

## **The Daily Routine of Major T. J. Jackson**

### **Student Objectives:**

- Students will describe their own daily routines, as well as Major T. J. Jackson's routine
- Students will compare routines from the 1850s with the routines of the 21<sup>st</sup> century
- Students will use copies of secondary source materials to gather information that supports their conclusions
- Students will communicate their findings orally through class discussion

**Main Idea:** Major Thomas J. Jackson had a daily routine that included activities for fun, study, work, and exercise. These activities reflect the time period in which he lived.

### **SOL Objectives:**

VS.1: The student will develop skills for historical and geographical analysis including the ability to identify artifacts and primary and secondary source documents to understand events in history; draw conclusions and make generalizations; interpret ideas and events from different historical perspectives; evaluate and discuss issues orally and in writing; and make connections between the past and the present.

USI.1: The student will develop skills for historical and geographical analysis including the ability to identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877; make connections between the past and present; evaluate and discuss issues orally and in writing; and interpret ideas from different historical perspectives.

English 4.1: The student will use effective oral communication skills in a variety of settings.

- Contribute to group discussions
- Use evidence to support opinions
- Use grammatically correct language and specific vocabulary to communicate ideas.

English 4.5: The student will read and demonstrate comprehension of nonfiction

- Make simple inferences, using information from texts
- Draw conclusions, using information from texts

English 4.7: The student will write effective narratives, poems, and explanations.

- Focus on one aspect
- Develop a plan for writing

- Organize writing to convey a central idea
- Write several related paragraphs on the same topic
- Utilize elements of style, including word choice and sentence variation

English 4.8: The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- Use subject-verb agreement
- Include prepositional phrases
- Use noun-pronoun agreement
- Use commas in series, dates, and addresses
- Incorporate adjectives and adverbs
- Use correct spelling for frequently used words, including common homophones.

English 5.1: The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- Participate in and contribute to discussions across content areas

English 5.6: The student will read and demonstrate comprehension of nonfiction.

- Locate information to support opinions, predictions, and conclusions
- Identify compare-and-contrast relationships

English 5.8: The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

- Choosing planning strategies for various writing purposes
- Use precise and descriptive vocabulary to create tone and voice

### **Materials Needed**

1. “Your Daily Routine” worksheets
2. Copies of “MAJOR JACKSON’S DAILY ROUTINE”
3. Pens or pencils
4. Copies of Venn Diagram Worksheet

**Background/Introduction:**

**MAJOR JACKSON'S DAILY ROUTINE**

Excerpts taken from Jackson, Mary Anna Jackson. *Memoirs of "Stonewall" Jackson*.  
Dayton: Morningside Bookshop Press, 1985. p. 109-111.

“His life at home was perfectly regular and systematic. He arose about six o'clock and first knelt in secret prayer; then he took a cold bath, which was never omitted, even in the coldest days of winter. This was followed by a brisk walk, in rain or shine...and he returned, looking the picture of freshness and animation.”

“Seven o'clock was the hour for family prayers which he required all his servants [slaves] to attend promptly and regularly. He never waited for any one, not even his wife.”

“Breakfast followed prayers, after which he left immediately for the Institute, his classes opening at eight o'clock and continuing until eleven. He was engaged in teaching only three hours a day ... Upon his return home at eleven o'clock; he devoted himself to study until one. The first book he took up daily was his Bible... From his Bible he turned to his text-books, which engaged him until dinner, at one o'clock. During these hours of study he would not permit any interruption, and stood all that time in front of a high desk, which he had made to order, and upon which he kept his books and stationary. After dinner he gave himself up for a half hour or more to leisure and conversation, and this was one of the brightest periods in the home life. He then went into his garden or out to his farm to superintend his servants, and frequently joined them in manual labor. He would often drive me out to the farm, and find a shady spot for me under the trees, while he attended to the work of the field. When this was not the case, he always returned home in time to take me, if the weather permitted, for an evening walk or drive... When at home, he would indulge himself in a season of rest and recreation after supper, thinking it was injurious to health to go to work immediately. As it was a rule with him never to use his eyes by artificial light, he formed the habit of studying mentally for an hour or so without a book. After going over his lessons in the morning, he thus reviewed them at night... he would, if alone with his wife, ask that he not be disturbed by any conversation, and he would then take his seat with his face to the wall, and remain... until he finished his mental task, when he would emerge with a bright and cheerful face into social enjoyment once again. He was very fond of being read to, and much of our time in the evenings was passed in my ministering to him in this way.”

## **A Typical Day in the Life of Major T. J. Jackson Or Jackson's Daily Routine**

Major Jackson began his day by getting up at 6:00 am. The very first thing he did was kneel for his morning prayers. Following his prayers, he took a bath in cold water. He thought that this was good for his health. After his cold bath he got dressed and went for a quick walk around Lexington.

He was back at home by 7:00 am sharp for morning prayers with his wife, Mary Anna and his slaves. Then he ate breakfast. Before 8:00 am, Jackson walked to VMI (The Virginia Military Institute), where he taught class from 8:00 to 11:00 am every day. Major Jackson taught natural and experimental philosophy, what we call physics today. He also taught the science of firing cannon so the cannon ball would travel as far as it needed to and hit the intended target. This was called artillery tactics. After his classes were done for the day, he walked home.

From 11:00 am to 1:00 pm Major Jackson spent time in his study preparing his lessons for the next day. At 1:00 p.m. he ate dinner. In the 19<sup>th</sup> century people called their mid-day meal dinner, and it was the biggest meal of the day with meat, vegetables, salad, and dessert. (Today the mid-day meal is referred to as lunch and it is usually a much smaller meal that it was during Major Jackson's time.)

After dinner, Major Jackson relaxed for a little while. Later in the afternoon he might work in his kitchen garden, a small garden in his backyard, or take a carriage ride to his larger garden just outside town. Sometimes he took his wife, Mary Anna, with him. If he went alone he made sure to come home in time to take Mary Anna for a carriage ride or go for an evening stroll before supper.

After Major Jackson and Mary Anna returned home, they and the slaves gathered once again for prayers. Then Major Jackson and Mary Anna ate supper. After supper, he relaxed before reviewing his lessons for the next day. When he was finished reviewing his lessons he joined Mary Anna in the parlor where she would read aloud or play the piano for him. Finally, he went to bed for the night.

## Your Daily Routine

### Materials Needed

1. "Your Daily Routine" worksheets
2. Copies of the "Venn Diagram Worksheet"
3. Pencils
4. Copies of "MAJOR JACKSON'S DAILY ROUTINE"

### Activity Instructions:

1. Give each student a copy of the "Daily Routine" worksheet and a copy of "MAJOR JACKSON'S DAILY ROUTINE" and a copy of the "Venn Diagram Worksheet"
2. Have the students read over Mary Anna Jackson's account of Major Jackson's routine from *Memoirs of "Stonewall" Jackson*.
3. Have students complete the worksheet using this information
4. Use the following outline to fill in the "Venn Diagram Worksheet" and discuss student's responses

### Discussion Outline

Ask the students to name parts of their daily routines and then ask them why these actions are a part of their day. Have them write their responses on the worksheet in the spaces under "Your Daily Routine."

Some responses might include:

Brush teeth  
Go to school  
Play video games  
Ride a bike  
Eat supper  
Read a book  
Watch T.V.  
Talk to friends  
Do Homework

Have healthy teeth  
Get an education  
Leisure; fun  
Transportation; exercise; fun  
Hungry; gain energy; health  
Leisure; fun; education  
Leisure; relaxation  
Fun; leisure  
Education

Next have them name parts of Jackson's routine and give their ideas of why he might have included these actions as a part of his day.

Some responses might include:

Bathed in cold water	Health
Walked around town	Exercise
Walked to work	Transportation; exercise
Took carriage rides Visit with Mary Anna;	Relaxation
Prepared the next days lessons	Education; getting ready for the next day
Listened to Mary Anna read aloud and play piano	Leisure time; enjoyed music

Now have students fill in a Venn Diagram. They can use the "Daily Routine" worksheet as a starting point. After students have listed their activities and Major Jackson's activities, have them list the activities that are found in both their routine and Major Jackson's. Use the following questions as a basis for a class discussion.

### **1. How are your routines similar to Major Jackson's?**

Both Major Jackson's daily routine and the student's daily routine include activities for health and exercise, social activities, spending free time, getting work or responsibilities taken care of, leisure time, and time to relax.

### **2. How are your routines different from Major Jackson's?**

Jackson's idea of relaxing or spending free time meant that he read or listened to Mary Anna play the piano. Students often relax by watching TV, playing video games, and listening to music on the radio/stereo or through headphones. Jackson's transportation was a horse and carriage or on foot. Students can get around on foot too, but they use a car or a bike instead of a horse and carriage.

### **3. Do you think it is important or necessary to have a daily routine? Why?**

Yes, it is important to have a daily routine because many activities are done every day. It is helpful to have a set routine so that you can make sure everything that is supposed to be accomplished in a day gets done. For many people, doing certain tasks or chores in the same order every day helps them remember to do them.

### **4. Does your daily routine ever change? When? Why?**

The average person's daily routine during the week is probably different from their routine on Saturdays and Sundays. On the weekdays most people go to work or school, and on the weekends they relax or do chores around the house. Weekends seem to be about leisure activities more than weekdays. Sometimes we change our normal routine for a special occasion like going

to visit friends. Summer vacation and other holidays are times when our normal routines might change.

**Ways to Extend the Activity:**

1. This is a journal style writing exercise that may be completed in class or assigned as homework. Tell students to think about the technology that is a part of their daily routines. Have them choose one form of technology and pretend that it doesn't exist. (For example, cars, electricity, video games, or cell phones) Have students write a page description explaining how the absence of this technology would affect their daily routine. Students should write an organized description editing for grammar and spelling.

2. A second journal style writing activity takes another approach. Have the students think about their daily routine. If they could create an invention to make their day easier, more pleasurable, or more productive, what would it be? Have students write a detailed description of their inventions and how it would affect their daily routine. Students may want to include a drawing of their invention. Students should write an organized description editing for grammar and spelling. (Another suggestion is to offer students a choice between these two scenarios or divide the class in two groups and assigning each group a different scenario)

**Bibliography**

Jackson, Mary Anna. *Memoirs of "Stonewall" Jackson*. Dayton: Morningside Bookshop Press, 1985.



## **Your Daily Routine**

Everyone, be they young or old, has a DAILY ROUTINE—a set pattern of doing things. Your routine begins when you get up in the morning and it ends when you go to bed each night. What do you do during the day? Why do you do these things? Use the spaces below to record your DAILY ROUTINE.

WHAT I DO

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WHY I DO IT

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## **JACKSON’S DAILY ROUTINE**

Now compare your daily routine to Thomas “Stonewall” Jackson’s. What did he do during the day in the 1850s? Why might he have done the things that he did?

WHAT JACKSON DID

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WHY HE DID IT

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**Daily Routine Venn Diagram**

