



Maison Mouton: Facets of the House 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 8

Social Studies

The World in Spatial Terms

- **GLE #2:** Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana

Places and Regions

- **GLE #9:** Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)

Physical and Human Systems

- **GLE #11:** Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g. Acadians) settled in specific areas of Louisiana (G-1C-M3)
- **GLE #12:** Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)

Historical Thinking Skills

- **GLE #45:** Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- **GLE #50:** Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)

Louisiana History

- **GLE #71:** Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
- **GLE #73:** Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
- **GLE #75:** Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
- **GLE #78:** Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
- **GLE #80:** Trace the state's economic development and growth toward economic diversity (e.g. fur trade, tourism, technology) (H-1D-M5)

Objectives

1. The student will gain first hand, primary knowledge by learning to identify facets of the house, including their modern equivalents. The student will identify the cultural, technological, and geographical implications of these facets.
2. The student will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.





Additional Information

La Maison Mouton is a reconstruction of an 1810 house, a basic Acadian house with a detached kitchen. There were no glass windows, only shutters locked securely against weather and possible intruders. La galerie (the porch) served as an extra room in good weather and a place for social activities. The cabinet making and other woodworking skills demonstrated here were essential tasks for the Acadian man. Cypress, oak, and walnut woods were available. The Acadians arrived from Canada with no tools, but the Spanish government provided tools and new ones were fashioned as needed by the blacksmith.

Pre-Visit Activity

Material needed: paper, pencil

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



Congratulations! You've made it through 8th grade and now it's time to move on to high school. Because you've been such a good student your parents have decided to let you build your own little house in the backyard!

Make a detailed list of what your process will be to do this project and draw a sketch of what your house will look like. Your list should include five "must-haves" for your dream home. After students have completed, ask for volunteers to share their steps and designs.

Well, now it's time to learn how you might have done it 200 years ago and see if maybe there are even some steps you didn't think about.

Anchor Lesson

Materials needed: handouts (see below), pencils

Students will be provided with clipboard/paper and writing utensil as they approach the Mouton house. Activity will begin on porch, weather permitting.

Activity

Students will be given a sheet of paper that will have one of four things written on it: a facet of the house, a definition, today's equivalence, or an influential factor (as shown on document #1).

Students will be instructed to walk around the house and find an example of their word. By doing so, they should gather around a facet with two other students. The three of them will have handouts with the actual facet, the definition, and today's equivalence.

The remaining students will have the words cultural, technological, or geographical on their cards. These remaining students are to go from group to group and discuss with the other students whether they feel their facet of the house is influenced by culture, technology, or geography. The students will then pair with that group. Some words have more than one influence so it is okay for more than one student to be standing with each group. However, they have to be able to support their reasoning for matching with that group. Teacher will walk around and speak to each group to check for understanding after all groups are situated.

During activity, teachers walk around and tell students whether or not their groups are correct, no other information should be given about subjects until the group is fully correct.

Time permitting, each group will tell the class what their word and definition are, today's equivalence and what they believe is the influencing factor for that characteristic and why.

Post-Visit Activity

Materials needed: Facets of the House worksheet (document #2)

Students will complete the Facets of the House worksheet provided in this packet.



Evaluation

During the lesson, the student should be able to locate the item(s) in the room corresponding with his/her term. The teacher will walk around and tell students whether or not their groups are correct. The students should be able to articulate, as a group, whether their aspect of the house is influenced by culture, technology, or geography. The teacher will prompt this discussion within each group and check for understanding.

Differentiation of Instruction

Students who are struggling in locating their item will be provided individual attention by one of the teachers or chaperones.

Students who may have trouble hearing will be seated close to the front of the tour group near the teacher who is presenting.

The teacher or chaperone may read aloud the term for students who may have difficulty reading when in small groups.

Visual, kinesthetic, and tactile learners will benefit from gaining hands-on experience with actual physical items in the house.



Document #1 - Terms & Definitions

Facets of the House	Definition	Today's Equivalent	Influence: Cultural, Geographical, Technological
Passe-partout	Device requiring the work of two people to operate	Chainsaw	Technological, cultural
Blue ceiling	Disguises the roof to look like a sky so wasps/hornets don't build a nest	Windows, screen doors	Cultural
Mortis and Tennon	Popular building method of the period used in home construction	Hammer and nails	Technological, (cultural)
Gallery	Open space used as an extra room for comfortable living and sleeping	Patio	Geographical, technological, cultural
Stranger's Room / Estranger	Room used to house travelers	Guest Bedroom	Cultural
Shutters	Apparatus attached to home to protect from the elements and secure house	Window panes, alarm systems	Geographical, technological, cultural
Wood Pillars	Construction feature used to elevate house	Elevation by pillars (concrete or wood)	Geographical, technological
Colombage	Supporting features which were hand hewn using chisels	Prefabricated (produced in standardized form 2x4s)	Technological



Document #2 - Facets of the House Worksheet

Part I Matching

Match the terms with their definitions. Write the letters for the corresponding definitions in the blanks preceding the terms.

- | | |
|------------------------------------|---|
| _____ 1. Passe-partout | a. Apparatus attached to home to protect from the elements and secure house |
| _____ 2. Mortis and Tennon | b. Supporting features hand hewn using chisels |
| _____ 3. Gallery | c. Room used to house travelers |
| _____ 4. Stranger's room/estranger | d. Construction feature used to elevate house |
| _____ 5. Shutters | e. Popular building method of the period used in home construction |
| _____ 6. Wood pillars | f. Device requiring the work of two people to operate |
| _____ 7. Colombage | g. Open space used as an extra room for comfortable living and sleeping during good weather |
| _____ 8. Blue Ceiling | h. Disguises the roof to look like a sky so wasps/hornets don't build a nest |

Part II Writing

On a separate sheet of paper, answer the following questions in at least two paragraphs. If you were to build a house today, which of the above facets would you include in your design and why? Would these facets be as useful today as they were in the past? Are the facets you have chosen still in use or have they been replaced by more modern technologies? What modern equivalents would you choose to use instead? Were these aspects of your house influenced more by culture, technology, or geography?

Answer Key: F, E, G, C, A, D, B, H



Resources for Teachers



Timeline for Acadian Banishment and Settlement in Louisiana

<http://www.cbc.ca/acadian/timeline.html>

"Dance for a Chicken," article by Pat Mire

http://www.louisianafolklife.org/LT/Articles_Essays/creole_art_dance_chicken.html

Resources for Students

Dance for a Chicken, documentary by Pat Mire

<http://www.folkstreams.net/film,168>



