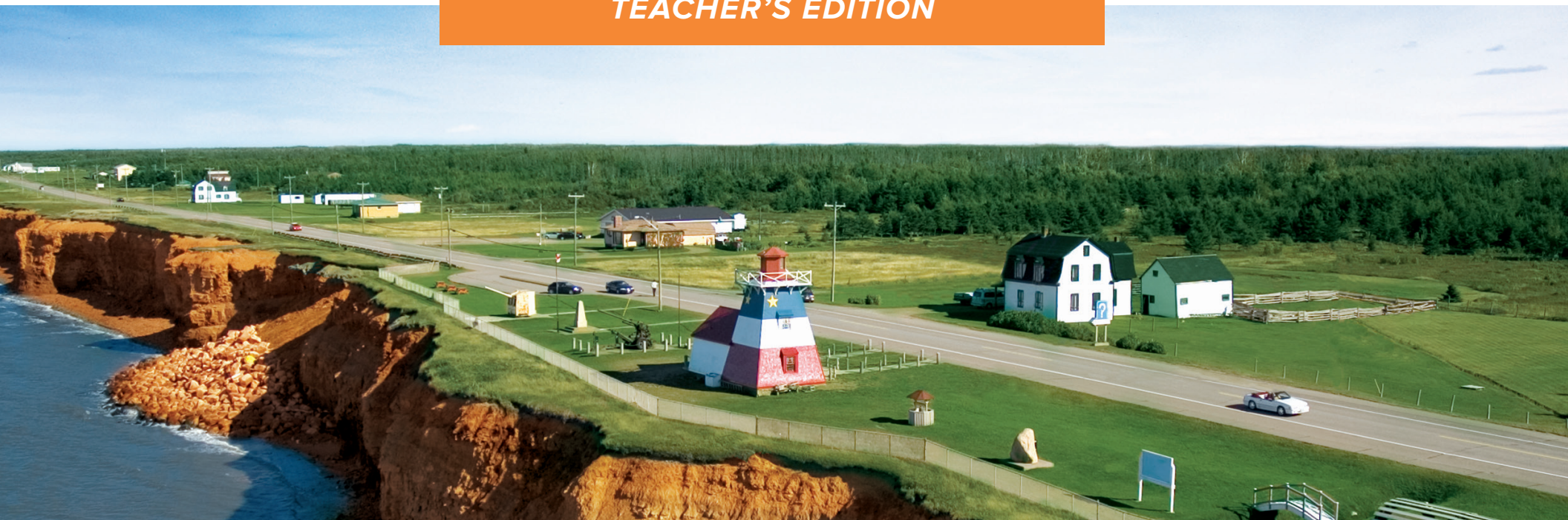




## *An Acadian cultural immersion*

*TEACHER'S EDITION*



# About Bon Vivant Educational Tours

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## ***Making Learning Memorable***

Educational tours are often the first trip away from home for many students. That is why we create quality tours that will leave a long-lasting impression. At Bon Vivant, we strive to ignite a passion for travel through fun-filled tours and contact with the French language and culture.



# ***Our objective is two-fold...***

**1**

***Through educational travel, we seek to inspire students to pursue their French language education and to help them develop into global citizens.***

**2**

***We strive to facilitate the tour planning process by offering flexible, personalized and professional service.***




**W**e believe that travel complements education in helping students become active, responsible and open-minded citizens. Keeping in mind the vision of Atlantic Canada's social studies curriculum, we develop educational units that prepare students for their upcoming tour through meaningful and insightful activities. We also believe that travel inspires students to become lifelong learners, through hands-on contact with social studies, language arts, science, mathematics, arts and technology. To help you connect the tour with your classroom activities, we have developed educational units and have identified the specific curriculum links based on the essential graduation learnings and curriculum outcomes of Atlantic Canada's Foundation documents.

Recognizing the importance of the three levels of cognitive taxonomy (knowing/applying/integrating) and the value of resource-based learning, we have prepared activities that, we hope, will encourage students to actively take part in the preparation for their upcoming school trip, and thereby enhance their overall educational travel experience with us.

***We hope that you will enjoy our units!***

The Bon Vivant Team



***“The Atlantic Canada social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.”***

*Vision, Foundation for the Atlantic  
Canada Social Studies Curriculum*



# Curriculum Links

## ESSENTIAL GRADUATION LEARNINGS

Aesthetic Expression	Citizenship	Communication	Personal Development	Problem Solving	Technological Competence
<ul style="list-style-type: none"> <li>• Activity 3</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Activity 2</li> <li>• Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Bon Vivant Educational Tour!</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 4</li> </ul>

## SOCIAL STUDIES – SIX CONCEPTUAL STRANDS OF THE GENERAL CURRICULUM OUTCOMES

Citizenship, Power, and Governance	Individuals, Societies, and Economic Decisions	People, Place, and Environment	Culture and Diversity	Interdependence	Time, Continuity, and Change
<ul style="list-style-type: none"> <li>• Activity 1</li> </ul>		<ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 3</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Activity 2</li> <li>• Activity 3</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1</li> </ul>

## FRENCH LANGUAGE ARTS – FOUR COMPONENTS OF THE FRENCH IMMERSION PROGRAM

Appreciation of the French Language and of Cultural Diversity	Listening and Oral Expression	Reading and Viewing	Writing and Representing
<ul style="list-style-type: none"> <li>• Activity 3</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Bon Vivant Educational Tour!</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 3</li> <li>• Activity 4</li> </ul>

## ARTS – ORGANIZING STRANDS FOR THE GENERAL CURRICULUM OUTCOMES

Creating, Making, and Presenting	Understanding and Connecting Contexts of Time, Place, and Community	Perceiving, Reflecting, and Responding
	<ul style="list-style-type: none"> <li>• Activity 3</li> <li>• Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>

# Introduction

Bon Vivant Educational Tours is excited to offer educational tours in the Maritimes and provide students with a chance to experience what Acadian culture is all about during the Acadian Immersion Tour. Among the many educational activities, the tour includes a kitchen party at the Pays de la Sagouine, a visit to the Village Historique Acadien and a tour of the Monument Lefebvre.

In this unit, we want to provide students with a general idea of Acadian history, so that they can build on that knowledge during the tour and further their understanding of Acadian culture. History can be learned through dates and events, yet there is no better way to learn about culture than to experience it. That is why we have developed a booklet in which students can write down observations and deepen their understanding of cultural expressions as they encounter them during the tour. We hope that you will enjoy the preparation leading up to the tour as well as the immersion itself!

We invite you to take a look at the following introductory video and get a taste of what awaits you in Acadie!

<https://youtu.be/0pmfwdU9rBwv>

**What did you see in the video?**

## POSSIBLE ANSWERS:

- Acadian flag
- Fishing
- Potatoes agriculture
- Boats
- Lighthouse
- Water
- Lobster
- Commemorative plaque
- Acadian festivities
- Red, white and blue makeup and costumes
- Yellow star
- Guitar players
- Paintings from local artists
- Churches
- Fiddle heads
- Maple syrup
- Canoe
- Flag for the *Congrès mondial acadien 2014*



## ACTIVITY 1

# Acadian Facts & Dates

**The following facts are all mixed up.**

**Can you place them in the right order on the time line on the next page?**

Acadians are slowly allowed by the British authorities to return to the Maritimes.

**A**

This period has been called the Golden Age of the Acadians. Farming brings prosperity and the population grows from 2 300 to 13 000 inhabitants.

**B**

The first National Acadian Convention takes place and August 15 is adopted as National Day.

**C**

The second National Acadian Convention is organized. A motto, an insignia and an anthem are adopted for the occasion.

**D**

With the Treaty of Utrecht, France concedes Acadia to England. The British rule starts.

**E**

The National Acadian Convention has for theme "Acadia of the world: A new Acadia! Toward a New Beginning!"

**F**

Refusing to take an oath of allegiance while under British rule that included fighting against the French, the Acadians are deported.

**G**

This is a period of Acadian renewal with the renaissance of Acadian pride and identity.

**H**

The first Acadian census is organized in Port Royal. There are 392 people, 482 cattle and 524 sheep.

**I**

This is a period of great expansion for Acadie. Many people leave Port Royal and settle in other areas.

**J**

French presence is established in the New World. A contingent of explorers leaves France to assert their King's claim to l'Acadie.

**K**

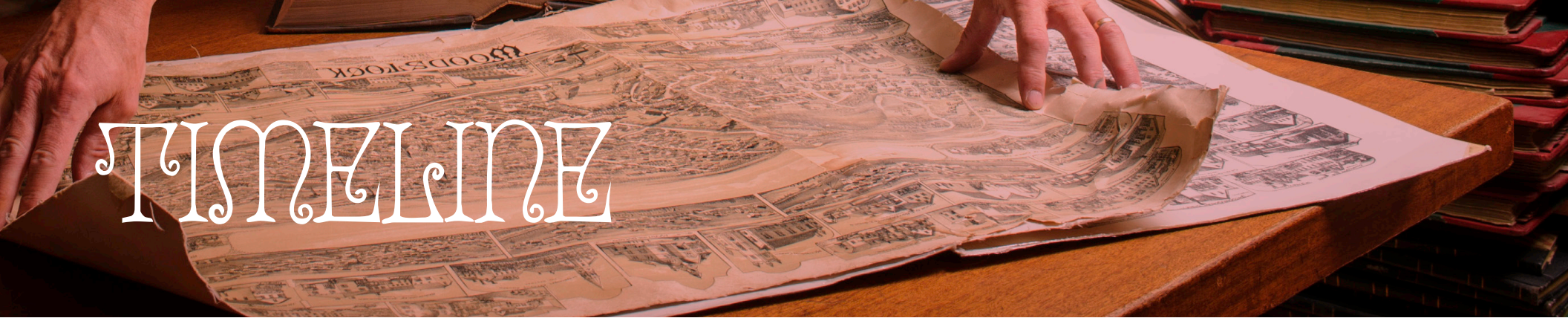
Samuel de Champlain establishes a first settlement in Port Royal, now Annapolis Royal, in Nova Scotia.

**L**



**HINT** - We recommend cutting the squares below in order to be able to move them around and easily place them chronologically!





**1604**

**1605**

**1671**

**1680-1790**

**1713**

**1730-1748**

**1755**

**1764**

**1881**

**1884**

**1960-1970**

**2014**

# TIMELINE

Answer sheet

**1604**

French presence is established in the New World. A contingent of explorers leaves France to assert their King's claim to l'Acadie.

K

**1605**

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**1671**

The first Acadian census is organized in Port Royal. There are 392 people, 482 cattle and 524 sheep.

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**1960-1970**

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**2014**

The National Acadian Convention has for theme "Acadia of the world: A new Acadia! Toward a New Beginning!"

F



## ACTIVITY 2 - Group Discussion

# What is culture?

The Oxford dictionary defines culture as “the ideas, customs, and social behaviour of a particular people or society.” The Merriam-Webster also points to the beliefs, ways of life and art of a particular society. In class, we invite you to have a group discussion about what is culture, and what it encompasses. To make it even more concrete, we recommend thinking of different examples for each element of the definition. We have regrouped the elements into 4 themes to help you structure your discussion. Keep in mind that they are all interrelated and that there may be overlap.

- 1) Ideas & beliefs
- 2) Ways of life
- 3) Customs and traditions
- 4) Art

### Questions for students

**1 - Can you define what are ideas & beliefs, ways of life, customs and traditions, and art?**

**2 - Do you have examples for each group?**

### **TIP FOR TEACHERS!**

*This activity can also be done in small groups.*

*In groups of 3 or 4, students discuss and write down possible answers on the sheet below. Afterwards, teams are asked to share their answers with the entire class. A student can be appointed to compile all the answers on the blackboard.*





## ACTIVITY 2 - What is culture?

---

### 1. IDEAS & BELIEFS

Description

Examples

### 2. WAYS OF LIFE

Description

Examples

### 3. CUSTOMS AND TRADITIONS

Description

Examples

### 4. ART

Description

Examples

## Possible answers for group discussion

### Attribute #1 – Ideas & beliefs

Ideas can be described as a thought, a plan, or a suggestion about what to do. They can also be expressed in the form of an opinion or belief. It is something that you imagine or picture in your mind.

#### From a cultural stand point, here is an example of an idea:

In Canada for instance, society believes in the separation of the State and the Church. Religion is therefore separate from political discussions. Yet, this idea is not the norm in the United States where religious beliefs are part of political discussions.

### Attribute #2 – Ways of life

Ways of life can be described as a way in which a society exists and functions. There are multiple examples of different ways of life and social behaviours. Can you think of any?

#### Examples:

The Iroquois used to live in long houses and within small villages, while the Algonquian First Nations would hunt for food and move over the territory. These two distinct ways of life were based on food sources. While the Iroquois would grow their food and practice agriculture, Algonquian would gather fruits and hunt, therefore privileging living in the forest. Their ways of life were therefore different.

**Attribute #3 – Customs and traditions**

According to the Merriam-Webster dictionary, a custom is “an action or way of behaving that is usual and traditional among the people in a particular group or place”. A tradition lasts for a long time and is defined as “a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society”. It includes for instance the stories and beliefs of a culture and is defined by its continuity.

For instance, sending a birthday card to someone or buying a gift for them is a custom. A tradition would be to organise a BBQ every year with the same family to celebrate a birthday.

**Attribute #4 – Art**

Art is an aesthetic expression created through skill and imagination. Art can take the form of a painting, a sculpture, a musical piece, a photography, etc. The Oxford dictionary describes It as “the expression or application of human creative skill and imagination, typically in a visual form [...] producing works to be appreciated primarily for their beauty or emotional power”. Literature and dance are also part of the arts. Can you think of other forms of art?

The Group of Seven, for instance, was a group of painters in the early decades of the 20<sup>th</sup> Century who depicted Canadian landscapes. Their paintings are renowned for their portrayal of the beauty of Canadian landscapes.





# Acadian Cultural Expressions

Just like a journalist, we invite you to write down and compile all the cultural expressions that you will encounter during the tour! In order to help you organize your notes, keep in mind the different elements of culture discussed previously. You can also create your own categories. Culture encompasses many things, and there's only one way to really know what a culture is all about - by experiencing it!

*Tip! These notes will be very useful for the post-tour activity which is an in-class presentation about your cultural immersion in Acadie.*

**IDEAS & BELIEFS**

**WAYS OF LIFE**

**CUSTOMS AND TRADITIONS**

**ART**



## Additional notes and observations



## French Vocabulary List

Language is also a big component of a culture. It could be described as a vehicle of culture. It is through language that people can communicate, interact and express their ideas, their beliefs, their customs and their traditions. For instance, language plays an important role in music where singer-songwriters can express their ideas and express their culture.

While on-tour, we recommend making a list of new French words and taking this opportunity to further your knowledge of the French language.


# After your trip

Did you enjoy your Acadian immersion tour? It's time to share your tour highlights with your classmates! What made this trip unique and fascinating? Did you learn any new French words? What was the most interesting food? We invite you to build a PowerPoint presentation on the theme of culture, using your journalistic notes and your tour photos.

**We recommend making a presentation with 7-8 slides, so that you have enough content to speak for 5 minutes.**

**1** - First, create an introduction slide. This slide provides an opportunity to introduce yourself and your presentation. You may want to add a nice photo from the tour which represents Acadian culture.

**2** - On the second slide, create your very own definition of what is culture and what it means to you, based on your experience. Remember your group discussion and all the elements that you discussed in class. It will help you build a complete description.

*Tip! Take a look in your dictionary to get inspiration and see how a definition is typically written.*

**3** - On the third slide, answer the following question: What ideas and beliefs do Acadians share? Do you have a supporting picture? Or maybe a supporting story? Provide a concrete example of an idea or belief.



## DEFINITION OF CULTURE

### Culture:

The Oxford dictionary defines culture as "the ideas, customs, and social behaviour of a particular people or society." The Merriam-Webster also points to the beliefs, ways of life and art of a particular society.





**4** - On the fourth slide, what are typical Acadian ways of life and social behaviours? For instance, it could be that they are great fishermen and that lobster is an integral part of their gastronomy. Did you observe that too? Did you notice other ways of life or social behaviours? Provide an example.

**5** - On the fifth slide, what customs and traditions do Acadians share? Did you observe any customs and traditions at the Historical Acadian Village for example? Do you have a picture or story to share on that topic?

**6** - On the sixth slide, present which art forms you noticed while on tour. Did you take a photograph of a sculpture or of a painting? Did you listen to traditional Acadian music during the kitchen party at Pays de la Sagouine? Share with the class one of the Acadian artistic expression that you enjoyed while on tour.

**7** - On the last slide, we invite you to share 3 French words which you learned while on tour, and to provide their meaning. If you didn't learn any new words, maybe you can give your impression of Acadian French. Was it easy to understand? Did you have a chance to speak French while on tour?

We hope that this activity will bring back a lot of great souvenirs and that you enjoyed the learning experience. Most importantly, have fun with the presentation!

**Lastly, feel free to share your PowerPoint with the Bon Vivant team at [bonvivanttours@gmail.com](mailto:bonvivanttours@gmail.com), we would love to see what you prepared.**

### **TIPS FOR TEACHERS!**

- *You may want to divide the class into small groups of 3 or 4 for this activity.*
- *Why not print the presentations and exhibit the best slides in the school's corridors?*
- *The PowerPoint presentations can be presented during a parent-teacher night.*
- *The presentations can also be shared on your school's website.*
- *Why not make it a bilingual presentation? Or completely in French?*

### **ADDITIONAL EDUCATIONAL RESOURCE**

*For additional educational resources, we recommend taking a look at the following website "Acadie Vivante": <http://www.acadievivante.ca/en>. It covers a wide array of topics and provides numerous educational videos.*

# Bibliography

## INTRODUCTION

Theme song of the Congrès mondial acadien 2014  
by Roch Voisine and Natasha St-Pier

<https://youtu.be/0pmfwdU9rBwv>

## ACTIVITY 1

Acadian Facts & Dates

- CBC, The Acadians

<http://www.cbc.ca/acadian/>

- A Country by Consent, The Acadians: Introduction

<http://www.canadahistoryproject.ca/1755/index.html>

## ACTIVITY 2

Merriam-Webster Online Dictionary

<http://www.merriam-webster.com/>

Oxford Dictionaries

<http://www.oxforddictionaries.com/>

Dictionnaire Larousse

<http://www.larousse.fr/>

McMichael Canadian Art Collection

<https://mcmichael.com/collection/seven/index.cfm>

## ACTIVITY 3

No additional sources needed.

## ACTIVITY 4

No additional sources needed.

Educational activities by Nathalie Legault-Forest  
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# See you soon!



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