Beau Bassin: Technologies Influences 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 2.1.2: Compare and contrast the present day community to that of the past using primary sources
- GLE 2.1.5: Describe how the achievements of famous Americans, of the past and present, changed society
- 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 2.2.6: Describe changes in the characteristics of the local community over time

Grade 3
Social Studies
Louisiana and United States History
- GLE #57: Identify cultural elements that have contributed to our state heritage (e.g. Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

World History
- GLE #59: Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)

Grade 4
Social Studies
Louisiana and United States History
- GLE #61: Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)

World History
- GLE #65: Identify and describe inventions that have affected people’s lives or altered their view of the world (H-1D-E2)

Objectives

1. The students will discuss and identify the personal styles, modes of communication, and forms of transportation with which they are familiar, today.

2. Students will compare and contrast today’s technology with that of 1800s and then will each create a personal quilt square to contribute to a class quilt.
3. Students will listen as the book *Goodnight Acadiana* is read aloud and make connections between the text, prior knowledge of the South Louisiana region, and the lesson on Acadian history.

Additional Information

Circa 1840, Beau Bassin was built using bousillage with a blend of Creole and American Greek Revival styles. Spinning, weaving, quilting, and textile crafts are demonstrated in Beau Bassin and on display is a 150-year-old Acadian loom. In Canada, Acadian women wove wool and flax, and once relocated to Louisiana (beginning in the 1760s) they learned to weave cotton to accommodate to the warmer climate.

Background Information

In today’s society, citizens are heavily influenced by technology. Whether they are on a cell phone, a computer, or any other wireless device, many have forgotten what life is like without technology; while some have never experienced life without it. Vermilionville is a fitting location for younger students to experience life before electronic communication. With quilting being one of a few ways early Acadians used to communicate, the students will have the opportunity to gain knowledge on previous living conditions and ways that life progressed when current technology was not accessible.
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 give a very general definition of Acadian, Creole, and Native American.

- Acadian – French people who lived in Nova Scotia, Canada starting in 1604, but were exiled by the British in 1755. They were scattered over many areas but many came to settle in south Louisiana. They are now known as Cajuns.
- Creole – first used to refer to those who were born in the Louisiana colony. Later, referred exclusively to people of wholly European descent. Today, Creole refers to descendants of colonial settlers in LA, mainly free people of color. In New Orleans, anything Creole is considered of higher quality (creole tomatoes, creole horses).
- Native American – refers to the Native people that have been established in the Americas for approximately 12,000 years. A few tribes that inhabited colonial Louisiana in the 1700s were the Atakapa, the Caddo, the Chitimacha, the Houma, the Natchez, and the Tunica. Today, there are fourteen federally and state recognized tribes in Louisiana. In addition to that, there is a number of smaller tribes such as the Avogel tribe in Avoyelles Parish who now number approximately 300. One of our guides, here at Vermilionville, was the Chief of the Avogel tribe until summer of 2013, and we refer to him as Old Chief John Mayeux (past Chiefs do not lose their status even when they pass it to somebody else). Native Americans traded with Acadians such as flint, cattle, and horses. Native Americans were actually encouraged to marry with the Acadians as mixing the blood lines would help strengthen their genes. There was also less chance of a warfare with people you married.

Students will discuss the lifestyle differences between today and the 1800s, some of the ways that our lives would be different without today’s technology, and how they might communicate without today’s technology. Students will participate in a teacher-prompted discussion about quilting which was one of the Acadian methods of communication during the 1800s.

Anchor Lesson

Materials needed: card stock (cut into 6x6 squares), crayons

During your tour of Vermilionville, please spend some time in Beau Bassin. There, discuss ways Acadians communicated in the 1800s, e.g. early Acadian people hung a quilt on a porch rail to announce an important event such as a birth or a marriage. Then, talk about ways people communicate today. Finally compare communication then and now.
Activity
Students will be able to view an actual quilt as well as the materials for making quilts. They will also create their own quilt square, contributing to a class quilt commemorating their trip to the village.

The students will receive a blank pre-cut card stock “quilt piece” as well as crayons to decorate their piece to communicate just as the Acadians did in the 1800s. Students will be asked to decorate their square in a way that symbolizes their own generation, each leaving a message on their quilt piece for the next generation of children.

Conclusion
Students will view their group quilt and choose a location to hang it on the porch for other visitors to see. At the end of the tour, teachers will bring the quilt pieces back to the classroom to reconstruct and hang in the hallway by their class door. That way, other students will see what the class while visiting Vermilionville and will know to stop by and ask your students about their experience!

Post-Visit Activity

Materials needed: Goodnight Acadiana

Students will listen to the story Goodnight Acadiana and be prompted to point out how the book is telling “goodnight” using images.

Students will make text-to-self and text-to-world connections as they relate the “read aloud” to what they know of the South Louisiana region and to the lesson on Acadian history (for more information, see http://www.goodnightacadiana.com/).

Evaluation

Each student will convey a message on a piece of 6x6 cardstock paper stating something they want others to know about this generation/present time. Through discussion, students will compare and contrast how technology and transportation have changed family and community life in Louisiana over time.