Leadership in early Louisiana 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
Social Studies
Standard 4 - Citizenship
- GLE 2.4.1: Define the character traits of good citizens and discuss examples of responsible citizens
- GLE 2.4.3: Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community

Grade 3
Social Studies
Foundations of the American Political Systems
- GLE #28: Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

Roles of the Citizens
- GLE #29: Identify the qualities of people who were leaders and good citizens as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)

Objectives

1. Students will learn qualities of a good leader and experience how leaders put those qualities to use to solve problems within the community.

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

The teacher will read the story Fiddles and Spoons: Journey of an Acadian Mouse by Lila Hope-Simpson to students so that they can become more familiar with the Acadians.
Anchor Lesson

Whole Class Discussion
Teacher will ask students to give examples of people who are leaders. Then, teacher will ask students to identify what they think makes a person a good leader. Discuss the characteristics that make a good leader.

Characteristics may include: communication, honesty, bravery, loyalty, compassion, decision-making skills, kindness, fairness.

Ask students to identify what leadership characteristics the following leaders have that made them good leaders.

**Joseph Beausoleil Broussard (Acadian leader)**
Beausoleil was born in Port Royal, Acadie, in 1702. He lived much of his life along the Petitcodiac River with his wife Agnes and their eleven children.

In the 1740s, Broussard started actively participating in the conflicts between the French and the British that took place on Acadian territory and was responsible for creating quite a bit of stir, notably during the siege of Fort Beauséjour by the British in 1755.

Broussard became the leader of an armed resistance during the ‘Expulsion of the Acadians’, but he was captured by the British forces in 1762 and was imprisoned with other remaining Acadians in Halifax. In 1764, Broussard was released from prison.

Broussard was permitted to travel with several other Acadians to Dominica. Unable to adapt to the climate, he led the group to settle in Louisiana. He arrived on February 27, 1765 with 200 Acadians aboard the Santo Domingo.

On April 8, 1765, he was appointed militia captain and commander of the “Acadians of the Atakapas” in St. Martinville, La. Not long after his arrival, Joseph Beausoleil Broussard died in St. Martinville at the presumed age of 63. The exact date of his death is unknown, but it is assumed to have been on or around October 20, 1765. Many of his descendants live in southern Louisiana and Nova Scotia.

**Chitimacha tribe**
The Chitimachas claim they have always inhabited their current homeland. By around 500 C.E., when they had settled along Southern Louisiana’s many swamps and bayous, they had begun to build earthen mounds to memorialize their territory. Eventually, they established large communities along Bayou Teche, Bayou Lafourche, and in the Grand Lake area. By the early 1700s, the Chitimachas had gained substantial power along the northern rim of the Gulf Coast.

During the late 17th century, French explorers began invading Chitimacha lands. Tension led to turmoil, and in 1706, a group of Chitimacha killed a priest. The French formed alliances with other indigenous peoples to attack and enslave the Chitimachas. This war lasted until 1718 when a Chitimacha Chief met Bienville in New Orleans. A treaty establishing peace was signed and a ceremony was held, which ended the long war in which the majority of the tribal members were annihilated.

The survivors eventually formed alliances with the French, and later the Spanish, who they taught how to live off the land.

European and later American encroachment on their homelands forced the Chitimachas to defend their land rights through the 19th century. The Chitimachas successfully sued the United States government and were
awarded 1,062 acres of land. Taxation and litigation forced them to sell most of it, reducing their holdings to only 260 acres. The Chitimachas have succeeded in holding on to this remaining acreage of their once vast territory. In 1917, the Chitimachas became the first federally recognized tribe in Louisiana.

The Chitimachas have maintained important cultural values, traditions, and technologies throughout their history. They continue to practice traditional crafts and are renowned for their beautiful handmade baskets. The nation is also engaged in an effort to revitalize its language. In addition, the Chitimacha casino, opened in 1993, has led to numerous economic development opportunities and nourished the local economy. Today, more than one third of the estimated 950 Chitimacha tribal members continue to inhabit the Chitimacha Reservation in Charenton, Louisiana.

Jacques Dupré (Creole leader)
Jacques Dupré was born in New Orleans on February 12, 1773 and grew up in St. Landry Parish.

In 1791, he and his brothers received Royal Spanish grants on Bayou Bœuf. The next year Dupré married Théotiste Roy of Pointe Coupée Parish in Opelousas. They raised seven children on a ranch northwest of Opelousas. Beginning in 1815, Dupré served as a Major in the 16th Regiment of the Louisiana Militia. He saw combat at the Battle of New Orleans along with two of his sons.

First elected to the Louisiana House of Representatives in 1816, Dupré was re-elected in 1822 and 1824. In 1828, Dupré was elected to the Louisiana Senate. In 1830, Dupré was chosen as President of the Senate when Governor Pierre Derbigny died and Senate President Armand Beauvais assumed the duties of Acting Governor. When Beauvais resigned two months later, Dupré became Acting Governor. He was the second Acting Governor within the year and there was constitutional crisis over the lack of an elected Governor. The result was that a special election was called in 1831. The dispute over who succeeds the governor in case of his death would not be solved until the office of Lt. Governor was created by a new constitution in 1845.

As governor, Dupré oversaw the incorporation of the first railroad, a canal company and a bayou improvement company, the Merchant’s Insurance Company of New Orleans and a company to granulate sugar by a new process. During his administration there is also a prohibition of further immigration of free persons of color into the state and the expulsion of all those who entered since 1825. Also in 1830, the seat of government returned to New Orleans from Donaldsonville.

Dupré did not run for Governor in 1831 and when Andre B. Roman was elected, Dupré returned to the State Senate where he served 16 more years.

On September 14, 1846, Dupré died and was buried in Opelousas.

Small Group Discussion
Divide students into three groups and assign each one a problem to solve. Each group must come up with a solution to the problem using some of the leadership characteristics discussed.

Problem 1: The Acadians were all kicked out of their homes in Acadie, and had no place to go. Imagine that you and all of your neighbors have just been kicked out of your homes, with absolutely no place to go. If you were a leader of the neighborhood, what would you do to solve this problem?

Problem 2: When the Acadians were being exiled from Acadie, many families were separated from one another. Imagine that you were living in Acadie during this time and became separated from your family. What are some things you could do to solve this problem?

Problem 3: Acadians began arriving in the Chitimacha land after being banished from Nova Scotia. The Acadians were hungry, exhausted, and needed shelter. As the leader of the Chitimacha tribe, how do you plan to solve this problem?
Whole Class Discussion
Have each group present their problem and solution to the entire class. Following each group presentation, ask the rest of the class to identify what leadership qualities the group used to solve the problem.

Post-Visit Activity
After the field trip, teacher will take some time to go over good leadership characteristics. Then, the students will choose one characteristic and briefly explain, in writing, what that characteristic means and write about a situation in which they would need to use that particular leadership characteristic.

Differentiation of Instruction
For a student with a lower level reading, the teacher will read the problem to them in both small group discussions and the post visit activity. Teacher will also anything they might not understand.

For a deaf student, the teacher will display the problems from the small group discussion on the board and have a list of leadership characteristics displayed on the board throughout the entire lesson.