

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
LOUIS MERCIER



The following package is provided as a supplemental resource to enhance and support the artist's visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher's discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

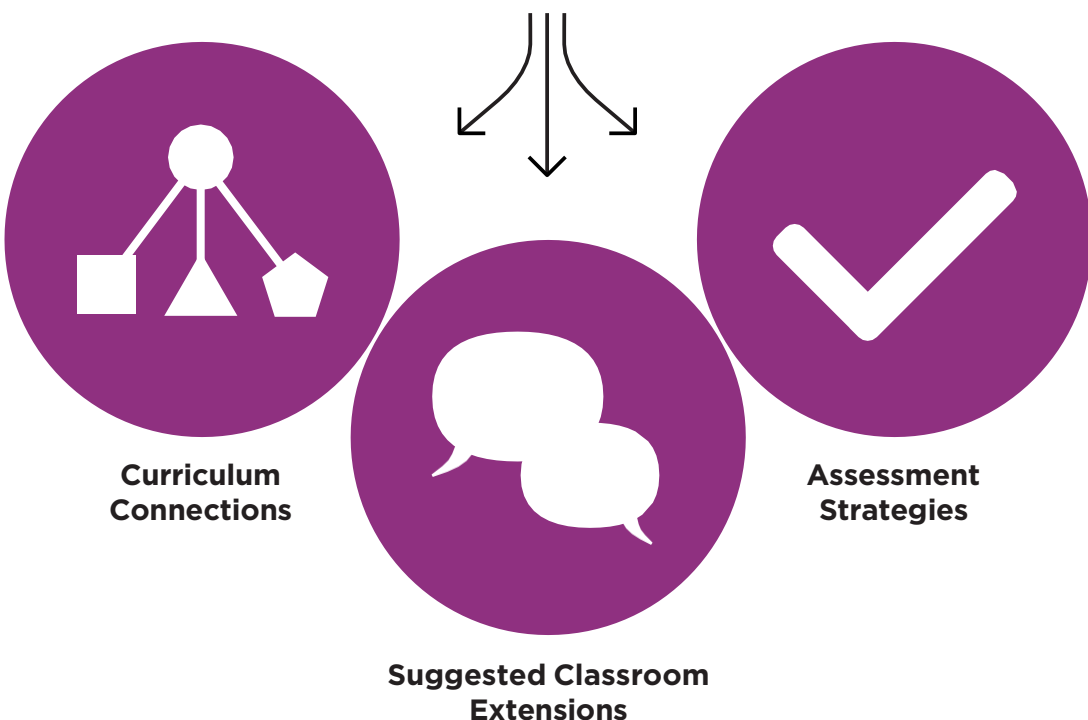


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STUDY GUIDE: LITERARY ARTS

HOLIDAY PROGRAM: STORYTELLING, SONG, AND DANCE

Program Overview

Artist Name: Louis Mercier

Artist Bio: Louis Mercier, known as L'habitant Voyageur, is a passionate ambassador of traditional French-Canadian music from Maniwaki, Quebec. Since 1984, he has performed over 3000 times across Canada, sharing his family's folkloric traditions including square dance, percussion, and toe-tapping rhythms. A high school math teacher by profession, Louis is driven to connect audiences with the past, present, and future of French-Canadian culture through music and storytelling.

Program Description: Step into the enchanting world of Louis Mercier's Holiday performance, where the magic of French-Canadian stories, songs, and dance comes to life in a captivating celebration of culture and tradition. Tailored specifically for French as a Second Language (FSL) students, this performance promises an immersive experience that not only entertains but also educates, making language learning a delightful journey.

Artistic Discipline: Dance, Drama, Literary Arts, Music



Recommended Grade Levels: K - 12

Session Logistics: In person or online

Cultural Context: French-Canadian
Culture, North American History

Vocab bank/glossary: [Click here](#)



HOLIDAY PROGRAM: STORYTELLING, SONG, AND DANCE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Participating in storytelling, singing, and traditional dance to share cultural heritage.
 - Learning and performing rhythmic patterns in song and step dance.
- Strand B – Reflecting, Responding and Analyzing
 - Identifying the role of music, dance, and storytelling in holiday celebrations.
 - Reflecting on personal experiences with cultural or family traditions.
- Strand C: Exploring Forms and Cultural Contexts
 - Exploring the cultural and historical significance of holiday celebrations in Francophone and Canadian traditions.
 - Recognizing the importance of oral tradition in preserving community heritage.

HOLIDAY PROGRAM: STORYTELLING, SONG, AND DANCE

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
K-3

Pre

- What are your favourite holiday songs?
- What sounds do you hear in holiday songs?

During

- Which movement or step looks the most fun or tricky?
- Can you tap along to the rhythm of the music?

Post

- What new dance or song did you learn today?
- How did the story make you feel?

GRADES
4-6

Pre

- Why do you think stories are told with songs and dances?
- Which instruments or object do you think can make rhythm in a song?

During

- What patterns or steps repeat in the dance?
- How does the performer use rhythm to keep everyone in sync?

Post

- Which part of the performance would you like to try?
- How does the music help set the mood?

GRADES
7-8

Pre

- Which elements make a performance engaging for an audience?
- What cultural significance might holiday song have?

During

- How does the performance create contrast between fast and slow movements?
- What techniques are used to show emotion in the dance or story?

Post

- What did you learn about timing, rhythm, or coordination?
- How did the performer use cultural elements to make the story meaningful?

GRADES

9-12

Pre

- How does traditional storytelling differ from modern performance arts?
- What role do music, dance, and puppetry play in preserving culture?

During

- How does the performer engage the audience visually and aurally?

Post

- How did the performance communicate cultural values or traditions?
- Which artistic choices were most effective in keeping your attention and why?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The **creative and critical analysis process** guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Folklore:** Traditional stories, customs, and beliefs passed through generations.
- **Narrator:** The person telling a story.
- **Moral:** A lesson or message in a story.
- **Oral Tradition:** Sharing stories, history, and culture by word of mouth.
- **Chorus:** A repeated part of a song.
- **Melody:** The main tune of a song.
- **Rhythm:** A pattern of beats in music or dance.
- **Step Dance:** A style of dance where footwork creates rhythmic sounds.
- **Celebration:** A special event to mark a holiday or tradition.
- **Tradition:** Customs and practices passed down over time.
- **Heritage:** The history, culture, and traditions of a community or family.
- **Festive:** Joyful and full of celebration.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning