Then and Now
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 2.1.6: Identify historical turning points and describe their impact on students’ lives using maps, documents, visuals, and technology

Grade 3
Social Studies
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. After a whole class discussion, the students will create a Venn diagram using pictures to differentiate between early Acadian life in Louisiana (1700s) and present day life in Louisiana.

2. The students will be able to compare and contrast their current family life with the lives of early Acadians.

Information

- When the French speaking Acadians were exiled from New France (Canada) during the French and Indian war in 1755, they began to settle across the colonies. Even though they did not come to Louisiana directly from Acadia, some eventually settled here.
• In their early settlement days in Louisiana, the Acadians lived their lives much like the other people in the colonies. They believed that the main role for women was to support their husband; to take the follower position and leave the position of leadership open for the husband to fill.

• The job of an Acadian woman in Louisiana during the 1700s was to tend to the upkeep of the home, take care of the children, and meet the needs of her husband.
  o Acadian women did not have jobs outside of the house. They spun, dyed, and wove cotton for clothing. They tended to their gardens, cooked and baked, and helped when needed with other heavy labor.

• Today, women work and help support their families with jobs outside of their home.
  o During World War II, American women began to enter the workforce because all of the men who traditionally held factory and labor jobs went off to fight in the war. Gradually, women in the workplace became a common thing, to such an extent that today many women are the supervisors, managers, and chief executive officers (CEOs) of major corporations. In many nations today, women have been able to or currently hold head-of-state positions.

• In the 1700s, when the Acadians first settled in Louisiana, the Acadian parents required their children to work at home because it was cheaper than having to hire and pay outside workers.
  o Over the winter, the Acadian men and older boys would go out into Louisiana’s wooded areas to cut and gather firewood and timber. The firewood and timber that were used by the Acadians to build fires and Acadian style homes (much like the houses at Vermilionville) came from cypress, pine, and live oak trees. Acadian style homes are simpler versions of French homes.

• The Acadian families in Louisiana during the 1700s farmed and slaughtered cows, pigs, and chickens. The Acadian boys and men used powder horns and rifles to hunt the animals they needed for survival.

• Today, people use refrigerators to preserve their food, but in the 1700s, Acadians used salt to keep their food from spoiling.

• In the 1700s, Acadians in Louisiana used firewood and stone chimneys to cook their food whereas now (present-day) stoves are used.

Pre-Visit Activity

Materials needed: paper, pencils, promethean board or white/dry erase board, dry erase markers

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 assist students in creating a KWL chart on the Promethean Board (white board if needed). The KWL chart will contain information about what the students know about the life of the Acadians who settled in Louisiana, and what they want to know about the Acadians. The ‘L’ or ‘Want to Learn’ column of the KWL chart will be left empty because the children will not have the needed information until after they return from the trip to Vermilionville.
Anchor Lesson:

Materials needed: two hula hoops (if the teacher prefers to separate the students into small groups, then two hula hoops will be needed for each group), pictures from the family and community life of Acadians in Louisiana from the 1700s to the modern day (document #1)

Introduction
The students will walk through one of the houses in the village while the teacher asks them to make observations of the things that are similar and different in their own houses and this Acadian house from the past.

Activity
At the end of the walking tour of a house, find some room (on the porch/steps outside) where students will sit. The teacher will construct a Venn diagram with the two hula hoops. One side of the Venn diagram will be labeled ‘Louisiana Acadian Life in the Past’ and the other side will be labeled ‘Louisiana Acadian Life in the Present Day.’ The middle will be labeled ‘Both.’

Break students into groups if you choose to. The teacher will distribute pictures of Acadian life in Louisiana from the 1700s and present day to the students. The students will place their pictures in whichever part of the Venn diagram they believe best describes the people and setting of their picture. Students will need to discuss their logic with their partner and explain why they placed their picture in the chosen spot.

Upon completion of the Venn diagram, the teacher will lead a discussion on the changing roles of families between the 1700s, which is when Acadians settled in Louisiana, and today.

- Louisiana families in the 1700s were much larger than today. Earlier Acadians families were big because they needed their children to work and help the mother take care of the home. Also, children in the 1700s were a source of income, unlike the children of today who are not allowed to work until they reach the age of sixteen. Children of today go to school instead of working like the Acadian children did in the past.

- Acadian men and older boys in Louisiana from the past (1700s) and now both hunt animals using rifles or hunting guns. The difference is that in the 1700s, the animals killed were mostly animals that were raised and farmed such as pigs, cows, and chickens, whereas today, men and boys hunt deer, rabbits, and other wild animals.

- Acadian women who settled in Louisiana during the 1700s did not hold jobs outside of their homes or their family farms. Today, women have jobs in high government positions, corporations, and other private and public sector businesses.

- The clothes and other goods that the early Acadians in Louisiana were unable to create were imported from old France and other trading partners in the New World. This is somewhat similar to the trading practices in Louisiana and the entire United States today because we are both exporters and importers. The items that U.S. or Louisiana citizens cannot create for themselves are obtained from other countries or states in exchange for some form of currency or good.

Students will be allowed to change their minds about the placement of the pictures in the Venn diagram if they think that something should be rearranged.
Conclusion
The teacher will lead a discussion with students who will justify the placement of the pictures. Look for deep understanding of the lesson, such as students saying that a picture belongs in the past because there are more children on it as opposed to saying that it belongs in the past because children are wearing old clothes.

Post-Visit Activity:

Materials needed: paper, pencils, promethean board or white/dry erase board, dry erase markers

The teacher will open the saved KWL flipchart on the Promethean Board (recopy on the white board) to remind students of the things they wanted to learn from the trip to Vermilionville.

The teacher will allow the students to share what they learned from their experience at Vermilionville, and record their thoughts in the ‘L’ column of the KWL chart.

The teacher will conduct a discussion about whether the students enjoy living the lifestyles of the present day, or if they would prefer to live the way the early Acadian settlers did in Louisiana. The students will give reasoning behind their stance on the given choices.

The students will write a paragraph or two highlighting the differences in 1700s Acadian and modern family life. This paragraph will be handed in to the teacher for evaluation.

For further writing practice, the students will write a thank you note to the staff of Vermilionville for allowing them to go on such a great field trip.

Evaluation

The teacher will read through the students’ paragraphs to make sure that they cover at least one of the following points:

• The differences and similarities between the roles of children from the 1700s and today.
• The differences between the roles of women in families and the work place from the 1700s and today.
• Compare and contrast the role of men in the early settlement of Acadians in Louisiana and that of the men of modern time.
• Any other significant point addressed during the visit to Vermilionville that is relevant to the family life of Acadians from both the past and the present.
Differentiation of Instructions:

Kinesthetic/Tactile learners will benefit from being able to place the pictures in the hula hoop Venn diagram.

Auditory learners will benefit from the discussions held throughout the lesson.

Visual learners will benefit from being able to see the differences between the family life of Acadians in Louisiana from the past and present through the Venn diagram and the experiences in the historic Vermilionville houses.
Document #1 - Pictures from the 1700s and today

Teacher will print the following pictures, cut them out, and hand them out to the students. Children will have to discuss with their partner(s) and decide where to put their pictures on the Venn diagram.

Pictures 1 through 6 depict life in the 1700s.
1. Cooking
2. House
3. Family
4. School
5. Bedroom
6. Mom at work

Pictures 7 through 12 depict present day
7. School
8. Family
9. House
10. Bedroom
11. Mom at work
12. Cooking

Pictures 13 through 14 can be both
13. Food
14. Farming

Pictures 15 through 17 can be both
15. Baby doll
16. Hula hoop
17. Fishing pole