



ATCHAFALAYA BASIN ARTIFACT PACKET: PLANTATION SYSTEMS AND ENSLAVEMENT

Created by:
Paetyn Wyble

Edited by:
Meghan Sylvester

2021

57735 Main Street | Plaquemine, Louisiana | 70764

(225) 687-7197 | contact@ibervillemuseum.org

TABLE OF CONTENTS

<i>Student Packet</i>	3
Reading.....	4
Glossary.....	5
Reading Assessment.....	7
Artifact Analysis.....	8
Primary Source Analysis.....	9
Basin Plantations Concept Map.....	11
<i>Teacher's Guide</i>	12
Framework Standards.....	12
Compelling Question.....	13
Contents Overview.....	13
Reading Outline.....	15
Glossary.....	17
Reading Assessment Key.....	17
Artifact Analysis Key.....	19
Primary Source Analysis Key.....	21
Instructional Strategies.....	23
Summative Assessment Key.....	26
References.....	27
Attachments.....	28

The logo for the Iberville Museum is a black-outlined hexagon. Inside the hexagon, the words "Iberville Museum" are written in a large, black, cursive script, slanted upwards from left to right. Below this, the words "PLAQUEMINE" and "LOUISIANA" are written in a smaller, black, sans-serif, all-caps font, stacked one above the other.

Iberville Museum

PLAQUEMINE
LOUISIANA

PLANTATION SYSTEMS AND ENSLAVEMENT

Name:

Date:

Section:

READING

By the early 1800s, the sugarcane industry was an essential part of Louisiana's growing economy. Sugarcane thrived in moist, well-draining soil. Therefore, the fertile lands lining the Mississippi River were popular among **planters**. Every lot of this area was soon home to a plantation. By the 1840s, those who wanted to participate in the thriving industry had to find new land to cultivate. Some purchased lots of high ground in the Atchafalaya Basin. These people found that the inland swamps were ideal for sugarcane too. The Basin's plantations became the first permanent settlements of the swamp. They were located in areas near the Grand River and Bayous Pigeon, Chene, and Teche. Although these plantations were smaller than the ones along the Mississippi River, they operated similarly. They relied on a system of Black **enslavement** as the primary labor force.

During the Antebellum Era, sugar plantations operated on the country's racial-based system of Black enslavement. Under this system, the lives of enslaved persons revolved around their labor. As a result, Black individuals were considered personal property to be bought, worked, rented, or sold. The system also deprived Black enslaved workers of many personal freedoms, such as marriage, property ownership, or simply the ability to read and write.

Sugar planters relied on large crews of enslaved people to quickly harvest and mill the cane so that it could meet the market's demands. Typically, enslaved men worked as fieldhands, and enslaved women performed domestic duties or acted as wet nurses. But many enslaved women also worked in the fields. The planters took full advantage of this institution to maximize production and profits. As a result, many were afforded to live wealthy and luxurious lifestyles.

Sugar plantations in the Basin and across the state were run on a rigorous schedule. The **cultivation** and refinement of sugarcane was a time and labor-intensive process. Crops were planted in January and February and harvested from October to December. Though farmland on the Basin was desirable due to its fertile soil, the swampy landscape provided limited planting space. The winter months were especially stressful, as icy winds would often ruin crops. During **grinding season**, dozens of enslaved field hands would gather in triangular formations, called gangs, to swiftly cut down, trim, and collect bundles of cane. The bundles were then transported from the fields to the plantation's sugar mill. At the mill, the cane was manually ground and extracted of its juice. It was then boiled in a series of kettles until the sugar was crystalized. This process resulted in both raw sugar and molasses, which were sold in units called **hogsheads**. Due to the accessibility of the Atchafalaya Basin, these products were sold in markets across the state.

The George Mitcheltree Plantation of Iberville Parish is a primary example of the sugarcane plantations in the Atchafalaya Basin. It sat on about five hundred acres of land on the confluence of the Grand River and Bayou Pigeon. It operated as early as 1850 until, presumably, after the Civil War. In 1860, at least a dozen Black enslaved laborers worked for the plantation. The property featured a small section of farming land, a **Big House**, sugar mills, living quarters for Black enslaved workers, and a private graveyard.

GLOSSARY

Big House

GLOSSARY

cultivation

enslavement

grinding season

hogshead

planter

READING ASSESSMENT

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

1. Why were sugar plantations built in the Atchafalaya Basin? What were the pros and cons of farming in these areas?

2. What contributed to the success of sugar plantations of the Atchafalaya Basin? Why were some planters able to live upper-class lifestyles? What was life like for those enslaved?

Name:

Date:

ARTIFACT ANALYSIS



A cane knife was used to harvest or cut the sugarcane stalks that grew in the plantations across southern Louisiana. A fieldhand would use the cane knife machete style, slicing sugarcane with the sharper edge of the metal blade diagonally across the stalks. The blade itself is a little over a foot long, with a slightly shorter wooden handle. Wielding a knife like this required great strength and stamina to ensure a productive day's work in the demanding grinding season.

Specifications:

- Blade - 13 inches long
- Handle - 11 inches long

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	

Who used it?

What can you conclude about technology of the time?

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?

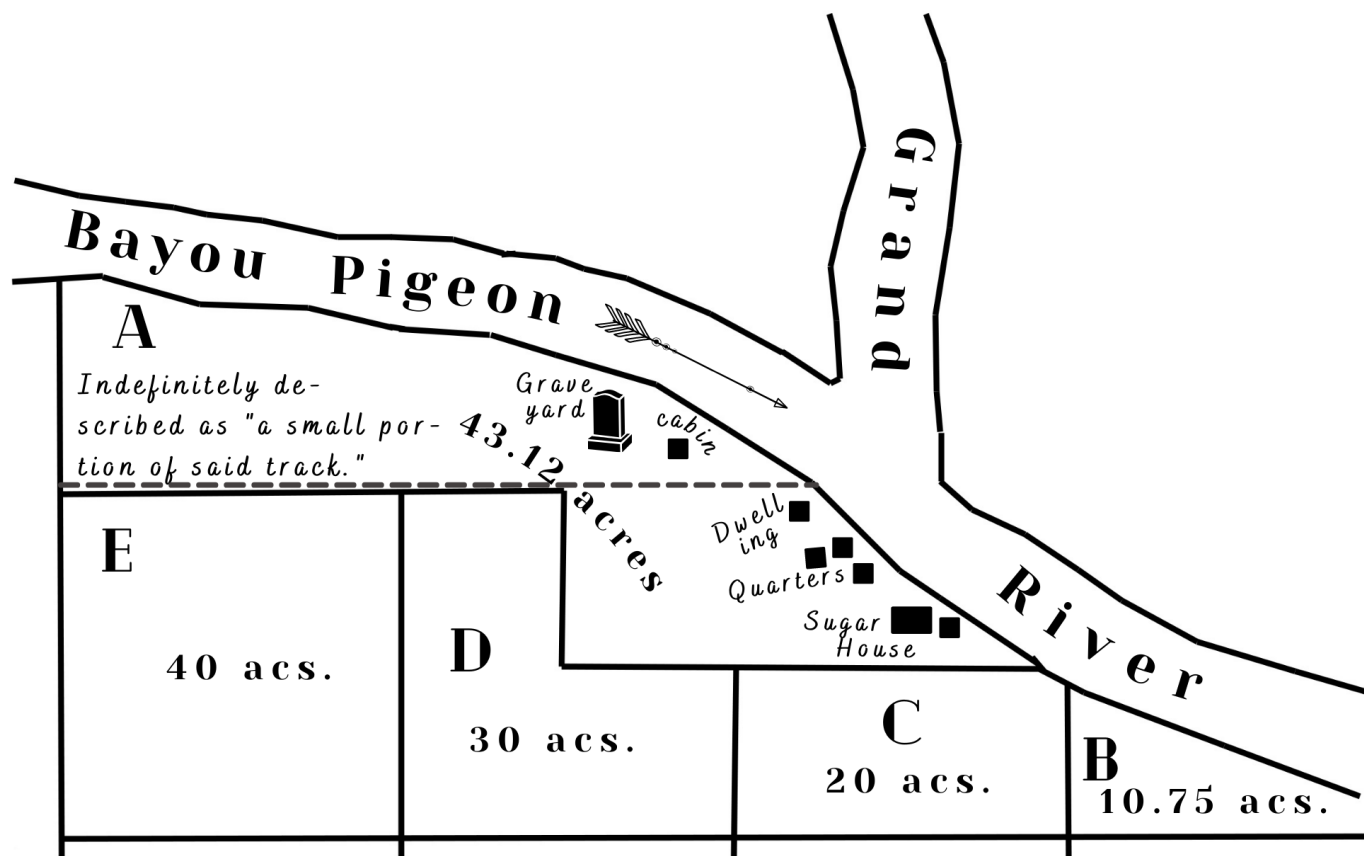
What other types of sources could you use to better understand the artifact?

Name:

Date:

PRIMARY SOURCE ANALYSIS

MAPS



[George Mitcheltree Plantation. Reproduction of Map of Sheriff's Sale, Iberville Parish, 1875.]

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

political
survey
natural resource

exploration
transportation
settlement

land use
aerial/satellite
census

topographic/physical
planning
other

What place or places are shown?

What year is this map from?

1. Describe the map in your own words:

Why was this map created?

What landmarks do you see?

2. What is the historical context of this map?

If there are symbols, what do they stand for?

3. How does this source connect to the plantation systems of the Atchafalaya Basin?

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

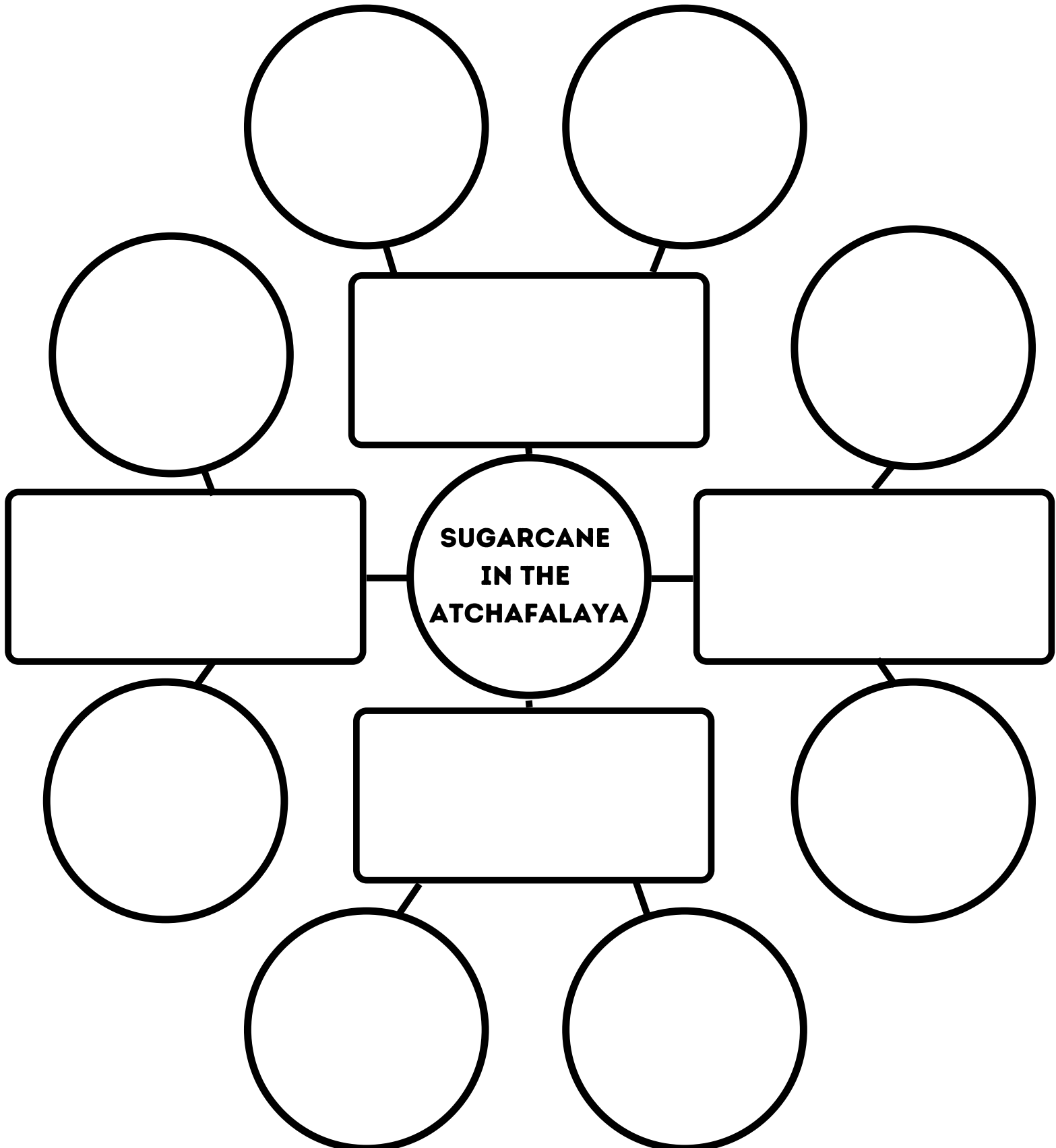
What other types of sources could you use to help you understand this one?

Name:

Date:

BASIN PLANTATIONS CONCEPT MAP

Instructions: Fill in the concept map below using relevant information you've obtained in this Artifact Packet. Be sure to use information from the reading, the artifact, and the primary source. Your answers should be about the plantation systems of the Basin, their unique attributes, the lives of those enslaved, and how these had an impact on the Atchafalaya area. You must make sure that your concept map has logical connections. Each section of your concept map should have a detailed answer.



UNIT ONE: Antebellum Era Through Reconstruction

TOPIC ONE: Antebellum Louisiana

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

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras.

8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture.

8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world.

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

8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features.

UNIT ONE: Antebellum Era Through Reconstruction

TOPIC ONE: Antebellum Louisiana

LOUISIANA BELIEVES STANDARDS (CONTINUED)

8.9.1 Analyze the role of specialization in Louisiana's economy.

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

COMPELLING QUESTION: How did the sugar cane industry affect the Atchafalaya?

SUPPORTING QUESTIONS:

1. Why were sugar plantations developed in the Atchafalaya?
2. How did these plantations rely on the institution of enslavement to operate?
3. What was life like for enslaved people?

CONTENTS OVERVIEW

- Reading (Instructional Strategies 1-3 and Summative Assessment)
 - Reading about basin plantation systems, the institution of enslavement, and their effects on the Atchafalaya Basin.
 - Appropriate reading level for 8th grade.
- Glossary
 - Relevant vocabulary to the Artifact Packet.
- 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.
- About the Artifact (Instructional Strategy 2)
 - The accompanying artifact of the packet (cane knife) with a picture and its relevant information.

CONTENTS OVERVIEW (CONTINUED)

- Artifact Analysis (Instructional Strategy 2)
 - Analysis section for the artifact of the packet (cane knife) to be filled out by the educator and students as a class.
- Primary Source (Instructional Strategy 3)
 - The accompanying primary source of the packet (Map of the George Mitcheltree Plantation, 1875) with its relevant information.
- Primary Source Analysis (Instructional Strategy 3)
 - Analysis section for the primary source of the packet (Map of the George Mitcheltree Plantation, 1875) to be filled out by students in small groups.
- Basin Plantations Systems and Enslavement Concept Map (Summative Assessment)
 - Assessment section that has students create a concept map about the materials and information in this Artifact Packet.

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. Sugarcane Industry in the 1800s

- a. Essential Part of Louisiana's Economy
- b. Thrived in Louisiana's moist/well-draining soil that lined the Mississippi River
- c. Between the 1830s and 1840s, planters turned their attention to the Atchafalaya Basin as the pressure for more agricultural land grew

2. Basin Plantations

- a. Used high lands to plant, **which were old Native American fields**
- b. Settled along Bayou Chene, Bayou Pigeon, Grand River, or **on the outskirts of the Basin** near Bayou Teche
- c. Considered the first permanent settlements of the swamp
 - i. **Some of the landowners had French surnames, but on Bayou Chene, English was the dominant language**
- d. Plantations were much smaller in comparison to the Mississippi River's operations
- e. **Took around ten years for the plantations to produce any sugar**
 - i. **It was difficult because the plantations in the swamp were only accessible by water**
- f. By 1850 they could produce a good amount of crop
- g. Relied on a system of Black enslavement

3. Enslavement

- a. Racial-based system
- b. The lives of enslaved people revolved around labor
- c. Enslaved people were considered personal property to be bought, worked, rented, or sold
- d. Deprived enslaved people of freedoms
 - i. Marriage
 - ii. Right to own property
 - iii. Education
- e. Planters relied on enslaved people to work quickly and efficiently to meet the market's demands
 - i. Enslaved Black men mostly worked as field hands

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

- ii. Enslaved Black women performed domestic duties, **like cooking or cleaning**, acted as wet nurses, and worked in fields
- f. Planters took full advantage of the system of enslavement to maximize their profits and productions
 - i. Most planters lived wealthy and luxurious upper-class lifestyles
 - ii. **Most basin plantations were owned by absentee landlords**
- 4. Sugar Production
 - a. Plantations were run on a rigorous schedule
 - i. Cultivation of sugarcane was time and labor-intensive
 - b. Planting season was in January and February
 - c. Harvesting or grinding season was from October to December
 - d. The swampy landscape provided limited planting space
 - e. Icy winds during the winter could ruin the crop
 - f. "gangs" of fieldhands moving in a triangular formation cut and collected bundles of cane
 - g. Cane was brought to the **sugarhouse** or sugar mill
 - i. **Mill workers worked around the clock, working into the night and early mornings**
 - ii. The cane was manually ground to extract its juice
 - iii. The juice was boiled in a series of kettles until the sugar crystalized
 - iv. The finished products were both raw sugar and molasses and were packed into hogsheads to be sold across the state
- 5. George Mitcheltree Plantation
 - a. Located in Iberville Parish at the confluence of Grand River and Bayou Pigeon
 - b. Operated between 1850 and early 1860s
 - c. Enslaved at least a dozen African Americans
 - d. Property included lands for farming, a Big House, sugar mills, living quarters for the enslaved workers, and a private graveyard
 - e. A prime example of the set up of sugarcane plantations in the swamp

GLOSSARY

Big House

- The main house and residence of a planter on a plantation.

Cultivation

- The process of growing and harvesting crops on farmland

Enslavement

- Legal institution of enslaving human beings, specifically African Americans, practiced in the United States until the mid 19th century. Regarded Black human beings as property with limited rights.

Grinding season

- Another name for the harvesting season of sugarcane plantations named for the process of grinding down sugar cane stalks.

Hogshead

- Unit of measurement named for the barrel sugar was stored in. Equivalent to about 1,000 to 1,200 pounds of sugar.

Planter

- The owner or manager of a plantation.

READING ASSESSMENT QUESTIONS AND ANSWER KEY

1. Why were sugar plantations built in the Atchafalaya Basin? Where were the pros and cons of farming in these areas?

- Fertile Lands around the Mississippi River were all being used for sugar plantations.
- The growing industry put pressure on planters to find more fertile lands
 - As a result, many began purchasing acres of high ground in the heart of the swamp
- Pros
 - Water travel gave these plantations access to markets across the state
 - The soil was fertile and able to produce good crop

READING ASSESSMENT QUESTIONS AND ANSWER KEY (CONTINUED)

- d. Cons
 - i. Being surrounded by water did not provide a lot of space to yield crops
 - ii. It took a long time for the plantations to get set up
 - iii. Cold temperature/icy winds threatened to ruin the crop
- 2. What contributed to the success of sugar plantations of the Atchafalaya Basin? Why were some planters able to live upper-class lifestyles? What was life like for those enslaved?
 - a. Sugar plantations relied on a system of enslavement.
 - i. Under this system, Black enslaved workers' lives revolved around labor
 - 1. They didn't have any personal freedoms, such as marriage, property, or a right to an education
 - ii. Planters relied on this system to meet the market's demands and maximize their production and profit.
 - 1. Affording them to live luxurious, upper-class lifestyles
 - iii. The tasks of an enslaved worker were sometimes divided by gender
 - 1. Men working in fields and women performing domestic duties, but many women worked as fieldhands as well
 - 2. Those who worked in a sugar mill had to work around the clock to quickly get the cane harvested and turned into crystalized sugar or molasses

ABOUT THE ARTIFACT

- Description
 - A cane knife was used to harvest or cut the sugarcane stalks that grew in the plantations across southern Louisiana. A fieldhand would use the cane knife machete style, slicing sugarcane with the sharper edge of the metal blade diagonally across the stalks. The blade itself is a little over a foot long, with a slightly shorter wooden handle. Wielding a knife like this required great strength and stamina to ensure a productive day's work in the demanding grinding season.
- Specifications:
 - Blade - 13 inches long
 - Handle - 11 inches long
- Citation

Found in Collection. Knife, Cane. 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? **wood, metal**
- III. Who used it? **fieldhands, harvesters**
- IV. What was it used for? **To harvest sugarcane, cut sugarcane**
- V. What is the historical context of the artifact? How does this artifact connect to the Basin?
 - **Tool used to harvest sugarcane**
 - **Depicts relevant technology**
 - **Sugarcane Industry in Louisiana**

ARTIFACT ANALYSIS: DOCUMENT ANSWER KEY (CONTINUED)

VI. What can you conclude about the technology of the time?

- ***No machinery or automatic equipment; required manual labor***

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

- ***The technique that went with harvesting sugarcane***
- ***Understanding the labor intensity of harvesting prior to machinery***

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

Primary

- ***Harvest Reports from Basin Plantations***
- ***Photographs of fieldworker cutting cane***
- ***Newspaper articles about the sugar industry***

Secondary

- ***Essays on the sugar industry***
- ***Documentaries on grinding season***

ABOUT THE PRIMARY SOURCE

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

The George Mitcheltree Plantation of Iberville Parish is a primary example of the sugarcane plantations in the Atchafalaya Basin. It sat on about five hundred acres of land on the confluence of the Grand River and Bayou Pigeon. It operated as early as 1850 until, presumably, after the Civil War. In 1860, at least a dozen Black enslaved laborers worked for the plantation. The property featured a small section of farming land, a big house, sugar mills, living quarters for Black enslaved workers, and a private graveyard.

The provided map is a reproduction of the original, which is located at the Iberville Clerk of Court's office in the Iberville Parish Courthouse. [*George Mitcheltree Plantation*. Reproduction of Map of Sheriff's Sale, Iberville Parish, 1875.]

PRIMARY SOURCE ANALYSIS: MAP ANSWER KEY

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

- I. What kind of Map is it? **Land use**
- II. What place or places are shown? **George Mitcheltree Plantation**
- III. What year is this map from? **1875**
- IV. Why was this map created? **To survey and advertise the land for sale**
- V. What landmarks do you see? **Grand River and Bayou Pigeon**
- VI. If there are symbols, what do they stand for?
Arrow depicts the direction the water in the bayou is flowing
Tombstone marks a private graveyard
Squares mark various buildings
- VII. What can you learn from this map that you might not learn elsewhere?
Land usage or layout
Locations on the plantation
High ground in the Basin

PRIMARY SOURCE ANALYSIS: MAP ANSWER KEY (CONTINUED)

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

- *Journal entries*
- *Sugarcane Harvest Reports for Mitcheltree Plantation*
- *Newspaper Articles from the time of the Sheriff Sale*

IX. Describe the map in your own words?

Map of George Mitcheltree's plantation in the Atchafalaya Basin. The plantation was located at the confluence of Bayou Pigeon and Grand River. Of the 144 acres pictured, 43.12 acres were used to house a private graveyard, the planter's house, quarters for the laborers, and two sugarhouses.

X. What is the historical context of this map?

Sugar Industry in the Atchafalaya Basin
Plantations in the Swamp

XI. How does this source connect to the plantation systems of the Atchafalaya Basin?

Depicts the layout of a smaller sugar plantation located in the Atchafalaya Basin

SUMMATIVE ASSESSMENT: BASIN PLANTATIONS SYSTEMS AND ENSLAVEMENT CONCEPT MAP

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: Basin Plantation Systems and Enslavement. 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 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 history of basin plantation systems and enslavement and their effects on the economy of the area.
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 basin plantation systems and enslavement. Discussion will be led by the following compelling and supporting questions:
 - a. How did the sugar cane industry affect the Atchafalaya?
 - i. Why were sugar plantations developed in the Atchafalaya?
 - ii. How did these plantations rely on the institution of enslavement to operate?
 - iii. What was life like for enslaved people?
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: Basin Plantation Systems and Enslavement; "About the Artifact" section
- Artifact Analysis Answer Key (see Content Knowledge)
- Artifact Photograph - Cane Knife (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 (cane knife) 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 basin plantation systems and enslavement Basin.

INSTRUCTIONAL STRATEGIES (CONTINUED)**3. PRIMARY SOURCE ANALYSIS & DISCUSSION****Materials**

- Artifact Packet: Basin Plantation Systems and Enslavement; “Primary Source” section
- Primary Source: Map of the George Mitcheltree Plantation, 1875. (see Attachments)
- Primary Source Analysis: Map 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 (Map of the George Mitcheltree Plantation, 1875) 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 basin plantation systems and enslavement Basin.
 - b. The evidence students used to complete their analyses.

SUMMATIVE AUTHENTIC ASSESSMENT**BASIN PLANTATION SYSTEMS AND ENSLAVEMENT CONCEPT MAP**

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.

Materials

- Artifact Packet: Basin Plantation Systems and Enslavement; “Basin Plantations Systems and Enslavement Concept Map” section.
- Summative Assessment Grading Rubric (see Attachments)

Directions

1. Students will turn to the “Basin Plantations Systems and Enslavement Concept Map” section of their Artifact Packets.
2. Following the instructions given in the packet, students will apply all of their previous knowledge and analyses surrounding the basin plantation systems and enslavement in the Atchafalaya National Heritage Area. They will fill in the provided concept map using information from the reading, reading assessment, and the artifact and primary source analyses. This project ensures that students are able to answer the compelling and supporting questions of this packet and that they understand how these concepts connect.
3. Individual presentations are optional.

Basin Plantations Systems and Enslavement Concept Map

Fill in the concept map below using relevant information you’ve obtained in this Artifact Packet. Be sure to use information from the reading, the artifact, and the primary source. Your answers should be about the plantation systems of the Basin, their unique attributes, the lives of those enslaved, and how these had an impact on the Atchafalaya area. You must make sure that your concept map has logical connections. Each section of your concept map should have a detailed answer.

REFERENCES

Atchafalaya National Heritage Area. "History and Culture Region and Parishes Education Resource." (2012).

Bernard, Shane K. *Teche: A History of Louisiana's Most Famous Bayou*. The University Press of Mississippi, 2016.

Comeaux, Malcolm. *Atchafalaya Swamp Life: Settlement and Folk Occupation*. Baton Rouge, LA: Louisiana State University Press, 1972.

Follet, Richard. *The Sugar Masters: Planters and Slaves in Louisiana's Cane World, 1820-1860*. Louisiana State University Press, 2005.

LeGrange, Clifford J. "Chapter 21: 1843-1860 - Antebellum Period: Sugar Cane Plantations in the Swamp." In *Heritage of the Atchafalaya: A Natural and Cultural History of the Atchafalaya Basin*, 55-58. Printed by author, 2017

Whitney Plantation. "Slavery in Louisiana." <https://www.whitneyplantation.org/history/slavery-in-louisiana/>

George Mitcheltree Plantation. Reproduction of Map of Sheriff's Sale, Iberville Parish, 1875.

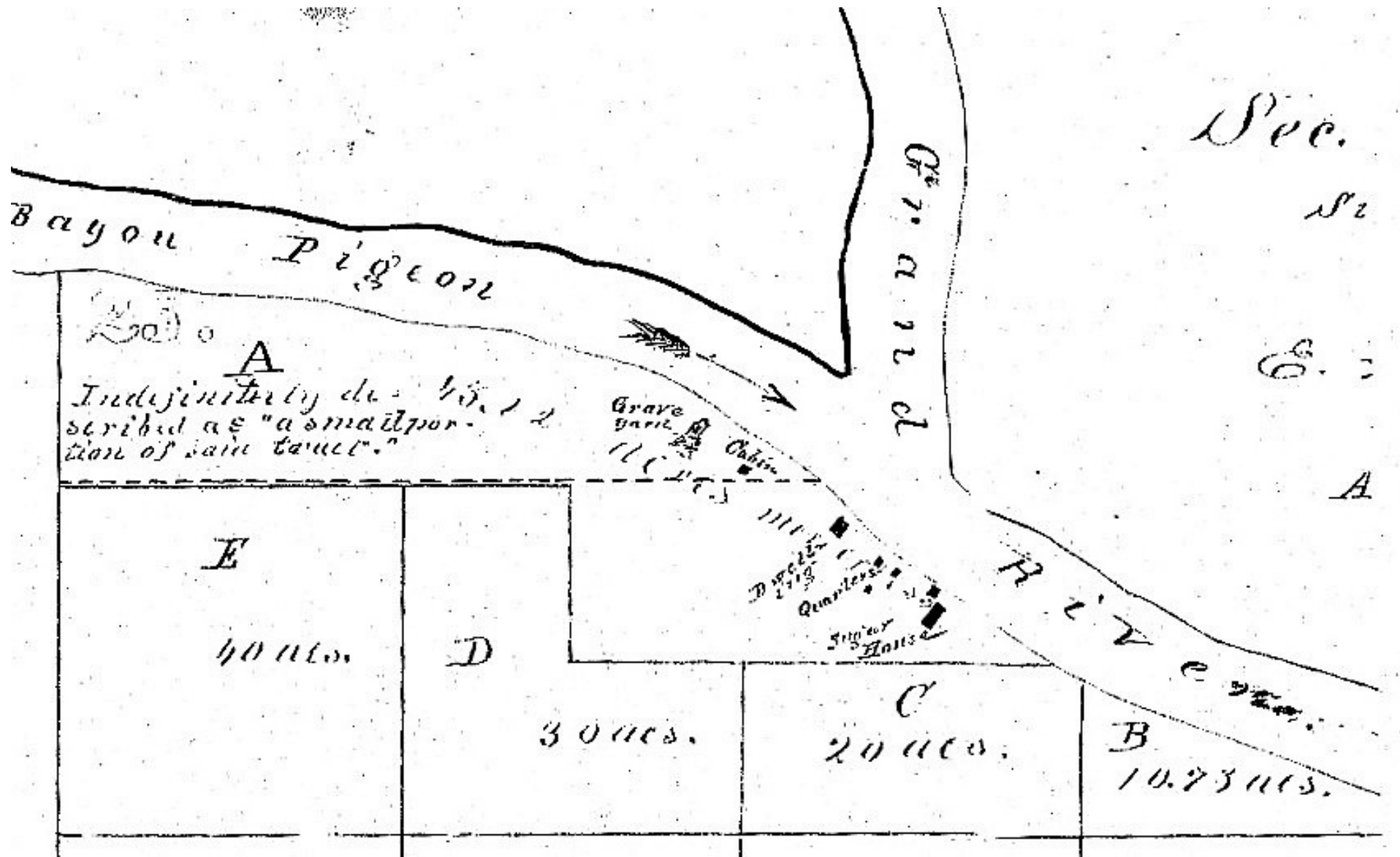
Artifact:

- Found in Collection. Knife, Cane. Iberville Museum, Plaquemine, Louisiana.

ATTACHMENTS

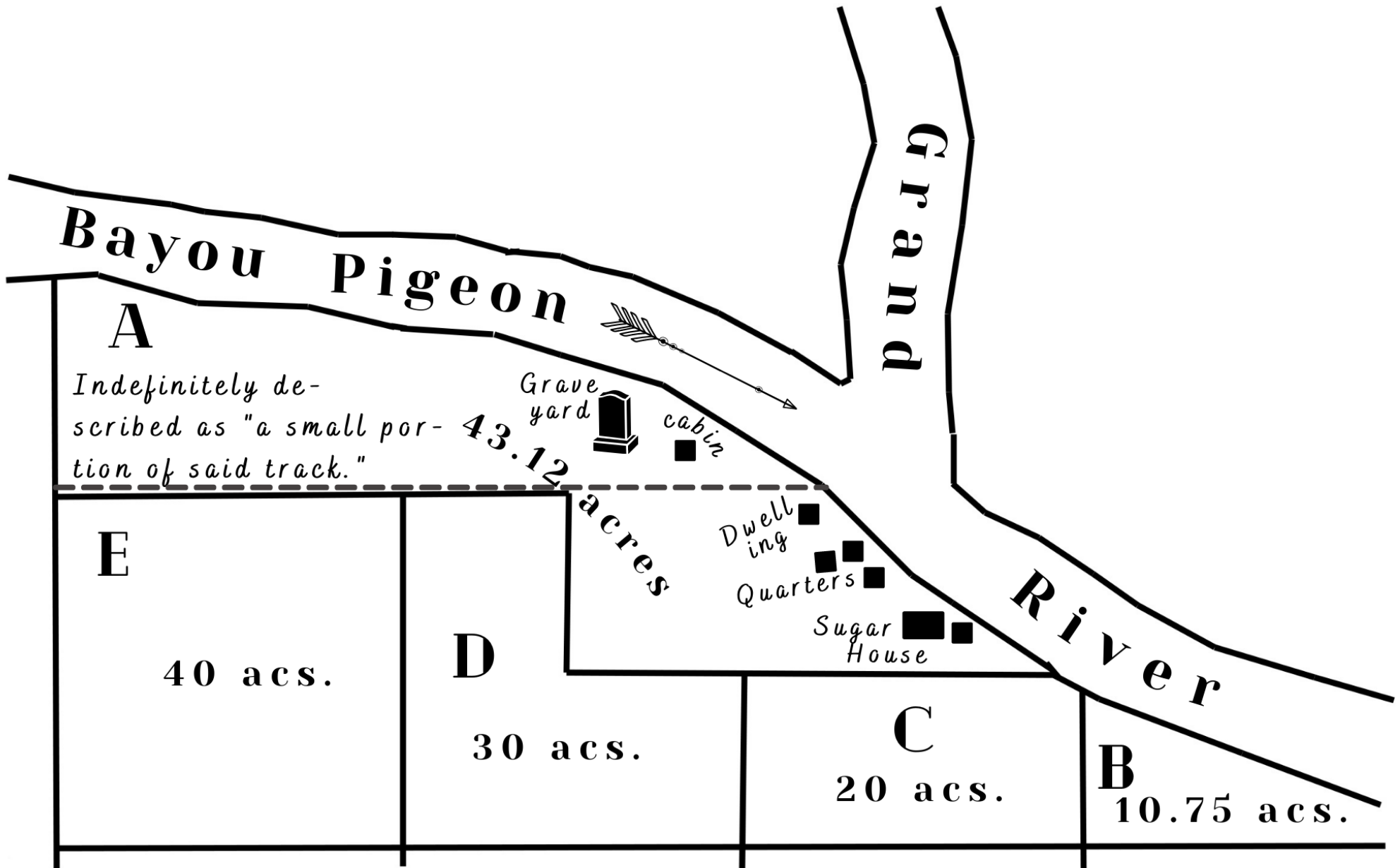


ATTACHMENTS

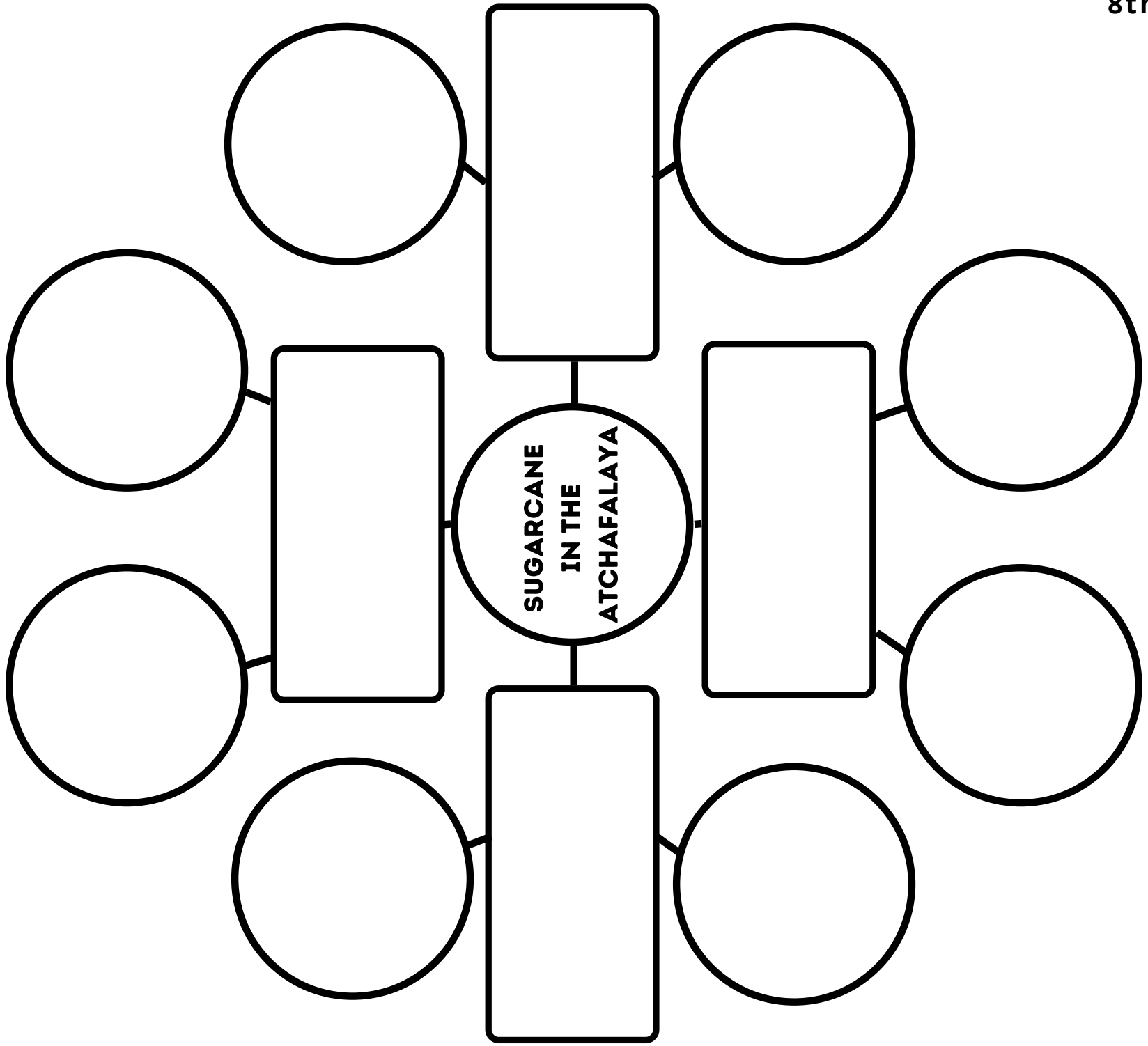


Original scan of map. [George Mitcheltree Plantation. Reproduction of Map of Sheriff's Sale, Iberville Parish, 1875.]

ATTACHMENTS



Reproduction of map. [George Mitcheltree Plantation. Reproduction of Map of Sheriff's Sale, Iberville Parish, 1875.]



ATTACHMENTS

SUMMATIVE ASSESSMENT GRADING RUBRIC			
BASIN PLANTATION SYSTEMS AND ENSLAVEMENT CONCEPT MAP			
	3	2	1
Content	Each section of the concept map contains a detailed answer using evidence from the Artifact Packet and is relevant to the prompt.	Each section of the concept map contains a somewhat detailed answer using some evidence from the Artifact Packet and is somewhat relevant to the prompt.	Sections of the concept map do not contain detailed answers or are missing, do not use evidence, and lack relevance to the prompt.
Conceptual Thinking	All branches of the concept map contain logical connections, examples, and themes.	The majority of the concept map contains logical connections, examples, and themes.	Branches of the concept map are lacking in logical connections, examples, and themes.
Organization and Neatness	Concept map is clearly written, organized, and presents a complete understanding of the topic.	Concept map is somewhat clearly written, organized, and presents a fair understanding of the topic	Concept is poorly written and organized, and it presents a poor understanding of the topic

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