

Vermilionville Education Enrichment Partnership (VEEP) Digital Travel Trunk Project

Phase 3 Form

Theme	African American Subsistence and Hunting Before the 1900s
Digital Travel Trunk URL	https://www.digitalhistorytraveltrunks.org/
NCSS C3 Framework Student Standards	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.His.2.3-5. Compare life in specific historical time periods to life today.
Louisiana Standards for Social Studies	3.1.2 Explain how technology has changed family and community life in Louisiana over time 3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
Compelling Question	How did the invention of the trap, shotgun and meat smoker change the way African Americans lived and obtained food?
Supporting Questions	<ol style="list-style-type: none">1. What do these artifacts tell us about how people lived during the 1800s?2. How does African American hunting in the past compare to how people hunt today?3. How did the environment play a role in the African Americans way of life in the 1800s?
Description of Artifact 1 in the Digital Travel Trunk	Shotguns and rifles were the most commonly used tools for hunting during the 1800s. For wealthy individuals hunting was a sport and to distinguish what they did from hunting enslaved persons or poor white people did to survive they changed the rules. Sport hunters would only shoot a bird “on wing” (or in the air) and only with a shotgun, this was called Snipe Shooting. For enslaved persons and poor white people it was the opposite, they would mainly use a rifle and shoot at birds and game on the ground.

	<p>Once the Civil War began many of these guns would end up being used by the Confederate Army.</p>
<p>Corresponding Primary Source(s)</p>	<p>“Shotgun.” Accessed October 15, 2020. https://louisianadigitallibrary.org/islandora/object/tahil-aaw:943.</p>
<p>Description of Artifact 2 in the Digital Travel Trunk</p>	<p>Hunting traps like these were a quite common way of hunting during Louisiana in the 1800s as it was across the county, including on famous excursions like Lewis & Clarks trip. Small traps like these would be laid out to try and catch animals like feral pigs which could then be used for food and preserved in the meat smoker. In many cases this is the only hunting many enslaved peoples were allowed to do, and even then it was limited as most were not allowed to hunt at all. After the Civil War hunting played a huge role in the change in southern society as for the first time the formerly enslaved peoples were allowed to hunt big game and fish.</p>
<p>Corresponding Primary Source(s)</p>	<p><i>Holland, Leandra Zim. Feasting and Fasting with Lewis & Clark: A Food and Social History of the Early 1800s. First Edition. Emigrant, Mont: Old Yellowstone Publishing, Inc, 2003.</i></p> <p><i>Louisiana Digital Library. “Setting a Trap in the Marsh.” Accessed October 15, 2020.</i> https://louisianadigitallibrary.org/islandora/object/lsu-sea-p15140_coll21:1724.</p>
<p>Description of Artifact 3 in the Digital Travel Trunk</p>	<p>During the 1800s there were not refrigerators like we know them today, in their place where a myriad of methods to preserve food including smoking it. Smoking food was one of the most popular methods of food preservation and became a large part in the regional Louisianan diet. Dedicated meat smokers were usually community owned and served many families as they were too expensive for one family to own by themselves, however large plantation owners would likely have had one of their own as opposed to the less well off.</p>

Corresponding Primary Source(s)	<i>Digital History; Using new technologies to enhance teaching and research. "Food in America," 2019.</i> https://www.digitalhistory.uh.edu/topic_display.cfm?tcid=92.
Teaching Objectives	<p>Students will be able to activate prior knowledge when answering the compelling question.</p> <p>Students will be able to analyze, compare, and contrast images from the past and present day.</p> <p>Students will be able to research and create a venn diagram comparing and contrasting one of the three artifacts from before the 1900s and present day.</p> <p>Students will be able to create an invention of their own.</p> <p>Students will be able to visually represent their invention through a drawing.</p> <p>Students will be able to write a paragraph explaining their invention and how it would benefit them in the past and present.</p> <p>Students will be able to orally explain their invention and the benefits of it to the class.</p>

Instructional Strategies

Instructional Strategy	Sequence of the Strategy
<i>Introduction- Power Pre-Write</i>	<p>The teacher will read the story "Betwixt and Between" to the students: Betwixt & Between Free Reading Passages and Literacy Resources</p> <p>The teacher will write the question "How did the invention of the trap, shotgun and meat smoker change the way African Americans lived?" on the board. The students will have 60 seconds to complete a pre-write in their composition notebook that allows them to answer the question and write everything they know about the topic. This encourages the students to activate prior knowledge when introducing the lesson. The teacher will move around the room and monitor the students progress. The teacher will then give the students 10 minutes to share some of their answers with the whole class.</p>

Visual Discovery- Whole Group

The teacher will present students with an image of a trap from before the 1900's.

The students will analyze the image, then turn and share with their partners what they notice about the invention.

The teacher will present students with an image of a present day trap.

The teacher will ask the students, "What did you observe from looking at the traps?"

The students will analyze the image, then turn and share with their partners the similarities and differences between the two images of present and past traps.

The teacher will present students with an image of a shotgun before the 1900's.

The students will analyze the image, then turn and share with their partners what they notice about the invention.

The teacher will present students with an image of a present day shotgun.

The teacher will ask the students, "What did you observe from looking at the shotgun?"

The students will analyze the image, then turn and share with their partners the similarities and differences between the two images of present and past shotguns.

The teacher will present students with an image of a meat smoker before the 1900's.

The students will analyze the image, then turn and share with their partners what they notice about the invention.

The teacher will present students with an image of a present day meat smoker.

The teacher will ask the students, "What did you observe from looking at the meat smokers?"

The students will analyze the image, then turn and share with their partners the similarities and differences between the two images of present and past meat smokers.

The teacher will ask the students, "What do these artifacts tell us about how people lived during the 1800s?"

After analyzing the images, the teacher will have a discussion with the class about African American Hunting before the 1900's and how hunting has evolved overtime.

After analyzing all of the images, the teacher will ask the students these higher-order thinking questions:

- What is the main idea of these inventions?
- How does African American hunting in the past compare to how people hunt today?

	<ul style="list-style-type: none"> Looking at the artifacts, what is one invention that you could improve? How? And why? <p>She will explain that the trap, shotgun, and meat smoker were used in the 1900's to hunt animals for food and to preserve food. In today's society, some form of these artifacts are also used, but technology has made them more advanced.</p>
<i>Venn Diagram- Independent</i>	<p>The teacher will hand out the Venn Diagram handout to the class before starting the activity.</p> <p>The students will independently recall the information they analyzed to compare and contrast the similarities and differences between past and present inventions.</p> <p>The students will then choose one of the three artifacts to do further research on to compare and contrast using the venn diagram.</p> <p>While the students are working, the teacher will create one large venn diagram on a poster.</p> <p>Once all students have completed their work, the teacher will reveal the poster to the class.</p> <p>The students will share the information found during their research, and the teacher will write down a few of the students findings to complete the Venn Diagram.</p>

Summative Assessment

Name of Project-based Assessment	Description
<i>My Invention</i>	<p>For the summative assessment, the students will be asked to create an invention of their own that would benefit them when they are hunting for food. Once they have come up with an invention, they will be given a blank piece of paper. They must draw what they believe this invention would look like. They then must be able to explain how this invention would assist them both in the past and in the present and they must compare their invention to an invention African Americans used when hunting for food. They will be required to write a paragraph that is 5 sentences explaining their invention, how it would benefit them in both the past and the present, and how it compares to an invention made by African Americans. The student's will be graded based on their creation of the invention, having a drawing, paragraph content, paragraph length, and mechanics. The students will also orally present their invention and the benefits to the</p>

	class. They will receive points for presenting orally. The students will be scored with a 4 (best), 3, 2, or 1(worst). The assessment will be worth 40 points in total.
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Authentic Assessment Grading Rubric

Student Name: _____

CATEGORY	4	3	2	1
Invention Creation	The students invention is completely created.	The students invention is almost created.	The students invention is somewhat created.	The students invention is not created.
Drawing of Invention	The student drew a complete picture of his/her invention.	The student drew most of the of his/her invention.	The student drew some of his/her invention.	The student did not draw picture of his/her invention.
Content	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Length	The paragraph is 5 or more sentences.	The paragraph is 4 sentences.	The paragraph is 3 sentences.	The paragraph is less than 2 sentences.
Mechanics	Writer makes no errors in grammar, spelling capitalization, and punctuation.	Writer makes 1-2 errors in grammar, spelling, capitalization, or punctuation.	Writer makes 3-4 errors in grammar, spelling, capitalization, or punctuation.	Writer makes more than 4 errors in grammar, spelling, capitalization, or punctuation.

Differentiated Instruction

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| <ol style="list-style-type: none"> 1. When completing the summative authentic assessment, students can be grouped by a shared interest in the type of invention they want to create. Both students will create and produce the invention together. Each student will have to individually write five sentences. |
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2. To differentiate the Venn Diagram part of the lesson, we will split the class into two groups. One group will get the past inventions to focus on, while the other group will get present inventions to focus on. Once groups are finished filling out the past and present inventions venn diagram, students will individually find a partner from the opposite group to compare and share their answers in partner discussion.
3. Students will have the choice of how they represent their summative authentic assessment. They can type or write their 5 sentences and either draw their invention on a poster, piece of paper or create it on a computer.

Resources

Materials and Resources Needed

Present Day Trap:



Present Day Shotgun:



Present Day Meat Smoker:



Trap from the 1800s:



Picture of Shotgun from the 1800s:



Meat Smoker from the 1800s:



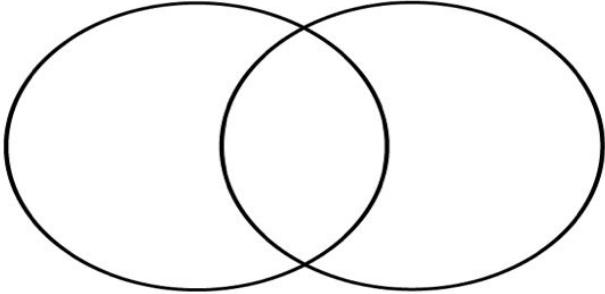
Student Handouts

Venn Diagram Handout:

Name: _____ Date: _____ Period: _____

VENN DIAGRAM- Past & Present Inventions

_____ PAST _____ PRESENT _____



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