

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:

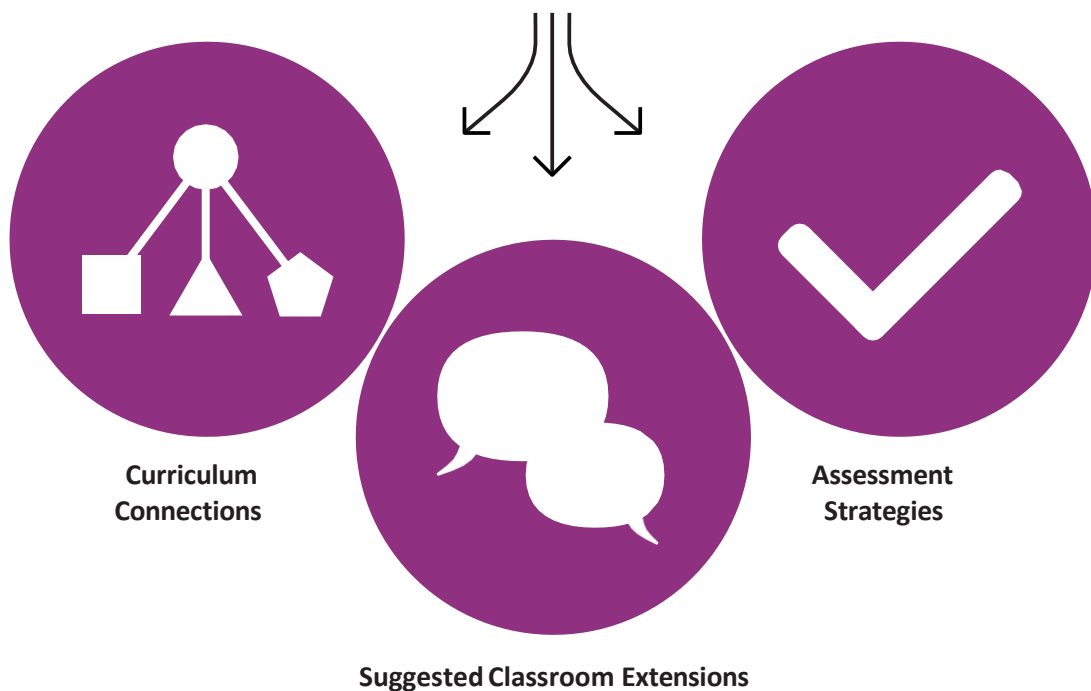


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STUDY GUIDE: LITERARY ARTS

STORIES AND SONGS WITH LOUIS

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: Students are introduced to a variety of French-Canadian stories, songs and historical figures. Be introduced to Louis’ jigging puppet “Jonny Boy” and learn how to play the musical spoons.

Artistic Discipline: Literary Arts, Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Contexts: French-Canadian Culture

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



STORIES AND SONGS WITH LOUIS

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Compose or perform simple dances, songs, and movement sequences inspired by French-Canadian stories.
 - Experiment with rhythm and percussive instruments.
- Strand B – Reflecting, Responding and Analyzing
 - Observe and describe elements of dance and music in performances.
 - Discuss how movement, rhythm, and story communicate meaning.
- Strand C: Exploring Forms and Cultural Contexts
 - Explore French-Canadian culture through songs, stories, and dances.
 - Understand the historical and social significance of arts in communities.

STORIES AND SONGS WITH LOUIS

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 is a story? What is a song?
- Have you ever seen a puppet perform?

During

- What do you notice about how “Jonny Boy” moves?
- How does the music make you feel?

Post

- Which part of the story or song did you like best?
- How did the puppet or music help tell the story?

GRADES
4-6

Pre

- How can a story or song show a culture's traditions?
- What do you know about French-Canadian culture?

During

- Which elements of dance or music do you notice?
- How does the rhythm of the spoons or song affect the dance?

Post

- Which step, song, or rhythm was most challenging?
- How do stories or songs help preserve culture?

GRADES
7-8

Pre

- Why are stories and songs important in cultural traditions?
- How does music influence movement in dance?

During

- How do the music, rhythm, and movement work together to tell a story?
- What communication happens between the performer and audience?

Post

- How does this performance connect French-Canadian history or identity?
- What did you learn about collaboration and rhythm from the activity?

GRADES
9-12

Pre

- How does traditional art reflect cultural values and history?
- How is movement used as a form of storytelling in dance and song?

During

- How is the performer's body used as a percussive instrument?
- How is rhythm structure in the songs and dances?

Post

- How could you integrate traditional storytelling or music into a contemporary performance?
- What artistic choices made the performance effective in communicating a story?

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:

- **Story:** A narrative told to share ideas, traditions, or entertainment.
- **Folk song:** A traditional song passed down through generations, often telling a story.
- **Puppet:** “Jonny Boy” – A jigging puppet used to entertain and demonstrate movement.
- **Puppet:** A small figure moved by hand or strings to tell a story or act out a scene.
- **Jig:** A lively traditional dance featuring quick footwork and rhythm.
- **Musical spoons:** Two spoons played together to create rhythmic percussion sounds.
- **Percussion instrument:** An instrument that makes sound when struck or shaken, keeping rhythm.
- **Rhythm:** The pattern of beats or sounds in music and dance.
- **French-Canadian culture:** Traditions, language, and customs of French-speaking communities in Canada.
- **Historical figure:** An important person from history known for their contributions or impact.
- **French immersion:** A program where subjects are taught in French to promote language fluency.

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