

**TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**

**Louisiana Gumbo Lesson Resource**

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**LOUISIANA’S DEPRESSION-ERA ECONOMY**

**Subject** Louisiana/American History  
**Grade** 7, 8  
**Time** 2 50-minute periods

**Overview**

Students explore the Louisiana economy of the 1930s era and participate in a discussion about occupations of the period and the use, development, and conservation of natural resources.

**Objectives:**

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.

**Content Standards:**

- **History: Time, Continuity, and Change**  
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

**Benchmarks:**

- **H-1A-H3** interpreting and evaluating the historical evidence presented in primary and secondary sources;

**Grade-Level Expectations (GLEs):**

- **Historical Thinking Skills**  
9<sup>th</sup> U.S. History: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-M3)

**Materials:**

- Digital Resource Group: [Works Progress Administration](#).

- [Multimedia Storyboard](#)

### Procedure

1. Divide the class into groups of 3-4 students per group using method appropriate to the class.
2. Explain that students will work in groups to investigate the types of occupations, industries, and businesses that existed in Louisiana during the 1930s. Each group will research one segment of the Louisiana economy and report their findings to the class.
3. Distribute topics among the groups:
  - a. Fish and Game (types of fishing and hunting for profit)
  - b. Agriculture (crops grown)
  - c. Production Industries (turning raw materials into finished products)
  - d. Service Industries (restaurants, maintenance, clothing, etc)
4. Ask students to open the Works Progress Administration Search Page. Explain that students will explore the WPA search terms for information related to their topic.
5. Groups should prepare a multimedia presentation based on their research.
6. Student Presentations
7. Debrief. Follow the presentations with a discussion of the 1930-era economy. Ask students what major types of occupations were available to people of the 1930s as compared to in the 21<sup>st</sup> century. Use student comments to create a classroom Venn diagram that compares and contrasts the 1930 economy to Louisiana's present economy.

### Assessment

1. [Multimedia Storyboard](#)

### Accommodations/Modifications:

- Cooperative grouping
- Debriefing provides systematic feedback