

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

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**TITLE: 1849: A YEAR IN THE LIFE OF ONE LOUISIANA FAMILY**

**Subject:** Social Studies

**Grade Level:** 7

**Overview:**

*1849: A Year in the Life of One Louisiana Family (Anna McCall Watson)* is a 150-year backward journey that provides students with a glimpse into America's past and with an opportunity to compare and contrast 1849 lifestyles with that of the present.

The Journal of Anna McCall Watson, written in 1849, records one year in the life of one Louisiana family and their association with the Sons of Temperance organization. Students investigate family life, gender roles, transportation and communication, medicine, agriculture, and other aspects of life in 1840s Louisiana. Students also investigate the role played by the Mississippi River in shaping and defining 1849 lifestyles.

**Approximate Duration:** 2 days, 55 minute periods

**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-M4** analyzing historical data using primary and secondary sources;
- **H-1B-M11** explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society;

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

- **United States History**

**Grade 7**

70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women's suffrage, and abolition (H-1B-M11)

**Interdisciplinary Connections:**

- **English/Language Arts : Standard 5**  
Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

**Educational Technology Standards:**

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

**Objectives:**

The student will:

1. Discuss how the early nineteenth reform movements such as the Great Awakening led to a broader national reform movements that included prohibition, women's suffrage, and abolition,
2. Select and use available/appropriate technology to access and analyze electronic primary artifacts stored in the LOUISiana Digital library database,
3. Use reading comprehension skills and available technology to locate, select, and synthesize information from primary and secondary sources to acquire and communicate knowledge about events, ideas, and issues related to life in the 1840-era United States ;
4. Participate in a classroom discussion that involves the role played by The Great Awakening and other religious/social reform in changing early nineteenth century American practices.

**Lesson Materials and Resources:**

1. A Year in the Life of Anna McCall Watson: Student Instruction Sheet (Rubrics included)
2. A Year in the Life of Anna McCall Watson: Timeline of Events
3. A Year in the Life of Anna McCall Watson: Venn Diagram
4. *The Journal of Anna McCall Watson* [louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/APC&CISOPTR=188](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/APC&CISOPTR=188) (A document viewer will open in the LOUISiana Digital Library. To view a document transcript, select “page and text” from the top tool bar.)

**Background Information:****Part I: Reform Movements of the Early Nineteenth Century**

The 1820-1850 period of American history saw the rise of many reform movements, including The Great Awakening, an early feminist movement and reform groups that called for movements to end prohibition and abolition. In 1840 there began in the United States a Temperance Movement, which had its origin in Baltimore, known as the “Washington Movement”. During these two years many thousands signed the pledge to avoid all alcoholic beverages. However, the Washington Movement did not encourage legislative action to control the liquor traffic. In 1844 the National Division of the Sons of Temperance was formed. By the end of the decade, the Sons of Temperance had organizations throughout the country, including in Louisiana. The organization eventually counted among its members such leaders as Presidents Abraham Lincoln, Rutherford B. Hayes and Ulysses S. Grant. The goals of the Sons of Temperance was to shield its members from the evils of intemperance, to afford mutual assistance in times of sickness, provide a sum of money at the death of a member, to elevate character, to enlist workers in an earnest and noble endeavor to reclaim those who fell under the influence of strong drink, to save the young from the terrible power of the drink habit, and to assist in every way the suppression of the drink traffic. The personal pledge adopted at the formation was: “I will neither make, buy, sell nor use as a beverage, any spiritous or malt liquors, wine or cider.”

The Journal of Anna McCall Watson, written in 1849, records one year in the life of one

Louisiana family and their association with the Sons of Temperance organization. However, the real value of this journal is the fascinating insight it provides into family life, gender roles, transportation and communication, and other aspects of life in 1840s Louisiana. *1849: A Year in the Life of Anna McCall Watson* is a 150-year backward journey that provides students with a glimpse into America's past and with an opportunity to compare and contrast 1840 lifestyles with that of the present.

### **Part II: Cross Keys Plantation Background**

Anna McCall was from Mississippi. She married William Watson in 1846 and they purchased the 1,453 acre Cross Keys Plantation of Tensas Parish (near St. Joseph), Louisiana in 1853 for \$52,000. After 1867 Anna had the main responsibility for running the plantation. The plantation was run by women during most of its existence.

William W. Watson was the son of James H. and Anna Maria Cable Watson who owned the Waterloo Plantation in Jefferson County, Mississippi. William W. Watson and his father-in-law, Dugald G. McCall, had previously acquired the Clio Plantation, just across the river from Rodney, Mississippi, and apparently lived on the Clio Plantation at the time of his purchase of Cross Keys. Clio Plantation has since been taken by erosion of the Mississippi River.

### **Lesson Procedures:**

#### **Pre-Lesson Preparations**

1. Discuss Great Awakening and reasons for reform movements of the early nineteenth century.
2. Make copies of the Student Instruction Sheet (timeline and note-taking chart) and Venn Diagram.
3. Group students as sets of partners.

#### **Day 1**

1. Use the *Journal of Anna McCall Watson* link under Websites and information contained in the Background section of this lesson to introduce students to the Anna McCall Watson journal and the LOUISiana Digital Library. Explain that students will work as partners and use appropriate technology tools to read a portion of the journal and extract/synthesize information related to life in the 1840s. Each set of partners will then share their information with the rest of the class.
2. Assign pages to each set of partners. Explain the chart and timeline directions and rubric guidelines.
3. Provide time for activity completion as students use comprehension skills and appropriate technology tools to gather information from the primary source journal.
4. Debrief: each set of partners reports on their findings. Students use their copy of the note-taking chart and timeline to record information presented by each set of partners. Compile classroom timeline of life based on temperatures/weather and major events of interest. Discuss the role played by The Great Awakening and other religious/social reform in changing early nineteenth century American practices.

#### **Day 2**

1. Explain the process and purpose of the Venn diagram.
2. Distribute the 1849: Gender Roles Venn Diagram. Explain that students will use their notes

from the previous day's readings and class discussion to create a chart that they will use to compare and contrast the roles of men and women during 1849.

3. Provide time for completion.
4. Whole class discussion of gender roles: Ask students to create a Venn diagram with which they compare and contrast present day gender roles. Discuss student responses.

**Assessment Procedures:**

1. Completed timeline and note-taking chart. Assessment guidelines are listed on Student Instruction Sheet
2. Venn Diagram assessment guidelines listed on Venn Diagram worksheet
3. Observation Form

**Accommodations/Modifications:**

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback

**Explorations and Extensions:**

1. After reading the McCall journal, student groups can research one item--gender roles, temperature, etc. and create an overview report and compare to the same issue/topic in the world today.
2. Search the LOUISiana Digital Library for early 20<sup>th</sup> century temperature graphs. Compare and contrast 19<sup>th</sup> and 20<sup>th</sup> century weather patterns.

**Lesson Development Resources:**

Dublin, Thomas . 1997. Women and Social Movements, 1775-2000 . 03 Dec. 2004  
<http://womhist.binghamton.edu>

Scott, Donald. 2000. Evangelicalism, Revivalism, and the Second Great Awakening. 03 Dec. 2004  
<http://www.nhc.rtp.nc.us/tserve/nineteen/nkeyinfo/nevanrev.htm>

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**1849: A Year in the Life of Anna McCall Watson**  
**Student Instruction Sheet and Reading Notes**

Name \_\_\_\_\_ Page Numbers \_\_\_\_\_

**Directions/Rubric:** With your partner, select 5-6 pages of Anna M. Watsons' 1849 journal that you would like to read. Use the chart below to record 4 facts or pieces of information that are mentioned about the following topics. (You will add information to this chart when each group reports information from their portion of the readings.)

<b>Transportation</b>	<b>Communication</b>	<b>Weather</b>	<b>Food</b>	<b>Vocabulary (Words and Probable Meaning)</b>
<b>Medicine</b>	<b>Women's Roles/ Responsibilities</b>	<b>Men's Roles/ Responsibilities</b>	<b>Locations</b>	<b>Social Life</b>

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**1849: A Year in the Life of Anna McCall Watson  
Timeline of Events**

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

**Pages Read** \_\_\_\_\_

**Directions**

As you read your assigned pages, create a timeline of important events in the life of the Watson family. You will add events to this timeline when each group reports information from their portion of the readings.

**Rubric:**

- 1) Record the beginning and ending dates of your journal readings (your assigned pages)
- 2) From your readings, record a minimum of 2 significant events in the life of the family
- 3) As students report information from their portion of the readings, record 3-4 important events in the life of the family

**A Year in the Life: The Watson Family Timeline**

January

June

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December

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**1849: A Year in the Life of Anna McCall Watson**  
**Venn Diagram**  
**Gender Roles**

**Direction/ Rubric:** Use the information you recorded on the Note-taking chart and timeline to complete a Venn diagram that compares and contrasts the roles and responsibilities of men and women in 1849. Provide information about 3 activities in which women participated, 3 activities in which men participated, and 3 activities or responsibilities that men and women shared.

