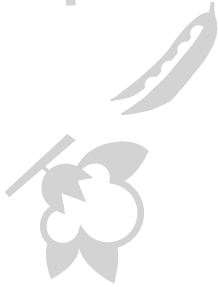




A lesson demonstrating the importance of agriculture to the growth and heritage of the United States.

Developed by Dr. Cathy Seymour, Dr. Linda Roach, Connie B. Melder & Kimberly McAlister in conjunction with NCPTT Heritage Education



Agriculture has been an integral part of the development and growth of the United States. Because agriculture was so important, the development of the agrarian unit was also of the utmost importance. Agrarian units differ across the United States from farms to plantations to ranches, but their purpose for growing crops and/or livestock was similar.

Agrarian units are like neighborhoods or small towns because they are a collection of related buildings. The location of an agrarian unit, like a town, may have been chosen because of a nearby water supply, a well-traveled road, the railroad, building materials, or because of the climate, terrain, and soil. Buildings on an agrarian unit have different and specific functions, but each is important to the whole operation. The field, pastures, gardens, work and recreation spaces, as well as its structures – are also important in the understanding of the cultural landscape. Tools, earthen mounds, pieces of pottery and other artifacts, both ancient and more recent, can enlighten us about people who lived on the agrarian unit many centuries before or just a generation

or two previously. A carefully built stone wall, a fence row, a hedgerow, a windbreak, building foundations, a cemetery, even flowers that bloom where a house once stood are all pieces of evidence. We can use this evidence in classrooms to being to understand by whom and how the land was used.

The following integrated unit not only includes the components of Heritage Education: archaeology, historic structures and cultural landscapes, but also addresses state standards and benchmarks for the content areas of math, science, social studies and language arts. Important also is the message of stewardship that is key in Heritage Education. Although this unit focuses on a plantation home in central Louisiana, this unit can be adapted for use with other types of agrarian units. The activities and resources given are developmentally appropriate for fourth through eighth grade, but can be modified for all ages. In tailoring this unit, we encourage you to involve local resources and materials relevant to your particular location or type of agrarian unit.





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Heritage Education Plantation Agrarian Unit

Unit 1:

Life on a Southern Plantation

Setting the stage:

The Southern plantation village buildings, structures and objectives

Objectives:

TLW identify geographic, economic and historical factors contributing to the development of plantations.

Strategy:

New American Lecture

Description of Activity:

The teacher provides information for the student about buildings and structures through lecture, discussion, pictures, and other visuals. The teacher displays a copy of the graphic organizer on the overhead and writes information as it is given orally. The learner then copies the information onto a copy of the graphic organizer.

Assessment:

"What can we say about plantation life?" Brainstorming activity and summary written individually.



Plantation Unit 1

What can we say about plantation life?

Fact	Evidence

Summary



Heritage Education Plantation Agrarian Unit

Unit 2:

Waverly Plantation

Objectives:

TLW compare and contrast cultural perspectives.

Strategy:

Venn Diagram

Description of Activity:

Not all of the people living on a plantation had the same perspective of the plantation. This activity helps students see from another's perspective. The teacher introduces characters from *Daily Life on a Southern Plantation 1853* to the class. Each student is assigned a character from the book and asked to do the following exercise.

Using what you have learned about the structures found on a plantation and a map of a plantation (Oakland) do the following:

1. List any of the structures or areas you are likely to visit or work in during a typical day at the plantation
2. Describe the activity you would be involved in at each of these areas
3. List any of the structures or areas you are unlikely to visit during a typical day at the plantation

The teacher will pair students according to social status of characters assigned. The learner will complete the Venn diagram listing places both characters are likely to visit on a regular basis and places that would be different. The learner will then label or color code a map of the plantation showing these distinctions.

If a field trip to a local plantation is planned, the learner can take pictures of the buildings, structures, or cultural landscapes from the perspective of their assigned character to present as a visual representation of the different perspectives of the cultural landscape.

Assessment:

Prepare 4-8 slide Power Point presentation that includes:

Visual

- * Same structure or cultural landscape from each character's perspective
- * Different structures or cultural landscapes on the plantation as seen from each character's perspective

Text

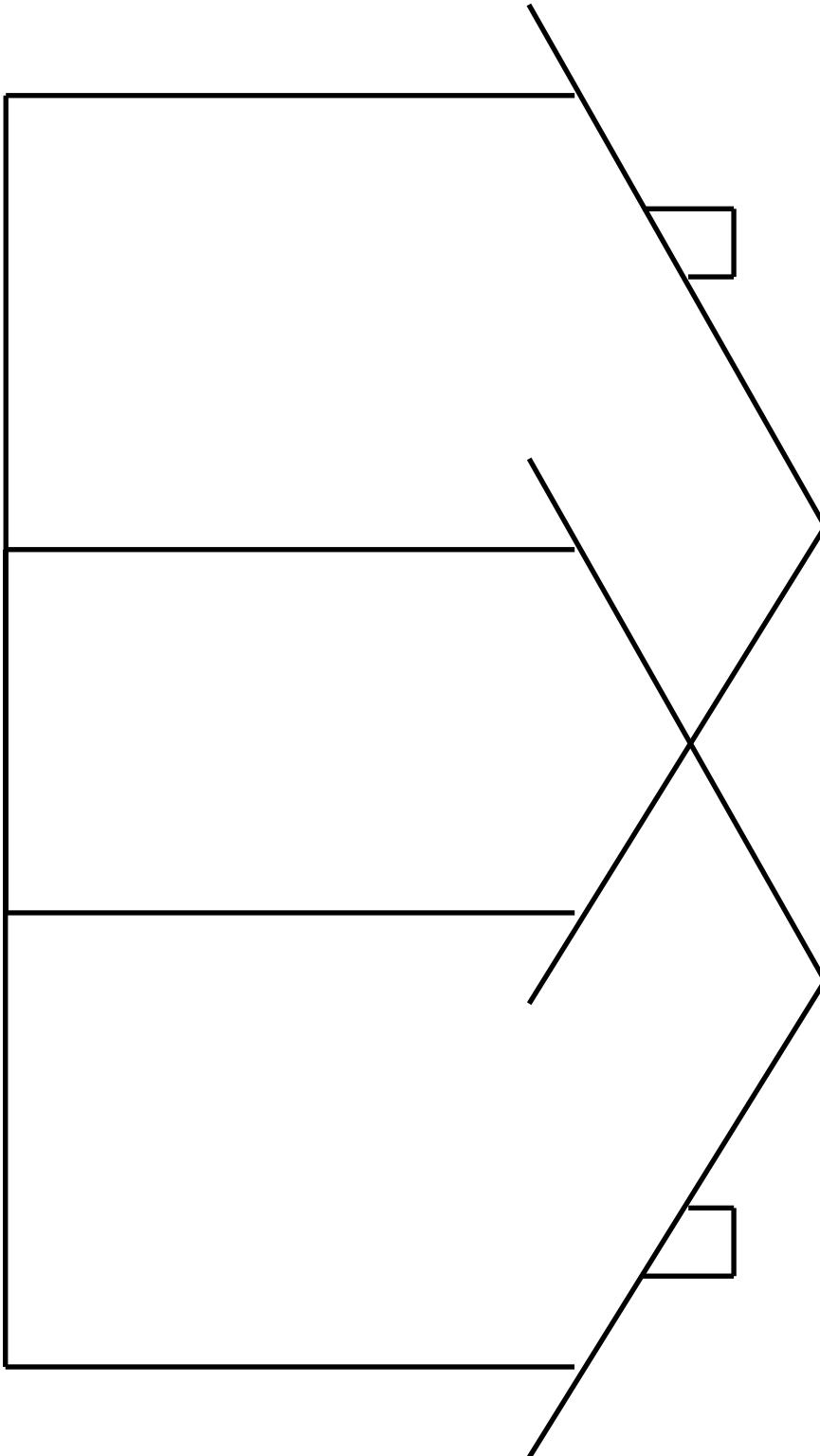
- * What can be known about your character from the various structures and cultural landscapes he/she frequents on the plantation? Consider factors such as social class, gender, age and purpose of the plantation and tasks to be performed
- * Include a journal-like description of one structure or cultural landscape from each character's perspective



Plantations & Agriculture

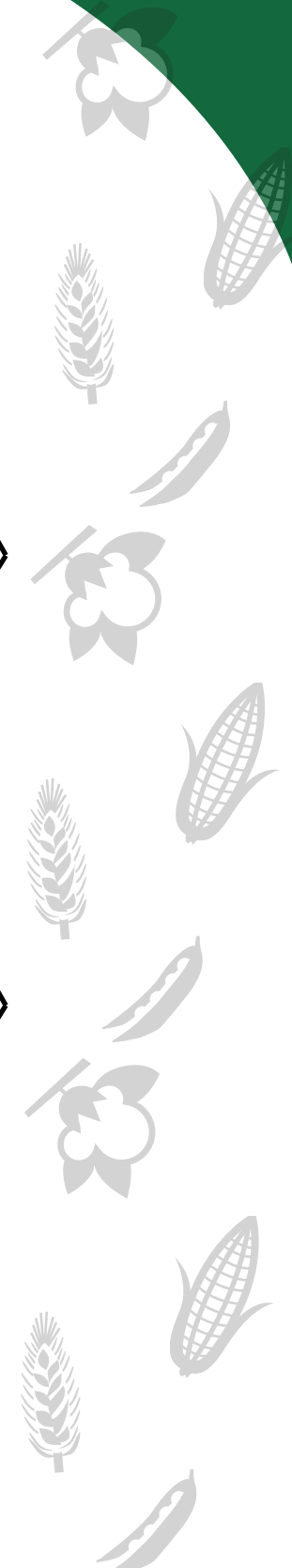
You have been assigned a character from the book *Daily Life on a Southern Plantation 1853*. Using what you have learned about the structures found on a plantation and the map of Waverly Plantation do the following:

1. List the structures or areas you are likely to visit or work in during a typical day at Waverly.
2. Describe the activity you would be involved in at each of these places.
3. List any of the structures or areas you are unlikely to visit during a typical day at Waverly.



Directions: Compare and contrast characters from Daily Life on a Southern Plantation 1853.

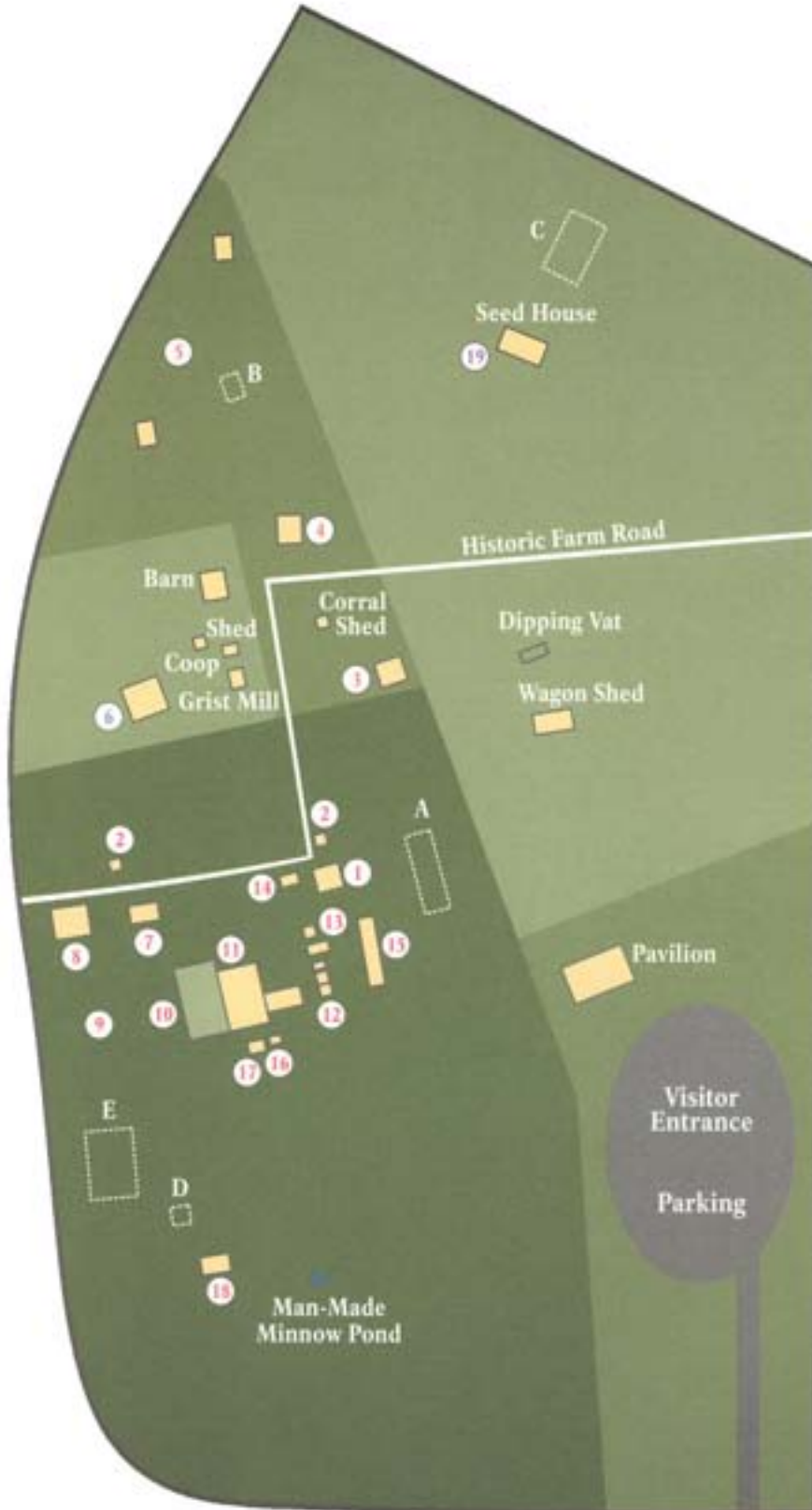
Plantation Unit 2





Plantations & Agriculture

Oakland Plantation Cane River Creole Historical Park Louisiana



Features:

- 1 Mule Barn
- 2 Pigeonnier
- 3 Square Corn Crib and Cistern
- 4 Overseer's House
- 5 Slave/Tenant Quarters and Ruins
- 6 Doctor's House (Park Administration)
- 7 Carriage House
- 8 Store and Post Office
- 9 Live Oak Alley
- 10 Bottle Garden
- 11 Main House
- 12 Wash House
- 13 Poultry Sheds
- 14 Carpenter Shop
- 15 Tractor Shed
- 16 Privy
- 17 Turkey Shed
- 18 Cook's House
- 19 Seed House (Park Administration)

Ruins:



- A) 1960's Cotton Picker Shed
- B) Gabe Nargot's Cabin
- C) Cotton Gin Ruins
- D) Blacksmith Shop
- E) Grass Tennis Courts



Heritage Education Plantation Agrarian Unit

Unit 3:

How large is this place?

Objectives:

TLW measure and determine actual dimensions of scale drawing.
TLW convert units of measurement and apply them to real world applications

Strategy:

Measurement, cooperative grouping

Description of Activity:

This lesson is preceded by continuation of Unit 1. The teacher provides students with a scale drawing of a property and the measurement tools needed for calculations. In cooperative groupings or pairs, learners will measure and determine the actual dimensions of the property. Students will need to be provided with trundle wheels to complete this activity.

If a field trip to the property is planned, the learner can physically measure distances and make comparisons about the precision of the learners' original measurements.





Unit 3

How large is this place?

Use the scale drawing provided to measure and determine the size of this plantation. You may use graph paper, measuring tools and your calculator to answer the following questions.

- 1) The National Park Service has had some trouble with vandals. To preserve the plantation site, they have decided to fence its perimeter. How much fencing is needed?
- 2) Wire and post fencing (\$6.50 a yard) will protect the grounds while allowing people to view the grounds from the highway. Prices are at today's standards. Calculate the cost of fencing materials.
- 3) Take a position on NPS's decision to fence the grounds and justify your choice in a paragraph.
- 4) What is the approximate area of the plantation in square feet?
- 5) What is the approximate area of the plantation in acres?



Unit 3

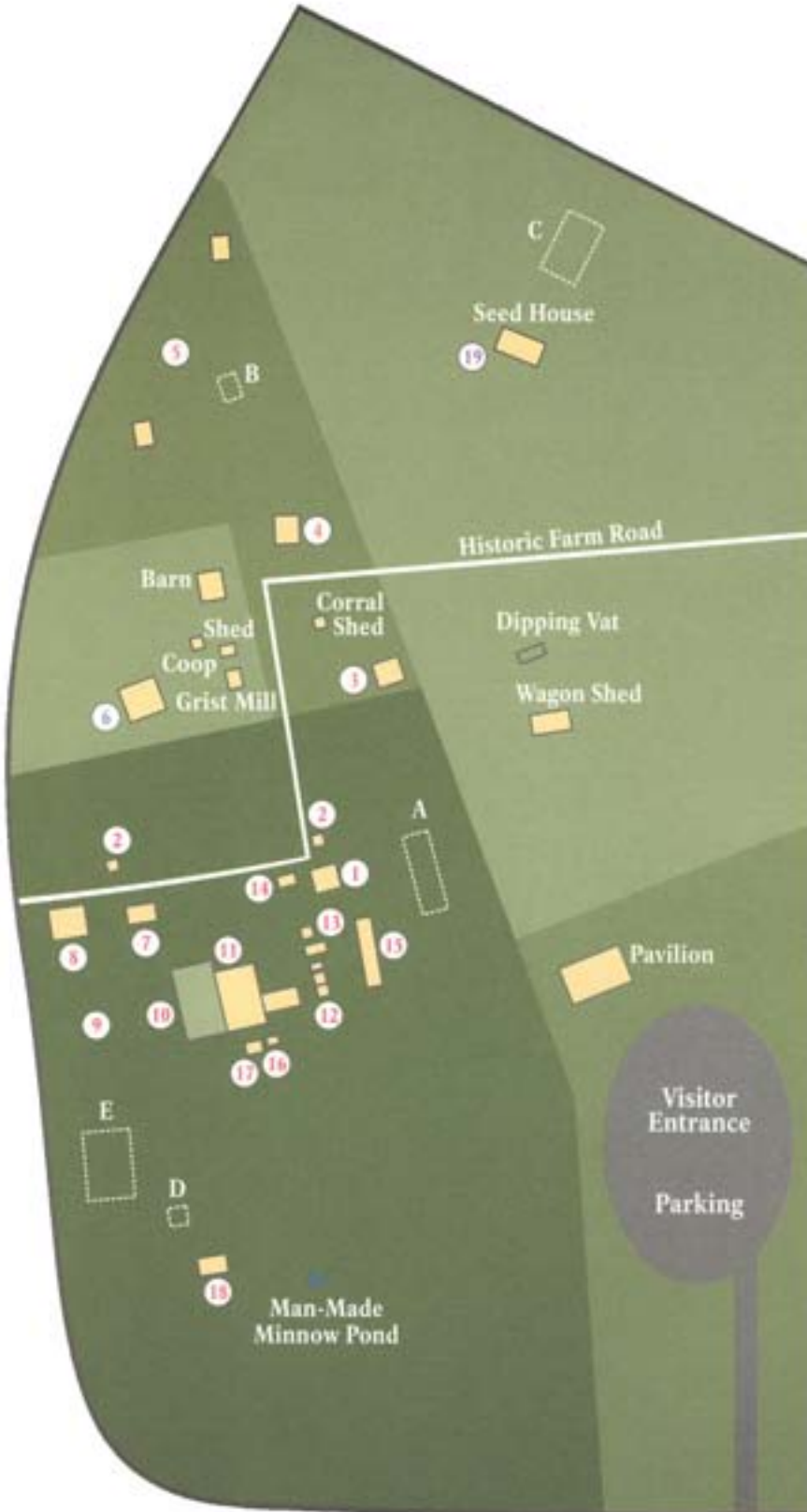
The drawing on the next page was completed by the National Park Service; however, the buildings are not drawn precisely. Approximate the following:

- 6) How far is the carriage house from the main house? Explain how you calculated this distance. Use the trundle wheel provided and justify your answer.
- 7) Calculate the distance from the cook's cabin to the main house. If she travels that by foot 5 times a day, how far does she walk?
- 8) Give a rationale why the store is located where it is in relation to the river.
- 9) Write a paragraph about what you can determine about this plantation from the aerial survey.



Plantations & Agriculture

Oakland Plantation Cane River Creole Historical Park Louisiana



Features:

- 1 Mule Barn
- 2 Pigeonnier
- 3 Square Corn Crib and Cistern
- 4 Overseer's House
- 5 Slave/Tenant Quarters and Ruins
- 6 Doctor's House (Park Administration)
- 7 Carriage House
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- 9 Live Oak Alley
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- 14 Carpenter Shop
- 15 Tractor Shed
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- 18 Cook's House
- 19 Seed House (Park Administration)

Ruins:



- A) 1960's Cotton Picker Shed
- B) Gabe Nargot's Cabin
- C) Cotton Gin Ruins
- D) Blacksmith Shop
- E) Grass Tennis Courts



Heritage Education Plantation Agrarian Unit

Unit 4:

My, how this house has grown!

Objective:

TLW measure and compare scale drawings to actual measurements of a space

Strategy:

Measurement, cooperative grouping

Materials:

Floor plan or scaled drawings of space, handout, measuring tools, calculator, access to actual space to be measured

Description of Activity:

Students will use primary documents (floor plans or architectural renderings) to compare structure's interior space to the dimensions today. Students should be paired or placed in cooperative groups to complete the task.

Students will estimate dimensions and physically measure interior space of pre-selected room. Students will then take physical dimensions and convert to a scaled drawing without a legend. Students will be asked to calculate a legend based on calculations.

Modifications:

Activities 3 and 4 can be modified by supplying scale drawings of property maps, floor plans or architectural rendering for agrarian unit found in your area or region



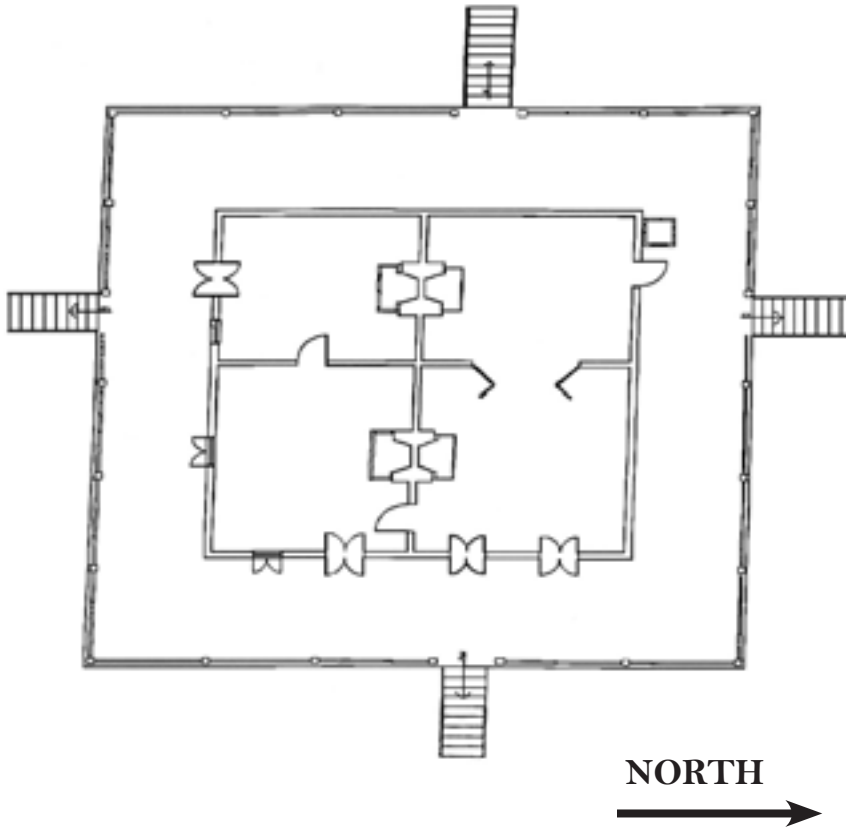
Plantations & Agriculture

Unit 4

My, how this house has grown!

Oakland Plantation began adding to its original structure shortly after its completion. Use the floor plans given to see the numerous changes that have been made.

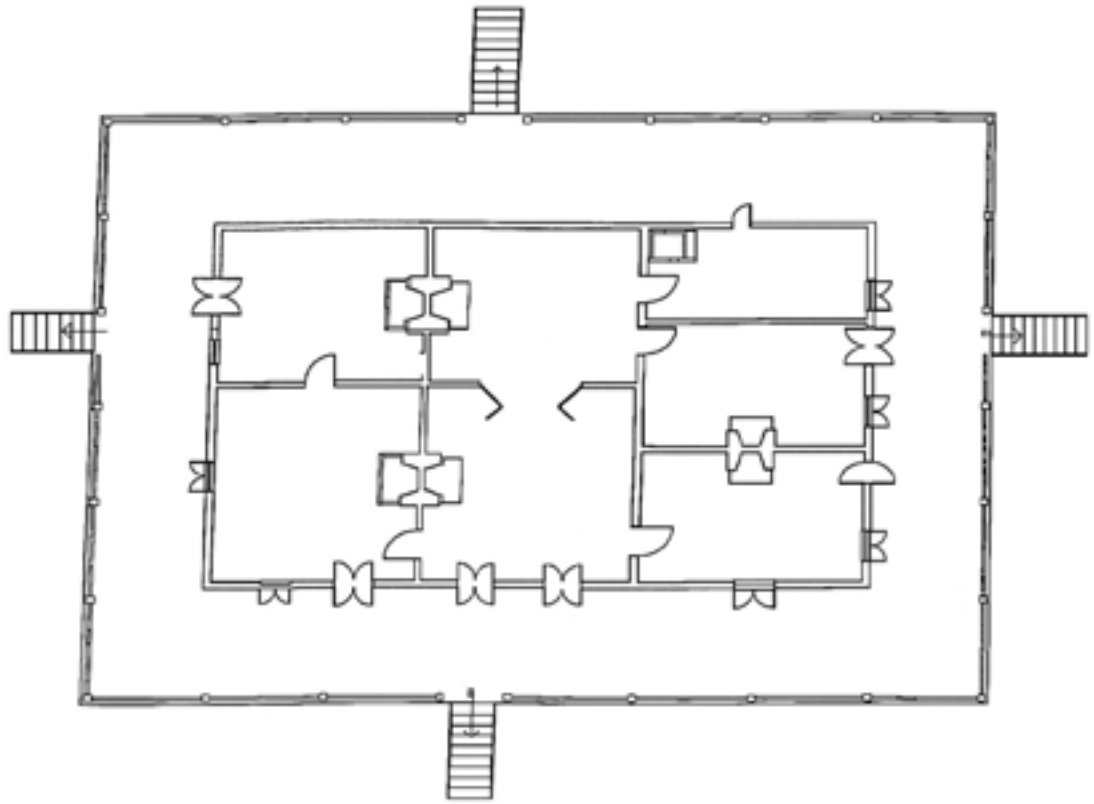
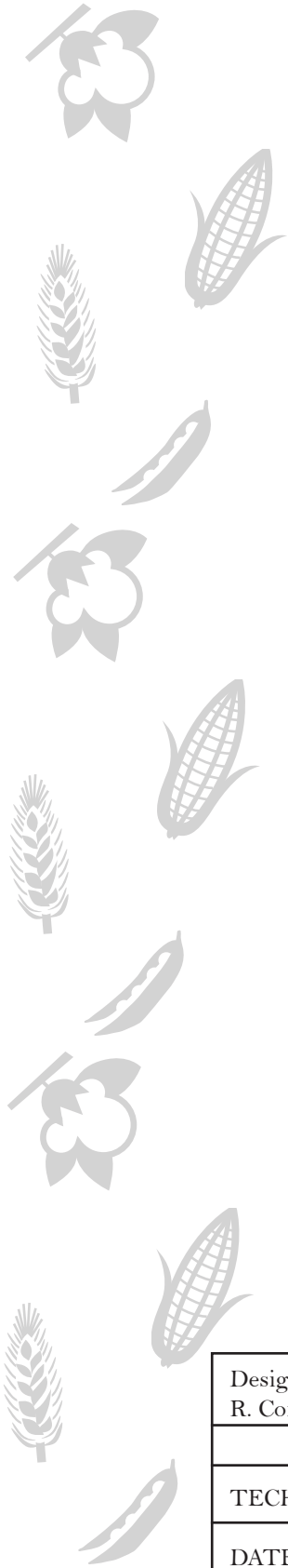
- 1) Estimate how many times larger the house is today from its original dimensions.
- 2) Select a room of the house that you can walk freely around. Use your measuring devices and calculate the dimensions of the room.
- 3) Using your dimensions, measure your scale drawing and determine the scale.
- 4) Determine how many times larger the house is today from its original dimensions.



Designed: R. Conrad	SUB SHEET NO.	TITLE OF SHEET MAIN HOUSE EVOLUTION	DRAWING NO. 494/41,001	
TECH. REVIEW:		1	PKG NO. CARI	SHEET 1
DATE: 7/98		OAKLAND PLANTATION CANE RIVER CREOLE N.H.P.	<u>101</u>	of 11

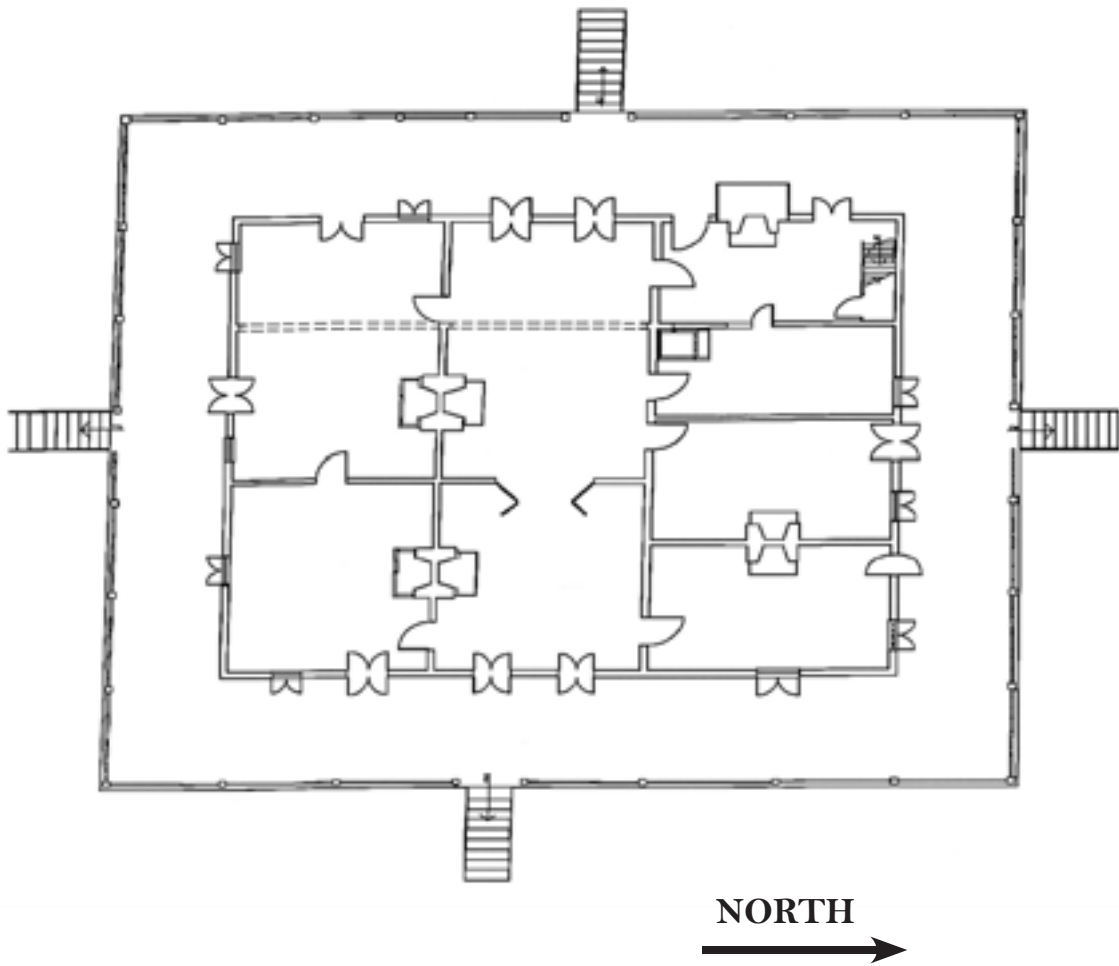


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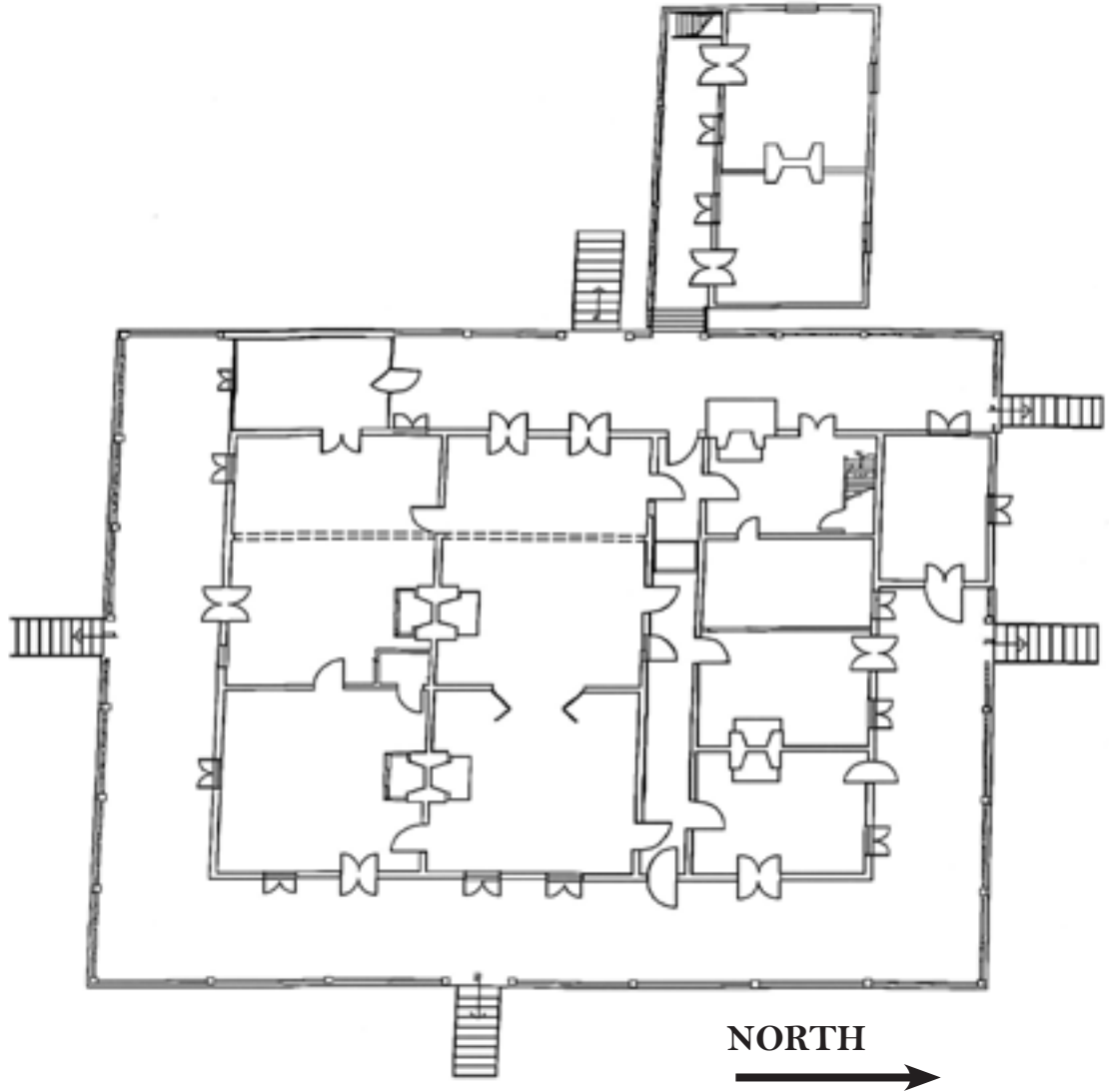
Designed: R. Conrad	SUB SHEET NO. 2	TITLE OF SHEET MAIN HOUSE EVOLUTION OAKLAND PLANTATION CANE RIVER CREOLE N.H.P.	DRAWING NO. 494/41,001	
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DATE: 7/98			<u>101</u>	<u>2</u> of 11



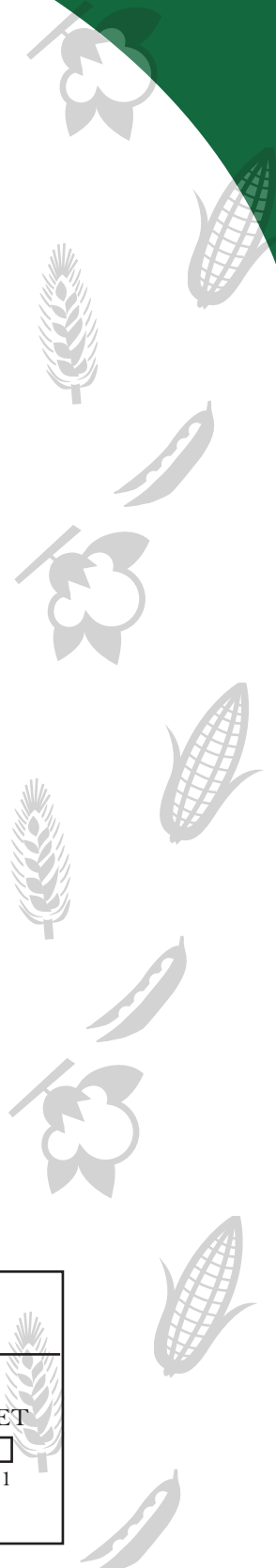
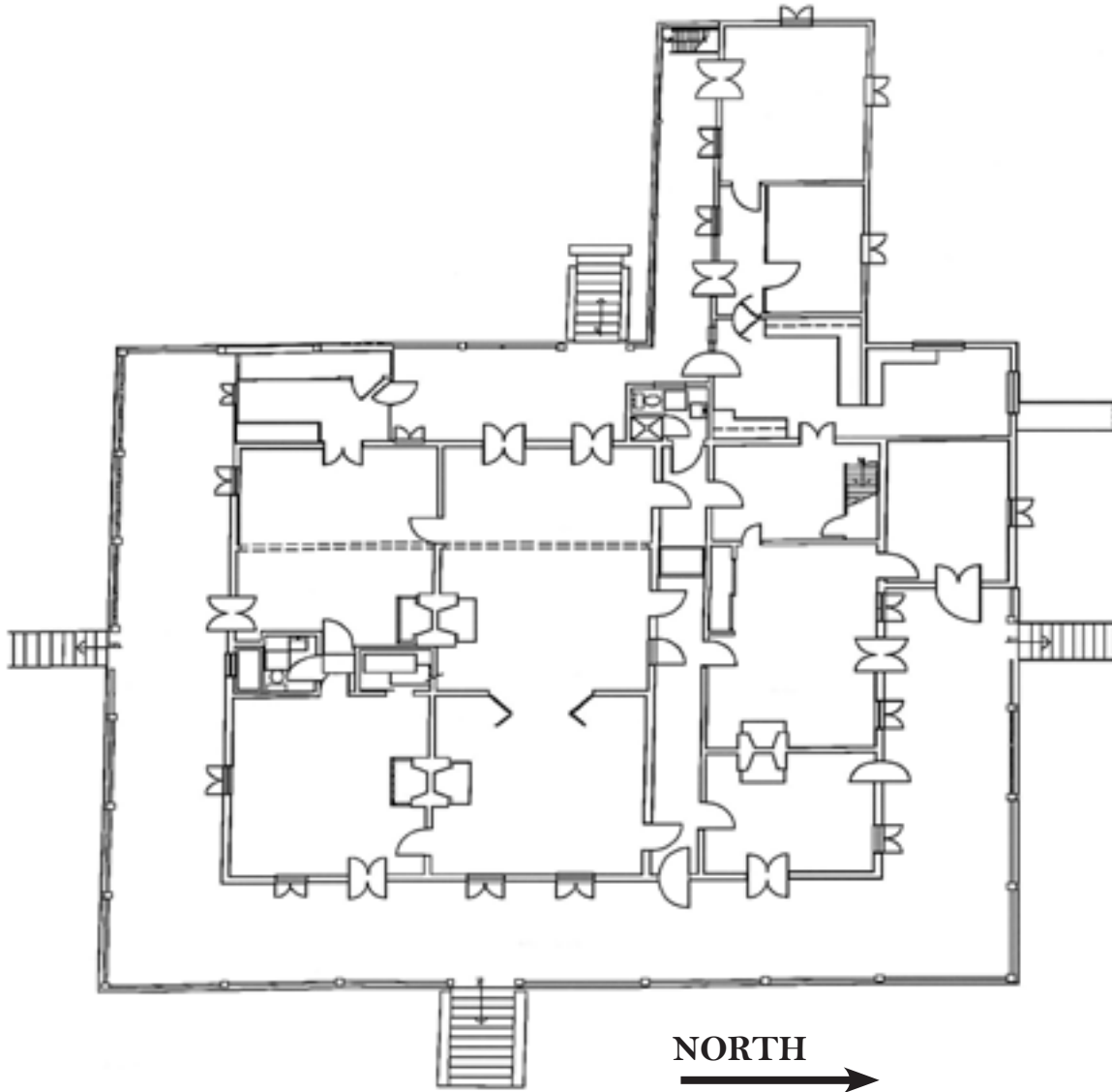
Designed: R. Conrad	3	TITLE OF SHEET MAIN HOUSE EVOLUTION	DRAWING NO. 494/41,001	
TECH. REVIEW:			PKG NO. CARI	SHEET 3
DATE: 7/98			<u>101</u>	of 11
		OAKLAND PLANTATION CANE RIVER CREOLE N.H.P.		



Plantations & Agriculture



Designed: R. Conrad	SUB SHEET NO. 4	TITLE OF SHEET MAIN HOUSE EVOLUTION	DRAWING NO. 494/41,001	
TECH. REVIEW:		OAKLAND PLANTATION CANE RIVER CREOLE N.H.P.	PKG NO. CARI	SHEET
DATE: 7/98			<u>101</u>	<u>4</u> of 11



Designed: R. Conrad	5	TITLE OF SHEET MAIN HOUSE EVOLUTION OAKLAND PLANTATION CANE RIVER CREOLE N.H.P.	DRAWING NO. 494/41,001	
TECH. REVIEW:			PKG NO. CARI <u>101</u>	SHEET <u>5</u> of 11
DATE: 7/98				



Heritage Education Plantation Agrarian Unit

Activity 5:

Tripping over History

Objective:

TLW analyze and categorize artifacts

Strategy:

Cooperative grouping

Materials:

Handout, box of artifacts

Description of Activity:

Students will be grouped and asked to analyze and categorize multiple artifacts from Oakland Plantation. By studying these artifacts, students will be able to put themselves into the shoes of an archeologist. Students will describe, classify, and determine the role and importance of each object within the plantation. Each group will present their findings in a presentation.

Modifications:

This activity can be modified by supplying actual artifacts, photographs, or lists of artifacts that can be found in agrarian units from your area or region.



TEACHER PAGE
Not Just Underground
Or
“Tripping Over History”

Create cooperative groups of children in your classroom. The jobs for the groups of four will be Recorder – records all information for the group; Discussion director – asks to the group and makes sure that everyone provides input for the answers; Reporter – reports groups inferences and is the only person in the group that you will speak to; Task manager – keeps the group on task and settles any differences that may come up in the discussion.

Did you know? You hear the word artifact a lot when people talk about history and archeology. We are shown artifacts from the pyramids in Egypt and places like Poverty Point or other Native American sites. But artifacts can be found anywhere, even above the ground. An artifact is something that has been left behind by humans that helps tell a story about those humans. Even a candy wrapper left on the ground can give us information about someone or some place.

This activity will allow students to categorize and analyze actual artifacts from Oakland Plantation. They will then draw conclusions based on their investigation. Working with this data will bring them closer to understanding the work of an archeologist. This activity is based on data reported in Oakland Plantation: A comprehensive Subsurface Investigation (Miller & Wood, 2000) and research and photographs by Dr. Linda Easley Roach (2002)

The artifacts were grouped by Miller and Wood into nine categories: Structures, food, personal, clothing, agriculture, industrial, Native American, unidentified, and fauna. This activity focuses on five groups: agriculture, industrial, food, personal, and clothing. Data reported for all categories can be found in the full report.

Name _____

Date _____

Discover It: What can we learn about a site (place) from the artifacts?

Do It: You have just received a “box” of artifacts from Oakland Plantation. Some of these artifacts were found as a result of the auger tests, and some were found lying on the ground.

Linda Easley Roach

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2002

June,

Plantations & Agriculture

Your team must make some sense of these findings. Look at each artifact, write a description of it, classify it, and draw some conclusions about how it was used and what the structure was with which it is associated.

Look carefully at the artifacts and see if there are any similarities among them. Classify them into groups and complete the Data Table.

From where do you think your box of artifacts came? Use the map to help you decided.

ANSWERS WILL VARY, BUT SHOULD BE EVIDENCED BASED AND A LOGICAL EXPLANATION OF WHY THEY CHOSE THE STRUCTURE.

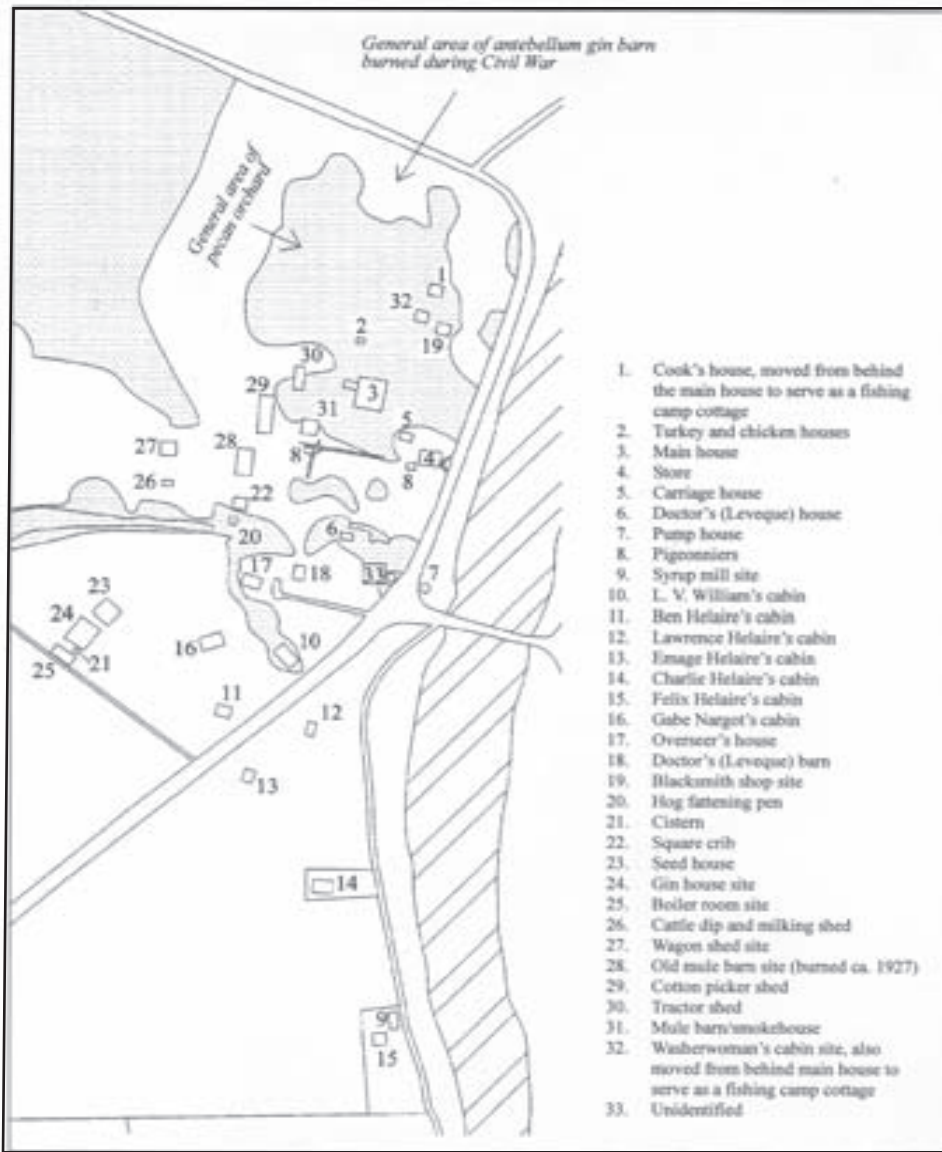


Figure 19 — Map of Oakland Plantation rendered from a 1966 aerial photograph.

Linda Easley Roach

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June, 2002



State your Conclusion: Based on the artifacts that you have categorized and analyzed, where were they found on Oakland Plantation? If a structure remains, there, what do you infer its use was? Why? If there is no structure there now, what structure(s) do you predict (**using hard data to “predict” something in the past**) would have been there? Why?

ANSWERS WILL VARY, BUT SHOULD BE EVIDENCED BASED AND A LOGICAL EXPLANATION OF WHY THEY CHOSE THE STRUCTURE.

Prepare Your Presentation: You are to attend a meeting with other archeologists studying Oakland Plantation. You must share the information that you have learned about Oakland with the other archeologists so that a more complete picture of the site can be determined. Design a presentation of your data for this archeological summit. We don't think other archeologists would like to hear you read your conclusions, so create a visually interesting presentation. You may use posters, power point, overheads, or another idea you have.

Home learning: Carefully observe your yard tonight and describe 10 things that tell something about your family. Think of five things that might be underground or lost in your yard that would tell something about you and your family. Make a list of these artifacts and write a story about the family that left these artifacts behind.

ANSWERS WILL VARY, BUT SHOULD BE EVIDENCED BASED AND A LOGICAL EXPLANATION OF HOW EVIDENCE SUPPORTS THEIR ANSWERS.

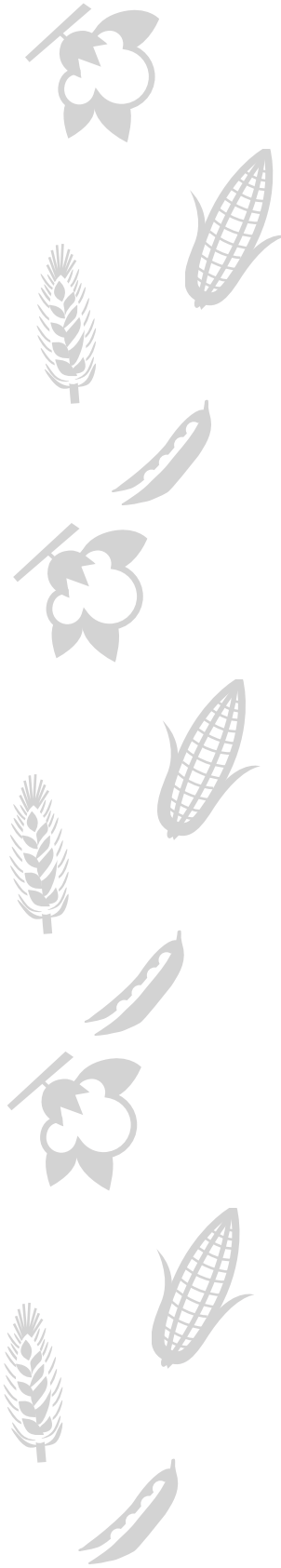


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Plantation Unit 5

Data Table

Group	Description of Artifact	Possible uses/ Possible location



Linda Easley Roach

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June, 2002

Unit 5
Tripping Over History
"Box of Artifacts"

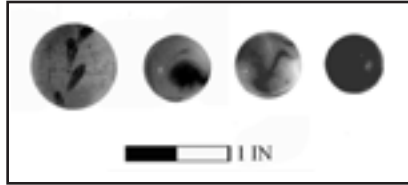


Figure 39- Clay (far left) and glass marbles.



Figure 31 – Padlock

Figure 19 – Map of Oakland Plantation rendered from a 1966 aerial photograph.

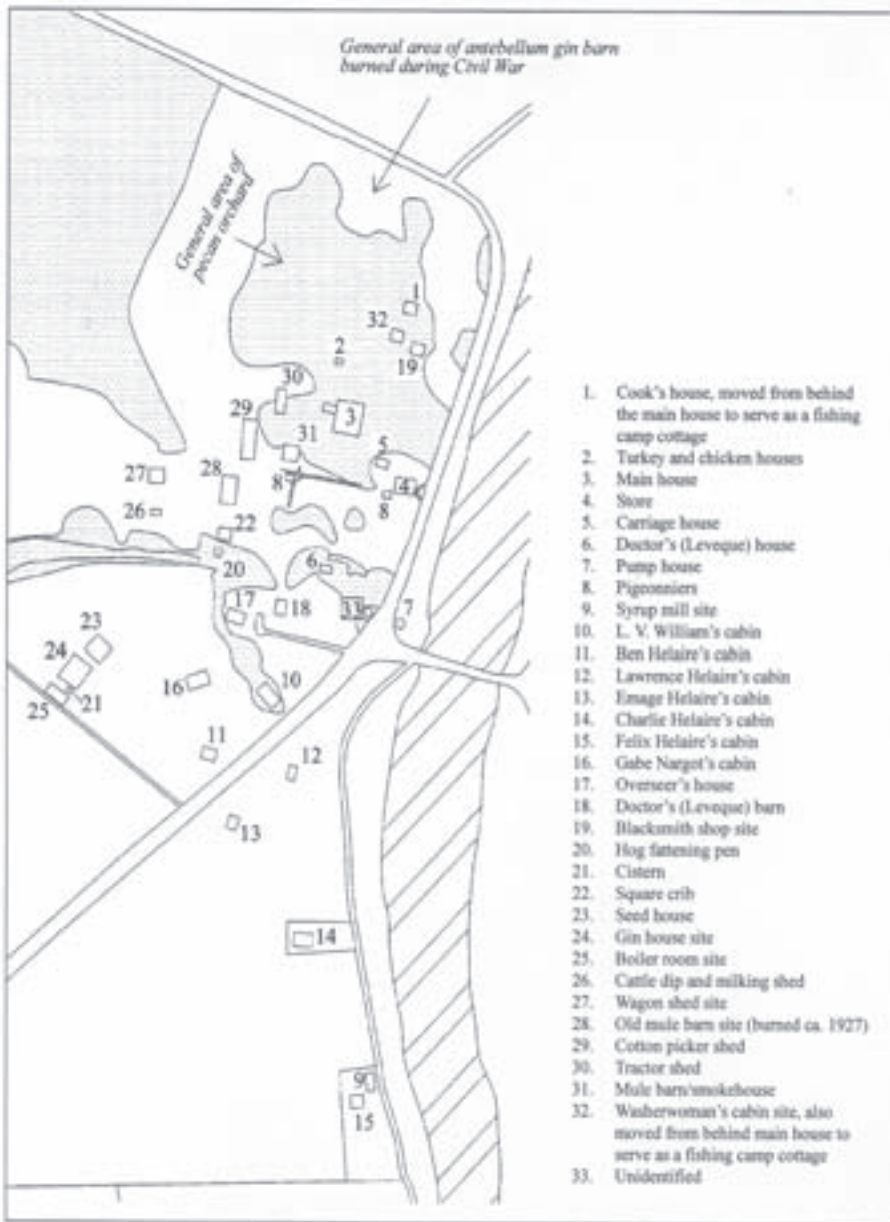


Figure 19 – Map of Oakland Plantation rendered from a 1966 aerial photograph.



Figure 37 – Bottle with markings around the base that read "Crystal Ice & Bottling Co. Ltd. Natchitoches, Louisiana 6 ½ Fluid Oz."



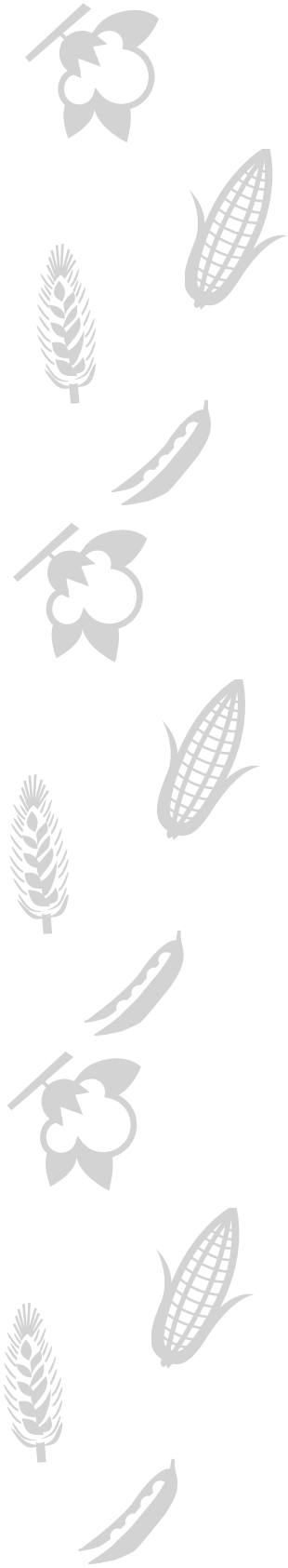
Figure 36 – Bottle recovered from Oakland.



Heritage Education Plantation Agrarian Unit

Culminating Activity:

Task rotation – At the end of the unit of study, students will complete each task as presented in the Task Rotation. Modifications can be made to the task rotation to make it more specific to the type of agrarian unit being studied.





Culminating Activity Task Rotation Plantation Village

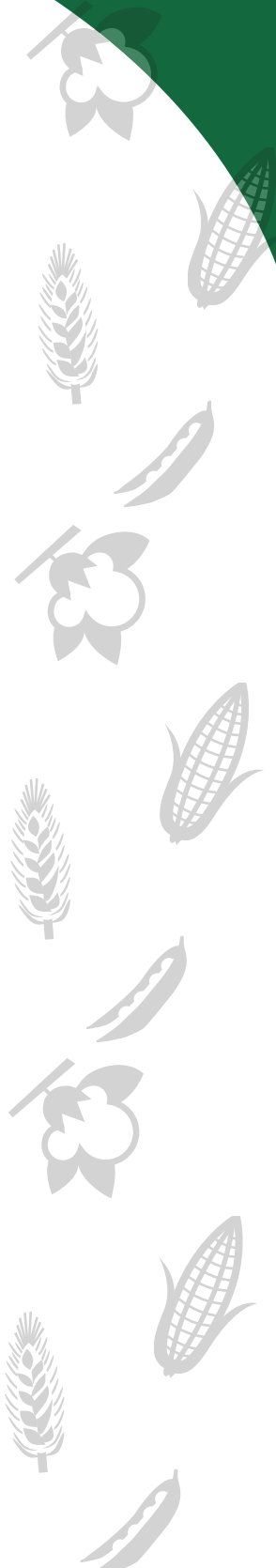
Given the following list of artifacts from Oakland Plantation, categorize which group (agriculture, personal, toys, religious, other) each item should be placed. Make a timeline and place the artifacts in the appropriate positions.

Artifacts: clay marble, non-rusty horseshoe, Civil War uniform button, child's tennis shoe, poultry waterer, automobile windowpane, glass cold cream jar, rusted toy gun, safety pin, and barbed wire.

You are a visitor to Oakland Plantation in 1865. Explain the purpose of your visit. Write a letter to a friend describing the areas of the plantations you visited.

Compare two structures other than the main house on Oakland Plantation. Take a photograph, draw sketches or make scale models of these structures. Compare the structures in the following areas: size and architectural features; main function or purpose; physical proximity to main house; physical to fields or work-related structures.

Create a sketch map showing how you would have laid out a plantation if you had been an architect and landscape designer in the 1860's. Include structures, fields and gardens, and other important work areas in relationship to the main house.





Heritage Education Agrarian Unit

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About NCPTT Heritage Education

The Heritage Education program of the National Center for Preservation Technology and Training (NCPTT) was developed as a pilot program in the State of Louisiana. The program is supported by the State of Louisiana, Northwestern State University (NSU), the National Park Service (NPS) and other heritage based organizations. Numerous teachers and administrators also support this effort.

Heritage Education – Louisiana was developed as a grassroots program which has lent it credibility and longevity in the state. A study conducted by researchers at NSU during the program’s development determined that heritage education increases a sense of culture and heritage resource stewardship among students who participate in the program.

The program curriculum was developed to encompass the primary subjects of math, English language arts, science and social studies, using culture and heritage resources as the method of delivering the lessons.

The lesson plans focus on four types of culture and heritage resources:

- cemeteries
- churches
- main streets
- and agrarian units (i.e. plantations).

These lesson plans can also be applied to elective courses such as art, business and journalism.

While the preliminary work that has been done in Louisiana is substantial, an additional effort is now being mounted to move this program into the next phase. The Heritage Education program at NCPTT was planned as a national program to be active in all 50 states as well as Washington D.C.

NCPTT will develop professional contacts in other states and regions, locate culture and heritage resources appropriate to the curriculum and identify teachers and administrators who value heritage education as a unique learning opportunity for their students.

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