Boat Making
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.vermillionville.org/vermillionville/educate/lesson-plans.

Grade 2
Social Studies
Standard 1 – Historical Thinking Skills
- GLE 2.1.2: Compare and contrast the present day community to that of the past using primary sources

Standard 6 – Producers and Consumers
- GLE 2.6.1: Describe how people can be both producers and consumers of local goods and services
- GLE 2.6.2: Identify the specialized work necessary to manufacture, transport, and market goods and services
- GLE 2.6.3: Provide examples of how money and barter are used to obtain resources (goods and services)

Grade 3
Social Studies
Fundamental Economic Concepts
- GLE #35: Describe ways in which people are producers and consumers and why they depend on one another (e.g. in the school and/or in the community) (E-1A-E5)
- GLE #37: Identify the concepts of specialization (i.e. being an expert in one job, product, or service) and interdependence (i.e. depending on others) in the production of goods and services (E-1A-E7)

World History
- GLE #59: Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)

Grade 4
Social Studies
Fundamental Economic Concepts
- GLE #39: Describe the combination of natural, human, and capital resources needed to produce a given good (e.g. a candy bar) or given service (e.g. recycling paper) (E-1A-E6)
- GLE #41: Describe the benefits of increasing one’s skill/knowledge and various ways to do so (E-1A-E8)

Objectives

1. 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.

2. After observing an early village community, the student will explain the benefits of an interdependent society, offering a minimum of three reasons for their thinking.
3. After observing an early village community, the student will provide at least three examples of how today’s global economy is interdependent.

4. Following a field trip to Vermilionville, the student will describe the process of specialization and interdependence in a 5-8 sentence paragraph, with no mistakes in the social studies content and a maximum of 3 grammatical errors.

Additional Information

The Acadians arrived from Canada with no tools, but the Spanish government provided some and new ones were fashioned as needed by the blacksmith. Pictured here are several styles of boats built during the time of the early Acadian settlement in Louisiana. Earliest version of the dugouts were made by splitting a log in half lengthwise and hollowing it out to make a boat. Native Americans introduced the technique to the French. Over time, several other versions were developed using cut pieces of wood.

Pre-Visit Activity

Materials needed: white board/promethean board, pencils/markers

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
- Vermilionville PowerPoint
The teacher will give a very general definition of “Acadians”.

- Acadians – French-speaking Catholic colonists who settled, beginning in 1632, the French colony of Acadie founded in 1604. They became English subjects with the Treaty of Utrecht in 1713 and remained so until English authorities forcibly displaced them from what is today Nova Scotia between 1749 and 1763. The largest deportation of Acadians, Le Grand Dérangement, happened in 1755. They were scattered across North America, England, and France. Many eventually found their way to south Louisiana between 1765 and 1785. Many of their descendants are now known as Cajuns.

Students will view pictures of early Acadie in Nova Scotia to get an understanding of the land and terrain on which the Acadians lived while in Canada (attached PowerPoint).

The teacher will lead a discussion with the students and create a KWL chart with them about the Acadians and Vermilionville, focusing mostly on early modes of transportation.

- Walking
- Horseback
- Boat travel

   - Dugout canoes were used in early Acadian villages in Nova Scotia. The Acadians learned how to make and use this type of transportation from the Mi’kmaq people, the first and only settlement of natives in Acadie prior to the arrival of the French Acadians. Mi’kmaq is pronounced “migmaw” in the native language. Other spellings include Micmac, Mig’maq, and mi’kmaw.

The teacher will distribute a map of Vermilionville to the students where they will circle which houses they will see and get a brief orientation as to the theme of each house.

**Anchor Lesson**

**Materials needed:** directions for dugout activity (included below), dugout canoes for each child (toilet paper roll cut in half lengthwise and filled with clay), popsicle stick for each child (to dig through the clay), and grocery bags for cleaning up

**Activity**

The teacher will discuss early Acadian boat making using the following information:

- Dugout canoes are the oldest types of boats that archaeologists have found. Boat makers made them by hollowing out a single tree trunk, one tree = one canoe. They were made using birch trees in Nova Scotia.

- Specific characteristics were desired in the types of trees that were used.
  - Strength (ability to resist damage and stay together)
  - Durability (ability to stay in good condition for a long time)
  - Density (ability to float on water, wanted wood with low-density)

- How to make a dugout
  - Strip off the bark
  - Hollow out using an adze (sharp object) or parallel chopping, small chunks at a time
  - Smooth out the interior with a knife or adze

Ninety percent of the tree is wasted when one is made. Eventually, trees were able to be cut into planks which allowed multiple boats to be made from one tree (much less waste) and some even had what we call “outriggers” to stabilize the canoe in rough water.
The students will create individual “dugout canoes” (directions attached below). The teacher can ask half of the students to use first technique (shaving small layer at a time with the popsicle stick) while the other half uses the second technique (making parallel cuts in the clay and removing large chunks at a time), to see which method is quicker and which one makes a nicer dugout canoe.

Conclusion/Evaluation
During small group time, the children should discuss the following questions, and then the entire class should discuss them together. The teacher will assess for student understanding of the concepts about specialization and interdependence within communities.
- Do you think everyone made their own dugouts, or would one person in the village be paid to make canoes for everyone? Why do you think this is so?
- How might having experts in one type of activity, job, or trade make the community dependent on one another to live?
- Can you think of another trade or job that people may specialize in in early communities like Acadiana?
- Do we have experts in specific trades today that cause our society and even the entire world to be interdependent?

Post-Visit Activity
Materials needed: paper and pencil

Students will choose one job/trade that was a way of life in the early Acadian villages based on the information they received on the field trip (farmer, blacksmith, healer, fisherman, and trapper).

Students will write a paragraph explaining what that person specialized in and how the rest of the village was dependent on that person for that job.

Evaluation
The teacher will use this paragraph to check for understanding on the topic of specialization and interdependence. This post-visit activity ties into English language arts and should be graded as such (proper format and grammar) as well as for social studies content.

Differentiation of Instruction
Visual Learners will benefit from the use of the PowerPoint.

Kinesthetic Learners will benefit from completing the “Make your own Dugout” activity because they are actually performing similar actions used to create a real dugout canoe.

Tactile Learners will benefit from the dugout making activity.

Students with physical disabilities will be assisted by a friend to complete the dugout making activity.
Dugout-Making Directions:

Use your sharp tool (Popsicle stick) to hollow out your “tree trunk” into a dugout canoe like the Mi’kmaq and the Acadians of Nova Scotia did. Try using the two techniques that were used by the village boat makers (shaving off layers or making parallel cuts in the clay and removing large chunks at a time).