

## Summary of elementary lesson plans and corresponding GLEs.

Title	Description	Grade	GLEs (Social Studies unless noted otherwise)
<a href="#">Acadian Seasonal Round</a>	The learner will compare distinguishing characteristics of family life (e.g., work, ways of life, music, dance, food,) of the Acadians in Nova Scotia and Louisiana. The learner will analyze a seasonal round to identify knowledge about the culture and traditions of the Acadians. The learner will identify personal traditions and cultural characteristics by creating a seasonal round to describe a year in their lives. The learner will compare and contrast their daily lives over a year to the lives of early Acadian children in Louisiana.	2 <sup>nd</sup>	ELA: CCSS.RL.2.3, RL.2.2, RL.2.7, RI.2.3
		3 <sup>rd</sup>	#10, 11, 15, 50 ELA: CCSS.RL3.5, RI3.3, RL.3.1, RL.3.2
<a href="#">Adaptations</a>	When the Acadians were settling in Louisiana, they had to make certain adaptations to their lifestyle. Learn about those and also about how animals adapt to their environment through different classroom activities	3 <sup>rd</sup>	#1, 11, 12, 15, 19, 20, 21 Science: #4, 61
<a href="#">Boat Making</a>	After observing an early village community, the student will explain why it is more economical for one person to specialize in a trade as opposed to everyone becoming an expert at any given trade, supporting their claim with a minimum of two reasons for their thinking. The student will explain the benefits of an interdependent society, offering a minimum of three reasons for their thinking. The student will provide at least three examples of how today's global economy is interdependent.	2 <sup>nd</sup>	2.1.2, 2.6.1, 2.6.2, 2.6.3
		3 <sup>rd</sup>	#35, 37, 59
		4 <sup>th</sup>	#39, 41
<a href="#">Boucherie</a>	The student will discuss the history of the boucherie and its importance to the Cajun and Creole culture and community. The student will label parts of a pig to show where dishes associated with a boucherie are sourced. The student will compare and contrast food sourcing past and present.	3 <sup>rd</sup>	#16, 35, 41, 50, 51, 57, 59

<a href="#">Candle Making</a>	The student will describe the daily life of the Acadians. The student will describe 3 adaptations the Acadians had to make in the new land. The student will compare and contrast the way of life of the Acadians and the way of life now.	2 <sup>nd</sup>	2.1.2
		3 <sup>rd</sup>	#20, 59
<a href="#">Columbian Exchange</a>	The student will identify the purpose of the Columbian exchange, will recognize the goods imported and exported between the old and new worlds, will connect with modifications of resources by planting seeds of imported crops, and will evaluate the transfer of goods using maps.	1 <sup>st</sup>	1.3.10, 1.5.5
		2 <sup>nd</sup>	2.2.9, 2.6.3
		3 <sup>rd</sup>	#19, 21, 45
		4 <sup>th</sup>	#16, 46, 61, 65
<a href="#">Cultures of Louisiana</a>	Following a presentation of three cultural groups, the student will match various cultural elements to the appropriate group. Following a presentation of three culture groups, the student will draw a picture representing an element of his or her own culture.	3 <sup>rd</sup>	#15, 16, 52, 53
<a href="#">Culture Quilt</a>	Apply knowledge of different aspects of Louisiana culture to create a class quilt showing ways that our culture has unified us as a whole through traditions in food and festivals.	3 <sup>rd</sup>	#54, 57 ELA: literacy.W.3.c
		4 <sup>th</sup>	#13, 62
<a href="#">Culture through Music</a>	Identify characteristics of early Acadian culture through music and pictures.	3 <sup>rd</sup>	#11, 50, 51, 52, 57, 58 ELA: literacy.W.3.2
		4 <sup>th</sup>	#13, 55
<a href="#">Entertainment</a>	The student will compare and contrast entertainment in the 17 <sup>th</sup> century and today by making a rag doll and playing a popular 17 <sup>th</sup> century game.	2 <sup>nd</sup>	2.1.2, 2.1.6
		3 <sup>rd</sup>	#59
<a href="#">Gender Roles</a>	The student will define and model the responsibilities of individuals in making a community a better place to live by observing early Acadian life and modern life.	1 <sup>st</sup>	1.4.1, 1.4.4
		2 <sup>nd</sup>	2.4.1
		3 <sup>rd</sup>	#28

<a href="#">Jean Lafitte</a>	The student will discuss Jean Lafitte's life as a pirate/privateer in LA, identify differences between a pirate and privateer, triangulate a mock underwater archaeological site, and describe Jean Lafitte's role in the Battle of New Orleans.	2 <sup>nd</sup>	2.1.4
		3 <sup>rd</sup>	#28, 29, 53
<a href="#">Job's Tears</a>	The student will describe how Acadian people produced goods using items from the environment and compose a paragraph describing a new use of Job's tears.	2 <sup>nd</sup>	2.2.8, 2.2.9, 2.6.1, 2.6.2, 2.6.3
		3 <sup>rd</sup>	#16, 35
		4 <sup>th</sup>	#39, 44, 45, 46
<a href="#">Kids Games – Then and Now</a>	Students will compare and contrast games and activity of the Acadians during the 1800s and of today. They will play games early Acadian children used to play.	3 <sup>rd</sup>	#51, 59 ELA: literacy.SL.3.1, SL.3.1.b, SL.3.6, L.3.3
<a href="#">Leadership</a>	Students will work on problem-solving activities while learning about the following Louisiana leaders: Joseph Beausoleil Broussard, a chief of the Chitimacha tribe. Students will create dialogues that depict probable conversations between those leaders and their entourage. The overarching theme in the dialogues will include leadership qualities.	2 <sup>nd</sup>	2.4.1, 2.43
		3 <sup>rd</sup>	#28, 29
<a href="#">Louisiana Jobs</a>	Students will discover which jobs were prevalent in Louisiana in the 19 <sup>th</sup> , 20 <sup>th</sup> , and 21 <sup>st</sup> century. Doing so, they will participate in activities to make them realize how closely their lives are related to the environment.	3 <sup>rd</sup>	#19, 21, 38, 45
<a href="#">Maps &amp; Timelines</a>	The student will draw the path taken by the Acadians from Nova Scotia to Louisiana, label the towns in which their journey began and ended, create an appropriate title for the map, and include a map legend on a blank 1700s map of North America. The student will construct a timeline of events leading up to the Acadians' exile and ultimate settling in Louisiana.	2 <sup>nd</sup>	2.1.1, 2.1.6, 2.2.2
		3 <sup>rd</sup>	#1, 4, 15, 46
		4 <sup>th</sup>	#1, 11, 50

<a href="#">Mardi Gras</a>	Following a class discussion of the characteristics of traditional Cajun Mardi Gras, students will demonstrate their understanding of the Cajun Mardi Gras costumes by creating a mask. Students will write a journal entry explaining the characteristics of traditional Cajun Mardi Gras making sure to compare and contrast to the Mardi Gras they personally experience today	2 <sup>nd</sup>	2.1.4
		3 <sup>rd</sup>	#16, 57
<a href="#">Native Americans</a>	Students will learn about various Louisiana Native American groups, particularly the Natchez, the Chitimacha, and the Choctaw tribes.	3 <sup>rd</sup>	#12, 16 ELA: literacy W.3.8, SL.3.1, SL.3.1.a, SL.3.1.c, SL.3.1.d, SL.3.4
		4 <sup>th</sup>	#55, 61
<a href="#">Native American Influence</a>	Students will learn about the close relationship between Acadians and the Native Americans in Acadie and in early Louisiana and how that relationship helped the Acadians better adapt to their new environment. Students will experience making Native-American art (medicine pouch activity).	2 <sup>nd</sup>	2.1.7, 2.2.5
		3 <sup>rd</sup>	#16, 20
<a href="#">Superstitions</a>	The learner will compare and contrast the story of the Louisiana loup-garou and the common Werewolf. The learner will recall characteristics revealed about both the loup-garou and Werewolf at the end of both stories with a drawing exercise. The learner will identify the geographic location of each story on a map of the United States based off of descriptions in the story.	2 <sup>nd</sup>	ELA: CCSS.RI.2.9, RL.2.2, SL.2.2, ELA.2.14
		3 <sup>rd</sup>	#49 ELA: CCSS.RL.3.2, RL.3.3
<a href="#">Swamp Pop</a>	The student will define swamp pop and the role it plays in Louisiana culture. The student will engage in a timeline activity uncovering milestones in the history of swamp pop. The student will design a swamp pop vinyl record and album cover based on information that they learned throughout the lesson.	3 <sup>rd</sup>	#49, 50, 51, 52, 53
<a href="#">Technologies</a>	Vermilionville is a fitting location for younger students to experience life before electronic communication. With quilting being one of few ways to communicate, the students will have the opportunity to gain knowledge on previous living conditions. The student will grasp that life can still progress if technology was not accessible.	2 <sup>nd</sup>	2.1.2, 2.1.5, 2.1.6, 2.2.6
		3 <sup>rd</sup>	#57, 59
		4 <sup>th</sup>	#61, 65

<a href="#">Then and Now</a>	After a discussion, the students will create a Venn diagram using pictures to differentiate between early Acadian life in Louisiana (1700s) and present day life in Louisiana.	2 <sup>nd</sup>	2.1.2, 2.1.6
		3 <sup>rd</sup>	#59
		4 <sup>th</sup>	#61, 65
<a href="#">Zydeco</a>	The student will understand the history of how Zydeco music was formed in Louisiana. The student will be able to distinguish types of instruments used in Zydeco music in Louisiana. The student will be able to listen to sounds of music to identify Zydeco music.	2	#2.1.4
		3	#16, 57