Candle 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.vermilionville.org/vermilionville/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

Grade 3
Social Studies
Environment and Society
• GLE #20: Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)

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

Objectives

1. The student will describe the daily life of the Acadians.

2. The student will describe three adaptations the Acadians had to make in the new land.

3. The student will compare and contrast the way of life of the Acadians and the way of life now.

Pre-Visit Activity

Materials needed: journals

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 student will write a journal entry in class prior to visiting Vermilionville. Imagine what daily life was like for the Acadians after 1763, which is when they started migrating to Louisiana. They had to get used to an unfamiliar environment. What do you think they found? What kinds of animals did they encounter? What was the weather like? What was daily life like? What kinds of chores did the children have? What did they do for fun? What do you think meals were like? How did the women prepare the meals?
Anchor Lesson

Materials needed: sheets of beeswax and wicks (can be found at amazon.com)

Discuss how the Acadians had to get used to a new way of life. Discuss the adaptations they had to make and the time it must have taken to make them. They had to learn how to cultivate vegetables that were new to them. Instead of maple syrup, they had to use cane sugar in their diet. They hunted and trapped new kinds of animals. The fish they caught were different. They now had to make clothes out of cotton instead of wool. They now used cypress to build furniture and houses. They learned how to carve and build boats out of wood. They also took advantage of the bees’ handiwork and gathered honey to eat. One would think they would use the beeswax to make candles, but actually, they used berries from the wax myrtle tree. Also called bayberry, this tree produces fruits with a wax coating that is removed by boiling them in water and skimming the wax from the surface of the water. Explain how the Acadians melted wax and continually dipped a string (wick) in the wax to form candles. Finally, candle making was done during the winter months as the temperature was too high in the summer months for the wax to set.

Activity
Have students make candles by rolling sheets of beeswax around a short piece of wick (does not employ the heating of wax or fire).

Note: You can experience traditional candle making in the month of December in the Buller House here at Vermilionville.
Post-Visit Activity

Materials needed: journals

Using the following questions, students will reflect upon their earlier journal entry and the differences between earlier thoughts and opinions and current knowledge.

- How is life different now than the way it was then?
- Do you think people spend the same amount of time doing chores now?
- What kinds of activities are different now?
- What is your day like now, and how would it be different if you lived in the 1700s?
- What do you do for fun now that you would not have been able to do then?
- Describe three adaptations the Acadians had to make in the new land.

Evaluation

Teacher will lead a discussion on how 1700s children’s chores changed from season to season. How is it similar/different from today?

Teacher will also assess knowledge by reading student journals.

Differentiation of Instruction

Struggling learners will be paired with students who are capable of assisting with the candle-making. Struggling learners will also be allowed to illustrate in their journals and/or verbalize their thoughts for evaluation.