Louisiana Jobs
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
Environment and Society
- GLE #19: Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g. clearing land for urban development) (G-1D-E1)
- GLE #21: Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)

Fundamental Economic Concepts
- GLE #38: Describe the requirements of various jobs and the characteristics of a job well performed (E-1A-E8)

Individuals, Households, Businesses, and Governments
- GLE #45: Identify major goods and services produced in Louisiana (E-1B-E5)

Objectives

1. The students will create a fish rubbing after discussing a major occupation of the 19th century.
2. The students will clean up an oil spill after discussing a major occupation of the 20th century.
3. The students will design a tree cookie that represents their own age by applying what they learned about a major Cajun occupation of the 21st century.

Additional Information

Please feel free to contact the Louisiana Department of Wildlife and Fisheries and the Louisiana Department of Agriculture and Forestry for promotional items to pass out to the students. Both departments are very generous and have wonderful items to share.

Louisiana Department of Wildlife and Fisheries
http://www.wlf.louisiana.gov
Items donated: worksheets, coloring books, fishing bobbers.

Louisiana Department of Agriculture and Forestry
http://www.ldaf.state.la.us/portal
Items donated: fans, coloring books, rulers, pens
Pre-Visit Activity

Materials needed: *The Lorax* book by Dr. Seuss

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
- Vermilionville PowerPoint

The teacher will read the book *The Lorax* by Dr. Seuss to the whole class. The class will have a whole group discussion and brainstorm on the importance of preserving the environments and on how to do it. Then, the students will work in groups to create a sequel to *The Lorax*.

You can find activities about *The Lorax* on the Project Learning Tree website. Click here.

Anchor Lesson

Your visit at Vermilionville should help students realize how our environment is closely related to our lives. Take time during your day to visit the *Watershed*. You can also inquire about a water quality testing activity. Finally, a boat tour on the Vermilion River with one of our guides will enhance your visit. Please call us two weeks in advance to book these special activities (337-233-4077).

Also, during your visit, make sure to visit with Mr. Cliff, our wood carver. He works in the Maison Mouton. Inquire with us before your come to make sure he is working on your visit. Mr. Cliff is very knowledgeable about trees and also about *spalted wood* (wood coloration caused by fungi). Be sure to ask him how that process works.

Post-Visit Activity

Materials needed:
- fish rubbing: white paper, paint, fish, paint brushes
- oil spill: medium size bowls for water, newspaper, paper towels, hay, oil (vegetable or motor), gloves
- Tree cookie: paper plates, crayons

The following activities represent three major occupations, typically held by Cajuns in South Louisiana during the 19th, 20th, and 21st centuries. These occupations all affect the environment, use the environment, and happen within the environment. These activities address the need to preserve and protect the environment for future use by the people who live in South Louisiana.

19th century: Gyotaku (fish rubbing)
The major occupation of the Acadians in the 19th century was the harvesting of seafood. Seafood harvesters traveled by small boats called pirogues and flat-bottomed row-boats called *bateaux*. They traveled throughout...
the bayous, marshes, coulees, and rivers. Some of the major bayous were Bayou Teche, Bayou Lafourche, and Bayou Terrebonne. The major river was the Mississippi River. These bodies of water were stocked with oysters, shrimp, crabs, fish, and much more. The main seafood that was harvested was fish, shrimp, and oysters. Shrimp boats were tied along the bayous awaiting the opening of shrimp season when they head out into the Gulf of Mexico. Nets were also used to catch shrimp. Other ways that seafood was caught was by trotlines, cone-shaped traps, and spear/bow fishing. The most common saltwater fish was snapper. The most common freshwater fish was catfish. The Acadians settled near the water for two reasons. First, for food. Second, for transportation. The reason the major occupation of the Acadians changed in the 20th century is because of overharvesting of seafood. But, commercial fishing is America’s first industry and still exists today. Louisiana is known for its abundance of seafood. This industry brings in about 3 billion dollars a year.

The students will now create a Gyotaku – a fish rubbing. This is a Japanese art form that consists of painting a rubber fish with watercolor paint and placing a piece of paper on top of it. Students will firmly press the paper on the fish to leave an imprint of the fish on the paper (see picture below).

Wrap up this activity by asking students why they think it was important for the Cajuns to build homes and live along a body of water. The students will discuss their thoughts as a whole group.

20th century: Oil Spill Cleanup

Oil had been known to bubble to the surface around Jennings, Louisiana and five energetic businessmen saw an opportunity. They hired 29 year old W. Scott Heywood, a driller, and together they formed the Jennings Oil Company. They agreed upon drilling up to 1,000 feet. Heywood’s intuitions told him to drill deeper and he convinced his fellow investors to push on to 1,700 feet. It was there, that they struck oil and the history of Louisiana’s economy and culture changed forever. That was on September 21, 1901.

Louisiana now had a new industry that provided work opportunities and wealth to its citizens. Oil and gas extraction has been important to Louisiana, not only for the deposits and associated petroleum activities, but also for its close proximity to exploration and production facilities in the Gulf of Mexico. In the 1930s, the oil business had become a major economic influence in southwest Louisiana.

Now, students will use hay, paper towels, and newspaper to try and soak up oil from water. Students will pour water into three medium size bowl, enough to fill the bottom. Students will pour three drops of oil (vegetable or motor) in the water and add hay to one bowl, paper towels to another, and newspaper to the last bowl. Students will have to press down and move the materials around in the plastic bowl. Leave the materials in the oil for at least 30 seconds. Students will then remove the hay, paper towels, and newspaper to observe the results. Students should see that hay absorbs oil well.
Finally, the teacher will reflect with the students and ask them how the oil industry can positively or negatively affect the fishing industry.

The picture below depicts some men that seem happy to be coated in oil. W. Scott Heywood is standing at the far right.

Go to http://acadionahistorical.org/items/show/38#.U7RPXvldVyU for this picture and more.

21st century: Tree Cookies
By counting growth rings, you can tell the age of a tree at the time it was cut. Every growth season, it adds a new layer of wood to its trunk and limbs. There are two growth seasons so each ring has two parts.

1. A wide light part known as early wood which grows during the wet, spring season.
2. A narrow dark part known as late wood and grows during drier summer to fall and winter which slows the growth of the tree.
The rings of a tree cookie provide clues about climate, or weather, over time, and evidence of disturbance to and around the tree, such as fires and floods, insects, and disease. The rings differ from year to year because of weather conditions. During the moist season, the rings are wider and during drought, colder than average winters and unstable frost, the rings are narrow. This allows scientists to learn about climate patterns. The scientific name for the study of tree time is called dendrochronology.

For this activity, the students will estimate the age of a tree by counting either the light rings or the dark rings on a tree cookie. Then, they will create their own tree cookie that is the same age as themselves. Each student will receive a paper plate and crayons. They will draw rings on the plate to look like a tree cookie. The number of rings will represent their age and they will label important events in their life such as their birth, the year they started school, and any other important event.

Finally, the class will review how to read a tree cookie by sharing some of their own tree cookie with some important events.

Refer to this link for some handouts on tree cookies. The website Project Learning Tree has a vast amount of environment related activities. It is well worth to browse through it. www.plt.org

**Tree Planting Activity**
A good post-visit activity could be to plant a tree with the class. Contact could be made with the city to see where the class could plant a tree and ask permission to plant it there. A tree could also be planted on school grounds. Please visit Trees of Acadiana’s website (www.treesacadiana.org) and see how to get a free tree for your class.

**Evaluation**

Ask students to write 2-3 sentences in response to the following question: Explain how the oil industry is affecting the seafood industry.

Students will also be assessed during the tree cookie activity by making one that represents their age.
Differentiation of Instruction

Logical/Mathematical: these students will benefit from the forestry activity by counting the tree cookie rings to find out the age of the tree.

Bodily/Kinesthetic: these students will benefit from all activities because of manipulation and physical participation.

Naturalist: these students will benefit from learning about occupations that are performed in and with the environment and the importance of preserving the environment and world around them.

Hearing impaired: these students will be accommodated by having preferential seating during the whole group discussions and will be monitored by the teacher during activities. They will be given repeated instructions to make sure they understand what is expected.
Tree Rings
Reading Tree Cookies

Tree Cookie Parts

1. 
2. 
3. 
4. 
5. 

Cookie Clues: What happened to the tree where the arrow is?

6. 
7. 
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