

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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BATTLE OF NEW ORLEANS: ART AS HISTORY

Subjects American History, Art
Grade 5-12
Duration 1 day

Abstract

Students will collaborate with their peers to examine art as an expression of history. Students will compare and contrast visual representations of the battle for indications of historical accuracy and bias.

Format

Peer collaboration, technology-based lesson

Objectives

Students will

1. use analysis guidelines to evaluate art as history
2. use technology resources and Internet collections to access digital images and accompanying metadata
3. demonstrate effective time management by completing tasks in the time allotted

Louisiana Benchmarks

Content Standards and Grade Level Expectations:

- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers;
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
- H-1A-H5 conducting research in efforts to analyze historical questions and issues;
- H-1A-H6 analyzing cause-effect relationships

Educational Technology Standards:

- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.

- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects.
- Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Materials

- LOUISiana Digital Library painting: [Farragut's fleet passing the forts below New Orleans](#)
- Art as History Browsing Guide and Student Worksheet (attached)

Pre-Lesson Procedures

- Make copies of the Art as History Browsing Guide and Student Worksheet 1 per set of partners.

Lesson Procedures

- **Art as History Whole Class Introductory Activity.** (Requires a computer attached to a large monitor so the entire class can view the painting.) Purpose: Illustrate to students the correct process for analyzing historical paintings. Display the LOUISiana Digital Library painting [Farragut's fleet passing the forts below New Orleans](#) so that all students can see the painting. Explain that historical paintings can be used to understand the people and events that lived during the time the painting was produced. Paintings can also be reflections of popular opinion or can be used to shape public opinion. Examine the painting together by asking key questions and model critical thinking questions concerning the painting. Inform students that the answer to some questions will be easy to find while other questions might require acquiring more knowledge. Sample questions:
 1. What is the subject of the painting? Is the painting based on a real person/event?
 2. What features of the painting attracts your attention? Images? Symbols? Information inferred? Facial expression, body language, style of dress?
 3. What is the mood of the painting? How does it make you feel when you examine the painting? Why?
 4. Does the painting present an accurate picture of the event/person/period? How is each character or event portrayed?
 5. How does the artist use color?
 6. How does the artist use symbols and/or images?
 7. What do you think the artist/author might be trying to communicate about her/his subject? What is the desired effect? Is the author/artist trying to influence or lead public opinion, project public opinion or bias, highlight or simplify the significance of an event?
- From the LOUISiana Digital Library Internet site, open the painting's metadata page. Explain that each artifact in the LOUISiana Digital library has an information page that presents the viewer with additional information about the artifact. Examine the painting's metadata information.
- **Battle of New Orleans Paintings:** Explain that students will examine three paintings about the Battle of New Orleans to gather information about that event. Ask students to open the Art as History Browsing Guide and answer the questions on the guide.
- Debrief. Discuss student findings.

Assessment

- Completed Art as History Browsing Guide and Student Worksheet

Accommodations/Modifications Built Into the Lesson

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

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Analyzing Art Student Worksheet: Battle of New Orleans*Page 1*

Directions: Open each painting in the LOUISiana Digital Library. Examine each painting. Use the chart below to record your answers.

	Battle of New Orleans and Death of Major General Packenham	Battle of New Orleans	Battle of New Orleans
Artist			
Date of Painting			
What features of the painting attracts your attention?			
What is the mood of the painting? (How does it make you feel when you examine the painting?)			
How does the artist use color?			
How does the artist use symbols and/or images?			
How does the artist portray American troops?			
How does the artist portray British troops?			
How does the artist portray cultural groups in the painting?			

Analyzing Art Student Worksheet: Battle of New Orleans

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THINK ABOUT IT

How are the three paintings similar?

How are the three paintings different?