Acadian Seasonal Round
Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 2
English Language Arts

- CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.
- CCSS.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- CCSS.RL.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Grade 3
Social Studies

- GLE #10: Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
- GLE #11: Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
- GLE #15: Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
- GLE #50: Describe family life at a given time in history and compare it with present-day family life (H-1B-E2)

English Language Arts

- CCSS.RL.3.5: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- CCSS.RL.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Objectives

1. The learner will compare distinguishing characteristics of family life (e.g., work, ways of life, music, dance, food) of the Acadians in Nova Scotia and Louisiana.
2. The learner will analyze a seasonal round to identify knowledge about the culture and traditions of the Acadians.
3. The learner will identify personal traditions and cultural characteristics by creating a seasonal round to describe a year in their lives.
4. The learner will compare and contrast their daily lives over a year to the lives of early Acadian children in Louisiana.

Elementary - Acadian Seasonal Round
Additional Information

All materials needed: Computer with internet access and a projection system, *Fiddles & Spoons: Journey of an Acadian Mouse* by Lila Hope-Simpson, Large seasonal round (document #1), paper plates (for student seasonal rounds), and Crayons

Vermilionville offers another fun lesson plan that compares and contrasts the lives of Acadians in Nova Scotia and Louisiana and also uses the book *Fiddles & Spoons*. If you are interested, please check out Adaptations here.

Pre-Visit Activity

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

Students will watch a video clip (1:47) from Pete Seeger’s Rainbow Quest which features the Mamou Cajun Band to introduce them to the Acadians. [https://www.youtube.com/watch?v=bD1IZqq6c5U](https://www.youtube.com/watch?v=bD1IZqq6c5U)

Ask questions to setup the lesson such as: What type of music did you just hear? Were the instruments familiar? Do any of you know where your ancestors come from? Are any of you descendant from the Acadians? Do you know where Nova Scotia is located? Show students where Nova Scotia is on a map and explain that today they will hear a story about a group of people, the Acadians, who moved from Nova Scotia to Louisiana in the mid-18th century.

Read aloud *Fiddles & Spoons* to the class. After, have students get into groups and answer questions on a sheet of paper such as:

- What kind of food did the Dubois family eat?
- What did the families do for fun?
- What types of jobs did they have?
- Why does the Dubois family move?
- Who are the main characters?
- Where does the story take place?

Multiple copies of *Fiddles & Spoons* can be used for group learning during this exercise if desired.
Anchor Lesson

At Vermilionville, students can experience firsthand how life was lived by the early Acadians in Louisiana. Home life, transportation, architecture, and agriculture are just some of the areas that are interpreted at our museum. Artisans can also be found in homes throughout the village demonstrating a craft or telling history through story.

Acadian Seasonal Round

Instruct students to close their eyes and ask “If you could visualize one year, what would it look like? What would you see yourself doing at different times of the year?” Have students then open their eyes and ask them what they saw. Was it a calendar? A timeline? Were they doing specific activities (biking in the summer, sitting next to a fire in the winter)?

Direct students’ attention to the seasonal round poster (document #1) and explain that early Acadians engaged in different activities throughout the year that were determined by the seasons. A seasonal round is a representation of a year in the form of a circle. The circle is divided into sections with each section containing information about what was important during that time of year. For example, crops to be planted or harvested, celebrations, hunting/trapping, etc… At this point, interpret the Acadian seasonal round to the students. You may adjust the content as you wish or use the following example:

**Introduction**: Before arriving in Louisiana, the Acadians inhabited an area now known as Nova Scotia. The climate was much different than the humid subtropical Louisiana we’re accustomed to. Acadians in Nova Scotia learned quickly to maximize soil and seed preparation allowing them to plant as soon as the snow melted - right after Easter. The growing season in Nova Scotia was also much shorter than in Louisiana due to longer winters that brought plant-killing freezes. In Louisiana, Acadians found fantastic growing conditions although adapting to the new climate was difficult at first. The winters are mild and short while summers are warm and long. Also, due to the absence of snow in Louisiana, Acadians were able to grow crops nearly throughout the year.

**Spring** – Plants need water and sunlight to grow. During spring, the conditions are superb. The rainy weather give plants the water they require and the longer days mean more sunlight and warmth for the plants. During this time, Acadians would have planted their crops (cotton, sweet potatoes, etc…).

**Summer** – With the exception of tomatoes, little planting was done during the summer months. Fishing would have been common during this time. However, fish provide an excellent source of protein and would have been quite valuable during this time when deer and other game were not ready for hunting.

**Fall** – Harvesting of spring crops would have occurred during the fall. This would have been an important time to preserve food and bring crops to the markets for sale.

**Winter** – A winter garden for Louisiana Acadians was essential. Not only did winter planting provide food, but it also prepared them for spring planting and harvests. Greens such as mustards and collards, radishes, carrots, beets, and onions were just some of the crops planted. Harvesting would have occurred as well from fall plants such as cabbage, which is traditionally eaten on New Year’s Day to bring good luck! Trapping would have also occurred during this time. Animals have more fat on their bodies during the winter to protect them from the cold, which makes them easier to skin. Another reason for trapping animals during the winter is because they are free from worms, yuck! Today, our hunting regulations are still based on an annual cycle aligned with breeding and stomach worms.
Post-Visit Activity

Make your own seasonal round: Have students make their own seasonal round using paper plates. Either have students divide the plate into quarters or have them prepped ahead of time. Instruct students to write the name of each season at the edge of the plate inside each quarter. Remember: having the seasons in the correct order is important. As we saw for winter months, planting carries over into the new year to begin another year!

In each quarter, have students draw two pictures showing what they do during those times or what occurs in their community. Are there festivals during a certain time? When is Mardi Gras? When they are out of school during the summer, what activities do they do that they may not do during the winter months? At the end of the activity, have students share their seasonal rounds with one another. Are there any similarities among students’ work?

Here are some questions to guide them at the end of the activity:

- What are some similarities between the traditions we learned about on the Acadian seasonal round and the traditions of your family or community?
- What are some differences?
- If you were alive during the times of the early Acadians, which activities would you have enjoyed the most?
- What were some family events associated with the seasons (vacations, holidays, birthdays, etc…)?

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Evaluation

Assessment can be done with the question sheet after reading *Fiddles & Spoons*, class discussions, and the creation of their seasonal rounds.

**Differentiation of Instruction**

Tactile learners will benefit from creating their own seasonal round.

Auditory learners will benefit from hearing the story *Fiddles & Spoons* and the open discussion after the seasonal round project.

Visual learners will benefit from illustrations in the book, the large seasonal round posters, and the mini seasonal round.

Early finishers can begin writing a brief compare and contrast of their seasonal round and that of the Acadians.

Students with hearing and vision impairments can be placed in front of the class to better understand instruction.