

GRAND PRÉ NATIONAL HISTORIC SITE



ABOUT THE SITE:

Grand-Pré National Historic Site of Canada commemorates the Grand-Pré area as a centre of Acadian settlement from 1682 to 1755, and the Deportation of the Acadians, which began in 1755 and continued until 1762.

HOW TO BOOK A VISIT:

To book a visit, call 902-542-3167 or email chefguide@grand-pre.com.

THE PROGRAM: THE GREAT GRAND-PRÉ ART SEARCH

This is a self-guided program. Students can work independently or in small groups on an indoor and outdoor activity that lasts 45 minutes. They explore and address a series of questions about Acadian life and culture through the art, monuments and audio-visuals on site.

CURRICULUM CONNECTIONS:

Grade 8 to Social Studies

Unit 1 - Canadian Identity

9.1.1 - investigates how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, history, people-citizenship, history and related challenges and opportunities.



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THE GREAT GRAND-PRÉ ART SEARCH

The intent of this exercise is to promote an interest in art, to sharpen your observation skills, to allow you to practice art techniques, and also to learn a bit of the history of the Acadians.



Station #1: Large painting on display inside the entrance to the Interpretation Centre.

This is a large painting entitled "Réveil" by Wayne Boucher.

- 1) This painting is called a mural by many persons. What is the difference between a mural and a painting?

- 2) List at least ten of the things that you can see or identify in this painting.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____





- 7. _____
- 8. _____
- 9. _____
- 10. _____

3) What do the main colours represent?

If you get stuck, move on to the Church and come back to this later. You may see things in the church paintings that may help you identify things in the mural.

Station #2: The memorial Church at Grand-Pré

You can see six paintings by Claude Picard, unveiled in 1985. Begin on the right hand side as you enter the church. The first painting should be a scene of Acadians working in the fields.

Painting #1 (*Early Acadia 1635-1755*)

4) In the background, you see cows and sheep. In front of the house you see a fence. What do you think the fence was for?

5) I have four wings but I can't fly. I am big, built by people, and am very useful. What am I? (I am far in the background)

6) The wooden shoes worn by the Acadians are called "sabots." What do you see as some advantages and disadvantages of such shoes?





A woman is handing a man a cup of water. Take note of the cup, you will have a question about it later.

Painting #2 (*Oath of Allegiance 1730*)

7) Which flag do you see in the background?

8) Have you seen this flag in Nova Scotia before? If so, where?

9) What do you think the British officer is saying to the Acadian man?

10) Two of the Acadian men are whispering to each other; what do you think they are saying?

11) Look at the buckled shoes worn by the British officers and the Acadians. They are the same. The Acadians did not make these shoes. How did they get them?

Painting #3 (*The deportation Order 1755*)

12) What do you think the man in the pale blue coat is saying?



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13) What do you think the man with the white hair and beard is saying to the boys?

14) Why do you think the man in the back is shaking his fist?

15) There is a British officer holding a piece of paper; what do you think he is saying to the men and the boys?

16) There were no women in this painting or in the previous painting. Why not?

Painting #4 (*Ships take Acadians into exile 1755-1762*)

17) Where did the ships in the background come from?

18) Where are the ships in the background going?

19) Look at all the bags and trunks. Many of these were left behind because there was very little space on the ships. Make a list of at least ten items that you would have tried to bring with you had you been an Acadian being deported.

1. _____

2. _____



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3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Painting #5 (*Settlements are burned 1755-1759*)

20) Why are the soldiers burning the buildings?

21) What will happen to the animals?

22) In this painting there are sixteen soldiers. Which one is the officer? How can you tell? Which ones are the sergeants? (There are two of them) How can you tell?



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Ask the Guide Interpreter in the church to turn off the lights on the paintings for a few moments. Now look at the same painting and note the difference in the intensity of the colours. The artist had the same lights set up in the same positions in his studio so that he would know exactly how the paintings would appear to the visitors.



Painting #6 (*Migrations and return 1763-1800*)

23) In this painting there is an older man with white hair and a beard. You have seen him before in two other paintings. When you get back to school or home, make up a short story about him.

Stained Glass Window

24) What does the blue colour represent?

25) What does the gold colour represent?

26) What do the broken red lines represent?

27) Who was the artist?

28) When was this stained glass window unveiled?



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Stations # 3 & 4: On the path towards the Interpretation Centre

29) There are also sculptures on the site. The first one is on the path. You already passed it on your way to the church. Make a small sketch of it.



30) Who does the statue represent?

31) Who were the artists?

There is another sculpture on the site. It is near the back doors to the Interpretive Centre. It has a mother holding her baby, a father, a son and a daughter in it.

32) What do you think it represents?



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33) Imagine that you have been selected to name this sculpture; what would you call it?

34) Join hands with your classmates and create a human chain by filling in the spaces between the persons in the sculpture. Congratulations! You have just created a link with the past. What were your feelings while you were in the human chain?

35) Take a moment to take a picture or to make a sketch of the sculpture.

36) What are the names of the artists that created this sculpture?

37) This series of sculptures and the previous sculpture are both cast in a certain metal. What is that metal called?

Station #5: The Exhibition Hall in the Interpretive Centre

38) There are other art forms in the Exhibition Hall. Can you find the dioramas? (There are two)





39) What do they represent?

40) What scale are they?

41) Can you find examples of decoupage and shadow boxes? What do they represent?

42) Music is also an art form. In one of the display cabinets a piece of a musical instrument is shown. Make a simple drawing of this instrument. What is the instrument?

43) Pottery is also an art form; if you look closely at the big clay pot, it has burn marks from being used in a fire for cooking. What sort of meals might have been cooked in this pot?

44) Look at the small pieces of pottery. Find the French Saintonge pottery. You may have seen Saintonge pottery in the church today. Where was it in the church?

Finding Saintonge pottery in an archaeological dig in Nova Scotia is an almost certain indicator that the site was occupied by Acadians.

CONGRATULATIONS!
YOU'VE COMPLETED THE GREAT GRAND-PRÉ ART SEARCH!



THE GREAT GRAND-PRÉ ART SEARCH ANSWER KEY



- 1) A mural is painted directly on a wall or a ceiling. A painting is on a canvas or another surface and then hung on a wall.
- 2) There are many things to be seen in this painting and as Wayne Boucher, the artist, has said, "Each person will choose to see what they feel is there, and that is what I wish them to see."
- 3) The Acadian flag.
- 4) The fence is to keep the livestock out of the gardens.
- 5) A windmill (not for pumping water but rather for grinding grains).

6) Advantages:

Sabots do not rot because they have been in contact with salt water (leather shoes do). They give you a bigger footprint, much like wearing small snowshoes. That helps you not to sink so deeply into the mud. They are comfortable, if you find a pair that fits you well.

Disadvantages:

Sabots do not keep your feet dry. They are slippery on wet grass and very dangerous on ice. They are uncomfortable if you do not find a pair that fits you well. You have to learn to walk differently (you have to shuffle rather than walk).

7) The Union Flag of England and Scotland (1606-1801). The Union Jack that is used today came about when Northern Ireland joined the Union in 1801.

8) Fort Anne (Annapolis Royal), Fort Edward (Windsor), Fort Lawrence (Amherst), and the Citadel and Parade Square (Halifax). Annapolis Royal was Port Royal, Windsor was Pisiquid, and Amherst formed part of the Beaubassin area. All of these communities were formed by Acadians.

9 & 10) Opinion

11) Most of the leather shoes of the style seen in the painting originated from New England. Acadians would have acquired them from New England traders who came to Acadie on a regular basis.

12 - 14) Opinion

15) He (Colonel John Winslow) is reading the Deportation Order.





16) Only the men and boys (10 years and older) were called to the church, as was common practice. Women were not permitted to participate in decision-making, as, at the time, they were considered incapable of doing so.

17) The vast majority of ships used for the Deportation came from the Boston area. Most were either sloops or schooners, and were not very big. The largest schooner used was about 2/3 the size of the Bluenose. Sloops were smaller than schooners.

18) The Acadians were sent in ships to: Massachusetts, Connecticut, New York, Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, and Georgia. The Acadians destined for Virginia were refused entry, were disembarked and held at Williamsburg before being sent to England in larger vessels. Several ships were lost at sea and many Acadians died in the cramped and dirty holds of the ships. The longest voyage was that of a ship that left Annapolis Royal in December 1755, and finally arrived in New London, Connecticut in June 1756. The ship had been blown off course in a storm and ended up in the West Indies. Over half of the Acadians on board died and all of their belongings were burnt upon arrival in New London to prevent the spread of smallpox.

19) Clothing, blankets, pots and pans, water, food, flint and steel, tools, sewing supplies, money, and precious belongings.

20) It was known that many Acadians had escaped the Deportation by hiding in the woods with the help of the Mik'maq. The homes and other buildings were burnt so that the Acadians could not find refuge in them after the soldiers had left.

21) The Deportation Order stated that all of the Acadians' livestock were to be forfeited to the Crown of England, meaning that they were now property of the Government. Many of the animals were slaughtered to feed the soldiers participating in the Deportation, while the rest were sold. The dogs were left to fend for themselves.

22) The soldier on the horse is the officer (his clothing is much finer than the others'). The sergeants are the men holding the pikes (long poles with a pointed spear on one end).

23) Homework

24) The blue represents the sorrow associated with the Deportation, as well as the Acadians' attachment to the sea.

25) The gold represents the strength and the tenacity of the Acadians, who despite all their hardships survived and continue to have a rich culture today.

26) The broken red lines represent the broken family ties that occurred as a result of the Deportation.



27) The artist is Terry Smith-Lamothe, a Cajun from Baton Rouge, Louisiana, who was also the lead architect in the design of the Interpretation Centre (2003).

28) 1985

29) Sketch

30) This statue represents Evangeline, the fictional character in the epic poem by Longfellow. The statue also pays homage to the Acadian women and girls who were separated from their families as a result of the Deportation.

31) The artists were Louis-Philippe and Henri Hébert. The sculpture was unveiled in 1920 and was a gift to the Acadian people from the Dominion Atlantic Railway Company, a wholly owned subsidiary of the Canadian Pacific Railway.

32) The statue represents a family leaving for the Deportation.

33) Opinion (The name of the sculpture is 'Deportation').

34) Opinion

35) Sketch

36) The artists were Jules LaSalle and Andre Fournelle from Montreal.

37) All of the sculptures are cast in bronze.

38/39) One diorama is the Acadian village showing the uplands, the dyked lands, the salt marshes, and part of the ocean. The second diorama is the cut-away model of the aboiteau and digue (dyke).

40) The village diorama is 1:87 scale, which means that one foot on the model represents 87 feet in real life. The digue and aboiteau diorama is 1:1 scale.

41) The decoupage and shadow boxes are found on the back wall of the exhibit room in four separate cabinets. The people and objects presented in this manner create a three-dimensional effect.

42) The instrument is called a Jaw Harp. It is better known as a Jew's harp in North America. It is not a traditional Jewish instrument but got its name from the Yankee peddlers who changed the pronunciation while selling it from their carts.

43) The pot was used for cooking soups and stews, in a way we would use a slow cooker today.

44) The first painting in the church shows a girl holding a pitcher and handing a cup of water to a man wiping his brow.



45) Presentation:

- uses a total of nine screens
- uses eight projectors, one of which projects on two separate screens, providing ghost like images
- the presentation is in French and English, while closed captioning is on a separate screen.

46) Barrels and boxes on the stage and in the rear are meant to remind us of freight; Rigging is projected behind the front side screens to mimic ship's rigging; the sides of the theatre, planked in rough wood, including vertical beams (ship's knees) are designed to simulate the deck and hull supports of a ship; ship lanterns hang from the knees; the theatre lights resemble ship hatches; there are buoys hanging from the rear wall, along with a pulley and shackle; the back of the seats is undulating to remind us of waves; you can hear the slapping of the water and the creaking of the ship's hull.

47) The physical feature is Cape Blomidon on the far left-middle. It also appears in the church, in the 4th painting and in the stained glass window (top central panel).

