Culture through Music
Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 3
Social Studies
Places and Regions
- GLE #11: Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)

Families and Communities
- GLE #50: Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)
- GLE #51: Describe changes in community life, comparing a given time in history to the present (H-1B-E2)

Louisiana and United States History
- GLE #52: Identify and describe early settlers in Louisiana (H-1C-E1)
- GLE #57: Identify cultural elements that have contributed to our state heritage (e.g. Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

World History
- GLE #58: Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)

English Language Arts
- CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Grade 4
Social Studies
Physical and Human Systems
- GLE #13: Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)

Families and Communities
- GLE #55: Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)

Objectives

1. Identify characteristics of early Acadian culture through the song *Dedans le Sud de la Louisiane* and pictures.

2. Create an original song that portrays the characteristics of your current culture.
Pre-Visit Activity

Materials needed: Clovis crawfish and his friends by Mary Alice Fontenot

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on

- Introduction to Vermilionville and
- Vermillionville PowerPoint

The teacher will play Cajun music for the students. This will get students excited to learn about the history of Cajun music (you can easily find Cajun music with a quick internet search).

The teacher will read aloud Clovis Crawfish and His Friends by Mary Alice Fontenot. The book describes friendships and the activities Cajun friends participated in together.

Anchor Lesson

Materials needed: Dedans le Sud de la Louisiane, bilingual lyrics (document #1), graphic organizer (document #2), dry-erase board, pictures depicting the life of the early Acadians (document #3), pencils

You can do this lesson in any of the Vermilionville homes but preferably in the School House or the Chapel. Let us know ahead of time which house you would like to use for the lesson.

The students will listen to the song Dedans le Sud de la Louisiane (link to song on document #1). After listening to the song, the teacher will ask a few questions to set the purpose. This should lead to a discussion about the general outlook the early Acadians had about their daily lives.

- What mood do you think the song conveys?
- What feelings do you think are expressed in the song?

Then, students will analyze the lyrics in French and English (document #1) and engage in conversation to collaboratively complete a graphic organizer displayed on the dry-erase board (document #2).

Graphic Organizer Activity

- List important characteristics that you gathered from analyzing the lyrics of the song.
- What evidence is there in the lyrics to support that?
- Write a question to the songwriter about one or more of those characteristics.

Picture Activity

After the graphic organizer activity, the students and teacher will have a discussion about the lives and culture of the Acadians by analyzing pictures (document #3). Print the pictures ahead of time. Separate students into groups and pass the pictures around to them. Ask about the types of jobs they had, the style of clothes they wore, their religion, their music, what their home life was like, etc.
The students will first share with one another the characteristics of the lives of the early Acadians that they discovered while analyzing pictures. Then, they will follow the group discussion with a whole-class discussion about their discoveries.

**Post-Visit Activity**

**Materials needed:** *Dedans le Sud de la Louisiane, I am From Song Template (document #4)*

After analyzing the song about Acadian life, the students will take what they learned and apply it to their life. The students will create their own song and incorporate parts of their culture and how it has shaped their life into the song. The students will use the template (document #4) to help guide them through the songwriting process. The students will be required to write their song in the appropriate format.

Have a few students share with the others what they wrote.

If a student plays guitar or some other instrument, you could put some of the words to music using *Dedans le Sud de la Louisiane* for example. You could also use another Cajun song or the class as a whole could work on their own music.

Students could videotape one another playing/singing their own song.

**Evaluation**

The teacher will monitor student learning by keeping students involved in the discussion and asking questions pertaining to Acadian culture in music.

The students will self-assess what knowledge they gained about the Acadian culture from analyzing the lyrics of the song.

The teacher will assess student understanding of how songs can be used to learn about characteristics of their own culture.

The teacher will assess student understanding of Acadian culture through their completion of the graphic organizer activity.

**Differentiation of Instruction**

Auditory learners will benefit from hearing the Acadian music and listening to the reading of the lyrics.

Print learners will benefit from creating their own song.

Social learners will benefit from working together with other peers.
On a flotté sur la grande mer
On a marché dedans le sable
On a passé dans les montagnes
Dans les cailloux de la Virginie
On a trouvé les cocodris
Les cocodris de la Louisiane
On donnerait pas nos cocodris
Pour tout le reste du pays.

Ici dans le sud de la Louisiane
Les poissons flottent dans le bayou Teche
Les canards voletn dedans les mèches
Les ouaouarons dans les platains
Les écrevisses dans les clos de riz
Les écureuils dans les grands bois
On a trouvé notre paradis
Dedans le sud de la Louisiane

Les petites Cadjunes de la Louisiane
Les meilleures cuiseuses du pays
Les sauces piquantes, les écrevisses
Les patates douces dans la cheminée
Ça chante les chansons de la Louisiane
Ça bat le linge dans le bayou Teche
On a trouvé les petites Cadjines
Dedans le sud de la Louisiane

Les vieux Cadjins de la Louisiane
Les meilleurs citoyens du monde
Ça brûle du bois pour la cheminée
Ça boit du moonshine tout l’hiver
Ça danse les polkas du vieux temps
Les mazurkas, les valses aussi
On a trouvé le paradis
Dedans le sud de la Louisiane

We sailed on the sea
We walked in the sand
We crossed mountains
And the rocks of Virginia
We found crocodiles
The Louisiana crocodiles
We would not trade our crocodiles
For the rest of the country

Here in South Louisiana
Fishes swim in the bayou Teche
Ducks lay eggs in the marshes
Frogs in the plane-trees
Crawfishes in the rice fields
Squirrels in the woods
We found paradise
In South Louisiana

Les Cajun girls of Louisiana
The best cooks in the country
They make stews, crawfish
They make sweet potatoes in the chimney
They sing Louisiana songs
They beat their laundry in the bayou Teche
We found our little Cajun girls
In South Louisiana

The old Louisiana Cajuns
Best citizens in the world
They shop wood for the fireplace
They drink moonshine all winter
They dance old time polkas
Mazurkas and waltzes too
We found our paradise
In South Louisiana
What are some characteristics of the early Acadians that you learned through analyzing the song?

What evidence is there in the lyrics to support that?

Write a question to the songwriter about one or more of those characteristics.
Document #3 - Pictures Depicting the Life of the Early Acadians
I am ____________________________________________________________.

I am from ________________________________________________________.

Where I’m from, I play with ________________________________________.

Where I’m from, we love to eat ________________________________________.

Where I’m from, the music I listen to sounds like ________________________.

Where I’m from, I wear _____________________________________________
to school and _________________________________________________________
on the weekends.

Where I’m from, we _____________________________________________ at school.

Where I’m from, my family traditions are ________________________________.

I am from ________________________________________________________.

I am ____________________________________________________________.