



Cotton & Sugarcane Secondary



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 7

Geography

Places and Regions

- **GLE #4:** Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4)

Environment and Society

- **GLE #9:** Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2)

History

United States History

- **GLE #68:** Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)

Grade 8

Social Studies

Places and Regions

- **GLE #6:** Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
- **GLE #9:** Explain ways in which goals, cultures, interests, invention and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)

Physical and Human Systems

- **GLE #13:** Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)

Objectives

1. The learner will compare and contrast lifestyles of small and large scale farmers.
2. The learner will come to understand the roles cotton and sugarcane played in the economy of Louisiana as well as the growth of slavery.
3. The learner will demonstrate an understanding of cotton and sugarcane farming in Louisiana through completion of a KWL chart.



Additional Information

Materials needed: KWL chart, object identification guide (document #3)

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

Have students begin the KWL chart before discussing cotton and sugarcane production in Louisiana.

Cotton has been a vital part of the state's economy for hundreds of years. In the early 1700s, cotton was cultivated mainly for home use such as weaving and spinning. It was not until the invention of the cotton gin in 1793 by Eli Whitney that cotton became a cash crop in Louisiana. Whitney's invention strengthened the economic foundation of slavery in the United States. By 1860, the United States was producing 75 percent of the world's cotton. This all changed in the late 19th century when the boll weevil arrived from Mexico and became the most devastating insect in the history of agriculture. When the cotton picker was invented in 1927, each picker could replace more than 100 hand laborers. The loss of these jobs began the process that would eventually lead to large permanent migrations of rural Southerners to the cities in search of jobs.

Sugarcane, which actually belongs to the grass family, was first brought into southern Louisiana in 1751 by Jesuit priests. The first successful sugar crop used to produce raw sugar was that of Etienne de Bore. In 1795, de Bore succeeded in making sugar that was valued at \$12,000. This new industry soon replaced indigo in Louisiana. During the early years of cultivation, the average yield of sugarcane in Louisiana ranged between 16 and 20 tons per acre. Before mechanization, crops were planted and harvested by hand. It was expected that slaves should plant between 5,000 to 8,000 seeds in order to produce one acre of sugar. Planting seeds typically amounted to 10 hour days while harvesting took even longer. Mechanization slowly made its way into the sugarcane industry and replaced hand labor in the early 20th century. Some sugarcane byproducts include sugar, ethanol, bio-electricity, bio-plastics, and bio-hydrocarbons.

Additional Resources

For more information and photos of modern sugarcane farming in Louisiana, purchase *Louisiana Sugarcane Pictorial: From the Field to the Table* by Ronnie Olivier at the Vermilionville Gift Shop and introduce it to students before visiting Vermilionville.



Anchor Lesson



Between *La Maison Mouton*, *La Maison Acadienne*, and *La Forge* is Vermilionville's vegetable and sugarcane crop. Here, students can see an actual sugarcane press that was used to extract juices in order to make sugar. Vermilionville grows three types of sugarcane: Blue and Red Ribbon (both heirlooms) and a commercial variety. Ask students what other crops are located in the garden?



La Forge, located behind *La Maison Mouton*, is Vermilionville's smithy. Here, the blacksmith demonstrates how metal tools were crafted before the convenience of hardware stores. Located around *La Forge* are tools that would have been used by farmers to plant and harvest crops.





La Maison Broussard once was the home of Armand Broussard, son of Joseph dit "Beausoleil" Broussard. In addition to being a wealthy cattle rancher, Armand also grew sugarcane and cotton. At Armand's death he owned 28 slaves, which was more than the average Acadian who may have had anywhere from 1 to 3 between 1790 and 1819. Have students compare and contrast *La Maison Broussard* to the other original homes in the village. What are some indicators that Armand Broussard owned slaves? What are some indicators of his wealth? Hint: the table spread and *chasse mouche*. Brown cotton can be found growing behind this home between April and October.



Le Magasin – L'Écurie (the barn), located behind *La Maison Broussard*, is filled with a variety of farm implements and a 500 lb. bale of cotton.



Post-Visit Activity

Materials needed: Game pieces (document #1, The Smithy (document #2), dry erase board (one per team), and tape for game pieces

Get Out Of The Smithy!

You've come to ask the blacksmith for farming tools to plant and harvest your cotton and sugarcane, however you don't have any money! The blacksmith decides he will make your tools, but you must first answer a series of questions correctly. Be the first team to get out of the smithy with your tools before you overheat! Remember: You're just a farmer – you aren't used to the temperature!

Replicate The Smithy on your Smart Board, Promethean, or white board. Students break into groups of two or more. Each group is given a dry erase board for answering and a game piece to represent them in The Smithy. The blacksmith (teacher) asks a question pertaining to either sugarcane or cotton. The groups with the right answer move their game piece one space closer to the door while the groups with the incorrect answer get the heat turned up by moving back one space.

Use questions from this lesson plan, your field trip to Vermilionville, and/or your textbook.

Sample questions:

- Who first introduced sugarcane in Louisiana? (Jesuit priests)
- What are three byproducts of sugarcane? Excluding sugar! (ethanol, bio-electricity, bio-plastics, and bio-hydrocarbons)
- List the three varieties of sugarcane grown at Vermilionville. (Blue Ribbon, Red Ribbon, and commercial sugarcane)
- What insect nearly decimated cotton crops? (The boll weevil)
- What home at Vermilionville belonged to a slave owner? (Armand Broussard)
- Who invented the cotton gin? (Eli Whitney)
- By 1860, the United States was producing ____ percent of the world's cotton. (75)

Evaluation

Students will be assessed on their understanding of the history of cotton and sugarcane production in Louisiana based on their group answers while playing Get Out Of The Smithy! and through the completion of the KWL chart.

Differentiation of Instruction

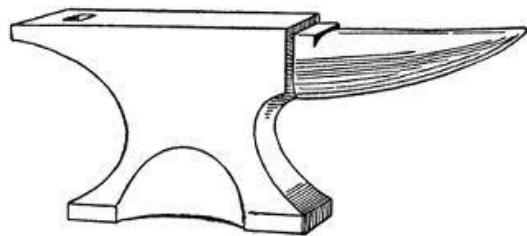
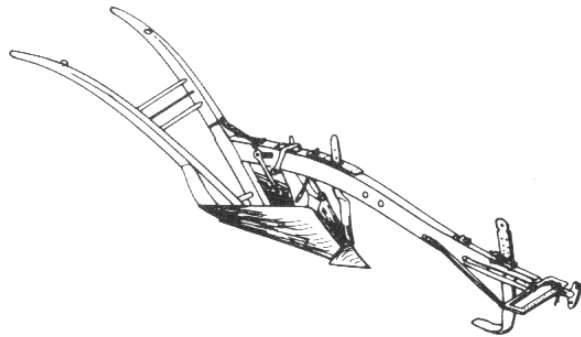
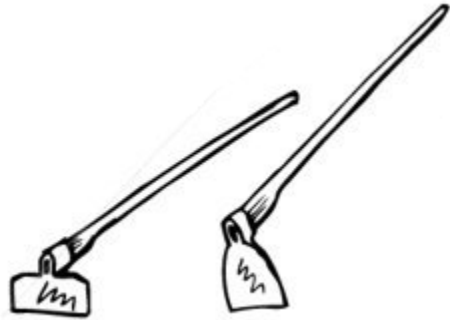
Hearing impaired: Students can stand at the front of the group to better hear the tour guide at Vermilionville.

Students with learning disabilities: Teachers can give a handout with the information for the lesson to follow throughout the tour at Vermilionville.

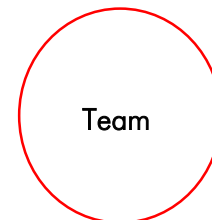
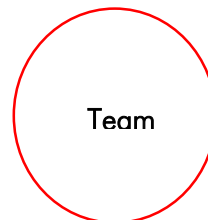
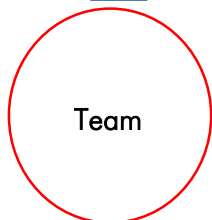
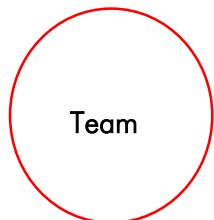
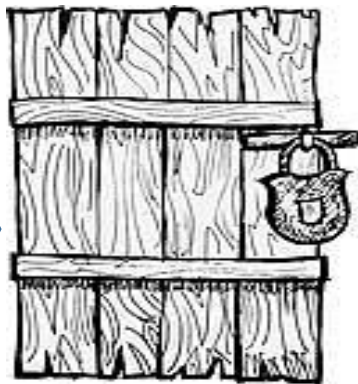


Resources

Document #1



Document #2



Document #3



Plough located near *La Forge*



Hoe located in *Le Magasin - L'Écurie*
behind *La Maison Broussard*



Anvil and hammers located inside *La Forge*



Cane knife located inside *La Maison Mouton*

Document #3



Chasse mouche, or shoo-fly, located in La Maison Broussard



Sugarcane located between La Maison Mouton and La Maison Acadienne



White and brown cotton located in Beau Bassin and seasonally planted behind La Maison Broussard

