

Evangeline by Longfellow

Time frame: 5 days

Aligned to the 8th grade Louisiana State Student Standards, but can be adapted to meet the 9-10 and 11-12 secondary standards.

Standards:

## **Reading Literature**

### **Key Ideas and Details**

1. Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Integration of Knowledge and Ideas**

7. Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

### **Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literature, including stories, dramas, and

poems, at the high end of grades 6–8 text complexity band independently and proficiently.

## **Reading Informational Text**

### **Key Ideas and Details**

1. Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### **Integration of Knowledge and Ideas**

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### **Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

## **Writing Standards**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

## **Research to Build and Present Knowledge**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Access the Evangeline poem by Henry Wadsworth Longfellow at  
[https://www.hwlongfellow.org/poems\\_poem.php?pid=297](https://www.hwlongfellow.org/poems_poem.php?pid=297)

- Evangeline: A Tale of an Acadie: Part of the First-----V
- Evangeline: A Tale of an Acadie: Part of the Second--I
- Evangeline: A Tale of an Acadie: Part of the Second--II

For students who have a 504 or Individual Education Plans and have Read Aloud modifications, students can download the Google Chrome extension “Read Aloud: A Text to Speech Voice Recorder” and will read the text to the students.

Students will need to do the following activities in the order the lessons are presented. Each lesson is providing support and scaffolding the students’ understanding of the text.

### **Activity 1:**

#### ***Background information:***

Either the teacher or the students will have Internet access to the website-<https://64parishes.org>

Students can read or listen to “Evangeline: A Tale of Acadie: Part of the First V,” the French settlers are five days into the “Le Grand De`rangement” arranged by the British.

Students read or listen to the two sections labeled “Le Grande De`rangement” and “Migration to Louisiana” (Benard).

<https://64parishes.org/entry/cajuns>

Large group discussion to ensure students understand the catalyst for the Acadians forced removal from their land.

### **Activity 2:**

#### ***Reading Literature Standard 3***

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### ***Reading Literature Standard 5***

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

### **Reading Literature Standard 6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Longfellow's "Evangeline" at <https://www.hwlongfellow.org/>

- Evangeline: A Tale of an Acadie: Part of the First----V  
[https://www.hwlongfellow.org/poems\\_poem.php?pid=299](https://www.hwlongfellow.org/poems_poem.php?pid=299)
- Evangeline: A Tale of an Acadie: Part of the Second--I  
[https://www.hwlongfellow.org/poems\\_poem.php?pid=301](https://www.hwlongfellow.org/poems_poem.php?pid=301)
- Evangeline: A Tale of an Acadie: Part of the Second--II  
[https://www.hwlongfellow.org/poems\\_poem.php?pid=302](https://www.hwlongfellow.org/poems_poem.php?pid=302)

After reading each canto, students should write an objective summary about the reading.

Next, students will read excerpts from Judge Felix Voorhies "Acadian Reminiscences: The True Story of Evangeline." The text can be found online at <http://www.gutenberg.org/ebooks/31245>

Students should read the following chapters:

- Chapter 5: The Acadians Resolve to Leave Acadia as Exiles
- Chapter 6: A Night of Terror and Misery. The Exiles are Captured by the English Soldiery
- Chapter 7: Assisted by Their Generous Friends
- Chapter 8: The True Story of Evangeline
- Chapter 9: The Acadians leave Maryland to go to Louisiana

Compare and Contrast the two stories by explaining the similarities and differences between the two stories and how these differences impact the reader's understanding of the content with the two stories.

Which author provides a more compelling story of "Evangeline" Longfellow or Voorhies?  
(provide evidence and commentary to support your claim)

### **Activity 3:**

#### ***Reading Informational Text Standard 7***

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

After reading the Longfellow and Voorhies' telling of the "Le Grande De`rangement" and the journey of the Acadians to Louisiana, students will analyze two paintings depicting the story "Evangeline."

<https://64parishes.org/entry-image/evangeline>

<https://64parishes.org/entry-image/the-last-novena-for-gabriel>

1. Analyze how the painter uses color to convey his interpretation of Longfellow's poem "Evangeline."
2. Which painting depicts the poem "Evangeline" most accurately? What artistic devices does the painter employ to support the most accurate depiction of the poem "Evangeline"?

### **Activity 4**

#### ***Reading Informational Text Standard 2***

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Watch the following Youtube video "The Expulsion of the Acadians" at

<https://www.youtube.com/watch?v=KbjrUA13yBs> (12 minutes)

Answer the following questions:

1. What are the central ideas of the speaker's message?
2. What term does she use to describe the removal of the Acadians from their land?
3. How does the author support her viewpoint?

## **Activity 5 A-B**

### ***Writing Standards A***

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

The culminating writing task (CWT) is the final assessment for this week's lesson.

Culminating Writing Task:

Write a narrative essay in which you retell a key episode from the Evangeline canos read during this section and write from another point of view, e.g., an omniscient narrator, a different character, to reveal a different perspective or reality. Establish a context and the narrative point of view and develop the narrative using a coherent sequence of experiences or events. Use narrative techniques such as dialogue, pacing, and description to develop the characters, experiences, and events and maintain your audience's interest. Use precise words and details and sensory language to convey a vivid picture and communicate meaning.

(This activity was taken and modified from the [www.louisianacurriculumhub.com](http://www.louisianacurriculumhub.com) grade 10 [https://ldoe-uploads-production.s3.amazonaws.com/release/materials/10D1\\_UnitEP.pdf](https://ldoe-uploads-production.s3.amazonaws.com/release/materials/10D1_UnitEP.pdf))

### ***Research to Build and Present Knowledge B***

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the

data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

In this activity, students will develop a question about the Acadians that they would like answered, locate sources that will answer their question, and provide multiple opportunities for different perspectives.