Entertainment 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
- GLE 2.1.6: Identify historical turning points and describe their impact on students’ lives using maps, documents, visuals, and technology

Grade 3
Social Studies
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 compare and contrast entertainment in the 17th century and today by making a rag doll and playing a popular 17th century game.

2. The student will differentiate between technology available today as opposed to technology available in the 17th century.

Pre-Visit Activity

Materials needed: chart with a blank Venn diagram (hula hoops can be used to construct Venn diagram)

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

Complete one side of a Venn diagram labeled “Entertainment Today”.

The teacher will prompt student discussion by asking questions such as:
- What kinds of activities do you do for fun?
- What types of technology do you use?
Anchor Lesson

Materials needed:
For each rag doll: five strips of fabric (1 x 18 inches), three strips of fabric (1 x 12 inches) to braid together (finished braided strip will be about 6 inches), one square piece of fabric (4 x 4 inches), one cotton ball and three rubber bands (tiny ones to tie hair in pony tail).
Rag doll kits can also be purchased through the Museum Operations Department of Vermilionville for $3. Must be reserved in advance.
For game: one button

Students will make a rag doll, then play the game “Button Button, Who’s Got the Button?”

Rag Doll Instructions
Use the three 12” strips of fabric and braid them tightly, making knots at each end. That will be used to make the arms of the doll. The doll’s head begins with the square piece of fabric tied together around the cotton ball with a rubber band. Use two strips of fabric to make a cross over the cotton ball. Then use two strips to make an “x” over the cross. Use one rubber band to tie the strips together under the cotton ball. Use the braided piece to make the arms by sliding the piece under the head, between the pieces of fabric. Tie a rubber band under the arms to make a waist. Use the last piece of fabric to make an X around the body, starting with the shoulders and wrapping around the waist in the back and to the front. Your doll is complete.
**Button Game directions**
Students sit in a circle with their hands out. One student who is “it” stands in the middle with a button and puts his/her hands in each of the other students’ hands, pretending to drop the button into each pair of hands, and secretly dropping the button into one of the hands. The circle-members try to guess who has the button. Once the correct student is guessed, that student becomes “it”.

**Post-Visit Activity**

**Materials needed: chart with a blank Venn diagram**

The students complete the other side of the Venn diagram labeled “Entertainment for the Acadians,” and they also complete the middle of the Venn diagram in order to find similarities between the entertainment of the Acadians in the past and the kids in America today.

The teacher will prompt student discussion by asking questions such as:
- What did the Acadians do for fun?
- What kinds of resources and technology did the Acadians have available for them?
- What are some ways that the entertainment of the past is similar to the entertainment of today?

**Evaluation**

Students will be evaluated based on the quality of the Venn diagram. Students should find at least 3 differences and 2 similarities between the entertainment in the 18th century and entertainment today.

**Differentiation of Instruction**

Tactile and visual learners will benefit most from the lesson. Assistance will be given to anyone having difficulty making the doll.