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The Battle of New Orleans from Two Points of View: A Scholar and an Eyewitness

Teacher's guide: grade levels 7–9

Number of lesson plans: 4

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What's Inside:

Academic standards

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.WHST.6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-LITERACY.WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

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Cover: ***Battle of New Orleans***; 1856; oil on canvas by Dennis Malone Carter; *1960.22*

Overview

Over the course of four lessons, students will analyze both primary and secondary source documents to gain an appreciation for the causes, consequences, and key figures of the Battle of New Orleans. These source materials will prompt students to look at the event from different perspectives. An 1815 letter written by a young woman residing in the city will provide students with a sense of immediacy—while a present-day narrative overview will provide the advantage of hindsight..

Students will be asked to closely analyze sources with the goal of mastering content and inferring more subtle messages. Graphic organizers, class discussion, and an optional writing activity will promote student understanding.

Essential Questions

Why was the Battle of New Orleans important to the United States, considering its status as a new nation?

How would the viewpoints of a soldier differ from those of a resident of the city?

Lesson One

Objective

Students will read a secondary source text written by a scholar that analyzes the events that led to the Battle of New Orleans. Students will role play, interviewing the scholar in order to examine the most important elements and issues presented in the text. Students will then discuss the rationale behind their analysis and justify their conclusions.

Materials

"The Battle of New Orleans" (part 1) by Jason Wiese
Graphic organizer: "Role Play: Interviewing the Scholar (Lesson 1)"

Procedures

Have the students work as partners or in small groups of no more than three or four members.

1. Distribute "The Battle of New Orleans" (part 1) by Jason Wiese.
2. The teacher then share reads with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
3. Distribute the graphic organizer "Role Play: Interviewing the Scholar (Lesson 1)."
4. Answer critical analysis question 1 as a whole-group activity. Explain to the students that they should approach this activity as if they were questioning the scholar about his conclusions. How would the scholar answer the question in one or two short sentences? What evidence does the scholar offer in the text to back up this answer? Make sure that the students use and cite evidence from the text.
5. Next, working with their partners or groups, students should answer the rest of the critical analysis questions.
6. As an entire class, discuss the different interpretations developed by the students within their working groups.

Hand Out Share Read

The Battle of New Orleans (part 1)

by Jason Wiese
THNOC curator and associate director of the Williams Research Center

In the early 1800s, American growth beyond the Appalachians relied on the port of New Orleans, which served the Mississippi River and by extension the entire interior of the continent. Hundreds of new farms and settlements in the Ohio River valley, Kentucky, and Tennessee produced crops and commodities that were too heavy to carry overland to the markets on the East Coast. In the days before steam propulsion, bulky cargoes had to be floated downriver on rafts or flatboats. Most of the streams and rivers in the western American territories led to the Mississippi and to the old French and Spanish city of New Orleans. This is why the United States purchased New Orleans and the vast colonial province of Louisiana in 1803.

By the start of the War of 1812, despite its being part of the United States for nearly a decade, New Orleans was still geographically and culturally isolated from the rest of the country. There were no roads and hundreds of miles of a mostly unbroken wilderness separating Louisiana from the other states. Getting there could be difficult, as the threats of hostile Indians by land and pirates by sea were ever present. Even so, New Orleans was a growing, cosmopolitan city of approximately twenty thousand people by 1814, almost evenly divided between white and black people.

If New Orleans was vulnerable to attack, so too was the rest of the United States. When President James Madison declared war against Great Britain in June of 1812, he was challenging one of the most powerful militaries in the world. Britain's Royal Navy had triumphed against the combined fleets of France and Spain and controlled the world's oceans. The British army had been at war almost continually since the 1790s, and its veteran regiments had seen every kind of fighting through Europe, the Mediterranean, and beyond. By contrast, at the beginning of the War of 1812, the United States had no large standing army or navy. President Madison's predecessor, Thomas Jefferson, had relied upon citizen militias and a small fleet of gunboats to patrol harbors and inland waterways.

Great Britain actually hadn't wanted to go to war with the United States at all, because it was already embroiled in a life-or-death struggle with Napoleon Bonaparte's France. The young United States was simply caught in the middle of a European war. Even though it was a neutral nation, its merchant fleet, which had long carried trade between Europe and the Americas, became a target for the warring British and French. American ships and cargoes bound for France were seized by the Royal Navy as prizes of war, and British-born seamen were "impressed," or forced into service in the Royal Navy. Why was this? A single frigate required a crew of more than two hundred men. Hundreds of warships patrolling the seas in all weather conditions required tens of thousands of sailors, and new men were always desperately needed. The British government, aware that their policies were infuriating the Americans, eventually withdrew some of the restrictions that were affecting American sea trade, but the news traveled too slowly to avoid an American declaration of war.

The first two years of war were inconclusive, and consisted largely of skirmishes along the Canadian border. In 1814, after Napoleon's armies had finally been defeated in Spain and at the Battle of Toulouse, in France, the Royal Navy in North America was joined by veteran British army regiments. In an effort to put a quick end to "the American War" in the summer of 1814, the redcoats marched into Washington, DC, and burned most of the government buildings there, including the White House. Even though the British offensive eventually stalled and withdrew from the Chesapeake, it was clear that "Mr. Madison's War" was not going well.

That was the news in New Orleans in the late summer and fall of 1814, and it was mixed with disturbing rumors about a planned British invasion of Louisiana. It turns out that the rumors were absolutely true.

Graphic Organizer

Role Play: Interviewing the Scholar (Lesson 1)

Name: _____ Date: _____

Critical analysis question 1:

Why was New Orleans so important?

_____

_____

What is the most compelling evidence that the scholar offers in this paper?

_____

_____

Critical analysis question 2:

Why was the United States "vulnerable to attack"?

_____

_____

What is the most compelling evidence that the scholar offers in this paper?

_____

_____

Critical analysis question 3:

What is Great Britain's attitude about going to war with the United States?

_____

_____

What is the most compelling evidence that the scholar offers in this paper?

_____

_____

Critical analysis question 4:

Why was the War of 1812 going badly for the Americans?

_____

_____

What is the most compelling evidence that the scholar offers in this paper?

_____

_____

Lesson Two

Objective

Students will read a secondary source text written by a scholar that analyzes the Battle of New Orleans and two of the best-known figures associated with the battle. Students will role play, interviewing the scholar in order to examine the most important elements and issues presented in the text. Students will then discuss the rationale behind their analysis and justify their conclusions. In this lesson, students will not only answer questions about the text but create the questions as well.

Materials

"The Battle of New Orleans" (part 2) by Jason Wiese
Graphic organizer: "Role Play: Interviewing the Scholar (Lesson 2)"

Procedures

Have the students work as partners or in small groups of no more than three or four members.

1. Distribute "The Battle of New Orleans" (part 2) by Jason Wiese.
2. The teacher then share reads with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
3. Distribute the graphic organizer "Role Play: Interviewing the Scholar (Lesson 2)."
4. Answer critical analysis question 1 as a whole-group activity. Explain to the students that they should approach this activity as if they were questioning the scholar about his conclusions. What important question would they ask the scholar that can be answered with the information in the text? How would the scholar answer their question in one or two short sentences? What evidence does the scholar offer in the text to back up this answer? Make sure that the students use and cite evidence from the text to create and answer the question.
5. Next, working with their partners or groups, students should create and answer three additional critical analysis questions.
6. As an entire class, discuss the different interpretations developed by the students within their working groups.

Hand Out | Share Read

The Battle of New Orleans (part 2)

by Jason Wiese
THNOC curator and associate director of the Williams Research Center

The advance ships from the British fleet had arrived off the mouth of the Mississippi at the same time American General Andrew Jackson reached New Orleans on December 1, 1814. The British flagship HMS *Tonnant* anchored a week later near Ship Island, some eighty-five miles from the city. Due to a sandbar at the mouth of the Mississippi River, and the shallowness of the inland waterways, large British warships could get no closer to the city. Even so, British morale was high, despite the uninviting terrain and difficulties ahead. Little new information had come in about New Orleans's defenses except that they consisted mostly of militia and volunteers. British naval and army commanders began planning their approach to the city, which required the capture or destruction of the American gunboats sighted in nearby Lake Borgne.

The naval Battle of Lake Borgne on December 14 ended with the capture of all five American gunboats and one dispatch vessel, the *Alligator*. The first battle of New Orleans had been won by the British. When news of the battle reached New Orleans the following day, December 15, panic gripped the city.

Jackson was beginning to have his doubts about the loyalty of the local citizenry—and these doubts, along with the signs of panic, led him to declare martial law, even though he had no legal authority to do so. A strict curfew was implemented, and hunting guns and other weapons were taken from households for military use.

On the afternoon of December 23, news arrived that hit like a thunderbolt: the British had landed in force downriver. Jackson's response was immediate. He said, "By the eternal, they shall not rest on our soil." He would attack them that very night.

Sometime after noon on December 23, the outposts alerted the British camp that a body of American horsemen was approaching down the river road. About two hundred brightly dressed cavalry advanced in loose formation, but they quickly retreated after the British formed a line of defense and fired a volley at them. The British veterans were not at all impressed by this first look at the Americans, and the incident only reinforced their general impression that they would meet no determined resistance. Yet at about seven that night, after dark, they discovered that they were quite mistaken.

As most of their comrades gathered around campfires, or slept, the guards near the river watched what they supposed to be an American merchant schooner glide down the river and anchor opposite the Villeré plantation. They called out to the sailors aboard, but got no response, until the schooner suddenly opened fire on them. This was the USS *Carolina*, and her cannons were the prearranged signal for an all-out attack. While the deadly cannonade pounded the British camp, the forward guard posts heard the telltale rumble of horses and marching feet approaching through the darkness from upriver.

The Americans came on in two columns. For almost two and a half hours, the fight raged, with men fighting hand-to-hand, and the Americans briefly penetrating British defenses. The tide was turned as British reinforcements finally began to arrive, and at length the Americans were driven off. Both sides suffered losses.

On Christmas Day, word quickly spread that General Pakenham had finally arrived to take charge of the army. Sir Edward was a young man—only thirty-six—but he was a distinguished veteran of Wellington's Peninsular army, which had faced the soldiers of Napoleonic France. It's hard to know what he thought or felt upon reaching his army at last, but he immediately set about solving the problems that he found on his arrival. His first order of business was to end the constant harassment from the *Carolina*, and if possible, to destroy her consort farther up the river, the USS *Louisiana*. The first part was duly accomplished at daylight on December 27 when British gunners firing heated shot succeeded in starting a fire aboard the *Carolina*. She blew up after her crew had evacuated to the opposite shore. The other American schooner escaped upstream, and would remain a threat in the days to come.

The way to New Orleans was barred by a thousand-yard-long fortified wall of earth, with cannons strategically placed at points along it. Pakenham and his officers put the infantry regiments under whatever cover they could find, before riding back and forth to examine the barrier as best they could. One of the engineers climbed a tree with a spyglass, and discovered the additional obstacle of a water-filled canal in front of the wall. To make matters worse, the surviving gun-schooner was anchored in the river in a position to rake any army that dared to approach the American position. After long consideration, Sir Edward ordered his army to return to its downriver encampment. Rather than throwing away his best infantry regiments in a frontal attack on such a strong position, Pakenham chose to bring up cannons to hammer the American line first with artillery to open a breach for his troops to pour through.

Having settled on what he felt was the most sensible plan of attack, on December 29 Pakenham ordered his engineers and artillerymen to construct forward gun batteries about 700 to 800 yards from Jackson's line, on the grounds of the Bienvenue plantation. There was no cover out in the bare cane fields, so they used sugar casks filled with dirt as makeshift protective barriers.

As the gun crews crept up into position before dawn on New Year's Day, the infantry regiments took up a position behind them, in readiness for the opportunity to storm any opening in the rampart. A heavy fog obscured the Americans until it burned off at nine o'clock; then the British gun crews promptly opened fire. Colonel Alexander Dickson of the Royal Artillery observed that the first salvos "put the Enemy into a visible confusion, but they very soon put their people under cover of the parapets, and opened from all their Guns in reply." American shot soon plowed through the makeshift British batteries, killing gunners, but still Dickson's men kept up a brisk fire. For over two and a half hours, this artillery duel raged, while thousands of red-coated infantry eagerly waited for the cannons to open the way to New Orleans and glory.

At length, however, the British guns fell silent, having run out of ammunition, while the American cannons continued to hammer away. Pakenham's own army—again forced to retire from the battlefield and return to camp—was tremendously demoralized by these setbacks and had reached a crisis point. They were essentially stuck between the river and swampy woods, and facing superior artillery. Pakenham knew he could not honorably or safely retreat to seek battle on better terms elsewhere; the only way out was forward, to New Orleans. With the support of his veteran officers, he opted to make an all-out attack when expected reinforcements from General John Lambert's brigade arrived in a few days. He began planning a multipronged assault on both banks of the Mississippi.

Meanwhile, Jackson did what he could to prepare his men for the coming assault. On January 3 he was reinforced by over 2,300 Kentucky militiamen, but they were ill-equipped. Later that day Jackson wrote: "not more than one third of them are armed, and those very indifferently. I have none here to put into their hands. I can, therefore, make no very useful disposition of them." Already he'd had to deal with a rumored plan to surrender the city by threatening to burn New Orleans to the ground rather than let the redcoats have it. Worse, he was tired, having slept and eaten very little. Though history would later overlook it, Jackson was quite ill at the time; not only had he picked up a case of dysentery on his march to New Orleans from Mobile, but he was also suffering chronic pain from two pistol balls lodged in his body from duels—one near his heart and the other in his arm. In a dispatch dated January 3, Jackson requested that the Secretary of War replace him with "some proper officer to take command of the army here, when my want of health, which I find to be greatly impaired, shall oblige me to retire from it." But there was no one else on the scene, and Jackson retained the sole command of the American side throughout the crisis.

On the British side, in the coming days, preparations for the grand assault went forward on all fronts, but morale was not at all what it had been. Finally, in the wee hours of January 8, the wary but determined regiments quietly moved forward to their assigned positions. All around in the darkness, in the freezing early morning air, a good many men wondered how much longer they had to live. Not many of them knew it, but an epic tragedy had begun to unfold. The British were running out of supplies and time, and the Americans would only get stronger. The sky was showing signs of the coming dawn, and the attack had to be made now. At Sir Edward's signal, a blue rocket soared above the battlefield, and the regiments all rose as one to advance.

Everyone saw them, the American line included. Jackson and his officers watched one rocket soar up near the woods to their left, and then another answering flare from near the river at their right. Jackson turned to one of his aides and said, "I believe that is their signal to advance." Soon enough, through the fog and gloom, the approaching ranks of red-coated infantry could be seen advancing in columns. The Americans opened up on them almost

immediately. Some British soldiers stumbled over the small irrigation ditches as the crackle of American muskets and rifles was joined by the tremendous booming flashes of cannon fire. Numbers of men began to fall, jerked backwards by hails of iron and lead, sometimes crying out. Through the smoke and horrendous noise, they took a terrible beating, but still the regiments continued to advance, right into the teeth of the American batteries. Pakenham's artillery commander, Alexander Dickson, could see that they had got off too late, instead of exploiting the darkness. He wrote: "When the fireing first Commenced there was rather too much light, that is to say if the attack had been a little earlier it would have been better, as the Enemy could not have directed their fire with such certainty, for although as I moved forward, in the first instance I only saw the Enemies fire by the Flashes, Still the troops in motion were perfectly visible."

The intense fire of American artillery and small arms quickly halted the main British attack. Cannon shot and musket balls tore through the advancing ranks, killing General Samuel Gibbs and badly wounding General John Keane. Their loss left the attacking brigades leaderless, and some men fled while others waited in vain for orders. The Ninety-third Sutherland Highlanders bravely marched across the battlefield to aid Gibbs's column, drums beating and bagpipes wailing, very distinctive in their red coats and tartan trousers. General Pakenham cheered them on as he rode toward the front to personally assume command. He saw clearly what was happening, and he did what was expected of him. But as he tried to rally his men, a burst of American grapeshot knocked him off his horse, badly mangling his leg. His staff quickly found him another mount and helped him into the saddle, but he was soon hit again, and that time his wounds proved to be fatal.

The battered remnants of the British expedition were now commanded by Major General John Lambert, who quickly decided—despite a successful assault on the west bank of the river—that his force was now too weak to capture New Orleans. After discussions with his surviving officers, Lambert gave the order to retreat, and sent a flag of truce to the American lines to request a ceasefire, so that the wounded and dead could be collected. British casualties numbered over two thousand men. The Battle of New Orleans was over, and incredibly, the British army, the best trained and most powerful in the world, had lost. The victors were a ragtag force of local and state militias, regular US troops, free men of color, Choctaw Indians, and Baratarian pirates. It was then, and remains to this day, one of the greatest upsets in military history.

General Andrew Jackson

The forty-seven-year-old Andrew Jackson was an unknown factor to both Louisianans and the British. A tall, rugged man of Scotch-Irish ancestry, Jackson had a quick temper and a fierce loyalty to his friends and family. He wasn't formally trained like military officers of today, and prior to entering the militia, he'd had a career as a lawyer, judge, and politician in the frontier settlements of Tennessee. His hawk-like eyes suggested a personality that was pitiless and inflexible. The Creek Indians—on whom he had honed his skills as a soldier—had a name for him: "Sharp Knife." His men called him "Old Hickory" because he was as tough and reliable as the wood of a hickory tree.

Jackson essentially learned how to be a soldier on the job and in the saddle during the Creek War of 1813–14, much as he had learned to be a circuit judge riding alone in the wilderness from settlement to settlement as a young man. What he may have lacked in formal training, Jackson made up for in determination and unusually sound instincts. His strategy of carrying the war to the enemy and beating him on his own ground brought the Creek War to an end in March 1814, and earned him a promotion into the regular US Army. In his new job, Jackson became responsible for the security of what was then the southwestern corner of the United States, including New Orleans. In the end, the Creek War provided Jackson with valuable training for the impending British invasion of Louisiana.

Jackson's dislike of redcoats went back to his boyhood in the Carolinas. A popular story relates an incident during the Revolutionary War: a young Andrew Jackson refused to polish a British officer's boots, and for his disobedience he received sword cuts to his face. The deaths of his brothers and mother during the war left him an orphan, and he nursed a deep hatred of the British years later, as a man.

Jackson's victory made him into an American icon, and eventually got him elected as our seventh president. But beyond that, Jackson's successful defense of New Orleans, at the far edge of a young but growing United States, put the world on notice that this critical port, and the control of the Mississippi River, would remain in American hands.

Graphic Organizer

Role Play: Interviewing the Scholar (Lesson 2)

Name: _____ Date: _____

Critical analysis question 1:

What is an important question you would ask the scholar? _____

_____

What is the scholar's answer? _____

_____

What is the most compelling evidence that the scholar offers in this paper? _____

_____

Critical analysis question 2:

What is an important question you would ask the scholar? _____

_____

What is the scholar's answer? _____

_____

What is the most compelling evidence that the scholar offers in this paper? _____

_____

Critical analysis question 3:

What is an important question you would ask the scholar? _____

_____

What is the scholar's answer? _____

_____

What is the most compelling evidence that the scholar offers in this paper? _____

_____

Critical analysis question 4:

What is an important question you would ask the scholar? _____

_____

What is the scholar's answer? _____

_____

What is the most compelling evidence that the scholar offers in this paper? _____

_____

Lesson Three

Objective

Students will become members of a critical-thinking group and "read like a detective" in order to analyze a primary source document describing the Battle of New Orleans. Students will read a letter written by Laura Eugenie Florian, a citizen of New Orleans and a witness to the events surrounding the battle. By analyzing excerpts from the original text, students will identify what is explicitly stated; draw logical inferences; write a succinct summary using key words from Florian's letter; and then restate that summary in their own words.

Materials

"Laura Eugenie Florian Letter to Lydia Latrobe Roosevelt (January 9, 1815)"
Graphic organizer: "Florian Letter Summary (Excerpts 1–4)"

Introduction

Laura Eugenie Florian (1792–1857) was the daughter of Jean Baptiste Florian Jolly de Pontcadeuc (1767–1811) and Marguerite-Marie le Det de Saigrais (1790–1817), French aristocrats who fled the Revolution and made their way to New Orleans in 1810. Laura married George Philips Bowers (1784–1864) on June 25, 1815, and lived in New Orleans until about 1827.

The following excerpts are taken from a manuscript six-page letter written by Florian from New Orleans the day after the Battle of New Orleans and addressed to her friend Lydia Latrobe Roosevelt, at Shremsburg, New Jersey. Florian describes the month-long crisis occasioned by the British invasion, beginning with news of Lydia's brother, Henry Latrobe, and going on to give news of the various military engagements near the city. She provides a wealth of information about the December 14 Battle of Lake Borgne, including an account of US commander Thomas ap Catesby Jones's last-ditch defense of his gunboat; discusses the public reaction to news of the British landing downriver; and mentions the problems created by the vast number of wounded prisoners. She also describes the activities of women in the city—assisting with medical care and sewing jackets and pantaloons for militia troops—and the requisition of household goods, such as blankets, pillows, and mattresses.

Florian skillfully evokes the sounds of the various battles as heard from the city, as well as the changing moods of the civilian population. This is a very newsy, informative letter from someone well positioned to obtain news from the front lines. The letter is followed by an apology in a different hand, written by someone initialed "D. N.," who had opened the letter upon seeing its New Orleans postmark in the hope that it would contain news of the outcome of the British invasion.

Vocabulary

Students will encounter unfamiliar words and unconventional spelling in the Florian letter. It would be overwhelming to provide a definition for every unknown word; it would also undermine efforts to encourage independent learning habits in students. Students should work within their small groups to attempt to reason out the meanings of words in context. If the students are truly stuck, have them list the words that stump them—and then share this list with the entire class for discussion. If a particularly difficult word is critical to understanding the passage, the teacher may provide the meaning, but only as a last resort.

Procedures

First, a caution: do not reveal too much to the students about the passage. The point is to let the students construct meaning through careful reading and discussion with their classmates.

1. Divide the class into critical-thinking groups, each containing three or four students.
2. Distribute the "Laura Eugenie Florian Letter to Lydia Latrobe Roosevelt (January 9, 1815)" and the graphic organizer "Florian Letter Summary (Excerpts 1–4)."
3. Discuss the information presented in the introduction in general terms—but do not read it aloud until after students have analyzed the selected excerpts from the Florian letter. Students should identify important elements of the letter on their own.
4. The teacher then share reads the letter and excerpt 1 from the graphic organizer with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
5. The teacher explains that the objective is to select key words from the excerpt and to use those words to create a summary sentence that demonstrates an understanding of what Laura Florian is describing.
6. Key words are very important contributors to understanding the text. They are usually nouns or verbs. Students may not pick "connector" words ("are," "is," "the," "and," "so," etc.) and should only pick words whose meanings they know. This is an opportunity to teach students how to use context clues and word analysis to discover word meanings. Note that it is acceptable to identify a two-word phrase (e.g., "peaceable citizens") as a key word, especially if the phrase is an adjective-plus-noun or adverb-plus-verb.
7. Each critical-thinking group should select eight to ten words from the text that the students believe are key words. List these words in the key words section on the graphic organizer.
8. Next, the teacher surveys the class to determine the most popular choices, either by tally or show of hands. With guidance from the teacher, the class should decide on eight to ten key words. Let's say that the class decides on the following words: peaceable citizens, hardships, defense, hold dear, superior enemy, attacked, barges, courage, surrendered, and distress. Now, erase or cross out the previous words, and write the new (collective) choices into the key words section on the graphic organizer.
9. The teacher now explains that the class will write a sentence or two that summarizes this part of the letter using these key words. This should be a whole-class discussion-and-negotiation process. For example, "The peaceable citizens of New Orleans have suffered hardships in defense of what they hold dear. A superior enemy attacked our barges and though our men showed courage they surrendered and the city was in great distress." The class may decide not to use each and every one of the key words, in the service of a more streamlined summary statement. This is part of the negotiation process. The final negotiated sentence should be copied into the "author's words summary" section on the graphic organizer.
10. Next, the teacher explains that the students will restate the summary sentence in their own words, not using the author's words. For example, "We were really suffering and very worried after our men had been forced to surrender." Again, this process should involve the entire class in discussion and negotiation.
11. After completing the graphic organizer for excerpt 1, the students should work through excerpts 2–4 in their small groups.
12. After they have finished their summaries, students should compare and contrast the different interpretations reached by the various critical-thinking groups.
13. Wrap-up: Discuss vocabulary that the students found confusing or difficult. If the teacher chooses, the students can use the back of their organizers to note these words and their meanings.

Hand Out Share Read

Laura Eugenie Florian Letter to Lydia Latrobe Roosevelt January 9, 1815

The Historic New Orleans Collection, MSS 645, 2012.0159

transcriptions and annotations by Jason Wiese
THNOC curator and associate director of the Williams Research Center

What a moment is this My sweetest Mrs. Roosevelt[1] for y[ou]r distant friends! An invading enemy at our gates seeking admission & our hitherto peaceable citizens uninured to the hardships of war now exposed to all its horrors in defense of all they hold most dear—their liberty, their families & property. You must doubtlessly 'ere this have learnt the untoward events which have taken place & which render our very existence precarious. The anxiety you cannot but feel for a beloved brother[2] under such circumstances is too readily conceived, & to assure you of his continued welfare is my present chief inducement in writing for I readily acknowledge that did no such inducement exist, did not the idea of the suspense & uneasiness the uncertainty of his fate must create in y[ou]r mind, at so great a distance where the report of danger is always magnified tenfold, strongly urge me to resume my pen. I had hardly found time or courage & Mr. Latrobe's moments must be too constantly engaged to enable him to give news of himself.

The enemy have now been nearly a month in this quarter. They entered by the lakes in barges built for the purpose & attacked half a dozen gunboats stationed at the bay St. Louis.[3] A most noble resistance was made but the in equity of numbers was so great 200 against 2500 that their making any at all may be considered an act of desperation.[4] They were all young men who had never yet had an opportunity of standing fire & now when their courage was first put to the test, were firmly determined not to cede even to a superior enemy or sell their lives as dearly as possible. The last gunboat which surrendered was commanded by a Capt[ai]n Jones[5] who behaved like a perfect hero—with one arm fractured & a wound in his breast he still disputed every inch of plank, calling on his men to fight on, till overpowered by numbers & loss of blood he sunk & was necessitated to order the flag to be lowered. The consternation & distress spread in Town by this fatal news you may readily conceive.[6] We are still ignorant of the names of those who fell in the engagement, as the flag of truce sent with proper attendance for the wounded has been detained.[7] Mrs. Dr. Claiborne

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1 The letter's recipient, Mrs. Lydia Sellon Boneval Latrobe Roosevelt (1791–1878), was the daughter of architect Benjamin Henry Latrobe (1764–1820). She married Nicholas J. Roosevelt in 1808. She and her husband commissioned the steamboat *New Orleans* in 1810. Its successful arrival in the Crescent City in January 1812 helped to launch a new and lucrative era of steam propulsion on America's waterways.

2 The recipient's brother, Henry Sellon Boneval Latrobe (1792–1817), was an architect and engineer involved in many projects in New Orleans prior to his death from yellow fever. During the war, Latrobe served as assistant engineer of the Seventh Military District, under the supervision of Major Arsène Lacarrière Latour (1778–1837).

3 This is a reference to the naval Battle of Lake Borgne, fought on December 14, 1814, near the Rigolets. The Royal Navy's victory over five American gunboats enabled the subsequent transport and landing of British troops.

4 The actual force was 245 American sailors in five gunboats and two armed sloops against approximately 1,200 British sailors, marines, and volunteers in forty-five armed, oar-powered barges. Despite the spirited American resistance, British weight of numbers ultimately carried the day as barge crews fought their way alongside each gunboat, swarmed over its bulwarks, and carried it in fierce hand-to-hand fighting. Casualties among the Americans were heavy, with six killed and thirty-five wounded. British casualties were even greater, totaling ninety-four killed and wounded. One American sailor reported seeing three to four inches of standing blood in the bottoms of some enemy barges.

5 Thomas ap Catesby Jones (1790–1858) actually held the rank of lieutenant commandant at the Battle of Lake Borgne, but would have been addressed by the courtesy title of captain. Jones went on to a distinguished career in the Navy, eventually commanding the South Seas Surveying and Exploring Expedition (1836) as well as the Pacific Squadron (1842, 1844). In 1843, Jones returned a young deserter, Herman Melville, from the Sandwich Islands to the United States. It is believed that Melville later modeled Commodore J in *Moby Dick* and the commodore in *White Jacket* after Jones.

6 When news of the Battle of Lake Borgne reached the city on December 15, 1814, the resulting widespread public panic contributed in large measure to General Andrew Jackson's controversial declaration of martial law, on December 16.

7 On December 15, 1814, Navy purser Thomas Shields and Dr. Robert Morrell were sent to the British fleet at anchor near Ship Island under a flag of truce to ascertain the state of American prisoners from the Battle of Lake Borgne. The two men were subsequently held as prisoners on various ships by order of Vice Admiral Sir Alexander Cochrane until their release on January 12, 1815, three days after this letter was written.

whom you may remember in Natchez behaved most courageously on the occasion.[8] She had been sometime at the bay for health, for she has been these four years in a decline & from her appearance you would suppose the slightest breath would annihilate her very existence, & now while the cannon balls were whistling around her ears was unconscious or rather insensible to the danger. She was carrying cartridges to those who were firing from the shores.[9] A dead calm succeeded this first storm which however continued in our apprehensions when the week following we were once more aroused by the news of the British having entered by a bayou leading from Lake Borgne & were then 6 miles below Town.[10] The confusion this created, I should vainly attempt to describe, but on this as all other occasions it was chiefly caused by the women. Tho' agitation & fear would have restrained all inclination to gaiety, you could not have refrained from laughing at the sight of the old mulattos, & orange & apple sellers running with their baskets on their heads, their countenances distorted with afright, yelling as if the whole circle of infernal Gods were at their heels.

Gen. Jackson whom we may regard as the savior of Louisiana, who alone has possessed talents to unite the jarring interests of the different sects & nations which compose our population, & oppose an enemy formed of regular troops long experienced in the fatigues, the privations & above all the art of war, soon joined the invaders at the head [of] all the Militia & of the few Tennesseans who had then arrived to our assistance.[11] An engagement took place the same eve[nin]g & such was the undaunted courage of our men that it was impossible to prevent their throwing themselves into the thickest of the battle, & many particularly the riflemen finding themselves in the very heart of the enemy without means of retreating, were made prisoners.[12] It lasted not more than two hours but the firing was so incessant that some of our British prisoners who have served in the continental war in Spain[13] aver they never experienced anything equal to it while the darkness which pervaded rendering the objects so indistinct that they were sometimes uncertain whether wrestling with friends or foes created additional horror. It is said that the enemy had been then three days on shore making their way thro' the swamps & that very same night were to have marched up & taken quiet possession of the city.[14] & this they might easily have effected had they not fortunately for us attempted to seize the son of Gen. Villeré, mistaking him for his father, who was seated writing when they entered & made him prisoner.[15] He escaped & concealed himself among the sugar canes & one of his negroes witnessing what was passing immediately came up & gave the alarm, too late to prevent their landing but time enough to save the Town. Had British gold, & British interest not found its way among the inhabitants of Lake Borgne, who are chiefly composed of fisherman, it would have been utterly impossible for any enemy in the world to have penetrated thro' the woods & swamps to the banks of the river.[16] Several Spaniards it is also supposed have aided them in their enterprize. Both sides now for a few days remained within their entrenchments, till the enemy's troops, becoming impatient at the delay (as we have been informed by deserters from their camp), they attacked our lines. On the first fire from our rifleman they turned

8 Isabella Charlotte Hutchins Claiborne (d. 1816) was the second wife of Dr. Thomas Augustine Claiborne (1777–1817), a military surgeon and the younger brother of Governor William Charles Cole Claiborne (1775–1817).

9 This may be a reference to the small action on the shore near the Rigolets, just prior to the Battle of Lake Borgne, wherein a party of twenty Americans opposed the attempted landing of three British boats filled with troops. The Americans, hiding in tall grass, fired three salvoes, driving the British troops away. Mrs. Claiborne was presumably carrying paper musket cartridges.

10 The British advance landed at the mouth of Bayou Bienvenue in the early hours of December 23, 1814, and ascended it to the rear of the Villeré plantation.

11 Major General Andrew Jackson (1767–1845) commanded the Seventh Military District, including New Orleans. Two bodies of Tennessee militia had arrived on December 20 to augment the local militia and regulars.

12 The "night battle" of December 23, 1814, was a brief, bloody skirmish attended by much confusion due to darkness and powder smoke. Almost half of Captain Thomas Beale's volunteer company of New Orleans Rifles was captured after advancing too far and being cut off by enemy troops.

13 Several of the British army regiments making up the invasion force in Louisiana had served under Arthur Welleslley, First Duke of Wellington in the Peninsular War and thus were experienced veterans of major battles against Napoleonic French troops.

14 This rumor was incorrect; the British advance had in fact landed the morning of December 23 and was encamped that night at the Villeré plantation when first attacked by Jackson's force. A pair of British officers had earlier reconnoitered Bayou Bienvenue, on December 16, but went undetected by American sentries.

15 Major Gabriel Villeré (ca. 1785–1859), the son of General Jacques Philippe Villeré (1761–1830), commanded a small detachment of Louisiana militia troops at his father's plantation when it was captured by British army troops. He subsequently escaped and made his way to Jackson's headquarters in New Orleans. Villeré was eventually court-martialed for his failure to keep an alert post and for failing to carry out General Jackson's order to obstruct Bayou Bienvenue, but he was acquitted.

16 It was commonly held at the time that a small Isleño fishing village near the mouth of Bayou Bienvenue had betrayed the city to the British invaders. There is evidence that local fishermen may have helped to guide two British officers, Lieutenant Peddie of the British army and Captain Spencer of the Royal Navy, as they reconnoitered Bayous Bienvenue and Mazant and the Villeré Plantation on or around December 16, 1814.

their backs & flew like lightning. They were however rallied & returned to the charges but were eventually completely repulsed. It is supposed that there are flight was merely a ruse de guerre to entice our troops within some battery concealed in the woods, where they might have played on them with some effect, & it required all the power of the General to restrain them from following.[17] The Caroline[18] one of the two vessels which were stationed in the river & had been firing on the enemy was blown up with red hot shot & then sunk. There were two men killed on board & 5 wounded. You would be astonished at the account of the few who are killed on our side notwithstanding the desperate manner in which they expose their lives. The Tennesseans particularly have inspired the Creoles & indeed all the inhabitants here with such an idea of their valor that I believe they will live long in their memory. As for the troops under the command of Gen[era]l Koffy,[19] the British vow they are devils & not men & that had Washington been defended by such, the Americans had never suffered such a disgrace there.

Yesterday was witness to the next & last engagement—to describe the incessant & tremendous roar of cannons & musketry with which we were awoke before sun rise would be impossible. Imagine claps of thunder, while the echo prolongs the sound undyingly till another clap overpowers the roar of that & continues increasingly till a third & so on. Or rather fancy the grating of an immense wheel—but no, I can convey no idea to you which can in the smallest degree give an accurate conception of the sound with which our ears were assailed. The carnage was indeed terrible. The enemy advancing on the plain were cut off by dozens, while those who first attempted entering within our entrenchments were made prisoners. Pirogues & carts have since yesterday morning been incessantly employed in bringing in the wounded prisoners & have not yet concluded the painful task. There are 900 already in the hospital & arsenal. The prisons have been emptied of those who had been taken before & sent to Natchez on their parole, in order to make room for others & still the number is so great that the General has been compelled to retain some at the camp for there is in Town neither places to put them nor men sufficient to guard them. It is calculated that the British must have lost yesterday 2000 men while the utmost extent of ours did not exceed 8 or 10 killed & 30 wounded.[20] This is almost incredible but when we reflect on the eminent disadvantages under which they fought, immediately under the fire of our batteries, our men protected by these batteries, the account does not appear so entirely improbable. Do not suppose that between the engagements we enjoyed here perfect quiet, for the batteries from the two camps & one we have or rather had on the opposite bank of the river (yesterday it was partly destroyed), & the Louisiana stationed there also kept up almost daily sufficient firing to keep our fears awake. Yesterday week in particular was a most awful day. Without coming to any actual engagement balls, bullets, bombs &c. whistled without ceasing for several hours. I am afraid you will exclaim Why Laura, is this the way you undertake to alleviate my uneasiness? In truth for those exposed to the fire of the enemy, you cannot but experience the utmost dread, tho' such has been the good fortune which has attended our arms that not half a dozen of our citizens have fallen victim to the war, & your brother employed in building fortifications &c. is certainly less exposed than any other.[21] We are still in ignorance of the number of the Invaders. Some suppose that they are not more than 7000 strong, others imagine they have at least 10,000. Our troops increase daily in number—we have about 12,000 & expect more.[22] Jackson has displayed hitherto as much prudence as courage, forbearing to attack the enemy, rightly considering that the lives of so many citizens, each important to his family, were not carelessly & desperately to be hazarded. It is said that he is now waiting for a reinforcement of regulars to attack in turn. I am conscious that in this bungling account of the

17 Jackson very wisely kept his troops—most of whom were untrained militia and volunteers—behind his fortified line of defense at the Rodriguez Canal, rather than risking a general open-field skirmish against bayonet-wielding British regulars.

18 USS *Carolina* was one of two schooner-rigged brigs of war operating near New Orleans during the crisis the other was USS *Louisiana*. The *Carolina* was destroyed by heated British shot on December 27, 1814, after having harassed the British encampment at the Villeré plantation for four days.

19 John Coffee (1772–1833) was a merchant and then partner in land speculation with Andrew Jackson. During the War of 1812, Coffee raised a volunteer cavalry regiment and served as its colonel. He commanded Tennessee troops as a brigadier general at the Battle of New Orleans. His men manned the part of Jackson's line that was attacked by the main British column on January 8, 1815, the day before this letter was written.

20 These are remarkably accurate casualty figures so soon after the battle. Florian was uncommonly well informed.

21 On the contrary, according to Latour's *Historical Memoir* (1816), Henry Latrobe was active on the front line, at one point setting up a cannon under enemy artillery and rocket fire.

22 While Florian's figures for British strength are more or less accurate, her estimate of American strength may be an overstatement. Jackson had only about six thousand to eight thousand active regular and militia troops available to him in and around New Orleans, though he was careful to keep his exact numerical strength a secret, even to his subordinate officers.

proceedings here, I can give you but a poor idea of things as they really [are] & unless you possess as much curiosity as Mr. Talcott[23] attributes to us you will hardly have patience to go thro'. But women, you know, notwithstanding all their queries & enquiries are generally left in the dark as to the true state of affairs. The town is as quiet & tranquil as if inhabited by shades & spectres instead of man. You would take it for a second Herculaneum. We have [been] busy since the commencement of the war here making lint[24] for the wounded, shirts, pantaloons & blanket coats for the Kentuckians & Tennesseans who may almost literally be called Sans-Culottes.[25] One of our negro girls is this moment returned from the garrison where she has been [carrying] broth from Mama for the wounded, crying & sobbing as if her heart would break at the state of the wounded who were brought in yesterday. Blankets, mattresses, pillows have been sent from almost every house for their use, & I assure you if the bravery of our Men is to be commended, the humanity of the ladies deserves no less praise. I speak not this from ostentation for heaven knows I have nothing to give but the labor of my hands, & while I can help to make shirts & pantaloons (which by the bye is to me quite a new accomplishment), I judge not others what better they have to bestow.

Your former acquaintance Mrs. Livingston[26] has been acting a much conspicuous part since the arrival of General Jackson, but as she cannot act without over acting, she has rather made herself an object of ridicule than admiration. The whole tribe have been endeavoring to make themselves popular but notwithstanding all their attempts will not, I believe, succeed this time. The batture is the distant goal of their intrigues.[27] Mrs. L. visited the camp last week for the second time & walking through the ranks, condescendingly offered her hand to the Tennesseans & Kentuckians, calling them the preservers of our Country & thanking them in the names of all the ladies for the courage & valor they displayed.

My hand absolutely aches with holding my pen so long so I must without further preamble wish you adieu for the present. However, I must add the British have sent to demand an armistice of three days, but Jackson only accorded them till today to bury their dead.

Kiss your chicks for me, not on any account forgetting little Samls[28] whack & Believe me as usual with fifty kind remembrances to Mr. Roosevelt whose name by the bye I have time to write

Yrs truly. L. E. Florian

Monday 9th Jany. 1815—

A most dismal Xmas & new Year we have spent. I hope next year they will be gayer—writing with an excellent pen—don't you think?

23 David Talcott (1783–1843) was a Connecticut-born partner in the firm of Talcott and Bowers, commission merchants and cotton factors in New Orleans. Talcott had married Laura Florian's younger sister, Elizabeth Florian Jolly (1795–1831), in November 1812. According to the *Louisiana Gazette*, the firm of Talcott and Bowers served as New Orleans ticket agent for the Roosevelts' steamboat *New Orleans* in 1812.

24 "Lint" refers to fabric bandages made from cloth remnants.

25 Some Tennessee militiamen and a majority of Kentucky militiamen arrived at New Orleans without sufficient clothing or arms. To make matters worse, late December 1814 and early January 1815 were unusually cold.

26 Louise Moreau de Lassy Livingston (1782–1860) was the daughter of Jean-Pierre d'Avezac, a wealthy planter in Saint Domingue. She married Captain Louis Moreau de Lassy of the French army when she was thirteen, but returned to her father after her husband's death three years later. She emigrated with her family to New Orleans in 1803. In 1805 she met and became the second wife of Edward Livingston (1764–1836), a prominent jurist and statesman who represented New York and Louisiana in Congress. Livingston would eventually help to draft the Louisiana Civil Code of 1825. At the time of this writing, Livingston was an aide-de-camp for General Jackson.

27 This is a reference to the famous *New Orleans Batture* case. In 1805 Jean Gravier had hired attorney Edward Livingston to confirm his legal title to the batture in front of the Faubourg Ste. Marie. Livingston won in 1807 his legal fee was half the land claimed by Gravier. At the urging of the City of New Orleans, the Jefferson Administration intervened on the city's behalf, claimed that the batture was public land owned by the United States, and sought to dispossess Livingston. In response, Livingston filed a civil lawsuit against Jefferson in 1810. After the case was dismissed on December 5, 1811, by Chief Justice John Marshall, due to lack of jurisdiction, Jefferson nonetheless in 1812 completed and published a pamphlet originally intended "for the use of counsel" in the case against Livingston, to which Livingston published a reply. Livingston would continue to pursue his claim to the batture land for years afterward.

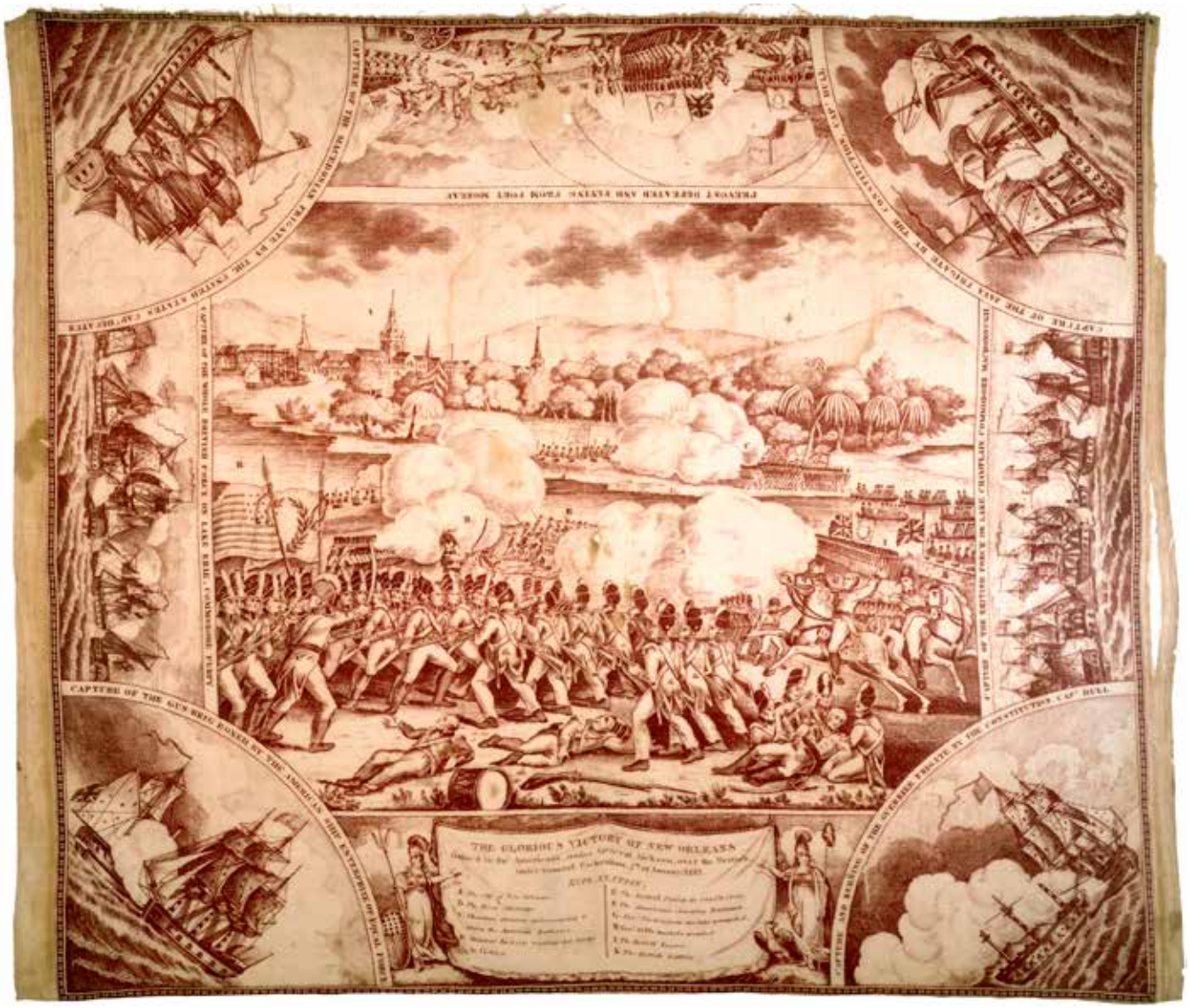
28 Samuel Roosevelt (1813–1878) was the third child of Lydia Latrobe Roosevelt and Nicholas J. Roosevelt. He had just turned two years old on December 9, 1814.

[in different hand]

Appologie

Yesterday morning every one was anxious to hear the News from New Orleans as the last was until the 6th Jany when something great was expected. The Mail arrived late and did not bring any News from N.O. in the Way as was expected. By the Post Mark of this letter I could see that it was 3 days later than any read here, and of course must contain News. Secrates [*sic*] I did not expect it would contain, I still hesitated a little to open a letter directed to a Lady, but when I was told there were no News from N.O. I was overpowered by Curiosity for which I ask your Pardon.—I heard afterwards that several private letters of the same Contents had reached town, as you will see by the this [*sic*] morning's paper which I send you.

[D.N.]



The Glorious Victory of New Orleans; ca. 1817; engraving on cloth by R. Gray, engraver; *The Historic New Orleans Collection, 1947.19 i–vii*

Graphic Organizer

Florian Letter Summary (Excerpts 1–4)

Name: _____ Date: _____

Florian letter (excerpt 1)

What a moment is this My sweetest Mrs. Roosevelt for y[ou]r distant friends! An invading enemy at our gates seeking admission & our hitherto peaceable citizens uninured to the hardships of war now exposed to all its horrors in defense of all they hold most dear—their liberty, their families & property. . . . The enemy have now been nearly a month in this quarter. They entered by the lakes in barges built for the purpose & attacked half a dozen gunboats stationed at the bay St Louis. A most noble resistance was made but the in equity of numbers was so great 200 against 2500 that their making any at all may be considered an act of desperation. They were all young men who had never yet had an opportunity of standing fire & now when their courage was first put to the test, were firmly determined not to cede even to a superior enemy or sell their lives as dearly as possible. The last gunboat which surrendered was commanded by a Capt[ai]n Jones who behaved like a perfect hero—with one arm fractured & a wound in his breast he still disputed every inch of plank, calling his men to fight on, till overpowered by numbers & loss of blood he sunk & was necessitated to order the flag to be lowered. The consternation & distress spread in Town by this fatal news you may readily conceive. . . .

Key words: _____

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Author's words summary: _____

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In your own words: _____

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Name: _____ Date: _____

Florian letter (excerpt 2)

Gen. Jackson whom we may regard as the savior of Louisiana, who alone has possessed talents to unite the jarring interests of the different sects & nations which compose our population, & oppose an enemy formed of regular troops long experienced in the fatigues, the privations & above all the art of war, soon joined the invaders at the head [of] all the Militia & of the few Tennesseans who had then arrived to our assistance. An engagement took place the same eve[nin]g & such was the undaunted courage of our men that it was impossible to prevent their throwing themselves into the thickest of the battle, & many particularly the riflemen finding themselves in the very heart of the enemy without means of retreating, were made prisoners. It lasted not more than two hours . . . while the darkness which pervaded rendering the objects so indistinct that they were sometimes uncertain whether wrestling with friends or foes created additional horror. It is said that the enemy had been then three days on shore making their way thro' the swamps & that very same night were to have marched up & taken quiet possession of the city. & this they might easily have effected had they not fortunately for us attempted to seize the son of Gen. Villeré, mistaking him for his father, who was seated writing when they entered & made him prisoner. He escaped & concealed himself among the sugar canes & one of his negroes witnessing what was passing immediately came up & gave the alarm, too late to prevent their landing but time enough to save the Town. . . .

Key words:_____

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Author's words summary:_____

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In your own words: _____

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Name:_____ Date:_____

Florian letter (excerpt 3)

The Caroline one of the two vessels which were stationed in the river & had been firing on the enemy was blown up with red hot shot & then sunk . . . . The Tennesseans particularly have inspired the Creoles & indeed all the inhabitants here with such an idea of their valor that I believe they will live long in their memory . . . . Yesterday was witness to the next & last engagement—to describe the incessant & tremendous roar of cannons & musketry with which we were awoke before sun rise would be impossible. Imagine claps of thunder, while the echo prolongs the sound undyingly till another clap overpowers the roar of that & continues increasingly till a third & so on. Or rather fancy the grating of an immense wheel—but no, I can convey no idea to you which can in the smallest degree give an accurate conception of the sound with which our ears were assailed. The carnage was indeed terrible. The enemy advancing on the plain were cut off by dozens, while those who first attempted entering within our entrenchments were made prisoners. . . . The number is so great that the General has been compelled to retain some at the camp for there is in Town neither places to put them nor men sufficient to guard them. It is calculated that the British must have lost yesterday 2000 men while the utmost extent of ours did not exceed 8 or 10 killed & 30 wounded. This is almost incredible but when we reflect on the eminent disadvantages under which they fought, immediately under the fire of our batteries, our men protected by these batteries, the account does not appear so entirely improbable. . . .

Key words:_____ Author's words summary:_____

In your own words: _____

Name:_____ Date:_____

Florian letter (excerpt 4)

We are still in ignorance of the number of the Invaders. Some suppose they are not more than 7000 strong, others imagine they have at least 10,000. Our troops increase daily in number—we have about 12,000 & expect more. Jackson has displayed hitherto as much prudence as courage, forbearing to attack the enemy, rightly considering that the lives of so many citizens, each important to his family, were not carelessly & desperately to be hazarded. It is said that he is now waiting for a reinforcement of regulars to attack in turn. . . . The town is as quiet & tranquil as if inhabited by shades & spectres instead of man. . . . We have [been] busy since the commencement of the war here making lint for the wounded, shirts, pantaloons & blanket coats for the Kentuckians & Tennesseans . . . . One of our negro girls is this moment returned from the garrison where she has been [carrying] broth from Mama for the wounded, crying & sobbing as if her heart would break at the state of the wounded who were brought in yesterday. Blankets, mattresses, pillows have been sent from almost every house for their use, & I assure you if the bravery of our Men is to be commended, the humanity of the ladies deserves no less praise. I speak not this from ostentation for heaven knows I have nothing to give but the labor of my hands, & while I can help to make shirts & pantaloons (which by the bye is to me quite a new accomplishment), I judge not others what better they have to bestow. . . .

Key words:_____ Author's words summary:_____

In your own words: _____

Lesson Four

Objective

Using a timeline and visual representations of the Battle of New Orleans, students will demonstrate their understanding of the ideas and information that they have learned over the course of lessons 1 through 3.

Materials

"The Battle of New Orleans" (parts 1 and 2) by Jason Wiese
"Laura Eugenie Florian Letter to Lydia Latrobe Roosevelt (January 9, 1815)"
Graphic organizer: "Battle of New Orleans Timeline"
Graphic organizer: "Analyzing the Art of the Battle of New Orleans"

Procedures

Have the students do the lesson individually, with a single partner, or in small groups of three or four students.

1. Distribute the graphic organizer "Battle of New Orleans Timeline." Students should also have access to the primary and secondary sources used in lessons 1, 2, and 3.
2. Students should place information from "The Battle of New Orleans" (parts 1 and 2) and from the Laura Florian letter in the appropriate spaces on the timeline. Students should quote directly from these sources.
3. Distribute the graphic organizer "Analyzing the Art of the Battle of New Orleans".
4. Students should use this organizer to point out visual elements that illustrate details or facts they have learned over the previous three lessons. Again, when making entries on the organizer, they must cite evidence from either a primary or secondary source.
5. The teacher should lead a discussion of different interpretations developed by individual students (or student groups) for both the timeline and the art analysis.
6. Finally, discuss as a group—or have the students write a short essay response to—the Essential Questions posed at the start of this document: "Why was the Battle of New Orleans important to the United States, considering its status as a new nation?" and "How would the viewpoints of a soldier differ from those of a resident of the city?"

Graphic Organizer

Battle of New Orleans Timeline

Name:_____ Date:_____

August 24, 1814: Many public buildings in Washington, DC, burned by British troops

December 1: Andrew Jackson arrives in New Orleans, rallies locals to defend city

December 8–11: Large British fleet anchors near Ship Island, off Louisiana coast

December 9–16: Volunteers pour into New Orleans, including some Choctaws and free colored men originally from Haiti

Name:_____ Date:_____

December 14: Battle of Lake Borgne; two days later, Jackson declares martial law in New Orleans

December 23: Americans attack the British at night

December 27: The USS *Carolina* destroyed

January 1, 1815: Artillery duel between British and American batteries

January 8: The Battle of New Orleans

Graphic Organizer

Analyzing the Art of the Battle of New Orleans

All images are in the holdings of The Historic New Orleans Collection.

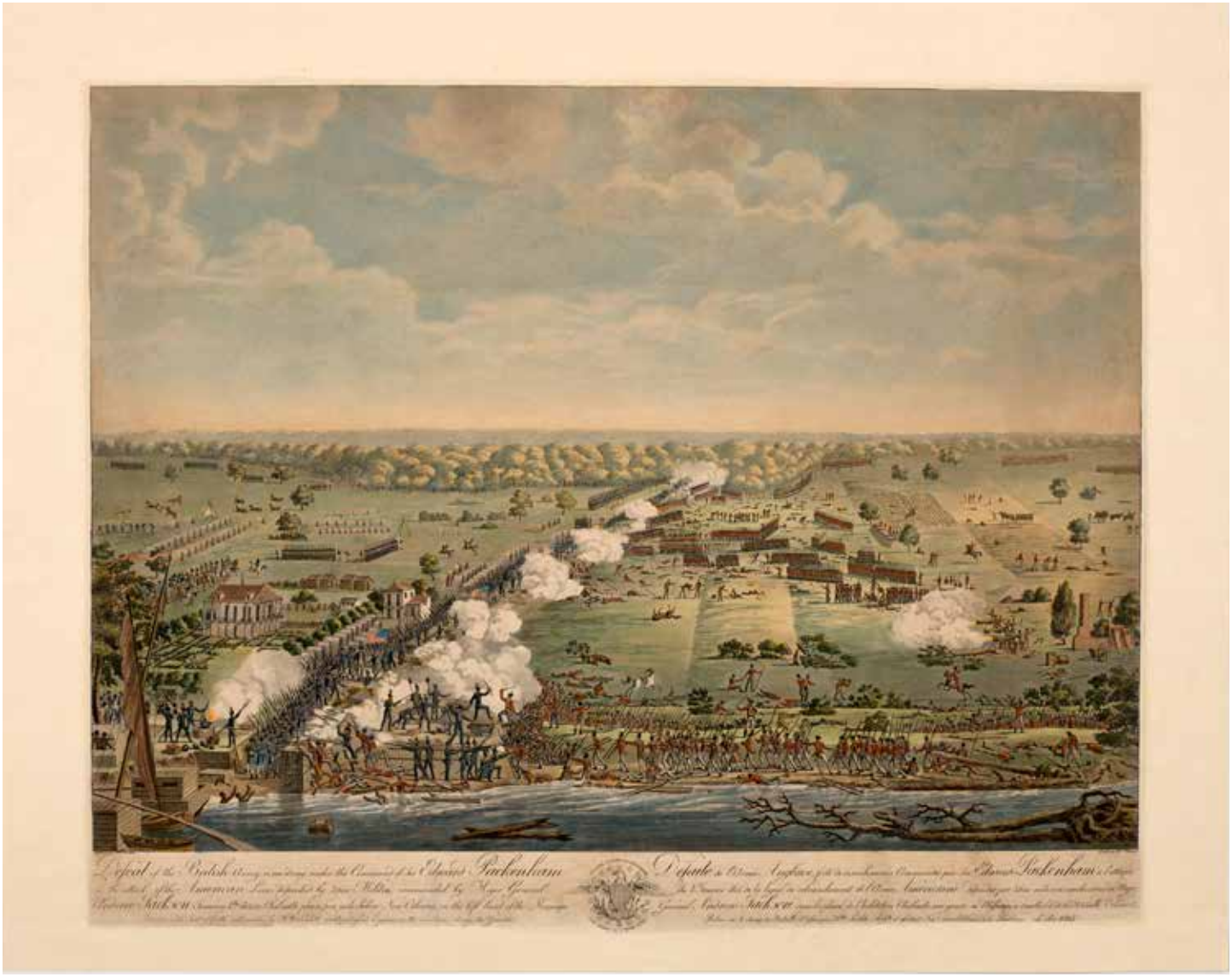
Name:_____ Date:_____

(i) *Andrew Jackson* (ii) *Battle between the American and British . . . 23rd December 1814 . . .* ; between 1815 and 1817; engraving by F. Cardon; *1957.121 i, ii*

Name:_____ Date:_____

Battle of Lake Borgne; between 1815 and 1844; oil on canvas by Thomas L. Hornbrook; *1950.54*

Name:_____ Date:_____



Defeat of the British Army, 12,000 Strong, under the Command of Sir Edward Packenham . . . ; 1818; aquatint engraving with watercolor by Jean Hyacinthe Laclotte, artist; Philibert-Louis Debucourt, engraver; *bequest of Boyd Cruise and Harold Schilke, 1989.79.135*

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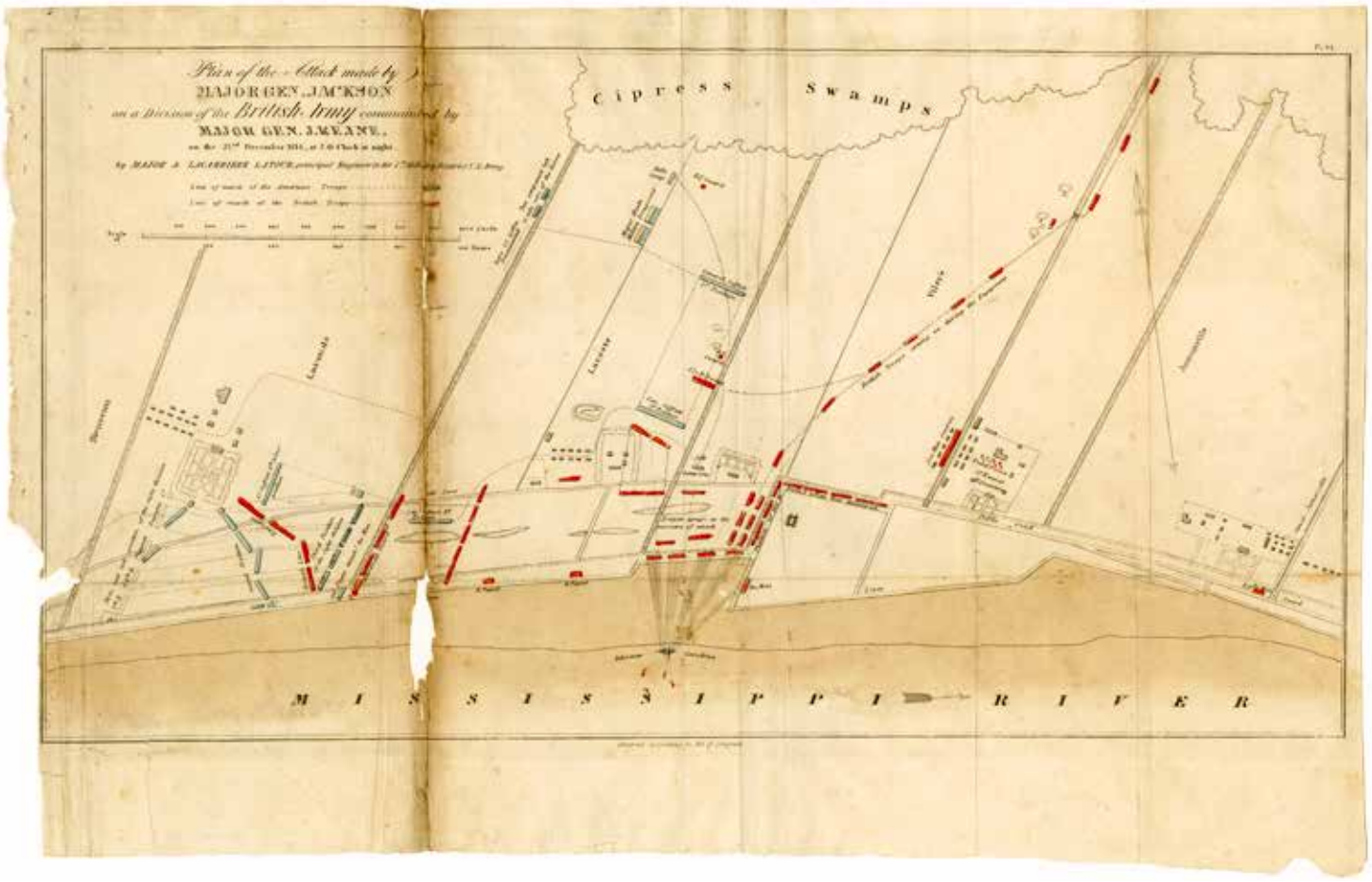

Plan of the Attack Made by Major Gen. Jackson on a Division of the British Army . . . on 23rd December 1814 . . . ; 1816; engraving with watercolor by Arsène Lacarrière Latour; *1979.238.3*

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Name:_____ Date:_____

Battle of New Orleans; 1856; oil on canvas by Dennis Malone Carter; *1960.22*

Name:_____ Date:_____

Battle of New Orleans and Death of Major General Packenham on the 8th of January 1815; 1816; hand-colored aquatint engraving by William Edward West, delineator; Joseph Yeager, engraver; Y. Saurman; printer; McCarty and Davis, publisher; *bequest of Henry Stern, 1994.34.2*

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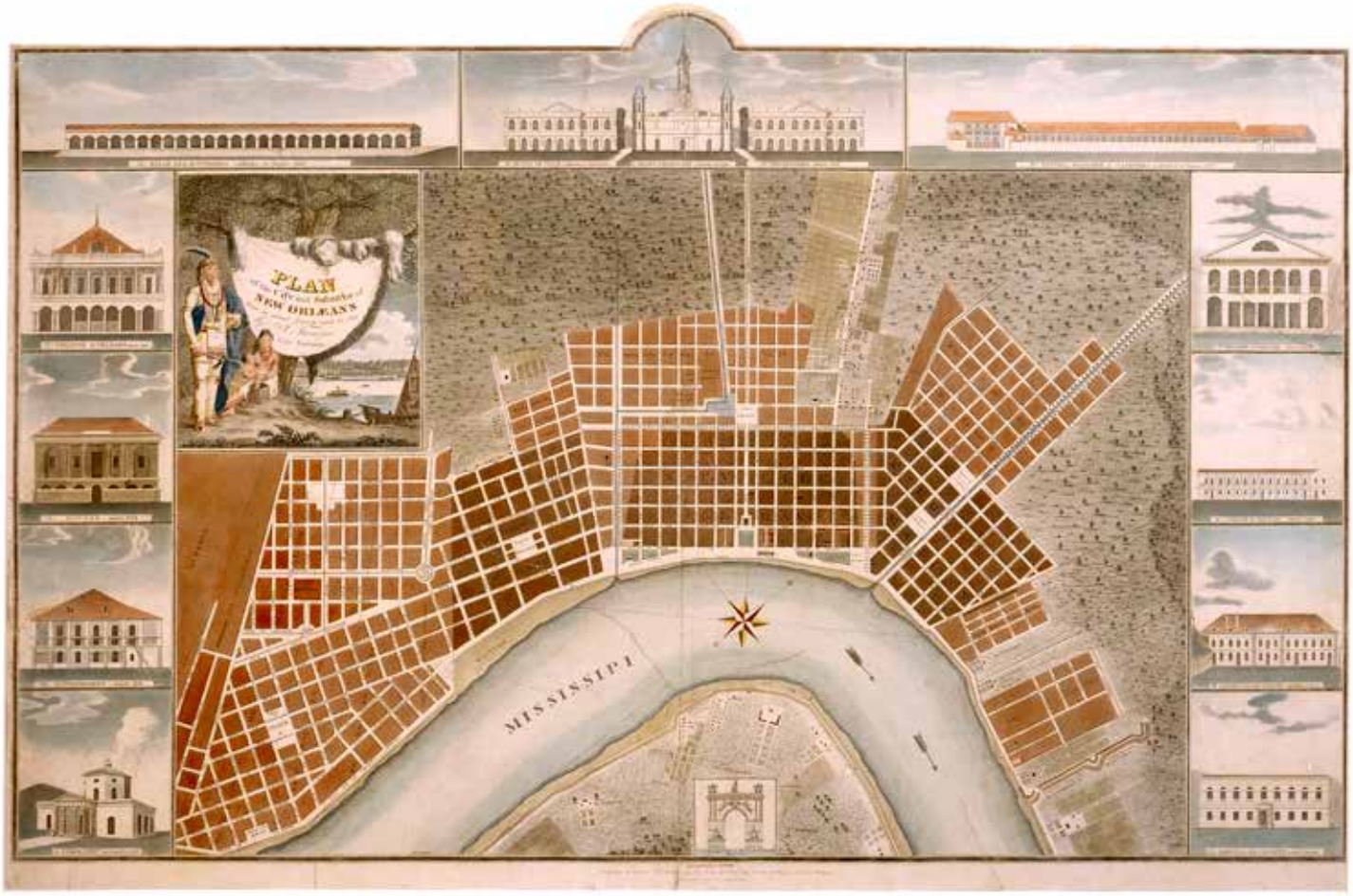

Plan of the City and Suburbs of New Orleans from an Actual Survey Made in 1815; 1825; hand-colored engraving by J. Tanesse; *1946.2 i–xiv*

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Vue d'une Rue du Faubourg Ste. Marie, Nelle. Orléans; ca. 1821; lithograph with watercolor on paper by Felix Achille de Sainte-Aulaire, draftsman (artist); P. Langlume, lithographer; *1937.2.3*

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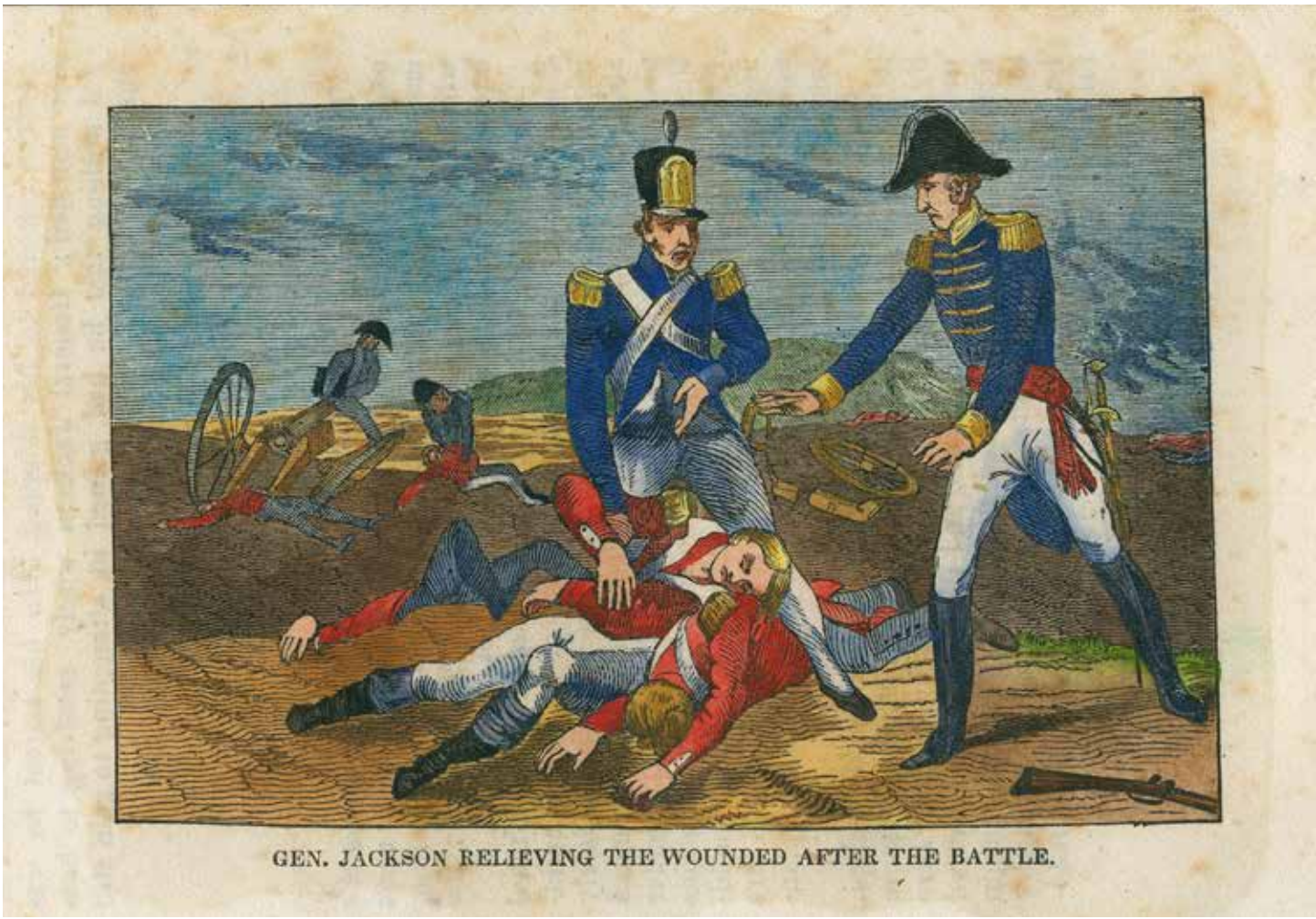

GEN. JACKSON RELIEVING THE WOUNDED AFTER THE BATTLE.

Gen. Jackson Relieving the Wounded after the Battle; between 1838 and 1860; wood engraving with watercolor; *gift of Boyd Cruise and Harold Schilke, 1959.160.18*

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Fortifying New Orleans; between 1820 and 1899; wood engraving with watercolor on paper; *gift of Boyd Cruise and Harold Schilke, 1959.160.19*

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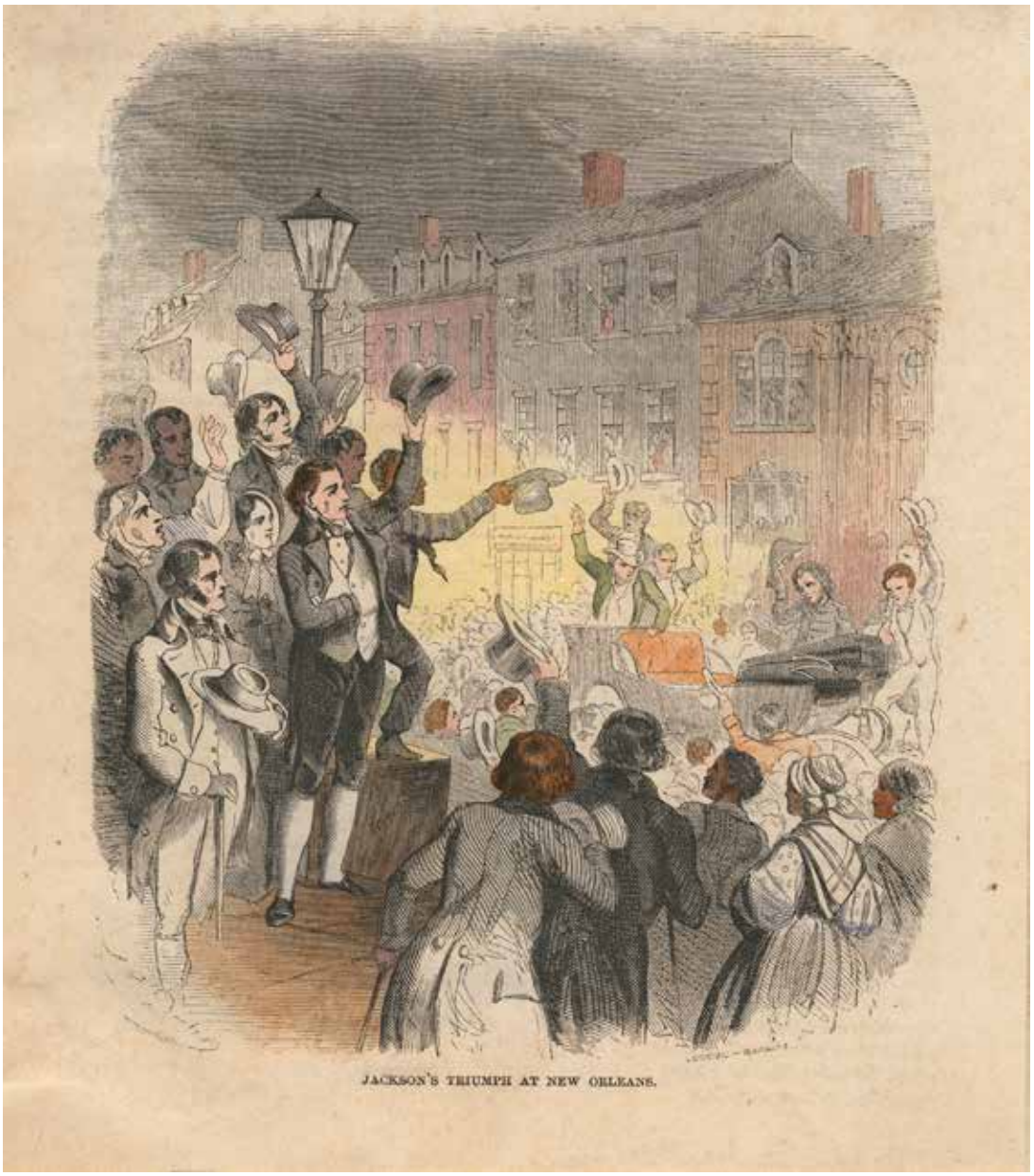

Jackson's Triumph at New Orleans; ca. 1855; hand-colored wood engraving by Lossing-Barrit; *gift of Boyd Cruise and Harold Schilke, 1959.172.4*