Native American Influence
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 2.1.7: Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States

Standard 2 - Maps, Globes, and Environment
• GLE 2.2.5: Describe how location, weather, and physical features affect where people live and work

Grade 3
Social Studies
Physical and Human Systems
• GLE #16: Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)

Environment and Society
• GLE #20: Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)

Objectives

1. Explain the Acadian and Native American cultural influences on each other and Louisiana in the 1700s.

Pre-Visit Activity

Materials needed: script, costumes (if you wish to make them), KWL chart

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

As you will see in the Introduction to Vermilionville documents, we represent three cultures, Acadian, Creole, and Native American. Here, we invite you to have your students act out a skit representing what happened in Nova Scotia in 1755. Feel free to copy and paste the following and have students take turns playing it out in the classroom. You will need some Native Americans characters, some Acadian characters, and some British soldier characters. You can go all out and do costumes or keep it simple.
Script
Two confused and fearful Acadian characters will be standing by two British army characters.

British Colonel (stern voice): Quiet! Everyone, NOW!

Acadian #1 (whispering, confused): What's going on? Why are we here?

Acadian #2: What did we do? Who is this person?

Colonel quickly pushes the two Acadian characters in a corner.

British Colonel: Each of you Acadians have been ordered by the British army to leave your homes. You will be shipped to an unknown place because you can no longer stay in Acadie. The only belongings you are allowed to take with you are those that you can carry.

Acadian #1: Belongings? Where are you taking us?

Acadian #2: How are we getting there? You cannot do this!

British Colonel: This voyage, by ship, may last from one week to three months so choose your belongings wisely. You will be fed but will not be allowed to have fresh air. There is limited space on these ships, especially for all 10,000 of you.

Acadian #1: Limited space? How could this happen? What about our families?

British Colonel: There is no guarantee!

Colonel exits and slams door, leaving the students and two Acadian characters in the room.

Acadian characters ask students which belongings they are choosing to take on this long journey of deportation and their reasoning. After a short discussion, the Acadian characters will briefly explain what the students have just experienced. The following will be read:

Close your eyes. It is the year 1755 in the French colony of Acadie, located in present-day Nova Scotia, on the east coast of Canada. Imagine that you have been ordered to leave the place that you call home, just as the Acadians were forced to leave Acadie. You have been told that you may be separated from your family members along the way. You are terrified and expecting the worst as you are loaded onto ships as though you were cargo. During this journey to the unknown, the conditions are harsh. You are given very little food and surrounded by rats, disease, and misery. Along the way, some of you will be scattered along the coast of New England. Finally, your time comes to exit the ship. Open your eyes as we encounter this unfamiliar land together.

The Native Americans characters enter the scene to explain the relationship that would develop with the Acadians. The Native Americans will speak to the students as if they were deported Acadians.

Native American #1: When you arrived in Louisiana, we were both taken by surprise. Our first encounter was friendly, without dispute over land. This is because we believe that no one should have complete ownership over any land.

Acadian #1: This is not the first time we encounter people of your kind. We had a great relationship with the Mi’kmaq Indians before we were deported.
Native American #2: It was because of your relationship with the Mi’kmaq Indians that we were able to adapt so easily to you. We both had resources to offer one another, resources that would be an advantage to both groups. In exchange for sharing our land, you, Acadians, provided cattle for us, Native Americans and we also taught you how to adapt to this climate in order to survive.

Acadian #2: We had to learn how to adjust to this climate in order to grow crops.

Native American #1: We quickly realized we were people with shared values and were able to work together.

End of Script

Act out the scene as many times as you want, with as many kids as you want.

After, the teacher will do a KWL chart with the students to assess how much the students know about the Acadians and Native Americans during the 1700s.

**Anchor Lesson**

**Materials needed: medicine pouch activity**

While at Vermilionville, you can take a self-guided walking tour. You may also enhance your visit by booking a tour guide. We have an Avogel Chief on staff, Chief John Mayeux. If you wish to have a tour with him, please call us at least two weeks in advance and we can arrange that. There is an extra cost of $35 for a tour guide. You can also book a boat tour to explore the river and see how early Louisianana people would travel – by water. Boat tours have to be arranged ahead of time also.

**Medicine Pouch Activity (document #1)**

When you call us to book your visit, let us know you will need some Medicine Pouch materials. We will arrange those for you. Your class will receive the materials needed to make their own medicine pouches, and you will construct them at school as part of the Post-Visit Activity.

**Post-Visit Activity**

**Materials needed: KWL chart, medicine pouch activity packets**

Finish the KWL chart that was started during the Pre-Visit Activity.

**Medicine Pouch Activity (document #1)**

Each student will be given a circular piece of felt and a necklace-sized piece of yarn. The teacher will walk them through the process of threading the yarn to make the medicine pouch. They will explain the importance of the pouch and the items placed inside of it. Examples of items include rice, grass, a small cross, and cotton.

Students will be encouraged to share items they would place inside their own medicine pouch. This activity will be used to show how the Acadians and Native Americans came together to create the land and culture that we have today.

**Importance of medicine pouch in Native American culture**

- Held items of importance to Native Americans.
- Only the owner of medicine pouch was able to view the items inside the pouch.
• When the owner died, the medicine pouch would be buried with them as well.
• Some Native Americans would place animal furs or stones inside the medicine pouch.

Symbolism of items placed in medicine pouch

• Rice: single grain of rice placed in each medicine pouch
  o Crops specific to Louisiana.
  o Acadians had to learn how to grow crops that would survive in this new environment.
  o A crop that is still valued today.

• Grass: single blade of grass
  o Representation of the trade that the Acadians and Native Americans participated in.
  o Acadians brought cattle to Louisiana from Texas to trade with the Native Americans.
  o Representation of new land.

• Cotton: cotton balls cut into small pieces
  o Acadian women were accustomed to weaving wool in Acadie. In Louisiana, they traded wool for cotton. This was necessary for
  o Sometimes it would take a year for a woman to sew a single dress. A skilled woman would sew two dresses per year, at most. They did not take their clothes for granted, which is important to focus on how assessable clothing is to us now.

• Cross: foam crosses found at Hobby Lobby
  o Importance of religion to both cultures.

Evaluation

Teacher will have students create a headline that shows their understanding of what they learned during their visit to Vermilionville. Students will choose a color and a symbol to represent the essence of what they have learned. They will have to explain how their thinking has developed using the “I used to think, now I think” routine.

Differentiation of Instruction

For students with a musical learning style, we could incorporate music from the Acadian and Native American cultures to help them develop a greater sense of the culture.

For students who have trouble focusing, we will accommodate by repeating directions and key topics that they will need to take away from the lesson.
Document #1 - Medicine Pouch Activity

Preparation:
- Using the above pattern and felt, cut one circle for each student
- Cut one piece of yarn for each student (about 2 feet each)
- Wrap small piece of tape around one end of yarn for easier weaving
- Cut 9 small holes into felt as shown above
- Weave yarn in and out of 9 holes
- Pull both ends of yarns together to form pouch