

Jean Lafitte National Historical Park and Preserve

Acadian Cultural Center

Education Program

## “Claudia's Story”

Curriculum-Based Education Program

Grades K-3

Jean Lafitte National Historical Park and Preserve

Acadian Cultural Center

Lafayette, Louisiana

## Kindergarten & 1st Grade

### Pre-Visit Vocabulary

1. Acadie (Ah-kah-dee) – A French colony in northeastern North America
2. Delta – Wetlands that form as rivers empty into another body of water
3. Dike – A long wall built to prevent flooding from the sea
4. Joie de vivre (Jo-wah-duh-veev-ruh) – Cajun French term that means “enjoyment of life”
5. Le grand derangement (Luh- gran-duh-ronj-mon) – An event where Acadians were removed from their homes and forced to leave their land
6. Mais (May) – Cajun French word that means “but”
7. Mon petite chou (Mon-peeteet-chew)– Cajun French term that means “my little cabbage”
8. Papere (Pah-pear) – Cajun French word that means “father”

## K&1 Pre-Visit Activity – The Land of Acadie

**Objective:** The students will create map keys and learn the shape of the colony of Acadie.

**Louisiana State Education Standards:**

- K.18, K.19, K – SL – 1, K – SL – 2, K – SL – 3, 1.24, 1 – SL – 1, 1 – SL – 2, 1 – SL – 3

**Subject Area:** Social Studies, English Language Arts

**Materials:** Pre-visit activity sheet (provided), pencil, markers/colored pencils/crayons

**Procedure:**

1. The teacher will give each student a pre-visit “Geography of Acadie” activity sheet.
2. The teacher will explain to the students that the map is of a place called “Acadie”. The teacher can show on a globe or world map where Acadie was located.
3. The teacher will explain what a map key is and how they are used. Remind the students they should ask questions in order to seek help, get information, or clarify something that is not understood.
4. Next, the teacher will instruct students to create their own map key for their map of Acadie. Students will color the ocean blue and the land green. They will draw a red line along the coasts. Students will make a map key in the bottom right corner of the page.
5. After the students make the map, have a guided discussion with them. Establish the agreed-upon rules for discussion with the students. Example questions:
  - a. Why are maps important?
  - b. What would it be like to travel somewhere new if you don’t have a map?
  - c. Why are map keys important?
  - d. Where is the ocean relative to Acadie (to the right, above, below, etc.)?
  - e. Where is the coastline on their maps?
  - f. Have you seen a coastline or river before? What was it like?

## K&1 Pre-Visit Activity – Pack It Up

**Objective:** The students will learn about the expulsion of Acadians and practice critical thinking skills by determining what they would bring with them to survive in a different place.

**Louisiana State Education Standards:**

- K – SL – 1, K – SL – 2, K – SL – 3, K – SL – 5, K – SL – 6, K.15, 1 – SL – 1, 1 – SL – 2, 1 – SL – 3, 1 – SL – 5, 1 – SL – 6

**Subject Area:** Social Studies, English Language Arts

**Materials:** Pre-visit activity sheets (provided), pencil/crayons/markers

**Procedure:**

1. The teacher will explain to the students how the Acadians were forced to leave their homes and land. The Acadians could only bring with them that they could carry. They did not know where they were going or what the land would be like.
2. The teacher will give each student a pre-visit “Pack It Up” activity sheet.
3. The teacher will ask students to think about what they would take with them from home if they were leaving and never coming back again. Remind the students they should ask questions in order to seek help, get information, or clarify something that is not understood.
4. Students will draw in the suitcase what they would bring with them if they left home.
5. After the students fill their suitcases, lead a guided discussion with them. Establish the agreed-upon rules for discussion with the students and encourage everyone to participate. Example questions:
  - a. Do you think you could carry toys, pet, bicycle, video games, etc.?
  - b. What do you think the Acadians brought with them on their journey?
  - c. Did the Acadians know where they were going when they were kicked out of their homes?
  - d. Ask questions to get them understand “want versus need” such as “Do you need a big television to live? Or is it something that you want?” Given examples, have the students differentiate between a want and a need.
  - e. What did you put in your suitcase? Why did you choose those things? Are they things that you want or need?

## K&1 Post-Visit Activity – Louisiana Mapping

**Objective:** The students will mark a map of Louisiana with key locations for the settlement of the Acadians.

**Louisiana State Education Standards:**

- K.18, K – SL – 1, K – SL – 2, K – SL – 3, K – SL – 6, 1.24, 1.26, 1 – SL – 1, 1 – SL – 2, 1 – SL – 3, 1 – SL – 6

**Subject Area:** Social Studies, English Language Arts

**Materials:** Post-visit activity sheet (provided), markers/colored pencils/crayons

**Procedure:**

1. The teacher will give each student a post-visit “Louisiana Mapping” activity sheet.
2. The teacher will ask students what they think the lines are inside the Louisiana map. The teacher will discuss what the difference is between a Parish, city, and state.
3. Students will mark and shade the map, with assistance from the teacher as needed:
  - a. Shade in the area where the Acadians settled in Louisiana
  - b. Mark an X on the location of New Orleans
  - c. Mark a dot for where their home is
4. After the students finish their maps, lead a guided discussion with them. Establish the agreed-upon rules for discussion with the students and encourage everyone to participate. Example questions:
  - a. Where is your home relative to where the Acadians settled in Louisiana?
  - b. What is below Louisiana on the map?
  - c. Where is New Orleans relative to where the Acadians settled in Louisiana?
  - d. In the video “Claudia’s Story,” Jean arrived in New Orleans. In a time with no cars, how did he travel in Louisiana?
  - e. Why did Jean move out to the area he settled? Was he invited to do so?

## 2nd & 3rd Grade

### Pre-Visit Vocabulary

9. Acadie (Ah-kah-dee) – A French colony in northeastern North America
10. Delta – Wetlands that form as rivers empty into another body of water
11. Dike – A long wall built to prevent flooding from the sea
12. Joie de vivre (Jo-wah-duh-veev-ruh) – Cajun French term that means “enjoyment of life”
13. Le grand derangement (Luh- gran-duh-ronj-mon) – An event where Acadians were removed from their homes and forced to leave their land
14. Mais (May) – Cajun French word that means “but”
15. Mon petite chou (Mon-peeteet-chew)– Cajun French term that means “my little cabbage”
16. Papere (Pah-pear) – Cajun French word that means “father”

## 2&3 Pre-Visit Activity – The Land of Acadie

**Objective:** The students will become familiar with the migration of the Acadians through mapping and critical thinking skills.

**Louisiana State Education Standards:**

- 2.20, 2.23, 2.27, 3.19, 3.24, 2-SL-1, 2-SL-4, 2-SL-6, 3-SL-1, 3-SL-4, 3-SL-6

**Subject Area:** Social Studies, English Language Arts

**Materials:** Pre-visit activity sheets (provided), pencils, glue sticks

**Procedure:**

1. The teacher will give each student the compass rose activity sheet.
2. The teacher will ask students to cut out the letters and glue them to compass rose activity sheet.
3. The teacher will have the students cut out the direction words.
4. Giving the students the migration map, have the students glue the direction words on the map where they belong.
5. The teacher will lead a guided discussion with the students about the distance of the migration. The teacher will establish agreed-upon rules for discussion with the students and encourage everyone to participate. Example questions:
  - a. Was it a short trip, or a long trip?
  - b. What was the shortest trip a student took?
  - c. What was the longest trip a student took?
  - d. Was it an easy trip, or a hard trip?
6. Teacher will instruct the students to imagine what the trip was like for the Acadians and discuss what the video “Claudia’s Story” will tell.

## 2&3 Pre-Visit Activity – Pack It Up

**Objective:** The students will learn about the expulsion of Acadians and practice critical thinking skills by determining what they would bring with them to survive in a different place.

**Louisiana State Education Standards:**

- 2.24, 2.26, 2.27, 2-SL-1-A, 2-SL-1-B, 2-SL-1-C, 2-L-3, 2-L-6

**Subject Area:** Social Studies, English Language Arts

**Materials:** Pre-visit activity sheet (provided), pencil

**Procedure:**

1. The teacher will give each student a pre-visit “Pack It Up” activity sheet.
2. The teacher will ask students to think about what 10 items they would take with them from home if they were leaving and never coming back again.
3. Students will write in the notepad the 10 items they would bring with them.
4. Next, the teacher will pass out the next activity sheet. The teacher will tell the students that of the 10 items they selected to bring with them, they can only bring things that fit in 1 pillowcase. The students will write down their items and reflect on how they made the decision.
5. The teacher will explain to the students how the Acadians were forced to leave their homes and land. The Acadians could only bring with them that they could carry. They did not know where they were going or what the land would be like.



## 2&3 Post-Visit Activity – Louisiana Bingo

**Objective:** The students will play a bingo game to learn how the Cajuns lived off the land in Louisiana.

**Louisiana State Education Standards:**

- 2.5, 3.16, 3.28, 2-SL-1-A, 2-SL-1-B, 2-SL-1-C, 2-SL-6, 3-SL-1, 3-SL-3, 3-SL-4, 3-SL-6

**Subject Area:** Social Studies, English Language Arts

**Materials:** Post-visit activity sheet (provided), pencil

**Procedure:**

1. The teacher will lead a discussion with the class about how the Cajuns used the land to survive in Louisiana.
2. The teacher will provide each student with a post-visit “Louisiana Bingo” activity sheet and explain the rules. On the bingo sheet, there are 25 boxes. Each box has an activity or food related to how the Cajuns lived on the land in Louisiana. Students will go around the room and ask classmates if they have done a specific activity/eaten a food/etc. If the student has done the activity/eaten the food/etc., they will initial the corresponding box. A student may not initial more than 1 box on a classmate’s bingo card. The goal is for students to fill all the boxes with initials.
3. After the students complete the bingo card, the teacher will guide students in a discussion using the bingo card. The teacher will go through each item on the card and the students will choose the topic. They will answer how it is relatable to them and their family. It should be one student per topic.

## 2&3 Post-Visit Activity – Journal like Jean

**Objective:** The students will recount historical events by journaling as an Acadian.

**Objective:**

- 2.1, 2.26, 2.27, 2-W-3, 2-SL-1, 3-W-3

**Subject Area:** Social Studies, English Language Arts

**Materials:** Paper, pencil

**Procedure:**

1. The teacher will go over the plot of “Claudia’s Story” to remind the students of the timeline of events.
2. The teacher will explain the instructions for “Journal Like Jean” to the students. The students will write two journal entries as if they were an Acadian. For the first journal entry, students will write as if they were an Acadian being kicked out of their homeland, Acadie. Students will recount the event using details to describe their actions, thoughts, and feelings. For the second journal entry, students will write as if they were an Acadian settling in Louisiana. Students will reflect on their emotions, what they would use from the land, and who they would meet. Students will recount the event using details to describe their actions, thoughts, and feelings. Students should include temporal words and phrases and establish an event sequence.
3. After the students complete their two journal entries, the students will share with their classmates what they wrote. The teacher will lead a guided discussion with the students. The teacher will establish agreed-upon rules for discussion with the students and encourage everyone to participate. Example questions:
  - a. While Jean kept track of his journey, he was able to pass on the knowledge of what happened with his family. Do you think this is important and why?
  - b. For some people, telling stories, instead of writing them down, is a way to pass on history and information. What happens if the stories change over time?
  - c. Do you or someone in your family keep a journal or diary?
  - d. Do you think it’s important to be able to remember your family’s story and why?