



## *Creole Flag Secondary*



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# 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 #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)
- **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 #9:** Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)

#### 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 #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)
- **GLE #73:** Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
- **GLE #75:** Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
- **GLE #78:** Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

# Objectives

1. The student will come to understand the historical significance of the Creole Flag.
2. The student will analyze the development of the Creole Flag.
3. The student will compare and contrast the Creole Flag to other flags.



4. The student will come to understand the effect of Creole culture on the development of Southern Louisiana society.
5. The student will discuss symbolism and implement their own use of symbolism in designing his/her flag.
6. The student will be able to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

# 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

# Anchor Lesson

**Materials needed:** Creole Flag handout, Make Your Own Flag activity sheet, color pencils, loose leaf paper

## Introduction

Students are welcomed into the school house (preferably, to see the blackboard, but any house will do) and are issued copies of “The Creole Flag” handout and the “Make Your Own Flag” activity sheet as they are instructed to take a seat so the lesson and activity can begin (DO NOT SIT ON THE DESKS – THEY ARE ARTIFACTS AND NEED TO BE PRESERVED. USE CHAIRS OR BENCHES).

## Lesson

The lesson begins with a short discussion using the Creole Flag Handout (document #1) and a historic explanation of the significance of the Creole Flag. Use the various writings on the board of the School House to discuss the effect of Creole culture on the development of Southern Louisiana society i.e. the French language ban. Discuss with the students any connections they may have with Creole and/or French Acadian culture.

## Activity

Instruct the students on the significance of symbolism within a flag by reviewing the history of the Creole flag. Demonstrate the activity by designing your own (document #2). Guide them in telling them to focus on personal experiences, likes, dislikes, cultural characteristics, etc. Students who finish their flags quickly should be instructed to write a short explanation about their flags and what they mean to them.

## Conclusion

After all the students have had a few minutes to work on their flags, have a few of them share what their own flags mean to them.



# Post-Visit Activity:

**Materials needed:** Creole Flag Worksheet

Students will identify key terms in the Creole Flag Worksheet (document #3) and complete a worksheet.

The answers to all clues in part two can be found in the Creole Flag handout (document #1).

## Evaluation:

Students will be assessed on their understanding of the significance of the Creole flag, based on how capable they are in articulating an explanation of their own flags. Students will also be assessed for information during the activity through guided questions focused on the Creole Flag and the significance of its symbolism to the Creole Culture.

## Differentiation of Instruction:

Students who are struggling in completing the 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 - The Creole Flag Handout



### The Creole Flag

Designed by Pete Bergeron in 1987 and adopted by C.R.E.O.L.E., Inc., a Lafayette based African-American heritage preservation group, the flag of Louisiana Creoles represents the cultural **melting pot** that is the Louisiana Creoles. The Creole flag celebrates the mixed lineage, culture and religion of these Louisiana Creoles.

#### What specifically does the Creole flag represent?

Upper left: A white fleur de lis on a blue field, represents Louisiana's French **heritage**.

Lower left: West African **heritage** represented by the Republic of Mali flag.

Upper right: West African **heritage** represented by the Republic of Senegal flag.

Lower right: Spanish Colonial **heritage** is depicted by the Tower of Castille.

A white cross dividing the four symbols represents the Christian faith accepted by the Muslims from Senegal and Mali in Louisiana.

#### Who are the Creoles?

Native-born, locally adapted people from African, French, Spanish, and/or Native American **heritage** are considered "Creoles." Slaves born locally were also considered "Creoles."

#### When did Creoles and Acadians become "Americanized"?

The majority of Creoles and Acadians did not begin to **Americanize** until the turn of the 20th century. One thing that contributed to this was raising **nationalism** during World War I. The Cajun French language presented a problem for Acadians who were becoming Americanized. Acadians in public schools were forced to abandon French because the **compulsory** Education Act of 1922 banned the speaking of any other language but English at school or on school grounds. By the 1930s and 1940s most Acadians were **acculturated** into mainstream America.

#### When and how did the Creole and Acadian culture resurge?

After World War II, Acadian culture boomed as soldiers returned home and danced to Cajun bands, thereby renewing Cajun identity. Acadians rallied around their traditional music in the 1950s, and in the 1960s this



music gained attention and acceptance from the American mainstream. During the 1960s and 1970s, the Civil Rights movement led to many people in America becoming more interested and proud of their **heritage**. Since the 1970s, Acadians have exhibited renewed pride in their **heritage**. The renewed pride led to an interest in Acadian-Creole **heritage**. This interest and pride led to the formation of the Creole flag in the 1980s and the reintroduction of French into Louisiana schools.



## Document #2 -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.

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## Document #3 - Creole Flag Worksheet

### PART I - VOCABULARY

Using context clues from The Creole Flag handout, determine what the following words or phrases mean:

1. Melting Pot

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2. Americanize

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3. Nationalism

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4. Acculturated

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5. Heritage

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6. Compulsory

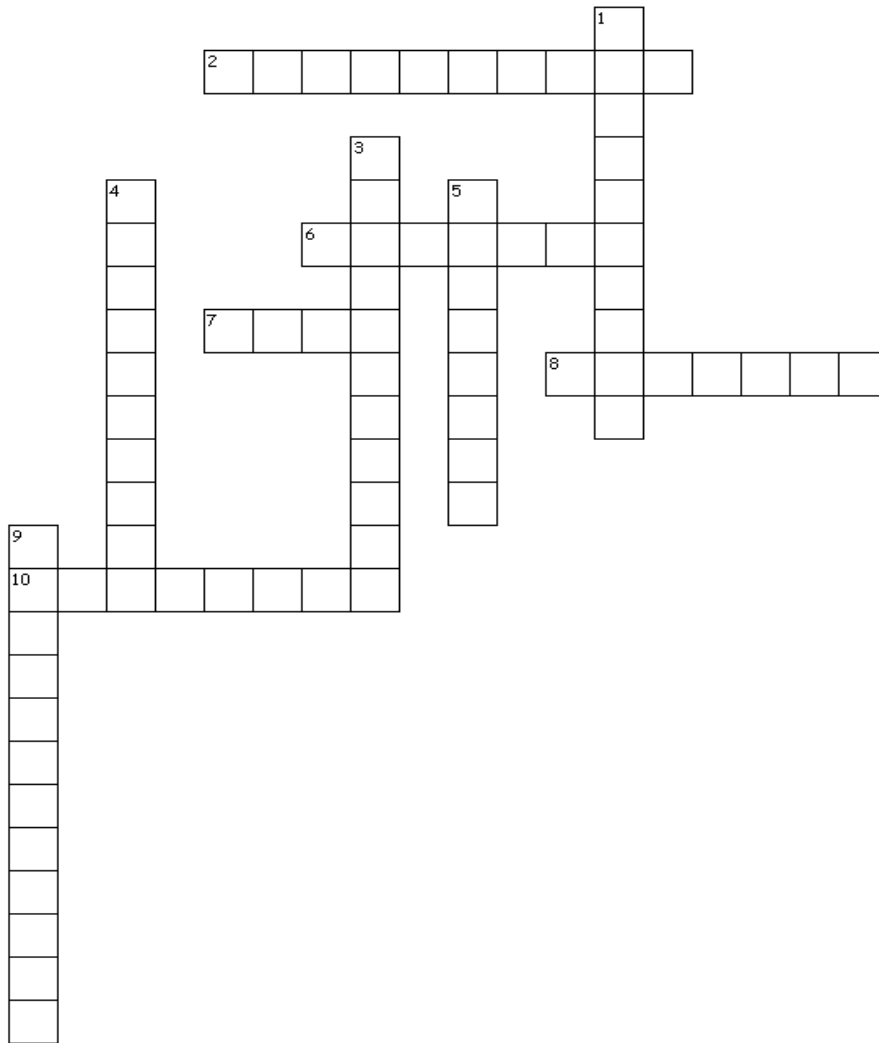
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## PART II - CROSSWORD PUZZLE



### **Across**

2. A place where different peoples, styles, cultures, theories, etc., are mixed together
6. The flag of this country is located in the upper right of the Creole flag, representing Louisiana's West African heritage
7. The flag of this country is located in the lower left of the Creole flag, representing Louisiana's West African heritage
8. Native-born, locally adapted people from African, French, Spanish, and/or Native-American heritage
10. The Tower of \_\_\_\_\_ is located on the lower right of the Creole flag, representing Louisiana's Spanish Colonial heritage

### **Down**

1. Required by law or a rule; obligatory
3. To make American in form, style, or character; to assimilate into American culture
4. This symbol is located in the upper left of the Creole flag, representing Louisiana's French heritage
5. Something that is passed down from preceding generations; a tradition
9. To cause to change by the process of assimilation



## Document #3 - ANSWERS

### PART I - VOCABULARY

Using context clues from The Creole Flag handout, determine what the following words or phrases mean:

#### **Melting Pot**

A combination of many cultures. Here, it relates to the fact that there are many different definitions of what Creole people are, and in Louisiana, we consider them all as Louisiana Creoles.

#### **Americanize**

To become more American. The Creoles and the Acadians became more and more 'American' after World War II. Before the war, they did not consider themselves as Americans. However, after the war, they started to assimilate to the American culture.

#### **Nationalism**

The feeling of being proud of your own country and culture. Louisiana soldiers came back home from World War II feeling very proud of the USA and the American culture, including the English language. Their sense of American pride was big and before the war, it was essentially absent.

#### **Acculturated**

To become part of a nation's culture.

#### **Heritage**

The combination of several factors that establishes a person's cultural background.

#### **Compulsory**

Something that is mandatory, something that you have to do.

### PART II - CROSSWORD PUZZLE

#### **Across**

2. A place where different peoples, styles, cultures, theories, etc., are mixed together (MELTING POT)
6. The flag of this country is located in the upper right of the Creole flag, representing Louisiana's West African heritage (SENEGAL)
7. The flag of this country is located in the lower left of the Creole flag, representing Louisiana's West African heritage (MALI)
8. Native-born, locally adapted people from African, French, Spanish, and/or Native-American heritage (CREOLE)
10. The Tower of \_\_\_\_\_ is located on the lower right of the Creole flag, representing Louisiana's Spanish Colonial heritage (CASTILLE)

#### **Down**

1. Required by law or a rule; obligatory (COMPULSORY)
3. To make American in form, style, or character; to assimilate into American culture (AMERICANIZE)
4. This symbol is located in the upper left of the Creole flag, representing Louisiana's French heritage (FLEUR DE LIS)
5. Something that is passed down from preceding generations; a tradition (HERITAGE)
9. To cause to change by the process of assimilation (ACCULTURATED)



