

**Design Document**  
**Gumbo LALA Web Site**

**Executive Summary**

This Gumbo LALA project web site will be used as a resource to exhibit various aspects of the Gumbo LALA Project, including Creole culture. During the project, students and teachers will investigate the uniqueness of Creole culture, specific to south Louisiana. Benjamin Franklin students will also communicate via the internet with students from The 6<sup>th</sup> Avenue Elementary school in Los Angeles, California. The students will discuss the similarities and differences between their own Creole communities. The website will display different examples of student generated work including, web board discussions, narratives, poetry, Hyperstudio stacks, artwork, and personal reflections.

**Statement of Purpose**

Our purpose in creating this web site is:

- A. For students to become proficient in using a specific web site to access information.
- B. For teachers to display student work and to communicate with other teachers.
- C. For the Ben Franklin Elementary and 6<sup>th</sup> Avenue Elementary communities to share similar experiences concerning Louisiana Creole culture.
- D. For students and teachers to use technology in the classroom as a learning tool.
- E. For all individuals to learn more about Louisiana and Creole culture.

**CONTENT OUTLINE**

**I WHAT IS GUMBO LALA?**

- A. What is the project about?

What is Gumbo LALA? Well, Gumbo LALA is a joint project among Xavier University, Benjamin Franklin Elementary and 6<sup>th</sup> Avenue Elementary in Los Angeles, California. The purpose of this project is to involve students and teachers at all three schools in the use of technology in the classroom as a tool to learning. The theme of the

project is to learn about the uniqueness of our local community. The focus of Gumbo LALA will be to involve the students in learning about Creole culture, as it is alive in our community today. Our working definition of "Creole" refers to a culture, and not a specific race. People of all races, nationalities, ethnicity, and religious preferences now celebrate this culture.

One focus of the project will be for Ben Franklin students to communicate, via the Internet, with a transplanted community of former New Orleanians, in Los Angeles, California. The 6<sup>th</sup> Avenue Elementary School children will be the link to that community. The students will investigate the similarities and differences of their communities. This problem-based approach to learning will allow students to research and generate their own possible "theories" concerning the given topic. While investigating this topic, it is expected that both teachers and students at the involved schools will become proficient users of Hyperstudio Software and the World Wide Web.

Students will also be exposed to the use of video cameras, digital cameras, CD ROMs, web boards, and many other forms of technology. The product created throughout the project will be a unique web site about the findings of the Gumbo LALA project. Examples of student-generated work will be posted on this web site as well as many links to related material. A new-found appreciation for our community and its cultural uniqueness should develop among all people involved.

#### B. What is a Creole?

So what is a Creole? Well, we have taken the easy way out! We refuse to define *what a Creole is*. We would like the visitors to this web site the opportunity *to describe what Creole is!* Our working definition for purposes of this project is only to consider what is *Creole culture*. Our definition of Creole culture is an inclusionary one. It is presumed that it is a culture that was originally practiced in New Orleans by persons of color ( to use the politically correct term) but is currently being practiced outside of New Orleans. Creole culture has significantly impacted the area of Los Angeles where a large number of New Orleanians moved to in the 1960's. One of the main artifacts of this culture is Gumbo, thus the title of this project.

We invite you to email us to give us your definition of Creole! We would also like feedback on our site! Please tell us what you think. Darrlyn Smith has an interesting perspective on what it is to " be Creole." IT is expressed in her poem, "C is for Creole" from The "C "Word: A New Orleans 7<sup>th</sup> Ward Dictionary.

- C. Introduction to Ben Franklin Elementary students: Visitors to the web site will be introduced to the participant in Gumbo LALA. They include the 3<sup>rd</sup> and 4<sup>th</sup> Grade students and the fourth teachers Kotch Bergman, Susan Cutillo, Lisa Gilbert and Catrina Hernandez.

- D. Introduction to 6<sup>th</sup> Avenue students: Visitors to the web site will be introduced to the participants in Gumbo LALA. They include the 3<sup>rd</sup> and 4<sup>th</sup> grade students and the four teachers.
- E. Gumbo LALA reflections: Student writings of what they have learned about Creole culture through the Gumbo LALA project.
- F. Creole Links: Outside links to Creole-related web sites.

## II. CREOLE FOOD

During our study of New Orleans Creole culture, we will investigate the role that Creole recipes play on the uniqueness of the Creole People as a culture. Emphasis will be placed on the kinds of ingredients found in typical Creole dishes, and why those particular ingredients were used.

The course of study about Creole food will include a trip to the grocery store to purchase items needed for gumbo. Prior to the trip, students will generate a list of ingredients and the amounts needed to be purchased, in order to make enough gumbo for their own class. The students will estimate or predict the amount of money needed to purchase the groceries. The students will actually visit the grocery store to purchase items needed to cook gumbo in the classroom.

The students will use measurement skills to measure the needed ingredients for the gumbo. They will chop and dice vegetables to a given length and shape, reinforcing more measurement and geometrical skills. After cooking the gumbo, students will have a chance to eat their gumbo and reflect upon it. In addition, students will write personal reviews on different restaurant's gumbo. These opinions, pictures, and possibly our own voices are examples of things that will be placed on the Gumbo LALA website.

### A. Creole Food Recipes

#### 1. Gumbo

2. Cowan
3. Jambalaya
4. Shrimp Creole
5. Crawfish Bisque
6. Dirty Rice
7. Grits and Grillades
8. Calais – Lost Bread
9. Creole Cream Cheese

B. Circle Food Store Trip and making of Gumbo

C. Facts about gumbo and how it is made

1. Making a roux
2. Holy Trinity, where does the word come from?
3. Origin of the word gumbo

D. Creole Restaurant Food reviews/ratings

1. Dooky Chase
2. Harold and Belle's

III. Creole Arts and Folklore – This web site will depict examples of typical Creole crafts, arts, architecture, literature, music and dance as Benjamin Franklin Elementary students explore it.

- A. School Creole Fest: guest speakers, musicians and food
- B. Creole Art Project – quilts
- C. Creole Architecture – Creole Cottage
- D. Literature: Melitte by Fatima Shaik
- E. Dance: 2<sup>nd</sup> Line
- F. Traditional Jazz – Michael White
- G. Creole Songs – Camille Nickerson
- H. Language/Colloquisms
- I. Dress: Tignon (How to make a tignon)

- A. School Creole Fest - Ben Franklin students will participate in a planned day where they listen to Creole guest speakers, enjoy Creole musicians and music, sample typical Creole food, and engage in Creole crafts.
- B. Creole art project – Quilts. Students will engage in a project of creating an original quilt square using Creole patterning techniques. These will be joined to other student’s squares to create a large “quilt”.
- C. Creole Architecture – Creole Cottage. Students will visit and explore a variety of Creole architecture, specifically the Creole cottage. As part of our differentiation techniques, students will photograph, and or create cottage models.
- D. Literature: Melitte by Fatima Shaik . This creative fictional story will be read by the upper grades as a class project. Third grade students will have the story read to them. Comparisons will be made between the story and Creole culture. Book reports will be made upon completion of this project.
- E. Dance: 2<sup>nd</sup> Line. BFE students will demonstrate typical Creole dancing. Customarily, 2<sup>nd</sup> lining was done at the conclusion of festivities.
- F. Traditional Jazz – Michael White. Renditions of Creole Jazz (traditional Jazz) will be played by Michael White, a faculty member of Xavier University.
- G. Creole Songs – Camille Nickerson. Students will listen to a CD of authentic Creole songs. They will learn one song for audiotaping.
- H. Language / Colloquiums. Unique to Creole, was the French/African/Haitian mix of language with their creative manner of saying things. Students will converse with one another using Creole colloquiums i.e. “conte”(gossip), “making groceries” (shopping for food), “tompee”(forget about you), “crotay” (filthy or dirty), “hey-la-bas” (hey you), “go knock some kicks” (tell jokes), “I’ll pass for you” (I’ll come pick you up), “door popper” (person who minds other’s business), “geeyon” (give someone bad luck), “lashon” (money), “brick head” (a light skinned Black whose complexion was the same color as their hair but their hair is/was kinky).
- I. Dress: Tignon (head covering Creoles were made to wear as a mark of differentiation during the Civil War). Students will create a web page that illustrates steps on how to make and wear a tignon.
- J. Poems, Stories, Narratives. Poems, stories and narratives will be some of the means by which students document their experiences with each activity of the Gumbo LA LA project.

#### **IV. CREOLE PLACES**

There are many places in New Orleans and Los Angeles that are unique to Creole culture and the community. Students will become familiar with each of the following places through books, field trips and electronic resources. They will use the digital camera or copy images from a web site to help create a report on their chosen “place”.

##### **A. New Orleans:**

1. Seventh Ward
2. Circle Food Store
3. Economy Hall
4. Autocrat Club
5. Churches

##### **B. Los Angeles: Jefferson Park Community**

##### **C. Plan a trip from LA to L.A. or L.A. to LA : Students will use online resources**

(Yahoo map, vacation or trip planning sites, airline reservation, Amtrak, car rental, and hotel sites. The trip planner will include tourist sites at each city and between each city that they may want to visit, etc.) to plan an imaginary trip from one state to another. They will be given a budget and several factors to take into consideration. Students will research the average gasoline price across the country, the miles per gallon of their chosen car, (if they travel by car) and the number of miles between New Orleans and Los Angeles. Students will then (either electronically or on hard copy) make up an itinerary along with a final budget of expected expenses for their trip.

##### **D. Compare/Contrast the climate and geography of LA to L.A.: Students will explore online resources to help them discover geographical and climatic differences between Louisiana and Los Angeles. They will learn to copy images from the web of Louisiana and Los Angeles onto a document as a final report. (This report will be a hard or electronic copy.)**

## **V. CREOLE PEOPLE**

Many Creole people have made their mark on the local community as well as the larger world. Students will conduct interviews, have live chats via the WWW, as well as read biographies in order to learn more about the following people and their contributions.

What is learned about these people will be conveyed through living biographies, Hyperstudio stacks, and transcripts of the live chats.

- A. Musicians: Sydney Bechet, Jelly Roll Morton, Buddy Bolden, Kid Ory, Lawrence Gushee
- B. Citizens: Thurgood Marshall, A.P. Tureaud
- C. Leaders: Marc Morial, Dutch Morial, Sidney Bartholomew
- D. Writers: Fatima Shaik, Keith Medley, Tom Dent
- E. Carpenters and Plasterers

## **VI. CREOLE TRADITIONS AND CELEBRATIONS**

New Orleans is full of wonderful and heartwarming Creole traditions and celebrations that families share and pass on from generation to generation. The word "Bazah" is Creole for having a good time or a celebration. Those celebrations and traditions may take place at the Autocrat Club on St. Bernard. They include watching the "Big Chiefs" battle it out on Mardi Gras, the Jazz Funeral procession of a loved one to Mt. Olivet or St. Louis Cemetery. They include First Communions and May Crownings.

The student's will examine and visit these places via stories, pictures, virtual and actual field trips, using the WWW or recreating an event using their own imagination.

- A. Mardi Gras
- B. Catholic Faith
- C. Jazz Funerals
- D. Second Line Dance
- E. Family Reunions

**Mardi Gras** – Mardi Gras is a celebration that begins officially on the Twelfth Night, which is 12 days after Christmas. Lavish parties are thrown at homes to welcome in the Mardi Gras season. Everyone consumes plenty of King Cake. During the Mardi Gras season many people flock to the streets to see various parades. Parades during Mardi Gras are not like the tame ones one may view on television. They consist of beautifully decorated thematic floats. They are between 20 to 40 people on a float. They throw lots of beads, cups, roses and the most prized carnival throw, a Zulu coconut. The celebration lasts about two weeks, ending on Fat Tuesday which in French means *Mardi Gras*. This is the day to live it up because for the next forty days everyone will repent for his or her sins during the Lenten season prior to Easter.

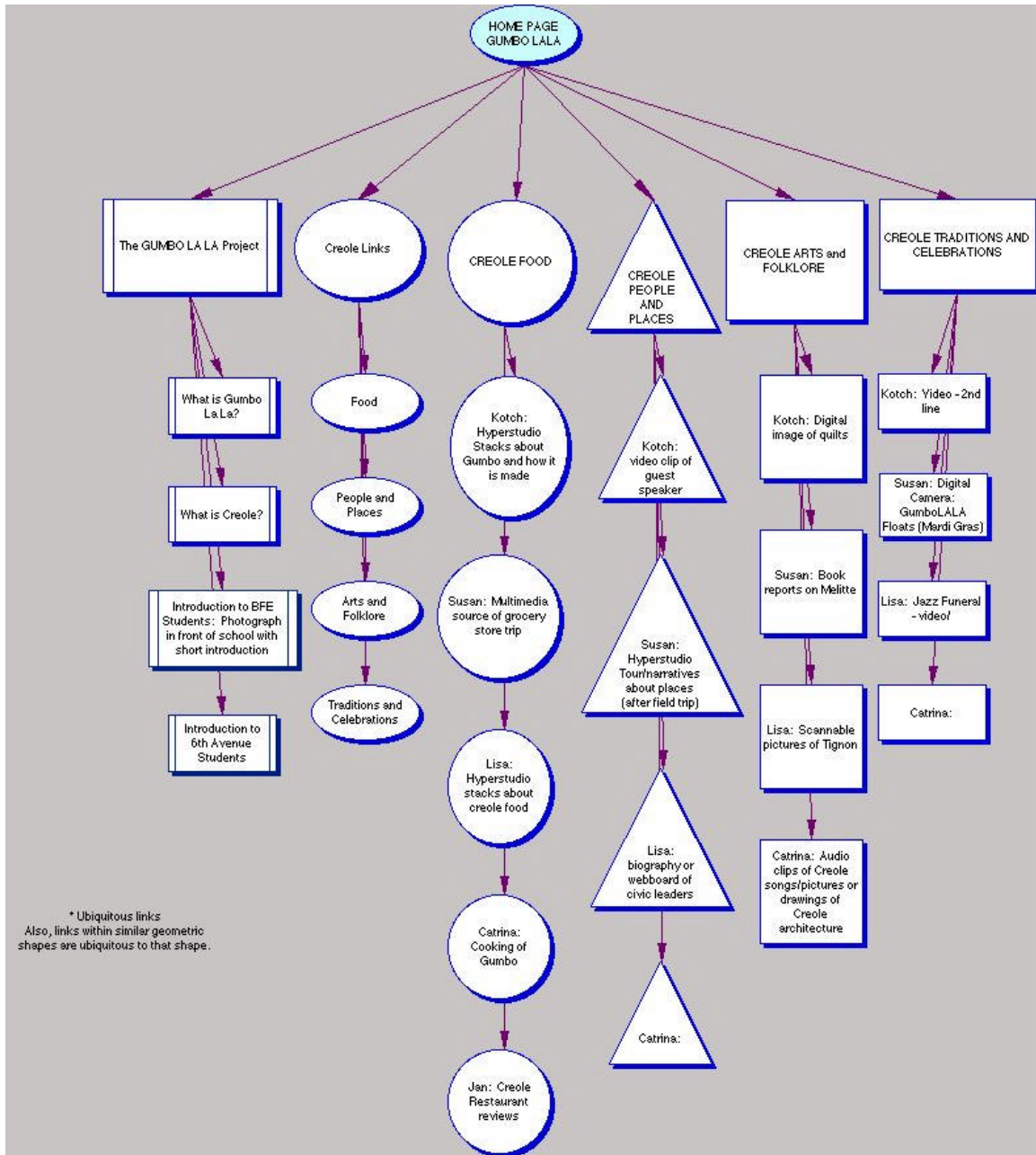
**Catholic Faith** – The Catholic faith is of major importance in New Orleans especially amongst Creoles. Almost every Creole, whether they live in New Orleans or L.A. is catholic. They regularly attend mass on Sundays and every Holy Day. During the Lenten Season, they attend mass on Ash Wednesday and receive ashes on their forehead. Those ashes represent their birth and death. Corpus Christi, St. Raymond and Epiphany are a few of the churches that they would attend. The one-hour mass is a way to give God honor and praise. Eating seafood on Fridays and fasting on Holy Days are rituals that Catholic Creoles follow.

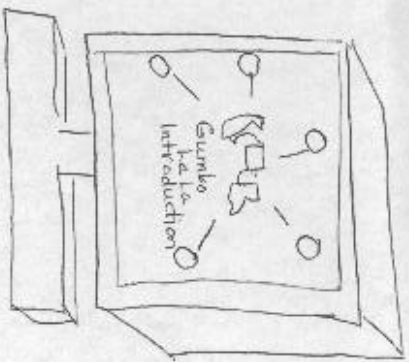
**Jazz Funerals** - Jazz funerals are a way to celebrate the life of a loved one that has passed away. After the funeral mass has ended everyone gathers outside of the church to watch the grand procession from the church to the cemetery. Two famous cemeteries are Mt. Olivet and St. Louis Cemetery. Seventh ward tradesmen constructed the tombs at Mt. Olivet. St. Louis Cemetery is home of the voodoo queen, Marie Laveaux. The procession starts with the band in front,. Pallbearers carry the casket in the middle of the street while following the band. Next come the family and friends of the deceased. They walk slowly to a "dirge" but after two or three blocks they begin to speed it up and dance in the streets. Many people may look out of their windows or stop in their cars to witness the event. This is definitely one way to "go out in style."



**Second Line** - The second line is a dance that anyone can do. It is traditionally played at the end of a wedding, party, celebration, or funeral. It symbolizes the ending of the event. A brass band enters and all wave their handkerchiefs. Participants raise their dress or pant leg and bob their heads or umbrellas to the beat. It's like a parade without floats.

**Family Celebrations** - Baptisms (Christenings), First Communion Breakfasts, repasts, holidays and weddings in some way symbolize family celebrations. At each of these events, families gather and celebrate love and togetherness. They celebrate by eating delicious dishes like file' gumbo, cowan, crawfish bisque and jambalaya. Music is played and everyone dances. It is a fun time for all. It's a chance to see relatives and friends, retell stories about family members, hear elders speak Creole, or just laugh the night away. Being with family is a very important aspect of Creole life.

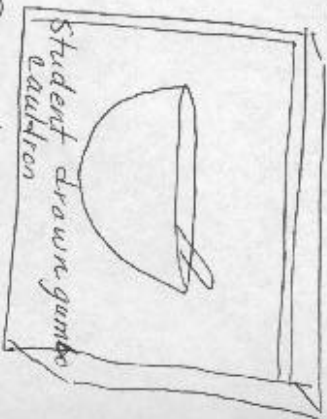




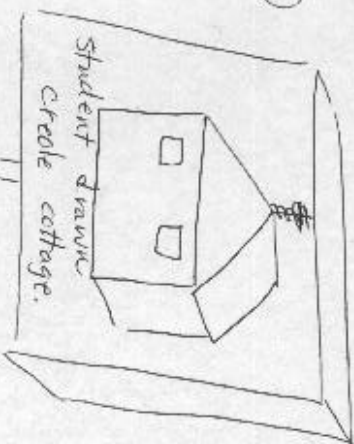
Homepage  
(Image from Bookprint)



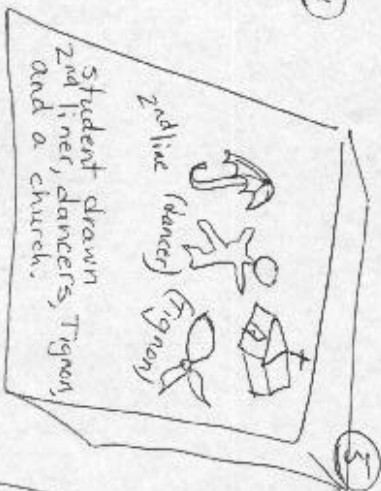
① Creole Links



② Creole Foods



Creole people and places



Creole Arts and Folklore



Creole Traditions and Celebrations

## GUMBO LALA Media Inventory

The media inventory will consist of the following:

- URLs
- Images
- Hyper studio stacks

### Images

- Cauldron of gumbo
- Tignon
- Crawfish,shrimp,crabs
- Okra
- Louisiana map
- Los Angeles map
- People dancing
- Umbrellas
- Trumpets
- Books
- Kids drawings of Creole cottages, churches and a sausage link

### Books

- Melitte
- Gumbo YaYa
- 7<sup>th</sup> Ward Dictionary
- Africans in Colonial Louisiana
- The C Word - Nostalgic Creole Poetry

### CD's

- Michael White
- Camille Nickerson
- Jazz for Kids

### Video

- Living Bio's.html (Lisa)
- Jazz Funeral.html (Lisa)
- Making of gumbo.html (Susan)
- Mwhite.html (Kotch)
- Secline.html (Kotch)

### Hyperstudio stacks

- Gumbo1.htm (Kotch)
- Food2.html (Lisa)
- Aboutus.html(Susan)
- Tignon.html (Lisa)
- JazzFun.html (Lisa)
- Secondline.html (Lisa)

## Text

- **Written biographies**

## **GUMBO LALA Skills Assessment**

In order to facilitate the Gumbo LALA web site, those involved need certain skills. It is not necessary, however, that every single person involved master every single skill. There needs to be participants under each of the following categories who are proficiently skilled in order for the web site creation to occur.

### **Teachers**

The teachers need to be familiar with the software Hyperstudio so that they can assist Ben Franklin Students (and possibly Xavier students) in developing unique Hyperstudio stacks. The teachers need to become familiar with using the web board, accessing it, and saving text from it. One teacher needs the knowledge on how to be the administrator of the web board also. Teachers also need to know how to install and run the digital camera software, as well as how to operate the camera. They need to know how to take the best pictures (clear focus, light, size etc) with the digital camera. They need to know how to instruct the children to care for the cameras and how to troubleshoot the cameras. Uploading the images from the camera onto software is also a needed skill. Teachers need to know how to best organize the data they collect from the children in order to present it to the Webmaster for placement on the web site. They also need to know how to operate the video camera and shoot good video. The teachers need training in using DVD software. They need to learn how to install and use zip drives.

### **Students**

Students need to be trained on how to use the digital cameras, its software, as well as video cameras and DVD software. They need training in how to use zip drives.

### **Web Master**

The Web Master needs to know how to take multimedia material and create a web site from that given information. This person needs to know how to upload video and audio clips onto the web site, as well as many text documents. They need the knowledge on how to find an address for the site and registering Gumbo LALA as the site's name. This person must be able to take multimedia material from at least four sources and compile that information onto the web site.

### **Others**

Other people involved in Gumbo LALA need additional skills. Those people, including Elizabeth Rhodes and Martha Gilliam, need the knowledge of how to locate and write a grant in order to support the Gumbo LALA project. They need to know how to oversee the budget of any given grant and how to insure that documentation for that given grant is kept secure and complete. They need the knowledge on how to seek out a Web Master for the project.

## **GUMBO LALA Implementation Plan**

### **AUGUST**

- Introduce the project at a faculty meeting (Liz)
- Invite Jan to participate in project
- Gumbo LALA planning meeting /"training" of Catrina (all)
- Identify Web Master (all)
- Arrange Faculty Inservice (on Hyperstudio training, etc.) (Martha)
- Preliminary web site links for the topic areas of Gumbo LALA (Lisa, Susan, Kotch, Martha, Catrina)
- Research possible grants to help fund the project (Martha)
- Purchase media (CDs, books, etc.) – (Liz)
- Identify a web server for web site (Liz)

### **SEPTEMBER**

- Introduce project to students (Kotch, Susan, Lisa, Catrina)
- Letter to parents about Gumbo LALA including parent permissions for students to use Internet and have work and pictures displayed on web site (Martha)
- Have students design images/graphics to use on the web site – give to Martha to give to web master (3<sup>rd</sup>, 4<sup>th</sup> grade teachers)
- Continue searching for preliminary web site links for the topic areas of Gumbo LALA (Lisa, Susan, Kotch, Martha, Catrina)
- Create a shell of the web site with student-designed graphics (web master)
- Train a core of students to use Hyperstudio and the digital camera (Martha, Liz, )
  - Digital pictures of students (3<sup>rd</sup> and 4<sup>th</sup> grade teachers)
- Write and apply for grant to help fund Gumbo LALA (Martha, Liz)
- Plan Field Trips/Speakers (Liz)

### **OCTOBER**

- Gumbo LALA planning meeting (all)
- 3 hr. training for teachers (inserting graphics/videos/digital pictures/audio clips into Hyperstudio)
- Creole Food Activities and Website Deliverables:

Kotch - Hyperstudio stacks about gumbo and how it is made;

Susan – multimedia source of grocery store trip;

Lisa – Hyperstudio stacks about Creole food;

Catrina – cooking of gumbo;

Jan – restaurant reviews document

- Gather deliverables to give to web master (Martha)
- Upload deliverables to web site (web master)

## **NOVEMBER**

- Gumbo LALA planning meeting (all)
- Creole Celebrations and Traditions activities (3<sup>rd</sup> and 4<sup>th</sup> grade teachers)

## **DECEMBER**

- Creole Celebrations and Traditions Website Deliverables:

Kotch – Teaching of 2<sup>nd</sup> line - video

Susan – Mardi Gras – creation of Gumbo LALA float – digital pictures

Lisa – pictures and video of Jazz funeral/dioramas

Catrina – Mardi Gras World field trip – video clips and reflections

- Gather deliverables to give to web master (Martha)
- Upload deliverables to web site (web master)

## **JANUARY**

- Gumbo LALA planning meeting (all)

## **FEBRUARY**

- Creole People and Places Activities (3<sup>rd</sup> and 4<sup>th</sup> grade teachers)

## **MARCH**

- Gumbo LALA planning meeting
- Creole People and Places Deliverables:

Kotch – video clip of guest speaker

Susan – Narratives/digital pictures about places after a field trip

Lisa – biography or webboard of civic leaders

Catrina –



- Gather deliverables to give to web master (Martha)
- Upload deliverables to web site (web master)

## **APRIL**

- Gumbo LALA planning meeting
- Creole Art and Folklore activities (3<sup>rd</sup> and 4<sup>th</sup> grade teachers)

## **MAY**

- Creole Art and Folklore Website Deliverables:

Kotch – digital images of quilts created;

Susan – book reports on Melitte;

Lisa – how to pictures/directions of making a tignon

Catrina – audio clip of students singing Creole music or pictures/models of Creole architecture

- Gather deliverables to give to web master (Martha)
- Upload deliverables to web site (web master)
- Creole Fest

## **GUMBO LALA BUDGET**

<b>I. PERSONNEL</b>	<b>\$4600</b>
A. FRINGE BENEFITS	
B. SALARIES/WAGES	
1. Web Master	\$1,000
C. ADMINISTRATIVE SUPPORT	
1. Computer Training (\$100/hr. consultant fee – 6 hrs.)	\$ 600
D. FACULTY/STAFF STIPENDS	
1. 6 – 3 hr. planning meetings (6 faculty/\$20/hr.)	\$2,160
2. 2 – 3hr. training meetings on Saturday (6 faculty/\$20hr.)	\$ 720
2. 1 – 3hr. after-school training session to teach a core group of students how to use Hyperstudio/Digital camera (2 faculty/\$20/hr)	\$ 120
<b>II. TRAVEL</b>	<b>\$3580</b>
A. BUSES FOR FIELD TRIPS	
1. 4 field trips w/2 buses each (\$75/bus)	\$ 600
B. CONFERENCE – (3 persons to present project)	
Conference Fee/Regular attendance	\$1,300
Air Fare (3/\$250)	\$ 750
Accommodations (3/3nights)	\$ 700
Meals (3/\$90)	\$ 180
<b>III. COMPUTER ACCESSORIES</b>	<b>\$ 550</b>
A. Color/BW Printer Cartridges	\$ 400
B. Diskettes	
C. Power adapters for digital cameras (4)	\$ 50
D. Camera bags (4)	\$ 50
E. Batteries for cameras	\$ 50

<b>IV.</b>	<b>EQUIPMENT</b>	<b>\$1875</b>
	A. 6 Alpha Pro Smart (6/\$150)	\$ 900
	B. 4 Zip Drives/Diskettes (\$125)	\$ 500
	C. 1 Video Camera	\$ 400
	D. 1 tri-pod	\$ 25
	E. 2 packs of Blank Video Disk	\$ 50
<b>V.</b>	<b>SUPPLIES</b>	<b>\$ 440</b>
	A. SOFTWARE	
	1. Inspiration (3)	\$ 150
	B. BOOKS	
	1. 30 copies of Melitte	\$ 150
	2. Gumbo YaYa	
	3.	
	C. CDS	
	D. Zip Disks	\$ 120
	E. Cassette Tapes	\$ 20
<b>TOTAL</b>		<b>\$10,955</b>