



ATCHAFALAYA BASIN ARTIFACT PACKET: PEOPLE OF THE BASIN

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Iberville Museum

PLAQUEMINE
LOUISIANA

**PEOPLE OF THE
ATCHAFALAYA BASIN**

Name:

Date:

Section:

READING

Human settlement in the Atchafalaya Basin dates as far back as 6,000 years ago. Native Americans, such as the Chitimacha Tribe of Louisiana, settled along the swamp's natural elevated levees. Their homes were only semi-permanent, as the area's water levels affected where they could live. As a result, Natives used solid wood dugouts or **pirogues** to travel through the Basin's many bayous. Tribes relied on local resources for food. They harvested edible plants to eat or make spices and powders, such as **filé**, collected shellfish, fished, and hunted birds, deer, and other small animals. However, Natives were still able to plant small amounts of sweet potatoes and **maize**, which was used to make cornbread and grits. Several names can be attributed to Native American languages throughout the state, such as "Atchafalaya" coming from the Choctaw term *hacha falaia*, meaning "long river."

The areas surrounding the Atchafalaya Basin eventually saw a large movement of Europeans. By 1700, France established several small colonies, and French fur traders began migrating towards the Basin to trade with Native American tribes. As a result, more French settlements formed along the banks of the Mississippi River, bringing their cuisine traditions of sauces, stews, and breads with them. In 1762, France gave Louisiana to Spain at the end of the Seven Years' War, introducing the colony to more people of Spanish descent, like the **Isleños**. The Spaniards were known for their various spices and cuisines, such as spicy rice dishes like jambalaya. The largest migration to the colony was in 1764. **Acadians** of modern-day Nova Scotia were exiled by the British and sought refuge in French-speaking Louisiana. They initially settled along the banks near New Orleans, but as waves of settlers continued to arrive throughout the decade, they moved west towards the Atchafalaya swamp.

These new communities of the Atchafalaya Basin continued to develop throughout the 18th and 19th centuries. The Acadian pioneers adapted to their new environment by raising cattle or fishing in the swamps. They also established small farms of **subsistence crops** like corn, beans, and sweet potatoes. Like their French ancestors, Acadians tended to cook one-pot sauces with meat, potatoes, and carrots. But when they arrived in Louisiana, potatoes were eventually replaced with

rice, and carrots were replaced with green peppers, creating the culinary “Holy Trinity” of peppers, onions, and celery.

By the 1850s, **cash crops** like cotton and sugarcane were commonly grown around the Basin. As these farms developed into larger operations, planters brought Enslaved Africans and Haitians to use as laborers. Enslaved people were considered personal property and deprived of basic freedoms. However, many enslaved people resisted captivity by running away, seeking refuge in the isolated inland swamps, and became **maroons**.

In the 19th century, the Basin was also settled by Black free people of color. These communities were established by formerly enslaved people who were granted freedom through acts of public service under Spanish law. In addition, the Spanish government sometimes gave grants to free people of color, which they used to free their children or relatives. However, despite this freedom, free people of color faced many limitations in their daily life. Black free people of color were descendants from parts of Africa and the Caribbean. Their distinct heritage contributed to a variety of flavors in Louisiana cuisine. For example, those from the Caribbean influenced many rice and bean dishes. Africans reinforced the hot spices and soups of the Spanish and French but also contributed okra, stewed tomatoes, barbeque, and rice. In fact, in 1819, the first slave ship sent to Louisiana from the African Coast carried rice and enslaved Africans who knew how to cultivate it.

By the end of this adjustment period in the early 1800s, the Basin consisted of Acadians, Native Americans, enslaved Africans, Black free people of color, French, and Spanish settlers. There is also evidence that these people intermarried over time, establishing distinct cultural groups, like French **Creole**, Black Creole, or **Cajun**. Households were composed of white or mixed-race populations, mostly settled along the natural levees. By the time Louisiana was granted statehood in 1812, the people of the Atchafalaya Basin had established trade relationships, substantial farmlands, and inner-swamp travel.

GLOSSARY

Acadian

Cajun

cash crops

Creole

filé

GLOSSARY

Isleños

maize

maroons

pirogue

subsistence crops

READING ASSESSMENT

Instructions: Answer each question to the best of your ability using specific information and evidence from the reading.

1. Choose two of the distinct groups of people that settled in the Atchafalaya Basin. What led them there? How did they adapt to their surroundings to survive?

2. Using information from the reading, fill in the chart below to list out all the ingredients each cultural group contributed or introduced to Louisiana's distinct cuisine.

NATIVE AMERICAN	FRENCH	AFRICAN
SPANISH	CARIBBEAN	ACADIAN

Name:

Date:

ARTIFACT ANALYSIS



American stoneware was often used by Atchafalaya Basin inhabitants throughout the 18th and 19th centuries. Stoneware is pottery made out of clay and fired to a high temperature. As a result, the pottery gives off a stone-like texture and weight. Clay was an ideal material since it created sturdy and resilient containers that could keep liquids cool amid the Louisiana heat. Stoneware was used for anything we might use glass jars or tupperware for today. It held everything from water, soda, and alcohol to meat, grain, jelly, and pickled vegetables. Stoneware was produced in a very wide variety of forms. These ranged from common jars and jugs to more specialized items like pitchers, water coolers, and butter pots. This circa 1860 stoneware jug could store around one gallon of water.

Specifications:

- Height - 13 inches
- Diameter - 9 inches
- Weight - 10 pounds

What type of artifact is it?

photograph
document
other

object
map

What material is it made from?

bone	leather	plastic	fabric
clay	glass	metal	wood
paper	stone	other	

How old is it?

What can you conclude about technology of the time?

Who used it and what was it used for?

What can you learn from this artifact that you might not learn elsewhere?

What is the historical context of the artifact? How does it connect to the Basin?

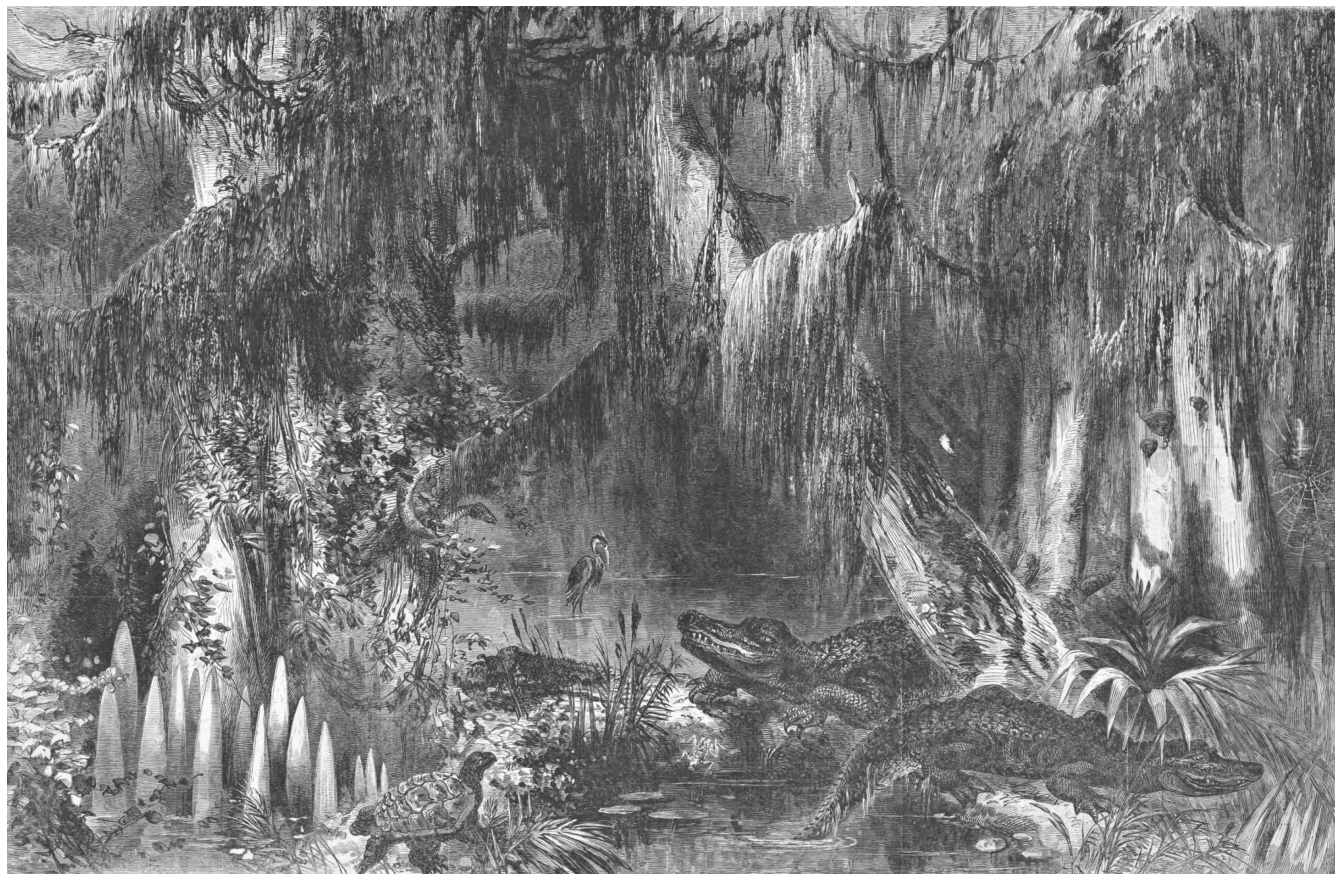
What other types of sources could you use to better understand the artifact?

Name:

Date:

PRIMARY SOURCE ANALYSIS

ARTWORK



[Waud, Arthur R. "Cypress Swamp on the Opelousas Railroad, Louisiana."
Harper's Weekly, December 8, 1866.]

What kind of artwork is it? Select all that apply.

painting
abstract
mural

sculpture
engraving/lithograph
portrait

drawing/sketch
scene/event
other

Instructions: Observe the artwork and fill in the table according to what you see.

PEOPLE/ANIMALS	OBJECTS	ACTIVITIES

1. Describe the artwork in your own words:

Who created the artwork?

When was it created?

Does it depict a certain time, place, event,
or person?

2. What is the historical context of this artwork?

Do the colors, people, objects, or activities
represent something else not explicitly stated?

What can you learn from this artwork that you
might not learn elsewhere?

3. How does this artwork connect to the people
of the Atchafalaya Basin?

How does this artwork connect to the artifact?

What other types of sources could you use to
help you understand this one?

Name: _____

LOUISIANA CUISINE TRADITIONS

For over 300 years, Louisiana experienced a complex blending of cultures that produced distinct regional food traditions. As a result, many of Louisiana's dishes are recognized across the world. Food traditions tend to be some of the most persistent traditions. Food often becomes closely tied to cultural identity and can reveal cultural processes such as blending, diffusion, or maintenance.

Instructions: Observe the following photos of traditional Louisiana dishes. List the ingredients that you can see or infer in the ingredients column. Next, list the people who influenced the tradition of the dish. You may use your chart from the reading assessment to assist you. Then, make an educated guess as to what you think the recipe is called. Finally, write about how the cuisine of the Atchafalaya compares to the food you eat in your everyday life. Be sure to include anything you have in common with Basin cuisine, the cultures that influenced it, or how your food or culture might differ.

RECIPE 1



INGREDIENTS	INFLUENCERS
RECIPE NAME	

RECIPE 2



INGREDIENTS	INFLUENCERS
RECIPE NAME	

RECIPE 3



INGREDIENTS

INFLUENCERS

RECIPE NAME

How does Louisiana's cuisine compare to the food you eat in your home?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT ONE: Pre-Colonial and Colonial Eras

TOPIC ONE: Native American Settlement

TOPIC ONE: European Exploration and Settlement

C3 FRAMEWORK STANDARDS

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

LOUISIANA BELIEVES STANDARDS

8.2.1 Describe contributions of explorers and early settlement groups to the development of Louisiana.

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history.

8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812.

8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict.

8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups.

8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana.

8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: conducting historical research, evaluating a broad variety of primary and secondary sources, determining the meaning of words and phrases from historical texts, recognizing buried points of view within historical context.

UNIT ONE: Pre-Colonial and Colonial Eras

TOPIC ONE: Native American Settlement

TOPIC ONE: European Exploration and Settlement

LOUISIANA BELIEVES STANDARDS (CONTINUED)

8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities.

8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana.

COMPELLING QUESTION: How were the people of the Atchafalaya influenced by their environment?

SUPPORTING QUESTIONS:

1. Who were the different groups of people that settled in the Basin over time?
2. How did these groups influence the culture of the Atchafalaya National Heritage Area?
3. How did these groups change or adapt to their surroundings to survive?

CONTENTS OVERVIEW

- Reading (Instructional Strategies 1-3 and Summative Assessment)
 - Reading about the settlement of the Atchafalaya Basin by Native Americans, early Europeans, Acadians, Black enslaved workers, and Black free people of color.
 - Appropriate reading level for 8th grade.
- Reading Assessment (Instructional Strategy 1)
 - Two short answer questions based on the compelling and supporting questions for students to answer with knowledge from the reading.
- Glossary
 - Relevant vocabulary to the Artifact Packet.
- About the Artifact (Instructional Strategy 2)
 - The accompanying artifact of the packet (clay jug) with a picture and its relevant information.

CONTENTS OVERVIEW (CONTINUED)

- Artifact Analysis (Instructional Strategy 2)
 - Analysis section for the artifact of the packet (clay jug) to be filled out by the educator and students as a class.
- Primary Source (Instructional Strategy 3)
 - The accompanying primary source of the packet (Harper's Weekly "Cypress Swamp" illustration) with its relevant information.
- Primary Source Analysis (Instructional Strategy 3)
 - Analysis section for the primary source of the packet (Harper's Weekly "Cypress Swamp" illustration) to be filled out by students in small groups.
- The Persistence of Louisiana Cuisine (Summative Assessment)
 - Assessment section featuring 3 pictures of traditional Louisiana recipes. In small groups, students will identify the recipes' ingredients, what groups influenced their creation, and how they compare to dishes in their own lives.

FORMS OF REPRESENTATION:

Students will be applying information they have gained from the attached secondary source to analyze this packet's artifact and primary source.

BASIC SKILLS KNOWLEDGE:

Students will be using their basic skills in reading and writing to comprehend the attached reading and use it to complete the instructional strategies and summative assessment. They will need to use their critical thinking skills to provide evidence to defend their conclusions.

READING OUTLINE (INFORMATION NOT EXPLICITLY STATED IN BOLDFACE; VOCAB UNDERLINED)

1. Native Americans
 - a. Human settlement as early as 6,000 years ago
 - b. Chitimacha, Attakapas, etc. lived in temporary camps along natural levees and other elevated areas
 - i. Migration dependent on water levels
 - c. Local resources for food (plants, fishing, hunting, etc.)
 - d. Traveled through the water in pirogues
2. Early Europeans
 - a. France: small colonies in 1700s
 - i. Fur traders drawn to the Basin to trade with Natives
 - b. Spain: obtained rule after Seven Years' War in 1762
 - c. Acadians: exiled from Acadia (modern-day Nova Scotia) in 1764
3. Adjustment period in the 18th and 19th century
 - a. Harvested natural resources of the area (cypress, furs, etc.)
 - b. Developing small farms
 - i. Subsistence crops: maize, rice
 - ii. Cash crops: cotton, indigo
 - iii. Non-Native settlers traded and learned methods with Natives of the area
 - c. Black enslaved workers brought to labor farming efforts
 - d. Black free people of color sought refuge from enslavement within the swamps
 - i. Some purchased their freedom
 - ii. Some were gifted or awarded freedom from acts of public service (**such as serving in local wars**)
 - iii. Some escaped enslavement (maroons)
4. End of adjustment period
 - a. Diverse area consisting of Native Americans, Acadians, enslaved Africans, Black free people of color, French and Spanish settlers
 - i. Evidence of intermarriage, resulting in distinct cultural subgroups
 1. Creole, Black Creole, Cajun
 - b. By statehood in 1812 the area had established trade, farmlands, and inner swamp travel

READING ASSESSMENT QUESTIONS AND ANSWER KEY

1. Choose two of the distinct groups of people that settled in the Atchafalaya Basin. How did they adapt to their surroundings to survive? Were there any factors that led them to stay in the Basin specifically?
 - a. Two distinct groups of people from the following:
 - i. Native Americans
 1. Moved with water levels
 2. Settled along natural levees and elevated areas
 3. Harvested resources from their immediate area
 4. Used waterways for travel
 - ii. European Colonialists (France or Spain)
 1. Motivated by colonialism and trade
 2. Established fur trade with Native Americans
 3. Created semi-permanent farmlands using Native techniques and practices
 4. Introduction of enslavement in the Basin
 - iii. Acadians
 1. Exiled from Acadia
 2. Sought refuge in French-speaking Louisiana
 3. Furthered efforts of colonialists
 - iv. Enslaved Africans
 1. Brought to work the farmlands of the area
 2. Occasionally granted freedom through purchase or public service
 - v. Black free people of color or maroons
 1. Created separate Black communities
 2. Sought refuge from enslavement

READING ASSESSMENT QUESTIONS AND ANSWER KEY (CONTINUED)

- b. The advantages of steamboats were...
 - i. Fueled by steam instead of manpower or wind
 - ii. Able to travel all over the Basin and state
- c. The disadvantages of steamboats were...
 - i. Short lifespan; damaged by weather or natural hazards (sandbars or log jams)
 - ii. Dangerous life for crewmembers
 - iii. Dependent on waterway levels that varied with the season
- d. The Basin became dependent on steamboats over time because...
 - i. Able to travel all over the Basin and state
 - ii. Transporters of...
 - 1. Passenger and leisure travel
 - 2. Goods (food, cotton, moss, etc.)
 - 3. News and mail
 - 4. Enslaved workers
 - 5. Farming and planting equipment
- 2. Discuss the dynamics of at least two different steamboat crew positions. What were their responsibilities? What challenges did these crewmembers face?
 - a. At least two different positions from the following:
 - i. Deckhands
 - 1. Responsibilities: maintenance, moving, and storage of ship cargo
 - 2. Challenges: physically demanding labor, onboard accidents
 - ii. Roustabouts
 - 1. Responsibilities: loading and unloading of cargo
 - 2. Challenges: physically demanding labor, onboard accidents, their jobs were temporary

READING ASSESSMENT QUESTIONS AND ANSWER KEY (CONTINUED)

2. Using information from the reading, fill in the chart below to list out all the ingredients each cultural group contributed or introduced to Louisiana's distinct cuisine.

a. Native Americans

- i. filé
- ii. cornbread
- iii. grits
- iv. maize
- v. sweet potatoes

b. French

- i. sauces
- ii. stews
- iii. breads

c. African

- i. spices
- ii. soups
- iii. okra
- iv. stewed tomatoes
- v. rice
- vi. barbeque

d. Spanish

- i. spices
- ii. jambalaya (or other spicy rice dishes)

e. Acadian

- i. "Holy Trinity"
 - 1. onions
 - 2. peppers
 - 3. celery

ii. sauces

d. Caribbean

- i. rice and bean dishes

GLOSSARY

Acadian

- Group of French-speaking people from Acadia, or modern-day Nova Scotia, Canada. They were exiled by the British after the conclusion of the Seven Years' War.

Cajun

- Ethnic group identities as the descendants of the Acadians exile who make up a large portion of south Louisiana's population still to this day.

Cash crops

- Crops grown specifically to be a salable and profitable crop on market rather than for the farmer's own personal use. Examples include tobacco, indigo, or cotton.

Creole

- Originally meant "born in the New World" and referred to descendants from the French and Spanish colonists in Louisiana. Its meaning later changed to specifically refer to those of African and European descent.

Filé

- An herbal powder made from the dried and ground leaves of the sassafras tree that was first used in cooking by the Choctaw Tribe of Louisiana. It was later used by Cajun communities to thicken and flair their soups, stews, and gumbos.

Isleños

- Descents of the Canary Islanders who were brought to Louisiana by the Spanish colonial governor, Bernardo de Galvez. They settled in the marches south of New Orleans and along Bayou Lafourche.

Maize

- A cereal grain that grows in rows on a cob, also know as corn. It originated in Central America and was first domesticated by indigenous people.

Maroons

- Formerly enslaved Black persons who gained freedom by escaping enslavement. They often created isolated—or marooned—communities with other Black free people of color.

GLOSSARY (CONTINUED)

Pirogue

- Canoes used by the Native Americans of the Atchafalaya as their primary transportation method. During this time period, these boats were dugouts made from a single log, typically cypress.

Subsistence crops

Crops grown specifically for the consumption of the farmer and their families rather than for profit. Examples include maize or rice.

ABOUT THE ARTIFACT

- Description
 - American stoneware was often used by Atchafalaya Basin inhabitants throughout the 18th and 19th centuries. Stoneware is pottery made out of clay and fired to a high temperature. As a result, the pottery gives off a stone-like texture and weight. Clay was an ideal material since it created sturdy and resilient containers that could keep liquids cool amid the Louisiana heat. Stoneware was used for anything we might use glass jars or tupperware for today. It held everything from water, soda, and alcohol to meat, grain, jelly, and pickled vegetables. Stoneware was produced in a very wide variety of forms. These ranged from common jars and jugs to more specialized items like pitchers, water coolers, and butter pots. This circa 1860 stoneware jug could store around one gallon of water.
- Specifications:
 - Height - 13 inches
 - Diameter - 9 inches
 - Weight - 10 pounds
- Citation

Pete Miranda. Jug, Clay. Iberville Museum, Plaquemine, Louisiana.

ARTIFACT ANALYSIS: DOCUMENT ANSWER KEY

The information given in sections I-IV is definite answers. Sections V-IX can be answered in numerous ways. The information given in that section is just a guide for interpretation.

- I. What type of artifact is it? **object**
- II. What material is it made from? **clay**
- III. How old is it? **circa 1860**
- IV. Who used it and what was it used for? **To store liquids and keep them cool**
- V. What is the historical context of the artifact? How does this artifact connect to the Basin?
 - **People living in the Basin**
 - **Transition period of people building more permanent settlements of the Atchafalaya**
 - **It shows aspects of their ways of life**
- VI. What can you conclude about the technology of the time?
 - **No refrigeration**
 - **Anything that held important supplies, like water, needed to be sturdy and long-lasting**
- VII. What can you learn from this artifact that you might not learn elsewhere?
 - **How food was stored by people of the Basin**
 - **How food was stored before refrigeration**
- IX. What other types of sources could you use to better understand the artifact?
 - Primary
 - **Journal entries**
 - **Advertisement from a ceramics company**
 - **Photograph or illustration of the object or people using it or creating it**
 - Secondary
 - **Essays written on the lives of those in the Basin**
 - **Other sources about ceramics over the course of time**

ABOUT THE PRIMARY SOURCE

Please see the Attachments section for an image of the primary source.

"Cypress Swamp on the Opelousas Railroad, Louisiana" is a **pen and ink sketch by Alfred R. Waud**. It was printed in *Harper's Weekly Magazine* on December 8, 1866. ***Harper's Weekly* was known as "A Journal of Civilization."** It was an American political magazine based in New York City and was published by Harper & Brothers from 1857 until 1916. It featured foreign and domestic news, fiction, essays on many subjects, and humor, alongside illustrations.

[Waud, Alfred R. "Cyprus swamp on the Opelousas Railroad, Louisiana." Illustration in Harper's Weekly, December 8, 1866.
<https://hdl.handle.net/2027/mdp.39015024571229>]

PRIMARY SOURCE ANALYSIS: DOCUMENT ANSWER KEY

The information given in sections I-V are definite answers. Sections VI-XI can be answered in numerous ways. The information given in that section is just a guide for interpretation.

- I. What kind of document is it? **Drawing/sketch**
- II. Observe the artwork and fill in the table according to what you see.
 - a. People/Animals
 - i. **Alligators**
 - ii. **Turtles**
 - iii. **Egret/Bird**
 - b. Objects
 - i. **Cypress trees and knots**
 - ii. **Spanish moss**
 - iii. **Trees**
 - iv. **Swamp/bayou waters**
 - c. Activities
 - i. **Alligator and turtle basking**

PRIMARY SOURCE ANALYSIS: DOCUMENT ANSWER KEY (CONTINUED)

III. Who created the artwork? **Alfred R. Waud**

IV. When was it created? **Around 1866; published in December of that year.**

V. Does it depict a certain time, place, event, or person? **Atchafalaya Swamp, 1860s; Opelousas Railroad, LA**

VI. Do the colors, people, objects, or activities represent something else not explicitly stated?

No evidence suggests this is more than a still-life illustration.

VII. Describe the document in your own words.

A still-life illustration depicting wildlife in the Atchafalaya Basin.

VIII. What is the historical context of this artwork?

Wildlife, settlement, and development of the Atchafalaya National Heritage Area.

IX. How does this source connect to the people of the Atchafalaya Basin?

Gives an example of the environment and wildlife that people who lived in the Basin were exposed to

X. How does this artwork connect to the artifact?

Depicts the living conditions that people of the Basin had to change or adapt to

XI. What other types of sources could you use to help you understand this one?

a. **A news article about Louisiana swamps from the same magazine**

b. **Journal entries**

c. **Other illustrations to compare**

d. **A map of the drawing's location**

e. **A wildlife survey from the time period**

SUMMATIVE ASSESSMENT: LOUISIANA CUISINE TRADITIONS ANSWER KEY

Recipe 1: Red Beans and Rice

a. Ingredients

- i. red beans
- ii. rice
- iii. cornbread

b. Influencers

- i. Caribbean
- ii. African
- iii. Native American
- iv. Spanish

Recipe 2: Fish Stew or Catfish Courtbouillon (*coo-bee-yon*)

a. Ingredients

- i. catfish
- ii. rice
- iii. tomatoes
- iv. french bread
- v. sausage
- vi. green peppers

b. Influencers

- i. French
- ii. African
- iii. Acadian

Recipe 3: Gumbo

a. Ingredients

- i. rice
- ii. sausage
- iii. okra
- iv. chicken
- v. filé (not seen, but inferred)
- vi. green onions

b. Influencers

- i. African
- ii. Native American
- iii. French
- iv. Acadian

Please see the Summative Assessment section and grading rubric in the Attachments section for more information.

INSTRUCTIONAL STRATEGIES

1. READING & ASSESSMENT

Materials

- Artifact Packet: People of the Basin (see Attachments)
- Reading Outline (see Content Knowledge)
- Reading Assessment Questions and Answer Key (see Content Knowledge)

Directions

1. Students will be given their own copy of the Artifact Packet: People of the Basin. They will keep this for the duration of the lesson.
2. The educator will provide the students with the lesson's vocabulary words. Students will then be instructed to read the reading provided in the Packet. They will do this on their own in the classroom. The reading provides a brief overview of the settlement of the Atchafalaya, including Native Americans, Europeans, Acadians, and Black people of color.
3. After completing the reading, students will use their newly learned information to individually answer the assessment questions. These answers should be based solely on the information given in the reading and students are encouraged to give specific examples or quotations.
4. The reading and students' answers will be discussed as a class to ensure that students understand the historical value and context of the people of the Atchafalaya Basin. Discussion will be led by the following compelling and supporting questions:
 - a. How were the people of the Atchafalaya influenced by their environment?
 - i. Who were the different groups of people that settled in the Basin over time?
 - ii. How did these groups influence the culture of the Atchafalaya National Heritage Area?
 - iii. How did these groups change or adapt to their surroundings to survive?
5. The reading and each students' responses will be kept accessible by students for the duration of the lesson. They will need it in order to analyze the artifact, primary source, and complete the summative assessment.

INSTRUCTIONAL STRATEGIES (CONTINUED)

2. ARTIFACT ANALYSIS & DISCUSSION

Materials

- Artifact Packet: People of the Basin; "About the Artifact" section
- Artifact Analysis Answer Key (see Content Knowledge)
- Artifact Photograph - Clay Jug (see Attachments)

Directions

1. Using their Artifact Packet, students will turn to the "About the Artifact" section. They will be instructed to read over the materials but to wait to fill out the analysis section as a class.
2. The educator will present the picture of the artifact (clay jug) on a projector visible to the entire class. Students will be given several minutes to silently observe the artifact's picture and description. This ensures that students are able to see the artifact in full detail to better assess its appearance and materials before analysis.
3. As a class, the educator will assist students in filling out the artifact analysis section of the Artifact Packet. To successfully complete this analysis, students will need to access prior knowledge from Instructional Strategy 1. The educator must also emphasize that students use their critical thinking skills to infer information using the artifact's picture, description, and citation.
4. Discussion will focus on:
 - a. The artifact's purpose.
 - b. The artifact's historical context.
 - c. The artifact's connection to the overall theme of people in the Atchafalaya Basin.

INSTRUCTIONAL STRATEGIES (CONTINUED)

3. PRIMARY SOURCE ANALYSIS & DISCUSSION

Materials

- Artifact Packet: People of the Basin; "Primary Source" section
- Primary Source: "Cypress Swamp on the Opelousas Railroad, Louisiana" from Harper's Weekly Magazine, 1866. (see Attachments)
- Primary Source Analysis: Artwork Answer Key (see Content Knowledge)

Directions

1. Students will be divided into groups of 2 to 4 individuals and turn to the "Primary Source" section of their Artifact Packet. The educator will present the primary source (Harper's Weekly "Cypress Swamp" illustration) on a projector visible to the entire classroom. Groups will be given several minutes of silent observation to fully assess the source and its information.
2. As a group, students will work together to fill out the "Primary Source Analysis" section. They will need to access prior information learned from Instructional Strategies 1 and 2 as well as critical thinking skills to infer information using the primary source and its citation. It is essential that students work in small groups to compare and contrast their information from the previous Instructional Strategies.
3. After groups have completed their analyses, the educator will review this section as a class. It is recommended that the educator takes turns asking each group for their specific answer to provide a variety of perspectives.
4. Discussion will focus on:
 - a. How the primary source connects to the overall theme of people in the Atchafalaya Basin.
 - b. The evidence students used to complete their analyses.

SUMMATIVE AUTHENTIC ASSESSMENT**LOUISIANA FOOD TRADITIONS**

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

For over 300 years, Louisiana experienced a complex blending of cultures that produced distinct regional food traditions. As a result, many of Louisiana's dishes are recognized across the world. Food traditions tend to be some of the most persistent traditions. Food often becomes closely tied to cultural identity and can reveal cultural processes such as blending, diffusion, or maintenance.

Materials

- Artifact Packet: People of the Basin; "The Persistence of Louisiana Cuisine" section.
- Summative Assessment: The Persistence of Louisiana Cuisine Answer Key (see Content Knowledge)
- Summative Assessment Grading Rubric (see Attachments)
- Recipes pictures if needed (see Attachments)

Directions

1. Students will turn to the "Louisiana Food Traditions" section of their Artifact Packets. Small groups of 3-4 are optional, but not a requirement for this assignment.
2. Following the instructions given in the packet, students will apply all of their previous knowledge and analyses surrounding the people of the Atchafalaya National Heritage Area. They will observe 3 different pictures of traditional recipes of Louisiana, identify its ingredients, and who influenced the dish. They will be using their chart from the reading assessment to assist them. Students will also infer the name of the recipe after identifying the ingredients.
3. After they have completed their charts, students will then write a conclusion (1-2 paragraphs) of how their own food is influenced and how it compares or contrasts to that of the Artifact Packet.

REFERENCES

Atchafalaya National Heritage Area. "History and Culture Region and Parishes Education Resource," 8-12. 2012.

Brasseaux, Ryan. "Gumbo," Foodways. *64 Parishes*, December 21, 2012. <https://64parishes.org/entry/gumbo/>.

LeGrange, Clifford J. "Chapter 15: 1792-1840 - 'Les petite de habitant intérieur' (Small Farmers of the Interior)." *In Heritage of the Atchafalaya: A Natural and Cultural History of the Atchafalaya Basin*, 37-38. Printed by author, 2017.

LeGrange, Clifford J. "Chapter 22: African American Heritage." *In Heritage of the Atchafalaya: A Natural and Cultural History of the Atchafalaya Basin*, 59-60. Printed by author, 2017.

Owens, Maida. "Louisiana's Food Traditions: An Insider's Guide." Louisiana Cooking. *Folklife in Louisiana*, 2000. https://www.louisianafolklife.org/LT/CSE/creole_food_trad.html/.

Waud, Alfred R. "Cyprus swamp on the Opelousas Railroad, Louisiana." Illustration in *Harper's Weekly*, December 8, 1866. <https://hdl.handle.net/2027/mdp.39015024571229/>.

Artifact:

- Pete Miranda. Jug, Clay. Iberville Museum, Plaquemine, Louisiana.

ATTACHMENTS

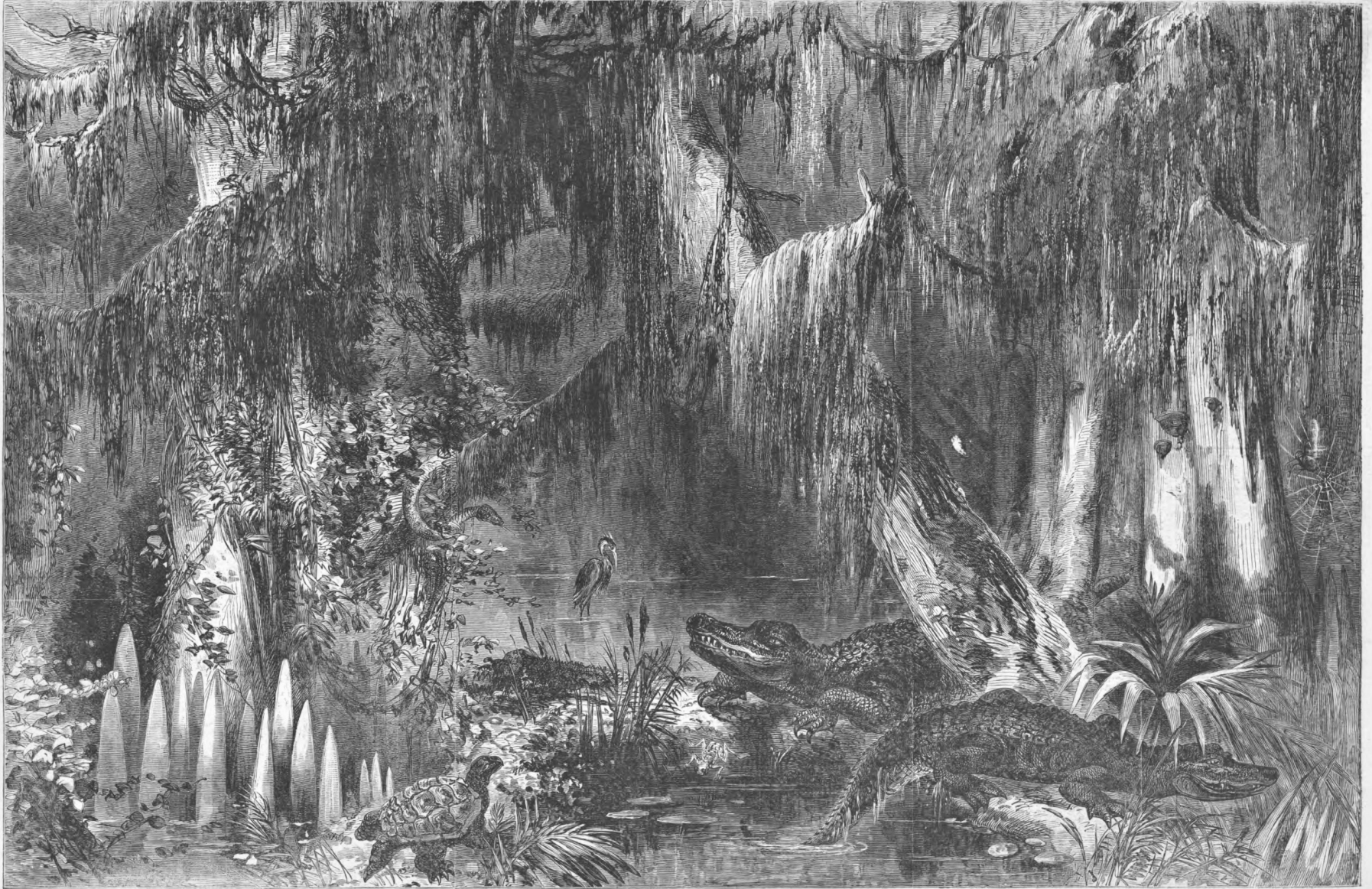


ATTACHMENTS

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HARPER'S WEEKLY.

DECEMBER 8, 1866.]



CYPRESS SWAMP ON THE OPELOUSAS RAILROAD, LOUISIANA.—FROM A SKETCH BY A. R. WAUD.—[SEE FIRST PAGE.]

ATTACHMENTS



[Camellia Brand. *Vegetarian Red Beans*. 2012. Photograph. Camelliabrand.com]

ATTACHMENTS



[Pendley, Michael. *Cooking Catfish*. 2020. Photograph. Realtree.com]

ATTACHMENTS



[Wasik, Vicky. *Gumbo*. 2019.
Photograph. SeriousEats.com]

ATTACHMENTS

SUMMATIVE ASSESSMENT GRADING RUBRIC			
LOUISIANA CUISINE TRADITIONS			
	3	2	1
Accuracy	All answers given in the ingredients and influencers columns are complete and correct.	Most answers given in the ingredients and influencers columns are complete but all correct.	Most answers given in the ingredients and influencers columns are either completely missing or incorrect.
Writing Prompt	Writing portrays a complete understanding of Louisiana cuisine, the influences behind it, and how it compares or contrasts to foods in a student's life.	Writing portrays a fair understanding of Louisiana cuisine, the influences behind it, and how it compares or contrasts to foods in a student's life.	Writing portrays a poor understanding of Louisiana cuisine, the influences behind it, and lacks a comparison or contradiction to foods in a student's life.
Organization and Grammar	Writing expresses thoughts clearly in an organized manner and lacks any grammatical errors.	Writing expresses thoughts in a fairly organized manner with several grammatical errors.	Writing does not express thoughts clearly, lacks organization, and contains an excessive amount of grammatical errors.

To make this a 10 point assignment, provide the students with a 1pt participation grade.