

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

Louisiana Gumbo: A Recipe for Empowerment Project is funded by a grant from the Institute of Museum and Library Services (IMLS). Grant partners include the State Library of Louisiana, the LOUISiana Digital Library, the Louisiana State Museum, and The Historic New Orleans Collectio

TEACHING WITH LYRICS: THE HUNTERS OF KENTUCKY

(Battle of New Orleans, 1815)

Subject	Social Studies
Grades	8-11
Time Frame	1 day, 50-minute period

Lesson Abstract

Students will use lyrics from the 1815 song, Hunters of Kentucky, to examine personalities and events surrounding the Battle of New Orleans. This lesson has 2 significant parts: 1) an examination of the lyric as an historical artifact (how lyrics define and explain the author and the people and events of the historical period during which they were produced) and 2) the accuracy of the historical content of the lyrics. The student worksheet can be edited to accommodate the grade level of the students.

This lesson integrates primary historical documents and artifacts housed in the LOUISiana Digital Library, <http://louisdl.louislibraries.org>, with classroom instruction.

Lesson Format

Critical thinking and analysis, technology-based lesson, primary source analysis, peer collaboration, peer evaluation

Objectives

1. Students use analysis guidelines to evaluate primary source lyrics
2. Students use technology resources and Internet song lyric collections to research lyrics as historical analysis and interpretation
3. Students demonstrate their understanding of lyric as representation of history by researching and producing an oral and visual presentation concerning lyric as history.

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-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;

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

- Computers; 1 computer per 1 student group
- MS Word or Inspiration for production of graphic organizer
- Music in My Head Graphic Organizer. **Tip:** to prepare a graphic organizer in MS Word, open a new document. From the top toolbar select Insert, Diagram and select the desired diagram. Click on each diagram object to type text. To add additional graphic items to your visual, right-click on the item you wish to reproduce and select Insert Shape
- The Hunters of Kentucky sheet music located at <http://louisdl.louislibraries.org/cgi-bin/viewer.exe?CISOROOT=/AAW&CISOPTR=345> .
- The Hunters of Kentucky Browsing Guide and Worksheet, Make 1 copy per student or group
- Graphic Organizer Assessment Rubric
- An MP3 audio file of the Hunters of Kentucky can be located at <http://www.contemplator.com/america/hunter.html>.

Pre-lesson Preparation

- Make 1 copy per student of the Hunters of Kentucky Browsing Guide and Worksheet. Edit worksheet questions as needed for grade taught.
- Locate and save the MP3 file if desired. An MP3 audio file of the Hunters of Kentucky can be located at <http://www.contemplator.com/america/hunter.html>.
- Prepare a graphic organizer for whole class brainstorming “Music in My Head.”

Lesson Procedures:

1. Note: This lesson can be used as an introduction to the Battle of New Orleans, a developmental activity during the lesson, or as a culminating activity as appropriate for the students involved.
2. **Introduction.** If available, play the MP3 audio file of Hunters of Kentucky as the students enter the room. Ask students to write on a sheet of paper how the music makes them feel.
3. Write student responses on a graphic organizer that you have prepared using MS Word or Inspiration. Use this as a demonstration of how either MS Word or Inspiration can be used to produce a visual display of student ideas.
4. Discuss the meaning of terms: lyrics, bias, mood, imagery. Discuss content names such as Old Hickory, General Pakenham, John Bull. Add additional terms as needed.

5. **The Lyric as Historical Artifact:** Explain that historical lyrics can tell the reader a lot about the author and the time during which the words were written. A close examination of the words and phrases can place the song in a specific historical time period and can reveal the author's biases and beliefs. Those same words can explain many things about life (political, social, and economic) during the time the song was written. Explain that the class will explore how lyrics from the Hunters of Kentucky can be used to gain information about the early nineteenth century and about the Battle of New Orleans.
6. Explain that students will work with their partner to examine the words to Hunters of Kentucky, the song that was playing as they entered the classroom. Each group of partners will then prepare a graphic organizer that explains how the author viewed the groups of people mentioned in the song.
7. Distribute copies of the Hunters of Kentucky Browsing Guide and Questions.
8. Allow students to work with their partner to examine the lyrics.
9. Discuss student responses to the worksheet questions.
10. **The Lyric as Historical Commentary and Fact.** Ask students to use MS Word or Inspiration to prepare a graphic organizer that indicates how the song author portrayed the various groups that he mentions in the song. You may wish to brainstorm a list of the groups and people mentioned (women, British, Kentucky soldiers, Andrew Jackson, General Pakenham).
11. Distribute Graphic Organizer Assessment Rubric Guidelines.
12. You may wish to create a display gallery using the student-prepared graphic organizers.

Assessment

- Browsing Guide Questions
- Completed graphic organizers and [Graphic Organizer Assessment Rubric](#)

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Pre-teach vocabulary words
- Activity materials can be modified for individual needs
- Debriefing provides systematic feedback

Extension

Teachers may use this activity with lyrics from any historical period.

Teachers may also complete this activity using a song that portrays events that have occurred within the past 5-10 years.

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The Hunters of Kentucky Browsing Guide and Questions

To view this page in Internet Explorer, select File, Web Page Preview from the top toolbar.

Directions

1. Open the Hunters of Kentucky link and read the lyrics.
2. As you read, answer the following questions to uncover the song author's intent.



[The Hunters of Kentucky](http://louisdl.louislibraries.org/cgi-bin/viewer.exe?CISOROOT=/AAW&CISOPTR=345)

<http://louisdl.louislibraries.org/cgi-bin/viewer.exe?CISOROOT=/AAW&CISOPTR=345>

Questions To Consider

Use your knowledge of the Battle of New Orleans, the song lyrics and the song's metadata (information that tells you more about the lyrics; metadata can be found in the LOUISiana Digital Library below the picture of the lyrics) to answer the following questions about The Hunter's of Kentucky.

- Who is the author?
- What is the subject of the song? (The setting/event/person portrayed)
- Did the author have firsthand knowledge of the event, or did the author learn about the event through secondary resources? How might that slant her/his views?
- What stands out to you? Images created by the lyrics? Choice of words? Information inferred?
- What is its mood? How does it make you feel to listen to the song or read the lyrics? Why
- Is the author biased? Explain.
- Do the lyrics present an accurate picture of the event/person/period?
- What do you think the author might be trying to communicate about her/his subject? What does he/she want you to know or notice about her/his subject?

Graphic Organizer Assessment Rubric

Name _____ Date _____

	4	3	2	1
<p>Required Information Accurate representation of how the author portrays 1) British and American commanders at the Battle of New Orleans, 2) the gender/ethnic groups mentioned, 3) the military groups mentioned.</p>	<p>Each required topic is complete, explained well and translated in the student's own words. The student demonstrates a full understanding of the information.</p>	<p>Each required topic is complete, explained well and translated in the student's own words. The student demonstrates a good understanding of the information...</p>	<p>Most required ideas are complete & explained. The student has some difficulties explaining the information in her/his own words.</p>	<p>The required topics are not complete. The student has difficulties understanding the information and explaining the ideas in her/his own words.</p>
<p>Grammar and Spelling</p>	<p>Work has no spelling errors and/or grammatical errors.</p>	<p>Work has one or two spelling errors and/or grammatical errors.</p>	<p>Work has three spelling errors and/or grammatical errors.</p>	<p>Work has four or more spelling errors and/or grammatical errors.</p>
<p>Design</p>	<p>Graphic Organizer is attractive, uniform and well designed. The fonts used are easy to read</p>	<p>Graphic Organizer is attractive, uniform and well designed. No more than one or two graphic improvements are needed.</p>	<p>No more than three or four graphic improvements are needed. Consultation with teacher could have been useful.</p>	<p>Design of graphic organizer is sloppy. Major improvements are needed.</p>
<p>Total</p>				

Comments:

Music in My Head Graphic Organizer

