The Frottoir as Design

04 / CULTURE, SOURCES & RESPONSIBLE IMAGE USE

What this reference shows

The lesson webpage features a documentary photograph titled: Cleveland Chenier 1977 0.jpg. It is a starting point, not a complete cultural narrative. Study its location, date, photographer, and context on Wikimedia Commons before teaching.

Photo source and credit

https://commons.wikimedia.org/wiki/File:Cleveland_Chenier_1977_0.jpg

Creator, copyright license, and permitted reuse terms must be checked on the individual Wikimedia file page before redistributing or embedding the actual photograph. This PDF does not reproduce the photograph.

Lead cultural and historical source

Smithsonian Folkways: Clifton Chenier and zydeco

https://folkways.si.edu/clifton-chenier/king-of-louisiana-blues-and-zydeco

Standards source

Louisiana Department of Education, Visual Arts, Bulletin 1963:
https://doe.louisiana.gov/docs/default-source/academic-curriculum/louisiana-arts-content-standards.pdf

Community research questions

Who sustains this practice or place today? How did histories of migration, labor, language and class affect it? What may differ across families, parishes, generations, or artists? What can this image document, and what can it not tell us?

Safeguards specific to this lesson

Use a properly sourced image of the actual frottoir in teacher comparisons; the cover is adjacent musical context.

Do not fabricate interviews, translate language from memory, imply a living person has endorsed the curriculum, or use the lesson as authorization to copy restricted cultural symbols.

A better research habit

When possible, pair the image with a second document from a local institution or a living culture bearer. Attribute the second source and state where the sources disagree or leave a gap.

Student-facing attribution template

My visual research included [image title, maker or photographer, year if known, collection/link]. My finished work is an original response, not a reproduction of that source.