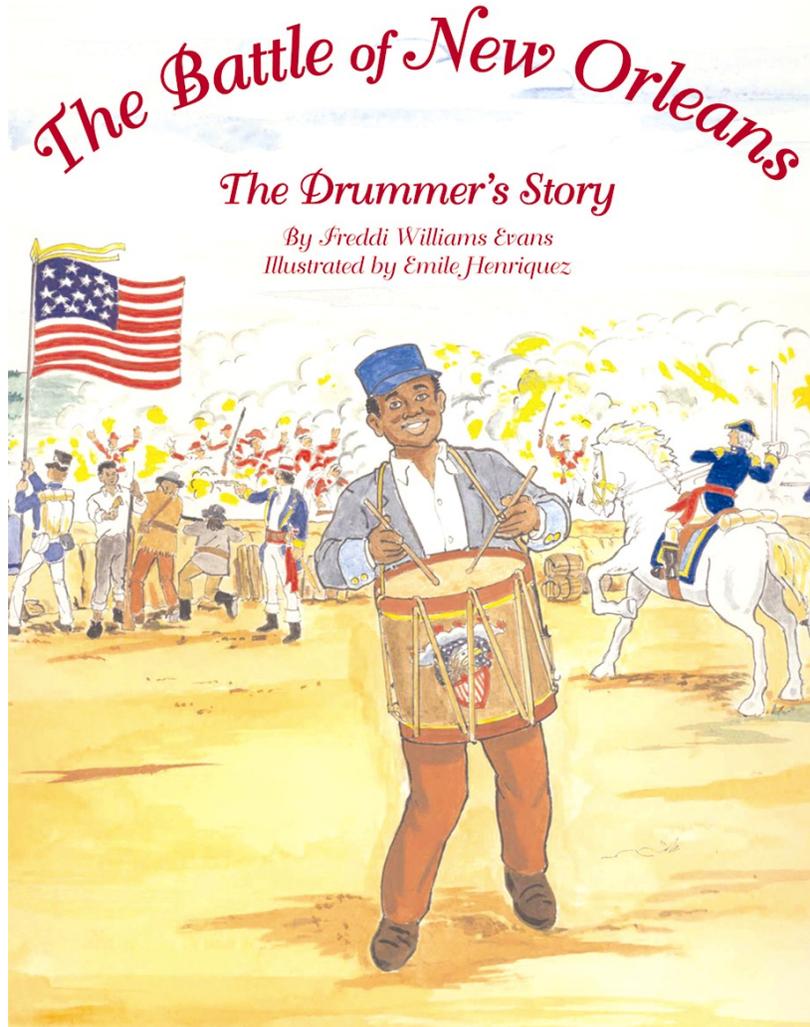




# PELICAN PUBLISHING COMPANY

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E-MAIL ADDRESS: [csmith@pelicanpub.com](mailto:csmith@pelicanpub.com) • <http://www.pelicanpub.com>

## Teacher's Guide for



Jordan B. Noble, affectionately known as “Old Jordan,” was Andrew Jackson’s drummer during the Battle of New Orleans. As an old man, he became a fixture in New Orleans parades, beating his drum and leading other veterans of color through the streets. In this book, a young boy follows Noble on his parade route and listens to him tell of his important role drumming through the din of fire.

“New Orleans writer Freddi Evans, author of the award-winning *A Bus of Our Own*, has once again succeeded in offering a different point of view on a well-known historical period.”  
-*New Orleans Times Picayune*

Guide Created by Freddi Williams Evans

## Author's Notes

### The Battle of New Orleans

The War of 1812 began on June 18<sup>th</sup> of that year when the United States declared war in Great Britain. Issues surrounding United States maritime rights, the British influence on Native Americans, and the annexation of Canada influenced the war's onset. Most of the battles took place in the northern United States and southern Canada, on both land and water. However, British troops attacked and captured Washington, DC in August of 1814, at which time they burned the Capitol and the White House. During that engagement, American troops drove the British army and navy fleet back at Baltimore, and the bombs that burst in the air over Fort McHenry inspired Francis Scott Key to write the "Star Spangled Banner," which became the national anthem.

During the Louisiana campaign, the British employed between 11,000 and 14,450 troops commanded by Major General Sir Edward Pakenham. These army and navy men were referred to as "red coats" because of their jackets. Among the troops were approximately 1,000 black soldiers from Jamaica, Barbados, and the Bahamas, as well as enslaved Africans from the United States to whom the British had promised freedom.

U.S. forces in the Louisiana campaign, under the command of major General Andrew Jackson, numbered approximately 4,000. They included soldiers from Kentucky, Tennessee, Mississippi, and Louisiana as well as pirates, Native Americans, Haitians, and African descendants—enslaved and free.

The fighting in Louisiana included a series of battles from December of 1814 to January of 1815. The final engagement, known as the Battle of New Orleans, was the greatest land victory of the war. It took place on Chalmette Battlefield during the foggy morning of January 8, 1815 and lasted approximately two hours, with about 30 minutes of major fighting. The British lost over 2,000 troops along with two generals, one of which was their commander, Major General Pakenham. A third general suffered severe injuries. While accounts differ, most concur that there were approximately 13 casualties among the American troops.

The Battle of New Orleans is regarded as the "needless battle" because the United States and Britain had signed a peace treaty in Ghent, Belgium, two weeks prior to the engagement. Communications were so slow that Major General Andrew Jackson did not receive the news in time. Nevertheless, the victory gained by the American forces was very important. It increased national patriotism, helped to unite the country, forced the British to ratify the Treaty of Ghent, preserved America's claim to the Louisiana Territory, and prompted a wave of migration and settlement along the Mississippi River. The war's success also made Andrew Jackson a national hero and led to his election as president of the United States. Jackson's tenacity as a soldier and major general prompted one soldier to say that he was "tough as hickory." Consequently, "Old Hickory," a nickname that developed during the War of 1812, gained popularity and stuck with him.

## Jordan Bankston Noble

“I would respectfully beg leave to say that I was born in the state of Georgia October 14, 1800 and came to New Orleans in the year 1812,” stated Jordan B. Noble in his handwritten autobiography. Noble, who was of African and European parentage, wrote his autobiography on October 19, 1881, in the form of a letter to Edward C. Wharton, the associate editor of the *New Orleans Picayune*.

Noble continued to tell of his engagement in four American wars: The War of 1812, where he was enlisted in the 7<sup>th</sup> Regiment of the U.S. Army (The New Orleans campaign was from December 23, 1814 until January 18, 1815); The Florida War in 1836; The Mexican War of 1846-48; and the Civil War. As Andrew Jackson’s drummer, 14-year-old Noble summoned the troops to action during the Battle of New Orleans on January 8, 1815, and his continuous drum rolls served as a guidepost for soldiers during the din of fire. In 1863, during the Civil War, Noble assisted in organizing the Native Guards, a battalion of free men of color that served the Union under General Butler. Noble’s service in the United States Army totaled nine years and nine months.

Upon invitation in 1851, thirty-six years after the Battle of New Orleans, the free veterans of color participated in the annual January 8<sup>th</sup> Parade for the first time. After that year, “Old Jordan,” as he was affectionately known, became a fixture in city parades. He reportedly marched down the main streets of New Orleans year after year beating his worn drum and leading other veterans of color who fought on the plains of Chalmette.

Over the years, Noble instituted a tradition of his own. On New Year’s Day, he and his band saluted the chief officers of the city, the press, and the military with the same reveille that he played on the battlefield. Noble and his fife and drum core also performed “field music” entertainment at city events, including the New Orleans World Exposition of 1884-85. As a community leader, Noble sat on the dais during the city’s Emancipation Celebration, which took place in Congo Square on May 11, 1864. Noble was also the Fourth District’s representative for the Abraham Lincoln Memorial Commemoration that took place in Congo Square on April 21, 1865.

Jordan B. Noble died on June 20, 1890 at his home on Dryades Street with his three children by his side. The *New Orleans Picayune* printed his biography and picture on June 21, 1890. One of Noble’s drums remains on exhibit at the Louisiana State Museum.

Language Arts:

- Pre-reading Activity: Discuss the title and cover of the book. Allow students to share what they already know about the topic. Ask them to predict what they think will happen in the book.
- Have students write sentences that summarize the beginning, middle, and end of the book using the form labeled “Beginning, Middle, and End” found in the Appendix.
- Facilitate the retelling of the story by allowing students to complete the “Story Map” found in the Appendix.
- Review the following vocabulary words (also listed at the back of the book), and allow students to work in groups to complete the puzzles found in the Appendix.

Andrew Jackson—U.S. major general

Artillery—weapons used in war, especially cannons

Breastwork—a barrier or wall behind which soldiers stood for protection

Congo Square—the public square located on Rampart Street where enslaved Africans and free people of color gathered on Sunday afternoons to play musical instruments, sing, and dance

Cotton-bales—large bundles of cotton

Dragoons—armed fighters on horseback

Grapeshot—a cluster of small cast-iron balls shot from a cannon

Jordan Noble—the drummer for the Battle of New Orleans

Redcoats—a name given to the British because of the color of their uniforms

Reveille—a drum or bugle signal that alerted soldiers to action

Sharpshooter—fighters who shoot with great accuracy

|               |                                    |
|---------------|------------------------------------|
| NL-ENG.K-12.2 | Reading for Perspective            |
| NL-ENG.K-12.3 | Evaluation Strategies              |
| NL-ENG.K-12.5 | Communication Strategies (Writing) |
| NL-ENG.K-12.8 | Developing Research Skills         |

History/Social Studies:

- Allow students to research facts about the War of 1812 and the Battle of New Orleans. Why was the battle considered to be needless? Discuss current modes of communication that will prevent this from happening today.
- Enable students to recall facts that they learned about the Battle of New Orleans by building a “Semantic Web.” You may use the form found in the Appendix.

|                |                                  |
|----------------|----------------------------------|
| NSS-US.H.K-4.3 | The History of the United States |
| NL-ENG.K-12.8  | Developing Research Skills       |

### Geography:

- Using a map of the United States, allow students to identify states from which soldiers came who fought in the Battle of New Orleans (i.e. Kentucky, Mississippi, Tennessee, Louisiana).

NSS-G.K-12.2 Places and Regions

### Math:

- Create a Time Line using Jordan Noble's biographical information. Include the four American Wars in which he served. Use his obituary, the Authors's Notes, and the internet to find additional information.
- Calculate Noble's age at the time of the Battle of New Orleans.
- Calculate Noble's approximate age during the other events on the Time Line.

NM-DATA.3-5.1 Collect, organize and display data

NM-PROB.PK-12.2 Solve problems that arise in mathematics and other contexts

NM-CONN.PK-12.3 Recognize and apply materials in context outside of mathematics

### Science:

- The book illustrations feature Spanish moss in the trees around the battlefield. Bring in Spanish moss and allow students to conduct research to find where and how it grows and various uses in earlier times. Place in science center and examine under a magnifying glass and/or microscope.

NS.K-4.1 Science as inquiry

### Visual Arts:

- Make drums. Collect cans from the cafeteria and household items. Brainstorm with students and allow them to research the internet for various ways to decorate the cans and create drum heads.
- Create a "Story Board" or story sequence by folding a sheet of paper into fourths. Number each section in the upper right hand corner. Instruct students to sketch four scenes from the story in order of their occurrence. Write a sentence in each section that describes each sketch.

NA-VA.K-4.4 Understanding the visual arts in relation to history and cultures

NA-VA.K-4.6 Making connections between visual arts and other disciplines

### Music:

- Organize a class parade and allow students to take turns leading and playing the drum. Use other rhythmic instruments as well.
- Allow students to listen to military music played by fife and drum groups at the following websites:
  - [www.militaryheritage.com/sound.htm](http://www.militaryheritage.com/sound.htm)
  - [www.history.org/fifedrum/about.cfm](http://www.history.org/fifedrum/about.cfm)

Students may find pictures of fife and drum cores at: [www.fifedrum.org](http://www.fifedrum.org).

- Allow students to listen to “The Battle of New Orleans,” a popular song that won the 1959 Grammy Award for Song of the Year. The music and lyrics were written by Jimmy Driftwood, a high school principal and history teacher who loved to sing, play instruments, and write songs that helped his students learn about historical events. Lyrics and music to the song are found at the following website: <http://www.niehs.nih.gov/kids/lyrics/battleof.htm> The lyrics are also printed in the Appendix.

|            |   |
|------------|---|
| NA-M.K-4.1 | Singing alone and with others                           |
| NA-M.K-4.2 | Performing on instruments                               |
| NA-M.K-4.9 | Understanding music in relation to history and cultures |

### Extensions:

- Take a field trip to Chalmette Battlefield in early January to view the annual reenactment of the battle.
- Invite a park ranger to your class or school to share artifacts, period attire, and facts about the battle.
- Take a field trip to the Cabildo (Louisiana State Museum) to view the exhibit on the Battle of New Orleans, which includes one of Jordan Noble’s drums. Also, walk through Jackson Square, immediately in front of the Cabildo, and view the statue of Andrew Jackson riding on his horse.

## Appendix

### Related Websites:

<http://www.educationworld.com/standards/national> (National Education Standards)

[www.militaryheritage.com/sound.htm](http://www.militaryheritage.com/sound.htm) (Fife and drum sound clips played by the British)

[www.history.org/history/fifedrum/about.cfm](http://www.history.org/history/fifedrum/about.cfm) (Fife and drum sound clips)

[www.fifedrum.org](http://www.fifedrum.org) (Pictures of fife and drum musicians)

<http://gi.grollier.com/presidents/ea/bios/07pjack.html> (Andrew Jackson Biography)

[http://www.americaslibrary.gov/cgi-bin/page.cgi-bin/page/cgi/jb/nation/jackson\\_3](http://www.americaslibrary.gov/cgi-bin/page.cgi-bin/page/cgi/jb/nation/jackson_3)

<http://www.niehs.nih.gov/kids/lyrics/battleof.htm> (lyrics and music to “The Battle of New Orleans”)

### Related Books:

- *George, the Drummer Boy* (I Can Read book series: Level 3)  
Written by Nathaniel Benchley and Don Bolognese
- *Drummer Boy: Marching in the Civil War*  
Written by Ann Warren Turner, illustrated by Mark Hess
- *Bull Run*  
Written by Paul Fleischman, illustrated by David Frampton
- *Li'l Dan, the Drummer Boy: A Civil War Story*  
Written by Romare Bearden, forward by Henry Louis Gates
- *Diary of a Drummer Boy*  
Written by Marlene Targ Bell, illustrated by Michael Garland
- *Pirate Lafitte and the Battle of New Orleans*  
Written by Robert Tallant, illustrated by John Churchill Chase
- *Andrew Jackson: Young Patriot* (Childhood of Famous Americans Series)  
Written by George E. Stanley, illustrated by Meryl Henderson

Transcribed obituary for Jordan B. Noble:

**"Answered the Last Roll: Death of the drummer Boy of Chalmette"  
JORDAN B. NOBLE, COLORED, Veteran of Four Wars.**

The familiar face of "Old Jordan" will no longer be seen upon the streets of New Orleans. After a life of nearly a century's duration, he died yesterday morning in the home of his three children, all of whom are far past the prime of life.

Jordan B. Noble was born in Georgia, of slave parentage, ... and was brought to New Orleans when but a child. At the outbreak of the [war] of 1812 he enlisted as a drummer boy, serving under General Jackson on the memorable plains of Chalmette, where the rattle of his drum was heard amidst the din of battle.

He afterwards served in the Everglades of Florida, under General P.F. Smith, and went through the Mexican [war] with the Washington Artillery of this city.

In 1863, this veteran of three wars, nearly 70 years of age, organized a colored command, the Native Guards, under General Butler.

When "Old Jordan" as he was familiarly known, became too old to work he gave frequent "field music" entertainments with the historic drum that he carried with him through all his service, and many will remember the white-headed old man and his well-worn drum so often seen during the exposition of 1884 and 1885.

The famous drummer boy of New Orleans has gone to join his comrades of many campaigns. Peace to him and honor to the brave man who served his country so often and so well.

*Times Picayune – New Orleans, June 21, 1890.*

## Beginning, Middle and End

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title of the Book: \_\_\_\_\_

---

---

This happened at the **beginning** of the story.

---

---

This happened in the **middle** of the story.

---

---

This happened at the **end** of the story.

# Story Map

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of the Book: \_\_\_\_\_

**Who was in the story? (Characters)**

---

---

**Where did the story take place? (Setting)**

---

---

**When did the story take place? (Setting)**

---

---

**The story started when...**

---

---

**Next...**

---

---

**Then...**

---

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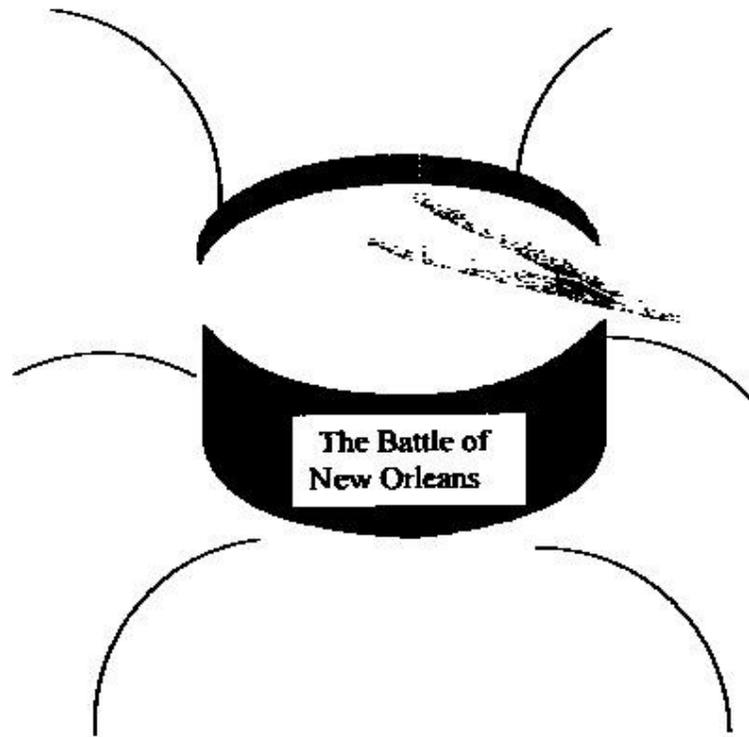
**In the end...**

---

# Semantic Web

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write facts about the Battle of New Orleans in the smaller drums.



# The Battle of New Orleans

N E I E L C S F D Q E Z S G Y  
Y P R Z L M X R A L W H E R P  
V A F A V L A D B A A L L A X  
E I J N U G I O B R Q Y A P R  
F S L A O Q N E P X T J B E Q  
H J L O A N S S V W K M N S V  
U R N Y A R H O T E H M O H S  
E S D D B O T D G V R Q T O P  
P L R A O T F I K N W G T T B  
J O T T P J J E L N O H O Y W  
J D E K X G R E U L Z C C H B  
F R N O S K C A J W E R D N A  
S B R E A S T W O R K R B J A  
S T A O C D E R V Z U P Y Z E  
N T N R S I T F O P S H Y C Q

Words for the Criss-Cross and Word Search Puzzles:

**ANDREW JACKSON**

**CONGO SQUARE**

**GRAPESHOT**

**REVEILLE**

**ARTILLERY**

**COTTON BALES**

**JORDAN NOBLE**

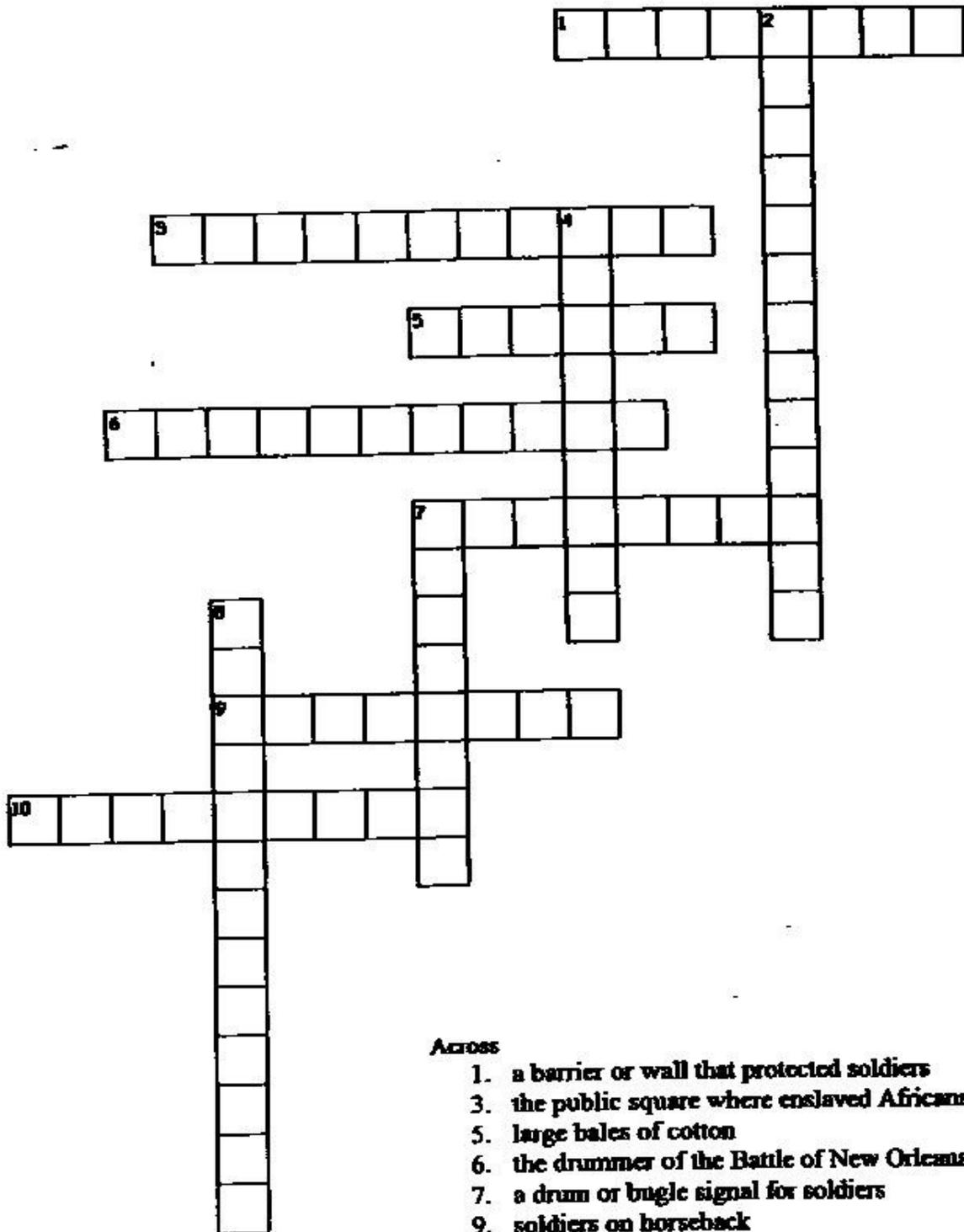
**SHARPSHOOTERS**

**BREASTWORK**

**DRAGOONS**

**REDCOATS**

# The Battle of New Orleans

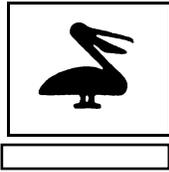


## Across

1. a barrier or wall that protected soldiers
3. the public square where enslaved Africans gather
5. large bales of cotton
6. the drummer of the Battle of New Orleans
7. a drum or bugle signal for soldiers
9. soldiers on horseback
10. a cluster of balls shot from a cannon

## Down:

2. soldiers who shoot very good
4. weapons used in war
7. a nickname for the British
8. the U. S. major general



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## ***THE BATTLE OF NEW ORLEANS: THE DRUMMER'S STORY***

By Freddi Williams Evans, Illustrated by Emile Henriquez

### ACCELERATED READER PROGRAM SELECTION

“New Orleans writer Freddi Evans. . . has once again succeeded in offering a different point of view on a well-known historical period. . . As our city battles to recover the rhythm and beat of normal life after the attack from a huge and well-organized natural onslaught, Jordan Noble’s example of the triumph of steady, focused courage may well be a guide for us all.”

--Marigny Dupuy, *The Times-Picayune*

“Adds a worthwhile chapter to one story in America's history, and young readers will find the war scenery, artillery, horses and patriotism engaging.”

--Foreword

“The artwork by Emile Henriquez is colorful and his depictions of the battleground layout and the fight scenes will help elicit comments and questions from children.” --*Times-Record News*, Wichita Falls, TX

In the 1800s, January 8<sup>th</sup> Day parades commemorating the Battle of New Orleans were big events in the city of New Orleans. One of the popular attractions in the parade was Jordan Noble, an African American drummer who played his drum in three American wars, including serving under Gen. Andrew Jackson during the Battle of New Orleans. “Old Jordan,” as he was affectionately known, tells his story to young readers in this rhyming picture storybook.

***The Battle of New Orleans: The Drummer's Story*** explains the important role that a drummer played during wartime. Beating his drum over the din of battle, his rhythms served to inspire and unify the soldiers. This perspective of what some might consider a minor role makes this picture book a unique testament to wartime heroes of all kinds. A glossary of terms is included in the back of the book, defining words like “artillery,” “reveille,” and “Congo Square,” a public square in New Orleans where African slaves and free people of color gathered on Sunday afternoons to play musical instruments, sing, and dance.

#### ABOUT THE AUTHOR

Author Freddi Williams Evans is an artist/facilitator with the Jefferson Parish Public School System in Harvey, Louisiana. She holds a bachelor's degree in music and psychology and a master's degree in creative arts therapy. Originally from Tougaloo, Mississippi, she now lives in New Orleans.

#### ABOUT THE ILLUSTRATOR

Illustrator Emile Henriquez was born in New Orleans in 1937. Widely known as a commercial artist, graphic designer, and calligrapher, he has illustrated three other books for Pelican: ***D.J. and the Zulu Parade*** (\$15.95), ***D.J. and the Jazz Fest*** (\$15.95), and ***D.J. and the Debutante Ball*** (\$15.95). He lives in Slidell, Louisiana.

**THE BATTLE OF NEW ORLEANS: The Drummer's Story**

By Freddi Williams Evans Illustrated by Emile Henriquez

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