

**TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY****Louisiana Gumbo Lesson Resource**

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**A NEW DEAL FOR AFRICAN AMERICANS**

**Timeframe:** 2 days, 55-minute class periods.

**Grade level** 8, 11

**Courses** American History

**Overview/Goal**

Students will use primary documents to assess the African American social, political and economic state of affairs during the 1930s. Students research one major issue, develop an essay commentary, and present an oral account of their findings.

**Objectives**

The student will

1. Indicate her/his collaborative, organizational and presentation skills by preparing and presenting their research in oral and written formats.
2. Read and interpret primary sources to gather historical information
3. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures
4. Indicate her/his mastery of essay construction and understanding of primary sources by completing a document based question concerning the effect of territorial expansion on various groups, including the Native American and African American population.

**Benchmarks**

- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;
- H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1A-M5 identifying issues and problems from the past and evaluating alternative courses of action;
- H-1A-M6 conducting research in efforts to answer historical questions;
- H-1B-M15 describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century;
- H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity;
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
- H-1A-H5 conducting research in efforts to analyze historical questions and issues;

- H-1A-H6 analyzing cause-effect relationships;
- H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal;

### Materials

- A New Deal for African Americans Browsing Guide and Instruction Sheet
- [Oral Presentation Evaluation Sheet](#)
- [Essay Evaluation Rubric](#)
- [Essay Peer Editing Form](#)
- [Observation Record Form](#)

### Pre-Lesson Preparation

1. Divide class into peer groups using the method most appropriate to the class.
2. Make copies of the [A New Deal for African Americans Browsing Guide and Instruction Sheet](#)

### Procedure

1. Explain that students will work in collaborative groups to investigate how African Americans fared under FDR's New Deal administration. Explain that in the process of their investigation, students will participate in an imaginary historical scenario that will ask them to complete a number of investigative tasks.
2. Organize student groups using method appropriate to the class. Assign topics or allow students to choose topics.

### Topics

- African American Townships: Compare Nicodemus, Kansas with Boley, Oklahoma
  - Reasons for Black Migrations to the West and to Northern Cities
  - African American Populism
  - Business opportunities during the 1930s
  - African American Agriculture and Homesteading
  - The WPA and the African American
  - Civil Rights and Discrimination
  - African American Women
  - Education and Youth
  - Images of a People's Progress: African American History as illustrated by photography of the of the 1920s and 30s.
3. Distribute copies of the [A New Deal for African Americans Browsing Guide and Instruction Sheet](#). Read the historical scenario with the students, and explain that students will use the [A New Deal for African Americans Browsing Guide and Instruction Sheet](#) to find information concerning African Americans during the 1930s and to complete their assigned tasks.
  4. Discuss the evaluation method with students and display rubrics for student examination.
  5. Allow students to meet with their group and to begin their research and essay construction. Use the [Observation Record Form](#) as you monitor student behavior.
  6. Students use Essay Peer Editing Form to critique peer essays.

7. Essay rewrite.
8. Presentations. See [Oral Presentation Evaluation Rubric](#) for guidelines

### **Evaluation**

- 1) [Observation Record Form](#)
- 2) [Oral Presentation Evaluation Sheet](#)
- 3) [Essay Rubric.pdf](#)

### **Contact**

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## A New Deal For African Americans

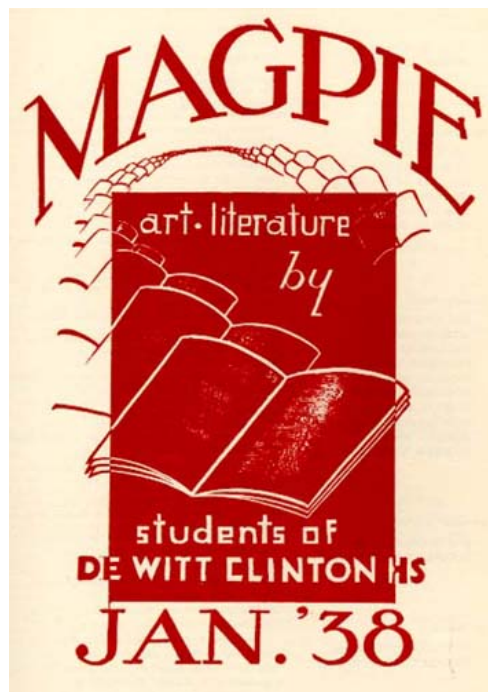
"The true test of the progress of a people is to be found in their literature"

-- Daniel Alexander Payne Murray



The [Journal of Negro History](#), a historical preservation periodical established in 1915 by [Dr. Carter G. Woodson](#), annually awards an academic scholarship to outstanding African American students. This scholarship is awarded to the finalist of the African American Horizons Essay Contest, a literary competition designed to encourage young African Americans to become involved in civic affairs. Winning essays are printed in the *Journal of Negro History*. The author is invited to speak briefly at a congratulatory dinner hosted by the periodical's publishing staff.

You are a student at the Bronx's [DeWitt Clinton High School](#) in New York, and your history instructor has urged you to enter the African American Horizons Essay Contest. The topics are drawn from timely news events of the 1930s and are designed to illustrate the current status of African American political, social, and/or economic affairs. Select a theme for your essay from the list of suggested ideas (listed on next page) or choose a related topic in which you are interested. Use this browsing guide to research your topic. Examine the Essay Rubric for help constructing



[January 1938](#), v. 22, n. 1.



### Research Links

- [United States Historical Census Data Browser](#)
- [WPA](#)
- [Cavalcade of the American Negro](#)
- [Authors and the Federal Writers' Project](#)
- [Ex-slave Narratives](#)
- [The Magpie Sings the Great Depression](#)
- [Opportunity: A Journal of Negro Life - Gale, Black History Month](#)
- ["Outstanding Negro Newspapers of 1925"](#)
- [Western Migration and Homesteading](#)
- [Nicodemus, Kansas](#)
- [Chicago: Destination for the Great Migration](#)
- Migration: [Introduction & Maps](#)
- [Ghost Town: Nicodemus, Kansas](#)
- [Migration](#)
- [Seattle: The Negro Follows the Pioneer](#)
- ["Boley \(An Exclusively Negro Town in Oklahoma\)"](#)
- ["The Inter-Racial Forum"](#)

your essay. Be prepared to deliver an oral overview of your essay.



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- Civil Rights and Discrimination
- African American Women
- Education and Youth
- Images of a People's Progress: African American History as illustrated in photography
- [1926 - The Negro in Business"](#)
- ["Something New Under the Sun](#)
- ["An Economic Consequence of Style"](#)
- ["Where St. Louis Negroes Work"](#)
- [Negro Women Workers"](#)
- [Some Economic Aspects of Negro Migrations",](#)
- [Seven pages of advertisements illustrate a way of life](#)
- [Papers of Carter G. Woodson and the Association for the Study of Negro Life](#)
- [12,000,000 Black Voices"--A Folk Photo History of the Negro In the United States](#)
- [The Grange: A Historical Summary](#)
- [William Jennings Bryan 1896 'Cross of Gold' Speech](#)
- [Essay by Vincent Copeland "The Republicrats: The New Parties"](#)
- [VIII. U.S. 1890s: Populism](#)

