**TEACHER KEY: 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?

*Used Spanish as the language of official record but recognized French as the language of day to day life.*

 Why would they do this?-*Government officials were Spanish but majority of population was French*

 How does this demonstrate the power of the Spanish?- *They were able to make the official decision.*

 How would it demonstrate the power of the non-Spanish speaking population?- *Spanish are granting a large role to a foreign language.*

 Why would additional languages not be included in the compromise?- *Indigenous and African languages were the languages of those with no political or economic power.*

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

 1698- *Attakapas*

 Mid 1840’s

*Acadians, French, French Creoles, Angolas (Africans)*

 Spanish Era

*Senegambia, Fon, Yoroba (African)*

 In Attakapas, what language did children of speakers of the various African languages often speak as their primary language?

*Kréyol*

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

French importation of slave ships.

Spanish relaxation on slave importations by foreigners.

**PART 2: AMERICANIZATION**:

How many slave ships came in between 1772 and 1808?- *At least 97.*

What effect would that have on language development?- *Additional numbers of speakers of African languages.*

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

*Louisiana Creole*

*Mina*

*Bamana*

*Mandingo*

*Guinea Coast*

*Dan*

*Congo*

*Yoruba*

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

*Domestic slave trade*

*Immigration*

*Haitian Revolution*

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

*French and Creole*

What language compromise was made in 1812?

*Laws must be made available in English, but French was the language of day to day life.*

Where did many people not speak English?

*In the countryside and in the downtown neighborhoods of New Orleans.*

**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?

*Catholic schools*.

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

*La Gen de Couleur Libre*

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

*Prohibited “interacial conspiracy”*

*Denied legitimacy to mixed race children*.

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

*Connect to their community*

*Challenge racist assumptions of white supremacy.*

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

*Les Cenelles: choix de poésie indigenes*.

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

*Free negroes and mulattoes could not enter the state*

*Freed slaves must leave in 30 days.*

*Slave emancipations banned*

*Interracial marriages banned*

*Free black access to public accommodations restricted.*

*Free black children barred from attending schools.*

*Free blacks could not serve on juries*

*Free persons of African descent must carry identity papers.*

What was the first African American newspaper?

*L’Union*

**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?

*Schools must be conducted in English*

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

*“public schools were established for the purpose of giving a thorough common school English education and nothing more.”*

What compromise was reached?

*French was taught as a required subject.*

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

*State officials had to recognize by oath the equality of all men.*

*Specifically required equal treatment in public accommodation, including schools.*

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

Nelson-*Described the French of New Orleans as a “bastard language”.*

White Supremacy-*Creole was considered illiteracy and black office holders were ridiculed for speaking it.*

Lafcadio Hearn- *Said the “colored” population was proud of its correct French and public school English.*

Alfred Mercier- *Kréyol was seen as a slave dialect.*

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

*It was so expressive that Homer’s epics could be translated into it.*

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

Voting – *Voting rights were restricted by numbers of registered black voters plummeted.*

*Education- Public education for blacks was limited to grades 1-5.*

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?

*Black English had Creole vernaculars.*

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

*1921- Outlawed French as a language of instruction*

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

*It became a secret language for adult conversation.*

What became the primary means of preserving Kréyol?

*Music*

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

*Creole street calls.*

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

*Had WPA workers gather Creole stories.*

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

*Many speakers were sharecroppers.*

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

*Outside of New Orleans it was still spoken to children as a language of privacy.*

*Spoken among family at weddings and funerals*

*At school, nuns banned the use of French and Kréyol*

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

*Picked it up on school grounds*

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

*Allowed French to be taught in schools again.*

*He could speak it at school.*

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?

*Church dances and concerts*.

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

*Driving around in cars with loud speakers announcing the shows in Kréyol.*

What demonstrates the popularity of these events?

*Crowds*

What entertainer exemplified Zydeco?

*Clifton Chenier.*

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

*Radio and television programs*

*Festivals*

*Bilingual publications*

*Exchanges*

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

*Radio*

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

*They saw Regional French as a form of illiteracy.*

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

*Discounting the value of Cajun and Creole French.*

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

*Some Kréyol speakers say Cajun’s appropriated black Creole cultural expressions into Cajun French.*

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

*Creole was associated with light skin, so some stepped away from it.*

*Some Blacks were angry that Creoles had “passed “ as whites and gotten privileges. “Passé blanc”.*

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

*Refusing to teach Kréyol to children.*

*Telling children to speak English rather than French*.

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

*Using Kréyol words in their songs*.

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

*Responding to Bruce’s Kréyol lyrics in Kréyol.*

*Remembrance of old Kréyol phrases.*