



NOVEL STUDY AND
TEACHERS' GUIDE FOR

Winds of L'Acadie

by Lois Donovan

Novel Summary

Winds of L'Acadie, a novel for young adults, explores issues of belonging, self-discovery, friendship and loyalty. Sarah White, the daughter of a single parent who happens to be a well-known television personality, longs for a “normal” family and a place that feels like home. She also wishes her mother would stop controlling every aspect of her life. In *Winds of L'Acadie*, Sarah experiences diverse cultures which challenge her to examine priorities and values in her own rose-coloured world. When a quill box transports her to the eighteenth century, she is faced with making life and death decisions as she finds herself entangled in a tragic and painful part of Canadian history.

As the story begins, the sophisticated but insecure sixteen-year-old from Toronto finds herself spending the summer in Wolfville, Nova Scotia, with her barely known grandparents. Wolfville is not Sarah's idea of a vacation destination, and she is convinced it will be the most tedious summer ever. She gets off to a rough start when she meets Luke, the nephew of her grandparent's friend, and one unfortunate event leads to another. Just when she thinks her summer can't get much worse, she finds herself transported to Acadia in 1755. Here she meets Anne and experiences the warmth of the close family bond she has always wished for. But the peace-loving Acadians are about to be torn from their homes and Sarah is desperate to find a way to help them. When Sarah is forced to

abandon her stylish lifestyle, she uncovers a strength and determination she didn't know she possessed. Although Sarah has to come to terms with the fact that “you can't change history,” she is willing to risk her life to do everything in her power to help her Acadian family and finds a surprising ally in Luke.

In addition to offering an exciting adventure story, *Winds of L'Acadie* presents information on the life and culture of the Acadian people and provides many opportunities for discussion surrounding the reasons for the deportation of 1755, the actual deportation events and how this one major event in Canada's history forever changed the face of Canada. It also lends itself to discussions on individual choices and the motivation and consequences of those choices. The content is suitable for grades 5-9.

Historical Background

The term *Acadie* or *L'Acadie* was used by the French for the Maritime part of New France. It comprises what we know today as the provinces of New Brunswick, Nova Scotia, P.E.I. and parts of Quebec and Maine. In English, the term normally used is Acadia.

THE PEOPLE

The Acadians settled in the maritime area in the early 1700s, and the population grew rapidly. Prior to the

deportation, the inhabitants of Grand-Pré were primarily farmers who relied on the dyked farm lands to provide them with wheat, oats, barley, rye, flax and hay. Apple trees were abundant and provided apples for cider. The Acadians planted many weeping willows or French willows which can still be seen throughout the area today.

During the spring season, the Acadians planted the crops and built or repaired their dykes to reclaim the salty marshlands. In the fall, crops were harvested and meat prepared and salted for the long winter ahead. During the winter months men spent considerable time in the forests cutting firewood and logs for building. They also spent time hunting.

Women and girls saw to the needs of the household, preparing food from the vegetable gardens, milking the cows and goats, shearing the sheep for wool and tending the flocks of geese, ducks and hens. They carded, spun and wove the wool from the sheep and wove the flax from the fields into cloth. Women also did their share of working in the hayfields during the summer months.

In the evenings the Acadians liked to get together with friends and family to sing and dance and tell stories from their homeland.

The Acadian people were a healthy, peace-loving people – deeply religious with strong family bonds.

EVENTS LEADING TO THE DEPORTATION OF 1755

The lands known as Acadia bounced back and forth between the English and French until 1713. In the Treaty of Utrecht, signed on April 11, 1713, King Louis XIV of France reluctantly renounced his claims to mainland Nova Scotia. This began a chain of events that eventually led to the deportation in 1755. The Acadians were given the choice to stay in Nova Scotia, as British subjects with freedom to practise their Roman Catholic religion, or to move to wherever they wished within a year. Remaining as a British subject required the Acadians to take an oath of allegiance to Queen Anne.

France preferred that the Acadians leave mainland Nova Scotia and settle in one of the areas still

controlled by France (present day PEI or Cape Breton). The additional Acadians, they believed, would greatly strengthen these French colonies. Although many Acadians preferred leaving to taking an oath of allegiance, when they checked out the lands being offered they were not so sure. The land in Cape Breton was poor and moving to PEI meant abandoning their way of life and everything that was familiar to them. Many decided to stay. Those who chose to leave encountered problems. The British governors, recognizing the advantage of keeping the Acadians under British control, refused entry to French vessels in English ports while forbidding English vessels from sailing to French territories, making it virtually impossible for the Acadians to leave.

Between the years of 1719 and 1730 many Acadians took oaths of loyalty to the British Crown, receiving a verbal assurance of neutrality in return for the promise not to bear arms against the French and Mi'kmaq. The Mi'kmaq had been converted to Christianity by the priests who first came as missionaries to the area in the early 1600s and therefore sided with the Acadians. When trouble arose, however, the Mi'kmaq threatened to kill the Acadians if they sided with the British. In this way, the Acadians were caught in the middle. They became known as the "French Neutrals." For a time, Acadians enjoyed peace under British rule, but the British became increasingly nervous about the Acadian presence. They knew that Acadia was strategically important, for it was the only sea access to Quebec and it was also located adjacent to Fortress Louisbourg on Cape Breton Island. Problems were arising with the French and the Indians (as they were then called) in some of the colonies to the south.

THE DEPORTATION

In 1755 Governor Charles Lawrence became increasingly distrustful of the neutral position of the Acadians and proceeded to deal with the Acadians in the easiest, least expensive manner possible, which was to deport them to several colonies along the coast of North America as well as sending some back to France.

The procedure of removing the Acadians did not go

smoothly. The transport ships did not arrive on time and some of the Acadians being held captive escaped. Although Colonel Winslow promised not to separate families, in all the confusion separations did occur. Transports were extremely overcrowded, and the Acadians were not permitted even the barest necessities for survival. Many of them died on board the ships. In addition, several ships were lost at sea. Two ships were driven to San Domingo, where the Acadians were abandoned. From here they made their way either to France or to Louisiana. One ship sank in a storm and one was captured by the Acadians and sailed to the Saint John River. These Acadians made their way to Quebec. The deportations continued throughout the Seven Years War. Approximately 14,000 in all were torn from their homes from 1755-1763.

Those who escaped deportation from the mainland made their way to Isle Saint-Jean (P.E.I.). The numbers involved were so large that the population doubled in three years. Unfortunately Acadians were soon deported from here as well.

THE ACADIAN IDENTITY

The intention of the Governor of Halifax and the Governor of Massachusetts was to have the Acadian people absorbed into the society of the thirteen colonies, thus losing their culture, language and religion. In fact, the opposite happened: the Acadian people grew stronger as they rallied together to fight the adversity with which they were faced. The “expulsion” experience linked them in a common bond and convinced them that they were a distinct and unique group compared to other ethnic groups. Acadians separated from their families abandoned any idea of settling down until they had exhausted all possible avenues for being reunited.

RESETTLEMENT

For the most part, the Acadians were treated poorly in most of the thirteen colonies. Excepting Maryland, the colonies would not allow them to own property unless they gave up their religion and took an absolute oath of allegiance. Some colonies did not even allow this. In New York they were at best bonded servants.

In the southern states they worked under the same conditions as the slaves. In France, the conditions were not favourable either, and the Acadians resented their status as peasants under the feudal system. Many of them left for Louisiana, as did many from the American colonies, which is how the Cajun culture was born. Louisiana was the only place where the Acadians were welcomed.

After 1763, when the British government informed the colonies that it was no longer a good idea to deport the Acadians, some Acadians began to return to their former homes. They were granted land if they signed the oath of allegiance. Some returned without obtaining permission and the government took no steps to stop the growth of these Acadian communities. The “Caravan from Massachusetts” (approximately 800 Acadian men, women and children) travelled on foot to reach their beloved *Acadie*. Many settled in Memramcook. Some travelled on in hopes of regaining their home land in Piziquid, Grand-Pré and Port Royal, but these lands were being farmed by the New England Planters. Consequently, they were forced to settle in the less fertile areas of Nova Scotia. By the end of the eighteenth century, as a result of a variety of situations and circumstances, Acadians were spread from Quebec to Louisiana. They were also found in some isolated pockets in France and they maintained a foothold in their native Acadia.

ACADIANS TODAY

In the 1880s, the Acadian people began seriously to celebrate their culture, and these celebrations still take place today. In 1884 the Acadians of the Maritimes chose the Feast of the Assumption as their patron feast. They also chose the red, white and blue flag with the Star of the Sea and the *Ave Maris Stella* as their special anthem. Today, Acadian culture is alive and well in Canada. Université de Moncton and Université Sainte-Anne are universities that specialize in Acadian studies, and there has been a great revival of Acadian music and art. Painting, sculpture and crafts have flourished with the increase of Acadian galleries and museums. Acadians have also ventured into all literary fields, winning national and international acclaim.

Travelling through the Acadian towns and villages of New Brunswick and Nova Scotia, visitors will spot numerous Acadian flags flying proudly. Some zealous Acadians have lawn ornaments and have even painted their houses red, white and blue and have added the yellow star. Despite their tragic history, Acadians are generally happy to be part of Canada and most do not like to be associated with or confused with Quebecers.

Pre-reading Activities

1. Predict what genre the book is by looking at the cover illustration.
2. Predict what the story might be about by hearing the title. Why do you think the author chose this title?
3. Look at a map of Nova Scotia and locate Grande-Pré and where it is in “Acadia.”
4. Questions to think about:
 - Are you interested in stories about travel through time?
 - Are you interested in stories about friendship?
 - Would you ever risk your life for a friend?
 - Would you ever travel to a place and time knowing that you may not return safely?
 - Have you ever had a best friend who was from a different culture than you? What things did you have in common? What was different?
 - If you could go back in time, which time period would you pick? Why?
4. Work in groups to create a time-travel story. What is happening during the time period you chose? What changes of lifestyle do you encounter? Did your going back in time affect the outcome of current events?

Main Characters

SARAH WHITE – 16-year-old girl; main character.
NICOLE WHITE – Sarah’s mother
RETA AND PETE WHITE – Sarah’s grandparents
MAGGIE HÉBERT – friend of Sarah’s grandparents
LUKE HÉBERT – Maggie’s great nephew
ANNE LEBLANC – Sarah’s Acadian friend from the eighteenth century

MARGUERITE AND CHARLES LEBLANC – Anne’s parents
FRANÇOIS HÉBERT – Anne’s fiancé

Vocabulary Ideas

Each chapter section contains vocabulary that may not be familiar to the students. Here are some ideas for working with these words and other unfamiliar words.

1. **Vocabulary quiz.** First give the definition and then students must write the correct word.
2. Create a class **illustrated dictionary.** Have each student illustrate a word to be included in the dictionary.
3. **Password Game.** Divide students into two teams. One from each team faces away from the board. Write one word on the board. Teams alternate giving one-word clues until a team-mate guesses the correct word.
4. **Pictionary.** Divide students into two teams. Put vocabulary words into two tubs. One member of each team draws a word from their tub and proceeds to illustrate it on the board. As soon as a member of his team guesses the word that student draws a word from the tub and illustrates it. The first team to have everyone illustrate a word is the winner.
5. **Concentration.** Make sets of words and definitions for each chapter segment. Students match words to definitions.
6. **Word Sort.** Create a chart for nouns, verbs, adjectives and adverbs. Students sort words into the correct category.

Chapters 1-2

WHAT HAPPENS

Sarah, an attractive but very disgruntled sixteen-year-old has just arrived in Wolfville, Nova Scotia, where she is to spend the summer with grandparents she barely knows. After her grandfather picks her up at the airport, they stop at an outdoor market where Sarah slips on some broken eggs and falls. She handles the situation rather badly, making a less than

favourable first impression on her grandfather. As a result, Sarah is in poor spirits by the time she greets her prim and proper grandmother, and even eating dinner feels like an exhausting task. Her spirits lift somewhat when she discovers her childhood friend, Raggedy Anne, in the closet of her little room.

VOCABULARY

- pastoral
- consumed
- savoured
- meticulously
- tantalizing
- intricate
- uncanny
- doily

DISCUSSION QUESTIONS

1. Why does Sarah feel so negatively toward staying with her grandparents for the summer?
2. Why does Sarah's grandfather stop at the outdoor market?
3. What happens at the market to embarrass Sarah?
4. What is your first impression of Sarah's grandfather? Explain.
5. What do you think Pete White's first impression of his granddaughter is? Explain.
6. Why was Luke living with his Great Aunt Maggie?
7. What do you predict will happen the next time Luke and Sarah meet?
8. If you were to choose one word to describe Maggie what would it be? Why?

JOURNAL RESPONSE

The chapter gives us the idea that Sarah is not pleased with the relationship she has with her mother. Describe the personality and actions of what, in your opinion, would be the perfect parent.

CURRICULUM CONNECTIONS

SOCIAL STUDIES: *Comparisons*

Locate Toronto, Ontario, and Wolfville, Nova Scotia, on a map of Canada. Look up the population of each place. Make a chart of the differences you would expect to find between the two locations based on the size and location of each. Include items that would be

of interest to someone your age (access to shopping, theatres, amusement parks, beaches, etc.)

LANGUAGE ARTS: *Setting*

Make a visual representation of the scenery as you picture it through Sarah's eyes when she first arrives in the Annapolis Valley. Use clues from the text.

Chapters 3–4

WHAT HAPPENS

Sarah is surprised to find that Luke, the boy from the market, is the great-nephew of her grandparents' good friend, Maggie. Neither teen is pleased to discover they are expected to spend an entire day together. Luke invites Sarah to go sailing with him. She accepts the invitation, despite her grandmother's disapproval and her lack of proper clothing. The day ends disastrously with a boating accident and Sarah spends the next several days recuperating from a concussion. While resting in bed, she reads the tragic tale of Evangeline and becomes interested in the history of the Acadians. Sarah and Luke visit the Grande-Pré National Historic Site where Sarah learns much about the lifestyle and deportation of the Acadians. While they are gone, her grandfather has an accident and is hospitalized. Once more, Sarah's world is thrown into turmoil.

VOCABULARY

- whitewash
- haphazardly
- exhilarating
- squall
- torrents
- faltered
- idyllic
- nonchalantly
- evoking
- ominously
- frigid
- lurched

Sailing Terms:

Mainsail – the principal sail on the main mast.

Cleat – made of wood or metal with two horns to fasten a rope.

Reef – to reduce the area of a sail by rolling or folding a portion.

Cockpit – the open space behind the deck from which the ship is steered.

Hatch – an opening in the deck of a ship.

DISCUSSION QUESTIONS

1. Why did Sarah and her grandfather not go to the Grand-Pré National Historic Site as they had originally planned?
2. What does Sarah do when she encounters Luke for the second time?
3. Do you think Sarah handled the situation well? Why or why not? What would you have done in that situation?
4. Why did Luke and Sarah not use the motor to get back to the harbour?
5. When Sarah is knocked unconscious she hears strange voices and sees a girl dressed in strange clothing. How do you explain this “vision”? Why do you think the author included this?
6. What is Luke’s attitude about running out of gas? What is Sarah’s reaction?
7. What did Sarah learn about the Acadians at the Grand-Pré National Historic Site?
8. Why do you think Sarah was speaking French in her sleep?

JOURNAL RESPONSE

Have you ever found yourself in a situation where you had to spend time with someone you didn’t want to be with? What happened? How did you handle it? Did it turn out better or worse than you expected? Explain.

CURRICULUM CONNECTIONS

LANGUAGE ARTS: *Sailing Vocabulary*

In Chapter 3 the author uses a number of words related to sailing/boating. Encourage students to look for the words as they read. Students could make a list of these words and their definitions, including illustrations.

LANGUAGE ARTS: *Descriptive language*

Explore the author’s use of figurative language. Give the following examples:

- “nowhere Nova Scotia” (*alliteration*)
- “clung to her like plastic wrap” (*simile*)

- “this pretty flower is my granddaughter” (*metaphor*)
- “grade A mini-missiles” (*metaphor*)
- “like a flag” (*simile*)

Have students identify the figures of speech and then find other examples of descriptive writing. How does the use of figurative language enhance the writing?

SOCIAL STUDIES: *Geography*

Where did Luke and Sarah go sailing? Draw a map of Nova Scotia and label the various bodies of water surrounding it. Locate Cape Split and put a star in the area where you think Luke and Sarah were anchored during the storm.

CHAPTERS 5

WHAT HAPPENS

Sarah stays with Maggie and Luke while her grandfather recovers in the Halifax hospital. To Sarah’s surprise, Maggie enlists Sarah’s help for chores on the farm. One particularly stormy day, Maggie asks her and Luke to clean up the chaotic attic. While gazing out the tiny attic window Sarah is sure she sees an Acadian girl wandering on the dyke. After the rain lets up, Sarah heads off to the dyke clutching her grandfather’s special quill box. When she takes the lid off the box to put in a special keepsake stone she has found, a sudden wind almost knocks her off the dyke and Sarah feels as though she has been pulled into a wind tunnel.

VOCABULARY

- mortified
- nautical
- torrential
- casement window
- musings
- oxidized
- incessant
- twinge

DISCUSSION QUESTIONS

1. How does Sarah feel about staying with Maggie and Luke?
2. How would you describe Luke’s character? Find a quote from the chapter to support your comments.
3. How would you describe Sarah’s character? Find a quote from the chapter to support your comments.

4. Why was Sarah so interested in finding the key to the trunk?
5. What was in the trunk?
6. Who did Sarah see on the dyke in the rainstorm?
7. Why did Sarah bring her grandfather's quill box with her?
8. What happened when Sarah was on the dyke?

JOURNAL RESPONSE

Are you more like Luke, Sarah, Maggie, Mr. White (Pete) or Mrs. White (Reta)? Explain who and why.

Chapters 6–9

WHAT HAPPENS

When the wind dies down Sarah sees a girl about her age, named Anne, who is dressed in Acadian clothing. Sarah soon learns that she has travelled back in time to the eighteenth century. After Sarah follows Anne to her home, Anne's little brother, Jean-Paul, falls in the river and Sarah uses her lifesaving skills to resuscitate him. Anne's mother believes Sarah to be a special angel sent to save her son's life. That evening they have a celebration in Sarah's honour.

Sarah stays for the celebration but when she tries to leave the next morning she can't figure out what to do. All her efforts fail and she is left no choice but to settle temporarily into Acadian life. When Sarah discovers it is 1755, the year of the deportation, she is concerned for Anne's safety. She also worries that she will be deported with the Acadians if she is unable to return home.

Anne introduces her to Marie, a Mi'kmaq friend, who shows them how to make quill boxes. Sarah is thrilled because she lost her grandfather's special quill box somewhere on the dyke when she travelled through time. She is surprised when Marie's grandmother presents her with a quill box identical to the one she lost. At first, Sarah is confused but she begins to make a connection between the quill box and her ability to travel to a different time. She decides it is time to try to return home again; she and Anne go to the dyke with the quill box.

VOCABULARY

- | | | |
|---------------|--------------|------------|
| ■ liltng | ■ tidal wave | ■ rustic |
| ■ skittered | ■ dyke | ■ permeate |
| ■ spewing | ■ pungent | ■ pâtés |
| ■ sneer | ■ etched | ■ yoke |
| ■ traipsing | ■ sullen | ■ myriad |
| ■ tentatively | ■ pewter | ■ wigwams |

JOURNAL RESPONSE

How would you feel if you suddenly found yourself in a different time period? What would be the benefits, and pitfalls of travelling through time?

DISCUSSION QUESTIONS

1. Why did Anne's mother believe Sarah was an angel?
2. What is Sarah's first impression of Anne? Of Anne's family?
3. What differences does Sarah encounter between Anne's life in the eighteenth century and her own twenty-first century lifestyle?
4. How did the author foreshadow Sarah going back in time?
5. Why is Sarah worried when she discovers it is 1755?
6. What did Maman do for Sarah? Why do you think she went to such trouble?
7. Do you think it is a coincidence that Marie gave Sarah a quill box exactly like the one she lost? Explain.
8. Do you think she will be able to get back home now? Why or why not?

CURRICULUM CONNECTIONS

ART: *Make a quill box*

Make quill boxes using coloured toothpicks glued to cover paper. Use a net for making a cylinder, cutting it out of thin cardboard or cover paper. Draw a simple geometric pattern on the top of the box and use a simple zigzag pattern for the sides. Leave the bottom circle plain. Break the toothpicks into the lengths needed. Glue the coloured toothpicks onto

the pattern so that no spaces are left. Carefully roll the sides and glue the tabs together then glue down the bottom and the lid of the box.

SOCIAL STUDIES: *Plan a party*

The Acadian people liked to celebrate and have fun with their neighbours. Make a menu of what you could serve to eat and drink. What kind of music/entertainment will you have? What special day are you celebrating?

LANGUAGE ARTS: *Storytelling*

What story did Pierre Hébert tell the children? What was it about? What story did you like to have told to you when you were younger? Practise retelling one of your favourite stories in your own words in order to present it to a group of younger children. How can you make your story “come alive” for your audience?

Chapters 10–12

WHAT HAPPENS

The winds of L’Acadie return Sarah to the twenty-first century where she is surprised to discover no time has passed in her absence. Luke and Maggie notice a change in Sarah’s appearance and Luke worries that Sarah is acting strangely. He becomes even more alarmed when Sarah tells him about her experiences in the eighteenth century; he thinks that she seriously damaged her brain in the boating incident. Sarah’s grandparents, concerned that she has been stuck in the house all summer, are pleased when Luke offers to drive her to Halifax for some sightseeing. Sarah has other plans, which involve a trip to the Nova Scotia archives in search of Anne’s family history. Sarah and Luke learn much interesting information about the Acadians and the deportation while at the archives but Sarah is disappointed when she realizes how difficult it would be to trace Anne’s family.

VOCABULARY

- | | |
|----------------------|---------------|
| ■ oblivion | ■ genealogies |
| ■ catapulted | ■ archives |
| ■ gaunt | ■ dissipated |
| ■ eluded | ■ consumed |
| ■ Oath of Allegiance | ■ decibels |

DISCUSSION QUESTIONS

1. How was Sarah able to “time-travel” to the present?
2. What surprised her when she found herself in the present?
3. Why do you think Sarah decided to tell Luke about her experiences in the eighteenth century?
4. What does Luke think when Sarah tells him about these experiences?
5. Does Sarah find the information she is looking for in the archives?
6. What does Sarah learn about the Acadian deportation at the archives?

JOURNAL RESPONSE

Your friend has just told you that he has time-travelled. At first you think he is joking but then you realize that he really is convinced that this has happened. What is your response? Do you talk to anyone else about it? Write about what you would say and what you would do in this situation.

CURRICULUM CONNECTIONS

LANGUAGE ARTS: *Time travel device*

The author chose a Mi’kmaq quill box as the time travel device. Make a list of other time-travel devices used by authors in other books you have read. If you were to write a time travel story what would you use for a time-travel method or device? Describe how it would work.

OR

Send a postcard from a place you have time-travelled to describing what it is like and how you got there.

Chapters 13–14

WHAT HAPPENS

Luke is frustrated by Sarah’s incessant talk about the Acadian family and regrets his promise not to tell anyone Sarah’s strange stories. Maggie invites Sarah over to help organize a surprise birthday party for her grandfather, and Luke thinks it has taken her mind off the Acadians until he sees her gift to her

grandfather – a beautiful painting of historical Acadia. After the party, Sarah decides she will return to Acadia one final time. What she doesn't anticipate is Luke's kiss right before she plans to leave. Flustered, she races out the door. Luke follows Sarah to the dyke and reaches for her just as she takes the lid off the quill box. Luke travels through time with Sarah and the two of them arrive in Acadia with the deportation already under way. Luke is still confused about what has happened when Sarah insists he wear the Acadian clothes Anne brings for them.

VOCABULARY

- betrothal
- rampage
- idyllic

DISCUSSION QUESTIONS

1. What was Luke thinking about when he was pacing around his bedroom at the beginning of Chapter 13?
2. Why did Maggie call Luke downstairs for a chat?
3. Describe Sarah's gift to her grandfather.
4. What did Luke think of her painting?
5. Why did Luke follow Sarah out to the dyke?
6. What would be your reaction if you were Luke and suddenly found yourself in a different time period?

JOURNAL RESPONSE

A friend says she has something important to tell you and makes you promise to keep it a secret. Dying of curiosity you agree, but after you hear what it is, you feel nervous about keeping it a secret. Your friend needs more help than what you can offer and you feel overwhelmed by keeping such important information to yourself. Do you keep her secret? Why or Why not? Explain.

CURRICULUM CONNECTIONS

SOCIAL STUDIES: *Traditional Acadian clothing*

Research traditional Acadian clothing, and then draw a sketch illustrating Luke and Sarah's Acadian clothing. Use the information from Chapter 14 as well as information from your research. Does the cover art give you clues?

Chapters 15–16

WHAT HAPPENS

After Sarah and Luke check out the notice on the church door, Sarah is desperate to tell Anne's family what is in store for them. Luke, aware of the immense danger facing them, is anxious to return home. They go to see Anne's new cottage and are invited to enjoy the noon meal with the two families. After the meal Sarah shocks everyone by blurting out that the meeting is a trick to trap all the men in the church. The men hold an impromptu meeting but decide that it is too risky to defy the English orders. Sarah is discouraged that her returning to Acadia has been in vain. Everyone leaves for the meeting, including François. Luke agrees with the others that he would be wise to keep out of sight of the soldiers and takes François' offer to "hang out" at the new little cottage. Later in the evening, Philippe, Anne's oldest brother, pays them a visit and confirms what Sarah had warned them of earlier – the men and boys are all captive in the church. Several men were given the job of informing the families and requesting food. Maman is distraught with the news. Sarah and Luke decide to stay for awhile to help the families prepare for the inevitable journey. They may not be able to change history but perhaps they can help them survive the horrible conditions aboard the ships.

VOCABULARY

- | | |
|--------------|---------------|
| ■ daunting | ■ confiscated |
| ■ glower | ■ defy |
| ■ disclosure | ■ crevices |
| ■ impromptu | ■ flax |
| ■ tolled | ■ transpired |
| ■ ominously | |

DISCUSSION QUESTIONS

1. What was the notice that was posted on the door of the church?
2. What reasons did Anne's father and the other men give for attending the meeting?
3. Why was Philippe allowed to leave the church and talk to his family?
4. How does Luke show a sense of humour about their (time-travel) situation?
5. Do you think it is a good idea for Sarah and Luke to decide to stay for a few more days? Explain.
6. In your opinion did Sarah make a wise choice in deciding to return to L'Acadie? Explain.

JOURNAL RESPONSE

How would you feel if you or your family were held captive against your wishes, knowing that you had done nothing wrong? Describe how you think the men in the church are feeling.

CURRICULUM CONNECTIONS

SOCIAL STUDIES: *Historical journal entry*

Colonel Winslow kept a journal of events leading to the deportation of the Acadians at Grand-Pré. From that record we know that he did not like the task he had been given and that he found it a difficult and distasteful order to carry out. Not all of the British soldiers were so sympathetic. Write a journal entry from the point of view of an Acadian who is being held captive in the church or from the point of view of a soldier carrying out the deportation orders. Your journal entry should clearly show your opinion of your role (captive or soldier) and also your feelings about your particular situation.

LANGUAGE ARTS: *Role play*

Governor Charles Lawrence, in Halifax, issued the deportation orders because he viewed the Acadians as a threat to British control. Colonel Winslow felt sorry for the Acadians and we get the impression he found the orders harsh but that he had no choice but to obey orders. Role play a conversation that could occur between Governor Lawrence and Colonel Winslow, demonstrating each man's opinions and beliefs regarding the deportation.

Chapters 17–18

WHAT HAPPENS

Sarah arranges with Maman LeBlanc to meet with the women of the village to discuss what supplies they will need to collect in order to prepare for the long sea voyage they will soon face. Many of the women are skeptical but they listen politely to Sarah's suggestions for what is needed and even come up with some ideas of their own. Luke, who has disguised himself as a woman, makes himself scarce during the meeting, and Sarah begins to worry when evening arrives and he has not yet returned. To make matters worse, two soldiers storm into the LeBlanc household and harass the women. Sarah is terrified by the soldiers' violent behaviour, but when she informs them that she knows all about the "operation" and threatens to report their actions to Colonel Winslow, the men leave.

A few days later, the soldiers separate the younger men from their fathers in hopes of preventing a revolt. The younger men are imprisoned on the ships. Luke thinks that they should leave soon but Sarah has a different idea. After taking food to the ships with Anne, Sarah thinks of a plan for some of the men, including François, to escape the ship dressed as women. When Luke hears of the plan he agrees to help.

VOCABULARY

- broaching
- barbaric
- pockmarked
- burly
- fray
- cracklings
- ailments
- rabid
- tremors

DISCUSSION QUESTIONS

1. Why did Sarah want to meet with the women of the village?
2. Why did Maman not want Luke helping with the chicken pies?
3. What are the various jobs/tasks that Acadian women are responsible for? How is this different from jobs/tasks of present day women?

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4. Why did the soldiers come to the LeBlanc household?
 5. What did Sarah do to get the soldiers to leave?
 6. Would you have done the same thing as Sarah in this situation? Explain.
 7. Why were the younger men being taken to the ships?
 8. What idea does Sarah come up with after taking the food to the ships?

JOURNAL RESPONSE

Write about a time when you were really scared. What happened? What was your response? Would you react the same way again? Is there anything you would do differently? Explain.

CURRICULUM CONNECTIONS

LANGUAGE ARTS/SOCIAL STUDIES: *Compare and contrast*

Compare and contrast Sarah's present day lifestyle with her Acadian lifestyle. Consider conveniences, technology, chores, behaviour expectations, transportation, family commitments, etc.

LANGUAGE ARTS: *Character analysis/development*
How does Anne's personality complement Sarah's? Do you think Anne has had a positive influence on Sarah? Explain. In what ways have you noticed Sarah develop as a person since the beginning of the book. How much of this growth can be attributed to her experiences in Acadie?

Chapters 19–20

WHAT HAPPENS

When Sarah and Anne bring food to the men on the ships, they talk to François and Philippe about the escape idea. François is particularly enthusiastic about it. After several days of working with Anne's Mi'kmaq friends in preparation for the young couple's escape, the anticipated day dawns rainy and stormy and the girls aren't sure if the escape plan is still on. Anne takes some things to the Mi'kmaq camp and, while she is gone, François, dressed as a

woman, appears at the door, ready to take Anne to the camp. Sarah now realizes that she will never see Anne again. Early the next morning Luke arrives back from the Mi'kmaq camp where he stayed overnight to complete some of the final preparations, and he and Sarah make plans for returning home. When Sarah is down on the beach, after helping Maman with the overloaded cart of belongings, she is confronted by a soldier who is intent on seeing her deported. Luke comes in search of Sarah and the two are forced to run to the safety of the dyke and home.

VOCABULARY

- *bonne chance*
- brood
- dire
- meager
- profusely
- verdant

DISCUSSION QUESTIONS

1. What do Philippe and Luke think about Sarah's idea for escaping?
2. What do Anne and Sarah do to help prepare for Anne's and François' escape?
3. How does Luke help?
4. Why does Anne decide to go to the Mi'kmaq camp before François comes? Was this a good idea? Explain.
5. Would you have made the same decision as Sarah regarding staying with Maman until she was settled on the beach? Explain.
6. Why didn't Luke wait for Sarah in the barn?
7. What happened when the soldier confronted Sarah?
8. Will this be the last time Sarah visits L'Acadie? Why?
9. What was the last "picture" Sarah had of L'Acadie before taking the lid off the quill box?

JOURNAL RESPONSE

Have you ever been separated from a very good friend? What was the situation? How did you feel? Describe how you would feel if you were Sarah and leaving your best friend behind.

CURRICULUM CONNECTIONS

SOCIAL STUDIES: *Deportation*

Research the events of 1755 leading up to and ending with the deportation. Make a chart outlining these events, including dates.

Chapters 21–22

WHAT HAPPENS

Sarah is glad to be back in the comfort and safety of Maggie's home, but she is tormented by visions of her final days in L'Acadie and wonders what became of her best friend Anne. Maggie surprises everyone at Sarah's farewell dinner by announcing that she found a Hébert family tree that goes back several generations. Sarah is still wondering if perhaps Luke is related to François' family when her grandfather produces a surprise of his own – a special cross that Sarah recognizes immediately as Anne's. Her grandfather relates an amazing story of how Anne was reunited with her younger brother Jean-Paul, and Sarah is overjoyed to learn that her special Acadian friends survived the tragic deportation. Sarah finally feels at peace as she says her good-byes to Luke. He tries to convince her to stay at her grandparents for the coming school year, but Sarah feels that she must return to her mother – at least for a time – and begin to build a better relationship with her.

VOCABULARY

- reeled
- vivid
- petty

DISCUSSION QUESTIONS

1. What does Maggie find in the trunk?
2. Why are Luke and Sarah interested in the family tree?
3. What surprise does Sarah's grandfather have for her?
4. What does Sarah learn about her own family history?
5. What does Sarah learn about Anne and her family?

6. Why does Sarah decide not to stay in Wolfville for another year?

JOURNAL RESPONSE

The events of this summer have changed how Luke and Sarah view the world and each other. Choose either Sarah or Luke and write about how their summer experiences have transformed them.

OR

Write about a life-changing event you have experienced and explain how you were transformed by it.

Post-reading Activities

1. *Setting* – Make a collage of the various settings in *Winds of L'Acadie*.
2. *Setting* – Make a storyboard of the main events by illustrating significant settings for each segment.
3. *Character analysis* – Sarah tells us she is not the same person at the end of the summer as she was when she arrived in Nova Scotia. Create a chart or web using words to describe Sarah at the beginning of the book and a separate one to describe Sarah at the end. How did she grow as a character? Which people or events do you think had the greatest impact on her? Explain.
4. *Character* – Which character in the story would you most like to be like? Describe the traits that you admire and explain why.
5. *Main Idea* – Create titles for the chapters. Create a catchy title for each chapter which reflects the main idea of the chapter. Explain why you chose that title.
6. *Plot* – Choose a particularly dramatic scene from the novel and write a script for a role play. Direct a group of your classmates in performing the role play for the class.
7. *Issues* – Discuss equality and human rights. Create a charter of rights. Create a visual or dramatic representation of children's rights or the rights of people with special needs.

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8. *Discuss* the impact of the deportation on the face of Canada. What would have happened if the Acadians had not been deported? What impact would this have on the rest of Canada? Create a chart explaining possible outcomes for the two following scenarios: if France had gained control of Acadia, and if Britain had control but chose not to deport the Acadians.
 9. *Debate* – Was Governor Lawrence justified in his actions of having the Acadians deported? Hold a debate on the question.
 10. *Historical Interview* – You are a modern day reporter who has gone back in time to Acadia at the time of the deportation. Interview one of the major historical characters. What information do you want to find out? What questions do you want him to answer? Record the entire interview.
 11. *Family Tree* – How far back can you trace your family? What cultures make up your family tree? Create a family tree tracing your history back as far as possible, showing countries of origin for each member.
 12. *Talking Circles* – Talking circles have been used for centuries by the Mi'kmaq people and are growing in importance today. Various symbols are held during a Talking Circle to ensure that the person holding the symbol may speak without interruption. Think of an issue that is a problem right now in your classroom. Call everyone to a talking circle. Decide on what you will use for a symbol. Perhaps you could paint a symbol that is meaningful to your class on a rock or other object. Everyone sits in a circle. The person who called the “circle” will begin. When this person has finished speaking, he/she may pass the symbol to someone else. You may not speak unless you are holding the symbol.

Post-reading Activities

1. *Setting* – Make a collage of the various settings in *Winds of L'Acadie*.

Answer Key to Discussion Questions

CHAPTERS 1–2

1. Wolfville, Nova Scotia will be boring, her mother doesn't want her around.
2. to pick up strawberries
3. a good-looking boy working at the market drops eggs, Sarah slips on them and falls
4. kind, friendly, proud of his granddaughter because of the way he visits at the market and wants to show Sarah off to his friends
5. rude in the way she treated the boy who dropped the eggs
6. after Maggie's husband died, Luke moved in with her to help her with the farm and the market
7. Sarah and Luke won't talk to one another. Sarah will apologize for being rude. Any reasonable answer.
8. *eccentric* because that's the word Luke used to describe her, *humorous* because of the way she talks to Luke; *blunt* because she doesn't mince words.

CHAPTERS 3–4

1. her grandmother wanted to take her over to a friend's house
2. panics and runs outside
3. *answers will vary*
4. the boat had no gas
5. a premonition, foreshadowing of events to come (accept student answers)
6. Luke – sarcastic and casual; Sarah – anger, disbelief
7. their lifestyle, style of dress, what happened during the deportation, who was deported, who ordered the deportation
8. *accept student opinions and predictions*

CHAPTER 5

1. frustrated that her grandparents wouldn't allow her to stay alone
2. hardworking, sarcastic, not overly friendly (*any answer that can be supported by quote*)
3. spoiled, finicky, curious (*any answer that can be supported by quote*)
4. there might be something interesting in the trunk
5. old books, history books

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6. the girl from the museum, the girl from Sarah's vision when she was on the boat
 7. she liked it, she wanted a reminder of her grandfather
 8. a huge wind came out of nowhere and sucked Sarah into a kind of wind tunnel

CHAPTERS 6–9

1. she arrived out of nowhere and saved Jean-Paul
2. Anne – friendly, talkative; Anne's family – warm, caring, loving
3. her vision on the boat in chapter three, seeing the girl on the dyke in chapter five
4. the vision on the boat; the girl on the dyke
5. that is the year the deportation took place
6. made her special clothes; to thank her for saving her son
7. no, it could be the same quill box and it disappeared because it hadn't been made yet
8. probably because the quill box is what was missing the other times she tried, yes because the quill box is shown on the cover of the book with the wind whirling out of it

CHAPTERS 10–12

1. she opens the quill box while standing on the dyke
2. no time had passed
3. she needed to talk to someone about it
4. that she injured her head seriously in the boat incident
5. not exactly, but she learns a lot about the deportation
6. that sometimes families were split up, that they were sent to various places, the names of the ships, Colonel Winslow's opinion of what happened, important dates

CHAPTERS 13–14

1. why he had promised not to talk about Sarah's "story"
2. she heard him pounding the door with his fist
3. a painting of Acadia with an Acadian woman in the doorway of a cottage, a field of flax in the background
4. shocked by the subject of the painting, impressed with Sarah's talent

5. he grabs her arm just as she takes the lid off the quill box
6. confusion, think I was dreaming, disbelief
(*any reasonable answer*)

CHAPTERS 15–16

1. that all men and boys ten and older had to report to the church on September 5 at 3 o'clock in the afternoon
2. too risky, didn't want to put their families in danger
3. to let them know what was going on, to request food
4. makes a joke about missing Time Travel classes
5. *any answer that can be supported by text*
6. *answers will vary*

CHAPTERS 17–18

1. to help them with ideas for preparing for the sea journey
2. she thought it was women's work
3. preparing food, spinning, weaving, making clothing and linens, making soap; technology has made work easier, some of the work is shared by men now, women also work outside the home
4. to check for weapons, to cause trouble
5. told them she knew about their "plans" and that she would report them for their bad behaviour
6. *answers will vary*
7. to keep them from their fathers so that they would not start a revolt
8. to have the men dress as women and escape from the ships

CHAPTERS 19–20

1. Philippe wonders how Sarah knows so much; François is enthusiastic
2. prepare supplies, make snow shoes
3. prepares the shelters
4. she wants to get her belongings there early but then misses François
5. *answers will vary*
6. he was worried about her
7. she threw sand in his eyes and ran
8. yes, because there will be nothing left of L'Acadie now

9. flames shooting up in the distance as the village was being burned

CHAPTERS 21–22

1. a family tree dating back almost to the deportation
2. they wonder if Luke might be related to François' family
3. a wooden cross which turns out to be Anne's
4. that she is related to Anne
5. that Anne survived the journey through the woods; that Jean-Paul survived the ship journey and that the siblings were reunited
6. she wants to build a better relationship with her mother

Glossary

ACADIANS: People living in the French colony of Acadia (present day New Brunswick, Nova Scotia, Prince Edward Island) during the seventeenth and eighteenth centuries, prior to British control. Descendants of the above mentioned people.

DYKES: The dykes consisted of a levee which prevented the marsh from being flooded at high tide, the ditch which drained the water towards the stream or drainage canal, and the *aboiteau* or sluice equipped with a valve, which opened and closed automatically with the ebb and flow of the tide.

GREAT DEPORTATION: In 1755 approximately 6,000 Acadians were seized from their homes and scattered throughout the British colonies so that they would not be a menace to any British colony or be a source of strength to the French.

REDCOAT: The name given to British soldiers because of their bright scarlet jackets. At the time of the deportation, the soldiers from the colonies (Massachusetts) still wore the British colours.

BETROTHAL: A mutual promise or contract for a future marriage. In Acadia, in the eighteenth century, the betrothal was the legal part of the union.

OATH OF ALLEGIANCE: As subjects of the British Empire, Acadians were expected to swear allegiance to the British monarch.

WIGWAM: A conical dwelling used by natives of northeastern North America. The centre pole was usually covered with strips of bark.

CASEMENT WINDOW: a window with a window sash that opens on hinges at the side.

Resources

BOOKS:

Deveau, J. Alphonse. *Two Beginnings: A Brief Acadian History*. Lescarbo Press, 1980

A simple, easy-to-read concise version of Acadian lifestyle and the events leading up to and including the deportation.

Griffiths, N. *From Migrant to Acadia: A North American Border People, 1604-1755*. McGill-Queen's University Press, 2004.

An award-winning book dealing with the history of the emergence of the Acadian community – includes several maps. It also examines the importance of the relationship between the Acadians and the Mi'kmaq.

Laxer, J. *The Acadians – In Search of a Homeland*. Doubleday Canada, 2006.

A poignant, beautifully written history of the Acadian people.

Moody, Barry. *Acadians. Grolier, 1981.*

A student book which is easy to read for upper elementary. Includes pictures.

Reid, J. *The 'Conquest' of Acadia 1710 – Imperial, Colonial and Aboriginal Construction*. University of Toronto Press, 2004.

Dr. Reid from Saint Mary's University and several other scholars and historians offer a wide range of perspectives on the military takeover of Nova Scotia during this time.

DVDS:

Canada a People's History, Volume 2, Morningstar Entertainment, 2000

***Deportation* film shown in the multi-media centre in Grand-Pré. Available from the Boutique at the Grand-Pré National Historic Site. See www.grand-pre.com for order information.

CD-ROM

The Acadia Portage Technologies Inc. 1990

Websites

■ www.acadia-home.org

This web site includes many links to other Acadian websites. It includes pretty much anything you want to find out about Acadian history.

■ www.grand-pre.com

This is the Grand-Pré National Historic Site website, which allows you to peek inside the visitor centre. This site also includes information on educational programs and even teaching units you can download. Go to the Boutique button if you want to order the special DVD on the deportation.

■ www.museum.gov.ns.ca

When you open the home page, search for Acadian Info sheets and Mi'kmaq Info sheets to find valuable information and pictures.

About the Author

Lois Donovan was born on August 2, 1955, in Montreal, Quebec. Her parents soon moved to New Brunswick where Lois remembers playing in the forests, picking blueberries and skating on a pond behind her house. A favourite childhood memory was when her father would read the Thornton Burgess stories of *Chatterer the Red Squirrel* and *Sammy Jay*. As a teenager, Lois loved reading, writing in her diary, spending summers at camp and talking on the phone to friends. In Grade 6 when the teacher read her own mystery story to the class, Lois decided that one day she would like to become a writer.

After high school, Lois decided she would teach. She chose Acadia University where she studied literature as well as education courses. While at Acadia University, Lois fell in love with the picturesque Annapolis Valley and spent three glorious

years there before moving to Edmonton, Alberta. After receiving her degree in education, Lois taught in both Edmonton and Calgary. When Lois' son was a teenager she decided to write stories about Canadian history for young adults to help them create an emotional connection to the history of our country. Lois had never forgotten the sad plight of the Acadians so she chose this story as the backdrop for her first historical fiction novel.

Lois Donovan lives in Calgary where she continues to write and to teach. Through her writing and her book talks she hopes to instill in young people a love for reading and a respect and admiration for people who have contributed to our country.

Lois is available for author talks and creative writing workshops and may be contacted at lmndon@telus.net