



Acadian Way of Life - on Social Media 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

Historical Thinking Skills

- **GLE #45:** Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- **GLE #50:** Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)

Grade 8

Social Studies

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 (H-1C-M5)

Historical Thinking Skills

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

Objectives

1. Students will describe how the Acadians came to Louisiana and why they settled here.
2. Students will compare and contrast the Acadians lives between the 1700s in Canada and now in Louisiana.
3. Students will prepare several social media status describing a fictional Acadian from 1755 when he was deported to his arrival to Louisiana in 1765.



Pre-Visit Activity

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

Students should also look into the different agriculture features in Louisiana and in Canada.

The major crops that are harvested in Louisiana and Canada are different because the two climates are not the same. Crops grow best when they have ideal conditions, some need warm weather, while others do not need as much heat. Also, the longer warm season of the south allows for more than one harvest of some crops. In Canada, between the snow melting in April and the first freeze sometimes as early as September, there are only a few months to harvest one single growth.

Here are some of the most common crops grown in Canada compared to Louisiana.

Canada crops	Louisiana crops
Cereals and grains such as but not limited to: wheat, barley, corn, oats, flaxseed, and soy	Cotton
Limited amount of fruits and vegetables such as apples, berries, and squash	Sugarcane
	Soy
	Rice
	Corn
	Wheat
	Tobacco
	Wide variety of fruits and vegetables, including some tropical

Finally, because of the different weather, clothes were made with different fabrics. While Canadians used wool to make their own clothes, Louisianans would grow cotton and weave it.

Anchor Lesson

Materials Needed: handout (attached)

Before coming to Vermilionville, we recommend that the group visits the Acadian Cultural Center located next door to us, at 501 Fisher Road, to view a film on the deportation of the Acadians. The film is approximately one hour long and prepares students well for their Vermilionville tour. You can contact the Acadian Cultural Center by calling them at 337-232-0789.



During the Vermilionville visit, the teacher will review how and why Acadians were exiled to Louisiana and why they had to leave in the 1700s.

The teacher should give students the handout for them to see the questions they will have to work on for the Post-Visit Activity – this will guide their interactions with the Vermilionville artisans.

Post-Visit Activity

Materials Needed: paper, markers, pencils, poster boards, handout (attached)

After they come back to class, students will get into groups to work on the handout.

Evaluation

The teacher will assess students on their answers to the handout questions and on their poster boards.



Post-Visit Activity Handout

Answer the following questions with your group.

Imagine you are an Acadian from 1765 and you now live in Louisiana. When the Acadians arrived in Louisiana, they were unfamiliar with the land and had to figure out which crops could grow in the Louisiana soil.

1. Define the crops that the Acadians would plant in Canada and the crops that they would plant in Louisiana.

2. What type of land did the Acadians have to get used to in Louisiana?

3. Describe what a typical day in the life of an Acadian in 1765 would be like.



4. Pretend that you are an Acadian boy or girl from around 1765. Post at least five different statuses that span from the time you were deported in 1755 to your arrival in Louisiana in 1765.

5. Use the poster board provided to draw a picture to illustrate your statuses (pretend you are posting a picture on Facebook or on Instagram). Be sure to have a group consensus before you work on the poster board. Be creative!



