



ATCHAFALAYA BASIN ARTIFACT PACKET: SPANISH MOSS INDUSTRY

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TABLE OF CONTENTS

<i>Student Packet</i>	3
Reading.....	4
Glossary.....	6
Reading Assessment.....	7
Artifact Analysis.....	8
Primary Source Analysis.....	9
Marketing and Advertising Louisiana’s Spanish Moss.....	12
<i>Teacher’s Guide</i>	13
Framework Standards.....	13
Compelling Question.....	14
Contents Overview.....	14
Reading Outline.....	16
Glossary.....	19
Reading Assessment Key.....	20
Artifact Analysis Key.....	21
Primary Source Analysis Key.....	23
Summative Assessment Key.....	25
Instructional Strategies.....	25
References.....	29
Attachments.....	30

Iberville Museum

PLAQUEMINE
LOUISIANA

SPANISH MOSS INDUSTRY

Name:

Date:

Section:

READING

The Atchafalaya Basin is home to hundreds of species of trees and plants, but Spanish moss, much like cypress, played a unique role in the Basin's history. Spanish moss is not technically moss but an **epiphyte**. It thrives in very sunny and humid conditions, making it a perfect match for the climate of the Atchafalaya Basin. However, Spanish moss is found growing across the southern United States. The moss is most often found on open-crowning trees, such as the live oak or bald cypress. Additionally, a common misconception is that Spanish moss is an invasive species or a parasite. In fact, it is neither as the plant does not put roots down or take nutrients from the tree it grows on. Instead, it thrives on rain and fog, sunlight, and airborne or waterborne dust and debris.

The demand for this abundant and versatile plant grew as the Basin began to commercialize at the turn of the twentieth century. However, settlers of the Atchafalaya National Heritage Area have been harvesting Spanish moss for hundreds of years as the plant is a **natural fiber**. Native Americans gathered Spanish moss to mix with mud to plaster huts or make clothes or torches. French and Spanish settlers of the eighteenth century would combine it with clay to make bricks or spin and weave it into saddle blankets. By the early to mid-1800s, enslaved Black people living near the bayous collected moss for meager wages.

After the Civil War, fishers and loggers out in the swamps harvested Spanish moss as a secondary form of income. The decline of the cypress lumber industry in the 1920s had forced many swampers to shift their work elsewhere, and many turned to Spanish moss. The picked moss was used in furniture or bedding and sold in markets across the United States. By the 1930s, moss picking was a standard form of employment for those living throughout the Basin. It also became one of the most stable occupations throughout the **Great Depression** when few jobs were available.

There was a whole lifestyle around moss gathering for those who lived in the swamp. Families living on houseboats could utilize their mobile homes to gather moss from place to place. But most often, families, including the children, would gather in **skiffs** or flatboats and travel down a bayou collecting the moss. A moss picker would

wield a long pole with a hook at the end to grab the moss from the high branches of trees and pile the moss into their boat. Then, they would return home to begin the **curing** process.

At the swamper's house, the gathered moss was arranged mounds and left to dry over a period of two to three months. The piles were sometimes 5ft high to 10ft around and were kept damp, so the moss' bark or skin would break down and leave behind the natural fiber. After being successfully cured, they hung the moss on fences to dry for a few days. The pickers would then gather it into bales of unequal size, weighing between 200 to 400lbs, and sell it nearby moss **gins**. In Pierre Part of Assumption Parish, a pound of cured moss could sell for four to five cents. During the Depression, this number dropped significantly to only a half-cent per pound.

The moss gin was invented by S. A. Gould, a resident of Iberville Parish, in the 1870s. It would process the moss to remove foreign particles like dust, mud, or plant debris. The gins consist of three main functions. First, a pair of rollers break up and loosen any large trash in the cured moss. It would then run through a toothed cylinder within to further comb out debris and loosen the fibers. Finally, a blower would remove any remaining foreign particles, producing a coarse and fibrous product often compared to horsehair. After the moss was ginned, it was again baled and prepared for market. The majority of Spanish moss sales were from furniture manufacturers and automobile companies like Ford Motors. They used the moss to stuff their cars' seats. But moss was also still commonly used as insulation in houses and buildings. Between the 1920s and the 1930s, the moss industry was one of the most valuable industries in the state.

The decline of the Spanish moss industry started in the 1940s after the United States emerged from the Depression. Spanish moss was no longer the preferred material for furniture or insulation companies. Imported materials that took fewer steps to produce, like flax or foam, began replacing the use of moss. As a result, the purchase price of cured moss dropped significantly. Moss gathering work became harder to find and maintain. Instead, gatherers sought more stable employment elsewhere. Finally, by the 1960s, Louisiana's last moss gin closed.

GLOSSARY

curing

epiphyte

gin

Great Depression

natural fiber

skiff

READING ASSESSMENT

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

1. What were the different ways that Spanish moss was used in the Atchafalaya, and by whom? Why was it such a valuable resource?

2. Considering all of the processes in the Spanish moss industry, list the steps and techniques of gathering, curing, and selling Spanish moss in order, ending with how moss was typically used.

Name:

Date:

ARTIFACT ANALYSIS

The Schwing Moss Company of Plaquemine, Louisiana, used this Fairbanks platform scale in their moss gin, located on Bayou Plaquemine. The scale's design dates back to 1897. It is made of a wooden beam on an iron platform on wheels. It was used between 1901 and 1946 when the Schwing Moss Company was operating. After gin workers ran cured moss through the gin, they placed it in a press to shape it into bales and tied it with twine. Then they weighed the bales on the scale before shipping the packed moss across the country. However, for the Schwing family, most of their moss was sent to Chicago. They owned an office there that sold the moss to Chicago's many furniture manufacturers.

Specifications:

- Height - 3 FT 8 IN
- Width - 2 FT 6 IN
- Weight Capacity - 1,000 LB
- Made in the USA



What material is it made from?

bone	leather	plastic	fabric
clay	glass	metal	
paper	stone	other	wood

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?

PRIMARY SOURCE ANALYSIS

PHOTOGRAPH



[Unknown. "Schwing Moss Company," ca. 1946. From the William H. Myhand Collection, Iberville Museum. IM.2019.003.01.]

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

portrait
action
event

landscape
documentary

aerial
candid
other

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

PEOPLE	OBJECTS	ACTIVITIES

Name:

Date:

PRIMARY SOURCE ANALYSIS

PHOTOGRAPH

Who created the photograph?

How does this photograph connect to the artifact?

What can you assume about the creator?

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

When was it created?

Why was the photograph taken? What information can you infer from it?

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

1. Describe the photograph in your own words:

2. What is the historical context of this photograph?

3. How does this photograph connect to the Spanish Moss Industry?

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

Name:

Date:

MARKETING AND ADVERTISING: LOUISIANA'S SPANISH MOSS

Instructions: The year is 1946. You are the owner and operator of a Spanish Moss Company. You've noticed the decline in business in recent years and you need to act fast to increase sales! Creating an advertisement poster seems to be the best approach to appeal to specific markets and to show the versatility and value of Spanish moss.

You will be assigned a product to sell with your moss (Mattress stuffing, Building insulation, Automobile cushions).

To successfully create this advertisement, you must think of ways Spanish moss will be beneficial to use. Some reasons can include the feel of moss, the cost to produce it, or how it is better than a competing material. Look at other advertisements for inspiration and be creative with your reasoning! Organize your ideas in the chart below to plan out your advertisement poster.

POSTER CHECKLIST

☐

Company Name

☐

Three (3) reasons to use Spanish Moss in your product.

☐

At least three (3) illustrations or pictures *(Can be drawn or found online.)*

☐

At least one (1) creative element from the following:

- Catchy slogan or jingle for your advertisement
- A presentation of your product and advertisement poster
- A company mascot (relevant to your specific product)
- A company logo

UNIT FOUR: Jim Crow through Huey Long

TOPIC ONE: the Great Depression
TOPIC TWO: Standards of Living

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

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana.

8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras.

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

8.5.1 Describe how natural phenomena impact the physical environment of Louisiana.

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.

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.

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

8.9.2 Apply the laws of supply and demand to demonstrate the effects of Louisiana products and resources

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

COMPELLING QUESTION: How was Spanish moss utilized by the people of the Atchafalaya National Heritage Area?

SUPPORTING QUESTIONS:

1. Why was Spanish moss a valuable resource?
2. What were the steps involved in processing Spanish moss?
3. Why did the industry decline in the mid-twentieth century?

CONTENTS OVERVIEW

- *Reading (Instructional Strategies 1-3 and Summative Assessment)*
 - Reading about the Spanish moss industry and how it both excelled and declined throughout the 1800s and 1900s.
 - 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 (moss scale) with a picture and its relevant information.

CONTENTS OVERVIEW (CONTINUED)

- *Artifact Analysis (Instructional Strategy 2)*
 - Analysis section for the artifact of the packet (moss scale) to be filled out by the educator and students as a class.
- *Primary Source (Instructional Strategy 3)*
 - The accompanying primary source of the packet ("Schwing Moss Mill Interior" Photograph, 1946) with its relevant information.
- *Primary Source Analysis (Instructional Strategy 3)*
 - Analysis section for the primary source of the packet ("Schwing Moss Mill Interior" Photograph, 1946) to be filled out by students in small groups.
- *The Many Uses of Moss Advertisement (Summative Assessment)*
 - Assessment section that has students create an advertisement poster for the sale of Spanish moss to use in different products.

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. Spanish Moss: what is it and where does it grow?
 - a. Spanish moss played a unique role in the Basin's history
 - b. The moss isn't technically moss but an epiphyte
 - i. **A non-parasitic plant that grows on another plant.**
 - ii. It thrives in very sunny and humid conditions
 1. Perfect match for the Atchafalaya's climate
 2. But it is found growing across the southern United States
 - a. Usually found on open-crowning trees, such as the live oak or bald cypress
 - iii. The epiphyte does not put down roots or take nutrients from the tree it grows on, but it instead feeds on rain, fog, sunlight, and airborne or waterborne dust and debris.
2. Moss as a natural fiber
 - a. The demand for Spanish moss increased when the Basin began to commercialize in the 20th century, but settlers of the Atchafalaya National Heritage Area have harvested the plant for hundreds of years.
 - i. Native Americans gathered moss to mix with mud and use as a plaster for their homes or to make clothes and torches.
 - ii. French and Spanish settlers in the 18th century combined it with clay to form bricks or weaved it into saddle blankets **for their horses.**
 1. **The name Spanish moss is believed to come from the French explorers who thought the hanging moss resembled the long black beards of the Spanish explorers. They called it "barbe d'espagnol" meaning Spanish beard.**
 - iii. During the 19th century, enslaved Black people living near the Basin collected moss and sold it **to passing fishers/traders** for small wages.
 - iv. After the Civil War, residents of the Basin harvested moss as a form of secondary income. **They picked moss while out fishing or logging. It was a good way to make money if the fish weren't biting.**
 1. The decline of the lumber industry in the 1920s forced swampers to find different work and many turned to picking moss full time.

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

2. Moss was used in furniture or bedding and sold in markets across the United States, **even into Europe**
- v. By the 1930s, picking moss was a standard form of employment for swampers living in the Basin
- vi. It also became one of the most stable occupations during the Great Depression
3. Moss Picking as a Lifestyle
 - a. Families on houseboats were able to utilize their mobility when gathering moss
 - i. **Children helped with the task by climbing trees or running their own boats for moss harvest**
 - b. They also used skiffs or flatboats to collect the moss; **some even went so far as to invent a moss barge that was pushed with a long oar or pulled by a motorized boat to carry large hauls of moss.**
 - c. To pull the moss from tall trees, moss pickers used long poles with a hook on the end to grab the moss
 - d. Once the moss was collected, swampers returned home to begin the curing process.
 - i. Moss was arranged into piles/mounds and left to dry for a period of two to three months.
 - ii. The piles were around 5ft high to 10 ft around and kept damp so the moss' bark or skin would decompose, leaving behind the natural fiber
 1. **The fiber left behind was black with a horse hair-like texture**
 2. **The cured moss kept bugs from living in it making it great for stuffing mattress**
 - e. The moss was then hung to dry on fences and gathered into bales to sell to nearby moss gins
 - i. **In Iberville Parish, there were eight gins--the most of any parish outside of New Orleans**
 - ii. The bales of curred moss weighed between 200lb to 400lbs
 1. In the 1920s, in Pierre Part (Assumption Parish), a pound of cured moss sold for 4 to 5 cents
 2. During the Depression, the price dropped to a half-cent per pound
5. Moss Gins
 - a. The moss gin was invented by S. A. Gould of Iberville Parish in the 1870s
 - b. Cleaned and combed the moss to remove debris or dirt
 - c. Three Main Functions
 - i. A pair of rollers break up and loosen any large trash in the moss
 - ii. Moss was then run through a toothed cylinder to comb out debris and loosen the fibers
 - iii. A blower finally removed any remaining trash

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

- d. The moss was then baled again and prepared for market
 - i. Majority of sales were made to furniture manufacturers across the US
 - 1. **Schwing Moss Company in Plaquemine had an office in Chicago to sell the companies there**
 - ii. Moss was also sold to automobile companies, like Ford Motors
 - 2. **Local legend states that Henry Ford visited the Babin Moss Gin in White Castle (Iberville Parish) and purchased their moss to use in the seats of his first cars**
 - iii. Moss was also commonly used as insulation in homes and buildings
 - iv. Between 1920 and 1930, the moss industry was one of Louisiana's most valuable exports
- 6. The Decline
 - a. The industry began to decline in the 1940s after the US emerged from the depression
 - b. Imported materials that took fewer steps to produce began replacing moss as the preferred material
 - c. The price of cured moss dropped so low that swampers could not be bothered to continue picking the moss and turned to more stable employment; **Also few people were still living in the heart of the swamp due to an increase in flooding and the building of the spillway.**
 - d. By the 1960s, the last moss gin in Louisiana closed.

GLOSSARY

Curing

- A process during which a chemical or physical reaction takes place, resulting in the production of organic material.

Epiphyte

- A non-parasitic plant that grows on another plant.

Gin

- A machine used for cleaning products like cotton or moss from unwanted materials like seeds or dirt

Great Depression

- A period of an economic downturn in the United States after the stock market crashed in October of 1929. It is marked by an economic recession, high inflation rates, low wages, and job shortages that lasted around 10 years

Natural Fiber

- Any hairlike raw material directly obtainable from an animal, plant, or mineral and convertible into fabrics or cloth

Skiff

- A name for a vessel with a pointed front, flat stern, and a flat bottom. Became the boat of choice for commercial fishers in the Basin.

READING ASSESSMENT QUESTIONS AND ANSWER KEY

1. What were the different ways that Spanish moss was used in the Atchafalaya, and by whom? Why was it such a valuable resource?

- ***Native Americans - Plaster, Clothing/Blankets, Torches***
- ***European Settlers - Saddle blankets, Bricks***
- ***Generally used in bedding for mattresses, used to stuff automobile cushions and furniture, and used as insulation***
- ***It was a natural resource that was easily harvested and converted into a natural fiber.***

2. Considering all of the processes in the Spanish moss industry, list the steps and techniques of gathering, curing, and selling Spanish moss in order, ending with how moss was typically used.

- ***Gather Moss from trees in swamp or lining bayous using a pole***
- ***Pile picked moss into heaps to sit outside for several months***
- ***During the curing process, the moss' skin breaks away leaving behind the natural fiber***
- ***Hang cured moss to dry***
- ***Arrange into 100lb bales to sell to moss gins***
- ***Pass through gin to remove moss of dirt and debris***
- ***Re-bale the cleaned moss***
- ***Shipped across the US to furniture manufacturers, automobile manufacturers, or use as building insulation and bedding***

ABOUT THE ARTIFACT

- Description
 - The Schwing Moss Company of Plaquemine, Louisiana, used this Fairbanks platform scale in their moss gin, located on Bayou Plaquemine. The scale's design dates back to 1897. It is made of a wooden beam on an iron platform on wheels. It was used between 1901 and 1946 when the Schwing Moss Company was operating. After gin workers ran cured moss through the gin, they placed it in a press to shape it into bales and tied it with twine. Then they weighed the bales on the scale before shipping the packed moss across the country. However, for the Schwing family, most of their moss was sent to Chicago. They owned an office there that sold the moss to Chicago's many furniture manufacturers.
- Specifications:
 - Height - 3 FT 8 IN
 - Width - 2 FT 6 IN
 - Weight Capacity - 1,000 LB
 - Made in the USA
- Citation

William Myhand. Scale. IM.2002.014.01. Iberville Museum, Plaquemine, Louisiana.

ARTIFACT ANALYSIS: DOCUMENT ANSWER KEY

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

- I. What material is it made from? ***Metal and Wood***
 - II. Who used it and what was it used for?
 - ***Schwing Moss Gin; To weigh bales of moss before shipping***
 - III. What is the historical context of the artifact? How does it connect to the Basin?
 - ***Showcases the history of the moss industry; the way the gins were operated; points to how people were paid by the weight of moss collected or baled***
 - IV. What can you conclude about the technology of the time?
 - ***Manual scales versus computerized scales (digital versus analog)***
 - V. What can you learn from this artifact that you might not learn elsewhere?
 - ***That moss was sold and purchased by weight; how heavy bales of moss were; the technology used to weigh bales of moss***
 - VI. What other types of sources could you use to better understand the artifact?
 - ***Photographs of a moss gin***
 - ***The machinery of a moss gin***
 - ***Advertisement for gins***
- Secondary
- ***Books about the Fairbanks Scale***
 - ***Articles about Louisiana's Moss Industry***

ABOUT THE PRIMARY SOURCE

Please see the Attachments section for a copy of the primary source.

This lesson uses a photograph of the interior of the Schwing Moss Gin in Plaquemine, Louisiana.

The man on the right in the suit and hat is R. I. Schwing, owner of the gin. He was born in 1884 and died in 1960.

The gin was located on Bayou Road, along Bayou Plaquemine, and had a Moss Dock on the bayou where they would receive bales of moss from swampers coming to town. Workers placed the purchased moss on a conveyor that carried it into moss gin. A second conveyor moved the cleaned moss out of the gin to a warehouse that faced Haase Street. Finally, trucks would pull up to a loading dock to pick up the baled moss.

To the left of the photograph, gin workers are seen putting moss on the gin to be cleaned.

[Unknown. "Schwing Moss Company," ca. 1946. From the William H. Myhand Collection, Iberville Museum. IM.2019.003.01.]

PRIMARY SOURCE ANALYSIS: PHOTOGRAPH ANSWER KEY

The majority of questions in this section can be answered in numerous ways. The information given in that section is just a guide for interpretation.

- I. What kind of photograph is it? **Action, Documentary**
- II. Observe the photograph and fill in the table according to what you see.
 - **People**
 - **Gin Workers**
 - **Gin Owner, R. I. Schwing**
 - **Objects**
 - **Moss Gin**
 - **Moss Press**
 - **Rakes**
 - **Conveyor**

PRIMARY SOURCE ANALYSIS: PHOTOGRAPH ANSWER KEY (CONTINUED)

◦ **Activities**

- **Raking Moss**
- **Loading moss onto gin**

III. Who created the photograph? **Unknown**

IV. What can you assume about the creator? **Interest in the Moss Gin or Schwing family**

V. When was it created? **1946**

VI. Why was the photograph taken? What information can you infer from it?

To document the interior of the gin. The way the gin owner is posing while the workers are still working suggests that they wanted the moss gin to look candid or authentic, while also showing off its success.

VII. How does this photograph connect to the artifact?

The photograph depicts the interior of the Schwing Moss gin, where the scale was used to weigh bales of moss.

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

Features the gin owner, R. I. Schwing in the 1940s, which was the beginning of the decline of the moss industry. This gin would have closed not long after this photograph was taken.

IX. What can you learn from this photograph that you might not learn elsewhere?

The layout of a moss gin; View of the people who worked in a gin, what they wore to work, their gender, etc.

X. Describe the photograph in your own words?

XI. What is the historical context of this photograph?

Labor history involving the Moss Industry; Spanish moss was a natural resource that provided hundreds of jobs to people in the state throughout the early part of the 20th century, whether it was by picking and curing moss in the swamp or working for the gin in town.

XII. How does this photograph connect to the Spanish Moss Industry?

It is a glimpse into a day of work in a moss gin and reveals different workspace conditions, who was working, the tools they used, the clothes they wore, and who they worked for.

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

A map of the gin; a ledger from the company revealing wages or names of employees;

SUMMATIVE ASSESSMENT: MARKETING AND ADVERTISING LOUISIANA'S SPANISH MOSS

All answers depend on individual students' abilities to comprehend and reiterate information from the reading and analyses.

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

INSTRUCTIONAL STRATEGIES**1. READING & ASSESSMENT*****Materials***

- Artifact Packet: The Spanish Moss Industry (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: the Spanish Moss Industry. 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 what is Spanish Moss, the way it was used over the years, its role during the Great Depression, and its impact on the Basin and the state as well as its decline as an industry.
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 Spanish Moss industry. Discussion will be led by the following compelling and supporting questions:

INSTRUCTIONAL STRATEGIES (CONTINUED)

- How was Spanish moss utilized by the people of the Atchafalaya National Heritage Area?
 - Why was Spanish moss a valuable resource?
 - What were the steps involved in processing Spanish moss?
 - Why did the industry decline in the mid-twentieth century?
- 5. The reading and each student's 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 assess

2. ARTIFACT ANALYSIS & DISCUSSION***Materials***

- Artifact Packet: The Spanish Moss Industry; "About the Artifact" section
- Artifact Analysis Answer Key (see Content Knowledge)
- Artifact Photograph - Moss Scale (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 (Moss Scale) 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.

INSTRUCTIONAL STRATEGIES (CONTINUED)

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 the Spanish moss industry Basin.

3. PRIMARY SOURCE ANALYSIS & DISCUSSION

Materials

- Artifact Packet: The Spanish Moss Industry; "Primary Source" section
- Primary Source: "Schwing Moss Mill Interior" Photograph, 1946. (see Attachments)
- Primary Source Analysis: Photograph 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 ("Schwing Moss Mill Interior" Photograph, 1946) 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 or individually, students will work 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 students have completed their analyses, the educator will review this section as a class. It is recommended that the educator takes turns asking each group or students 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 the Spanish moss industry Basin.
 - b. The evidence students used to complete their analyses.

SUMMATIVE AUTHENTIC ASSESSMENT**MARKETING AND ADVERTISING: LOUISIANA'S SPANISH MOSS**

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.

Materials

- Artifact Packet: The Spanish Moss Industry; “Marketing and Advertising: Louisiana's Spanish Moss” section.
- Summative Assessment Grading Rubric (see Attachments)
- Supplies to create posters such as markers, papers, computers, etc.

Directions

1. Students will turn to the “Marketing and Advertising: Louisiana's Spanish Moss” section of their Artifact Packets. The educator will then assign students their Spanish Moss product to sell.
 - a. Mattress stuffing
 - b. Building insulation
 - c. Automobile cushions
2. Following the instructions given in the packet, students will create an advertisement for a specific industry to sell their Spanish moss. They will organize their thoughts and ideas, applying all of their previous knowledge and analyses surrounding the Spanish moss industry in the Atchafalaya National Heritage Area as well as researching old advertisements from the 1940s or 1950s. The poster is to include their company name, 3 reasons why companies should use their moss, and 3 illustrations or pictures, and one of the following creative elements:
 - a. Company slogan
 - b. Company logo
 - c. Jingle for your advertisement
 - d. A company mascot (relevant to your specific product)
 - e. A short marketing presentation of your poster
3. Finally, students will create a poster matching the theme of their group. This can be done physically or via computers.

REFERENCES

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

Carline, Bob. *Bayou Chene*. Printed by author, 2017.

Comeaux, Malcolm L. *Atchafalaya Swamp Life: Settlement and Folk Occupations*, Geoscience and Man, Vol. II. Baton Rouge: Louisiana State University, 1972.

LeGrange, Clifford J. "Chapter 39: Moss Gathering, Gone, not Forgotten." In *Heritage of the Atchafalaya: A Natural and Cultural History of the Atchafalaya Basin*, 127. Printed by author, 2017.

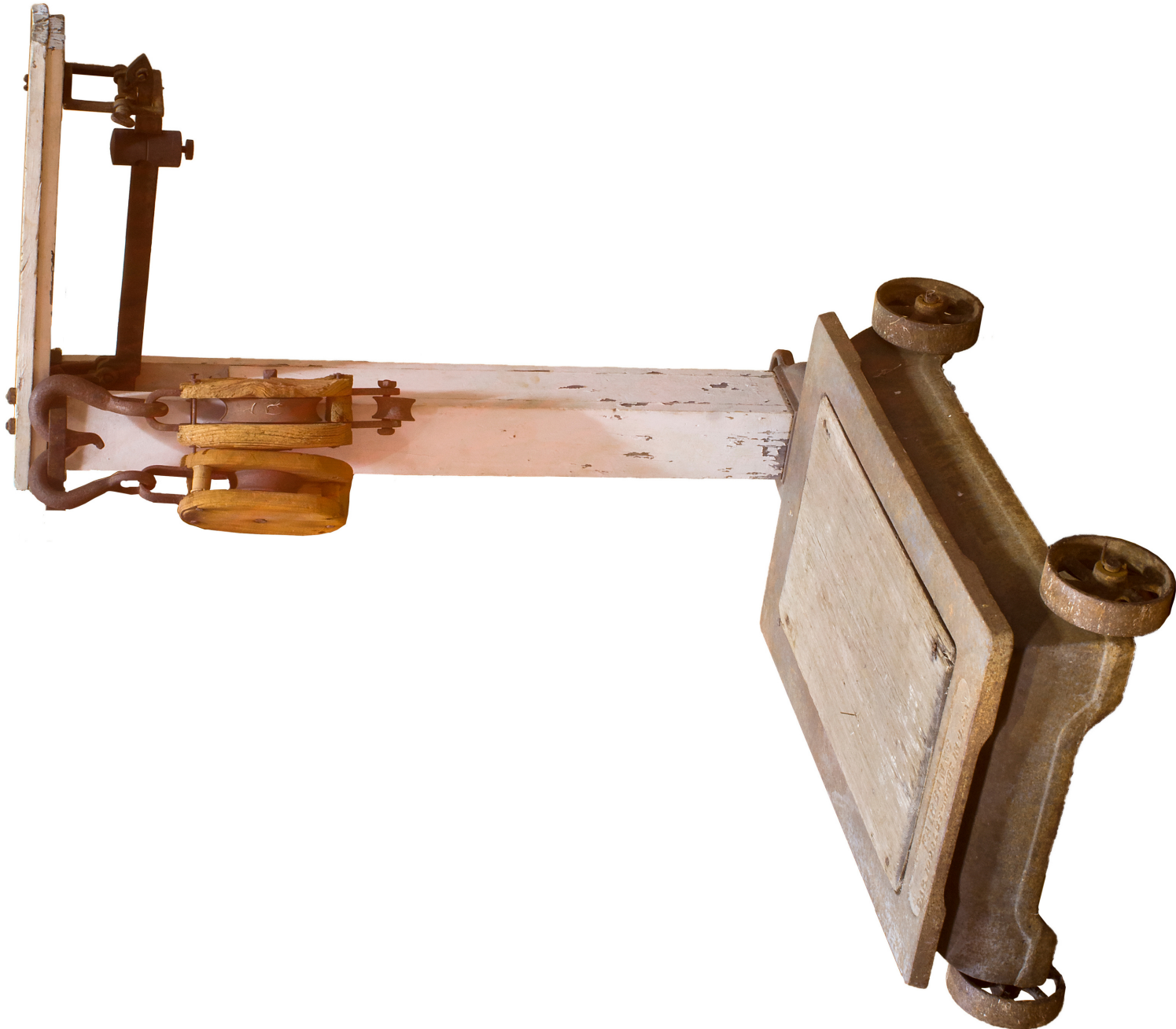
Sanborn Fire Insurance Map from Plaquemine, Iberville Parish, Louisiana. Sanborn Map Company, May 1925. Map. https://www.loc.gov/item/sanborn03386_008/.

Unknown. "Schwing Moss Company," ca. 1946. From the William H. Myhand Collection, Iberville Museum.

Artifact:

- William Myhand. Scale. IM.2002.014.01. Iberville Museum, Plaquemine, Louisiana.

ATTACHMENTS



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SUMMATIVE ASSESSMENT GRADING RUBRIC			
MARKETING AND ADVERTISING: LOUISIANA'S SPANISH MOSS			
	5	3	1
Poster Contents	Poster includes a company name, at least 3 convincing factors, at least 3 illustrations or pictures, and 1 creative element.	Poster includes a company name, 2 convincing factors, 2 illustrations or pictures, and 1 creative element.	Poster includes company name, 1 or less convincing factors, 1 or less illustrations or pictures, and 1 or less creative element.
Creativity	All convincing factors, illustrations, or other elements are relative to the product and express a clear creative process and reasoning.	Most of the convincing factors, illustrations, or other elements are fairly relative to the product and express a clear creative process and reasoning.	Convincing factors, illustrations, and other elements lack relevance to the product and do not express a clear and creative process or reasoning..
Organization and Neatness	All aspects of the poster are in a neat and organized manner and match the theme of the product.	Most aspects of the poster are in a neat and organized manner and somewhat match the theme of the product.	Aspects of the poster are not in a neat or organized manner and do not match the theme of the product.