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Lesson Plan  
Louisiana History  
Dr. Moore  
June 24, 2009

## Hurricanes Betsy and Katrina: Introduction to an Analysis of the Political, Social and Economic Impacts of the Storms through the use of 'Oral Histories'

Class time: 90 minute block

### Objectives:

1. Student's will construct 'oral histories' to aid their analysis of the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
2. Student's will interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
3. Student's will construct a timeline of key events in Louisiana history (H-1A-M1)
4. Student's will interpret a political cartoon (H-1A-M4)
5. Student's will conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
6. Students will explain elements that have shaped Louisiana's heritage (H-1D-M6)
7. Students will be able to identify current government leaders at the state, local, and nation levels in the United States (C-1A-M6)

### Materials:

Teacher Prepared Timeline for student interpretation

Teacher provided political cartoons

Teacher provided newspaper articles about Hurricane Betsy

Books and Newspapers Articles:

Ivor van Heerden and Mike Bryan. *The Storm: What Went Wrong and Why During Hurricane Katrina-the Inside Story from One Louisiana Scientist*. Viking, 2006.

Eric Mann. *Katrina's Legacy: White Racism and Black Reconstruction in New Orleans and the Gulf Coast*. Los Angeles: Frontlines Press, 2006.

Staff of *The Times-Picayune*. *The Times-Picayune Katrina: The Ruin and Recovery of New Orleans*. New Orleans: The Time-Picayune, 2006.

Department of Sociology, Louisiana State University. *LSU-Post Katrina Survey*, 2006.

Letter from the *National Trust for Historic Preservation* to Mayor Nagin. 1/12/06

Goal: The student will prepare a document to aid in his compilation of an oral history detailing at least one person's account of Hurricanes Betsy and Katrina. Since personal accounts of 'Betsy' may prove more difficult to discover, the student will be encouraged to include both hurricanes but will be allowed to detail only 'Katrina' in the completed document. The class

block will be used for students to compose questions, and gather documents to complete the packet they will use to conduct their interviews. Their completed oral history will be due one week later.

#### Classroom Activities:

1. Brainstorm-students will work in small groups to complete a quick KWL chart regarding the Hurricanes (5-10 minutes)
2. The teacher will present examples of various timelines with different focuses. e.g. pictorial, written, combination. The teacher will also present a written (and where possible) pictorial account of the key players in evidence at the time of both storms. Students will take notes during the presentation. They will be provided with handouts of the presentation at its conclusion. Students will also be provided with handouts on conducting interviews and creating oral histories. (15-20 minutes)
3. Students will construct a personal timeline of their own activities during and after Katrina, to help them formulate the questions they want answered in their oral histories. Students will work in small groups to insure the inclusion of students who may not have lived in New Orleans at the time of Katrina. (15 minutes)
4. The teacher will present a brief overview of books and document that students may use to inform their questioning while conducting their interviews. (5 minutes)
5. Using student's multiple intelligences inventories, the teacher will divide the class into small heterogeneous groups. The groups will spend the rest of the class period developing the focus of their history, deciding who they might interview, and using the 'W' column from their initial KWL chart, formulate the line of questioning they want to pursue. The teacher will be available to answer questions and provide input. (35 minutes)
6. Closure-the teacher will reiterate when the completed assignment is due, and will provide a few possible formats that might be used. (5 minutes)

Assessment: the student will provide a self-evaluation assessment, and the student will complete the 'L' column of his initial KWL chart.