

## Unit 5: The Acadian Odyssey

**Time Frame:** Approximately one week

### Unit Description

This unit focuses on the Acadians as an example of a people with a distinct history and culture that has made an indelible impression on Louisiana which is still evident in contemporary history.

The plight of the Acadians and the remnants of their unique culture have attracted attention from historians, preservationists and tourists. The effort to preserve their unique language and customs has brought international attention to Louisiana. The influence of the Acadians on Louisiana's contemporary culture as well as the preservation of their unique ethnicity has become a cultural artifact of Louisiana's diverse history and an identifiable influence on the state's tourism trade.

### References

- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website <http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website [http://ccet.louisiana.edu/03a\\_Cultural\\_Tourism\\_Files/01.02\\_The\\_People/Acadians.html](http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html)
- Acadian History in Louisiana website [http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)

### Student Understandings

Students understand the push/pull factors related to the migration of the Acadians to Louisiana. Students describe the basic history of the Acadians as it relates to Louisiana. Students analyze the unique cultural aspects of the Acadians as evident in literature, preservation efforts, and influences on Louisiana.

### Guiding Questions

1. Can students construct a map based on given narrative information?
2. Can students describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions?
3. Can students explain ways in which cultures have affected perceptions and uses of places or regions in Louisiana?
4. Can students explain why the Acadians settled and formed societies in specific areas of Louisiana?
5. Can students describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana?
6. Can students use economic concepts to explain historic and contemporary events and developments in Louisiana?

7. Can students describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation?
8. Can students construct a timeline of key events in Louisiana history?
9. Can students interpret data presented in a timeline correlating Louisiana, U.S., and world history?
10. Can students analyze the causes, effects, or impact of a given historical event in Louisiana?
11. Can students describe the causes and effects of various migrations into Louisiana?
12. Can students describe the contributions of ethnic groups significant in Louisiana history?
13. Can students describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development?
14. Can students explain cultural elements that have shaped Louisiana's heritage?

### Unit 5 Grade-Level Expectations (GLEs):

GLE #	GLE Text and Benchmarks
<b>Geography</b>	
<b>The World in Spatial Terms</b>	
3.	Construct a map based on given narrative information (G-1A-M2)
<b>Places and Regions</b>	
5.	Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
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)
<b>Physical and Human Systems</b>	
11.	Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12.	Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
<b>Economics</b>	
<b>Individuals, Households, Businesses, and Governments</b>	
58.	Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
<b>History</b>	
<b>Historical Thinking Skills</b>	
62.	Construct a timeline of key events in Louisiana history (H-1A-M1)
63.	Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64.	Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65.	Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66.	Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)

<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
67.	Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
70.	Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
<b>Louisiana History</b>	
71.	Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72.	Describe leaders who were influential in Louisiana’s development (H-1D-M1)
73.	Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74.	Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75.	Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
78.	Describe and analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)
81.	Explain cultural elements that have shaped Louisiana’s heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

### **Sample Activities**

#### **Activity 1: Reflection in Time (GLEs: 62, 63, 64, 73, 74)**

Divide the class into small groups providing each with enough sheets of paper to make three continuous timelines. Initially, have the students create and label two parallel timelines denoting major events between the years of 1600 and 1812 that are pertinent to the unit. One timeline should reflect events occurring in North America (Canada / British Colonies / United States) and the second timeline should denote events in Louisiana (colony to statehood). The teacher provides an “events bank” consisting of strips of paper representing selected events and dates (connections with the unit) for which students must determine the appropriate timeline for the event. Provide an opportunity for student-generated or teacher-directed basic descriptions about the events selected.

After the timelines are constructed have the students collaborate to complete a graphic organizer (question and answer chart) to determine connections among events and the influences those events had on the migration of the Acadians. The students are to analyze and reflect on the relationships to answer the following questions:

1. Approximately how many years were the Acadians inhabitants of Acadie (Canada)? How does that compare to a) British taking control of Acadie? b) British settlers at Jamestown? c) Pilgrims at Plymouth? d) Establishment of Natchitoches? e) Establishment of New Orleans?
2. What series of events were occurring within a twenty-year period in North America that may have contributed to the expulsion of the Acadians from Acadie?

3. Which European power had control of the Louisiana colony when the major waves of Acadian immigrants arrived in Louisiana?
4. Which major event(s) had the most influence on the eventual mass migration of Acadians to Louisiana?

**Potential Events Bank / Selected events may include:**

North America: Acadians arrived in Acadie (1604); Settlement at Jamestown, VA. (1607), Landing of the Pilgrims at Plymouth (1620); British gained control of Acadie/Treaty of Utrecht (1713); Treaty of Halifax (1755); The Grand Derangement (1750's – 1760's), French defeat at Louisburg (1758), Battle of Quebec (1759), Treaty of Paris (1763), Americans declare independence (1776), American Revolution (1776-1781), Treaty of Paris (1783), Constitution of the United States (1789), Louisiana Purchase (1803)

Louisiana: LaSalle claims Louisiana (1682), Iberville founded the first settlement (1699), St. Denis establishes Natchitoches (1714), Bienville establishes New Orleans (1718), twenty Acadians migrated into New Orleans (1764), over a thousand Acadians migrated into Louisiana (1764-65), an additional 1600 Acadians arrived from France (1785), Treaty of San Ildefonso (1800), Louisiana Purchase (1803), Louisiana Statehood (1812).

**Website Resources**

- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website <http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Acadian History in Louisiana website [http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website [http://ccet.louisiana.edu/03a\\_Cultural\\_Tourism\\_Files/01.02\\_The\\_People/Acadians.html](http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html)

**Activity 2: The Acadian Odyssey (GLEs: 3, 5, 9, 11, 58, 65, 71, 73, 74, 75, 78)**

Provide students with an unlabeled map including the outlines of Nova Scotia, the eastern seaboard of the United States, western coast of Europe, basic Caribbean Islands, and northern Gulf Coast (including Louisiana). Read a narrative illustrating the various destinations and incidents experienced by the various groups of Acadians expelled by the British. Have students draw and label (brief description or fact) the basic routes taken by the Acadians. Create visual effects by coloring each phase of the migration in different colors

Basic narration may include [*Note that dates are for approximate references and are not inclusive*]:

Phase 1: French settlers left Vendee Region of France to settle in Acadie (Nova Scotia) – 1604. The Grand Derangement (expulsion, 1755).

Phase 2: Families were separated and shipped to various destinations including seven British American colonies (Connecticut, New York, Pennsylvania, Maryland, Massachusetts, South Carolina, Georgia), the French Caribbean (Antilles, Martinique, St. Domingue), Canadian territories (Quebec, New Brunswick, Prince Edward Island, Nova Scotia), England, and France (also Falkland Islands, French Guiana).

Phase 3: The first Acadian refugees arrived in New Orleans from New York – 1764. The next small group of Acadians arrived from the West Indies and Maryland – 1765. Acadians began arriving in Louisiana in larger numbers from the British American colonies (i.e., Maryland and Pennsylvania) the Antilles (Caribbean), and Nova Scotia – 1763-1767. Acadians arrive in Louisiana from France – 1785-90.

Phase 4: (requires a basic outline map of Louisiana). Have students locate the initial settlements of the Acadians in Louisiana. Note that the Spanish Louisiana government provided provisions and land grants for specific areas of the state. After plotting the specified locations, ask students why the Spanish officials would have placed the Acadian settlers in these locations? (e.g., occupy wilderness and territorial perimeters by developing land, serving as a military buffer, and validate unsettled territorial claims with settlers)

Locations included St. John/St. James Parishes, Attakapas region (St. Martin Parish), St. Gabriel, Vidalia (abandoned), Natchitoches (relocated to Opelousas), Bayou Lafourche area. In conclusion, have the students draw a triangle on their maps using Cameron (south of Lake Charles), Bayou Lafourche, and south of Alexandria as the three reference points. Inform the students that this area of the map represents the area of Louisiana with the largest concentration of Acadian settlements and living descendants. The area is often referred to as the Acadian Triangle.

### **Website References**

- L'Acadie, Societe nationale de l'Acadie website  
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>
- Acadian-Cajun Genealogy & History website  
<http://www.acadian-cajun.com/exla.htm>
- Acadian Cultural Center, National Park Service, Lafayette, Louisiana website  
<http://www.nps.gov/jela/Acadian%20Cultural%20Center.htm>
- Acadian History in Louisiana website  
[http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website  
[http://ccet.louisiana.edu/03a\\_Cultural\\_Tourism\\_Files/01.02\\_The\\_People/Acadians.html](http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html)
- Wetlands Acadian Cultural Center, Thibodaux, Louisiana  
<http://www.nps.gov/jela/Wetlands%20Acadian%20Cultural%20Center.htm>
- LPB video: *Against the Tide: The Story of the Cajun People in Louisiana* by Zachary Richard, <http://www.lpb.org/>

### **Activity 3: In the Eye of the Storm – Conflict and Similarities between Cultures (GLEs: 11, 12, 58, 65, 73, 74, 75, 81 )**

Provide students with a narration or reading selection accompanied by a visual (e.g., print or illustration) describing the events of the Acadian expulsion from Acadie (The Grand Derangement) by the British officials.

Sample narrative:

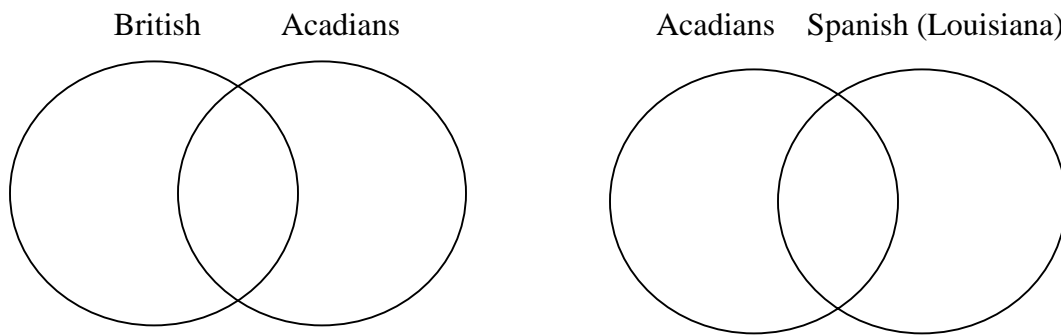
The Acadians were rounded up by British officials in the various settlements. Many witnessed their settlements and farms burned as they carried their belongings to the

awaiting cargo ships. In some cases the men and boys were separated from the women and children and sent to separate destinations. British military units took offensive actions hunting and killing those who resisted and attempted to flee in the local wilderness. Many Acadians were indentured to farmers in the British American Middle Colonies, while others were sent to servitude and slavery in the southern colonies. Often the Acadians perished on board ships that were denied entry to ports or on extended voyages.

- based on sources from the aforementioned resources

Ask the students whether or not the events of the Grand Derangement could be considered the act of “ethnic cleansing.” Ask students if they can reflect on other examples in history or contemporary times in which the act of ethnic cleansing may have occurred. The third question is what would motivate a government or group to commit an effort to displace or eliminate another ethnic group.

Have the students compare and contrast the similarities between the Acadians and the British, followed by the relationship between the Acadians and the Spanish. Have students create Venn diagrams stating the major differences and similarities. Then, have students draw conclusions as to why the British officials displaced the Acadians and why the Spanish officials in Louisiana welcomed the Acadians. Characteristics could be individually written on slips of paper and students would determine which characteristic would match the appropriate group on the Venn diagram, including those traits shared.



Characteristics may include:

British Officials: Protestant, English-speaking, desire to control Canadian territory, rival with France, competition for French Quebec, desire loyal Anglo colonists, benefit/control colonial economy

Acadians: French-speaking, Catholic, economically independent, politically neutral, self-sufficient/isolationist

Spanish Officials: Catholic, recognize French language (law/business), allies of France, offering land grants/provisions, multicultural, tolerant, desire settlers for frontier, liberal economic market.

### Website References

- L'Acadie, Societe nationale de l'Acadie website  
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>
- Acadian-Cajun Genealogy & History website

- <http://www.acadian-cajun.com/exla.htm>
- Acadian History in Louisiana website:  
[http://meme.essortment.com/acadianhistory\\_rubg.htm](http://meme.essortment.com/acadianhistory_rubg.htm)
- Center for Cultural and Eco-Tourism, University of Louisiana-Lafayette website:  
[http://ccet.louisiana.edu/03a\\_Cultural\\_Tourism\\_Files/01.02\\_The\\_People/Acadians.html](http://ccet.louisiana.edu/03a_Cultural_Tourism_Files/01.02_The_People/Acadians.html)
- Wetlands Acadian Cultural Center, Thibodaux, Louisiana (Retrieved on 9/9/2004):  
<http://www.nps.gov/jela/Wetlands%20Acadian%20Cultural%20Center.htm>

#### **Activity 4: The Song of the Acadians (GLEs: 12, 64, 65, 67, 75, 81)**

The Acadian culture possesses authentic characteristics as well as reflects the blending of other ethnic characteristics (e.g., gumbo from African culture, accordions from German culture). As with food and music, the literature illustrating the tragedies and triumphs, the morals and humor of the Acadians are engrained in the Louisiana tapestry.

Have the students read a selection of (classic) Acadian literature or music. Using a graphic organizer, have the students interpret the literary selection. A major focus of the activity is to have the students analyze traits (values) of the Acadian culture represented in the selections. Preferably, various groups would be assigned different selections. After group presentations, students collaboratively analyze the major themes normally featured in literature (e.g., folktales, fables, satire, morals) and songs (e.g., history, celebrating life).

One of the most celebrated stories of the Acadians is that of the heroine, Evangeline. Henry Wadsworth Longfellow immortalized the Acadians in his literary work by bringing to life the plight of two young Acadian lovers separated during the Grand Derangement and destined to meet once again. Although Longfellow's literary masterpiece brought international recognition and compassion to the plight of the Acadians, a different version is embedded in the literature and hearts of the Louisiana Acadians (Cajuns). The story involves Emmeline Labiche (Evangeline) and Louis Arceneaux (Gabriel). They too were separated in the expulsion from Acadie. However, Emmeline routinely waited for Louis (pronounced Louie) beneath a majestic oak tree as new Acadian immigrants arrived at the Post des Attakapas (St. Martinville). Eventually, the separated lovers are reunited only to realize that Louis is already married. Evangeline is said to die eventually of a broken heart.

Have students read selected excerpts from Longfellow's poem *Evangeline* and compare with the local legends surrounding Emmeline Labiche of St. Martinville. Students can compare the similarities and differences in a Venn diagram. Have the students analyze why the Cajuns of Louisiana passionately embrace the local version rather than Longfellow's version (via a web organizer). How would Emmeline symbolically represent the Acadian people?

*Teacher Note: Literature component provides opportunity for team teaching with reading teacher.*

#### *Activity Extensions:*

1) Present the students with a copy of Huey Long's campaign speech for governor in 1927 given in St. Martinville. Have students note the reference to Evangeline and the local legend. Why would Long use this reference in his speech?

2) Examine landmarks that exist in St. Martinville, Louisiana (e.g., Evangeline Oak, St. Martin de Tours Catholic Church, Longfellow-Evangeline State Park, Statue of Evangeline). Have students provide quick facts about these landmarks. Have students analyze why the landmarks reflect Longfellow's character Evangeline rather than the local heroine Emmeline? (Possible answer: More identifiable to tourists)

#### **Print Resources**

- Brasseaux, Carl A. (1988). *In Search of Evangeline: Birth and Evolution of the Evangeline*.
- *Myth*. Thibodeaux, LA: Blue Heron Press.
- Guirard, Greg. (2001). *The Land of Dead Giants*. Canada: Friesens Corporation.
- Longfellow, Henry Wadsworth. (1847). *Evangeline, A Tale of Acadie*. Boston: William D. Ticknor & Company.
- Voorhies, Judge Felix (1907, republished 1977). *Acadian Reminiscences, The True Story of Evangeline*. Center for Louisiana Studies: University of Louisiana-Lafayette.

#### **Website Resource**

- <http://www.challenge.state.la.us/k12act/data/acad/acad.html>, *The Acadians of Louisiana, A Story to Tell*. Teacher website with multiple lessons by Sylvia S. Bienvenue (Challenge Grant).

#### **Activity 5: The Americanization of the Acadians (GLEs: 12, 58, 63, 64, 65, 70, 75, 81)**

Provide the following facts to the students:

- 1915, State Education Committee banned the French language in public schools. (Corporal punishment was allowable to deter the act of speaking French.)
- 1916, Compulsory attendance, all Louisiana children must attend school until the age of 16 years.
- 1918, Louisiana Legislative Act 114 stated that German could not be spoken on streets, taught in schools, or printed in newspapers. (Reaction to German aggression in WWI)
- 1921, Repeal of Act 114
- 1921, Constitutional Amendment stated languages other than English were prohibited in public schools.

Divide the students into small groups assigning a position on the laws. Have half of the groups provide justifications for the laws, while the other half argues against the laws. Remind students of the time frame in history and the events that may have motivated the legislative decisions (e.g., strong anti-immigration sentiments nationwide, fear and anger toward the Germans regarding WWI, progressive movement for raising the standards of living); also determine if civil rights are being violated (e.g., First Amendment). Have the students brainstorm ideas on a graphic organizer (e.g., web, *Inspiration*<sup>®</sup>), followed by a class discussion.

On a separate graphic organizer, have the students reflect on the intended benefits and consequences this legislation had on the French-speaking Acadians.

### Affect of Legislation on Louisiana's Acadians

Intended Benefits	Consequences

Ask the students if the results identified on the chart are applicable to other ethnic groups in Louisiana (e.g., Germans, Native Americans, Italians, and Laotians).

Using the information added to the chart, have the students respond to the following questions:

How did these legislative laws affect the ethnic cultures generations later? Describe the opportunity cost in economic and cultural terms of these legislative decisions. Should efforts be made to preserve or revive the cultural traits?

*Activity Extension:* Have students participate in a teacher guided search for current efforts and organizations that are actively engaged in cultural preservation. Have students describe the methods and strategies being employed (e.g., French immersion, German Fest, CODOFIL, CAFA).

#### Website Resources

- Confederations of Associations of Families Acadian (CAFA) website  
<http://www.cafa.org/>
- Council for the Development of French in Louisiana website  
<http://www.codofil.org/english/links.html>
- L'Acadie, Societe nationale de l'Acadie website  
<http://www.acadie400.ca/en/default.asp?SousMenu=991&IdContenu=50>

#### Print Resource

- Kolb, Carolyn (2004). Voltz to Folse, Huber to Oubre, German Louisiana, a creole history. *Louisiana Life*, Autumn 2004, 24(3): 44-49.

#### Activity 6: The Acadian Legacy (GLEs: 12, 64, 66, 70, 72, 75, 81)

Using a *PowerPoint*<sup>®</sup> slide, have students identify contemporary artifacts as evidence of cultural diffusion of the Acadians (e.g., architecture, food, art). Have students identify famous Acadians past and present that are associated with the image of Louisiana. Have students create a trading card that includes a picture and biography of famous Acadians. A similar activity may be extended to include local ethnic groups in the school community.

The Louisiana Acadian flag was designed by Thomas J. Arceneaux to commemorate the 200<sup>th</sup> anniversary of the Acadian Exile. The symbolism represented in the flag's design provides a comprehensive view of the history of the Acadians. Have the students view a color photo (or coloring sheet with instructions on color scheme) or a facsimile of the Louisiana Acadian Flag. Initially have students attempt to match a meaning to the symbol and colors of the flag. After the brainstorming session, inform the students of the official translation and reflect on the major events being represented. A brief translation is:

- Three silver fleurs-de-lis on a blue field represent the French origin of the Acadians. The fleur-de-lis is a symbol of the kings of France.
- A gold tower on a red field pays homage to the Spanish who provided opportunities for the Acadians to settle in Louisiana.

- A gold star on a white field represents “Our Lady of the Assumption,” Patroness of the Acadians. This reflected their Catholic faith. Another interpretation is that the star is a reminder of the efforts of the Acadian volunteers in removing the British from areas adjacent to the Spanish Louisiana border (e.g., Baton Rouge, Mobile, Pensacola) under Spanish Louisiana Governor Galvez.

*Activity Extension:* Have students create a flag design to represent the history of their community.

### Website Resources

- Information based on references from the Lafayette Travel Commission website [http://www.lafayettetravel.com/culture/history/acadian\\_flag.cfm](http://www.lafayettetravel.com/culture/history/acadian_flag.cfm)
- Other resources for the Louisiana Studies Curriculum <http://www.madere.com/history.html#005>
- Acadian Museum, Erath, Louisiana <http://www.acadianmuseum.com/museum.html>
- Acadian Memorial, St. Martinville <http://www.acadianmemorial.org/english/index.html>

### Print Resources

- *Acadie Tropicale* (A poetry anthology). Center for Louisiana Studies, University of Louisiana at Lafayette.
- Ancelet, Barry J. *Cajun Music: Its Origins and Development*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Ancelet, Barry Jean. (1994). *Cajun and Creole Folktales*. Jackson: University Press of Mississippi.
- Ancelet, Barry Jean, Jay Edwards, & Glen Pitre. (1991). *Cajun Country*. Jackson: University Press of Mississippi.
- Brasseaux, Carl A. (1992). *Acadian to Cajun: Transformation of a People, 1803-1877*. Jackson: University Press of Mississippi.
- Brasseaux, Carl A. (1987). *The Founding of New Acadia: The Beginnings of Acadian life in Louisiana, 1765-1803*. Baton Rouge, LA: Louisiana State University Press.
- Brasseaux, Carl A., “*Scattered to the Wind*”: *Dispersal and Wanderings of the Acadians, 1755-1809*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Conrad, Glenn R., *The Cajuns: Essays on Their History and Culture*. Center for Louisiana Studies, University of Louisiana at Lafayette.
- Lindahl, C., Owens, M., & Harvison, C. R. (1997). *Swapping Stories: Folktales from Louisiana*. Jackson, MS: University Press of Mississippi.
- Stacey, Truman. (1990). *Louisiana’s French Heritage*. Lafayette, LA: Acadian House Publishing.

## Sample Assessments

### General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.

### General Assessments

- Use a map of Louisiana to plot settlement of the Acadians and include a chart of their contributions and legacies.
- Create a timeline of major events between the years of 1600 and 1812 that are pertinent to the unit. One timeline should reflect events occurring in North America (Canada / British Colonies / United States) and the second timeline should denote events in Louisiana (colony to statehood).
- Graphic organizers: Compare and contrast similarities between Acadians and British, Acadians and Spanish. Benefits and consequences of legislation on Louisiana's Acadians.

### Activity-Specific Assessments

- Activity 4: Have students read selected excerpts from Longfellow's poem, *Evangeline*, and compare with the local legends surrounding Emmeline Labiche of Attakapas (St. Martinville). Students can compare the similarities and differences in a Venn diagram. Have the students analyze why the Cajuns of Louisiana passionately embrace the local version rather than Longfellow's version (via a web organizer). How would Emmeline symbolically represent the Acadian people?
- Activity 4: Have the students read a selection of (classic) Acadian literature or music. Using a graphic organizer, have the students interpret the literary selection. A major focus of the activity is to have the students analyze traits (values) of the Acadian culture represented in the selections. After group presentations, students collaboratively analyze the major themes normally featured in literature (e.g., folktales, fables, satire, morals) and songs (e.g., history, celebrating life).
- Activity 6: The Louisiana Acadian flag was designed by Thomas J. Arceneaux to commemorate the 200<sup>th</sup> anniversary of the Acadian Exile. The symbolism represented in the flag's design provides a comprehensive view of the history of the Acadians. Have the students view a color photo (or coloring sheet with instructions on color scheme) or a facsimile of the Louisiana Acadian Flag. Have students match a

meaning to the symbol and colors of the flag. Students should present their findings in a *PowerPoint*<sup>®</sup> presentation.