

Haunted Waters Fragile Lands



What Tales to Tell

1-3 Video Guide

1st Edition Editors:

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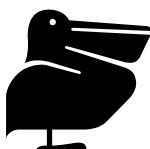
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**National Estuary
Program**

This educator's guide to the Haunted Waters video is currently being revised and updated. Louisiana State Grade Level Expectations will be added and the new version will be posted on the BTNEP Education website at <http://educators.btneq.org/>.



About this guide



The video, ***Haunted Waters Fragile Lands, Oh! What Tales to Tell*** was an immediate success when it was first produced in 1997. The education subcommittee of the citizens' advisory committee of the Barataria-Terrebonne National Estuary Program initiated the effort to produce a teacher's guide to enhance the classroom use of the video.

The video is formatted into four distinct sections; 1) Introduction, 2) Frontlands and Backlands, 3) Trembling Prairies, and 4) Life from the Water - Death from the Sea. These are natural breaks in the video that allow the teacher to stop and pursue activities or questions about that particular section. The complete guide has a section for elementary teachers (K-3), middle school teachers (4-6), and secondary school teachers (7-12). Each of these sections is available individually or you can download the complete video guide as a PDF document. You may wish to use materials from other sections based upon the abilities of your students and your preference for content.

The guide consists of strategies that can be done *before viewing* (pre-viewing activities and questions) the video to set foundations, evoke prior knowledge, and focus the student's attention. Next, are *viewing strategies* to help students target specific information from the video. Finally, there are *post-viewing* activities and lessons. We have included a reference section and will be adding additional appendices in the updated version.

We are continually open to comments or feedback. Please write or e-mail your thoughts about this guide. Comments can be sent to

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Acknowledgments

*The educator's guide to **Haunted Waters Fragile Lands, Oh! What Tales to Tell** is currently being updated and a new version will be posted on the BTNEP Education website during the 2004-2005 school year. Please check back at <http://educators.btnep.org>.*

The original production of this video guide was the result of many months of work. Many teachers contributed to this project by authoring lessons, field testing lessons, and reviewing drafts. Special thanks to Jean May-Brett, Tammy Nelson, Jeanne Windham, Kay Baggett, Jennifer Baggett, Amy Ory, and Lisa Kuebel for their contributions. It was a joy to have teachers such as them share their professional knowledge in producing this guide. We wish to thank Lynn Schonberg and the Barataria-Terrebonne National Estuary Program for allowing us this opportunity. The original version was first printed in 1997.



***Haunted Waters, Fragile Lands* © 1994.**

Written, produced and directed by **Glen Pitre**.

Narrated by **Adella Gautier**.

Music by **Michael Doucet** with **Tommy Comeaux**.

A Cote Blanche Production in cooperation with
 Louisiana Public Broadcasting and WYES-TV/New Orleans.

Video Guide: Grades 1-4



Video Section: INTRODUCTION



A. PREVIEWING ACTIVITIES AND QUESTIONS FOR INTRODUCTION

Questions:

1. What are *wetlands*?
2. What does *environment* mean?
3. What are some of the things we do that can change or affect our environment?
4. Who was Jean Lafitte?
5. How does the Mississippi River impact Louisiana's environment? What effect does it have on the environment of Louisiana?
6. Why would some portions of this video be in color and others in back and white?
7. Where is the Barataria-Terrebonne estuary located?

Supporting Video:

View the video ***Fabulous Wetlands*** (Teacher's Resource Center, NASA/Stennis, 7 minutes. Grades 4-6. This video offers a humorous answer to the question: *What are wetlands?*

Available on loan to educators; free-of-charge. 800-237-1821, option 2. To obtain a free copy of this video, send a new, blank VHS tape to Educator Resource Center, John C. Stennis Space Center, Building 1200 – ERC, Stennis Space Center, MS 39529-6000. Include the title of the video and its catalogue number (GM24) and your return shipping address. The NASA/Stennis video guide is available at <http://www.edu.ssc.nasa.gov/pdf/videos.pdf>.

Read aloud:

Read selected stories from ***Grandma was a Sailmaker: Tales of the Cajun Wetlands*** (Blue Heron Press, 1995.)

Vocabulary: (Review all vocabulary before viewing each section.)

fixed land	sediment	delta
barrier islands	smugglers	customs
immigrants	revolt	Cajuns
Creoles	Jean Lafitte	Haiti

B. VIEWING STRATEGIES FOR INTRODUCTION

1. Have students watch in order to review and role-play reviewers, (ex: Siskell and Ebert), giving a detailed review of the section.
2. Have students create word maps as new words and/or vocabulary are introduced.
3. Have students create Know, Want to Learn, and Learned (KWL) lists as they watch.
4. Have students watch to create a story board, recreating a small segment, or a whole section.
5. Have students play *Word Wizard*: students earn points for vocabulary and new words that they heard. Extra points for relating context.

C. POST-VIEWING QUESTIONS AND ACTIVITIES FOR INTRODUCTION

1. What happened when the little girl dug in the sand? What toy did she have to play with?
2. What impact did Jean Lafitte's life have on Louisiana's environment?
3. Why did the French found New Orleans?
4. Why did the Cajuns settle in Barataria/Terrebonne?
5. Who are the Creoles and where did they come from?
6. Who created the shell mounds in Louisiana? Why?
7. How did the Europeans use the shell mounds?

ACTIVITY: A CAJUN EXPERIENCE

Objectives:

1. Identify France, Nova Scotia, the Atlantic seaboard, and Louisiana on a world map while retracing the migration of the Acadians/Cajuns to Louisiana.
2. Identify some contributions that the Acadians/Cajuns have made to the culture of Louisiana.

Materials:

maps (world, Louisiana) crackers andouille sausage
Cajun music

Procedure:

Introduction:

1. What do we mean by "culture"? (A way of life)
2. We have studied the Native American, European, and African American cultures that have influenced the Louisiana we know today. Do you know of any other cultures that have impacted Louisiana? (List on overhead.)
3. Can anyone tell me what Louisiana culture they think we will be studying today? (Acadians/Cajuns)

Map Skills Activity – The Cajun Migration

1. Distribute world maps.
2. Can someone show us where the Atlantic Ocean is on your map? (Label it on the map.) Where did the Acadians originally come from? (Show on map: France)
3. After they left France for the New World, where did they settle? (Nova Scotia or Acadia, in Canada.) Where is that on the map? (Label it. Share the story of the Cajuns exile. A good website with the details of the story is ***The History of the Cajuns***, at <http://www.acadian-cajun.com/hiscaj1.htm>)
4. What is this area called today? (Nova Scotia) Do you know why? (Sir William changed name: relate story)
5. Who were the Acadians? (Citizens of Acadia originally from France.)
6. What language did they speak? (French)
7. Why did they leave Acadia? (They were deported.)
8. Why? (Answers vary. Relate story and have student locate Atlantic seaboard on map)
9. If the ships of deportation did not take the Acadians to Louisiana, how did they come to be here? (French Louisiana wanted settlers and French was their native tongue. After about 10 years of wandering along the Atlantic seaboard and the colonies there, many migrated to Louisiana.)
10. What do we call the Acadians that are now Louisiana natives? (Cajuns) Why do you think they called them Cajuns? (Answers vary, most likely, it is shorter and easier to pronounce.)
11. Distribute maps of Louisiana.
12. Can anyone show me on the map where the Cajuns settled in Louisiana? (Answers should be limited to southwest and south Louisiana.)
13. There is an area of Louisiana called **the Cajun Triangle** where Cajuns have settled and can still be found as a large percentage of the population today. Does anyone know where this triangle is located? Show students that the three corners of the Cajun Triangle are the southwest corner of the state (south of Lake Charles at the Sabine Lake), the southeast corner of the state (east of New Orleans) and the point where the Mississippi River begins to form the state line just north of Baton Rouge.

14. The Cajuns brought many things with them to Louisiana: their language, their customs, their music, and their foods.
15. They also have a saying that we hear and see often. It has become sort of a motto of the Cajuns. It is "***Laissez le bon temps rouler!***" (Write on board. Pronounced: lay-say lay-BOHN-tom RULE-ay.) Does anyone know what that means? (Let the good times roll.)

The Cajun Culture - Laissez le bon temps rouler!

1. Do the Cajuns participate in Mardi Gras? (yes)
2. What is their Mardi Gras like? (A band of costumed and masked men ride on horses from farm to farm. The *Capitaine* never wears a mask, but a broad brimmed hat instead.)
3. Why do they ride from house to house? (To get ingredients to make gumbo, usually killing and plucking the chickens right there in the yard.)
4. What did they do with the gumbo? (Had a big meal and dance for the whole community.)
5. Can you name any other food (Answers vary.) Some of those foods are made only in Louisiana and shipped all over the world.
6. Display andouille. Can anyone tell me what this is? (It is a type of spicy Cajun sausage that is often used in gumbos.) Let students taste the andouille on a piece of cracker.
7. After all that eating, those Cajuns were ready to dance off some of that food. What is a Cajun dance called? (*Fais do do*.) What does it mean? ("Go to sleep" in French)
8. Why do you think they would call a dance something associated with going to sleep? (Answers vary. Point out that the whole family was there and it was customary to put the kids to sleep in other rooms in beds or on pallets.)
9. Have you ever heard any Cajun music?
10. We are going to listen to some examples of Cajun music now. While you listen to each example, write what kind of instruments you hear. Pay attention to whether or not you can understand the words. Why do you think they sing so loud? Play recording.

Closure:

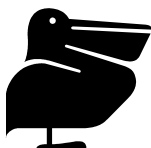
1. I would like you to write a few brief paragraphs about the Cajuns migration to Louisiana and name some contributions they have made to the culture of Louisiana.
2. You now know a lot more about the Cajun heritage of Louisiana.
3. Do any of you have a Cajun heritage? Your heritage is something to be proud of, it contributes to what makes you such a special and unique individual. There is no one else on earth exactly like you because no one else has had the exact experiences in life that you have. That makes you very special.

Enrichment:

View the photography, read excerpts from, and discuss **The Bayous** by Peter S. Feibleman, 1993, New York: Time-Life Books.

Here is a map of the Cajun Triangle.





Video Section: **FRONTLANDS AND BACKLANDS**



A. PREVIEWING QUESTIONS AND ACTIVITIES FOR FRONTLANDS AND BACKLANDS

1. Why did Germans come to Louisiana?
2. What is a natural levee?
3. How did they gather sugar cane before the invention of machinery?
4. What does "clear cutting" mean?
5. What does "living off the land" mean?
6. Would it be wise to build a house on land where cypress trees are growing?

Vocabulary:

frontlands
refugee
crevasse

backlands
lumbering

slaves
levees

ACTIVITY: CRAYFISH

Objectives:

1. Identify characteristics of crawfish.
2. Explain the uses of the crawfish as a resource and product of Louisiana.

Materials

5-gallon bucket	dress-up clothes (#1 below)	live crawfish
boiled crawfish	dissected crawfish	food coloring
shallow water tray		

Procedure

Introduction

1. Consider entering the classroom dressed as Louisiana crawfishermen (i.e., white rubber boots, overalls/blue jeans, flannel or plaid shirts, straw hats or ball caps, etc.), carrying a 5-gallon bucket. Take a crawfish out of the bucket.
2. Can anyone tell us what this is? (Crawfish)
3. Does anyone know any other names for a crawfish? (Crawdad... answers vary.) Today we are going to learn about the Louisiana crawfish.
4. We have a lot of activities planned, some experiments, and even some taste-testing. (Divide students up into three groups. Pass out student worksheets). Have you ever caught a crawfish? Show students the live crawfish, ask: Is a crawfish really a fish? (No)
5. We have learned that alligators are reptiles and brown pelicans are birds. Does anyone know what class of animals the crawfish belongs to? (Crustacean) Write word on board.
6. Can anyone tell me one of the characteristics that distinguish crustaceans from other animals? (The animals' bodies are protected by hard shells.)
7. Can someone give us a definition of the word *crustacean*? (A large class of animals whose bodies are protected by hard shells.)
8. Crustaceans, like the reptiles we have learned about, are cold-blooded. Can someone tell us what we mean by cold-blooded animals? (Animals whose body temperature is the same as the temperature of their surroundings) Have you ever seen mud piled up in a mound around a hole in the ground? Do you know what that is? (A crawfish burrow)
9. Does anyone know why crawfish burrow into the ground? (To escape the cold of winter.)

Crawfish Breathing Activity

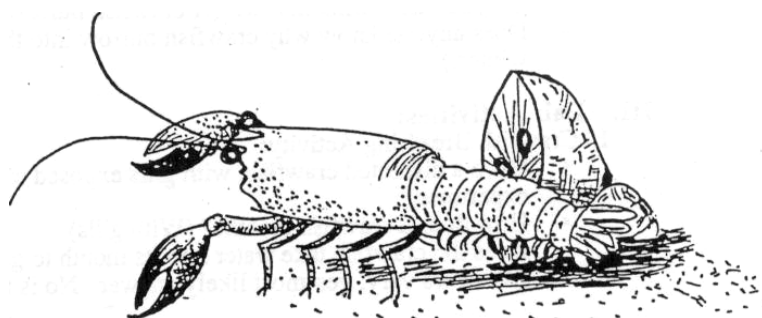
1. Show students a dissected crawfish, with gills exposed.
2. How does a crawfish breathe? (With gills)
3. Does the crawfish take water into its mouth to get oxygen out of the water? (Answers vary, yes-most likely answer. No is the correct answer.)
4. Today we are going to put on our scientist caps and conduct an experiment to see how a crawfish breathes, and if it takes in water in its mouth.
5. Put your pencil and paper down, and let's carefully observe what happens. The teacher will remove two crawfish from tray with colored water and place in clear water tray. Complete the experiment form by writing down exactly what you observed and what your conclusion is. (Experiment shows how and where a crawfish takes in and expels water as it breathes.)

Crawfish Body and Movement Activity

1. Observe and note crawfish movement and any characteristics you notice like claws, tail, legs, eggs, etc.
2. Do you notice anything about how a crawfish swims? (Backwards)
3. What do you think a live crawfish feels like? Show students how to carefully touch a live crawfish.
4. Now you may pick up or touch a live crawfish to see what it feels like.
5. What do you think happens if a crawfish breaks off one of its claws accidentally or in a fight? (It grows a new one)
6. What is this process of growing new body parts called? ('Regeneration') Write 'regeneration' on board. Do only claws regenerate? (no)
7. What other body parts can be regenerated? (legs and even eyes)

Cooked Crawfish Activity

1. How many of you have ever eaten crawfish?
2. Can anyone remind us what a resource is? A product? Are crawfish a resource of Louisiana? (Yes) Are crawfish a product of Louisiana? (Yes) What do you think a cooked crawfish feels like? Have you ever peeled a crawfish yourself?
3. Show students how to peel a crawfish. Give students crawfish to touch, examine, peel, and eat.
4. There are many other popular dishes made with crawfish. Can you name any? (etouffee, gumbo, etc.)



Closure

1. Write a paragraph about how the crawfish of Louisiana can be used as a product and/or resource.
2. Distribute copy of words to "Crawdad Song" for a sing-along closing. Lyrics to the song are available at The Teacher's Guide website (http://www.theteachersguide.com/Songs/crawdad_song.htm).

Crawfish Observations

Name: _____

Crawfish breathing

Crawfish live in water. Crawfish are also animals, and just like all animals, need to breathe oxygen in order to live. Think about how a crawfish breathes.

Describe how you think a crawfish breathes.

Do you think a crawfish draws water into its mouth to breathe?

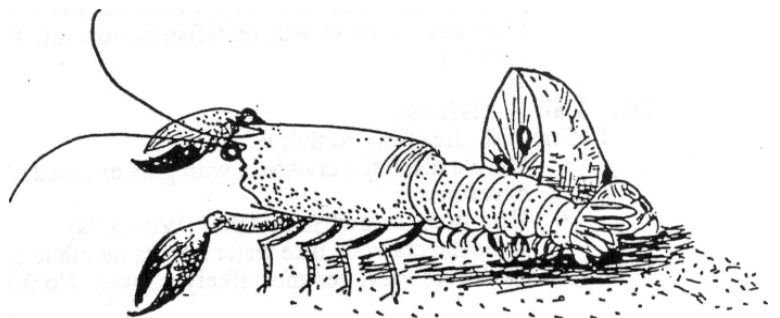
Now observe a crawfish that I've had sitting in colored water. Observe what happens when I put the crawfish into clear water. Write down what you observe during the experiment.

What conclusion did you come to about how a crawfish breathes?

Crawfish body and movement experiment

Observe a crawfish in a tray. Describe how the crawfish behaves and moves.

Do you think this method of movement gives the crawfish any advantage over his enemies?



B. VIEWING STRATEGIES FOR FRONTLANDS AND BACKLANDS

1. Students create concept maps as new concepts are introduced.
2. Students have a set of questions that they are listening for and looking to answer.
3. Students role-play advertising executives and watch with the purpose of creating movie ads and movie releases.
4. Students can rewatch each section with the sound off, then retell the section.
5. Students retell or rewrite section in story form.

C. POST-VIEWING QUESTIONS AND ACTIVITIES FOR FRONTLANDS AND BACKLANDS

1. Did the Germans want to stay in Louisiana? Why or why not?
2. In the 1700's, what fate was in store for most Africans captured in warfare?
3. Why were slave traders instructed to bring to Louisiana those slaves that knew how to grow rice?
4. How were frontlands used?
5. How were backlands used?
6. Where did most settlers get lumber for their homes?
7. What wood did they use most for lumber?
8. Why did sawmill owners encourage slaves to run away?
9. What is "virgin cypress"?
10. What are levees and why were they constructed?
11. What happened to the crevasses when the rivers started to flood?
12. What happened in 1927?

Enrichment Activities

Read aloud:

Read *T-Nonc: The Cajun Environmentalist* by Elvis J. Cavalier, (Blue Heron Press, 1995).

New Orleans Houses:

Divide students into small groups. With *A Young Person's Guide to New Orleans Houses* (Lloyd Vogt, Pelican Publishing Company, 1991) as a guide, students use cardboard boxes, construction paper, scissors, tape, glue, and markers to construct models of the houses of New Orleans. Students should research color, lumber used, etc., before completing model.



Video Section: **TREMBLING PRAIRIES**



A. PREVIEWING ACTIVITIES AND QUESTIONS FOR TREMBLING PRAIRIES

1. Why would someone gather moss?
2. What is a moss gin?
3. Who are the Isleños?
4. What are "eat outs"?
5. What are nutria? How did they get to Louisiana?
6. What is land reclamation?
7. How does alligator farming help Louisiana and the alligator?



Vocabulary

moss
resources

Isleños decoys
trainasse

wildlife nursery
nutria

ACTIVITY: Louisiana Learning Centers

Objectives

1. Compare and contrast sugar cane, raw sugar, and white sugar.
2. Describe the differences between a product and a resource.

Materials

Spanish moss	microscope(s)	white sugar
cotton bolls	cotton fabric	stapler(s)
rectangular fabric pieces (one per child)	sugar cane	raw sugar

A selection of Louisiana products (Learning Center #3):

French bread	cane syrup	red beans
LouAnna oil	strawberries	Louisiana rice
Zapp's potato chips	Community Coffee	Tabasco sauce
salt	Elmer's candy	local honey

Procedure

Introduction

1. Give an overview of each activity/learning center:
 - Center #1 Today we will learn about a plant that grows in the trees of the damp forests in Louisiana.
 - Center #2 We will learn about sugar cane and what Louisiana products are made from sugar cane.
 - Center #3 Many of you use Louisiana products everyday. Today we will get to see and learn about many of them.
 - Center #4 All of us wear cotton clothes, so today we will learn about cotton plants.
2. Divide students into small groups and go to the learning centers.

Learning Center #1, Spanish Moss

1. Display moss. (Introduce key words on chalkboard as they come up: Spanish moss, legend, air plant, and bousillage)
2. Can anyone tell me what this is? (Spanish moss).
3. In Louisiana, the Native Americans, or Indians, made many contributions to our state. A lot of our state names are Indian names. The Indians also had a legend that explained where Spanish moss came from. Can anyone tell me what a legend is? (Any story from the past told over and over.)
4. Tell legend of Spanish moss, the Indian mother, and hurricane. [A good resource for this legend is Rose Anne St. Romain's book, *Moon's Cloud Blanket* (2003, Pelican Publishers, Reading level: K–Gr. 4). This Native American legend explains the origin of Spanish moss through the story of a mother and her children who ask the moon for protection from the elements during a terrible storm.]
5. Do you think this legend is true? Why/why not?
6. Distribute pieces of moss for the students to examine. Guide viewing a prepared specimen of moss under the microscope.
7. Even though this plant is called Spanish moss, it really isn't a moss. Can anyone tell me where it grows? (It grows in trees, especially in damp areas.) Spanish moss is really an



air plant (a bromeliad). Air plants do not have roots, but get their nutrients from the rain and dew.

8. Do you know of any ways Spanish moss is used? (Answers vary) Discuss it being used in the 1800's in the walls of homes for insulation (a material called *bousillage*) and as stuffing for pillows, mattresses, and upholstered furniture.
9. Do you know what *bousillage* is? (*Bousillage* is a mixture of clay or mud, animal hair, and boiled moss that is used to fill the space between the beams or studs in the walls of homes. It is an excellent insulator)
10. Distribute small squares of fabric for students to make a moss-stuffed pillow. Supply staplers for students to close the edges of pillow.
11. Upon completion of pillows, group will move to the next learning center.

Learning Center #2, Sugar

1. Display sugar cane stalk. (Key words: sugar cane, syrup, molasses, raw sugar, white sugar, resource, product, and evaporate) Can anyone tell me what this is? (Sugar cane)
2. Can anyone tell me what a resource is? (Something that is naturally occurring, or found in its natural state, in a particular area.)
3. Can anyone tell me what a product is? (Something grown, raised, or produced for food, clothing, or a person's use.)
4. Is sugar cane a Louisiana resource or a product of Louisiana? (Both) Can you name any products made from sugar cane? (Sugar, syrup, molasses)
5. Why does sugar cane grow well in Louisiana? (Because it needs rich soil and soil that holds a large amount of water.)
6. Can you eat this sugar cane stalk? (No, but you can chew it to get the juice from it.) Distribute samples of sugar cane for the student to try.
7. Now that you have tasted sugar cane, what part do you think is used to make sugar? (The sweet juice inside the stalks.) Let children sample pure cane syrup.
8. Briefly relate the processing of sugar cane to student.
When the juice is squeezed from the stalk, it is heated. The juice thickens to become syrup. Then with more heating, it thickens even more, and is called molasses. The water is then removed from the molasses in evaporators. Can anyone tell me what evaporate means? (to remove the water) As the water evaporates, large crystals form in the molasses. Can anyone tell me what these crystals are called? (Raw sugar)
9. Do we ever eat raw sugar? (Yes, but we are more familiar with white sugar.) What do you think raw sugar looks like? (Answers vary – but raw sugar is light to dark brown.) Display sample of raw sugar for students to see.
10. Assist students in viewing a prepared slide of raw sugar crystals. Is this the kind of sugar that we see and eat most often? (no) What is that sugar called? (White, or refined, sugar.) Relate the process of turning raw sugar into refined, or white, sugar. The brown molasses film is rinsed off raw sugar crystals. Then the sugar is put in evaporators again to remove the water. This is how we get pure white sugar.



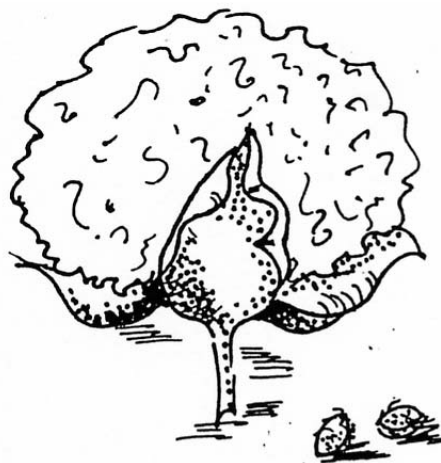
11. Distribute samples of white sugar to be seen and tasted. Assist students in viewing a prepared slide of white sugar with a dissecting microscope or Scope-On-A-Rope.
12. How are raw sugar and white sugar alike? How are they different? (Answers vary) Do you think that sugar cane is an important product for Louisiana? (Yes) For the world? (Yes) How?

Learning Center #3, Louisiana Products

1. Can anyone tell me what a *product* is? (Something grown, raised, or produced for food, clothing, or a person's use.) You may be surprised when you find out how many products come from Louisiana.
2. Display basket full of Louisiana products. (Basket will include such items as: French bread, cane syrup, red beans, rice, LouAnna oil, strawberries, Zapp's potato chips, Community Coffee, Tabasco sauce, local honey, salt, Elmer's candy)
3. This basket contains only a few products from Louisiana I would like for each of you to choose one item from the basket.
4. Have students choose one of the products to become an authority on. Have them write down everything you know about the product you have chosen. You can tell us things such as: where it is made, how you think it is made, how it is used, how much it costs, and what part of the state it comes from. After we have all finished, we will share what we have written about our product.

Learning Center #4, Cotton

1. Show students bolls of cotton*. Can anyone tell me what this is? (The boll of the cotton.)
2. Can anyone tell me what a resource is? (Something that is naturally occurring, or found in its natural state, in a particular area.) Can anyone tell me what a product is? (Something grown, raised, or produced for food or clothing.)
3. Is processed cotton a resource or a product? (Product)
4. Can you name any products that are made with cotton?
5. Have students examine cotton under a microscope such as Scope On A Rope or a FlexCam. Have students describe what cotton looks like under the microscope. Have students view woven cotton under the microscope.



* According to the National Cotton Council of America website, two companies sell bolls and cotton bales. They are Little Bales of Cotton (800.748.9112) or Cottonman.Com (<http://www.cottonman.com>)

Closure

1. Ask students what was the most surprising thing they learned in the centers today. What is something you learned that you did not already know?
2. Check for understanding by having students answer these questions: What is the difference between a product and a resource? Name a Louisiana resource. Name a Louisiana product.

B. VIEWING STRATEGIES FOR TREMBLING PRAIRIES

1. Have students watch in order to recreate a section and videotape their own documentary.
2. Have students watch in order to write, act in and videotape commercials to introduce and "sell" the video.

3. Have students watch in order to create a play, then compare and contrast the two media forms.
4. Have students watch and listen to count and attempt to identify different accents.
5. Have students take notes on what they are viewing.

C. POST-VIEWING QUESTIONS AND ACTIVITIES FOR TREMBLING PRAIRIES

1. Where did the Houma Indians live?
2. What are some of the ways in which alligator hides have been used?
3. What happened when the alligator population decreased and the muskrat population increased?
4. What happened when the nutria continued to reproduce with no control? Are nutria populations being controlled today?
5. Why did speculators drain the wetlands?
6. What happened after speculators stopped planting and draining the cleared wetlands?
7. Why were canals dredged and ship channels dug throughout the estuary?
8. Did the oil industry help or hurt Louisiana? Give reasons.
9. What is pogy? How is it used?

Enrichment Activities

Read aloud:

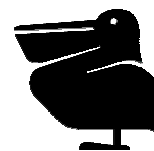
Read aloud to students ***Dark Moon, Houma Indians***, from ***Louisiana Indian Tales*** by Elizabeth Moore and Alice Couvillon (Pelican Publishing, 1990) and discuss.

Resource Video:

View ***Hidden Nation*** (Keepsake Productions, 1993), a 60-minute documentary about Louisiana's largest Native American tribe, the Houma Indians. This film is available through the State Library of Louisiana. To borrow, contact your nearest parish library with the title and catalog number of the desired film and the date(s) you wish to reserve it. The film will be shipped to your parish library for pickup. Loan periods are typically for one week. Hidden Nation does not have a catalog number. There are additional videos on the traditional culture of Louisiana. Please visit the Louisiana Folklife Project's website at http://www.louisianafolklife.org/resources/main_prog_res_film_video.html



Video Section: **LIFE FROM THE WATER –** **DEATH FROM THE SEA**



A. PREVIEWING ACTIVITIES AND QUESTIONS FOR **LIFE FROM THE WATER – DEATH FROM THE SEA**

Questions:

1. Where are Philipinos from?
2. Who are the Croatians?
3. What does "dancing the shrimp" mean?
4. What does the term "melting pot" mean?
5. Why did the Chinese come to Louisiana?

Vocabulary

stilts
melting pot
cultivate

luggers
seine



Enrichment Activities

Barrier Island - Brain Storming Activity

Discuss how barrier islands protect the coast during storms.

Q: Where would huge storm waves hit if the barrier island was gone? Barrier islands move and even change positions when sand roils over the sides of the island. Buildings make it hard for barrier islands to move naturally.

Q: What are two types of buildings that could harm a battier island?

Q: what changes might occur when a large hotel is built on a barrier island?

Q: What will happen to the sand, the plants, and the animals?

Map skills:

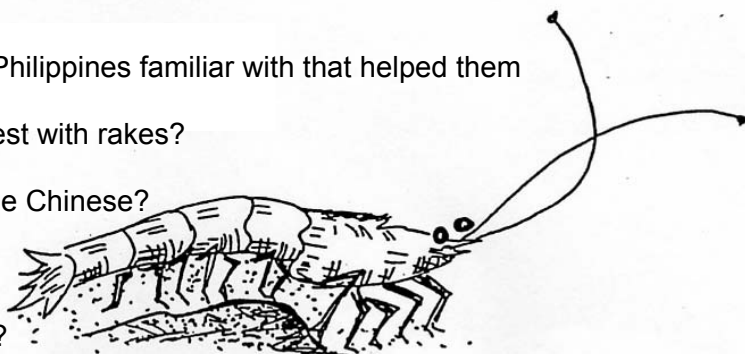
Students study a map of the Louisiana coast, locate and name Louisiana's barrier islands.

B. VIEWING STRATEGIES FOR LIFE FROM WATER - DEATH FROM SEA

1. Have students look and listen in order to pair and share with a younger/lower grade student.
2. Have students view while role-playing reporters, asking who, what, where, when, and why.
3. Have students pair and conduct 3-step interviews, before viewing, during viewing, and after viewing.
4. Have students watch in order to write a travel brochure or book.

C. POST-VIEWING QUESTIONS AND ACTIVITIES FOR LIFE FROM WATER – DEATH FROM THE SEA

1. What natural disaster were people of the Philippines familiar with that helped them adjust to life in Louisiana?
2. What natural resource did Croatians harvest with rakes?
3. How did the Chinese preserve shrimp?
4. What is a seine and how was it used by the Chinese?
5. How did ear y tourism affect Grand Isle?
6. Why did the dry shrimp market collapse?
7. How did new technology and the invention of machines affect the wetlands?
8. What do they say "haunts" the waters of the wetlands and why?



Activities:

Drama/Play:

Students study, create costumes, and perform a play taken from the book ***Cheniere Caminada Story: A Commemorative of the Hurricane of 1893***, written by Robert B. Looper, John Doucet, Colley Charpentier, and Carolyn N. P. Gorman (editor), (Blue Heron Press, 1993). John Doucet originally wrote the book, ***Tant Que Durera La Terre (While the Earth Lasts)***, a story about the Hurricane of 1893.

Guest Speaker:

Contact the Louisiana Cooperative Extension Service to arrange for a guest speaker on the topics of conservation, erosion, etc.

Role-playing:

Students are assigned various parts each will play in developing a new mall on a wetland area of a fictional community. Roles should include developers, banker, environmentalists, special interest groups, attorneys on both sides of the issues, city officials, city planning

personnel, etc. Criteria should be pre-established. Maps, building plans, pro/con arguments, etc., might be required for the city council meeting before the "big vote" by their fictitious community.

Environmental Club:

Create a school club for students to raise awareness of environmental issues. The club could construct an outdoor classroom with such stations as a butterfly garden, animal tracking plot, and marsh/wetlands observation area.

Timeline:

Students construct a timeline depicting changes, immigrations, etc., for the time span that the video encompasses.

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