**Unit Overview/Previous Learning**:

* French/English interaction leading up to 1755
* Acadian settlement, culture, society, jobs/roles, religion
  + Port Royal (now Annapolis Royal) became the major Acadian town in 1605.
  + 1632-53, main period of Acadian settlement.
  + 1713, Acadians of Nova Scotia became British subjects, Isle Royale (Cape Breton) and Isle St. James (PEI) remained French.
  + It was the beginning of the 7 Years War (1754), when the British demanded the sworn loyalty of the Acadians.

**Acadian Diaspora**

|  |  |
| --- | --- |
| SUBJECT: History | NAMES: Alex Leixner, Kristen Barney, Megan McCauley, Carly O’Neil |
| GRADE: 7 | TIME: 75 min |
| TOPIC: Acadian Diaspora |  |

**Curriculum Expectations**:

* Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada
  + A1.1: analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800
  + A1.2: analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those changes
  + A1.3: analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800
* Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
  + A2.1: formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
* Understanding Historical Context: describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact
  + A3.3: identify key social and economic changes that occurred in and/or affected Canada during this period
  + A3.4: describe some significant aspects of daily life among different groups living in Canada during this period
  + A3.5: describe significant interactions between various individuals, groups, and institutions in Canada during this period
  + A3.6: identify some significant individuals and groups in Canada during this period

**Learning Goals**:

Students will:

* Learn about the tension between the French, English, and Acadians during the transition from French to English control of modern day Canada
* Learn the main factors leading to the deportation of the Acadians in 1755
* Understand the difficulties, injustices, and conditions faced by the Acadians after Diaspora
* Connect the Acadian Diaspora to modern representations of forced migration
* Students will recognize and understand terms such as Acadian, Diaspora, Refugee, Allegiance, Community, Assimilate

**Success Criteria**:

Students will:

* Communicate aspects of the learning goals through discussion during the activity as well as through the Rapid-Write Activity at the end of the lesson
* Properly use vocabulary related to the activity

**Resources**:

* Acadian Dispersion Simulation Teacher Key (Appendix A)
* Student Character Cards
* Student Destiny Cards
* “A Short History of Acadia” handout: <http://www.k12studycanada.org/files/Resource_Fliers/2004_Fall_Resource_Flier.pdf>
* Additional Information, including the Decree expelling the Acadians (Appendix B)
* Arts and Crafts building materials (popsicle sticks, pipe-cleaners, constructions paper, glue, etc.)
* Optional: the associated videos which provide examples and explain the steps of the activity (found on the Multiliteracies website)

**Development Strategies**:

**Main Activities**:

[30 mins.] Students role-play as Acadian settlers, building models of buildings/symbols/etc. central to Acadian life and cultures: Acadian Dispersion Simulation Activity.

[20 mins.] Presentation of constructions and discussion on them, including: reason for choice, what it represents, what it shows, etc.

[15 mins.] Teacher will read the decree, included in the attached Encyclopedia Information Document, given by the Lieutenant-Governor of Nova Scotia. Teacher will then distribute “A Short History of Acadia” handout and read as a class. Teacher provides a short lecture on the material.

**Concluding Activity**:

[10 mins.] Students write a brief RAFT (Role of Write, Audience, Format, Topic) based letter as an Acadian Settler to the King of England on the topic of the Diaspora explaining their experiences during the activities and what they learned/felt.

**Method of Assessment**:

Teachers will walk around the class to make sure each group is actively discussing the topic (Informal evaluation). Teacher will analyse presentation of constructions for understanding.

**Follow-up Ideas**:

* 7 Years War.
* What is immigration and what is it like for those who immigrate/emigrate?
* Forced Native American relocation.
* First Nations-European relations.

Appendix A

**“Acadian Dispersion Simulation” Activity Instruction**

1. Break students up into 6 different groups (25 students = 5 groups of 4, 1 group of 5)
2. Hand out “Acadian Family Name” cards to each group (each group represents 1 family)
3. Explain to the students that they are to construct some sort of structure or symbol that represents the Acadian culture (a Fort, Acadian home, Catholic cross, church, barn)
4. Set the students to work with the provided art material
5. Give the students 20-30 minutes to work on this task
6. Allow each group to present their structure/object and explain why they chose to build that
7. Go around to each group and hand out location/death cards
8. Have students move to the designated spots in the classroom that match their card descriptions (different locations in the 13 colonies/those who did not survive the journey)- these should be set up around the classroom as the students work in their groups
9. Allow the students to grasp what has happened, that each family has been separated and their homes/creations taken from them and left behind
10. Allow the students to feel this “dispersion” – to visually see it and comprehend it
11. Describe to the students as they stand in these designated areas, what the Acadians experienced (separation from families, illness, death, being located in a place where they had no other family)
12. Have the students sit back down and allow them to ask questions and discuss how this activity made them feel
13. Connect this experience and event to a present-day example (ex. Syrian refugees)
14. Have students do a RAFT letter.

Appendix B

<http://www.thecanadianencyclopedia.ca/en/article/the-deportation-of-the-acadians-feature/>

Lawrence had strong support in his Council from recent immigrants from New England, who coveted Acadian lands. Traders from Boston frequently expressed wonder that an "alien" people were allowed to possess such fine lands in a British colony. On Friday, September 5, 1755 Colonel John Winslow ordered that all males aged 10 years and up in the area were to gather in the Grand-Pré Church for an important message from His Excellency, Charles Lawrence, the Lieutenant-Governor of Nova Scotia. The decree that was read to the assembled stated, in part: "That your Land & Tennements, Cattle of all Kinds and Livestocks of all Sorts are forfeited to the Crown with all other your effects Savings your money and Household Goods, and you yourselves to be removed from this Province."

It was a New Englander, Charles Morris, who devised the plan to surround the Acadian churches on a Sunday morning, capture as many men as possible, breach the dykes and burn the houses and crops. When the men refused to go, the soldiers threatened their families with bayonets. They went reluctantly, praying, singing and crying. By the fall of 1755 some 1,100 Acadians were aboard transports for South Carolina, Georgia and Pennsylvania.

Some Acadians resisted, notably Joseph Beausoleil Brossard, who launched a number of retaliatory raids against the British troops. Many escaped to the forests, where the British continued to hunt them down for the next five years. A group of 1,500 fled for [New France](http://thecanadianencyclopedia.ca/en/article/new-france/), others to Cape Breton and the upper reaches of the Peticoudiac River. Of some 3,100 Acadians deported after the fall of Louisbourg in 1758, an estimated 1,649 died by drowning or disease, a fatality rate of 53 per cent.

Between 1755 and 1763, approximately 10,000 Acadians were deported. They were shipped to many points around the Atlantic. Large numbers were landed in the English colonies, others in France or the Caribbean. Thousands died of disease or starvation in the squalid conditions on board ship. To make matters worse, the inhabitants of the English colonies, who had not been informed of the imminent arrival of disease-ridden refugees, were furious. Many Acadians were forced, like the legendary [Evangeline of Longfellow's poem](http://thecanadianencyclopedia.ca/en/article/evangeline-a-tale-of-acadie/), to wander interminably in search of loved ones or a home.