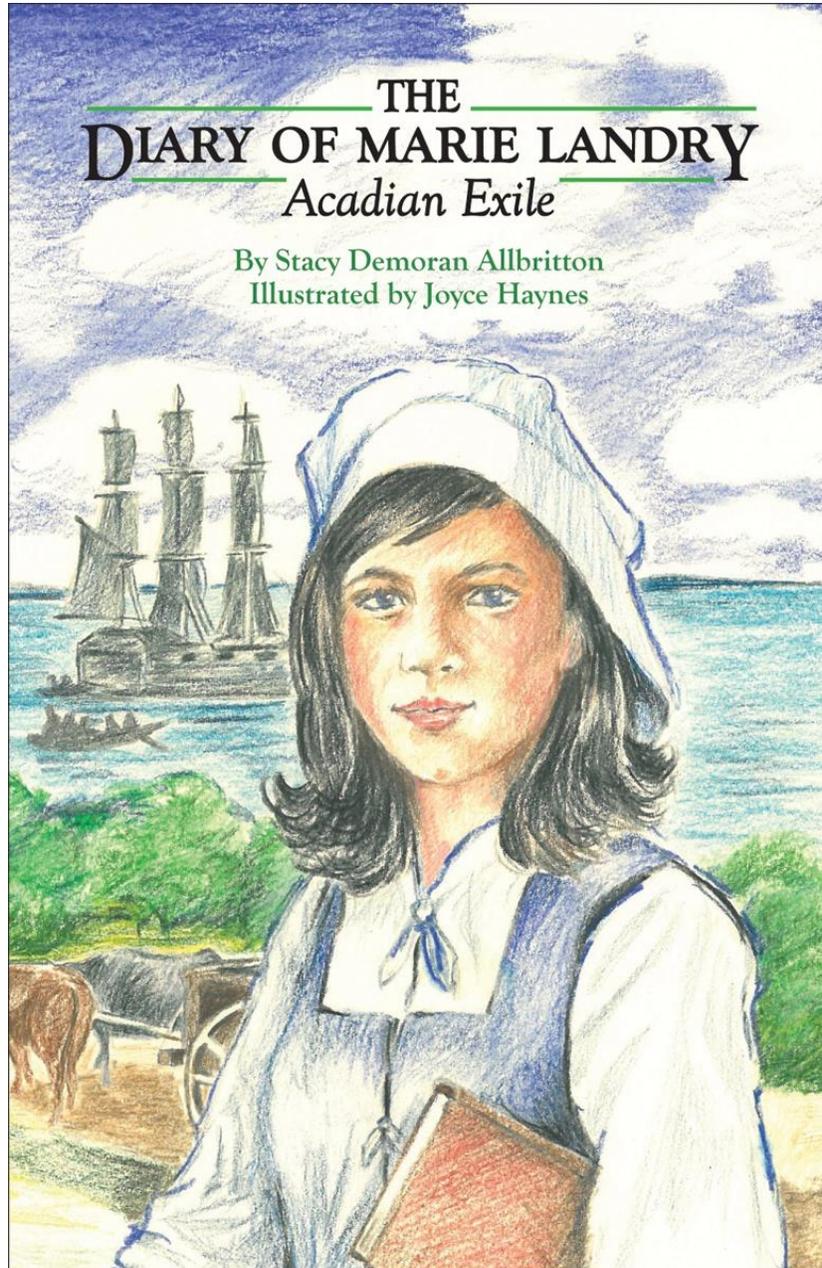




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Teacher's Guide for



***The Diary of Marie Landry, Acadian Exile***

By Stacy Allbritton

Guide created by Stacy Allbritton  
Reproducible worksheets



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## Introduction to the Novel

### Pre-Reading Questions:

- What is an exodus?
- The Acadians were exiled from Canada. Can you think of any other groups of people throughout history who have been forced from their homeland?
- Look at the book cover. Tell what you think is happening.
- What is the difference between immigration and emigration?

### Pre-Reading Language Arts Exercises:

Explain to students that some French words have been adopted into the English language and are now considered English words. These vocabulary words are denoted in bold print. (Of course, we use most of them without the French accents, but the spellings are otherwise the same.) Still other English words are cognates and very nearly resemble their French counterparts. See if students can guess the English cognate when given a list of the French and English words. Cognates (and their French counterparts) are denoted in the vocabulary sections with an asterisk.

Ask students why they think there are so many French words in the English language. (There have been many Latin influences in the English language, but the most pervasive adoption of words of Latin origin occurred after the Norman conquest of England, when the Norman French were in power and French was the language of the ruling class.) Research the Norman Invasion and discuss how such political occurrences can affect changes in a language. Challenge them to find a word that we use in English now that used to be a foreign word (e.g., taco, beignet, bureau, etc.). Emphasize that the better their vocabulary in French or English, the easier the other language will be to learn!

A sample word-game exercise is located at the end of the chapter 1 activities.

### Background Information:

- Micmac – Native American tribe of northeastern seaboard of North America
- Glooscap – benevolent creator according to Micmac tribe
- Wedding banns – public announcement of intention to marry, made three times in the church of the betrothed couple
- René Leblanc – Acadian notary who was seized and deported to Philadelphia
- Joseph Beausoleil Broussard – Acadian revolutionary who was captured and held prisoner by the British; upon his release, he led Acadians to Louisiana



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## Chapter 1 – Oxford, Talbot County, Maryland

**Vocabulary:** Most of the definitions can be guessed by using context clues. See if students can determine meanings in this way when they encounter the words in the story.

inadvertent - unintentional  
chagrin - annoyance  
nor'easter – northeasterly wind  
\*posterity (postérité) – future generations  
\*allegiance (allégeance) – loyalty  
fealty – allegiance  
literate – able to read and write  
**francophone** – French-speaking  
entreaty – plea  
**palpable** – able to be touched or felt  
\*emissary (émissaire) – someone sent on a mission to represent another person  
lest – for fear that  
heinous – hateful  
**exuberant** – enthusiastic  
\*perish (périr) – to die or be destroyed  
pule – to whine  
\*arduous (ardu) – difficult

**auberge** – inn  
\*apprentice (apprenti) – a person working for another to learn a trade  
\*victuals (victuailles) – food, provisions  
**saga** - long narrative of events  
\*respite (répit) – relief for a period of time  
\*papist (papiste) – a Roman catholic (one who is an adherent to the Pope)  
wont – accustomed  
\*dolor (douleur) – sorrow  
**melee** – fight, confusion  
\*repast (repas) – a meal  
**imminent** – likely to occur any minute  
\*mitigate (mitiger) – to lessen  
\*magnanimous (magnanime) – generous  
\*penultimate (pénultième) – next to last  
\*divulge (divulguer) – to reveal something secret

### French Words:

*Maman* – Mom or Mama  
*Madame* – Mrs.  
*Cendrillon* – Cinderella  
*Monsieur* – Mr.  
*Dansons! Allons tout le monde!* – Let's dance. Come on, everybody!  
*Le Divin Enfant* – The Divine Christ Child (Christmas song)

*Bof!* – Pshaw!  
*Enfin!* – Finally!  
*Fais-do-do* – a lively celebration with food, music, and dancing (also used in modern English in southern Louisiana)  
*Ainsi soit-il!* – Amen; literally “so be it”

### Thought/Discussion Questions:

1. What is your favorite day of the year? Why?
2. What was life like for Acadians in 1755? Housing? Food? Clothing?
3. What were the Landry's daily activities in Acadia and how do they differ from yours?
4. Marie's family ate breakfast, dinner, and supper. What do we call these meals now?
5. Have you ever moved from one house/city/country to another? What were your feelings? Nervous? Excited? Both?
6. What is your favorite season of the year? Why?



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7. Mr. Richardson discussed business with Jean-Edouard, but not Maman because he didn't want to "bore the women with such affairs." What does this say about the roles of men and women in the 18<sup>th</sup> century and how do those roles differ today?
8. What are some of your family's traditions?
9. Are traditions important for a family, for a community? Why?
10. What is a "white lie"? Is it ok to tell one to protect someone's feelings or hide a surprise? Explain your answer.
11. What kind of food does your family eat when you celebrate?

## Project Ideas:

1. Start a journal in which you write about events, feelings, or plans. It could be a pictorial. (You can choose from the thought questions for ideas.)
2. Print a map of North America. Plot Nova Scotia in the Bay of Fundy region (formerly Acadia) as the starting point of the Acadians' journey. Plot their ocean route to Oxford, Maryland and continue to add to it as the story progresses. Some students could plot Jean-Edouard's journey to the Micmac village, Canada, and the American colonies.
3. Make a paper-chain garland to mark the days until a special event at your school or in your community. Assign one person the task of tearing off a link each day.
4. Marie wrote a poem about the day that the church bells rang in Grandpre and how that day signaled a change in her life. Write a short poem (one or two verses) about one particular day. Illustrate it, put it to music, or make a slide show of it in PowerPoint.
5. Write your own Glooscap creation story.
6. Draw a picture of your rendition of Glooscap.
7. Research the Micmac. Who were they? Where did they live? What language do/did they speak?
8. Pretend that you are an apprentice for a job that you would like to learn how to do. Gather information on that job and demonstrate how to do it – either in person or with a video or slide show.
9. Throughout the novel, go to Google translator ([www.translate.google.com](http://www.translate.google.com)) to listen to the French phrases spoken and hear how they are pronounced. Practice saying them.
10. Make a "crocheted doily" pin like the ones Marie made. Use construction paper, fabric, or paper doilies to make the flower, then glue on decorations and a safety pin to the back.
11. Find images on the internet of a typical Acadian house and a typical American house in Maryland during the 18<sup>th</sup> century. Compare and contrast them on a poster board.

## Language Arts: Have students put these sentences into current English.

1. His tale is as rife with dolor as any other Acadian's story.
2. Tonight we will take down the penultimate ring on the Advent garland to welcome Christmas.



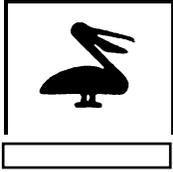
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## Word Game – Chapter 1 Vocabulary

Match the English word with the French cognate. Choose the definition from the word bank and write it next to the correct English word.

English	French	Definition
1. ____posterity -	A. ardu	loyalty
2. ____allegiance -	B. mêlée	generous
3. ____francophone -	C. exubérant	food, provisions
4. ____palpable -	D. victuailles	French-speaking
5. ____emissary -	E. papist	a Roman Catholic
6. ____exuberant -	F. francophone	enthusiastic
7. ____perish -	G. douleur	a fight, confusion
8. ____arduous -	H. émissaire	next to last
9. ____auberge -	I. auberge	difficult
10. ____apprentice -	J. magnanime	an inn
11. ____victuals -	K. pénultième	future generations
12. ____saga -	L. saga	a long narrative of events
13. ____respite -	M. postérité	relief for a period of time
14. ____papist -	N. divulguer	to die or be destroyed
15. ____dolor -	O. imminent	sorrow
16. ____melee -	P. périr	able to be touched or felt
17. ____repast -	Q. allégeance	a meal
18. ____imminent -	R. mitiger	likely to occur at any time
19. ____mitigate -	S. apprenti	to lessen
20. ____magnanimous -	T. repas	to reveal something secret
21. ____penultimate -	U. palpable	a representative
22. ____divulge -	V. répit	a person learning a trade from another



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## Chapter 2 – Tred Avon River

### Pre-Reading Questions:

- Have you ever had to say goodbye to someone whom you thought you may never see again? What was that like?

### Vocabulary:

surrogate – substitute

\*preliminary (préliminaire) – preparatory

wharf – pier

emaciated – abnormally thin

disheveled – unkempt, disorderly

schooner – sailing vessel with sails on the lower masts

### Thought/Discussion Questions:

1. How can we stay in touch with someone who is far away today? How does that differ from the 18<sup>th</sup> century? How could they stay in touch?
2. If you had to pack one trunk of belongings to take with you on a move, what would you take? Why? Would it be hard to leave things behind? Why?

### Project Ideas:

1. Continue plotting the Acadians' movement in Maryland from towns (Oxford, Snow Hill) and counties (Somerset, Worcester) to Annapolis.
2. Write an old-fashioned, snail-mail letter to someone who lives far away. Decorate the letter or use ornate stationery. Seal it with wax or other décor.



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## Chapter 3 – Chesapeake Bay

### Pre-Reading Questions:

- If you could choose your mode of travel, would you choose to travel by boat? Why or why not?
- What is your preferred mode of travel?

### Vocabulary:

interloper – intruder

hull – lower portion of a ship

naïve – simple, unsophisticated

inane – silly

dank – damp and chilly

\*malodorous (malodorant) – having a bad odor

\*lucid (lucide) – easily understood, rational

### French Words:

*Galette des rois* – king cake, a special cake eaten only during the Mardi Gras season

### Thought/Discussion Questions:

1. Does your family celebrate the Epiphany or Mardi Gras? How?
2. What is the difference between Mardi Gras Day and the Mardi Gras season?

### Projects:

1. Search online to find the history of Mardi Gras. What is the official first day of the Mardi Gras season? Why is Mardi Gras celebrated – in preparation for what? What are the traditional colors of Mardi Gras in Louisiana and what do they symbolize?
2. Search online for different ways in which Mardi Gras is celebrated worldwide – in Mamou, LA; in New Orleans, LA; in Brazil, and in France.

### Language Arts: Have students put these sentences into current English.

1. I could see the sun shining with nary a cloud in the sky the entire day.
2. The whole upheaval was a monstrous affair.
3. Sickness currently abounds in the dank, malodorous cabins, yet another reason for me to brave going topside.



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## Chapter 4 – Atlantic Ocean

### Pre-Reading Questions:

- How would your life be different if you did not know how to read?
- Why is it important to know how to read? Are there advantages to being literate?

### Vocabulary:

loathsome - repulsive

wan – having a sickly pale color

chide – scold

**travail** – difficult work

**armament** – arms, weapons

succumb – to yield

bereavement – loss of something through death

exacerbate – to make worse

**reticule** – a small bag

\*euphemism (euphémisme) – substitution of a mild word for an offensive one

cantankerous - disagreeable

\*compatriot (compatriote) – fellow countryman

**derision** - mockery

\*ambulatory (ambulatoire) – able to walk  
squelch – to crush or silence

\*pique (piquer) – to irritate because of wounded pride

**incessant** - unending

### French Words:

*Merci pour tout votre aide, pour toute votre bonté.* – Thank you for your help, for your kindness.

### Thought/Discussion Questions:

1. What is a burial at sea?
2. Why weren't the Acadians allowed to disembark when they first arrived in the American colonies? Was this fair to them?
3. Why does Marguerite believe that dignity is what separates humans from animals? Why is it important to treat others with dignity? What does it mean to treat others with dignity?
4. Marguerite says that "hospital" was a euphemism for a warehouse. What does she mean? What would be another word that she could have meant? Give an example of another euphemism that we would use today.
5. Mrs. Barnewold uses gestures to communicate with the Landrys. How would you tell someone that you were looking for household help if you didn't speak their language?
6. In what different ways were Acadians treated when they arrived in the American colonies?

### Project Ideas:

1. Continue to plot the Acadians' journey – their arrival in Annapolis, up the Tred Avon River to Oxford, Maryland.
2. Learn a few signs in American Sign Language and construct a sentence.
3. Play a game of charades to learn how to express ideas using sign language.

**Language Arts:** Have students put this sentence into current English.

- There was hardly room to move about as Catherine and I are wont to do.



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## Chapters 5 – 8; Charles Towne Harbor, Atlantic Ocean, Gulf of Mexico, Mouth of the Mississippi River

**Pre-Reading:** Have you ever been caught in bad weather? How did it make you feel?

### Vocabulary:

**inclement** – severe, stormy

\*discernible (discernable) - distinguishable

**maelstrom** – violent whirlpool

**privation** – lack of necessities

scullery – section of the kitchen where food and dishes are washed

vermin – small animals and insects, usually thought of as disgusting

**affable** - friendly

assuage – to soothe or make less severe

**decrepit** – weak, worn out because of age

\*alabaster (albâtre) – smooth, white gypsum

**visage** – the face, facial expression or appearance

**fervent** – intense, enthusiastic

\*debilitated (débiliter) - weakened

scoff – mock

\*resplendent (splendid) – shining brilliantly

dirge – song of mourning

bereft - grieving

**inextricable** – unable to be untangled from

**lamentation** – act of expressing grief

**reticent** – silent, reserved, not inclined to speak freely

**behemoth** – creature or monster of great size and power

circumnavigate – to sail around

**impudent** – rude, uncivil

**zephyr** – a gentle breeze

**verdant** - green

### French Words:

*Soleil* - Sun

### Thought/Discussion Questions:

1. What is the name of Charles Towne now?
2. What kind of work do you think a five-year-old child is able to do?
3. What would life be like for a child who had to work at age five?
4. What are the advantages of going to school instead of working as a child?
5. Personification – What is an example of personification in Chapters 5-8?
6. Why is Patrick's English different from Marie's? Do you know anyone who speaks English with a different accent?
7. Foreshadowing – What do you think is foreshadowed when Marie describes Emmeline's and Berthe's illness?
8. Foreshadowing – What do you think she means when she says, "...my thinking brain tells me to prepare for the inevitable."
9. Mood – What is the mood of the entry describing Berthe's death? List some words that describe this mood.
10. What is the difference between a dolphin (the fish) and a porpoise (the mammal)? What do they look like?



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## **Project Ideas:**

1. Continue to track the Acadians' passage to Charles Towne, the Atlantic Ocean, Gulf of Mexico, Mississippi River, Balise.
2. Write your own paragraph or story using personification. (Marie's use: Mr. Soleil, "Louisiana has a big job ahead of her if she is to do right by us Acadians.")
3. Research different sailors' knots and try tying some of them with a piece of thick string or rope.
4. Play a game of the Hungry Goblin with teams in the class. Winning members of the teams challenge each other until there is a champion. Play the game with different categories in different subject areas such as geography (e.g., state capitals) or history (e.g., U.S. presidents).
5. Draw a picture of the schooner according to Marie's description of it.
6. Identify more uses of personification in these chapters.
7. Do an internet search on birds native to Louisiana. Try to identify the "gangling birds" with "stark white plumage" and grayish-blue plumage. (Egrets)

## **Language Arts:** Have students put these sentences into current English.

1. I do not know how long we withstood the inclement weather on the open water, for there is no discernable difference between day and night.
2. This maelstrom has also brought with it frigid temperatures.



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## Chapter 9 – New Orleans, Louisiana

**Pre-Reading:** Have you ever spent any time on the water? What does it feel like when you first get back on land?

### Vocabulary:

\*benefactor (bienfaiteur) – a kind person who helps another

**salutation** – a greeting  
swarthy – dark-skinned

**gauche** – awkward, clumsy

gilded – covered with gold (paint)

\*diaphanous (diaphane) – sheer and light

mellifluous – sweetened as if with honey

\*apothecary (apothécaire) - pharmacist

**ambivalent** – having positive and negative feelings about the same thing

**silhouette** – dark image or shadow

\*tempest (tempête) – a violent windstorm

**edifice** – a large building

myriad – a great number of

gambol – to skip playfully

rotund – round, stout

trepidation – fear

enigma – a puzzling person

**parvis** – area in front of a church

**trousseau** – collection of clothing and linens for a bride

\*epicurean (epicurien) – fond of pleasure

\*gluttony (gloutonnerie) – excessive eating

\*genteel (gentil) – polite and refined

quell – to put an end to

### French Words:

*Bonjour, Madame. Je m'appelle Albert Saucier.* – Hello, Ma'am. My name is Albert Saucier.

*Bienvenue* – welcome

*Ça va?* – Is everything ok?

*Miam!* – Yum!

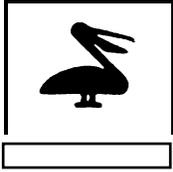
*Place d'Armes* – The Town Square

### Thought/Discussion Questions:

1. Marie makes a mistake when she called the Acadians “French subjects.” What was her mistake?
2. Marie expresses ambivalent feelings throughout the novel. She wants a home in Louisiana, but she doesn't want to leave the Barnewolds. She wants to disembark in New Orleans, but she will miss Patrick. What are her ambivalent feelings in this chapter?
3. Can you think of a time when someone was generous to you or someone you know, a stranger who did not have to be kind but was? What does this say about people? About human nature?

### Project Ideas:

Bring in foods that Bernardine cooked (or other traditional Louisiana dishes) to have a fais-do-do, Louisiana style.



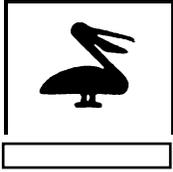
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**Language Arts:** Have students put these sentences into current English.

1. Around the bedposts hangs a diaphanous fabric.
2. ... I listened to the angry tempest continue its battery of the snug house and the little port city rendered sad by the storm's relentless fury.
3. The family was animated with chatter about our impending relocation.
4. The scent wafted through the hot kitchen air and hung just under my nose to tantalize my taste buds.
5. Antoine ignited the fire and stoked it until it roared, then begged leave from me and Marguerite...
6. I've never seen such weather in all my born days!



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## Chapters 10 – 11, Mississippi River and St. Jacques de Cabonnocé

**Pre-Reading:** Where does the Mississippi River start? Where does it end?

### Vocabulary:

eddy – a small whirlpool

\*charismatic (charismatique) – charming, magnetic

\*magnanimity (magnanimité) – generosity

\*threnody (thrène) – a song of lamentation; a dirge

abut – to be next to or touch on the border of

Tepid - lukewarm

\*elusive (élusif) – evasive, avoiding detection

allay - to calm

### French Words:

*Chère* – dear (for a female), spelled *cher* for a male

### Thought/Discussion Questions:

Marie feels that the water of the Mississippi River somehow connects her to the people in her past. It is also the thing that will continue to be there in her future. What thing or place do you feel connects you to your family or friends, and will always be there to remind you of your past and remain throughout your future? Explain why this thing or place evokes that feeling for you.

### Project Ideas:

1. Listen carefully to and record the sounds of animals or insects that you hear at night. What creatures can you identify?
2. Have each student bring a cup of water from some place special to them – a pond, a river, a backyard pool. Let each student pour the water into a collective basin and tell the class why the place is special to them.



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## Epilogue

**Pre-Reading:** What is an epilogue?

### Vocabulary:

\*patriarch (partriarche) – the male head of the family line

**menagerie** – a collection of animals

### Thought/Discussion Questions:

1. How would the story be different if it didn't contain an epilogue?
2. Are you glad that the story has an epilogue, or would you rather that it end with the last chapter?
3. Water and trees are symbols in the novel. What do you think they represent?
4. Why does Marie keep the journal, the ribbon, and the wooden tree carving on her nightstand throughout her life?
5. Find and discuss some of the other symbols in the story.

### Project Ideas:

1. Do an internet search and discover other famous Acadians/Cajuns/or French Americans.
2. If you had to depict yourself through a symbol, what would it be? Why?
3. Name some other symbols – such as mascots for sports teams or clubs, product symbols, symbols on your state flag, etc.

### More Ideas for Discussion or Projects:

1. Prejudice and how it affected the Acadians.
2. The power of perseverance in the face of adversity.
3. Marie refers to her journey as South to the Promised Land. She also compares the Acadians to the Jews wandering the desert. Discuss the literary term “allusion” and make the connection to those writings that Marie references.
4. Discuss the U.S. Constitution and how it provides for free exercise of religion. Were the Landrys allowed this freedom in Maryland? Is it important for people to be able to freely choose and practice their own religion? Explain your answer.
5. Family connections. Ask students to draw their own family tree as far back as they know. Ask them to talk to relatives about which of their ancestors first came to America and when. If they can, ask them to find out the circumstances that brought their ancestors to America. Here is a link to a printable family tree:  
<http://www.wikitree.com/printable/family-tree-diagram.html>
6. Visit Evangeline State Park and the Evangeline Memorial in Louisiana.
7. Write to a school in Acadiana (also known as Cajun Country) in southwestern Louisiana and arrange pen pals, computer visits, scrap book or cookbook exchanges. Describe your hometown, state, and way of life for them.
8. Study Cajun music, dance, and instruments. Invite musicians to visit and play Cajun songs, or listen to tapes, films, music etc.

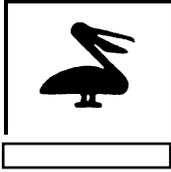


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9. Write a continuation of one of the characters – pick up where the story left off. Get ideas from the epilogue or create your own ending. Present the story as a drama, poem, or song.
10. Create a poster display of a timeline of history beginning with the Acadian expulsion until their arrival in Louisiana.
11. Put on a one-act play of one scene in the novel.



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## ***THE DIARY OF MARIE LANDRY, ACADIAN EXILE***

**By Stacy Demoran Allbritton**

**Illustrated by Joyce Haynes**

During the Great Upheaval of 1755, the British forced the Acadians to leave their homes in the Canadian Provinces. Fourteen-year-old Marie Landry and her family thought they had found a new home in Maryland, but ten years after the Great Upheaval, they must join a mass exodus to Louisiana where land awaits them. In this heartfelt collection of diary entries, Marie documents her journey.

Beginning with Marie's fourteenth birthday when she received the diary, eleven chapters of this historical fiction document her exile with the Acadians following their expulsion by the British. Marie reminisces about her family traditions in Maryland and recalls the illness she experienced while sailing aboard the *Elizabeth* in the Atlantic Ocean. After reaching the Mississippi River, Marie expresses the excitement she felt the first time she saw the waterway and tasted Creole food. Marie also conveys the feelings of joy and sadness that she experienced throughout the journey.

In addition to a historical note, the book provides an accurate description of Acadian/Cajun culture and illustrations of Marie en route to Louisiana.

### **ABOUT THE AUTHOR**

Stacy Demoran Allbritton is a former French and English teacher at Salmen High School in Slidell, Louisiana, and the founder of the school's French club, Le Cercle Français. Allbritton is a recipient of the James Whitlow Award in romance languages from the University of New Orleans, where she earned a BA in French and an MA in romance languages. Allbritton is a member of the Association of Writers and Writing Programs. She divides her time between Monroe, Louisiana, and Paris, France.

### **ABOUT THE ILLUSTRATOR**

Joyce Haynes received her BA from the University of Southwestern Louisiana in Lafayette. She has worked as an art director, a children's book illustrator, and a designer. Haynes is the recipient of such accolades as the Judges Choice Award in Best Illustration from the Missouri Advertising Managers' Association. She is also the illustrator of Pelican's *Eyr the Hunter: A Story of Ice-Age America*, *Jane Wilkinson Long: Texas Pioneer*, *Nana's Rice Pie*, and *When the Great Canoes Came*. Haynes lives in Pineville, Missouri.

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