



Acadian Exile Secondary



Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant



Standards

Standards as developed by the Louisiana Department of Education. Available online at <http://www.vermilionville.org/vermilionville/educate/lesson-plans>.

Grade 7

Social Studies

The World in Spatial Terms

- **GLE #1:** Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)

Historical Thinking Skills

- **GLE #45:** Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- **GLE #46:** Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3)
- **GLE #48:** Compare and contrast two primary sources related to the same event in U.S history (H-1A-M4)

Grade 8:

Social Studies

The World in Spatial Terms

- **GLE #3:** Construct a map based on given narrative information (G-1A-M2)

Places and Regions

- **GLE #5:** Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)

Physical and Human Systems

- **GLE #12:** Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)

Historical Thinking Skills

- **GLE #64:** Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
- **GLE #70:** Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

Louisiana History

- **GLE #71:** Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)

Objectives

1. The student will draw Acadian travel during deportation on a map.
2. The student will analyze the development of the Acadiana flag.



3. The student will compare and contrast the Acadiana flag to other flags.
4. The student will identify geographical areas of importance pertaining to the deportation of the Acadians from Nova Scotia.
5. The student will differentiate between Acadian culture in the late 1900s and early 20th century classrooms with the modern day classroom.
6. The student will analyze and discover the effects of the banishment of the French Language in the classroom on students and communication.



Additional Information

The schoolhouse is a reproduction typical of 1890s schoolhouse architecture. In l'École, you may see the lines "I will not speak French in the classroom or on the school ground", on the blackboard recalling the fact that in the early 20th century, Louisiana law forbade the speaking of Southwest Louisiana's principal language – even on the school playground.





Jules (known in the region a "Nonc' Jules") is a Cajun from Carencro, Louisiana. Jules taught himself to play the Cajun accordion, the triangle (or also known as the "T-Fer"), and the harmonica (or also known as the "musique à bouche"). He currently leads the band "Nonc' Jules and Lâchez-Les" and has written and recorded many popular Cajun music songs with some of the area's leading musicians.

Since June of 1983, Jules has worked for the KRVS radio station, hosting a weekly Cajun music show, "Le Bal de Dimanche Après Midi" (the Sunday afternoon dance), and is the recipient of the Jo-El Sonnier Greatest Cajun DJ Award presented to him in 2007. He hopes to keep the tradition of Cajun music alive by promoting it among the young and aspiring musicians. He has been an active part of the Vermilionville family since its opening in 1990.

You can find Nonc' Jules at Vermilionville, on Tuesdays and Wednesdays, entertaining guests at the historic schoolhouse (L'École) with his stories of the Acadians and playing his accordion. Take the opportunity to stop in and visit with him. We can assure you your visit will be memorable and rewarding.

Pre-Visit Activity

Materials needed: journal de Jacques Baptiste (document #1), map (document #2)

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them [here](#), by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint



Acadian Exile Activity

Start by explaining that the Acadians that came from Acadie were small farmers who had come from France to Canada in 1632. In Acadie, they were hard-working trappers and farmers. Their land, families, and Catholic faith defined their lives. Even though Canada changed governments several times, the Acadians continued to farm and live their simple lives. They ignored the clashes in Europe that spilled over into North America, until the violent conflict pushed its way into their villages. All around them, the French and the English struggled for control of land and forts. The British evicted the Acadians from their land, some were sent to British colonies on the Atlantic coast and told they had to become good British subjects. Tragic events of this journey included hundreds of Acadians dying in the expulsions, mainly from diseases and drowning when ships were lost.

A leader of the early Acadians, Joseph Beausoleil Broussard, chartered a ship for him, his family, and approximately 250 other Acadians and led them to southern Louisiana. His son, Armand, helped the Spanish General Governor of Louisiana during the American Revolution. He was a wealthy man who raised cattle and horses. His house which he built in 1790 is here at Vermilionville and is our biggest and oldest house.

The teacher will activate prior knowledge by asking students what they know about the exile. The teacher will read the Jacques Baptiste journal entries (document #1) with the class, probing questions as they read. After each journal entry, the students will identify the Acadians' location on a map (document #2).

Anchor Lesson

Materials needed: Acadiana flag handouts (documents #3 and #4), language worksheet (document #5), pencils, color pencils

This lesson could be held in the School House, if it is available. We do ask that you not sit in the old school desks. They are artifacts and must be preserved.

The Acadiana Flag Activity

The teacher will ask students what they know about the Acadiana flag. The teacher will facilitate a discussion on the history of the flag (document #3). The teacher will ask for questions and compare and contrast the Acadiana flag with other flags (American flag and Louisiana flag). Finally, have students create their own flag (document #4).

French Language Banishment Activity

To activate prior knowledge, the teacher will ask students what they think assimilation is. The teacher will use the French banishment as an example of assimilation.

The student will interview other students using the French Language Worksheet (document #5).



Post-Visit Activity

Materials needed: pictures from Acadian exile (document #6),
blank journals (document #7)

Acadian Exile Activity

The teacher will have students pick two picture from the selection (document #6) and write two journal entries (document #7) as if they were part of the picture. Finally, the teacher will facilitate a discussion on the students' journals.

Evaluation

Students will be assessed on their understanding of the significance of the Acadiana flag, based on how capable they are in articulating an explanation of their own flags.

Differentiation of Instruction:

Students who are struggling in completing their own flag or the post-activity worksheet will be provided individual attention by either the teacher or one of the attending chaperones.

Students who may have trouble hearing will be seated close to the front of the group near the teacher who is presenting.

ADHD students will be partnered with one other "buddy" during the instructional procedures. The buddies will be required to stay on task during the activities and help keep each other focused on the activity.



Document #1 - Journal de Jacques Baptiste

September 5, 1755

Father and I were called in to the parish church at Grand-Pré, Nova Scotia. Lieutenant-Colonel John Winslow delivered us some terrible news. They read us a Deportation Order. They want us to leave immediately. I knew the British were angry with us for not taking allegiance with them against France, but how could they take our homes, our lands and burn them to the ground and send us off to our deaths. I know the Lord is watching, and he will not let us perish this way.

Jacques Baptiste

July 5, 1758

If I did not need such grace before, I need it now my Lord. General Wolfe had sent his troops here to Louisburg, Nova Scotia to capture us all. They have taken thousands. They have even captured my dear sister, Abigail. I hear the General is sending them all to France. I must go on. Upon my father's death, he left me in charge. I have let him down by letting my eldest sibling get away, but mother and my brother Benedict will be guarded with my life.

Jacques Baptiste

October 7, 1765

Finally the day has come! We can return home to Acadie. Sadly, this journey has been a hard one. Like our first journey away from home, many have been plagued by the yellow fever, including my poor mother. Cousin Dominique and I are doing all we can so that mother could see her homeland, at least one more time.

Jacques Baptiste

November 29, 1770

I have met the sweetest lady. Her name is Evangeline. I cannot help but feel sorry for her. Every morning I watch as she walks through the cemetery. Folks tell me she searches in the hopes of finding her lost love, Gabriel. They were separated during the deportation. I guess she wonders through the unmarked tombs, wondering if it could be him. Her heart is not here in Philadelphia, it is where ever Gabriel may be. I pray for her.

Jacques Baptiste



May 4, 1773

Thank you Lord for my healthy son you have delivered to Martha and I tonight. Beau Chapelle Baptiste is his name. You lead me to this beautiful land of Louisiana. You have given me the strength to farm this land, and to create a wonderful family. I could not be more grateful.

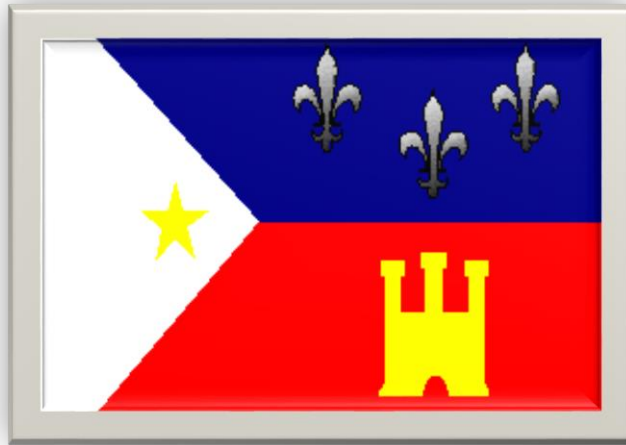
Jacques Baptiste



Document #2 - Map of North America in 1755



Document #3 - The Acadiana Flag Handout



The Acadiana Flag

The Acadiana flag is a symbol of the state's French-Acadian heritage and culture. You can see it flying high in 22 parish areas in South Louisiana.

Dr. Tom Arceneaux, a professor at University of Southwestern Louisiana (now University of Louisiana at Lafayette), designed the Acadiana flag. The flag was in honor of the 200th anniversary of the Acadians arrival into Louisiana and to remind us of other important influences.

The flag became the official Acadiana area flag in 1974.

What does each section of the flag represent?

Blue section with the 3 Fleurs de Lis

This section represents the French origin of the Acadians. The three fleurs de lis represent the kings of France.

Red section with the gold castle-

This section represents Spain because it controlled Louisiana at the time the Acadians came to Louisiana. The Acadians prospered under Spain for many years. The gold castle represents the "Old Arms of Castille" the Spanish kingdom.

White section with gold star-

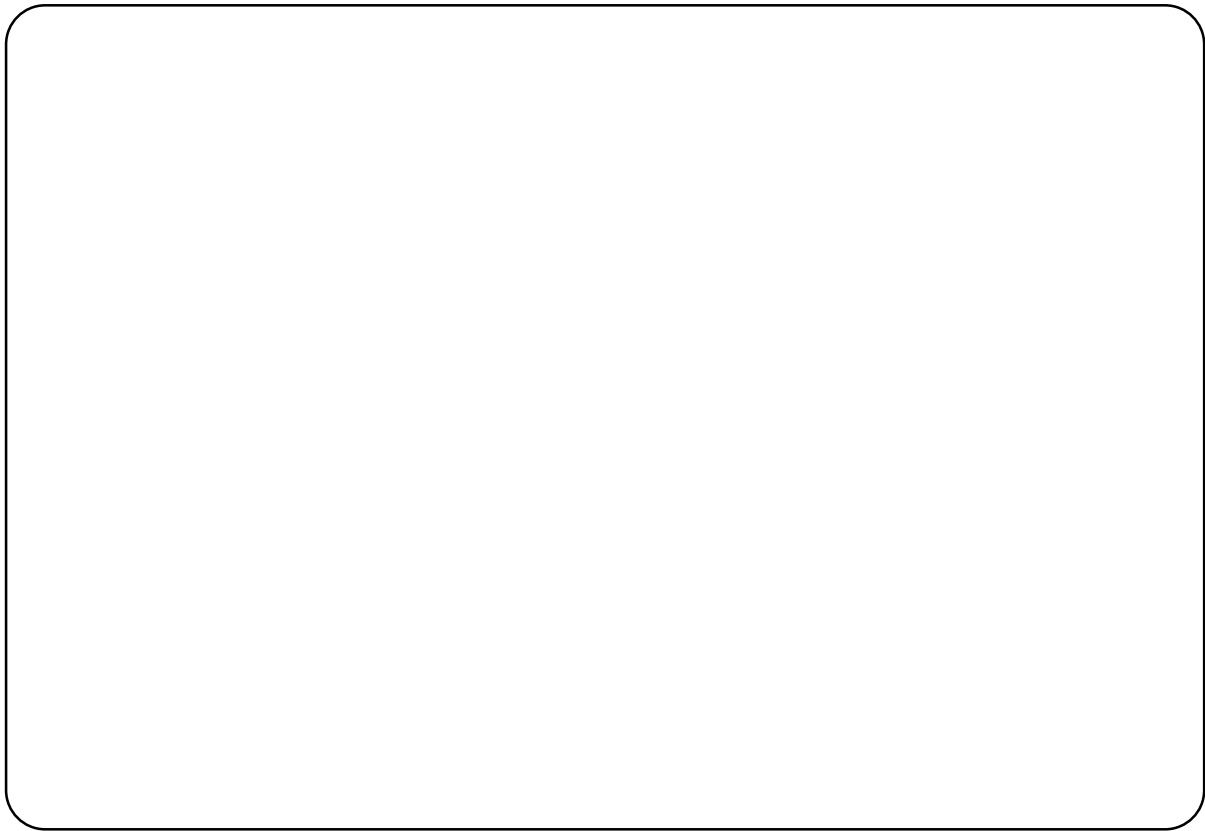
This section represents the Virgin Mary, patron saint of the Acadians. The star also represents the Acadians active involvement in the American Revolution as soldier under Galvez.

Who were the Acadians?

The Acadians were Frenchmen who originally settled portions of Canada's eastern coast, which they named Acadia. When the British expelled them in 1755, many eventually made their way to Louisiana. The Acadians would later be known as "Cajuns". The word *Cajun* comes from the French word *Acadien*.



Document #4 - Make Your Own Flag



Design a flag that represents yourself. For some ideas for your flag, you can use symbols that represent your favorite activities, hobbies, sports, books, your family, friends, and where you live.

Write about your flag on the back of this worksheet. Explain why you used the shapes, colors, and images that you did.



Document #5 - French Language Worksheet

Ask the following questions to your partner without speaking in English.

1. What is your favorite food?
2. What is your favorite subject in school?
3. What is your favorite TV show?
4. What is your favorite color?

Did you find it difficult to communicate with your partner without using English?

What would it be like to go an entire day without being allowed to speak in English?

Do you think that children still spoke French at home?

Do you think the students had a difficult time learning a new language?

Have you ever tried to learn a new language? (French or Spanish in school maybe)

Do you know of any other groups of people who have had this problem in American today? (Native Americans, Latinos)

How do you think you would feel if you went to school and you did not understand what was being said? Explain. How would your grades be?

Imagine there is a new student in your class that does not speak English. Does that mean he/she is dumb? Should he/she be made fun of? What if you were that new student in a classroom in France or in Germany? Would you be dumb because you didn't speak French or German? Explain.



Document #6 - Use two of the following pictures to write two journal entries of one day in Jacques Baptiste's life.









Document #7

Journal Entry #1



Journal Entry #2



