Adaptations
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 3
Social Studies
The World in Spatial Terms
- GLE #1: Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)

Places and Regions
- GLE #11: Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
- GLE #12: Use maps, charts, and pictures to describe how places in Louisiana are different (G-1B-E4)

Physical and Human Systems
- GLE #15: Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)

Environment and Society
- GLE #19: Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)
- GLE #20: Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)
- GLE #21: Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)

Science
- GLE #4: Predict and anticipate possible outcomes (SI-E-A2)
- GLE #61: Explain how selected animals once classified as endangered have recovered (SE-E-A5)

Objectives

1. Students will predict potential adaptations needed to be made by the Acadians to survive in Louisiana.

2. Students will write an entry from the perspective of an Acadian passenger as they travel the route to Louisiana.

3. Students will manipulate objects in order to imitate various animal adaptations.
**Pre-Visit Activity**

**Materials needed:** *Fiddles and Spoons: Journey of an Acadian Mouse* by Lila Hope-Simpson, KWL chart, Venn diagram

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

In order to introduce this lesson the teacher will read *Fiddles and Spoons: Journey of an Acadian Mouse* by Lila Hope-Simpson. The teacher will remind students to pay attention to the details in the story as they will need them for activities when the reading is done.

After the reading of the book, students will work on a KWL chart and say what they know about the Acadians and what they want to learn about them.

Then, the teacher will help the students in completing a Venn diagram about the conditions of the land, weather, and culture found in Nova Scotia and Louisiana.

After the completion of the Venn diagram, the teacher will probe questions about the different adaptations the Acadians would have made from Nova Scotia to Louisiana.

**Anchor Lesson**

There are many adaptation activities associated to this lesson but they will be done in class as Post-Visit Activity.

Because of this, the actual lesson will be limited to a walking tour of Vermilionville during the field trip. However, students will have to be on the lookout for special characteristics of the village e.g. roof shingles that go longer on one side, raised homes, moss use, etc. Tell students they have to make note of special or unusual things they will see in the village. Those unusual things are probably adaptations early Louisianans had to make in order to survive.

As you walk the village with your class, remind them often to note what they see and engage with them to see if they have any kind of explanation for the characteristics they see firsthand.
Post-Visit Activity

Materials Needed:
Station 1: rubber/latex gloves, plastic spoons, duct tape, rocks
Station 2: goggles, toilet paper rolls, duct tape, clothespin, plastic cups
Station 3: different size tongs, different size wooden blocks
Station 4: wrapping paper, scissors
Station 5: feathers, baby oil, water, droppers, cookie sheet pans

Please refer to this [website] to see pictures of each station

The teacher will start the lesson by reminding students that the Acadians had to adapt to Louisiana in order to survive over here, which will then lead into a discussion about the different features animals can change when adapting to a different environment such as color, homes, and self-defense mechanisms.

The students will be split into five groups and start a five minute rotation at five different adaptation stations. During each station the students will get to experience a different animal adaptation.

Station 1 will have students imitating animals with claws. The students will use claws made out of rubber gloves with spoons taped to the fingers. They will put the gloves on and try to move rocks from one place to another. The rocks will be in a pile and students will have to move them to another pile, 7-8 feet away.

Station 2 will have students simulating animals that have eyes on the sides of their head. The students will put goggles on, modified with toilet paper rolls and drop clothespins into cups.

Station 3 will have students simulating different sized animal mouths. The students will use different size tongs to pick up different size blocks.

Station 4 will have students discussing and working hands on with camouflage. The teacher will have a paper on the ground with butterflies cut out of the same patterned paper on top. The students will try to collect as many butterflies as they can.

The last and 5th station will have students experimenting with feathers that represent duck feathers. One will be soaked in oil and the other will be soaked in water. The students will take droplets of water and see which feather absorbs the water and which repels it.

While completing each station, the students will fill in a data sheet. The data sheet will ask questions about the performance at each station (see handout #1) such as which feather repelled the water, which tong worked the best, how many clothespins made it in the cup, how many butterflies were found, and how many rocks were moved.

After the activities are over, the teacher will lead a discussion with the students on the reasons animals need adaptations and the outcomes of not being able to adapt to an environment.

Finally, students will have to explain in two sentences the answer to the following: You are an Acadian in Nova Scotia. Imagine you are being forced to move to a new home. What would be the most difficult change for you to adapt to?
Evaluation

Completion of the Data Sheet for Each Station.

Differentiation of Instruction

Kinesthetic Learners: Students will participate in hands-on activities involving animal adaptations that allows them to move from station to station.

Visual Learners: Students will see different images of animals with different adaptations at each station.

Auditory Learners: Students will participate in group discussions with their peers and listen to the teachers’ explanations and directions.

Advanced Learners: Students will use the posters with the adaptation facts and images to learn more about a particular adaptation.

Struggling Learners: Students will obtain help from the teacher or other students during the lesson.
Document #1 - Data Sheet for Each Station

<table>
<thead>
<tr>
<th>Station 1 – How many rocks did you move in 30 seconds?</th>
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<tr>
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<tr>
<td>Station 2 – How many clothespin did you put in the plastic cup?</td>
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<tr>
<td>Station 3 – Which tongs work best to pick up the blocks?</td>
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<tr>
<td>Station 4 – How many butterflies did you find?</td>
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<tr>
<td>Station 5 – Which feather repelled water?</td>
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