

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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**QUEEN OF THE MISSISSIPPI: MID-NINETEENTH CENTURY
SIGNIFICANCE OF NEW ORLEANS AND THE MISSISSIPPI RIVER**

Subject: Social Studies

Grade Level: 7 - 8

Overview:

This lesson springboard uses primary resources to introduce students to the economic significance of New Orleans and the Mississippi River prior to the beginning of the Civil War. This lesson is designed to be used prior to a discussion of why Louisiana was important to both Union and Confederate forces. Skill development includes analyzing primary artifacts. Main points of interest introduced through the use of primary resources include: significance of New Orleans' location along the Mississippi River and the value, volume and diversity of trade on the Mississippi River at New Orleans.

Approximate Duration: 1 day, 55 minute period

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-1D-M5**
tracing the development and growth of Louisiana's economy throughout history;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 7

48. Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)

Grade 8

67. Analyze given source material to identify opinion, propaganda, or bias
(H-1A-M4)

- **Louisiana History**

80. Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology)
(H-1D-M5)

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:

Students will

1. Demonstrate historical perspective by participating in a class discussion concerning the economic significance of New Orleans and the Mississippi River to the development of the mid-nineteenth century U.S. economy;
2. Examine, compare and contrast multiple primary and secondary resources to A) describe the reasons New Orleans location along the Mississippi River attracted both domestic and international trade during the mid-nineteenth century and B) to examine those resources to determine historical accuracy and the presence of bias or opinion.
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 the significance of the Mississippi River and the port of New Orleans and their impact on the economic development of Louisiana and the United States.
4. Trace the economic growth and emerging economic diversity of Louisiana from the sixteenth century colonial period through the mid-nineteenth century.

Lesson Materials and Resources:

- New Orleans Economy Graphic Organizer
- Economic Significance of New Orleans Browsing Guide and Worksheet
- Essay Rubric
- Technology Tip: Viewing Documents in the LOUISiana Digital Library

Technology Tools and Materials:

Hardware:

Computers, 1 per students or set of partners; access to Internet

Software:

MS Word

Background Information:

Students should be familiar with the geography of the Mississippi River valley and should have a general understanding of the role the Mississippi River and New Orleans played during the colonial sixteenth and seventeenth centuries.

Lesson Procedures:

Pre-Lesson Preparations:

- Make copies of the Browsing Guide
- Assign partners using a method appropriate to the students.

Lesson Procedures:

1. Explain that students will explore the importance of the Mississippi River and the city of New Orleans as they relate to the mid-nineteenth century development of domestic and international trade.
2. Allow students to work with a partner or in small groups. Distribute copies of the Economic Significance of New Orleans Browsing Guide and ask students to use their computer to open the Browsing Guide. Model how to access and view documents and artifacts using the LOUISiana Digital Library viewers (See Technology Tip under Reproducible Materials.)
3. Ask students to use the hyperlinks listed on the Browsing Guide to gather evidence that explains why the Mississippi River and New Orleans were important to the United States and to other countries. Allow adequate time for students to complete the worksheet. [Students examine, compare and contrast multiple primary and secondary resources to A) describe the reasons New Orleans location along the Mississippi River attracted both domestic and international trade during the mid-nineteenth century and B) to examine those resources to determine historical accuracy and the presence of bias or opinion.] [Students 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 the significance of the Mississippi River and the port of New Orleans and their impact on the economic development of Louisiana and the United States.]
4. Debrief: Open a class discussion in which students use the results of their research to help you complete a class copy of the New Orleans Economy Graphic Organizer. Note the emerging diversity and value of trade in New Orleans. [Students demonstrate historical perspective by participating in a class discussion concerning the economic significance of New Orleans and the Mississippi River to the development of the mid-nineteenth century U.S. economy.]
5. Ask students to write a short essay (3-5 paragraphs) that summarizes the economic significance of Louisiana.
6. Culmination: Allow students to volunteer to read their essays to the class.

Assessment Procedures:

1. Completed Browsing Guide/worksheet
2. Written essay and essay rubric

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- 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
- Visuals and manipulatives

Reproducible Materials:

- Economic Significance of New Orleans Browsing Guide
- New Orleans Economy Graphic Organizer
- [Essay Rubric](#)

Explorations and Extensions:

Explore the Teaching with Primary Sources and the LOUISiana Digital Library lesson collection for additional lessons related to the significance of New Orleans, including those lessons related to the cultures of Louisiana, the Battle of New Orleans, and the Civil War in Louisiana/New Orleans.

Lesson Development Resources:

Richard, C.E. Louisiana: An Illustrated History. 1st ed. Baton Rouge: Foundation for Excellence in Education, 2003.

Economic Significance of New Orleans Browsing Guide

Name(s) _____ Date _____

- View the following two paintings
[\[View of New Orleans\]](#)
[New Orleans from the Lower Cotton Press](#)

Write what you observe about the Mississippi River from studying these paintings?

- View [Norman's plan of New Orleans & environs](#). What does this map reveal about the population and location of New Orleans?
- View [Norman's chart of the Lower Mississippi River](#). According to this map, what seems to be the most important economic development throughout Louisiana?
- Examine the following artifacts in the LOUISiana Digital Library. Complete the chart as you examine each artifact.

ARTIFACT	INFORMATION GAINED FROM THE ARTIFACT
Manifest / Steamer / Doctor Franklin	
Whole-sale prices current, at New Orleans, 1812	
Pour La Havane	
For freight or charter	
178 Sugar and cotton plantation slaves!	
Rules and regulations for the government of pilots	
Uncut sheet of \$100 notes	

New Orleans Economy Graphic Organizer

Names _____

Date _____

Class _____

