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 2 – Maps, Globes, and Environment
- GLE 2.2.8: Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent
- GLE 2.2.9: Identify natural resources and cite ways people conserve, protect, and replenish them

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
Physical and Human Systems
- GLE #16: Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)

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)

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 #44: Identify the relationship between money, writing checks, and credit cards (E-1A-E11)
- GLE #45: Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)

Individuals, Households, Businesses, and Governments
- GLE #46: Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)

English Language Arts
- CCSS.ELA.literacy.W.3.1 a-d: Write opinion pieces, on topics, or texts, supporting a point of view with reasons.
  a) Introduce topic or text they are writing about, state an opinion, create an organizational structure that lists reasons.
  b) Provide reasons that support opinion.
  c) Use linking words or phrases to connect opinions and reasons.
  d) Provide concluding statement or section.
Objectives

1. The learner will describe how Acadian people produced goods using items from the environment.
2. The learner will compose a paragraph describing a new use of Job's tears beads.

Additional Information

The official name for the Job's Tears plant is *Coix Lacryma-jobi*. This plant is native to Asia where it is grown for the grains and used for food. The plant resembles stalks of corn. It begins growing in late March, and grows and produces seeds throughout the summer months. The plant can grow to 5 or 6 feet tall. The seeds, also known as Job's Tears beads, range in color from various shades of green to shades of grey.

The natural shiny surface seems almost like a lacquered finish, making the beads desirable for the creation of rosaries, why is exactly why the early Acadians were growing the plant. The beads did not have to be cleaned nor did it take a while to prepare the beads in order to make rosaries. The seeds were picked, a hole was placed in the seed, and then the wire/string was strung through the beads. The items created were given as gifts as well as used as a source of income for the Acadians. Rosaries are created for certain rites of passage such as Matrimony (marriage), First Communion, and Confirmation.

Pre-Visit activity

Materials needed: document #1

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

Students will receive a handout (document #1) with 5 guiding questions. These questions are designed to have students research the plant on which Job’s Tears beads grow (*Coix lacryma-jobi*) and how they were used in the Acadian culture. Students may use outside resources to complete the questions.

Anchor Lesson

Materials needed: macaroni noodles, yarn/string

Activity

The teacher will lead a discussion with the students asking them for Job’s Tears beads uses. Then, the lesson will move into a reiteration of how the Job’s Tears beads were important to the Acadian culture (refer to above information to guide students in the discussion).
Then, lead into the definitions of producers and consumers. Ask students what they think those two words mean. Ask for examples of each.

You should visit the garden by the Chapel to see the plant in person. There also may be some growing in front of the School House.

Producers/Consumers
A producer is a person that make goods and provide services.
A consumer is someone who uses goods and services.

Examples of producers
1. Farmers: cows produce milk, which we drink and use it to make cheese and butter. Farmers also grow crops (corn, apples, tomatoes, etc) to sell to stores
2. Doctors: provide healthcare

Examples of consumers
1. People eating out, going to the movies, reading a book

Ask more questions such as the following.

Q: Would the creation of rosaries be considered a producer or consumer? Producer

Q: If you received the rosary as a gift, what does that make you? Consumer

Q: In what ways are you a producer in your community?

Q: How else are we consumers? Shopping, going to amusement parks, eating at restaurant.

To conclude the lesson, students will get to make their own jewelry out of macaroni noodles to help them feel like craftsmen of the Acadian culture.

Post-Visit activity

Materials needed: documents #2-#3

As a culminating activity, students will be asked to compose a paragraph detailing a new use of Job’s Tears beads. They should consider how the Acadians used them and think outside of the box in coming up with a new purpose. They will also explain if the new use puts the beads in the producer or the consumer category.

Persuasive language should be used, along with supporting evidence and valid reasons. If desired, speaking and listening skills may be assessed, by having students pitch their use for Job’s Tears beads to the class after composing the paragraph.

Evaluation

The teacher will evaluate students on their persuasive paragraphs written about a new use of Job’s Tears beads. The writing rubric attached evaluates students in the areas of content and of structure/mechanics.
Differentiation of Instruction

Kinesthetic learners will benefit from creating a bracelet after learning about Job’s Tears beads. They will get to connect with what the Acadians did.

Physically disabled students – in order to accommodate these children, tables used need to be wheelchair appropriate and accessible.

Hearing impaired – students with difficulties in hearing will be allowed to sit near the front of the classroom.
Document #1 - Pre-Visit Questionnaire

1. What is the official name of the plant that Job’s Tears grow on?

2. Where does the plant come from originally?

3. How did it get to Louisiana?

4. How did the Acadians use the Job’s tears most?

5. Why was this use important to their culture?
Document #2 - Persuasive Paragraph: A New Use of Job’s Tears

Directions
Consider how the Acadian people used Job’s Tears in their culture. In one paragraph, come up with and explain a new use of Job’s Tears that you think would be beneficial. Be sure to include reasons and evidence to support your idea.

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**Document #3 - Assessment Rubric**

**Persuasive Paragraph: A New Use of Job's Tears**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 – Above Standard</th>
<th>3 – Meets Standard</th>
<th>2 – Approaching Standard</th>
<th>1 – Below Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Statement on a New Use of Job’s Tears</td>
<td>The position statement provides a clear, strong statement of the author’s position on the topic</td>
<td>The position statement provides a clear statement of the author’s position on the topic</td>
<td>A position statement is present, but does not make the author’s position clear</td>
<td>There is no position statement</td>
<td></td>
</tr>
<tr>
<td>Support for Position</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader’s concerns, biases or arguments and has provided at least 1 counter-argument</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences)</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content</td>
<td></td>
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</tbody>
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