



Louisiana's Old State Capitol  
Museum of Political History

100 North Blvd.

Baton Rouge, LA 70801

225-342-0500 or 800-488-2968

[www.sos.la.gov/osc](http://www.sos.la.gov/osc)

## HUEY LONG'S SHARE OUR WEALTH PROGRAM

|                         |   |   |
|-------------------------|---|---|
| <b>Time</b>             | <b>Two to four days (55-minute classes),<br/>one field trip day to Louisiana's Old State<br/>Capitol Huey Long Galleries</b>  | <b>Materials</b>  |
| <b>Grade<br/>Course</b> | <b>Grades 5-11<br/>American and Louisiana History</b>   | <ul style="list-style-type: none"> <li>➤ Huey Long Biography Card</li> <li>➤ How Did Huey Long Change Louisiana Museum Guide</li> <li>➤ Huey Long RAFT Writing Activity Sheets</li> <li>➤ Assassination! Museum Guide</li> <li>➤ Write Your Newspaper Article Guide</li> <li>➤ Share Our Wealth Activity Sheet</li> </ul> |
| <b>Abstract</b>         | <p>Students use primary documents to investigate Huey Long and his impact on the state and nation.</p> <p>Plan a field trip to view the Huey Long galleries at Louisiana's Old State Capitol. Your students will investigate Huey Long's impact on Louisiana, his assassination, and his state/national appeal.</p> | <p>Internet Research Links</p> <ul style="list-style-type: none"> <li>➤ Huey Long's <a href="#">Carry Out the Command of the Lord: Share Our Wealth</a> address to the U.S. Senate</li> <li>➤ Franklin Roosevelt's <a href="#">Fireside Chat: Review of the achievements of the Seventy-third Congress</a></li> </ul>     |

### Objectives

The student will demonstrate ability to

1. read and summarize primary documents;
2. identify main ideas;
3. create a concept map that documents understanding of the use of historical imagery;
4. use historical facts and think beyond the text by designing a plausible alternate course of action;
5. prepare and present an oral and written historical summary and action plan.

### 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-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-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal;

### Pre-Lesson/FieldTrip Preparations

1. Divide class into peer groups using the method most appropriate to the class.
2. Schedule access to computers for Internet research.
3. Select the lesson activities the class will complete. Make appropriate number of copies.
4. Gather text and library resources about Huey Long's life and career.

### Pre-Visit Activity and Procedure

1. Introduce Huey Long by showing the class a variety of artifacts related to his life and political career. As students view the artifacts, ask them to write a list of words that describe the character and accomplishments of Huey Long. Discuss student answers.
2. Explain that Huey Long was one of Louisiana's most controversial political leaders. He rose rapidly to power in Louisiana and eventually attracted national attention.
3. Distribute copies of the Huey Long Biography Card. Ask students to use Internet and text resources to gather biographical information about Huey Long.
4. Explain that students will visit the Huey Long exhibition at Louisiana's Old State Capitol to learn more about Huey Long.

### Museum Field Trip

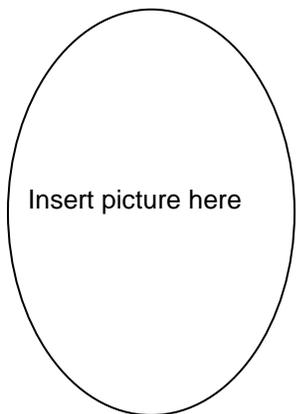
1. Decide which museum activity guides you want students to complete. Each museum activity guide has a related post-visit classroom activity, which are designed to enhance and extend the museum field trip.
  - A. The How Did Huey Long Change Louisiana museum guide is paired with the Huey Long RAFT Writing classroom activity (a basic literacy strategy).
  - B. The Assassination! museum guide is paired with the Newspaper Article Guidelines classroom activity.

### Post Visit Activities

1. Select which post-visit activities you want students to develop.
  - A. **Huey Long RAFT Writing** asks students to use their field trip notes to write a two-minute speech.
  - B. Students use their **Assassination!** notes to write a three-paragraph **Write Your Newspaper Article** activity.
  - C. **Every Man a King** asks students to compare and contrast the Every Man a King song lyrics with Long's Every Man a King speech.
  - D. **Share Our Wealth** asks students to compare and contrast Huey Long's Share our Wealth Program, as presented to the U.S. Senate in 1934, with Franklin Roosevelt's 1934 Fireside Chat, Review of the Progress of the Seventy-third Congress. For this activity,
    1. students work in groups to examine Huey Long's [Carry Out the Command of the Lord: Share Our Wealth](#) address to the U.S. Senate and Franklin Roosevelt's [Fireside Chat: Review of the achievements of the Seventy-third Congress](#)
    2. students complete a Venn Diagram to show the similarities and differences between the two speeches.

Prepared for Louisiana's Old State Capitol Museum of Political History by Memory Seymour, M.Ed., Director of Education, 2009

# Huey Long Biography Card



**Quick Facts**

When was he born? \_\_\_\_\_

Where was he born? \_\_\_\_\_

When did he die? \_\_\_\_\_

Why is he important to Louisiana history?

\_\_\_\_\_

\_\_\_\_\_

## EDUCATION

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## FAMILY

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EARLY WORK EXPERIENCE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## POLITICAL CAREER

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACCOMPLISHMENTS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEGACY

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Share Our Wealth Venn Diagram

Name \_\_\_\_\_

**Huey Long** Carry Out the  
Command of the Lord:  
Share Our Wealth

**Franklin Roosevelt's**  
Fireside Chat: Review of the  
achievements of the 73<sup>rd</sup>  
Congress

**Similarities**

**Louisiana's Old State Capitol Museum of Political History**  
**How did Huey Long change Louisiana?**  
**Field Trip Guide, Page 1**

Huey Long was one of Louisiana's most controversial leaders.  
Visit our Huey Long galleries to find out how he changed Louisiana.

**POSITIVE CHANGES**

**NEGATIVE CHANGES**



**Back in the Classroom.**

Working with your group members, use your notes and the **Huey Long RAFT Writing** activity sheet to write and deliver a two-minute speech about how Huey Long changed Louisiana.

# **ASSASSINATION!**

Field Trip Guide, Page 2

## **You Can Be An Investigative Reporter!**

Visit the Huey Long Assassination exhibit and investigate the two different views concerning the death of Huey Long.

Take a stand on the assassination and write notes that support your view.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Write a Newspaper Headline that states your point of view.**

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### **Back in the Classroom. . .**

Use your notes and the **Write Your Newspaper Article Guidelines** activity sheet to complete your article about Huey Long's assassination.

## Every Man a King!

"Every Man A King" is the title of a song connected with Louisiana's governor and senator Huey Long. The song was co-written in 1935 by Huey Long and Castro Carazo, the band director of Louisiana State University.

"Every Man a King" is also the title of a speech delivered by Senator Huey Long in 1934. The slogan became a catch-phrase of Long's Share Our Wealth proposal during the Great Depression.

Read the song lyrics and extracts from the Every Man a King speech to understand Long's message.

### Sing Along: Every Man a King

Why weep or slumber America  
Land of brave and true  
With castles and clothing and food for all  
All belongs to you.

Ev'ry man a king, ev'ry man a king,  
For you can be a millionaire.  
But there's something belonging to others  
There's enough for all people to share.

When it's sunny June and December too  
Or in the winter time or spring  
There'll be peace without end  
Ev'ry neighbor a friend,  
With ev'ry man a king.

*Listen to the song at*  
<http://www.youtube.com/watch?v=S8ellcrNf0>

**How are the lyrics and the speech similar?**

**How are they different?**

**Which groups of people do you think supported Long's Every Man a King Message?**

### Every Man a King Speech

. . .in order to cure all of our woes it is necessary to scale down the big fortunes, that we may scatter the wealth to be shared by all of the people. . .

. . . the Declaration of Independence said. . . that all men are created equal" . . . Did they mean, my friends, to say that all men were created equal and that that meant that any one man was born to inherit \$10,000,000,000 and that another child was to be born to inherit nothing. . . Is that. . . the pursuit of happiness. . .when we have today in America thousands and hundreds of thousands and millions of children on the verge of starvation in a land that is overflowing with too much to eat and too much to wear. . .

. . . We have trouble, my friends, in the country, because we have too much money owing . . . because the greed of a few men is such that they think it is necessary that they own everything. . .

. . . Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life. . . there should be a guaranty of a family wealth of around \$5,000; enough for a home, and automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children. . . we will allow no one man to own more than \$50,000,000. . . Every Man a King. Every man to eat when there is something to eat; all to wear something when there is something to wear. . .

*Read the complete speech at American Rhetoric,*  
[www.americanrhetoric.com](http://www.americanrhetoric.com)



## How Did Huey Long Change Louisiana? RAFT Writing Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

For this RAFT writing activity, you will step back into history.

The year is 1935. . .

### Background and Scenario:

During the 1920s and 1930s, Huey Long was one of Louisiana's most powerful and controversial political leaders. For the purpose of this assignment, the Louisiana House of Representatives is conducting open hearings to investigate Senator Huey Long's recent actions and their effect on Louisiana. The purpose of the investigation is to determine whether or not to bring formal charges against Senator Long. You are scheduled to speak to Congress tomorrow.

What advice will you give Congress? How have Long's actions affected Louisiana? Should Congress charge Senator (and former governor) Long with wrong-doing in office? Use the Decision-Making Process Guide to help you decide.

1. **R - Role:** You are a concerned citizen.
2. **A - Audience:** Your audience is the Louisiana House of Representatives.
3. **F - Form:** You will deliver a two-minute speech to the House.
4. **T - Topic:** The topic is Huey Long's impact on Louisiana and whether or not Congress should continue investigating accusations that he abused his political power. Should Congress bring charges against Senator Huey Long?

### Decision-Making Process Guide

#### Directions

1. With your group, brainstorm about the positive and negative effects Huey Long had on the state of Louisiana. Refer to your Museum filed trip notes and class discussions for ideas.
2. Take turns letting each group member present facts explaining Long's actions during the 1920s and 1930s and whether they justify Congress continuing their investigation.
3. Discuss the facts presented and reach a group consensus (everyone must agree) within your group.
4. Use the facts presented to write your two minute speech. See the RAFT Writing Guide and Speech Rubric for guidelines.

**Speech Guidelines  
RAFT Writing**

**How Did Huey Long Change Louisiana?  
1935**

**Role:** Concerned Citizen  
**Audience:** Louisiana House of Representatives, 1935  
**Form:** Speech  
**Topic:** Should Congress continue their investigations into accusations that Huey Long abused his political power?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Part I. Plan your speech.**

**What are the main points you want to make in your speech?**

1.

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2.

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**Who is your audience? Who do you want to convince?**

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**Part 2. Write and Practice Your Speech**

- Find research to back up your position.
- Read the Speech Rubric (next page) for help organizing and writing your speech.
- Make a chart or visual aid to go with your speech.
- Read your speech to a friend and revise it.
- Practice you speech orally. Underline words you want to emphasize.
- Be confident, look your audience in the eye! Have fun!

**Speech Rubric  
Guidelines for Speech Writing**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Strong Speech**

- Uses at least four specific details to support opinions
- Well organized
- Effectively addresses the audience
- Uses persuasive language effectively
- Has no spelling or grammar errors
- Meets the time requirements

**Average Speech**

- Uses at least three specific details to support opinion
- Well organized
- Addresses the audience
- Uses persuasive language
- Has little or no spelling or grammar errors
- Meets the time requirements

**Weak Speech, Needs Improvement**

- Uses one or two specific details to support opinion
- Poorly Organized
- Attempts to address the audience
- Uses few examples of persuasive language
- Has many spelling or grammar errors
- Does not meet the time requirements

**Comments and suggestions**