible, I have also begun developing a Web course devoted to Huey P. Long and his era.

Recently, I have been asked to submit my thoughts on the Huey Long section of *The Louisiana Experience* textbook to parties interested in having the book adopted by the State Department of Education for use in Louisiana schools. Having perused the aforementioned section very closely, I have discovered that the section on Huey Long in *The Louisiana Experience* is, simultaneously, interesting and disturbing. The comments listed below will hopefully shed some light on why I feel this way.

1. The structure and overall flow of the Huey Long section suffers because of a plethora of general statements which are unsubstantiated by any hard facts to "back them up." In contrast, the previous chapter on the period between 1870-1900 is written with much more attention given to supporting details. Why is the section on Huey Long not given the same degree of specificity? For instance, more detail is needed concerning the sentences discussing how 95 percent of state employees' checks during Governor Long's reign were disbursed to them with 5 percent being withdrawn from their accounts at state banks for Huey's personal use. I've taught Louisiana History for a long time, and have yet to run across a credible source that mentions this activity. Also, I cannot find a source for the claim that Huey Long personally hired all state employees. This type of information should be considered hearsay until it is proven otherwise.
2. Thematic connections should be made between the degrees of political corruption that existed in Louisiana during the Reconstruction, Bourbon Democratic, and the Progressive periods. Huey Long did not invent the theme of political corruption in Louisiana, and the section on him and his activities should not carry such a connotation. I believe that Huey Long used laws that were already there to his maximum advantage in order to help Louisiana. The true origins for many of Long's "questionable methods" may be found in each of the Louisiana eras noted above. For instance, it was Governor Warmoth who began skimming 10 percent "off the top" of state construction and public improvements contracts.
3. Throughout the section, both Long and his administration are referred to as "corrupt." The theme of "corruption" must be properly examined through 1930's lenses, as this was the time in which Huey Long was most active and Louisiana and America were most in need. To judge Huey

Long strictly according to 21<sup>st</sup> century legal or societal standards is shortsighted at best. Is it fair to vilify Huey Long for events that occurred after his death (the Louisiana Scandals, for example?) To quote a past President—*“if a man’s foresight was as good as his hindsight, we’d all be better off by a darned sight!”*----*Theodore Roosevelt*

4. Throughout the section, impressive-looking graphics and quotations from Huey Long himself and from both Longite and Anti-Longite supporters alike have been presented to readers out of their proper context, without regard for the original circumstances in which the comments were made. Further, the placement of the out-of-context comments within the section may lead the reader to draw conclusions which might prove to be unfounded. The number of graphics or quotations used in a particular section should not supersede proper textual details. Particularly, the usage and placement of Huey’s Long’s “dynamite ‘em out of the way” quotation next to a sidebar on Long’s alleged personal corruption screams for treatment within its original context!
5. The text of the section implies that Huey Long placed himself “at the top” of state government without fully explaining what that statement meant. Further, the section intimates that Huey himself had no opposition in place at any time to serve as a check on his administrative techniques. This is simply not true. With regard to the State Highway Commission, Huey himself placed Anti-Longite businessmen in key positions to make sure that state funds were being disbursed and used properly.
6. The comment made in the section about Huey Long being at a “crossroads” with respect to either acknowledging that his opposition was too strong for him to proceed with this programs or making sure that no one would ever oppose him again is an editorial one, and, as such, is in desperate need of facts to make it stick, especially when the second part of that sentence says that, unfortunately for him and for Louisiana, Long took the latter course.