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Dwight D. Eisenhower Elementary School

Louisiana History: Teaching the Survey

M-TH 12:30-3:30PM

Dr. David W. Moore

**Lesson Plan**

**5<sup>th</sup> Grade**

**American History**

**Holding Out and Hanging On: A Neighborhood's Story**

*Introduction to culture and cultural diffusion*

**I. Goal:**

Students will interpret how culture changes over time as a consequence of industrialization, technology, natural disasters, and cultural diffusion (i.e., redevelopment, economic changes, varied types of music, transportation, growth of population)

**II. Grade Level Expectations:**

1. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
2. 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)
3. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
4. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
5. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4)

**III. Learning Objectives:**

The student will be able to

- A. Define culture and describe its significant characteristics.
- B. Discuss mores and human patterns of neighborhoods in New Orleans.
- C. Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to New Orleans.
- D. Explain cultural diversity and give typical New Orleans customs that have been absorbed by other cultures.
- E. Explain the significance of cultural diffusion.

## IV. Content

### A. Historical Photos

- i. Students will examine pictures from:
  - a. *Historic Photos of New Orleans* by Melissa Lee Smith
  - b. *New Orleans in the Thirties* by Mary Lou Widmer
  - c. *New Orleans in the Sixties* by Mary Lou Widmer
  - d. *Palmyra Street* Jana Dennis
  - e. *Creole Houses: traditional homes of Old Louisiana* by Steve Gross
- ii. Students will define culture as it relates to how people live.
- iii. Students will then work in groups of (3-4) and list as many of the characteristics of culture as they can from the series of pictorial scenes they have seen from the various books.
- iv. Together as a class, we will discuss ways in which cultures develop. We will speculate on ways that different aspects of one culture may be adopted by another culture and vice versa.
- v. Teacher will guide students while working on their graphic organizer “*What is Culture?*” As we discuss the series of questions relating to culture.
- vi. Discussion Question:
  - What is culture?
  - What are some examples of cultures?
  - What things are a part of every culture?
  - What characteristics define every culture?

### B. Oral Recollections

- i. Students will explore culture diversity as they read the following excerpts from:
  - a. *Creole: The History and Legacy of Louisiana’s Free People of Color* by Sybil Kein
  - b. *Between Piety and Desire* by Arlet Wylie
  - c. *Coming Out the Door of the 9<sup>th</sup> Ward* by Nine Times Social and Pleasure Club
  - d. *The Irish Channel* by Barbara Wetzel
  - e. *Nine Lives* by Dan Baum
  - f. *The House of Dance and Feathers* by Rachel Breunlin
  - g. *Asian American Ethnicity and Communication* by William Gudykunst
  - h. *The World That Made New Orleans From Spanish Silver to Congo Square* by Ned Sublette
- ii. Students will use their graphic organizer and explain cultural diversity as it relates to excerpts they have read.

- iii. Teacher will guide students while working on their graphic organizer “*Cultural Diversity*.” As we discuss the series of question relating to this theme.
- iv. Discussion Questions:
  - a. What is cultural diversity?
  - b. Why is it important?
  - c. What are some examples of cultural diversity that you have seen or experienced?
  - d. How do cultures form a sort of patchwork quilt?
  - e. Why is cultural diversity helpful to a society? You?

### C. Changing Views

- i. Following the previous activity, I will write two different headings on the overhead/Promethean Board:
  - a. **Heading (1) Things from Other Cultures** (anything that originated in another culture, but is commonly used by people in the United States)
  - b. **Heading (2) Things from U.S. Culture** (anything that originated in the United States, but is commonly used by people in other countries.
- ii. Students will get back into their groups they were originally in and list about five items that fit under each heading. After the students have come up with their items they will add them to the chart paper in front of the classroom so everyone can see the responses.
- iii. Teacher will explain to students that there are two ways that cultures develop. The 1<sup>st</sup> way is through spontaneous, local invention. This is basically a culture that is developed on its own. The 2<sup>nd</sup> is by borrowing traits from other cultures. The movement of culture form one group to another is called cultural diffusion.
- iv. Students will view excerpts from a series of documentaries:
  - a. *Faubourg Tremé: The Untold Story of Black New Orleans* by Lolis Eric Elie and Lucie Gaulknor
  - b. *Creole* by Maurice Martinez
  - c. *The New Americans* by Steve James
- v. After watching the documentaries, as a class, we will discuss the movement of culture from one group of

people to another. Cultural diffusion takes place when cultures come in contact with one another. We will discuss how that diffusion has happened in local neighborhoods in New Orleans and in several other cities around the United States.

- vi. Students will work in their same groups before to identify and describe components of New Orleans culture that may have originated in other countries.
- vii. Teacher will hand out the “*Cultural Diffusion*” article to students and a “*Cultural Comparison*” worksheet to each student. Students will work on the worksheet as it relates to the article. After students have finished, students will share their answers with the class.

## **V. Materials**

1. Graphic Organizers
2. Handouts (Copies)
3. Historical Photos
4. DVDs
5. Promethean Board
6. Reading Excerpts (Copies)
7. Internet: PBS and Nutria( New Orleans Public Library website)

## **VI. Assessment**

- The first assessment of this activity will be creating a graphic organizer showing how your neighborhood reflects diversity. The components that should be in your graphic organizer should reflect the different ethnic groups found in your community, languages spoken, religions practiced, and different races of the people who live there.
- The second assessment of this activity will be a written reflection that the students will complete for homework. Students will be asked to describe the significance of cultural diffusion using a specific example. Students will be able to use their notes that they took in class from the board or any other resources that they may wish to use.