Maps and Timelines
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 1 - Historical Thinking Skills
• GLE 2.1.1: Create simple timelines to describe important events in the history of the school or local community
• GLE 2.1.6: Identify historical turning points and describe their impact on students’ lives using maps, documents, visuals, and technology

Standard 2 - Maps, Globes, and Environment
• GLE 2.2.2: Interpret physical maps using title, key, symbols, compass rose (Cardinal and intermediate directions), and alpha numeric grids

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)
• GLE #4: Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)

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

Historical Thinking Skills
• GLE #46: Complete a timeline based on given information (H-1A-E1)

Grade 4
Social Studies
The World in Spatial Terms
• GLE #1: Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)

Physical and Human Systems
• GLE #11: Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)

Historical Thinking Skills
• GLE #50: Interpret data presented in a timeline or construct a historical timeline (e.g. events in history, historical figure’s life and accomplishments) (H-1A-E1)
Objectives

1. The student will draw the path taken by the Acadians from Nova Scotia to Louisiana, label the towns in which their journey began and ended, create an appropriate title for the map, and include a map legend on a blank 1700s map of North America.

2. The student will construct a timeline of events leading up to the Acadians’ exile and ultimate settling in Louisiana.

Additional Information

Timeline of Events

1604: Pierre Dugua de Monts founds a short-lived colony at Sainte Croix Island.
1605: Champlain moves to and founds Port Royal. Port Royal becomes Acadia’s major town and within a few years Acadian settlements spread throughout the Atlantic region.
1608: Quebec is founded, also by Champlain.
1671: The first Acadian Census takes place in Port Royal. There are 392 people, 482 cattle, and 524 sheep.
1710: Port Royal is taken over by the British.
1713: Treaty of Utrecht - Queen Anne, Great Britain allows the Acadians to practice their own religion.
1730: Acadians sign an oath swearing loyalty to the British. Though the Acadians sign an oath to the British, they insist they will not take up arms against either the French or the native Indians.
1754: The French and Indian War begins. The British demands that the Acadians take an oath of allegiance to the Crown that includes fighting against the French, but most of them refuse.
1755: The Acadian deportation begins. Acadian communities are destroyed and their homes and barns are burned to the ground. Many families are torn apart and everything they own is lost. Many are dispersed among the 13 colonies, but these colonies refuse the Acadians some are sent back to Europe. Many end up in New England.
1765: Some Acadians settle in present-day Louisiana. Though Louisiana is a colony of Spain (Treaty of Paris in 1763, technically the Treaty of Fontainebleau in 1762), the Acadians are able to retain their French heritage.
1803: Louisiana Purchase – the United States purchased Louisiana from France. At that time, the territory encompassed all or part of 15 present US states and two Canadian provinces. It extended from the Mississippi River to the Rocky Mountains, from the Gulf of Mexico up north to Canada. The Louisiana Purchase doubled the size of the United States at the time.

Pre-Visit Activity:

Materials needed: image of the Acadiana flag (document #1), blank sheet of paper (document #2), crayons, markers, and/or paint

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

Elementary - Maps and Timelines
The students will color the Acadian Flag (document #1), according to the following instructions.

To symbolize the French origin of the arms of their mother country – three fleur de lis, silver on a blue field – is used as part of the Acadian flag. To symbolize Spain, the nation which controlled Louisiana at the time of the Acadian migration to Louisiana and under whom they prospered after years of exile, the old arms of Castille – a gold tower appears in a red section of the flag. The gold star on a white field represents “Our Lady of the Assumption” (Maris Stella), Patroness of the Acadians. The star also symbolizes the active participation of the Acadians in the American Revolution as soldiers under Galvez. The flag of Acadiana was designed by Thomas J. Arceneaux of the University of Southwestern Louisiana (now known as the University of Louisiana at Lafayette), and adopted by the Louisiana legislature as the official emblem of the Acadiana region.

The students will also create their own flag using a blank sheet of paper (document #2) and colors. Their flag should represent who they are and what their interests are. On the back of that flag, students will list at least two facts they already know about the Acadians.

Lastly, the teacher will review Le Grand Dérangement, including the time frame of events, why the Acadians were deported, and the different ports where they stopped. Here is a good website for reference - Acadian Exile.

**Anchor Lesson:**

**Materials needed:** map of North America (document #3), timelines dated from 1605 to 1805 (one per group), markers/pencils

The teacher may schedule a screening of a film at the Acadian Cultural Center, located next to Vermilionville. The film chronicles the deportation of the Acadians throughout the East Coast until they settled in Louisiana and this could be a great way to begin a field trip (the viewing is also free – you can call them at 337-232-0789).

To prepare for the lesson, the teacher will trace the deportation route on a map using the following information which was taken from this website: Timeline of Exile.

<table>
<thead>
<tr>
<th>1755 Distribution of Acadians in the colonies</th>
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</thead>
<tbody>
<tr>
<td>Georgia</td>
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<tr>
<td>South Carolina</td>
</tr>
<tr>
<td>North Caroline</td>
</tr>
<tr>
<td>Virginia</td>
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<td>Maryland</td>
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<td>Pennsylvania</td>
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<tr>
<td>New York</td>
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<tr>
<td>Connecticut</td>
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<tr>
<td>Massachusetts</td>
</tr>
</tbody>
</table>

The teacher will discuss the major events influencing the Acadians’ lives in Nova Scotia that ultimately lead to their exile (please refer to same website).

As the teacher discusses major cities or trails, the students will add them to the map handout.
The students will draw the trail taken by the Acadians on the map handout. The students will also create a title for the map and include both a legend and a compass rose.

Once all information has been given, the students will break up into small groups. The small groups will work together, alongside the teacher or chaperone, to create a timeline of the information presented (see additional information section).

Math problem: Each vessel transported between 200 and 350 Acadians. Approximately how many vessels went to each destination?

**Post-Visit Activity:**

The students will add a minimum of four facts to the list of known facts created during the pre-visit activity.

**Evaluation:**

During the lesson, the students should be able to draw the trail taken by the Acadians on a blank map. The map should include an appropriate title, a legend, and the cities in which the journey began and ended should be labeled.

**Differentiation of Instruction:**

Students who are struggling in completing the map will be provided individual attention by the adults not presenting the information.

Students who may have trouble hearing will be seated close to the front of the room.

The teacher may read aloud the event list for students who may have difficulty reading when in small groups.

**Resources for Teachers**

[www.cbc.ca/acadian/timeline.html](http://www.cbc.ca/acadian/timeline.html)
Document #1 - Acadiana Flag