

# 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:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

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# STUDY GUIDE: LITERARY ARTS

## SONGS AND STORIES OF LOGGERS AND LUMBERJACKS

### 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:** Hear the stories, sing the songs of the lumberjacks and meet logger Ti-Pic Ladrave in this interactive performance exploring Canada’s rich history of logging from the 19th century to current day. Performances for Kindergarten are 45 minutes in length

**Artistic Discipline:** Literary Arts, Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

**Cultural Contexts:** French-Canadian Culture,  
North American History

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



# SONGS AND STORIES OF LOGGERS AND LUMBERJACKS

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Perform or retell logger stories and folk songs.
  - Integrate historical facts into performances.
- Strand B – Reflecting, Responding and Analyzing
  - Discuss meaning, characters, and events.
  - Observe body movements and energy.
- Strand C: Exploring Forms and Cultural Contexts
  - Explore historical context of logging life and songs.
  - Compare logging music to other cultural traditions.

# SONGS AND STORIES OF LOGGERS AND LUMBERJACKS

## 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 do you think life was like in a logging camp?
- Can you guess what instruments loggers might have used?
- Have you ever told a story with music or movement?

### During:

- Which movement or rhythm is your favorite?
- How does the music make you want to move?
- Can you copy a simple step or beat?

### Post:

- What new song, story, or dance did you learn today?
- How did the music or movement help tell the story?
- Why is it fun to sing and dance together?

**GRADES**  
**4-6**

**Pre**

- Why did loggers sing or dance while working?
- What objects or tools might have inspired songs or rhythms?
- Which vocabulary words are new to you?

**During**

- How do the rhythms or steps repeat in the songs and dances?
- How does the performer show a story using movement or instruments?
- Can you tap out a rhythm with your hands or feet?

**Post**

- Which step, rhythm, or song was most challenging or fun?
- How do songs and dances help preserve logging traditions?
- Can you explain a vocabulary word you learned today?

**GRADES**  
**7-8**

**Pre**

- How does music and movement communicate stories more effectively than words alone?
- How did logging songs reflect workers' culture or lifestyle?
- What other traditions use music and movement to tell stories?

**During**

- How does the performer emphasize certain parts of the story with rhythm or dance?
- What patterns or contrasts do you notice in the performance?
- How does the audience participate or engage?

**Post**

- How could you adapt a logging song or dance for a school performance?
- What did you learn about coordination, rhythm, or expression?
- How did the performance show cultural or historical significance?

### **Pre**

- How does traditional storytelling differ from modern performance arts?
- What role do rhythm, instruments, and movement play in preserving culture?
- How does historical context influence how stories are performed?

### **During**

- How are music, rhythm, and movement used to highlight key parts of the story?
- What improvisation or spontaneous choices are present in the performance?
- How does the performer engage visually and orally?

### **Post**

- How could you reinterpret a logging song or story in a modern style?
- How did the performance communicate cultural values or traditions?



# 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:

- **Axeman:** A logger who fells trees using an axe.
- **Bunkhouse:** A rustic cabin where loggers sleep during the work season.
- **Chokerman:** A worker who attaches cables to logs for transport.
- **Cooke:** The camp cook, responsible for preparing meals.
- **Feller:** A logger who cuts down trees.
- **Flume:** A water channel used to transport logs.
- **Jill-poke:** A tool used to move logs.
- **Lumberjack:** A person employed in the logging industry.
- **Peeve:** A small axe used for trimming branches.
- **Slicker:** A waterproof coat worn by loggers.
- **Swamper:** A worker who clears brush and prepares sites for logging.
- **Whiffletree:** A device used to attach a horse to a sled or cart.

# 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