

## Why are Louisiana festivals significant?

<b>Content</b>	This instructional task engages students in content related to the following grade-level expectations: <ul style="list-style-type: none"> <li>2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance.</li> </ul>
<b>Claims</b>	In this instructional task, students develop and express claims through discussions and writing that explain why Louisiana cultural events are significant.
<b>Unit Connection</b>	<ul style="list-style-type: none"> <li>Why do we have local, state, and national celebrations, cultural events, and traditions? (2.1.4)</li> <li>Why are local, state, and national celebrations, cultural events, and traditions significant? (2.1.4)</li> </ul>

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3
<b>Supporting Questions</b>	What are the similarities and differences between Louisiana festivals?	What is the significance of Mardi Gras?	What is the significance of a festival in the local area?
<b>Tasks</b>	Students will compare and contrast two different Louisiana festivals.	Students will describe Mardi Gras and explain its significance.	Students will describe a local festival and its significance.
<b>Featured Sources</b>	<p><b>Source A:</b> <a href="#">"My Town's Festival,"</a> ReadWorks</p> <p><b>Source B:</b> <a href="#">Louisiana Folktale Festival,</a> Library of Congress</p> <p><b>Source C:</b> <a href="#">Natchitoches Christmas Festival,</a> Library of Congress</p>	<p><b>Source D:</b> <i>Happy Mardi Gras,</i> Cornell Landry</p> <p><b>Source E:</b> <a href="#">Fat Tuesday in Louisiana,</a> Library of Congress</p>	<p><b>Source E:</b> <a href="#">Festival Search,</a> LouisianaTravel.com</p>

<b>Summative Performance Task</b>	Write a persuasive letter to the principal explaining why your class should be able to have its own class festival. Be sure to include what your class will be doing during the festival and what they would eat. Use examples from the sources in the formative tasks where you learned about different festivals to support your writing.
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## Formative Performance Task 1

<b>Supporting Question</b>	What are the similarities and differences between Louisiana festivals?
<b>Task</b>	Students will compare and contrast two different Louisiana festivals.
<b>Featured Sources</b>	<b>Source A:</b> <a href="#">“My Town’s Festival,”</a> ReadWorks <b>Source B:</b> <a href="#">Louisiana Folktale Festival,</a> Library of Congress <b>Source C:</b> <a href="#">Natchitoches Christmas Festival,</a> Library of Congress
<b>Content and Claims</b>	In this formative performance task, students will compare and contrast state festivals and their significance. (2.1.4)

### Featured Sources

**Source A:** [“My Town’s Festival,”](#) ReadWorks

**Source B:** [Louisiana Folktale Festival,](#) Library of Congress

**Source C:** [Natchitoches Christmas Festival,](#) Library of Congress

### Steps

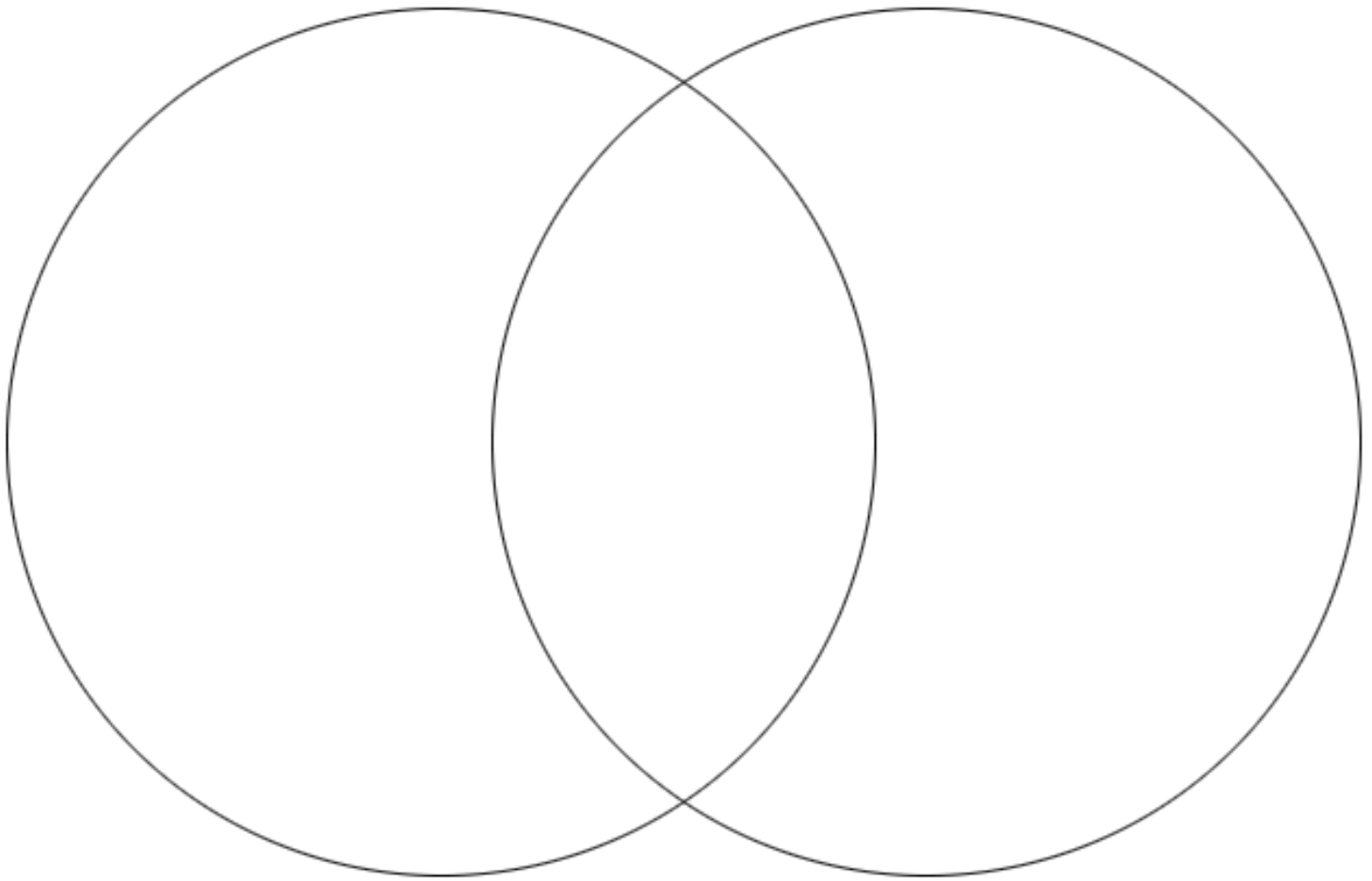
1. Create an anchor chart to record student responses during the class discussion. A sample chart is included below.

What do we know about  
 festivals?  


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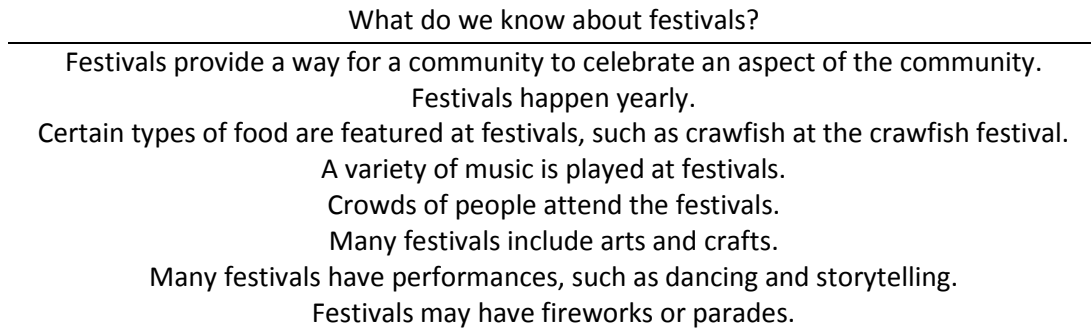
2. Have students read Source A: “My Town’s Festival.”
3. Discuss the following aspects of festivals: food, music, yearly, crowds, arts and crafts, and write details students share from the sources on the anchor chart. Be sure to write in complete sentences as a model for students.
4. Provide students with access to Source B: Louisiana Folktale Festival and Source C: Natchitoches Christmas Festival.
5. Have students work in pairs to complete the Venn diagram on the next page to compare and contrast the two festivals.
6. Conduct a class discussion about their Venn diagrams and discuss what is being celebrated for each festival. While discussing, be sure to add details to the class anchor chart.

**Venn Diagram**



**Student Look-Fors**

1. The class anchor chart should begin compiling the list of characteristics as they explore different festivals. A sample anchor chart is included below.



2. Students should identify differences and similarities between the two festivals and complete the Venn diagram.
3. Student responses should follow the English language arts standards for speaking and listening, writing, and language at grade 2.

**Louisiana Folktale Festival**

**Natchitoches Christmas Festival**



## Formative Performance Task 2

<b>Supporting Question</b>	What is the significance of Mardi Gras?
<b>Task</b>	Students will describe Mardi Gras and explain its significance
<b>Featured Source</b>	<b>Source D:</b> <i>Happy Mardi Gras</i> , Cornell Landry <b>Source E:</b> <a href="#">Fat Tuesday in Louisiana</a> , Library of Congress
<b>Content and Claims</b>	In this formative performance task, students will describe a state festival and its significance. (2.1.4)

### Featured Source

**Source D:** *Happy Mardi Gras*, Cornell Landry

**Source E:** [Fat Tuesday in Louisiana](#), Library of Congress

### Steps

1. Read aloud Source D: *Happy Mardi Gras*.
2. Conduct a class discussion about the key details in the book. Record answers of chart paper. Possible questions:
  - a. How are the parades different?
  - b. How long have Louisianans been celebrating Mardi Gras? Refer to the timeline at the back of the book.
  - c. Describe the clothing. What is the significance of the clothing?
  - d. What are the colors of Mardi Gras? What do those colors represent?
3. Provide students with access to Source E: *Fat Tuesday in Louisiana*.
4. Conduct a class discussion about the key details in the text. Add answers to the chart paper. Possible questions:
  - a. What does *Mardi Gras* mean in English? What is the significance of this name?
  - b. What heritages are represented at Mardi Gras?
5. Have students create a [Mardi Gras mask](#) from construction paper.
6. On the mask, ask students to draw pictures representing objects or events at Mardi Gras.
7. On the back of the mask, have students write 2-3 sentences explaining the significance of Mardi Gras.

### Student Look-Fors

1. Students should describe the aspects of Mardi Gras and explain its significance.
2. Student masks should include pictures depicting Mardi Gras and at least two sentences explaining its significance.
3. Student responses should follow the English language arts standards for speaking and listening, writing, and language at grade 2.

### Formative Performance Task 3

<b>Supporting Question</b>	What is the significance of a festival in the local area?
<b>Task</b>	Students will describe a local festival and its significance.
<b>Featured Sources</b>	<b>Source E:</b> <a href="#">Festival Search</a> , LouisianaTravel.com
<b>Content and Claims</b>	In this formative performance task, students will describe local festivals and their significance. (2.1.4)

### Featured Sources

**Source E:** [Festival Search](#), LouisianaTravel.com

### Steps

1. Provide students with access to Source E: Festival Search.
2. Have students work in groups to conduct research on one of the festivals. Have students create a page that represents the festival, including all the aspects that were included on the class anchor chart. Create a class book by combining all the pages about the festivals. Possible guiding questions:
  - a. What is the significance of your festival?
  - b. What events are part of the festival?
  - c. Are there any featured foods?
  - d. What other aspects of the festival should be highlighted to promote the festival?
3. Have students present their findings on their festival to the class.

### Student Look-Fors

1. Students should describe the aspects of the local festival and explain its significance.
2. Student pages should include pictures depicting the festival and its significance.
3. Student responses should follow the English language arts standards for speaking and listening, written expression, and language at grade 2.

Sample Page on Amite Oyster Festival

# Amite Oyster Festival

Spring of Every Year

Amite, Louisiana

Celebrating Oysters, Our Community's Pearl!



## Food

Oysters, Oysters,  
and More Oysters – Fried,  
Raw, Charbroiled

Chili Cook-off

## Events

Scavenger Hunt  
Beauty Pageant  
Mad Hatter's Tea  
5K Race  
Parade  
Car Show  
Local Talent  
Carnival Rides  
Live Music  
Oyster-eating Contest

## Summative Performance Task

<b>Compelling Question</b>	Why are Louisiana festivals significant?
<b>Task</b>	Write a persuasive letter to the principal explaining why your class should be able to have its own class festival. Be sure to include what your class will be doing during the festival and what they would eat. Use examples from the sources in the formative tasks where you learned about different festivals to support your writing.

### Teacher Overview

In this summative performance task, students are asked to write a persuasive letter requesting permission for a class festival.

Students gained knowledge about what a festival is, characteristics of a festival, and the significance of various festivals. Students also practiced skills in conducting research, writing, and speaking, such as learning about a festival, creating a page for a class book, and presenting their findings to the class.

### Student Prompt

Write a persuasive letter to the principal explaining why your class should be able to have its own class festival. Be sure to include what your class will be doing during the festival and what they would eat. Use examples from the sources in the formative tasks where you learned about different festivals to support your writing.

### Student Look-Fors

1. An exemplar response may include but is not limited to:
  - a. Type of festival
  - b. Significance of the festival
  - c. Activities to be done during the festival
  - d. Suggested food
2. A strong response:
  - a. References documents appropriately.
    - i. Significance of the festival. (Sources A -E)
    - ii. Related food, such as oysters at the Oyster Festival. (Source E)
    - iii. Suggested activities similar to those at other festivals, such as music, contests, etc. (Sources A-E)
  - b. Applies the provided evidence and provides additional information outside of the provided sources.
    - i. Persuasive wording
    - ii. Writing of a letter
3. Student responses should follow the English language arts standards for speaking and listening, writing, and language at grade 2.



**Sample Letter to Principal**

Dear Mr. James,

We have been studying about festivals. I would like for you to consider allowing us to have a class festival. I think we should celebrate baseball, because we have been learning about baseball in PE. Also, my teacher read us a story about a famous baseball player.

Just like other Louisiana festivals, we could have lots of things to do and eat. We could sing "Take Me Out to the Ballgame," learn about the history of baseball, and even play a game of baseball. Every festival has good food, so we would like to have food too. I think hotdogs and popcorn would be great. That's what they like to have at baseball games.

Thank you for considering letting us have a class festival. You are welcome to attend.

Sincerely,

Ryan