

### Digital Travel Trunk

<b>Theme</b>	Creole Cowboys in South Louisiana
<b>NCSS C3 Framework Student Standards</b>	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.  D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
<b>Louisiana Standards for Social Studies</b>	3.2.4 Identify cultural elements that have contributed to the state's heritage.  3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions.
<b>Compelling Question</b>	How did the Creole Cowboys impact the culture of South Louisiana before the 1900s?
<b>Supporting Questions</b>	1. What roles did the Creole Cowboys in South Louisiana have before the 1900s?  2. What kind of meals did the Creole Cowboys eat and how did the cast iron pot aid in their cooking?  3. How did the Creole Cowboys use the violin, and how could that have impacted our culture that we know today?  4. Why was the shotgun relevant to the Creole Cowboys?
<b>Description of Artifact 1 in the Digital Travel Trunk</b>	<u>Cast Iron Pot</u>  This three-legged cast-iron pot would have been used for cooking hot meat, soups, or an all-time favorite of Creole cowboys, Cowboy Stew. Other meals would surely have been Jambalaya and black-eyed peas.

	You can see these pots on every Trailride in Louisiana being heated up to some hot and spicy Cracklins and Rice dressing.
<b>Corresponding Primary Source(s)</b>	Christian Woman’s Exchange. <i>The Creole Cookery Book</i> . 1st ed. New Orleans: T.H. Thomason, 1885. <a href="https://archive.org/details/creolecookerybo00unkngoog/page/n5/mode/2up?q=The+Creole+Cookery+Book">https://archive.org/details/creolecookerybo00unkngoog/page/n5/mode/2up?q=The+Creole+Cookery+Book</a> .
<b>Description of Artifact 2 in the Digital Travel Trunk</b>	<u>Violin</u> This early 1900 violin would have been used by Creole musicians playing lively dance music out on the prairies or at a dance. Either way, the instrument is still being used by Zydeco musicians to stir up the Creole crowd at the Trailrides in Southwest Louisiana.
<b>Corresponding Primary Source(s)</b>	Kemble, E.W. <i>African American Fiddler in Lithograph</i> . April 1886. Lithograph. University of Louisiana at Lafayette: Center for Louisiana Studies. Center for Louisiana Studies ( <a href="http://cls.louisiana.edu/">http://cls.louisiana.edu/</a> ). <a href="https://louisianadigitallibrary.org/islandora/object/ull-Isa%3A44">https://louisianadigitallibrary.org/islandora/object/ull-Isa%3A44</a>
<b>Description of Artifact 3 in the Digital Travel Trunk</b>	<u>Shotgun</u> Shotguns were common items for every household in early French and Spanish Louisiana. Pre-Civil War slaves were allowed to carry their owners' guns. However, Free People of Color bought and possessed rifles as their personal possessions. Creole Cowboys would have used rifles such as this one for work, personal protection, and hunting small animals. That tradition continues today on the first weekend of November until the end of February. Small games are placed in ice coolers to be cooked in the cast iron pots sizzling with green onions, garlic, red and green peppers drowning the steamy air with the aromatic smell of Creole cooking.
<b>Corresponding Primary Source(s)</b>	Joel H. Sandoz & Andrew Meynier. “Gunsmith Ad for Rifle.” <i>The Opelousas Courier</i> . November 26, 1887, sec. 1/8. Image provided by LSU, Baton Rouge. <a href="https://chroniclingamerica.loc.gov/lccn/sn83026389/1887-11-26/ed-1/sq-1/">https://chroniclingamerica.loc.gov/lccn/sn83026389/1887-11-26/ed-1/sq-1/</a>

<p><b>Teaching Objectives</b></p>	<p>Students will be able to explain how culture influences the way people modify and adapt to their environments by the end of this lesson.</p> <p>Students will be able to identify cultural elements that have contributed to the state’s heritage by the end of the lesson.</p> <p>Students will be able to utilize community and regional historical artifacts, including primary sources, to answer historical questions by the end of the lesson.</p> <p>Students will be able to compare life in the pre-1900s to life today by the end of the lesson.</p> <p>Students will be able to explain the importance of the role of African American cowboys in the 1800-1900s by the end of the lesson.</p>
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**Instructional Strategies**

<p><b>Instructional Strategy</b></p>	<p><b>The sequence of the Strategy</b></p>
<p><b>Intro</b></p> <p><b>Visual Discovery of Cast Iron Pot</b></p>	<p>The teacher will (TTW) prepare for the lesson by arranging their classroom in a way that the students can interact and can see the photo clearly.</p> <p>TTW play the short youtube video to introduce the Creole Cowboys to the students.</p> <p><u>Title:</u> <i>Black cowboys: Creole trail rides showcase growing culture.</i></p> <p><u>Link:</u> <a href="https://www.youtube.com/watch?v=omwZUUN2tj4">https://www.youtube.com/watch?v=omwZUUN2tj4</a> (5 min 15 sec)</p> <p>TTW ask questions regarding the video, allows discussion to flow freely and allows for student exploration. The questions provided below are not required but given to start up a discussion between students and teacher.</p> <ul style="list-style-type: none"> <li>- What do you think this lesson will be about?</li> <li>- What did you learn?</li> </ul>

- Who were the Creole Cowboys?
- What did you notice?

TTW project a photo of a Cast Iron Pot and a photo of a group of people using it to cook (if the teacher has an actual cast iron pot, that can be brought to show students as well)

TTW hand out the Cast Iron Pot graphic organizer to each student.

TTW will ask the following guided questions.

- What do you see in this photo?
- What foods do you think could be cooked in these cast iron pots?
- Do these pots look familiar? How do you think the Creole Cowboys cooked in the past versus how we cook today?
- What can you tell about the environment in which these people lived?

TTW use “magic paper” and will focus students’ attention on a specific part of either photo by holding a large, stiff piece of white paper about 20 inches in front of it.

Guide the students to carefully study the photo to complete the graphic organizer.

If possible:

- Have students interact with an actual Cast Iron Pot.
  - o Allow them to feel the weight.
  - o Allow them to feel the texture.
    - This will help in the differentiation between older and more modern pots.

Cue Cards and Props:

In this lesson about the Cast Iron Pot of Creole Cowboys, students will act out various images of Cowboy life of cooking, using the photo of the cast iron pot setup for reference. For each group, they will be given cue cards and props to help them put on more detailed performances.

	<ul style="list-style-type: none"><li>- For example, students are given a picture of a cast iron pot to use as a prop and a cue card with these questions:<ul style="list-style-type: none"><li>- What are you doing?</li><li>- How do you get the food cooked?</li><li>- What do you dislike about cooking outside?</li><li>- How often do you cook on the road instead of being home?</li><li>- What are you cooking?</li></ul></li><li>- The cue card also contains these hints:<ul style="list-style-type: none"><li>- Discuss how the performer can make the character come alive.</li><li>- Decide how the character can do the job.</li><li>- Collect simple props to use during the act-it-out. (cowboy hat, stuffed animal horses, plastic food, bandanas, plastic pots or pots from your kitchen, etc.)</li><li>- What language would they be speaking?</li><li>- Phrases or terms Creole Cowboys may have used?</li></ul></li></ul> <p>The students will be given time to prepare during class and act out their scenes for the class.</p>
<p><b>Writing for Understanding for the Shotgun</b></p>	<p>TTW introduce the shotgun artifact to the students.</p> <p>TTW shows a picture of the shotgun and asks questions to activate prior knowledge.</p> <ul style="list-style-type: none"><li>- Have any of you gone hunting before?</li><li>- Why do people go hunting?</li><li>- What do you notice about this picture?</li><li>- What are some uses for shotguns other than hunting?</li></ul> <p>TTW presents the “<i>Shotgun Gunsmith The Opelousas Courier</i>” advertisement to the students to facilitate a conversation about geography.</p> <ul style="list-style-type: none"><li>- What kind of paper was this advertisement printed on?</li></ul>

- What kind of goods and services does this business supply?
- Where is this located?
- In what region of Louisiana does this take place?
- Using this map, let's locate the area.
- What kind of area is ideal for ranching?
- What kind of geographic characteristics are in Opelousas?
  - Swamp or grasslands?
  - Variety of animals?

This is important when the students are completing their graphic organizer for the virtual trail ride, students must list different animals they found while on the trail ride and terrain they encountered.

TTW have students record their ideas, thoughts, and feelings in a prewriting activity.

- Pre-Writing Activity
  - Students will be shown a virtual trail ride that the Creole Cowboys may have taken.
  - During the trail ride, students will complete a graphic organizer to organize their thoughts and what they noticed.
  - They must pay attention to the animals seen, climate of the area, and the terrain to be used in their writing activity.
  - Things to think about:
    - Is the route taken different than a route that a modern day person would take?
    - How is the transportation different?
  - Compare and contrast
    - Students are encouraged to pay attention to minor details and take notes if they differ from modern day things.

### Writing For Understanding

- Journal Entry

	<p>TTW will explain the student's writing assignment to them.</p> <p>TTW state that the students need to imagine they are on a trail ride hunting trip and they must write a journal entry about their first night.</p> <p>Students will be challenged to write a journal entry describing what they saw, heard, smelled, and felt along the trip.</p> <p>Students must include if they successfully hunted and if they got to eat that night. If they did, tell the students they must connect hunting to cooking their meal in the cast iron pot.</p> <p><b><u>Writing Prompt:</u></b></p> <p>Imagine you are on a trail ride and it is the end of your first day. You have experienced many things during your first night on the trail. Write about what you saw, heard, smelled, and how you felt along the trip. Also, you need to include if you were successful in hunting that night and were able to cook dinner. Talk about how using your cast iron pot helped you cook dinner.</p> <p>Your journal entry must be at least 5 sentences long and include all of the following details provided above.</p> <p>TTW</p> <ul style="list-style-type: none"><li>- Give clear expectations and precise guidelines for writing assignments.<ul style="list-style-type: none"><li>- Give students a handout that clearly states guidelines and deadlines for all parts of the assignment.</li></ul></li><li>- Have students write a first draft.<ul style="list-style-type: none"><li>- Once students finish organizing their ideas, have them experiment with an organizational structure in a first draft. Stress that while this draft does not have to be polished, it must be well organized and complete. Quickly review their drafts and note your suggestions.</li></ul></li><li>- Use peer-feedback groups.</li></ul>
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	<ul style="list-style-type: none"><li>- Divide students into mixed ability groups of three or four.</li><li>- Before students move into groups, emphasize that feedback should be honest, constructive, and specific.</li><li>- Each student in a group should use a different-color pen or pencil.</li><li>- Students exchange their papers with someone else in the group. When a student receives another's paper, they write their name in the upper-right corner, mark any problems (comment on content, focus, organization, word choice, and details), and pass the paper to another group member.</li><li>- When the author gets their rough draft back, they will know who made which suggestions based on color of writing, allowing them to seek further clarification as they write their final draft.</li><li>- Require students to make revisions suggested by group partners. (See above)</li><li>- Have students edit their final drafts.</li></ul>
<p style="text-align: center;"><b>Violin</b></p> <p><b>Visual Discovery/Art-based Processing Activity</b></p>	<p>TTW show students the primary source of the picture of the man with the fiddle and ask questions like:</p> <ul style="list-style-type: none"><li>- What do you see?</li><li>- What kind of clothes is this man wearing?</li><li>- What social class do you think this man belonged to? Why?</li><li>- Where do you think this man may have played his fiddle?</li><li>- What do you think this music may have sounded like?</li></ul> <p>TTW then tell the students that African American fiddlers would play at both African American and White parties in South Louisiana.</p>



After this discussion, TTW then pair up two students (mixed ability pairs) to complete the art portion of the lesson.

TTW then distribute the violin hand out to each student. Students will be required to draw pictures about things that they have learned while watching the video, the class discussion, and other concepts that they have learned throughout the entire lesson (including knowledge gained from the other artifacts).

Students can draw, but are not limited to, these examples:

- What type of setting did the Creole Cowboys play the violin in?
- What did the Creole Cowboys look like?
- What did the Creole Cowboys do for a living?
- How did they cook?
- How did they hunt?
- What have you learned about the Creole Cowboys throughout the past few days?

Partners will be encouraged to talk about what they have learned about the Creole Cowboys throughout the entire lesson.

After students are finished with the activity, TTW ask “How do you think the Creole Cowboys have influenced Louisiana culture today?”

Students will be encouraged to discuss the many ways that they have influenced the culture.

Next, TTW show a short video of people playing Creole music.

Students will be asked to think about how this music compares to the music the Creole Cowboys would have played in the past.

TTW ask “Do you think this music that people still play today sounds pretty much the same as the music played back then?”

### Summative Assessment

<b>Name of Project-based Assessment</b>	<b>Description</b>
<b>Facebook Profile</b>	<p>Students will create a mock Facebook profile pretending to be a Creole Cowboy during the 1900s. Students will have the choice between a Google site or a poster board. or Their “intro” on Facebook must include a profile picture, where they live, and their occupation or job (could just be what they do daily i.e., herd cattle).</p> <p>Students must create 5 Facebook posts. Posts can be status updates, photos, or videos and students will be encouraged to get creative!</p> <p>Post #1 should show how the “cowboy” changes or adapts to his environment.</p> <p>Post #2 should show one cultural element (symbols, language, norms, values, or artifacts) relating to Louisiana.</p> <p>Post #3 should include one primary resource or historical artifact relating to the Creole Cowboy.</p> <p>Post #4 should demonstrate how the Creole Cowboy is living today.</p> <p>Post #5 should portray the Creole Cowboys’ importance in Louisiana.</p>

## Authentic Assessment Grading Rubric

### Historical Role Play: Creole Cowboys

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Historical Accuracy	All historical information is accurate.	Almost all historical information is accurate.	Most of the historical information is accurate.	Very little to none of the historical information is correct
Role	Point-of-view was consistently in character.	Point-of-view was often in character.	Point-of-view was sometimes in character.	Point-of-view was rarely in character.
Knowledge Gained	Student clearly demonstrated their knowledge and use of the primary sources to create their Facebook profile.	Student mostly demonstrated their knowledge and use of the primary sources to create their Facebook profile.	Student somewhat demonstrated their knowledge and use of the primary sources to create their Facebook profile.	Student did not demonstrate their knowledge and use of the primary sources to create their Facebook profile.
Required Elements	Student included all intro information that was required. Must have: a profile picture, where they live, and occupation. Must also have posted 5 updates answering all 5 lesson objectives.	Student only included 2 out of 3 intro requirements and only posted 3-4 out of 5 updates. And/or did not answer lesson objectives completely.	Student only included 1 out of 3 intro requirements and only posted 1-2 out of 5 updates. And/or did not answer lesson objectives completely.	Student did not include any intro requirements and posted 0 out of 5 updates. And/or did not answer lesson objectives completely.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in grammar or spelling.

### Differentiated Instruction

1. Graphic Organizers (1st instructional strategy)- creating personalized expectations for students based on ability. For example- low level ability must have a goal of at least 1-2 complete sentences for each box of the graphic organizer. Middle ability could have a goal of 2-3 complete sentences and high level ability could have a goal of 3-4 complete sentences.

Personal printed photos can be given to students who need visual support (visually impaired).

2. Writing for Understanding of the Shotgun (2nd instructional strategy)- putting text materials of “*Black Ranching Frontiers*” on tape/audio for ELL’s that need the resource and other students who need it read aloud.

3. Violin Social Studies Skill Builder (3rd instructional strategy)- allow students to have the option to work alone or with partners. Differentiation is also included because they are working in mixed-ability groups.

### Materials and Resources Needed

- White poster boards size 11” x 17”
- Crayons, markers, color pencils, pens, pencils- or any other writing/drawing/coloring utensils
- Rulers
- Glue
- Construction paper
- Loose leaf paper
- Scissors
- Artifact photos
- Graphic organizers

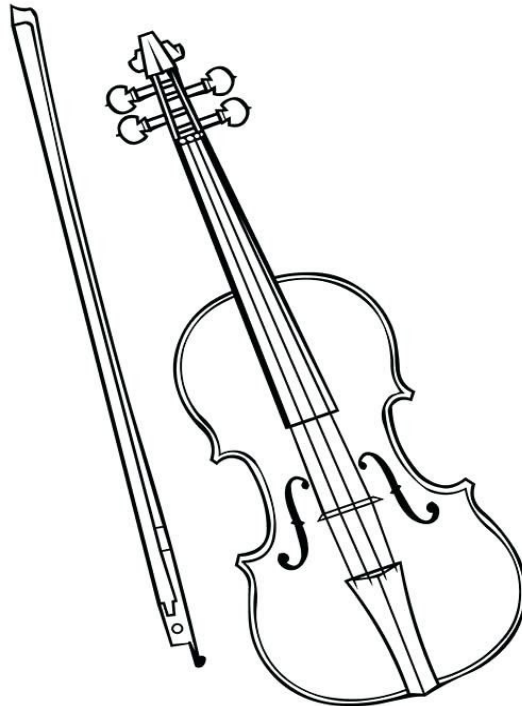
### Student Handouts

## Analyzing the Cast Iron Pot

<p><b>DETAILS</b></p> <p>Describe what you see. What color is it? What do you think it feels like?</p>	<p><b>HYPOTHESIS</b></p> <p>When do you think the cast iron pot was made? How do you think the Creole Cowboys used it?</p>	<p><b>WHAT DO WE WONDER ABOUT?</b></p> <p>What do you think Creole Cowboys ate? What else do you wonder about?</p>
<p><b>HOW DOES THIS POT CONTRAST THE POT WE USE AT HOME?</b></p> <p>Does this cast iron pot look like the pot you use at home? How/Where do we cook in our pots at home? How do you think the Creole Cowboys used the cast iron pot to cook?</p>	<p><b>LET'S CONNECT!</b></p> <p>Pick two recipes from the Creole Cookery book that you have heard of, tried, or would like to try.</p>	

# Virtual Trail Ride

<p>What kind of Terrain are you seeing?</p>	<p>What is the Climate? Are any of the Cowboys wearing clothes that could give you hints?</p>	<p>Did you see any animals? If so, what kind?</p>
<p>Compare And Contrast this to modern day. If you see anything different than what you see in modern times, take notes here</p>		



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