

**SOCIAL STUDIES**  
**History, Grade 4**  
**Louisiana's Acadian Heritage**

Lesson Components:

|                      |         |  |
|----------------------|---------|--|
| <u>Benchmark(s):</u> | H-1C-E3 | Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history |
|                      | G-1A-E2 | Locating and interpreting geographic features and places on maps and globes  |
|                      | G-1A-E3 | Constructing maps, graphs, charts, and diagrams to describe geographical information to solve problems   |
|                      | H-1A-E3 | Identifying and using primary and secondary historical sources to learn about the past   |

|                      |  |
|----------------------|--|
| <u>Key Concepts:</u> | *Historical Migrations (Acadians to Louisiana)   |
|                      | *Influence/contributions of ethnic groups (e.g., Cajun/Creole, African/American music) |
|                      | *Cultural elements in our state and national heritage (Evangeline/Longfellow)          |
|                      | *Distance scale  |
|                      | *Historical fiction  |
|                      | *Pictures and illustrations  |

Lesson Duration: 4 days

Purpose/Introduction: People from every corner of the globe have come to Louisiana for various reasons. Louisianans are a mixture of many cultures and ethnic backgrounds, a true melting pot of people from many countries. In the process, the varied groups have help to make this state the rich and diverse place we know today. As a result of this lesson, students will identify and describe a variety of reasons for the different cultures that have come to Louisiana throughout history.

Teacher Preparation: As a fourth grade teacher, I have encountered many difficulties in finding resources and information to support instruction regarding the LEAP test. Sadly to say, much of the information is lacking in our textbooks. However, the Internet furnishes an array of information needed to teach our students history about their state.

## Lesson I:

- Objectives:
- \*TLW understand how forced resettlement affect people and their culture.
  - \*TLW use a map to locate Nova Scotia, Canada and Louisiana.
  - \*TLW understand that distances on a map are proportionate to distances on earth.
  - \*TLW create a scale strip to figure the approximate number of miles the Acadians traveled from Nova Scotia to Louisiana.

### Prior Knowledge/Pre-requisites:

In 1755, during the war between France and Great Britain over control of Canada, a large group of French speaking people was forced from their homeland by British troops. These people migrated to Louisiana from a part of French Canada called Acadia. About 4,000 Acadians settled in areas of southern Louisiana. Today, these descendants are called Cajuns. Cajun music and food are a big part of southern Louisiana.

### Materials/Resources:

- \*A copy of North America map – 1 per student
- \*Crayon
- \*Strip of colored paper
- \*Classroom size map of North America

### Body of Lesson:

1. On a map that shows North America, point out the areas Nova Scotia, Canada and Louisiana. Discuss with students reasons Acadians were forced to leave Canada and migrate to Louisiana. Include how they traveled to Louisiana, using a route along the Tennessee and Mississippi Rivers. (G-1A-E2) (H-1C-E3) (ELA-4-E3)
2. Give students a copy of the map of North America. Have students locate Nova Scotia, Canada and Louisiana. (G-1A-E2)
3. Using a crayon, have students trace the route (rivers) the Acadians took on their journey to Louisiana. Discuss possible means of transportation. (ships, by walking)
4. Upon completion, allow the students time to study the map and the map scale on the page.
5. Discuss why map scales are important. Point out that map scales are different on every map.
6. Have students define **map scale**. (shows the relationship between the distance on a map and the real distance on Earth) (ELA-1-E5)

7. Explain to students how to use a map scale. Allow them time to construct their own scale using a strip of paper.
8. Using their scale strip, have students measure the distance from Acadia (Nova Scotia) to Louisiana in miles and kilometers. (M3.15) (N1.38)
9. Discuss with students their calculations.
10. Give students an opportunity to look at other maps used in their textbook in order to compare the differences and similarities regarding map scales used for each map. (G-1A-E1)
11. In closing, ask students what they learned about a map scale. (Possible responses: map scale compares distances on a map to real distances on earth; map scales are different on all maps)

Evaluation: \*Map Activity  
\*Oral Discussion  
\*Teacher Observation

Reference Link: [www.acadianmemorial.org](http://www.acadianmemorial.org)  
[www.scn.org/rec/zydeco/origins.htm](http://www.scn.org/rec/zydeco/origins.htm)

Bibliography:

Banks, James A. Louisiana Adventures in Time and Place. New York: McGraw-Hill School Division. 2000

Banks, James A. Regions Adventures in Time and Place Outline Maps. New York: McGraw-Hill School Division. 2000

## Lesson II:

- Objectives: \*TLW read excerpts from Henry Wadsworth Longfellow.  
\*TLW compare and contrast two excerpts from Longfellow's poems.

### Prior Knowledge/Pre-requisites:

In 1847 the poet, Henry Wadsworth Longfellow, wrote a poem about an Acadian woman named Evangeline. In the fictional poem, he talked about how Evangeline was separated from her lover Gabriel on their wedding day. This happened during the Acadians exile from Nova Scotia, Canada. Due to the controversy regarding the story, there are two versions.

The first version states that after being forced to leave their homeland of Acadia (Nova Scotia), Evangeline and Gabriel boarded separate ships without knowing the whereabouts of the other. After years of searching for Gabriel, Evangeline arrived in St. Martinville, Louisiana. She soon after learned that Gabriel had left the area because of an illness. After many years of relentlessly searching for Gabriel, Evangeline relocated to Philadelphia. She joined the Sisters of Mercy and dedicated her life to serving others. While working with the Sisters of Mercy, Evangeline found her long lost love, Gabriel, who was on his deathbed. He later died in her arms. Evangeline was overcome with grief and died soon after.

On the other hand, the second version states that Evangeline and Gabriel were forced to leave Acadia (Nova Scotia) along with thousands of other Acadians. They boarded separate ships without any whereabouts of the other. Gabriel reached St. Martinville, Louisiana and soon after married another woman. After many years of searching for her true love, Evangeline arrived in St. Martinville. She spotted Gabriel, but to her dismay, later found out that he was married to another. Evangeline soon died after of a broken heart.

- Materials/Resources: \*Excerpt from Longfellow's "*Evangeline*"  
\*Excerpt from Longfellow's "*The Song of Hiawatha*"  
\*Copy of question sheet  
\*Venn Diagram

### Body of Lesson:

1. Orally discuss and review the Acadians exile from Canada with students. (Ask questions such as: *In what year were the Acadians forced to leave Acadia? What means of transportation were used by the Acadians? Who forced the Acadians to leave their homeland? What are the descendants of Acadians called today? What is Acadia called today?*) (ELA-4-E7)
2. Tell students that they are going to read two poems written by Henry Wadsworth Longfellow. The first piece is an excerpt from *Evangeline*, and the second is an excerpt from "*The Song of Hiawatha*". (ELA-6-E2)

3. Give the students the excerpt from *Evangeline*. Allow them time to read it. (Hint: Since the reading level of the piece may be above that of the student, you might choose to read it to them.) (ELA-1-E6)
4. Upon completion, ask the students their feelings about the poem. Encourage students to think about the journey that *Evangeline* experienced on her way to Louisiana.
5. After reading the poem, have students list descriptive words they read or heard throughout the selection. Explain to students that writers use vivid words to describe and express things in a new way.
6. Next give the students *The Song of Hiawatha*. Allow them time to read it independently.
7. Upon completion, ask the students their feelings about the poem.
8. After the discussion, have students answer the following questions about the poems.

#### Story Questions

1. In the excerpt, "*Evangeline*", what does "There the long-wandering bride shall be given again to her bridegroom" tell you? (ELA-1-E1)
2. From the poem, *Evangeline* you can tell that the time of day is (ELA-7-E1)
  - a. Morning
  - b. afternoon
  - c. evening
3. In the poem, *Evangeline* the myriads mean (ELA-1-E1)
  - a. small number
  - b. large number
  - c. none at all
4. Using *The Song of Hiawatha* what is the poem mostly about
  - a. a young boy learns how to speak with a rabbit
  - b. a young boy is raised by animals in the forest
  - c. a young boy forms a bond with the animals
5. How can you tell that this selection is fiction? (ELA-6-E3)
  - a. It has characters and dialogue.
  - b. It gives information about owls.
  - c. It has a title.
9. Using a Venn Diagram, have the students compare and contrast the similarities and differences in the two poems by listing 5 examples in each section. (ELA-5-E6)

10. Once the students have finished their diagrams, discuss their responses.
11. In closing, have students write a summary about what they have learned.

Evaluation: \* Group discussion  
\*Teacher observation  
\*Writing Activity

Reference Links:

[www.lafayettetravel.com](http://www.lafayettetravel.com)  
[www.cajunculture.com](http://www.cajunculture.com)  
[www.crt.state.la.us](http://www.crt.state.la.us)  
[www.louisianacajun.com](http://www.louisianacajun.com)  
[www.evangelineweb.org](http://www.evangelineweb.org)  
[www.evangelinethemusical.com](http://www.evangelinethemusical.com)  
[www.everypoet.com](http://www.everypoet.com)

Teacher's Note: There is a video available that depicts the life of Evangeline. The title of the film is *Evangeline's Quest*. This video is a great teaching tool to aid in the instruction of Evangeline's life. To receive a copy of it you must contact the following:

Video Tape Information:

First Run  
32 Court St. #2107  
Brooklyn, NY 11201  
(800) 876-1710  
[www.frif.com](http://www.frif.com)

### Lesson III:

- Objective:     \*TLW describe the Creole culture.  
                  \*TLW identify the different contributions Creoles have made to benefit Louisiana.  
                  \*TLW use both print and Internet sources to research Creole culture.

### Prior Knowledge/Pre-requisite:

Creole culture is also a strong influence in Louisiana today. Creole is generally defined as a mixture of French, Spanish, African, and Caribbean cultures. Many of the enslaved Africans brought with them a variety of both music and food. Many Africans made music by combining their sounds to sounds taken from Louisiana. These sounds later became the births of gospel, jazz and blues, all vital components of Creole culture.

- Materials/Resources:     Internet access  
                                  Reference materials (books, encyclopedia, dictionary)  
                                  Graphic Organizers (Venn Diagram, Spider Web)

### Body of Lesson:

1. Write the word *Creole* on the chalkboard. Have the students brainstorm what they know about the word using a spider web.
2. After the students have finished their webs, orally discuss their knowledge about the topic from their webs.
3. Next, assign the students to work in cooperative groups. The groups are going to answer the following questions about Creole culture using the following informational resources: (ELA-5-E2)
  - \*One group – Internet
  - \*Second group – Encyclopedia
  - \*Third group – Various Books
  - \*Fourth group - Dictionary
4. Allow students ample time to complete the assignment.
5. When the students are finished, discuss their findings as a whole. (Note: Record students findings on the chalkboard or on overhead. Make it visible to all students.)
6. After discussing their findings, give students a copy of a Venn Diagram. Have them compare and contrast the similarities and differences between Cajun and Creole cultures. (ELA-5-E6)

7. Using the information from their Venn Diagrams, have the students write a composition. Make sure they include the similarities and differences between the Cajun and Creole cultures.

Evaluation: \*Writing Assignment  
\*Teacher Observation

Field Trip Information:

Vermillionville  
1600 Surrey St.  
Lafayette, La 70508  
(337)233-4077  
(866)99-BAYOU  
Fax. (337)233-1694

Reference Links:

[www.cajunculture.com/other/creole.htm](http://www.cajunculture.com/other/creole.htm)  
[www.arcticwebdesigns.com/Cajun/.htm](http://www.arcticwebdesigns.com/Cajun/.htm)  
[www.crt.state.la.us/folklore/creole](http://www.crt.state.la.us/folklore/creole)  
[www.value.net/~bromike/music/creole.htm](http://www.value.net/~bromike/music/creole.htm)  
[www.scn.org/rec/zydeco/origins.htm](http://www.scn.org/rec/zydeco/origins.htm)

Bibliographies:

Ancelet, Barry Jean. 1994. *Cajun and Creole Folktales: The French Oral Tradition of South Louisiana*. Jackson: University of Mississippi Press. Mississippi. (GR111 F73 C35 1994 La. Coll.)

Banks James A. *Louisiana Adventures in Time and Place*. New York: McGraw-Hill School Division. 2000.

Brasseaux, Carl A., Keith P. Fontenot, and Claude F. Oubre. 1995. *Creoles of Color in the Bayou Country*. Jackson: University Press of Mississippi. Source-Louisiana Creoles:

Cable, George Washington. 1959. *Creoles and Cajuns*. Garden City, NY: Doubleday & Company, Inc., (PS 1241 A5T87 1959 La. Coll.). Source-Creole Heritage Resources

Hall, Midlo Gwendolyn. 1995. *Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteen Century*.

Hanger, Kimberly. 1995. *A Medley of Cultures*. Louisiana Museum Foundation. Source-Reference-SK

Kent, Deborah. 1988. *America the Beautiful: Louisiana*. Childrens Press. Chicago

Perrin, William Henry. 1971. *Southwest Louisiana: Biographical and Historical*. Claitor's Publishing Division. Baton Rouge

### Research Questions:

1. Find the meaning of culture.
2. What ethnic groups make up the Creole culture?
3. What foods are considered to be Creole dishes?
4. The Africans of Creole descent brought with them many sounds from their country. What are some of those sounds?
5. What are some of the languages included in the Creole culture?
6. What are some things from the Creole culture that we use today?

Assessment:

Multiple Choice:

1. Which of the following is the area from which the Cajuns originated?
  - a. New Orleans
  - b. Shreveport
  - c. Acadia
  - d. Great Britain
  
2. In 1847, poet Henry Wadsworth Longfellow wrote a poem about an Acadian woman who was forced to leave her homeland in Nova Scotia, Canada. Using the illustration below, which best describes the woman in the picture?
  - a. Statue of Liberty
  - b. Sequoyah
  - c. Princess Diana
  - d. Evangeline
  
3. Which one of the following does **not** describe the Creole culture?
  - a. African
  - b. French
  - c. Spanish
  - d. Chinese



## Lesson II Questions

### Story Questions

1. In the excerpt from *Evangeline*, what does “There the long-wandering bride shall be given again to her bridegroom” tell you? (ELA-1-E1)
2. From the poem, “Evangeline,” you can tell that the time of day is (ELA-7-E1)
  - a. Morning
  - b. Afternoon
  - c. Evening
3. In the poem, “Evangeline,” the *myriads* means (ELA-1-E1)
  - a. Small number
  - b. Large number
  - c. None at all
4. Using “The Song of Hiawatha,” what is the poem mostly about?
  - a. A young boy learns how to speak with a rabbit
  - b. A young boy is raised by animals in the forest
  - c. A young boy forms a bond with the animals
5. How can you tell that this selection is fiction? (ELA-6-E3)
  - a. It has characters and dialogue.
  - b. It gives information about owls.
  - c. It has a title.

**Pictures to accompany Constructed Response questions.**

**Picture for Questions 1 & 2:**

**Picture for Question 3:**

## Excerpt from Longfellow's "Evangeline"

Thus ere another noon they emerged from the shades; and before them  
Lay, in the golden sun, the lakes of the Atchafalaya.  
Water-lilies in myriads rocked on the slight undulations  
Made by the passing oars, and, resplendent in beauty, the lotus  
Lifted her golden crown above the heads of the boatmen.  
Faint was the air with the odorous breath of magnolia blossoms,  
And with the heat of noon; and numberless sylvan islands,  
Fragrant and thickly embowered with blossoming hedges of roses,  
Near to whose shores they glided along, invited to slumber.

.....

On the banks of the Teche, are the towns of St. Maur and St. Martin.  
There the long-wandering bride shall be given again to her bridegroom,  
There the long-absent pastor regain his flock and his sheepfold.  
Beautiful is the land, with its prairies and forests of the fruit trees;  
Under the feet a garden of flowers, and the bluest of heavens  
Bending above, and resting its dome on the walls of the forest.  
They who dwell there have named it the Eden of Louisiana!

## Excerpt from Longfellow's "The Song of Hiawatha"

When he heard the owls at midnight,  
Hooting, laughing in the forest,  
"What is that?" he cried in terror,  
"What is that," he said, "Nokomis?"  
And the good Nokomis answered:  
"That is but the owl and owlet,  
Talking in their native language,  
Talking, scolding at each other."

Then the little Hiawatha  
Learned of every bird its language,  
Learned their names and all their secrets,  
How they built their nests in Summer,  
Where they hid themselves in Winter,  
Talked with them whene'er he met them,  
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,  
Learned their names and all their secrets,  
How the beavers built their lodges,  
Where the squirrels hid their acorns,  
How the reindeer ran so swiftly,  
Why the rabbit was so timid,  
Talked with them whene'er he met them  
Called the "Hiawatha's Brothers."