Boucherie
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

- **GLE #16:** Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
- **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 #41:** Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)
- **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)
- **GLE #57:** Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)
- **GLE #59:** Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)

Objectives

1. The student will discuss the history of the boucherie and its importance to the Cajun and Creole culture and community.
2. The student will label parts of a pig to show where dishes associated with a boucherie are sourced.
3. The student will compare and contrast food sourcing past and present.

Additional Information

**Materials needed:** Computer with internet access and speakers, toy pig, pig cut-outs (document #1), labels (document #2), diagram answer key (document #3), Cajun/Creole music (optional).

Pre-Visit Activity

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

**A boucherie** is a gathering of community and/or family to slaughter a hog, usually during the cooler months in fall. Nearly every part of the hog is used for food and these dishes must be prepared quickly to avoid spoilage.
In days before refrigeration, meats would have been heavily smoked, cured in salt, or stored in crock jars filled with lard to preserve them for the winter months when food availability was reduced. Those who assisted with the boucherie usually left with some dishes from the hog such as sausage, tasso, boudin, etc…

Show students a clip from the 1973 Les Blank film *Dry Wood* ([http://www.folkstreams.net/film,43](http://www.folkstreams.net/film,43)). The boucherie portion of this film is at 25:30 - 35:20 (this film does show the shooting of a hog at 24:24 - 25:26, so please screen accordingly). In this clip, students will see a Creole family coming together for the slaughtering of a hog. Teamwork, conversations, and cooking are all important elements that a boucherie offers. Have students discuss what elements of family life were in the film and also any familiar foods being prepared or eaten.

**Anchor Lesson**

**Pig Hunt** – Hide a toy pig ahead of time and have students pretend they’re in the woods on a pig hunt during the late 19th century while in Vermilionville’s courtyard or performance center depending on availability (this activity could also occur at school before visiting). Paper cut-outs can be made of different obstacles that one would encounter in the woods such as a body of water to swim across, a log or pirogue to hop over, and an alligator to sneak past. The following script may be used to add context to the activity.

**Script:**
Teacher 1: We’re going on a pig hunt today! I think we’ll find a pig over there.
Teacher 2: Watch out! We need to cross the Vermilion River. Let’s swim across it!
Teacher 1: Still don’t see one. Maybe it’s over here. Jump over Mr. Boudreaux’s pirogue!
Teacher 2: Let’s look this way, behind the tree. Shhh, we need to tip toe so we don’t scare the alligators!
Teacher 1: Look out for Mrs. Thibodeaux’s clothes line, she’ll be angry if we soil her clean clothes hanging out to dry.
Teacher 2: I think I see a pig! Can you hear it oinking and grunting? We found it!

*Find the pig that was previously hid and bring students around for the labeling activity.*

Teacher 1: Now that we finally have our pig, what should we do with it?
Teacher 2: Go put it in the freezer! My birthday is coming up and you know I love a big bacon breakfast on my birthday.
Teacher 1: Are you forgetting what time we’re in? We don’t have refrigerators, or even electricity for that matter. We have to cook it right now, there’s no time to waste!
Teacher 2: Does anyone have an idea what to do with the pig? What event will solve our problems and give us what we need?

*Allow students to answer*
Teacher 1: We need to have a boucherie. Let’s get our neighbors and family over to help!
Teacher 2: Why do we need to invite everyone? This is *my* pig!
Teacher 1: Because this is too much meat to each in such a little time. We need to cook it all and share it with our neighbors. Next time, when they have a boucherie, they’ll share it with us!
Teacher 2: Has anyone ever been to a boucherie?

*Allow students to answer*
After students answer, use this time to explain how several dishes are made during a boucherie and that nothing goes to waste. Nearly everything is used except the “oink”. Use the guide below to show students where some of these dishes come from on the animal.
Dishes prepared during a boucherie:

**Boudin** – Cooked ground pork mixed with rice and onions stuffed into casings. Traditionally, intestines would have been used for the casing. Today, synthetics are used.

**Hogshead cheese** – The hogs head is boiled in water with onions and herbs. The meat is pulled off, mixed with onions and spices, and placed in a bread pan or mold. The stock is then added to create a gelled loaf.

**Cracklin’** – Pork skin, fat, and meat cut into cubes and deep-fried in lard.

**Bacon** – Fatty cuts taken from the back of the pig (also called “fatback”).

**Pork chops** – A cut made perpendicular to the spine off of the ribs.

**Pickled pig feet** – Pig feet cured in vinegar or brine.

**Tasso** – Highly smoked and seasoned ham.

**Hog lard** – Rendered pork fat used for making roux or deep-frying.

**Backbone stew** – A thick stew made from the vertebrae or the pig.

**Pork ribs** – Ribs separated from the pig, usually in a rack form.

**Pickled pig ears** – Pig ears cured in vinegar or brine.

**Sausage** – Seasoned ground pork mixed with onions and stuffed into casing.

**Andouille** – Traditionally, seasoned chopped small intestine stuffed into large intestine then smoked. Today, andouille is large chunks of seasoned, smoked pork stuffed into synthetic casings and then smoked again.

**Ham hock** – Meat between the feet and shoulder that is smoked and used to flavor dishes such as beans.

**Fraisseurs** – Rich gravy made from pork liver, kidney, tongue, and heart.

**Chaudin** – Smoked pig stomach. Sometimes this may be stuffed with a rice dressing and used to make a gravy.
Pig labeling activity: Place students in groups of 3-4 and give each a packet of labels (document #2). Have groups place the labels on the pig diagram (document #1 – this will work better being replicated on a large poster board to allow room for labeling) to show where they think each dish comes from on the animal. At the end of the activity, present students with the correct answers using the answer key (document #3).

Post-Visit Activity

Sale! Sale! Sale!: Have students bring into class sales papers from a local grocery store. In the butcher section, discuss which cuts of meats may be used during a boucherie. Are there any prepared items on sale, such as sausage, boudin, or cracklins? Ask students why they think boucheries are not as common as they were years ago. Do we still need boucheries? What would be the benefit of having a boucherie today? Have students give other examples of how their community/family/neighborhood may come together to share, help, and celebrate others.

Vermilionville hosts the annual La Boucherie Merci held on the Sunday following Thanksgiving. It is a family-friendly event open to the public and students can attend to get a first-hand view of the dishes being prepared in action!

Evaluation

Students can be evaluated at the end of the pig hunt and labeling exercise and during in-class discussions after watching the video clip of Dry Wood.

Differentiation of Instruction

Kinesthetic learners will benefit from moving around and interacting during the pig hunt and during the labeling exercise.

Visual learners will benefit from watching the video of a Creole boucherie.

Students with visual impairments can be given larger print labels for the labeling exercise.

Students with hearing impairments can be placed in the front of the group to better hear instructions.
<table>
<thead>
<tr>
<th>Boudin</th>
<th>Cracklin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacon</td>
<td>Tasso</td>
</tr>
<tr>
<td>Hogshead Cheese</td>
<td>Backbone Stew</td>
</tr>
<tr>
<td>Pickled Pig Feet</td>
<td>Pickled Pig Ear</td>
</tr>
<tr>
<td>Hog Lard</td>
<td>Pork Ribs</td>
</tr>
<tr>
<td>Fraisseurs</td>
<td>Chaudin</td>
</tr>
<tr>
<td>Ham Hock</td>
<td>Sausage</td>
</tr>
</tbody>
</table>
Answer Key
A: Hogshead Cheese
B: Sausage
C: Ham Hock
D: Pork Ribs, Bacon, Backbone Stew, Pork Chops
E: Fraisseurs, Chaudin
F: Tasso
G: Pickled Pig Ears
H: Pickled Pig Feet
A, B, D, E, F: Hog Lard, Cracklin