

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

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**PRIVATEERS AND PIRATES**

**Subject** Louisiana/American History  
**Grade** 7, 8  
**Time** 2 50-minute periods

**Overview**

Louisiana history and folklore is rich with stories of river pirates and opportunistic privateers. This lesson introduces students to a few of Louisiana's colorful river and backwater rogues.

**Objectives:**

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.

**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-H3** interpreting and evaluating the historical evidence presented in primary and secondary sources;

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

- **Historical Thinking Skills**  
9<sup>th</sup> U.S. History: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-M3)

**Materials:**

Digital Resource Group: [Pirates](#)

- [Essay Rubric](#)
- [Poster Rubric](#)

### **Procedure**

1. Divide the class into sets of partners.
2. Explain that students will work with their partner to investigate reports of piracy on Louisiana rivers and waterways and how piracy affected Louisiana trade.
3. Explain that students will use their computer and the Privateers and Pirates Browsing Guide to access lesson documents containing accounts of piracy in Louisiana.
4. Ask each group to prepare a
  - a. timeline record of piracy in 19<sup>th</sup> century Louisiana,
  - b. chart that illustrates periods of heaviest reports of piracy; and
  - c. map that indicates the areas of acts/reports of piracy
5. Debrief: discuss student-produced materials. Ask students to identify the periods of heaviest piracy as shown in the lesson documents. Consider: do these periods of piracy correspond to particular events in Louisiana history?
6. Discuss how piracy in Louisiana affected water trade and travel. Ask students to reference document passages that indicate government action to suppress acts of piracy.
7. Extension. Ask students to “become” one of the pirates mentioned in the documents and create a captains log including facts about his life and exploits as revealed in the lesson documents.

### **Assessment**

1. [Observation Form](#)
2. [Essay Rubric](#)
3. [Poster Rubric](#)
4. Timeline
5. Chart
6. Map

### **Accommodations/Modifications:**

- Cooperative grouping
- Debriefing provides systematic feedback