ATCHAFALAYA BASIN ARTIFACT PACKET:

THE CYPRESS LUMBER BOOM

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PLAQUEMINE
LOUISIANA

THE CYPRESS LUMBER BOOM

Name: **Date:**

Section:

READING

The bald cypress is one of the most recognizable natural resources in the Atchafalaya National Heritage Area. They can stand at up to 200 feet in height and have a lifespan of over 500 years. As the Basin's first settlers, Native Americans used cypress logs to create dugouts to navigate the shallow swamplands. European colonists later recognized cypress wood as the perfect building material for the Louisiana humidity. As a result, they began the first lumber operations in the Basin using folk techniques to harvest the wood. By the late 1800s, logging cypress in the swamp was a booming industry. It would fuel the area's economy until the beginning of the twentieth century.

One of the reasons the Basin's lumber industry expanded was the Timber Act of 1878. The federal law allowed lumber companies to purchase unsellable swampland that was unfit for farming. As a result, large tracts of the Basin were purchased at 25 to 50 cents an acre. Lumber companies then sent **timber cruisers** to survey the area and collect data, such as the number and size of trees. These surveys typically took up to five years. Their finished reports were known as the **forest inventory**. Logging companies used it to determine how much equipment and crews they needed to harvest an area. The people who worked for a lumber companies' crew were known as loggers. These crews consisted of swamp dwellers, Northern lumberjacks, and many Black workers who lived in the Basin's surrounding agricultural lands.

The second reason the Basin's logging industry grew was the increase in seasonal flooding. Loggers developed the method of **float logging** to adapt to these seasonal changes. In the fall, when waters were low, loggers **girdled** trees with an ax. The sap would then drain and dry out the tree, making the log buoyant enough to float. When the spring weather brought more rain and higher water in the swamp, the crews returned to cut the trees and gather them into floating bundles called **log booms**. If the trees were still too dense, they would sink to the bottom of the bayou and become **sinker cypress**. Loggers floated the successful booms through the Basin waters to **lumber mills**, where the logs were processed into sellable material.

By the 1880s, floating logs became an everyday job for residents within or surrounding the Basin. Loggers often traveled with a timber company from area to area. They lived in barracks that were sometimes floating camps. These loggers faced dangerous conditions in the Atchafalaya Basin. Such as alligators, mosquitos, extreme temperatures, flooding, and low water. Additionally, a crew consisted of various positions and tasks. Typically, crews **felled trees**, laid rail tracks, loaded equipment, and performed other forms of physical labor.

The final reason the logging industry grew was that the new technology of the late 1800s made it easier for crews to work in the Basin's difficult terrain. Loggers engineered a way to arrange log booms to reduce the amount of sinker cypress. They began using **pullboats** that used steam power to pull log booms through the Basin waters. Additionally, the **overhead skidder** was a pulley system that allowed loggers to raise log loads above ground obstructions to move them. Finally, businesses such as the F. B. Williams Cypress Lumber Company heavily relied on railroad systems that ran along the Basin's major waterways. Their system consisted of a 3-mile track with two locomotives and 40 railway cars.

By the 1900s, the Atchafalaya lumber industry had become a staple of Louisiana's economy. As a result, the demand for cypress wood grew quicker than the trees. In other words, the natural resources could not regenerate fast enough. By the 1920s, all the old-growth cypress trees were harvested. Only young trees that would not reach maturity for several decades remained in the Basin. The swamp's natural landscape was also drastically affected by the building of canals and railroads used to transport lumber. By 1925, the boom had ended. Additionally, the reduction of natural resources heightened the devastating effects of natural disasters in the following decades. The most notable example is the **Flood of 1927**, the worst flood on record for the Lower Mississippi Valley. This flood killed more than 1,000 people and displaced around 700,000. With the timber gone, lumber companies were left with land that held little value. Many were forced to sell at low costs. Today, the oldest cypress trees remaining are a little over 200 years old. They are protected by the Louisiana Bicentennial Cypress Legacy Organization.

GLOSSARY

chain dog

felling trees

float logging

flood of 1927

forest inventory

GLOSSARY

girdling

guide logs

lead logs

log boom

lumber mill

GLOSSARY

overhead skidder

pullboat

sinker cypress

timber cruiser

READING ASSESSMENT

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

1. Why did the lumber boom expand as quickly as it did? What was going on at the time? Name at least two specific examples in your reasoning.

2. What were the long-term effects of the lumber boom in the Atchafalaya? What sort of issues arose in the twentieth century? How were they resolved?

Name: Date:

ARTIFACT ANALYSIS

There were three main parts to a log boom. First were **lead logs**. These logs were slimmer and longer compared to the rest of the boom. They were fixed into a V shape that helped break the water as it was hauled out of the swamp. The rows of logs were spaced about apart to allow water to pass through. The outermost ones were called **guide logs** and were usually smaller than the rest of the boom. They provided a buffer between the innermost logs, which were the largest and most valuable pieces of lumber. Finally, **chain dogs** like the one pictured here were used to hold logs together. This one dates back to 1900 and is made of metal.

Specifications:

- Length - 66 inches
- Weight - 12 pounds

What type of artifact is it?

photograph	object
document	map
other	

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

VIDEO

[Williams, L. K, photographer. *Lumbering Operations of the F.B. Cypress Co. Ltd. Patterson, La.* 1920; New Orleans, LA: Historic New Orleans Collection, 2020. Youtube. https://www.youtube.com/watch?v=EkJM6MIIp0o]

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

animation	documentary	propaganda
newsreel or report	entertainment	advertisement
informational	training	other

What elements are included?

music	dramatizations	background noise
live action	color	black and white
narration	special effects	animation

Observe its parts. Fill in the table accordingly.

PEOPLE/ANIMALS	PLACES	ACTIVITIES

When was it created?

Who created the video?

Who is the intended audience?

What is the mood or tone?

1. Describe the video in your own words:

2. What is the historical context of this video?

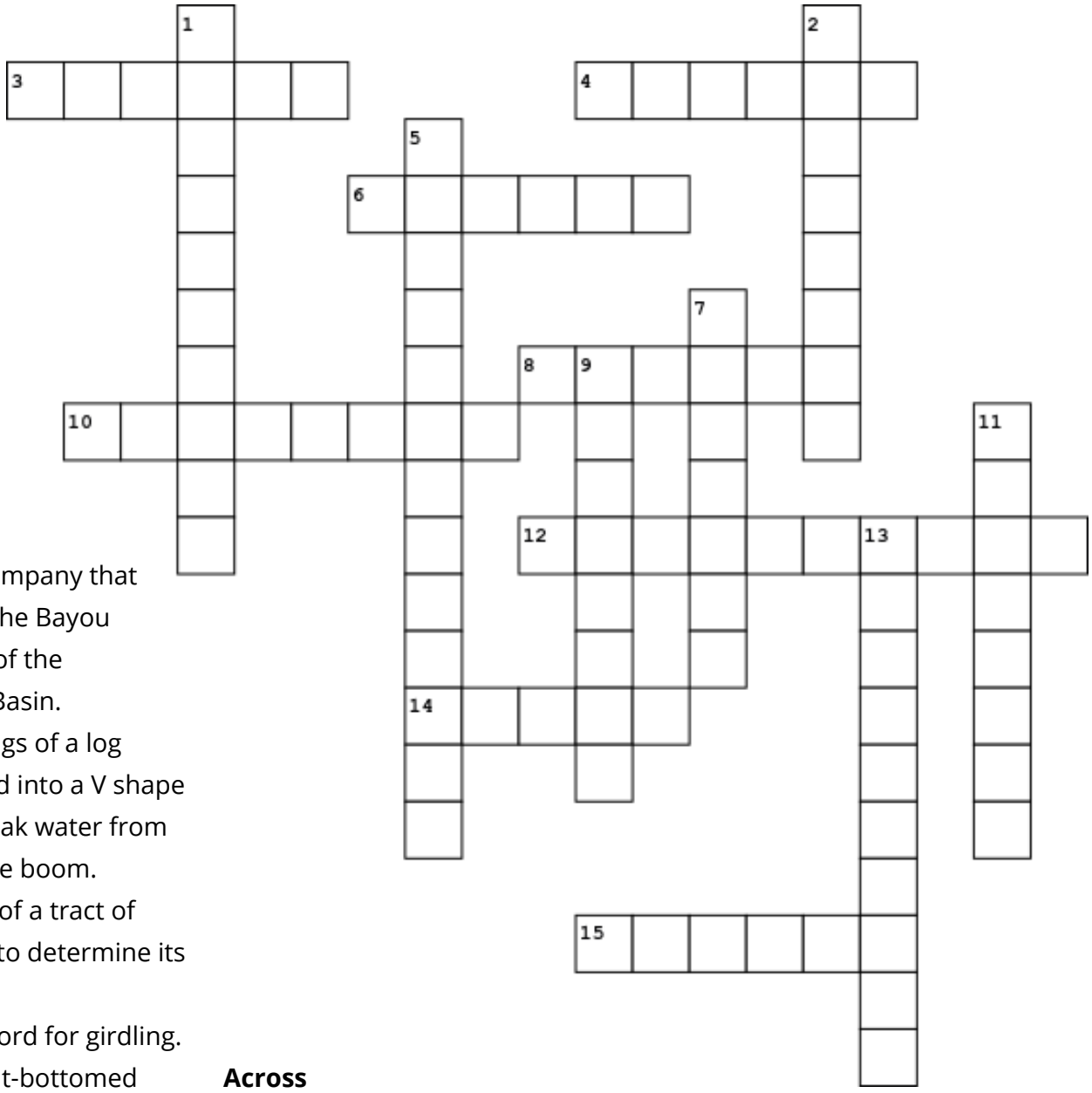
3. What can you learn from this video that you might not learn elsewhere?

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

Name: Date:

INSIDE THE CYPRESS LUMBER INDUSTRY

Instructions: Fill in the crossword puzzle below using the information within this Artifact Packet. Be sure to pay close attention to how the clues are phrased. After you have completed the puzzle, apply your knowledge of the cypress lumber boom by writing a 2 to 3 paragraph essay from one of the prompts on the following page.



Down

1. Lumber company that operated in the Bayou Pigeon area of the Atchafalaya Basin.
2. The slim logs of a log boom formed into a V shape meant to break water from the rest of the boom.
5. Surveyors of a tract of swamp land to determine its value.
7. Another word for girdling.
9. A heavy flat-bottomed boat used for hauling logs through water.
11. Native Americans used cypress logs to make dugout boats called _____.
13. The oldest cypress trees in the Basin are just over _____ years old.

Across

3. A forest inventory can contain the _____ of cypress trees in an area.
4. Guide logs acted as a _____ for the middle logs of a log boom.
6. Log booms were re-engineered to decrease the amount of _____ cypress.
8. Season in which the Basin water and rain levels rise.
10. Nickname given to the Atchafalaya lumber industry workers.
12. One of the dangerous conditions lumber workers faced in the Basin.
14. Overhead skidders operated on engines that used _____ as fuel.
15. A person who fells a tree is called a _____.

Writing Prompts:

1. Explain how the cypress industry developed over time. This includes how cypress was used before the 19th century, the beginnings of the lumber boom, and how and why it ended.
2. Discuss at least two technological advances that helped further develop the cypress lumber industry. Explain how these technologies might have affected companies and workers.
3. Consider how the lumber industry affected the Atchafalaya area on a larger scale. Describe any instances the Basin was impacted by the lumber boom economically, socially, or environmentally.

Prompt #: _____

UNIT FOUR: Jim Crow through Huey Long

TOPIC TWO: Populism and the Flood of 1927

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.

UNIT FOUR: Jim Crow through Huey Long | **TOPIC TWO:** Populism and the Flood of 1927

LOUISIANA BELIEVES STANDARDS (CONTINUED)

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 did the Atchafalaya Basin's lumber boom affect the swamp and its people?

SUPPORTING QUESTIONS:

1. What were the steps in harvesting cypress trees?
2. How did technology affect cypress tree harvesting?
3. What were the environmental impacts of the lumber boom?

CONTENTS OVERVIEW

- Reading (Instructional Strategies 1-3 and Summative Assessment)
  - Reading about the cypress lumber boom at the end of the nineteenth century and its 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.

CONTENTS OVERVIEW (CONTINUED)

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. The bald cypress
    a. One of the most recognizable resources
        i. Grows up to 200 ft tall
        ii. Lifespan of over 500 years
    b. Native Americans
        i. Used the trees to make dugouts or pirogues
    c. Europeans
        i. Good building material for Louisiana humidity
        ii. Used folk traditions to harvest the wood
2. Logging Industry Boom
    a. Timber Act of 1878
        i. Allowed lumber companies access to cheap swampland
            1. Sent timber cruisers to survey the land
            2. Data were compiled into a forest inventory
            3. Crews of loggers
                a. Local swamp dwellers; **usually white men**
                b. Northern lumberjacks
                c. Black Americans living on the Basin's surrounding agricultural lands
                d. **Crews of convicts**
    b. Seasonal Flooding
        i. **Flooding regimes expanded during the second half of the nineteenth century**
        ii. **Loggers readily adapted to the seasonal conditions of the swamp**
        iii. Fall
            1. **Dry Season**; waters were low
            2. Loggers girdled or ringed trees with an ax to drain the sap, making the logs float better
        iv. Spring
            1. **Flooding Season**; higher waters

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

2. Loggers used the method of float logging.
3. Crews returned to the ringed trees and cut them down
4. Gathered the logs into floating bundles called log booms
5. Some logs broke off and sunk to the bottom of the bayous, becoming sinker cypress
6. Loggers hauled the booms out of the swamp and brought them to local lumber mills

c. Lumber Crews
   i. Floating Logs was an everyday job for people within and surrounding the Basin
   ii. Loggers traveled across the swamp for Lumber Crews
   iii. Lived in floating camps or **houseboats**
   iv. Faced dangerous conditions like alligators, mosquitos, extreme temperatures, flooding, or low water
      1. **Harvesting trees was also dangerous; Loggers faced drownings, accidental amputations, and being crushed by falling trees**
   v. Crews consisted of various positions and tasks
      1. Loggers were responsible for feeling trees, laying rail tracks, loading equipment, and performed other forms of physical labor

d. New Technology
   i. New inventions made logging in the Basin's difficult terrain easier
      1. Engineered a way to efficiently arrange a log boom
      2. Pullboats using steam power pulled booms out of the swamp
      3. Overhead skidder raised logs with cables to move them
      4. Railroad
         a. F. B. Williams Cypress Lumber Company of Patterson, LA had 3 miles of track, 2 locomotives, and 40 railcars

3. Decline
   a. Trees could not regenerate as fast as they were being harvested; **because cypress takes years to reach maturity**
      i. By the 1920s all the old-growth cypress in the swamp had been harvested

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

b. The swamp's landscape was drastically affected by the buildings of canals and railroads used to transport lumber
c. The reduction of the swamp's natural resources heightened the effects of the natural disasters for decades
    i. The Flood of 1927
        1. Worst flood on record for the Lower Mississippi River Valley
        2. Killed more than 1,000 people and displaced 700,000 people
        3. **Resulted in the US Army Corps of Engineers converting the Basin into the Mississippi's spillway and building a permanent levee system around the swamp that we still have today**
d. Timber companies were left with land that held little value
e. Many sold at low costs **to oil companies or chemical companies like Dow Chemical in Plaquemine, LA.**
f. Today, the oldest cypress trees remaining are a little over 200 years old
    i. These are protected by the Louisiana Bicentennial Cypress Legacy Organization.

GLOSSARY

Chain dog
- Stout chain used for attaching logs together to pull them out of the swamps

Felling trees
- The process of cutting down trees in the lumber industry. One who fells trees is called a feller.

Float logging
- Method of lumber harvesting where a tree is ringed, cut down, and floated down a waterway to a lumber mill

Flood of 1927
- Devastating flood whose effects were worsened by the depletion of natural resources in Louisiana's swamplands from the lumber boom

Forest Inventory
- The tree data recorded by a timber cruiser in a given area

GLOSSARY

Girdling
- The act of cutting the circumference of a tree's trunk and removing its bark, for the purpose of killing the tree without cutting it down; Also called ringing

Guide logs
- The outmost logs of a log boom used as a buffer for the larger middle logs

Lead logs
- The slim logs of a log boom used to break the water from the rest of the boom

Log boom
- A collection of logs chained together to be hauled to a lumber mill

Lumber mill
- A facility where logs are smoothed or cut into lumber

Overhead skidder
- A pulley system that used cables to raise logs above the ground to move them

Pullboat
- A heavy flat-bottomed boat used for hauling logs through a bayou and pull them to the water's edge

Sinker cypress
- Name given to the logs that sank to the bottom of the Basin waters after harvest

Timber cruiser
- Surveyors hired by lumber companies to determine the value of a tract of land and the needed supplies to harvest it.

READING ASSESSMENT QUESTIONS AND ANSWER KEY

1. Why did the lumber boom expand as quickly as it did? What was going on at the time? Name at least two examples in your reasoning.
    a. The Timber Act of 1878
        i. Allowed lumber companies access to cheap swampland
        ii. The Civil War had recently ended; there was a decline in Louisiana's sugar industry; People were looking for a way to use land that was no longer good for agriculture
    b. Seasonal Flooding
        i. The increase of water deposited in the Basin during the latter half of the 19th century provided a new landscape for loggers to utilize
        ii. The method of float logging allowed loggers to use the Basin's seasonal changes to their advantage.
            1. In the fall, when there was less water, loggers ringed trees to drain them of their sap.
            2. In the spring, when the waters rose, they returned to cut the trees down and float them to local sawmills
    c. Advances in Technology
        i. New inventions and methods made it easier to harvest cypress out of the swamp
            1. Log booms; Pullboats; Overhead Skidder; Railroads

2. What were the long-term effects of the lumber boom in the Atchafalaya? What sort of issues arose in the twentieth century? How were they resolved?
    a. Natural resources were lost as they could not regenerate fast enough to keep up with the market's demand
    b. The loss of the trees in the Basin and the changes or cuts to its bayous resulted in more devastating flooding
        i. Flood of 1927 is the most notable example
            1. It resulted in the US Army Corps of Engineers converting the Basin into the Mississippi's spillway and building a permanent levee system around the swamp that we still have today
    c. Timber companies had to sell their land for cheap to oil and chemical companies
    d. The oldest trees remaining in the Basin are a little over 200 years old and are protected by the Louisiana Bicentennial Cypress Legacy Organization

ABOUT THE ARTIFACT

- Description
  - There were three main parts to a log boom. First were lead logs. These logs were slimmer and longer compared to the rest of the boom. They were fixed into a V shape that helped break the water as it was hauled out of the swamp. The rows of logs were spaced about apart to allow water to pass through. The outermost ones were called guide logs and were usually smaller than the rest of the boom. They provided a buffer between the innermost logs, which were the largest and most valuable pieces of lumber. Finally, chain dogs like the one pictured here were used to hold logs together. This one dates back to 1900 and is made of metal.
- Specifications:
  - Length - 66 inches
  - Weight - 12 pounds
- Citation

  Found in Collection. Chain, Log. 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? ***metal***
III. Who used it? ***loggers***
IV. What was it used for? ***To hold a log boom together***
V. What is the historical context of the artifact? How does this artifact connect to the Basin?
   - ***Cypress Lumber Industry***
   - ***Float Logging in the Atchafalaya Basin***

ARTIFACT ANALYSIS: DOCUMENT ANSWER KEY (CONTINUED)

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

- ***Heavily relied manual labor***
- ***Steadily changing as new inventions and methods emerged***

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

- ***The technique that went with creating a log boom***
- ***The size of the logs and the booms***

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

Primary

- ***Forrest Inventories***
- ***Photographs of Loggers or Log booms***
- ***Newspaper articles about the Logging Industry***

Secondary

- ***Essays on the Logging Industry***
- ***Model of a log boom***

ABOUT THE PRIMARY SOURCE

Lumbering Operations of the F. B. Cypress Company is a documentary-like video filmed in the 1920s by L. Kemper Williams of New Orleans. L. Kemper Williams and his family ran a cypress business in Patterson, Louisiana. Williams would go on to become the founder of the Historic New Orleans Collection. The video was published on YouTube by HNOC in 2020.

The video shows the operations of the company, how they cut the trees, collected them into booms, and hauled them out of the swamp. Kemper's father Frank B. Williams ran the successful cypress lumber business in the swamps of southern Louisiana, using his experience in the railroad industry to make labor-intensive work more efficient with technology. The F. B. Williams Cypress Lumber Company grew to become one of the largest lumber firms in the country, and Mr. Williams became known as the “Cypress King.”.

Williams, L. K, photographer. Lumbering Operations of the F.B. Cypress Co. Ltd. Patterson, La. 1920; New Orleans, LA: Historic New Orleans Collection, 2020. Youtube. https://www.youtube.com/watch?v=EkJM6MIIp0o

PRIMARY SOURCE ANALYSIS: VIDEO ANSWER KEY

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

I. What kind of video is it? Select all that apply. ***documentary, informational***
II. What elements are included? ***black and white***
III. When was it created? ***1920s***
IV. Who created the video? ***L. K. Williams***
V. Who is the intended audience? ***Someone wanting to learn about logging***
VI. What is the mood or tone? ***Educational, Informative, Inspiring***

PRIMARY SOURCE ANALYSIS: MAP ANSWER KEY (CONTINUED)

VII. Observe its parts. Fill in the table accordingly.

- People/Animals
  - Moss Picker/Swamper
  - Loggers
  - Fellers
- Places
  - Float Camp
  - Atchafalaya Swamp
  - Lumber Camp
- Activities
  - Falling Trees
  - Topping Trees
  - Creating a boom
  - Dredging a canal
  - Poling a flatboat
  - Pulling the logs
  - Loading the logs on trains
  - Skidding the logs

VIII. Describe the video in your own words?

Video describing and exhibiting the process the F. B. Williams Lumber Company used to harvest cypress trees in the Atchafalaya Basin.

IX. What is the historical context of this video?

Cypress logging in the Atchafalaya Basin towards the end of the lumber boom

X. What can you learn from this video that you might not learn elsewhere?

Better understanding of the methods and process of logging cypress

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

Forest Inventories
Payroll Sheets for the F. B. Lumber Company
Manuals for some of the equipment used

SUMMATIVE ASSESSMENT: INSIDE THE CYPRESS LUMBER INDUSTRY

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

Crossword Answer Key

Across
3. A forest inventory can contain the _____ of cypress trees in an area. (number)
4. Guide logs acted as a _____ for the middle logs of a log boom. (buffer)
6. Log booms were re-engineered to decrease the amount of _____ cypress. (sinker)
8. Season in which the Basin water and rain levels rise. (spring)
10. Nickname given to Basin lumber industry workers. (swampers)
12. One of the dangerous conditions lumber workers faced in the Atchafalaya Basin. (alligators)
14. Overhead skidders operated on engines that used _____ as fuel. (steam)
15. A person who fells a tree is called a _____. (feller)

Down
1. Lumber company that operated in the Bayou Pigeon area of the Atchafalaya Basin. (FB Williams)
2. The slim logs of a log boom formed into a V shape meant to break water from the rest of the boom. (lead logs)
5. Surveyor of a tract of swamp land to determine its value. (timber cruiser)
7. Another word for girdling. (ringing)
9. A heavy flat-bottomed boat used for hauling logs through water. (pullboat)
11. Native Americans used cypress logs to make dugout boats called _____. (pirogues)
13. The oldest cypress trees in the Basin are just over _____ years old. (two hundred)

INSTRUCTIONAL STRATEGIES

1. READING & ASSESSMENT

Materials

- Artifact Packet: The Cypress Lumber Boom (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 Cypress Lumber Boom. 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 the cypress lumber boom 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 the cypress lumber boom. Discussion will be led by the following compelling and supporting questions:
    a. How did the Atchafalaya lumber boom affect the Basin and its people?
        i. What were the steps in harvesting cypress trees?
        ii. How did technology affect cypress tree harvesting?
        iii. What were the environmental impacts of the lumber boom?
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: The Cypress Lumber Boom; “About the Artifact” section
- Artifact Analysis Answer Key (see Content Knowledge)
- Artifact Photograph - Chain Dog (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 (chain dog) 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 the cypress lumber boom Basin

INSTRUCTIONAL STRATEGIES (CONTINUED)

3. PRIMARY SOURCE ANALYSIS & DISCUSSION

Materials

- Artifact Packet: The Cypress Lumber Boom; “Primary Source” section
- Primary Source: "Lumbering Operations of the F.B. Williams Cypress Company" Video, 1920s. (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 ("Lumbering Operations of the F.B. Williams Cypress Company" Video, 1920s) 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 the cypress lumber boom 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: The Cypress Lumber Boom; "Inside the Cypress Lumber Industry" section.
- Summative Assessment Grading Rubric (see Attachments)

Directions

1. Students will turn to the "Inside the Cypress Lumber Industry" 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 cypress lumber boom in the Atchafalaya National Heritage Area. They will fill in the provided crossword using information from the reading, reading assessment, and the artifact and primary source analyses. Because this Artifact Packet relies on relevant terminology to convey information, this assignment helps students relay the information. The crossword clues are also phrased in a way that requires students to refer back to the Artifact Packet to accurately complete the assignment.
3. Pairing students is optional.

Inside the Cypress Lumber Industry

Fill in the crossword puzzle using the information within this Artifact Packet. Be sure to pay close attention to how the clues are phrased. After you have completed the puzzle, apply your knowledge of the cypress lumber boom in a 2 to 3 paragraph short essay from 1 of the following:

- Explain how the cypress industry developed over time. This includes how cypress was used before the 19th century, the beginnings of the lumber boom, and how and why it ended.
- Discuss at least two technological advances that helped further develop the cypress lumber industry. Explain how these technologies might have affected companies and workers.
- Consider how the lumber industry affected the Atchafalaya area on a larger scale. Describe any instances the Basin was impacted by the lumber boom economically, socially, or environmentally.

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.

Delahoussaye, Jim. “Timber Work.” May 2009. http://riverlogue.blogspot.com/2009/05/timber-work.html

Guirard, Greg and C. Ray Brassieur. *Inherit The Atchafalaya*. Lafayette, LA: Center for Louisiana Studies University of Louisiana at Lafayette Press, 2007.

LeGrange, Clifford J. “Chapter 27: 1880-1925 - The Atchafalaya Lumber Boom A Very Short...but very intense period.” In *Heritage of the Atchafalaya: A Natural and Cultural History of the Atchafalaya Basin*, 71-80. Printed by author, 2017.

Williams, L. K, photographer. *Lumbering Operations of the F.B. Cypress Co. Ltd. Patterson, La.* 1920; New Orleans, LA: Historic New Orleans Collection, 2020. YouTube. https://www.youtube.com/watch?v=EkJM6MIIp0o

Artifact:

- Found in Collection. Chain, Log. Iberville Museum, Plaquemine, Louisiana.

ATTACHMENTS

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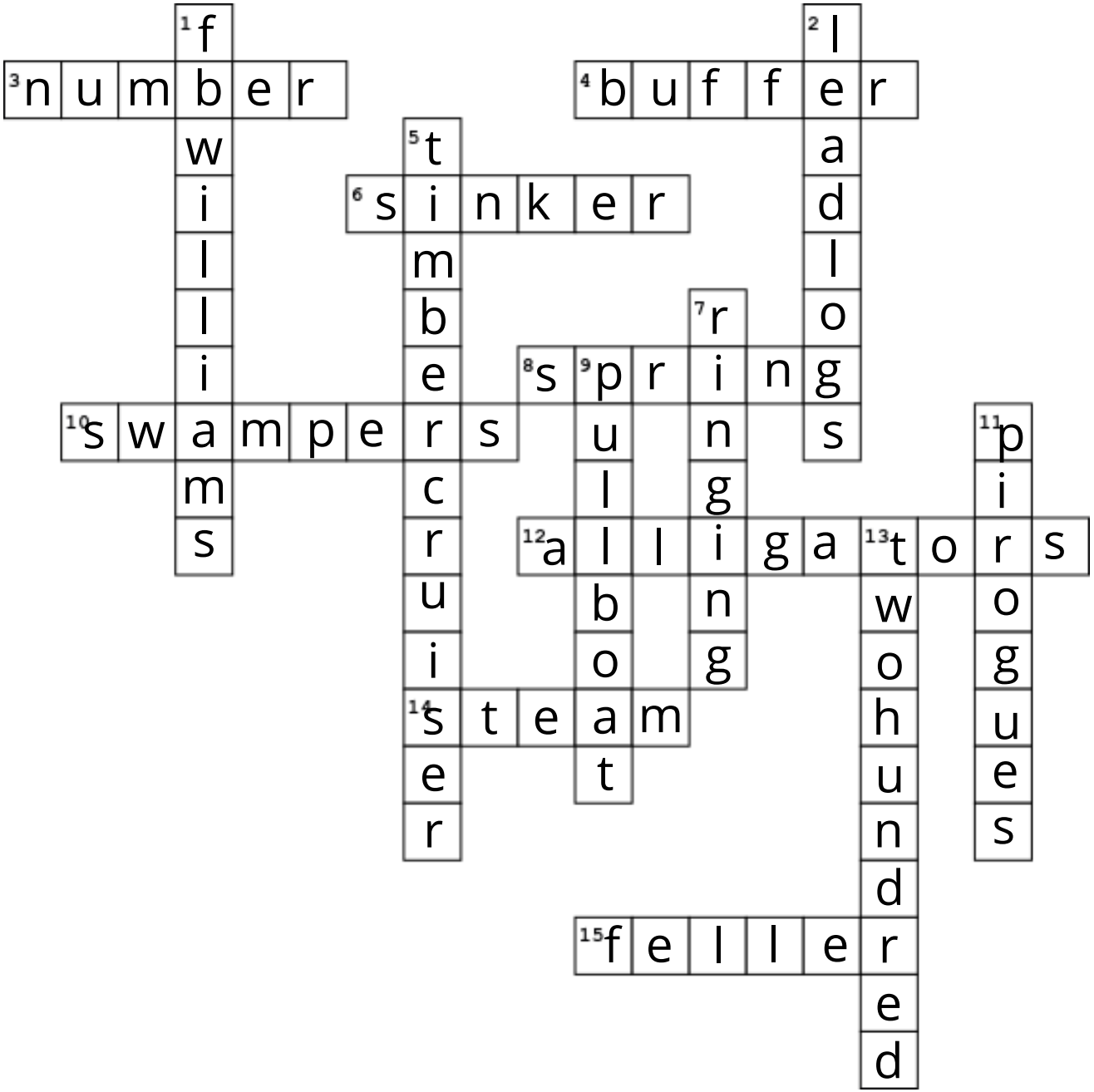
You can access the primary source video through the following link. To search for the video on YouTube, the video is titled: "Lumbering operations of the F.B. Williams Cypress Co. Ltd. Patterson, La." and was published by The Historic New Orleans Collection channel on 1 October 2020.

https://youtu.be/EkJM6MIlp0o

ATTACHMENTS



ATTACHMENTS

SUMMATIVE ASSESSMENT GRADING RUBRIC			
INSIDE THE CYPRESS LUMBER INDUSTRY			
	3	2	1
Crossword puzzle	Every section of the puzzle is filled in and has the correct answer.	Only the majority of the puzzle has been filled in with correct answers.	More than half of the puzzle has not been filled in or contains the incorrect answer.
Short Essay Contents	Short essay is 2 to 3 paragraphs, completely covers the chosen writing prompt, and accurately portrays information.	Short essay is 2 to 3 paragraphs, but does not completely cover the writing prompt, and lacks accuracy in the given information	Short essay is less than 2 to 3 paragraphs, does not completely cover the writing prompt, and lacks accuracy in the given information.
Short Essay Grammar and Organization	Information portrayed in short essay is well organized and contains no grammatical errors.	Information portrayed in short essay is fairly organized and contains only 2-3 grammatical errors.	Information portrayed in short essay lacks organization and contains 4 or more grammatical errors.

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