

Lesson Plan

Title of Lesson Plan	<i>Death and Mourning In Black Communities of the 19th Century</i>
Grade Level	<i>3rd Grade</i>
C3 Framework Standards	<p><i>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</i></p> <p><i>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</i></p> <p><i>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</i></p> <p><i>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</i></p>
Louisiana Believes Standards	<p><i>3.1.6 Compare and contrast the influence of cultural groups in Louisiana</i></p> <p><i>3.2.4 Identify cultural elements that have contributed to the state’s heritage</i></p>
Compelling Question	<i>How did Black communities of the 19th century shape mourning and funerals of today?</i>
Supporting Questions	<ol style="list-style-type: none"> <i>1. What are some major differences between funerals of people of color and white people of Southern Louisiana?</i> <i>2. How did African American communities gather to mourn the deceased?</i> <i>3. What were common aspects of funerals of the 19th century?</i>
Forms of Representation	<ol style="list-style-type: none"> <i>1. What are some major differences between funerals of people of color and white people of Southern Louisiana?</i> <i>2. How did African American communities gather to mourn the deceased?</i> <i>3. What were common aspects of funerals of the 19th century?</i>
Basic Skills Knowledge	<i>Students will be utilizing their reading comprehension skills to analyze different texts and primary sources. Students will also be integrating art into the lesson during the project-based assessment.</i>

Primary Sources

<p>Description of Artifact 1 in the Digital Travel Trunk</p>	<p><i>Music Box: For African Americans of the time, a music box would be considered a luxury item. In Louisiana, those freed could afford such a luxury, and have it played at their funerals. For others, this was not the case. Instead, they had to rely on more traditional ways to incorporate music into the grieving process. Music at Black funerals would usually consist of a short song of worship and prayer sung with piano in the background. One reads “Master I am dying now, meet! Oh! Meet me there.”</i></p>
<p>Corresponding Primary Source(s)</p>	<p><i>Converse, Charley C. Meet me in heaven, or, The night funeral of a slave. Oliver Ditson, Boston, monographic, 1854. Notated Music. https://www.loc.gov/item/sm1854.550880/.</i></p> <p><i>Secondary: Schweninger, Loren. "Prosperous Blacks in the South, 1790-1880." The American Historical Review 95, no. 1 (1990): 31-56.</i></p>
<p>Description of Artifact 2 in the Digital Travel Trunk</p>	<p><i>Coffin: Funerals for Black people of the time ranged; some received proper burial services with a coffin, grave plot, and an allowance of guests while others received none. Enslavers often ensured that the bodies of enslaved peoples were not allowed in churches for funeral services. Octavia George, an enslaved person, was noted as saying, “Funerals were very simple for slaves, they could not carry the body to the church so they would carry it to the graveyard and bury it.”</i></p>
<p>Corresponding Primary Source(s)</p>	<p><i>Federal Writers' Project: Slave Narrative Project, Vol. 13, Oklahoma, Adams-Young. 1936. Manuscript/Mixed Material. https://www.loc.gov/item/mesn130/.</i></p>
<p>Description of Artifact 3 in the Digital Travel Trunk</p>	<p><i>Still: Sometimes for funerals, enslavers would allow those enslaved to celebrate the lives of the ones lost by supplying rum from their own stills. Rum was often made on plantations by those enslaved. Some rum and whiskey companies have been noted to use pictures of African Americans with their products to sell merchandise.</i></p>
<p>Corresponding Primary Source(s)</p>	<p><i>Very Fine & Old Bourbon Whiskey. , None. [Between 1850 and 1880] Photograph. https://www.loc.gov/item/99403761/.</i></p>

Instructional Strategies

Instructional Strategy	Sequence of the Strategy
<i>Discussion</i>	<p><i>Students will listen to classical funeral music from Black communities in the 19th century as well as music from a music box. Students will then listen to a nonfiction book about African American music read aloud. As a class we will discuss how most music performed at Black funerals was done through singing or clapping due to the fact music boxes and other instruments were rather expensive. We will have class discussion about the difference between funerals of different communities, inclusive of slaves, wealthy free people of color, and white funerals of the 19th century. Students will compare and contrast the music they listened to and write down how each song made them feel.</i></p>
<i>Analyzing Primary Resources</i>	<p>Students will then be introduced to the main funeral where they will see a picture of a coffin. We will talk about what a coffin represents and what emotions it provokes. They will then be shown a newspaper ad for coffins from the 19th century that contains descriptions of different coffins. The students will be put into a break-out room to analyze the newspaper ad. They will be looking for different types of woods, cost, and any other descriptors. They will come back to the main room to discuss and ask/answer questions. The students will be asked to jot down any important descriptions they get from the images and how they made them feel. Students will then complete a graphic organizer to compare and contrast the different coffins from the newspaper ad.</p>
<i>Discussion</i>	<p><i>Students will be introduced to a still. An image of a still will be displayed and we will have a class discussion about what a still is and what it was used for in the 19th century. In the case of funerals, we will discuss that sometimes slave owners would allow the enslaved to participate in a celebration of the life of their loved one. For the celebration of life, some slave owners would supply whiskey from their own stills for the enslaved to have. This could lead to an open discussion on the contrasting treatment of enslaved people by the slave owners during times of mourning.</i></p>

Summative Assessment

Name of Project-based Assessment	Description
<i>Poster</i>	Students will work in groups to create a poster that compares and contrasts characteristics of black community funerals in the 19th century versus characteristics of funerals today. Students will learn about what funerals were like in black communities of the 19th century and compare their new knowledge to what they know about the funerals of today and on the poster they will provide direct examples from the research they find. The students will explain what is similar and how the funerals in black communities from the 19th century traditions have lived on to be a part of funerals today. Students will also state what communities today carry on the same traditions, The poster will include the traditions of the funerals in the black community from the 19th century that are not practiced today. The students should have at least three visuals on their poster with two pieces of factual information for each visual.

Differentiated Instruction

1. Students who struggle with hearing impairments will need preferential seating or their own set of headphones in order to participate in the listening activity.
2. The teacher should place students in mixed-ability pairs.
3. Lower level students may be paired with a teaching aid to help facilitate the thinking behind the poster's content as well as the creation of a well put together product. Higher student groups may be asked to present earlier on in the week in order to give some of the other students more time to complete their assignment and feel comfortable presenting it. All students will present, however, students may be offered options for the final product. Lastly, when grading the assessment the teacher will need to use appropriate and fair grading based on individual student's ability levels.

Resources

Materials and Resources Needed

- Computer
- Poster
- Music Sample
- Nonfiction book about African American music/musicians
- Venn diagram compare and contrast graphic organizer

Authentic Assessment Grading Rubric

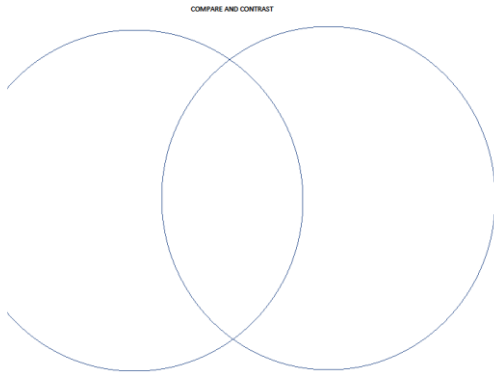
Rubric for Summative Assessment:

<i>CATEGORY:</i>	<i>10</i>	<i>8</i>	<i>6</i>	<i>4</i>
<i>Labels</i>	<i>All items of importance on the poster are clearly labeled.</i>	<i>Almost all items of importance on the poster are clearly labeled.</i>	<i>Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</i>	<i>No important items were labeled.</i>
<i>Content - Accuracy</i>	<i>All facts displayed on the poster are accurate</i>	<i>Facts displayed on the poster are mostly accurate.</i>	<i>Facts displayed on the poster are barely accurate.</i>	<i>Facts displayed on the poster are not accurate.</i>
<i>Knowledge Gained</i>	<i>Students can accurately answer all questions related to facts in the poster and processes used to create the poster.</i>	<i>Students can accurately answer most questions related to facts in the poster and processes used to create the poster.</i>	<i>Students can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster</i>	<i>Students appear to have insufficient knowledge about the facts or processes used in the poster.</i>
<i>Graphics - Relevance</i>	<i>All graphics are related to the topic and make it easier to understand.</i>	<i>All graphics are related to the topic and most make it easier to understand.</i>	<i>All graphics relate to the topic.</i>	<i>Graphics do not relate to the topic.</i>
<i>Attractiveness</i>	<i>The poster is exceptionally attractive in terms of design, layout, and neatness.</i>	<i>The poster is attractive in terms of design, layout and neatness.</i>	<i>The poster is acceptably attractive though it may be a bit messy.</i>	<i>The poster is distractingly messy or very poorly designed. It is not attractive.</i>
<i>Grammar</i>	<i>There are no grammatical mistakes on the poster.</i>	<i>There is 1 grammatical mistake on the poster.</i>	<i>There are 2 grammatical mistakes on the poster.</i>	<i>There are more than 2 grammatical mistakes on the poster.</i>

References

- “NAACP History: W.E.B. Dubois.” NAACP, July 13, 2018. <https://www.naacp.org/naACP-history-w-e-b-dubois/>.
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- Roediger, David R. "And Die in Dixie: Funerals, Death, & Heaven in the Slave Community 1700-1865.".
- Schomburg Center for Research in Black Culture, Jean Blackwell Hutson Research and Reference Division, The New York Public Library. "A negro funeral." *New York Public Library Digital Collections*. Accessed October 19, 2020. <http://digitalcollections.nypl.org/items/510d47df-ac1f-a3d9-e040-e00a18064a99>
- Schweninger, Loren. "Prosperous Blacks in the South, 1790-1880." *The American Historical Review* 95, no. 1 (1990): 31-56.
- Tabony, Joanna, "Death, Death, I Know Thee Now!" Mourning Jewelry in England and New Orleans in the Nineteenth Century" (2011). *University of New Orleans Theses and Dissertations*. 134.
- Very Fine & Old Bourbon Whiskey. , None. [Between 1850 and 1880] Photograph. <https://www.loc.gov/item/99403761/>.

Attachments



Analyzing Primary Resources: 19th Century Coffin

What materials were the coffins made of?

How much did the different coffins cost?

Who was selling the coffins?

Notes from the source: