SUBDIVIDED TEXT READING QUESTIONS

The text has been subdivided and questions have been developed for each section.

YOUR TASK is to read your assigned section and answer the questions to the best of your ability.

You will then share your answers with the class to enable all students to understand the information.

**PART 1: CREOLOZATION IN THE SPANISH COLONIAL ERA**

In what ways did the Spanish compromise on the use of language?

Why would they do this?

* How does this demonstrate the power of the Spanish?
* How would it demonstrate the power of the non-Spanish speaking population?
* Why would additional languages not be included in the compromise?

What different ethnic/linguistic groups were active in the region at various times?

* 1698
* Mid 1840’s
* Spanish Era
* In Attakapas, what language did children of speakers of the various African languages often speak as their primary language?

What events brought additional ethnic/linguistic groups into the area.

**PART 2: AMERICANIZATION**:

How many slave ships came in between 1772 and 1808?

What effect would that have on language development?

According to the record of one estate, what are some of the different Ethnic/Geographic groups that were brought in?

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What were three causes of continued immigration before the Civil War?

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What languages in particular were affected by this influx?

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What language compromise was made in 1812?

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Where did many people not speak English?

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**PART 3: BEGIN AT THIS QUOTATION:** *In the city, the Ursulines Convent ran the only Catholic school in Louisiana, and St. Louis Cathedral was overcrowded with thousands of parishioners, most of whom were enslaved (71).*

What institution spread the knowledge of French?

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What term referred to *Free Persons of Color?*

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In what ways did the state law restrict the rights of People of Color?

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What did the use of French among People of Color enable them to do?

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What was the first anthology of African American poetry?

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What are some examples of how civil liberties were under attack?

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What was the first African American newspaper?

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**PART 4: BEGIN AT THIS QUOTATION:** *The new constitution also signaled a shift in the power dynamics between French and English.*

What demonstrates the greater power of the English language faction?

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What reason did the English language faction give for their opposition to French?

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What compromise was reached?

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How did the state charter demonstrate support for equality?

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Cite some examples of a negative attitude towards Kréyol.

Nelson

White Supremacy.

Lafcadio Hearn

Alfred Mercier

What positive view of Kréyol was held by Mercier?

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Under the leadership of E.B. Krutchnitt, what changes were made in voting and education?

Voting

Education

PART 5: BEGIN WITH THIS QUOTATION:

*John McDonogh was founded as an all-girls, white school in the French Quarter in the 1800s. It was one of the schools that was desegregated during Reconstruction until mobs of white boys ran through the school terrorizing students.*

In what way can we see a relationship between Kréyol and Black English?

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How did the English language faction try to stamp out the use of French?

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To what use was French put by French speakers?

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What became the primary means of preserving Kréyol?

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What did Danny Barker’s *Lez Onyons* preserve?

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What action did the Federal Government take to preserve Kréyol?

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What social characteristic of Creole speakers of the time might account for some of the negative stereotypes about the language?

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In the experience of LeRoy Etienne, in what ways was Kréyol/French preserved, and in what ways was it discouraged?

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What was the main way that LeRoy learned English?

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What major changes occurred in 1968, and what effect did that have on LeRoy?

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PART 6: Begin with this quotation:

***Leroy:*** *There was a lot of music going on. I was always involved in music. The church gave the dances and the fairs. I never forget this priest, his name was Father Papaille. He would book every big band you could think about: Bobby Bland, Ike and Tina Turner, Little Willie Johnson, Fats Domino, the Platters, Guitar Gabriel. Little Richard came there with the Upsetters. I’ll tell you what, they would sell out tickets all the time.*

What events brought people together?

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What way of advertising the events emphasized their Creole nature?

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What demonstrates the popularity of these events?

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What entertainer exemplified Zydeco?

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What programs by the state agency CODOFIL encouraged the use of French?

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What medium best preserves the use of Regional French?

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What negative attitudes were held by some leaders of CODOFIL?

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What inadvertent damage did some experts think CODOFIL had done?

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What tensions exist between Cajun French and Kréyol (Creole)?

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What tensions arose between Creole as a social category and the Black Pride movement?

What experiences showed that even Kréyol speakers held negative attitudes towards Kréyol?

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In what ways did the Mardi Gras Indians preserve a knowledge of Kréyol?

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What incidents at Bullets Bar demonstrate the Mardi Gras Indian connection to Kréyol?

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