

LESSON PLAN

Topic: History of the Acadians

This Lesson Plan was originally developed in French by Elva Arsenault and Martine Lacharité for the Grade 1 and 2 pupils of the École François-Buote in Charlottetown. It is based on the children's Christmas story book *Le tapis de Grand-Pré* by Réjean Aucoin and Jean-Claude Tremblay with colour illustrations by Herménégilde Chiasson.

The book was translated into English by Barbara LeBlanc and Sally Ross. The title in English is *The Magic Rug of Grand-Pré*.

This Lesson Plan is divided into three main parts. In the first part, the teacher tells the story to the class, using the illustrations in the book. In the second part, the teacher reads the book aloud over a period of four or five sessions. The third part describes an activity that enables students to relive the story in an active and engaging way.

Teachers are encouraged to use all of this Lesson Plan or parts of it in ways that best suit the children in their class and the time and resources available.

This Lesson Plan was adapted into English by Sally Ross. Page numbers from *The Magic Rug of Grand-Pré* refer to the second edition of the translation which was published by Les Éditions Faye. Some school libraries may have the first edition of *The Magic Rug of Grand-Pré* produced by Nimbus Publishing. The small version of the book published in the "New Waves Series" does not contain the colour illustrations by Herménégilde Chiasson.

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Introduction

Topic: History of the Acadians

Level: Grades 1 and 2

Time required: 3 to 5 weeks before Christmas

Note: This project was piloted with Grade 1 and 2 pupils at the École François-Buote in Charlottetown in December 2002. However, we feel that it could be done with any elementary level, providing a few changes are made to adapt to the appropriate reading level and learning outcomes. We recommend that the order of the activities be respected. All the activities should be completed in order to attain the desired outcomes listed below. The activity "Looking for the 12 strands of wool" is a motivating factor to do the follow-up activities listed in the Optional Activities (see Appendix 1).

Learning Outcomes

Oral Communication

- Reacting with questions, comments or suggestions after a talk or a presentation
- Expressing opinions and feelings in the context of formal and informal exchange
- Speaking correct English

Oral Communication – Reading Activity

- Distinguishing between telling and reading a story
- Taking pleasure in having texts read by other people
- Distinguishing proper names of places, people or animals
- Identify the general meaning of an illustrated text (retelling the story in one's own words, naming the event, the people and the place)
- Establishing links between one's own experience and what one has read

Written Communication – Writing Activity

- Writing a first draft, concentrating on ideas rather than spelling
- Writing short messages
- Re-reading very carefully the drafts and correcting the spelling
- Leaving enough space between the letters and the words
- Writing legibly

Knowledge Acquisition

- Naming the places where the strands of wool are found (geography of Nova Scotia)
- Naming an important date in Acadian history (1755, for example)
- Naming the National Historic Site related to the Deportation

Attitudes to Encourage

- Developing a sense of pride in Acadian children and other children with regard to

Acadian culture

- Taking pleasure in learning
- Developing social skills: cooperation, sharing, respecting others, listening, etc.

Other Goals

- Developing creativity

The Magic Rug of Grand-Pré

1. Preparatory Activities :

- Without any prior explanation, surprise the children by showing them a hooked rug made by an Acadian (if necessary, you might pretend it was made by an Acadian). Explain that this is a type of handcraft which is typically Acadian and that the wool is hooked on material that looks like burlap. To make the rug, the burlap is placed on a special frame to keep it tight. Then a hook is used to push the wool in and out of the holes in the burlap.
- Make the connection between the real hooked rug and the one seen on PAGE 7 of *The Magic Rug of Grand-Pré*. Grannie Henriette is showing the twins the rug on the wall.
- Once again, engage the children's curiosity by showing them the front cover of the book. Introduce the authors, Réjean Aucoin and Jean-Claude Tremblay, and the illustrator, Herménégilde Chiasson. Explain that the book was originally written in French because Acadians speak French. It was translated into English so other people can enjoy it. Introduce the two children in the book, Rose-Marie and Constant. They are twins and will be going on a long trip around Nova Scotia on Christmas Eve.
- Look at the back cover and talk about the church in Grand-Pré. Grand-Pré is a real village in Nova Scotia. Many, many years ago, the great, great, great grandparents of many Acadians were deported from Grand-Pré in 1755. That means that they were forced to abandon their houses and their land. The Acadians who were living in Grand-Pré were taken away in boats and sent to the United States.
It was in the church in Grand-Pré on the 5th of September at 3 o'clock in the afternoon that the Deportation Order was read by Lieutenant Colonel John Winslow. He was in charge of the British soldiers who took over Grand-Pré. The Acadians were also deported from other places in Nova Scotia and from Prince Edward Island and New Brunswick. Today, Grand-Pré is a National Historic Site of Canada that every body can visit.
- Find the provinces where Acadians live (New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland).
- Point out that the characters in *The Magic Rug of Grand-Pré* are Acadian. Ask if there any students of Acadian descent in the class? Do any of the students have Acadian friends? Do any of the students know any Acadian family names (e.g. LeBlanc, Comeau, Arsenault, Landry, Boudreau, etc.)? Have they ever been to Port-Royal or to Grand-Pré?

2. An Overview of The Magic Rug of Grand-Pré

Note: Although the teacher gives the overview and reads out loud, the pupils interact and are constantly engaged.

- Ask the pupils if they know the difference between reading a story and telling a story. Let the pupils express themselves and then tell them that you are going to tell them a story.
- Show the illustration on PAGE 7. Point out the hooked rug. Point out that there is no colour in the cross on the top of the church because there are some missing strands of wool.
- Show the illustration on PAGE 7 and tell them that it is Christmas Eve and Grannie Henriette is telling her grandchildren, Constant and Rose-Marie, what happened to the rug. Read PAGE 8, starting with "It's a very old hooked rug..." and ending with "...guardians of the rug." Then tell them that Grannie Henriette would be so happy if they could find the missing strands of wool. Read the two sentences on PAGE 9 "Oh, how happy I would be if the missing strands could be found. It would be the happiest Christmas of my life!"
- Now show them the illustration on PAGE 12. Introduce the character Johnny à Minou. He is a mailman. He's a very special mailman. He can walk very quickly. He's sort of magic. He is going to help Rose-Marie and Constant find the missing strands of wool. Obviously, they are not just any strands of wool. They are the strands of wool that their ancestors needed to finish hooking the rug.
- Explain that the story takes place in Nova Scotia. Johnny à Minou puts Rose-Marie and Constant in his big mailbag. They leave Chéticamp and visit four different places in Nova Scotia, In each place, they meet people who help them find the strands of wool they need to finish the rug.
- Show the pupils a map of Nova Scotia. Point out the different places that Johnny à Minou and the twins are going to visit.
- First, they leave Chéticamp and travel to Isle Madame. From Isle Madame they go to Goose Pond (an imaginary pond located near the real village of Pomquet). Then they go to Pubnico. And from Pubnico they go to Baie Sainte-Marie (Saint Mary's Bay on English maps) where they stop at La Butte (called Meteghan River on English maps) and then La Pointe-de-l'Église (Church Point on English maps). The last place they visit is Grand-Pré.
- Continue telling the story and showing them the illustrations. On PAGE 17, we see them leaving Chéticamp for Isle Madame. On PAGE 20, we see them with Gaby (Gaby is short for Gabriel). Gaby is the historian who lives in Arichat on Isle Madame. He tells them about a shepherdess who escaped the Deportation

with her two lambs. He then tells the twins to look for Goose Pond (near Pomquet). Show them the illustration on PAGE 27. They will see all the animals inside Thérésa's barn. Let the students make comments about the illustration. Some students can be invited to come up and imitate the sound of an animal on the farm. Thérésa tells Johnny à Minou and the twins to go to Pubnico.

- Show the illustration on PAGE 37. We see the twins and the mailman in Céleste's house in Pubnico. She tells them to go and see one of her friends in Saint Mary's Bay. Her name is Lucille. Show the illustration on PAGE 42. Here we see Lucille and Father Sigogne in the church at La Pointe de l'Église (Church Point). Lucille takes them to see the priest just before Midnight Mass starts.
- At each place the children visit, they are given food before they take off for their next destination. They are given the Acadian dishes, typical of the places they visit: rabbit pie (from Arichat), blood pudding (from Pomquet), a double loaf of bread and rappie pie (from Pubnico) and a pot of clams (from la Butte/Meteghan River).

Note: Remind the students that it is customary for Acadians to offer food when people visit their homes.

Note: Inform the students that the characters in the story are real people. The twins and the mailman are real. Gaby's name is Gabriel LeBlanc and he really does live in Arichat, etc.

3. The Teacher Reads The Magic Rug of Grand-Pré To The Class

- Because of the length and complexity of the text for students in Grades 1 and 2, it is suggested that the reading be done in 4 or 5 sessions. In order to enhance the suspense and the students' curiosity, it is preferable to stop at an appropriate moment in the story.
- Start talking about the meaning of Christmas (presents, family, feelings, parties...)
- Work on the following comprehension strategies:
 1. Ask the students to predict what is going to take place in the story.
 2. Talk about the vocabulary in the book.
 3. Work together with the students to complete the outline of the story (see next page). For a blank version of the outline, see Appendix 2. To fill in the outline, the teacher asks the students to identify the characters in the story, to find the villages where the story takes places, to list the main events, to identify the problem and the way it is solved. As the students give the information, the teacher writes it down

OUTLINE OF STORY

(Teacher's Copy)

Characters:

Grannie Henriette
Constant
Rose-Marie
Johnny à Minou, the mailman
Gaby, (Gabriel), the historian
Thérésa, the shepherdess
Céleste
Lucille
Father Sigogne, the priest

Places:

- Chéticamp
- Isle Madame
- Arichat
- Goose Pond (an imaginary pond)
- Pubnico
- Baie Sainte-Marie (Saint Mary's Bay)
- La Butte (Meteghan River)
- La Pointe de l'Église (Church Point)
- Grand-Pré

Problem:

To find the 12 strands of wool to complete the rug from Grand-Pré

Main Events:

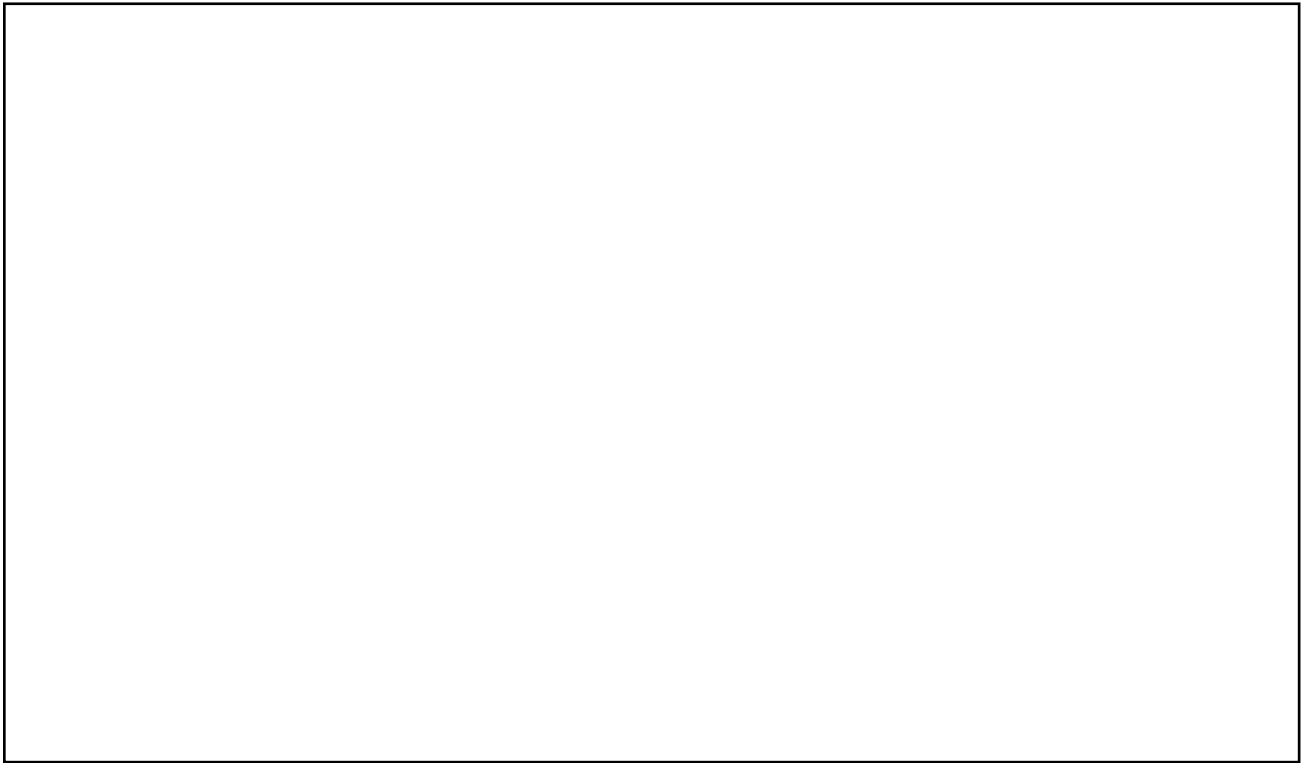
- Grannie Henriette tells the twins the story of the rug from Grand-Pré.
- Johnny à Minou suggests to the twins that they go looking for the 12 missing strands of wool
- Johnny à Minou and the twins from one end of Nova Scotia to the other looking for the 12 missing strands of wool.
- They stop in 4 different places. After each stop, they take away 3 strands of wool and Acadian food.
- They find themselves in Grand-Pré after having hooked the 12 strands of wool into the rug.

Solution:

The rug is finished and it is Grannie Henriette's happiest Christmas

4. My Reaction to the Book The Magic Rug of Grand-Pré

(Ask each student to complete the following form.)



(Drawing of what touched me the most in the story.)

Title of the book:

.....

Authors of the book:

.....

What I think about this story:

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5. Getting Ready for the Activity "Looking for the 12 Strands of Wool"

Note : In order to make this an active event, there are a certain number of things that have to be done a week ahead of time. To keep an element of surprise, the students are only minimally involved in the preparations. However, the participation of parents and other volunteers is essential.

A. Preparations that involve the children

- 1) Tell the students that they will be participating in an activity that involves looking for 12 strands of wool.
- 2) Choose the students who will play the roles of Constant and Rose-Marie. Have all the students look at the lines to learn for these roles. (See: 6. The Activity "Looking for the 12 strands of wool.")

B. Preparations that involve parents or volunteers

- 1) Send a note home to the parents and volunteers. (See Appendix 3.)
- 2) Make road signs for Chéticamp, Isle Madame, Pomquet, Pubnico, Baie Sainte-Marie and Grand-Pré. These signs are used to indicate the placenames in the story and the rooms in the school where the scenes will take place.
- 3) Prepare the material that will be put in each of the rooms identified by the signs:

Objects needed in the places where the strands of wool are found:

- an old book (at Gaby's house on Isle Madame)
- two sheep (in Thérèse's barn)
- an envelope yellowed with age (See Appendix 4 for the note that goes in it.)
- a priest's chasuble (this can be a cape with a cross and a lamb sewn on the back)

Other objects:

- balls of cotton wool
- 12 short strands of white or yellow wool
- tape recorder
- the song "Grand-Pré" sung by Angèle Arsenault

Food:

- rabbit pie (or meat pie)
- blood pudding
- double loaves of bread
- rappie pie (optional)
- molasses
- clams

Note: Be sure to have enough food, since it will serve as a snack on the day the children look for the 12 strands of wool.

Costumes:

- a costume for the shepherdess Thérésa
- a special outfit for the mailman, Johnny à Minou
- a costume for the priest, Father Sigogne
- costumes for the other characters are optional

4) Adults' roles: Ask members of the staff in the school or high school students or parents to play the roles of the adults in the story. These adults are: Johnny à Minou, the mailman; Gaby, the historian; Thérésa, the shepherdess; Céleste, Lucille and Father Sigogne. (See instructions in: 6. The Activity "Looking for the 12 strands of wool.")

Note: Encourage the adults to put on their costume before the event.

Note: Except for the lines said by Constant and Rose-Marie which should be memorized, the lines of all the other roles can just be read. Almost all the words in the Activity "Looking for the 12 strands of wool" are taken directly from the book *The Magic Rug of Grand-Pré*.

C. Help with the food on the day of the event

You will need parents or volunteers to help to prepare or heat up the food and to serve the appropriate dishes in the various places along the route.

6. The Activity "Looking for the 12 strands of wool"

- The students and their teachers accompanying Johnny à Minou will be looking in specific places in the school for the 12 missing strands of wool from the rug from Grand-Pré.
- Before the activity starts, remind the children where they are going in Nova Scotia and the behaviour that is expected of them.
- Before leaving, the children put on their hats, mittens and scarves. Johnny à Minou leads the way. He has the rug rolled under his arm. Constant and Rose-Marie walk along beside him. The other students in the class follow along behind them.

SCENE 1. Arrival at Gaby's house on Isle Madame (at François-Buote school, we used the entrance to the janitor's room)

Objects and food: The road sign for Isle Madame; the old book containing 3 strands of wool; napkins and little plates with a small piece of hot meat pie (for each student).

Johnny à Minou knocks on the door and Gaby opens the door.

Constant: Good evening. My name is Constant and this is my twin sister Rose-Marie. These are our friends.

Gaby, the historian: (*surprised*) – Hello Johnny! Hello children! Come in! What brings you here on Christmas Eve?

Rose-Marie: – Grannie Henriette told us about the rug from Grand-Pré. We're looking for some missing strands of wool.

Gaby, the historian: – So, you're the twins. Well, show me the famous rug.

With the help of Johnny à Minou, Constant and Rose-Marie show him the rug.

Gaby, the historian: (*with tears in his eyes and a lump in his throat*) – Yes, it's definitely the rug from Grand-Pré. I know why you're here.

With that, he disappears into the next room and comes out carrying an enormous book that is almost as big as Constant. Gabriel... opens the precious book very carefully. Dates on the yellowed pages fly swiftly by: 1604 (the founding of Port-Royal), 1608 (the founding of Quebec), 1632 (the arrival of the first Acadian families), 1682 (the founding of Grand-Pré), 1730 (signing of the conditional oath of allegiance). Three strands of wool are in the middle of the book. When he reaches 1755, the year of the Deportation, Gabriel starts moving his finger down the lines.

Gaby, the historian: – Here it is, children. Look... it says here that the Acadians of Grand-Pré chose soft, silky wool from the best lambs in their flock. And it seems that a young shepherdess managed to save two of the lambs and take them with her when she was exiled during the Deportation. The shepherdess and her two little lambs were rescued by the good Captain Beausoleil Broussard. Even the name of the shepherdess is here, or at least her first name: Thérésa. Captain Broussard took the young girl and her lambs on one of his boats and dropped them off at a place called Goose Pond.

While the children were talking about where Goose Pond might be, Gaby says: – Before you go looking for the other strands, Rose-Marie, take these.

Before they leave, Gaby gives each one of them a piece of meat pie.

All the students: – Thank you! Goodbye! We're off to look for the other strands of wool.

SCENE 2. Arrival at Thérésa's house in Pomquet (at François-Buote school, we used the community room)

Objects and food: The road sign for Pomquet; 2 sheep on which 3 strands of wool are pinned; a container with balls of cotton wool; blood pudding; little plates and spoons.

Johnny à Minou knocks on the door. Thérésa opens the door.

Constant: – Good evening. My name is Constant and this is my twin sister Rose-Marie. These are our friends.

Thérésa, the shepherdess: (*with a surprised look on her face*) – Hello Johnny! Hello children! Come in! What brings you here on Christmas eve?

Rose-Marie: – Grannie Henriette told us the story of the rug from Grand-Pré, and we're looking for some missing strands of wool. She would be so happy if we could find them.

Thérésa, the shepherdess: – Oh! What good children you are. I think I can help. I know where you can find three more strands. Come out to the barn with me.

Before taking them outside, Thérésa explains to them that they are about to see one of the miracles of Christmas. As every Acadian knows, no one is supposed to visit a stable on Christmas Eve, because the animals have magic powers on that night and can talk with each other. Whoever hears them speak will die within a year. But Thérésa, who has many a trick up her sleeve, knows how to protect the visitors. She hands them tiny balls of wax and tells them to plug their left ears. That is the only way they can escape the evil spell. The right ear is out of harm's way. **Thérésa:** – Be sure to plug your left ear. The right one's out of harm's way. I don't know if you heard my sheep telling me that they will give you three strands of wool if you can prove that you already have wool from the fleece of their ancestors.

Rose-Marie shows the three strands of wool. **Thérésa:** – Yes, those strands definitely come from the fleece of the ancestors of our sheep. I recognize the wool.

Thérésa gives three more stands to Rose-Marie. **Thérésa:** – Now you must go to Pubnico, Johnny, to Céleste's house. Look for a large two-storey house across from the church, not far from the wharf.

Before they left, she makes sure they are bundled up nicely. She pulls up their scarves and checks their mittens and hats. **Thérésa:** – Bon voyage! And good luck!

All the students: – Thank you! Goodbye! We're off to look for the other strands of wool.

SCENE 3. Arrival at Céleste's house in Pubnico (at François-Buote school, we used the library)

Objects and food: The road sign for Pubnico; 4 double loaves of bread; rappie pie (optional); 3 strands of wool; an envelope yellow with age on which "Grand-Pré 1755 " is written are pinned; the note which goes inside the envelope (see Appendix 4).

Johnny à Minou knocks on the door and Céleste comes to the door.

Constant: – Good evening. My name is Constant and this is my twin sister Rose-Marie. These are our friends.

Céleste: – Hello Johnny! Hello children! Come in! What brings you here on Christmas eve?

Rose-Marie: – Grannie Henriette told us the story of the rug from Grand-Pré, and we're looking for some missing strands of wool. She would be so happy if we could find them.

Céleste: – Have you found the rug from Grand-Pré? Come in, come in, children. Show me the rug right away. Our family has been waiting for this for a long time.

Filled with admiration, Céleste carefully examines the rug. Without saying a word, she goes over to the antique wardrobe and slowly opens the bottom drawer. And there, as if waiting to be found, lies a yellowed envelope on which is written "Grand-Pré 1755." Céleste goes back into the kitchen and places the precious document in front of the twins. **Céleste:** – Children, this has been in our family ever since the unhappy years of the Deportation. We, the eldest daughters in the family, have handed this envelope down from one generation to the next, hoping that one day the guardians of the rug would come for it.

Céleste opens the envelope and inside there are three strands of wool and a note. Céleste reads the note out loud. **Céleste:** – You will find three strands of bright red wool on the back of a holy lamb. When you have found all twelve strands of wool, you must hook them into the rug before Midnight Mass. Our ancestors are counting on you so that they can finally celebrate Christmas.

Seeing the children's disappointment, Céleste wants to help them. **Céleste:** – Well, children, so far you have found the wool in different parts of Acadie. You still haven't been to Baie Sainte-Marie. I have a very good friend there who knows everything that goes on. Take this note, go see her, and tell her I sent you. Her name is Lucille, and she lives in a little house in La Butte.

Before they leave, she gives them a double loaf of bread and some rappie pie. Johnny à Minou puts the food in his mailbag.

All the students: – Thank you! Goodbye! We're off to look for the other strands of wool.

SCENE 4. Arrival at Lucille's house in La Butte, Baie Sainte-Marie (at François-Buote school, the entrance of the gymnasium represented Lucille's house and the gymnasium represented the church. The children went around the gymnasium to the bleachers which served as pews)

Objects and food: The road sign for Baie Sainte-Marie; the chasuble; a pot of clams on a small table; a pair of scissors.

In this scene, Lucille welcomes the twins and Johnny at the entrance of the gymnasium. Father Sigogne, dressed in his chasuble (cape), remains in the "vestry" (another corner of the gymnasium). To keep the suspense, it is important that the students not see the back of his chasuble when they come in the room. Lucille sends Johnny off to get Father Sigogne.

Constant: – Good evening. My name is Constant and this is my twin sister Rose-Marie. These are our friends.

Lucille: – Hello Johnny! Hello children! Come in! What brings you here on Christmas eve?

Rose-Marie: – Grannie Henriette told us the story of the rug from Grand-Pré, and we're looking for some missing strands of wool. She would be so happy if we could find them.

Lucille: – We must hurry. Johnny, take us right away to the church in La Pointe de l'Église before Midnight Mass begins. Here, children, take this pot of big clams in case you're hungry on your way back to Chéticamp.

Johnny à Minou puts the pot of clams in his mailbag. Lucille asks the children and Johnny à Minou to follow her. They go around the gymnasium. This represents the trip from her house to church in La Pointe de l'Église. She gets them to sit down on the bleachers, representing the pews in the church.

Lucille: – Please sit in the pews. *Then she speaks to Johnny à Minou.* **Lucille:** – Johnny, please go to the vestry and see if Father Sigogne is here.

Johnny goes off to get the priest and they come back to where the children are sitting.

Father Sigogne: – Good evening Lucille. Good evening children. Welcome to our church. Midnight Mass is about to start.

Lucille: – Father, I have something very important to ask you. Have you blessed a lamb recently?

Father Sigogne: – But, my dear Lucille, you know perfectly well that I only bless lambs in the spring.

Lucille: – This lamb would be easy to recognize. It's bright red.qu'au printemps.

Father Sigogne: – Bright red. Come now, Lucille, you know there is no such thing as a red lamb. No I don't think I can help you. I must go. I have to say Midnight Mass. Come and see me in the presbytery and we'll talk about this later.

Lucille: – Stop, Father, stop! *And she cuts off the 3 strands of red wool from the back of his chasuble.*

Father Sigogne: – Be careful, Lucille! You'll ruin my beautiful chasuble. It dates back to the olden days. You know perfectly well that it is one of our parish treasures.

Lucille: – It is for that very reason that the people of Grand-Pré could not have chosen a better place to hide the last strands of wool for the rug.

Father Sigogne: – My dear Lucille, have you found the hooked rug from Grand-Pré?

Lucille: – I didn't, Father, Grannie Henriette's twins did. We haven't a minute to spare. Johnny, you bring the rug, and you, children, you must finish hooking the rug before Mass begins.

With the rug spread out on their knees, Constant and Rose-Marie pretend to hook the 12 strands of wool they found in the four corners of Acadie. They place them in the form of a cross on top of the rug.

All the students: – Thank you! Goodbye!

SCENE 5. Arrival at Grand-Pré (at François-Buote school, we used the cafeteria)

Objects: The road sign for Grand-Pré; an overhead projector; a transparency of the words of Angèle Arsenault's song Grand-Pré; a tape recorder and a recording of the song; a special chair for the ancestor.

This scene is arranged so that the children can sit on the floor. They face the special chair in which an older man or woman sits. This person represents the Acadian ancestors. While he or she welcomes the children, the volunteers get the rest of the food ready: they slice the bread, spread molasses on the slices and put a serving of clams in little bowls.

The Acadian ancestor: Hello children! Welcome to Grand-Pré! Did you have a nice trip? Did you find all the strands of wool you were looking for? Grand-Pré is a beautiful village. Did you know that our ancestors were deported from Grand-Pré and from many other villages? That was a sad time. But that was long ago. Today, to show how proud the Acadians are of their culture and their heritage, there is a beautiful National Historic Site at Grand-Pré. It is a very interesting place to visit and I encourage you to go there with your parents. Do you know Angèle Arsenault's song called Grand-Pré?

Play the song and follow the words on the transparency. After you have played the song once, the children can sing along or mime certain parts of the song (e.g., soldiers marching).

The food is served with the music in the background.

7. Reflective Sharing on the Activity "Looking for the 12 Strands of Wool"

Give the students the opportunity to express their feelings about the search for the 12 strands of wool. Also encourage them to realize what they learned during the activity.

8. Writing Project and Visual Arts Project

a) Writing Project

- Write a thank-you card to the people who acted in the activity "Looking for the 12 strands of wool." who give the students the opportunity to express their feelings about the search for the 12 strands of wool. Also encourage them to realize what they learned during the activity.

Material for the card:

10 x 7 white construction paper folded in half so that the card measures 5 x 7.

- Work alone or in a team to compose the message.

Here is a model that can be used (see students' cards, Appendix 5):

Dear _____,

Thank you for taking part in the search for the strands of wool. You played the part of _____ very well. I really liked _____

(Student's signature)

b) Visual Arts Project

- Do a drawing for the front of the thank-you card with coloured pencils (see students' drawings in Appendix 6).

Preparation: Show the students Herménégilde Chiasson's watercolour illustrations in *The Magic Rug of Grand-Pré* to inspire them. Thank you for taking part in the search for the strands of wool.

- Make a mural in the shape of a hooked rug the show off the cards before they are given to the people the students thanked.
- Divide a large piece of paper into squares (large enough for the cards). Paint the squares with gouache in the colours of the Acadian flag. When the squares are dry, put a card in each square.
- Make a banner for the exhibit. Get groups of three or four students to invent a title for the writing project and decorate the banner (e.g., A Trip around Nova Scotia or The Magic Rug).

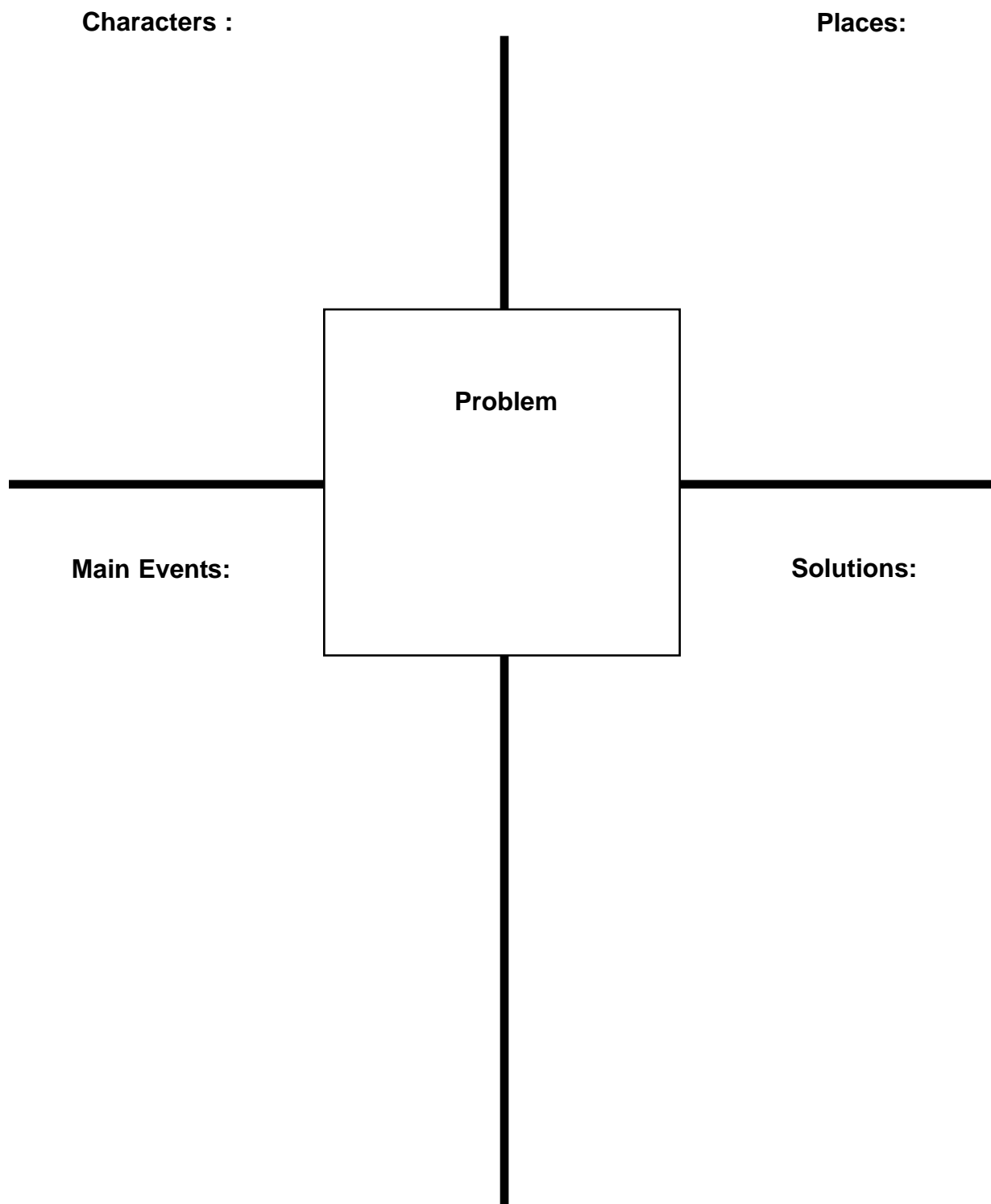
9. Promotion of Grand-Pré National Historic Site

Tell the students about Grand-Pré National Historic Site of Canada. Show them photos, post cards or other material (see Appendix 7).

Optional Activities

1. The teacher and/or the students read. The children are asked to select any type of book that relates to the history or culture of the Acadians (a recipe, a story, a newspaper article, a poem, etc.)
2. The teacher and the students take turns reading Angèle Arsenault's song "Grand-Pré." Talk about the different verses of this song. Use it during the reading of *The Magic Rug of Grand-Pré*. Ask the children to illustrate the part of the song they like the most.
3. Start a diary. Ask the students to write in their diary what they liked about the activity "Looking for the 12 strands of wool." Indicate the length you are expecting.
4. Start a diary. Ask the students to write in their diary what they learned about the history of the Acadians.
5. Painting/crafts. Suggest to the students that they draw the church in Grand-Pré and then post the drawings.
6. Listening to a demonstration or a presentation. Ask someone who makes rugs, a historian, a storyteller or a writer to come and speak to your class.
7. Make a present. Brainstorm with your class to find presents that one can give at any time of the year that don't involve spending money (helping someone, making a present, writing a poem, etc.). Ask the students to select one of the ideas in the list. Give them time to prepare the gift in question.
8. Ask the students to put thumb tacks on a map of Nova Scotia to show the places they visited during the activity "Looking for the 12 strands of wool."
9. Give the students cards with words from *The Magic Rug of Grand-Pré* and ask them to sort them into nouns and proper nouns.

Outline of Story



Letter to Parents

Dear Parents,

In order to make my students more aware of the history of the Acadians, I plan to organize a number of activities based on the children's book *The Magic Rug of Grand-Pré*. These activities will take place during the next few weeks.

Your help would be greatly appreciated for the activity "Looking for the 12 strands of wool."

Here are costumes and objects we need: a farmer woman's costume; a special outfit for the mailman, Johnny à Minou; a costume for a priest; 12 strands of gold or yellow wool; an old book; two sheep; a priest's chasuble (this can be a cape with a cross and a lamb sewn on the back)

I would also appreciate the following Acadian dishes: rabbit pie (or meat pie); blood pudding; double loaves of bread; some molasses; rappie pie; clams. I would like these food items to be kept as a surprise for the children on the day of the activity. I would appreciate it if you would not tell your child. Thank you very much for your cooperation.

If you have any of the above objects or if you can contribute any of the food items, could you please call me so I can give you further details.

I look forward to hearing from you.

Yours truly

(Signature de l'enseignante)

Note for Céleste's envelope

You will find three strands of bright red wool on the back of a holy lamb. When you have found all twelve strands of wool, you must hook them into the rug before Midnight Mass. Our ancestors are counting on you so that they can finally celebrate Christmas.

Childrens' Thank-You Cards

Dear Katelyn G.,

Thank you for participating in the hunt for the twelve strands of wool. Thank you for playing the role of Rose-Marie. I liked it when you found the last three strands of wool and when you and Nicholas hooked the cross on the rug

Kathelyn LeBlanc

le 18 décembre

Dear Mrs. Darlene,

Thank you for participating in the hunt for the twelve strands of wool. Thank you for playing the role of Thérésa the shepherdess. I liked the song Grand-Pré.

Gabrielle

Le 18 décembre

Dear André,

Thank you for participating in the hunt for the twelve strands of wool. Thank you for playing the role of Johnny à Minou. I liked it when you held my hand.

Samuel

I liked it when Johnny à Minou knocked on the little children's window.

Amy

Dear André,

Thank you for participating in the hunt for the twelve strands of wool. Thank you for playing the role of Johnny à Minou. I liked the way you were dressed. I also liked it when you put the double loaf of bread in your big bag.

Nikolaa

Children' Drawings



Amy



Gabrielle



Nikolaa



Samuel

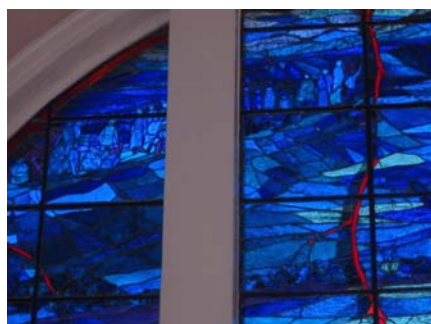


Isabelle



Katelyn LeBlanc

Photos of Grand-Pré National Historic Site of Canada



The Authors of the Lesson Plan



Elva Arsenault has been teaching Grade 2 at the Francophone school École François-Buote in Charlottetown for the past 13 years. This school is part of the Prince Edward Island French language school board. Elva Arsenault comes from the Evangeline Region of Prince Edward Island where the French language is alive and well. She is particularly interested in her Acadian heritage. Her work in the classroom involving the story of the rug from Grand-Pré stimulated her interest in Acadian history.



Martine Lacharité has been teaching Grade 2 at the Francophone school École François-Buote in Charlottetown for the past 8 years. After completing her masters degree in literacy, her work to promote the book *Le Tapis de Grand-Pré* increased her interest in the history of the Acadians. Supporting the students through all of the activities related to this book was an enriching experience. In other words, this wonderful children's book is a reference point for other lively and authentic learning projects..