

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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Battle of New Orleans Artifacts

Subject American History
Grade Middle through High School
Duration 2 days, 50-minute periods

Abstract

Students will collaborate with their peers to explore digital images of Battle of New Orleans primary artifacts stored in the LOUISiana Digital Library. Student projects vary in format from multimedia presentations to “Meet the Press” interviews.

Objectives

Students will

1. use analysis guidelines to evaluate primary source documents
2. use technology resources and Internet collections to research selected Battle of New Orleans topics and produce assigned products
3. use project guidelines and rubric to produce their specific project product (debate, visual, multimedia presentation)
4. demonstrate effective time management by completing tasks in the time allotted

Louisiana Benchmarks

Content Standards and Grade Level Expectations:

- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers;
- 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;

Educational Technology Standards:

- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.
- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects.

- Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Materials

[Battle of New Orleans: British Intrigue](#) Investigation Guide

1. [Letter, Capt. William Henry Percy, HMS Hermes, Pensacola, to Monsieur \[Jean\] Lafitte \[sic\], Baratavia, Louisiana](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=797) (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=797)
2. [Letter, Capt. William Henry Percy, HMS Hermes, Pensacola, to Nicholas Lockyer, HM Sloop Sophie](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=800) (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=800)
3. [Letter, \[Lt. Col.\] Edward Nicholls, \[Florida\], to Monsieur \[Jean\] Laffite, Baratavia, Louisiana](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=794) (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=794)

[Battle of New Orleans: Documenting the Battle](#) Investigation Guide

1. [Letter 1812 Apr. 8](#)
2. <http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/lapur&CISOPTR=25343>
3. [Letter, 1814 Sept. 5.](#)
4. <http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/lapur&CISOPTR=25339>
5. [Toussard Letter](#), January 1815.
6. <http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=510&CISOSHOW=471>
7. [Resolutions reported by the military committee](#)
8. <http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/lapur&CISOPTR=25290>

[Essay Rubric](#)

Pre-Lesson Procedures

- Make copies of the [Battle of New Orleans: Documenting the Battle](#) Investigation Guide, [Battle of New Orleans: British Intrigue](#) Investigation Guide, and [Essay Rubric](#). 1 per group.

Lesson Procedures

- **Information.** This lesson should be used after students have been introduced to the War of 1812 and the Battle of New Orleans. Students should be familiar with the areas in which the war was fought (Canadian border, Atlantic coast, Gulf of Mexico region) and in Louisiana. The documents present arguments the British used to convince Louisiana residents to aid Great Britain in the war and illustrate the progress of the war in the United States.
- **Background Activity (optional).** Explain that the class will learn about the Battle of New Orleans by reading letters and documents written at the time of the war. These letters and documents are primary sources that can tell us much about the time during which they were written. To understand the documents we must realize that they are very old and the use of words and phrases might seem odd to us today. To gain information from these documents we should ask questions as we read. Some questions include:
 - What is this document?
 - Who wrote it? What was her/his position/title?
 - When was it written?
 - Why was this document written? (What was its purpose?)
 - Who was the intended audience?
 - What questions come to mind as you read the document?
 - What else do we need to know in order to understand the evidence in this source?

You may wish to examine one document as an example. Examine Letter 1 from the [Battle of New Orleans: British Intrigue](#) Investigation Guide activity together. If so, distribute copies of the [Battle of New Orleans: British Intrigue](#) Investigation Guide to students. Open Letter 1 and

read with the class. Answer the questions listed on the Battle of New Orleans: British Intrigue chart.

- **Battle of New Orleans: British Intrigue Activity, 1 day.** Divide class into sets of partners. Explain that partners will work together to gather information about the Battle of New Orleans by reading letters written at the time of the battle. Once they've gathered their information, they will write an investigative report concerning British actions during and after the war.
- Distribute copies of the [Battle of New Orleans: British Intrigue](#) Investigation Guide to students. If necessary, introduce the questions to students to assure each student understands the questions and activity procedure.
- Ask each set of partners to read the three letters and answer the worksheet questions.
- Debrief. Discuss student findings, emphasizing the contemporary significance of the artifacts.
- **Battle of New Orleans: Documenting the Battle Investigation Activity.** Explain that students will read letters written between September 1814 and January 1815 to uncover events related to the war of 1812.
- Distribute the [Battle of New Orleans: Documenting the Battle](#) Investigation Guide. Allow sufficient time to complete the activity.
- Discuss student answers.
- **Investigative Report.** Ask each set of partners to use the information they gained from the Battle of New Orleans primary documents to write an investigative news article concerning British actions during and after the war. Student should use the notes they took during the [Battle of New Orleans: Documenting the Battle](#) and the [Battle of New Orleans: British Intrigue](#) activities to compile their article for publication in a New Orleans newspaper.
- **Prewriting activity.** Brainstorm with students the types of information they should include in their article: actions taken by U. S. and Britain to prepare for war (U. S. boycott and British attempts to gain aid from Louisiana residents), reaction of Louisiana residents to British attempts to gain aid, why Britain wanted New Orleans and Louisiana, reasons for British defeat, losses suffered on both sides, etc.
- Distribute copies of the [Essay Rubric](#) and/or Writing Guidelines
- **Culminate.** Use the student articles to publish a classroom newspaper or organize an interview with authors of news articles.

Assessment

- [Battle of New Orleans: Documenting the Battle](#)
- [Battle of New Orleans: British Intrigue](#)
- [Essay Rubric](#)

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback
- Visuals and manipulatives

Contact Information

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Essay Rubric

Name _____

Assignment _____

Score	Characteristics
5 100-94% or Pts	<ul style="list-style-type: none"> ✓ makes an appropriate response to the topic; ✓ imaginative and fully developed ideas; ✓ organizes details clearly; ✓ sustains strong point of view; ✓ highly original; ✓ clear sentence sense, variety and transitions; ✓ shows superior command of language structure and vocabulary; ✓ shows superior grasp of spelling and mechanics
4 93-88% or Pts	<ul style="list-style-type: none"> ✓ makes an appropriate response to the topic; ✓ attempts to develop ideas; ✓ organization is evident, generally focused; ✓ some use of point of view; ✓ somewhat original; ✓ some sentence variety; few fragments or run-ons, some transitions; ✓ grade level vocabulary; ✓ some spelling and mechanical errors
3 87-78% or Pts	<ul style="list-style-type: none"> ✓ attempts to make an appropriate response to the topic; ✓ attempts to communicate ideas; ✓ some organization, but may lose focus; ✓ emerging point of view; ✓ somewhat original; ✓ many simple sentences, fragments, and run-ons; few transitions; ✓ ordinary vocabulary; ✓ many noticeable spelling and mechanical errors
2 77-70% or Pts	<ul style="list-style-type: none"> ✓ somewhat attempts to make an appropriate response to the topic; ✓ limited development of ideas; ✓ inconsistent organization; ✓ point of view not apparent; ✓ originality not evident; ✓ simple sentences; many fragments and run-ons, no transitions; ✓ ineffective vocabulary; ✓ mechanics and spelling errors interfere with reading/meaning
1 69-60% or Pts	<ul style="list-style-type: none"> ✓ lacks appropriate response to the topic; ✓ undeveloped ideas; ✓ lacks organization; ✓ point of view not apparent; ✓ originality not evident; ✓ unclear sentence structure; ✓ ineffective vocabulary; ✓ mechanics and spelling errors interfere with reading/meaning

Score _____

Comments:

Reports from Louisiana
BATTLE OF NEW ORLEANS: BRITISH INTRIGUE

As part of their plan to take New Orleans, British agents tried to convince the people of New Orleans that they would be better off under British rather than American control. Read the 4 letters listed below and answer the following guide questions.

LETTER 1

[Letter, Capt. William Henry Percy, HMS Hermes, Pensacola, to Monsieur \[Jean\] Lafitte \[sic\], Barataria, Louisiana](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=797)
 (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=797)



LETTER 2

[Letter, Capt. William Henry Percy, HMS Hermes, Pensacola, to Nicholas Lockyer, HM Sloop Sophie](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=800)
 (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=800)



LETTER 3

[Letter, \[Lt. Col.\] Edward Nicholls, \[Florida\], to Monsieur \[Jean\] Laffite, Barataria, Louisiana](http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=794)
 (http://louisdl.louislibraries.org/cgi-bin/docviewer.exe?CISOROOT=/AAW&CISOPTR=794)







	Letter 1	Letter 2	Letter 3
The letter is written to convince which group of Louisiana residents to help Britain?			
What argument was used by the British to convince this group to help the British government take Louisiana? (Why should this group help the British?)			

BATTLE OF NEW ORLEANS: DOCUMENTING THE BATTLE

Name _____

Directions: On the chart below, there are links to 4 documents that are located in the LOUISiana Digital Library. Below the document links are guide questions to help you locate important information in each document. Open each link and read each document. Use the “page and text” feature at the top right of the monograph viewer to open the document transcription. Take notes on the chart below.

 Letter 1812 Apr. 8	 Letter, 1814 Sept. 5.	 Toussard Letter, January 1815.	 Resolutions reported by the military committee
DOCUMENT NOTES:	DOCUMENT NOTES:	DOCUMENT NOTES:	DOCUMENT NOTES:
What was the purpose of the embargo mentioned in this document?	What is the general feeling concerning the progress of the war?	Compare this document with the September 5, 1814 letter. How has the war progressed since the September 5 letter was written?	What military commander does this document mention? What is the general feeling toward that commander?
Why was it issued for only 90 days?	What does the letter say about the war along the Atlantic coast?	According to this letter, what has happened to British troops?	Why does the document mention the residents of New Orleans and Louisiana?