



Masonic Library/Museum Foundation
of Louisiana, Inc.

Curriculum Packet

Introduction

The Masonic Library/Museum Foundation of Louisiana was organized for charitable and educational purposes; and more particularly for the purpose of establishing, maintaining and operating a library and museum to preserve records, artifacts and memorabilia concerning the Masonic fraternity, with a special focus on the Masonic history of Louisiana, and to display and make available all such items to the members of the Masonic fraternity and to members of the general public for use, research, and enjoyment.. Our mission is *to preserve the past and present documentation and artifacts of Louisiana Freemasonry for the education and edification of present and future generations.*

In furtherance of this mission, and to provide fun and meaningful learning opportunities for our younger visitors, we are pleased to offer the following activities for any member, visitor, teacher, institution, or educator to freely use and enjoy. The following materials are standards-based lessons which incorporate Louisiana's Masonic history. Each lesson includes learning objectives, cross-curricular state-based strands and standards addressed, materials, and step-by-step instructions to aid educators in actively engaging young learners. The lessons provided are geared toward middle school aged children, but may easily be modified for older or younger ages.

The lessons in this packet are include Historic Photograph Analysis; a Timeline of Louisiana Governors, Louisiana history, and United States history; Symbolism in Regalia: The Mystery Apron; Primary Document Analysis; an On-site Scavenger Hunt; and Headstone Rubbing.

We hope you enjoy these resources, and we look forward to seeing you soon!



Historic Photograph Analysis

Grades: Middle School (6–8)

Subjects: Visual Arts, English–Language Arts, History–Social Science

Time Required: Single Class Activity (Preparation time: 30 minutes to review materials and make copies of handouts)

Louisiana Strands & Standards Addressed:

- H-1A-M4: Analyzing historical data using primary and secondary sources
- H-1A-M6: Conducting research in efforts to answer historical questions
 - GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history
- VA-CE-M6: Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts
- VA-CA-M5: Develop interpretations about works of art and give supporting reasons
- ELA-5-M2: Integrating information sources
 - GLE 40c: Locate and integrate information from a variety of grade-appropriate resources, including other media sources (e.g., audio and video tapes, films, documentaries, television, radio)

Lesson Overview

Students will examine historic photographs in order to extract historical information. Description, analysis, and reflection are used to teach students the basic skills necessary to use photographs as primary sources in historical research.

Learning Objectives

Students will be able to:

- Analyze historical photographs as a tool for primary research;
- Identify social, cultural, and historical information in a photograph through analysis of visual contents;
- Relate information identified in the photograph to historical context and significance;
- Use information identified from their analysis to write a description or narrative relevant to the photograph.

Materials

- Historic photographs - provided below
- Photo Analysis Worksheet (one for each student) - provided below
- Writing utensils
- Paper, or word processor

Background Information for Teachers

When performing historical research, photographs are a primary source that can yield information about people, places, and events. Photographs can often be used to complement information found

in written texts, records, and secondary sources. Each photograph provided is briefly described below to be incorporated into the lesson as indicated.

Photograph 1: "Sleepy Time Hour," Home for Children, Louisiana, date unknown

Masonic tradition emphasizes charity. One way in which Masonic lodges have strived to be charitable was in the creation of Homes for Children, which housed and supported children between the ages of 3 and 12. Once admitted, the children were allowed to remain until they graduated high school, unless they developed "vicious habits," in which case they could be removed from the home. This scene depicts residents of such an establishment. It is interesting to note that one of the principles of Freemasonry is that adherence to one religion is not a requirement of membership. While monotheistic faith is one of the tenets of the fraternity, Christianity in particular is not. However, the children depicted in this picture have assumed a classic Catholic prayer stance. This may be a good opportunity to discuss the idea of propaganda with your students. Another topic for discussion on this point is the purpose for which a photograph is taken. For instance, do they think this picture was taken as a candid shot of everyday life, or way it perhaps taken to promote a certain organization or ideal?

Photograph 2: Constituting a New Lodge, 1966

Not much is known about this particular photograph. It was found in a box of unmarked photographs. However, the scene depicted is representative of the ceremony performed when constituting a new lodge, and from other administrative records, it is thought to be the constitution of the Walker-George Lodge No. 467 in Swartz, Louisiana. Constituting a new lodge involves the ceremonial use of an emblem of the new lodge (the box in the center covered in white cloth), symbolic lighting of candles, the recital of specific prayers, and ceremonial pouring of oil from a silver cup. This may be a good example to use for the practice of deducing information from a photograph when there are no explicit description available and finding corroborating information in other records.

Photograph 3: J.A. Pochi and Cornerstone, 1948

This is a photo of James Poche of Level Lodge No. 373. We know from administrative records that he was a bus driver and a Past Master of the Level Lodge. We also know from other images of that day that Level Lodge brought a bus from New Orleans to Barnes Creek where the Magnolia Lodge is located for the gathering. A cornerstone ceremony is held for buildings intended for Masonic use as well as public buildings such as churches and schools. Cornerstones are displayed prominently and inscribed with the symbolic Square and Compass and the name of the Grand Master Mason who lays the stone.

Lesson Steps

1. Choose one of the photographs provided below as an example to use with the whole class. Display the image (or ask each student to look at their copy of the image) and guide the students through a discussion of what it means to *describe* an image, to *reflect on* an image, and to *analyze* an image.
 - a. Description: An objective discussion about what can be seen visually, without drawing any conclusions or speculating as to the meaning of the image or any of its elements. Subjective comments should only be made during reflection, not description. Descriptions may identify colors, scenery, figures, clothing, poses, buildings, and other objects seen in the image.
 - b. Reflection: A subjective discussion of personal emotions, beliefs, or other affective reactions to the image. Each student's reflection may be different. What does the student interpret from the image based on what they see?
 - c. Analysis: An intellectual discussion in which deductions are made based on elements of the image. Context clues are used to estimate time period, historical, political, or

economic contexts, and other information which is not explicit, but which may be verified through research. For instance, pieces of machinery present in an image, or whether the image was taken in color, may indicate the period in which the image was taken.

2. Divide the class into small groups and ask each group to examine one of the photographs provided. Each student should examine the image quietly to themselves before discussing it with their group.
3. Ask the students to examine the photographs first in broad terms (inside/outside, black and white/color, people/landscape), and then to examine the photographs in more detail, listing elements that can be seen through looking closely and critically. Students may find it helpful to take notes of their observations, listing people, objects, and other activities.
4. After enough time for quiet examination, prompt the students to write objective descriptions of the photograph and have them share their responses with their group.
5. Next ask the students to write brief reflections of the photographs, including how the image makes them feel or what they think the individuals in the image may be feeling. The groups should then discuss their reflections with each other.
6. The students should then analyze the photograph for historical context. During this step, allow the students to derive their own estimates as to the time period, setting, activity depicted, etc. Ask each group to discuss their findings and come to a consensus on historical context.
7. Share the background information given on each photograph with the class and ask the groups to reconsider the image with this new information, comparing and contrasting their own findings, and reinterpreting the image as necessary. Time permitting, first only reveal the title information given to see how such little information can change the students' perceptions of the image, then share the description. Additionally, the year may be withheld and students can be asked to place the photographs in chronological order based on context clues before the dates are revealed.
8. Finally, have students write fictional narratives, or newspaper articles, describing the people/events/scenes in the photographs based on their analysis of the photograph. This can be done by the group or by each student, in class or as homework. Have the students present their narratives to the class, using the image as a reference during their presentation.
9. Discussion Questions:
 - How does your perception of an image change when you look at it closely?
 - What does the setting tell us about the people and places shown?
 - Describe the people in the image. What are they doing? How are they dressed? Where are they?
 - Is the photographed posed or candid?
 - Is there a tone or mood that you associate with the photograph?
 - Does anything in the image reflect the person's place in society, or their roles within the group shown?
 - Does anything you see happening in this photograph remind you of something from your life, or of a story you know?
 - Does the photograph illustrate an event, an action, a job, daily life, a celebration?
 - Classify the objects into types or categories (e.g., tools, regalia, and decoration).
 - What objects in the image give us clues about the event shown (poses, clothing, hairstyle, setting, actions depicted)?
 - What objects in the image give us clues about the time period?
 - What deductions, inferences, specific information, or generalizations can be made about the subject of the photograph based on these clues?
 - Does the photograph leave any questions unanswered? What questions would you need to answer with further research?

Assessment

Students may be assessed based on:

- Teacher's observation of how well they work in groups;

- Teacher's observation of how well they examine photographs closely;
- Completion of a description, reflection, analysis, and narrative;
- Demonstrating an understanding of the differences between descriptions, reflections, and analyses, and how each contributes differently to the examination of a photograph;
- Demonstrating an understanding of how historical photographs can be used as primary sources for information about the past; and
- The proper use of concepts and vocabulary covered in both class discussion, their narrative writing, and presentation of the narrative.

Photograph No. 1



Photograph No. 2



Photograph No. 3





Timeline of Louisiana Governors, Louisiana History, & U.S. History

Grades: Middle School (6–8)

Subjects: English–Language Arts, History–Social Science, Civics-Social Science

Time Required: Single Class Lesson (Preparation time: 20 minute to review lesson and make any required copies)

Lesson Overview

Students will study brief biographies of selected Louisiana Freemason governors to extract critical dates in Louisiana and United States history, which they will use in the construction of three timelines.

Learning Objectives

Students will be able to:

- Identify relevant data from instructional texts;
- Organize historic events chronologically and in relation to each other;
- Understand the relationship between local and national events;
- Create a graphic representation of a historical period by making a timeline which shows three concurrent tracks of sequential events in history; and
- Identify missing information and formulate research questions to fill in such information.

Louisiana Strands & Standards Addressed:

- ELA-7-M1: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - GLE 09a: sequencing events to examine and evaluate information
 - GLE 09e: making inferences and drawing conclusions
- ELA-5-M3: Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics
 - GLE 43b: Generate grade-appropriate research reports that include information presented in a variety of forms, including graphic organizers (e.g., outlines, timelines, charts, webs);
- H-1A-M1: Describing chronological relationships and patterns
 - GLE 62: Construct a timeline of key events in Louisiana history
 - GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S., and world history
- C-1A-M6: Identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers
 - GLE 23: Identify qualifications and terms of office for key leaders/representatives at the state and local levels

Materials

- Governor biographies- provided in table below
- Projector for displaying the table, or copies for each student
- Paper and writing utensils for students to draw timelines (or copies of example provided)

Background Information

Many of Louisiana's most influential leaders have been members of the Freemason fraternity, including many of Louisiana's governors. This lesson will highlight a few of Louisiana's Freemason governors who have helped shaped the Louisiana we know today. This exercise will help teach students about Louisiana governors, Louisiana history, United States history, and the interaction among the three. This lesson provides many opportunities for discussing historically significant events and civics concepts, which may be expounded upon as appropriate for what your students are studying at the time.





Lesson Steps

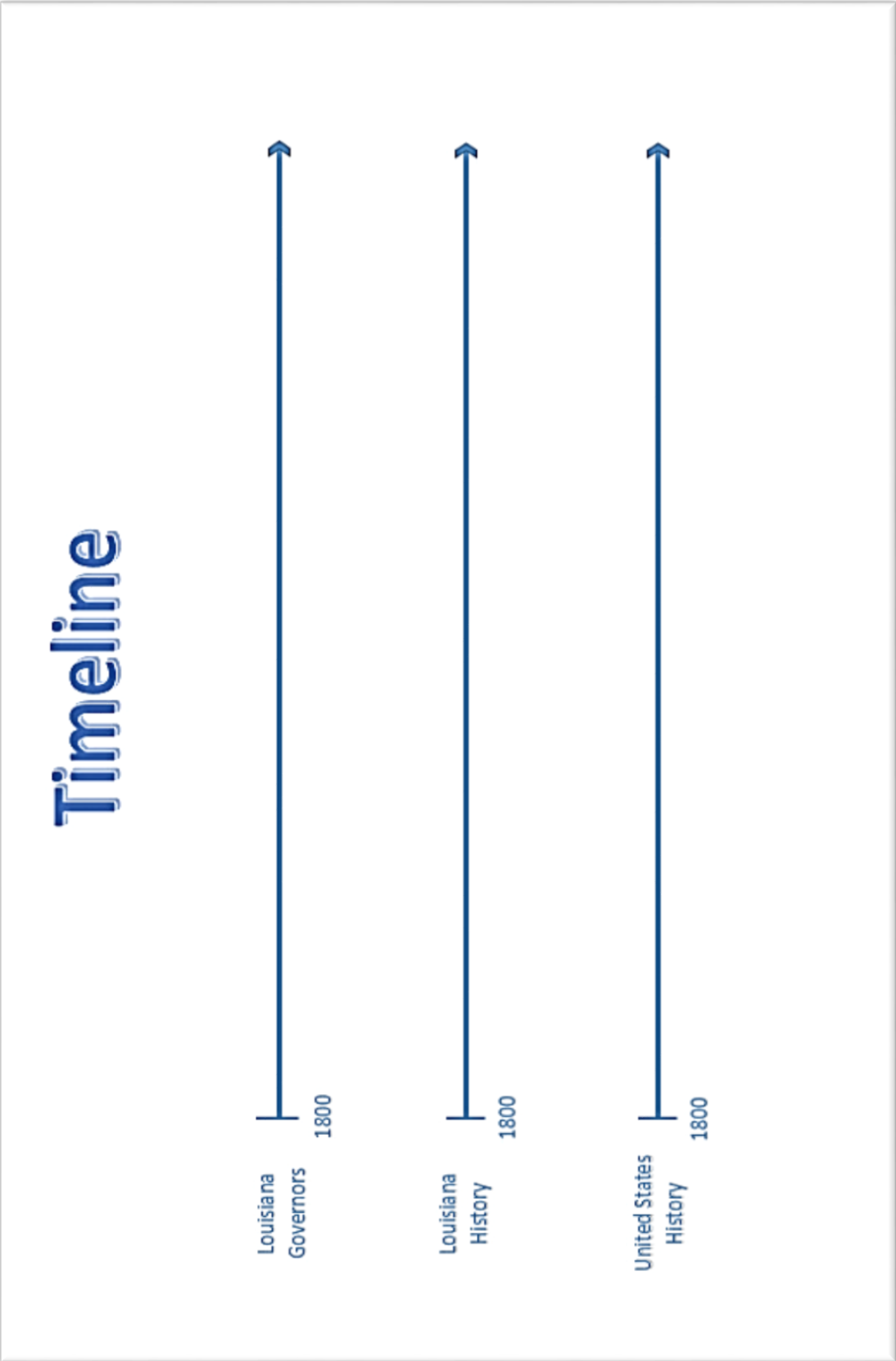
1. Display for the class (or distribute to the students) the table below containing information about five Louisiana governors.
2. Explain to students that they will be creating three timelines and instruct them to draw three lines across a piece of paper- the long way- with each line beginning in 1800. (Example provided below)
3. Label the lines: Louisiana Governors, Louisiana History, and United States History, respectively. An example is provided in the materials below.
4. Instruct the students to study the biographies provided. Using the information found, they should place people and events on the appropriate timeline. Explain to the students that it is important to choose the appropriate timeline for each piece of information. For instance, Francis Nicholls served as a General in the Confederate Army during the Civil War and then became governor in 1877. The Civil War should be noted on the United States timeline because it affected the entire nation, but Governor Nicholls' election to office should be placed on the Louisiana Governor line.
5. Hint: Look for proper names, dates, and lengths of time given in the bios!
6. When the students have completed their timeline, prompt a discussion of the relationship between different events and people on the timeline. Did certain events influence others? Did certain governors cause any of the events on the other two lines? Did any of the events influence the governors?

Assessment

Students may be assessed based on:

- Completion of timeline;
- Inclusion of all events and governors in the correct chronological order; and
- Demonstrating analytical skills and the use of deduction to fill in gaps in the informational text provided.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NICHOLLS</p> 	<p>After studying law, Francis Nicholls joined the Confederate army when the Civil War began in 1861. During his service, he rose in rank to Colonel and then Brigadier General. During the war, he lost his left arm in the Battle of Winchester in 1862, and his right foot in the Battle of Chancellorsville in 1863. When the war ended in 1865, Nicholls passed the Louisiana Bar Exam and began practicing law. Nicholls first became governor in 1877, at the end of the Civil War Reconstruction Era. During this term, Governor Nicholls presided over the Louisiana Constitutional Convention of 1879. One of the acts of the convention was to move the state capitol back to Baton Rouge. Nicholls was elected to serve as governor a second time in 1888.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DAVIS</p> 	<p>James Houston "Jimmie" Davis was elected governor twice- once in 1944 and again in 1960. During his first term, with the end of World War II in 1945, Louisiana industry grew significantly, with the number of factories increasing by 60%. One year later, the federal government established the Central Intelligence Agency. During his second term, desegregation of public schools began and in 1963, Tulane University accepted its first 5 African American students. The same year, the country was stunned by Present John F. Kennedy's assassination. The man credited as the assassin was Lee Harvey Oswald from New Orleans.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CLAIBORNE</p> 	<p>WCC Claiborne was appointed governor of the Louisiana Territory in 1804 by President Jefferson, after the successful execution of the Louisiana Purchase in 1803. After Louisiana became a state in 1812, becoming the 18th state of the union, Claiborne was also the first governor to be elected in this state. While Claiborne was governor of the Louisiana Territory, the Lewis & Clark Expedition traveled throughout the territory from 1804 to 1806, the first public school opened in the Louisiana Territory in Point Coupee Parish in 1808, and the Territory of Orleans adopted its first Constitution in 1811. The War of 1812, and the Battle of New Orleans from 1815, dominated Claiborne's term as governor of the state of Louisiana.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HALL</p> 	<p>After serving for one year on the Louisiana Supreme Court, Luther E. Hall ran for, and was elected, governor in 1912. As governor, Hall fought for tax reform and the port of New Orleans. He also fought for improved levees for the state, a position that was strengthened by a devastating hurricane and flooding in New Orleans in 1915. During his first year of office, airmail was first successfully delivered from New Orleans to Baton Rouge. In 1913, the 16th Amendment to the U.S. Constitution passed and an income tax was put into effect. Halfway through his term, World War I began, and the United States announced that it would not get involved. The same year, the Panama Canal was completed and foreign commerce increased significantly in New Orleans.</p>





Symbolism in Regalia: The Mystery Apron

Grades: Middle School (6–8)

Subjects: Visual Arts, English–Language Arts

Time Required: Single Class Lesson (Preparation time: 1 hour to review materials provided, make copies to distribute, and gather any additional resources desired)

Lesson Overview

Students will examine a Masonic apron to identify symbols and gain an understanding of personal and organizational symbolism.

Learning Objectives

Students will be able to:

- Recognize and understand the use of symbols and ceremonial clothing;
- Identify symbolism and its meaning in context;
- Apply their understanding of symbolism through the creation of their own ceremonial apron; and
- Describe symbolism used by others and themselves.

Louisiana Strands & Standards Addressed

- ELA-4-M1: Speaking intelligibly, using standard English pronunciation and diction
- ELA-4-M5: Listening and responding to a wide variety of media
 - GLE 37: Compare, contrast, and evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form)
- ELA-5-M3: Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics
 - GLE 43a: Generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information
- VA-CE-M1: Demonstrate art methods and techniques in visual representations based on research of imagery
- VA-CE-M2: Select and apply media techniques, and technology to visually express and communicate
- VA-CA-M2: Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time

Materials

- Photograph of Masonic apron- provided in the materials below
- Additional examples can easily be found online. One resource particularly appropriate for this exercise is an image of George Washington’s Masonic apron and an explanation of its symbols, available from the Grand Lodge of Pennsylvania at: <http://www.pagrandlodge.org/mlam/apron/index.html>
- Symbol key – provided in materials below
- Blank apron handout – provided in materials below
- Writing and coloring utensils.

Background Information

Aprons are one of the most prominent symbols of Freemasonry. The use of aprons originated from the work apron used by stonemasons and continues to be used in Masonic fraternities today. In Masonic tradition, a new member is given a white apron, which represents his membership in the fraternity and innocence. As Masons earn degrees, symbols are added to their aprons which represent ideals they have learned and incorporated into their lives. Many of the symbols used to adorn aprons also stem from tools and concepts key to stonemasonry.

Lesson Steps

1. Begin with a discussion of symbolism, regalia, and the Masonic apron tradition. Encourage class discussion regarding the use of aprons in the Masonic tradition and prompt students to ask themselves why Masons might wear aprons, using notes provided in the Background Information above.
2. Display (or distribute) a photograph of a Masonic apron and ask students to study the apron and identify symbols on the apron. As they study the aprons, students should make a list of symbols and figures they identify them.
3. After adequate time to study the apron, students should find the symbols they identified on the list of symbols to determine the meaning of each symbol.
4. Encourage discussion regarding why the students believe a Mason would have included these symbols on his apron and what these symbols may indicate about the person who wore it.
5. Ask students to use symbolism to design and produce an apron of their own, using symbols that represent the student. Alternatively, student groups may design aprons that represent the class/school/state.
6. Have the students present their completed aprons to the class, explaining the symbols used and the reasons for their use.

Extension

This activity could also be expanded to include jewels (the emblems worn by Masonic officers as a badge of their office) on display in the museum. The apron activity could serve as a pre- or post-visit activity incorporating symbolism observed in the museum collection. The jewels worn by different officers within the fraternity translate, often directly, to the symbols used in the key above. For instance, the crossed keys represent the office of the Treasurer, whose jewel is the crossed keys symbol. The museum also has explanatory materials that can be used by teachers for this extension upon request.

Another fun activity for student may be to identify the apron owner based on their analysis of the apron. The apron is unidentified and its origins unknown. It is believed to be from the early 20th Century, and it is hand painted rather than stitched, but the only other information the museum has is the information that may be deduced from the materials and symbols used. Have students draft a hypothesis as to the owner and send it to the museum to be included with the exhibit!



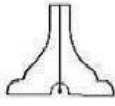







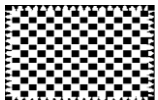
Assessment


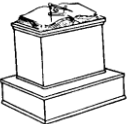






Students may be assessed based on the following:

- Participation in class discussion;
- Completion of apron design;
- Presentation of apron design;
- Demonstrate an understanding of symbolism by properly identifying symbols and their meanings;
- Ability to apply an understanding of symbolism in the creating an apron design; and
- Demonstrate an understanding of symbolism by explaining to the class the symbolism used in their own aprons and the meanings of those symbols in this context.

Early 20th Century Apron, hand painted



Selected Symbols in Freemasonry: Key	
	The All Seeing Eye represents watchfulness; the ability of a supreme deity to know one’s innermost thoughts and motivations. This symbol is a reminder to be pure and true because we will be rewarded based on our true merits.
	The Chisel represents the effects of education on the mind, where consistent learning shapes the intellect like a chisel shapes stone.
	The Level represents living as a straight and upright person. Plumbs and levels are used to build perpendicular structures, and symbolically, it is used to show equality, integrity, morality, and honesty.
	The Lamb may represent many things, including innocence, a savior, purity, and sacrifice.
	The Mystic Ladder symbolizes progression and advancement. The letters C, H, and F in the ladder stand for charity, hope, and faith.
	The Ark and Anchor symbolize the strength to endure ups and downs in life and hope that keeps one grounded and steadfast.
	The Beehive represents industry, or hard work, and is a reminder to use our rationality and intelligence to be industrious.
	The Tyler’s (or Tiler’s) Swords represent a guardian of a lodge. This symbol is derived from the tiler in stonemasonry who finishes a building and adds a roof after the building is complete.
	The Dove represents purity and innocence.
	Square and Compass. The square was the tool used in stonemasonry to ensure right angles, and in Freemasonry, symbolizes the character of being “tried and true,” or virtuous and trustworthy with others. The square is often likened to the Golden Rule to do unto others as you would have them do unto you. The compass is used to draw a circle around a given point. Symbolically, the point represents the person, and the area outside the circle is the world around them. The compass is used as a reminder to remain within the bounds of good, moral conduct with all those who come within your circle, or those with whom you cross paths.
	Mosaic Pavement represents human life, in which one encounters both good and evil.

	<p>Cross-Keys represent the office of Treasurer, which is responsible for collecting and distributing lodge funds.</p>
	<p>The Altar and Bible symbolize a place for sacrifice and incense, where fraternal members sacrifice worldly vices in favor of their lodge and the “incense” of fraternal love, relief, and truth arises.</p>
	<p>The Cornucopia represents the fruits of one’s labor and a hard day’s work.</p>
	<p>The Celebrated Pillars may be used to represent many things. One of the most common references is to the two pillars erected on the porch of King Solomon’s temple, which stood for strength and establishment. In Masonic tradition, they can also represent the Saints John, to whom all Masonic Lodges are dedicated. Other interpretations include equality and duality in nature, such as day and night, good and evil, and male and female.</p>
	<p>The Trowel is the tool necessary to complete a building with cement, which is symbolically used to represent the love and brotherhood which holds a fraternity together.</p>
	<p>Evergreen represents youth and vigor, and immortality of the soul.</p>
	<p>The heart represents the human heart. In this apron, the naked heart below the All Seeing Eye is another reminder that the secrets in one’s heart are naked before the eyes of one’s supreme deity. This symbol is also often accompanied by a sword pointing to the heart, which represents divine justice.</p>
	<p>This symbol is also used and interpreted in many ways. The 6-pointed star is made up of two interlaced triangles which may represent the interdependence of good and evil, similar to the yin-yang. Other interpretations refer to Judaism, Kabbalah, alchemy, and the mystical tenet of, “As above, so to below.”</p>





Primary Document Analysis

Grades: Middle School (6–8)

Subjects: English–Language Arts, History–Social Science, Geography–Social Science, Civics–Social Science

Time Required: Single Class Lesson, (Preparation time: 30 minutes to retrieve primary source online and review materials)

Lesson Overview

Students will examine and analyze primary source documents critically to retrieve historical data and determine the objectivity and reliability of the information.

Learning Objectives

Students will be able to:

- Learn how to evaluate primary and secondary sources for historical relevance;
- Understand bias present in primary and secondary sources;
- Learn about the cultural diversity in Louisiana’s history;
- Gain an understanding of the Louisiana Purchase; and
- Learn about governance of the Louisiana Territory.

Louisiana Strands & Standards Addressed

- ELA-1-M3: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages
 - GLE 4c—Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including public documents
- ELA-4-M4: Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts
 - GLE 34: Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials)
- H-1A-M4: Analyzing historical data using primary and secondary sources
- H-1A-M6: Conducting research in efforts to answer historical questions
 - GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history
- H-1B-M10: Analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement
- G-1C-M5: Tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects
 - GLE 12: Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana
- C-1C-M2: Explaining the formation, implementation, and impact of United States foreign policy
 - GLE 38: Explain how U.S. foreign policy has affected Louisiana

Materials

- “Proclamation to the People of New Orleans,” by WCC Claiborne, available online at: <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=1220>

- Writing utensils and paper

Lesson Steps

1. Begin with a discussion of the differences between primary and secondary sources.
 - a. Primary Sources: documentation created at the time the historical event occurred or by the historical subject; examples include correspondence, photographs, newspaper articles, and regularly kept records; the reliability of these sources must always be examined for the author's bias before accepting the source as an accurate depiction of a historical event
 - b. Secondary Sources: documentation created through research and analysis of a prior event; examples include textbooks, encyclopedias, and articles; secondary sources must also be evaluated for objectivity
2. Instruct students to use reference materials to research and find key information about the Louisiana Purchase and WCC Claiborne.
3. Have the students read Governor Claiborne's Proclamation.
4. Instruct the students to identify the author, date, audience.
5. Discussion Questions:
 - a. What are the main points addressed?
 - b. Why do you think the document was written?
 - c. Does the document give us any clues about what life was like at the time it was written? What are the clues and what do they tell us?
 - d. Does the document raise any additional questions that need to be answered in order to understand the context in which it was written?
 - e. Based on the author's position, what bias might he have regarding the information he included and how might such bias affect how we can use the information the document contains?
6. Instruct students to write a few paragraphs comparing and contrasting information found in reference materials (secondary sources) and information learned from the Proclamation (primary source). They should include a discussion of which sources are better for objective information and which sources are better for gaining an understanding of the time period.

Assessment

Students may be assessed based on:

- Participation in class discussion;
- Completion of a written analysis comparing and contrasting the resources used;
- Demonstrating an understanding of the differences between primary and secondary sources;
- Demonstrating an understanding of the advantages and disadvantages of using primary and secondary sources; and
- Demonstrating an understanding of how to evaluate sources for objectivity.



Museum Scavenger Hunt

Grades: Middle School (6–8)

Subjects: Visual Arts, History–Social Science, English-Language Arts

Time Required: 2-3 hours recommended (Preparation time: 20 minutes to review materials and discuss museum visit with students)

Lesson Overview

Students will participate in a scavenger hunt at the Masonic Library/Museum Foundation of Louisiana, checking off items from a list as they are found.

Learning Objectives

Students will be able to:

- Use informational text to identify artifacts;
- Examine artifacts and compare their physical qualities to information provided;
- Analyze and interpret primary and secondary sources and artifacts; and
- Articulate their findings in a post-visit activity.

Louisiana Strands & Standards Addressed

- VA-CA-M5: Develop interpretations about works of art and give supporting reasons
- ELA-5-M2: Integrating information sources
 - GLE 40c: Locate and integrate information from a variety of grade-appropriate resources, including other media sources (e.g., audio and video tapes, films, documentaries, television, radio)
- ELA-4-M5: Listening and responding to a wide variety of media
 - GLE 37: Compare, contrast, and evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form)
- ELA-5-M2: Integrating information sources
 - GLE 40c: Locate and integrate information from a variety of grade-appropriate resources
- H-1A-M4: Analyzing historical data using primary and secondary sources
- H-1D-M6: Examining folklore and describing how cultural elements have shaped our state and local heritage

Materials

- Scavenger Hunt List- provided below (one copy for each student); and
- Writing utensils.

Lesson Steps

Note: This lesson can be done in many different ways, depending on what's appropriate for the group's size and structure. Some teachers prefer to leave time during the visit to point out artifacts of particular interest. If so, give the students a goal of finding fewer than the total items listed. The class can also be split into small groups assigned to different items on the list. Allowing the class to leisurely browse the collection and note which list items they come across is a good idea, time permitting, to give students the opportunity to discover objects they find

particularly interesting, or to remove the temptation to race through the museum to finish the list quickly. It all depends on the group, and teachers are encouraged to modify this lesson to their own students.

1. Instruct the students to carefully read the list of items first. The item descriptions are merely hints and the students will have to use some critical thinking to locate the items in the museum.
2. Tell the students ahead of time to look closely at items and their descriptions. They should write down more detailed descriptions of found items in the Notes section of the handout.
3. Discussion Questions (Or prompts for post-visit journal entries):
 - a. What was your favorite artifact? Why?
 - b. Can you think of different categories of items we saw? (e.g. textiles, documents, photographs, artwork)
 - c. What kinds of materials/textures did you encounter? (e.g. leather, linen, ceramics, stone, aged paper, oil painting)

Assessment

Students may be assessed based on:

- Conduct;
- Participation as determined by the teacher;
- Completion of a thoughtful and detailed post-visit journal entry, or meaningful post-visit discussion;
- Identification of pre-determined number of scavenger hunt list items; and
- Appropriate and detailed descriptions of the items found in the Notes section of the handout.

Scavenger Hunt List

	Item Description:	√	Notes:
1	Several presidents on one object		
2	A president's autograph		
3	A piece of the White House		
4	Something left over from the Grand Lodge Building in New Orleans		
5	A musical instrument		
6	1877 Triennial meeting		
7	Antique slideshow machine		
8	The signature of Louisiana's first governor		

9	George Washington's Inaugural Anniversary		
10	Bicentennial coin		
11	Boston Tea Party memorabilia		
12	An ivory gavel		
13	Biblia, Bible, or Bibel?		
14	19 th Century military records		
15	Seal embosser of extinct lodge (How many can you find?)		
16	A Fez		
17	A Meer Cat Doll		

Scavenger Hunt List: Teacher's Key

Item Description:		✓	Notes:
1	Several presidents on one object		Illustration of the 14 Masonic Presidents
2	A president's autograph		Pres. Harry Truman's Autograph, P.G.M. Missouri 1940
3	A piece of the White House		Stone from the White House with the Mark of the Master Mason who shaped it
4	Something left over from the Grand Lodge Building in New Orleans		Chips of wood from the 1925 construction of the Grand Lodge Building at 333 St. Charles Ave New Orleans: For a long time it was the tallest building in New Orleans and ships would use the Square and Compass Light at the top of the building as a lighthouse/marker for river travel.
5	A musical instrument		Drum from Masonic Home Band
6	1877 Triennial meeting		Photo of Canal St. 1922 York Rite Triennial Conclave: Second conclave held in New Orleans, the first in 1877.
7	Antique slideshow machine		Candle lit Slide projector retrofitted with electric bulb: Used by the lodge to give a slide show illustrating the lesson of the degree.
8	The signature of Louisiana's first governor		Signature of W.C.C. Claiborne: First Governor of LA, his signature is in the Minutes of Perfect Union No.1 when he joined the Lodge in 1808.
9	George Washington's Inaugural Anniversary		Banner of George Washington used in the Centennial Celebration of the Inauguration of George Washington 1889: George Washington is a very important figure in Masonry and huge celebrations were thrown to commemorate all of his anniversaries.
10	Bicentennial coin		Copper Coin from the Bicentennial Celebration of the Grand Lodge of the State of LA 2012
11	Boston Tea Party memorabilia		Masonic First Day Cover of 1973 Boston Tea Party US Postal Stamp: believed to have been thrown by members of St. Andrew Lodge No. 82
12	An ivory gavel		Antique Ivory Gavel used by the Grand Lodge of the State of Louisiana
13	Biblia, Bible, or Bibel?		Multiple old Bibles in French, Spanish, and German
14	19 th Century military records		Records of Crescent UD (Civil War Military Lodge): 1862- 1865 Attached to Crescent Regiment
15	Seal embosser of extinct lodge (How many can you find?)		Seal embosser of extinct lodge: we have several scattered around the Library and the kids love getting papers and embossing them. Seals were used to ensure the integrity of an item.
16	A Fez		Fez from Henry F. Huddle DeMolay Chapter: Masonic organization for boys
17	A Meer Cat Doll		Meer Cat Doll from Brittany Stein's year as Worthy Advisor for the International Organization of the Rainbow for Girls: Masonic organization for girls



Stone Rubbing

Grades: Middle School (6–8)

Subjects: Visual Arts, English–Language Arts, History–Social Science, Science as Inquiry

Time Required: 3-Part Lesson (Class discussion, on-site activity, and follow-up activity)
(Preparation time: 1-2 hours to identify location for activity and gather materials)

Lesson Overview

Students will explore the arts, community, and symbolism by creating charcoal rubbings of Masonic headstones.

Learning Objectives

Students will be able to:

- Develop and organize ideas about symbolism and community through exploration of local cemeteries;
- Learn about the process of responsibly recording data from primary sources;
- Record and interpret historical data by creating rubbings;
- Communicate what they observe about symbols and their use on headstones;
- Recognize elements of art, such as texture, contrast, and value; and
- Complete a written assignment in which they can articulate the above.

Standards Addressed

- VA-CE-M6: Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts
- VA-AP-M3: Perceive the aesthetic value and influence of organic forms and the natural environment as reflected in works of art
- VA-CE-M4: Develop skills in creating various art forms, including art forms from other cultures
- SI-M-A3: using mathematics and appropriate tools and techniques to gather, analyze, and interpret data
 - GLE 7: Record observations using methods that complement investigations (e.g., journals, tables, charts)
- SI-M-A4: developing descriptions, explanations, and graphs using data
 - GLE 11: Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols)
- H-1D-M6: Examining folklore and describing how cultural elements have shaped our state and local heritage
- ELA-5-M2: Integrating information sources
 - GLE 40c: Locate and integrate information from a variety of grade-appropriate resources

Materials

- Paper (several large pages per student);
- Charcoals;
- Masking tape; and
- Journals or paper and writing utensils.

Background Information

Check with the cemetery superintendent or board to make sure rubbing is allowed (some headstones are too fragile to allow rubbing). Instruct students to be careful with headstones and to avoid those which appear to be fragile, such as those with cracks, evidence of repair, or a wobbly foundation.

This activity is a good opportunity to discuss the use of primary sources in historical research. Relevant information may be found in Lessons 1 and 4 above. Geology can also be incorporated into a headstone rubbing activity by discussing the different types of stone used by masons to create headstones and having students identify which type of stone they are rubbing.

It may also be possible to do this activity with cornerstones. If you know of any cornerstones in your area, or if you are able to locate any (check local lodges and churches), it would be an interesting lesson in stone rubbing that could easily incorporate subjects such as architecture, geometry, and cultural traditions. If you have noticed any cornerstones in your area, contact the secretary of the local lodge to speak with them about a class project. Our museum director would be happy to help you get in touch with the appropriate contact person.

There are many online resources that you can use for this activity. Some examples are below:

- Many pictures of Masonic Governors' headstones can be found in the Governor gallery at the following website: <http://www.la-cemeteries.com/Governors/Governors%20Index.shtml>
 - Try Claiborne, Johnson, Derbigny, Mouton, Hebert, Wickliffe, Warmoth, Nicholls, Foster, Sanders, Hall, Parker, Fuqua, Simpson, King, O.K. Allen, Leche, Jones, Davis, Kennon, and McKeithen (all Masonic Governors of Louisiana)
- This site has lots of information about Masonic symbols and headstones, and they also have a Masonic symbol quiz you can use at:
<http://www.masonic-lodge-of-education.com/masonic-gravestones.html> ;
<http://www.masonic-lodge-of-education.com/masonic-symbols.html> ;
<http://www.masonic-lodge-of-education.com/freemason-symbols.html> ; and
<http://www.masonic-lodge-of-education.com/masonic-symbol-quiz.html>
- Additional ideas and extensions available from the History Channel at:
http://www.history.com/images/media/pdf/teach_from_grave_SG.pdf

Lesson Steps

1. Discuss common Freemason symbols with the students as a pre-visit activity. Symbols from the key in Lesson 3 may be helpful for this.
2. On-site, ask the students to locate the graves of Freemasons by looking for these symbols.
3. Make sure your paper covers the entire face of the stone and secure it with masking tape.
4. Use the charcoal to rub gently over the paper.
5. Instruct students to keep notes of their observations while they explore the cemetery and headstones.
6. Be sure to pick up any materials or trash and leave gravesites as they are found.
7. For a post-visit activity, have students research the meaning of some of the symbols they found on headstones and prepare a report of their findings.
8. Prompting questions for students:
 - What differences and similarities did you find among the headstones you used?
 - Were some easier to make rubbings of than others?
 - How did you locate Freemason headstones?

- Did the headstones have different symbols engraved on them, or did they all have the same symbols?

Assessment

Students may be assessed based on:

- Completion of rubbings, as determined by teacher;
- Demonstrate an understanding of the use of symbolism on headstones;
- Demonstrate an understanding of artistic value and texture; and
- Completion of a post-activity research report or written reflection, as determined by teacher.