



UNIT 3 – New Orleans (NOLA)



How has history shaped a multicultural New Orleans?

Study lines:

- Territory and Memory
- Diversity and Inclusion



- ✓ **STEP 1 : The Louisiana Purchase**
- ✓ **STEP 2 : The History and architecture of New Orleans and its link with slavery**
- ✓ **STEP 3 : A multicultural city?**
- ✓ **STEP 4 : Final task**

Final Task 🍌

Situation : You are a museum curator for the Historic New Orleans Collection

Task : Write a text panel for one corner of the exhibition

I – The Louisiana Purchase

🎯 Explain how Louisiana became American

<https://ladigitale.dev/digiview/#/v/68a721ae9fb5c>



1. Watch and complete the map (boxes on the map + table)
2. Share with your groupmates and complete missing information
3. Get ready to explain the Louisiana Purchase (What? Where? When? Why? How?)



| Date | Country that owned Louisiana territory |
|---|--|
| 1718 | |
| 1762 | |
| 1802 | |
| 1803 | |
| Reason for purchasing Louisiana Territory | |
| | |

(country) from

(date)

Territory of the Original Thirteen States (Ceded by Great Britain) 1783

Spanish Cession 1819

Spanish Cession 1819



HOMEWORK

Nouns

- acknowledgment /ək'nɒlɪdʒmənt/ = recognition
- Confederate statue /,kən'fedəreɪt 'stætʃuː/
- exhibition /,eksɪ'biʃən/
- gumbo /'gʌmbəʊ/
- heritage /'herɪtɪdʒ/ = legacy /'legəsi/
- historical event
- history
- jazz
- landmark /'lændmɑ:k/ = monument
- Louisiana purchase /'pɜ:tʃɪs/

- Mardi Gras
- memorial
- mixed heritage
- museum /mju:'ziəm/
- music
- New Orleans /,nju:ɔ:'li:ənz/
- parade /pə'reɪd/
- recollection /,rekə'lekʃən/
- reenactment /ri:'næktmənt/
- reminder /rɪ'maɪndə/
- symbol /'sɪmbəl/
- the Saints /seɪnts/ (football team)
- vestige /'vestɪdʒ/

Adjectives

- ancient /'eɪnfənt/
- architectural
- commemorative
- harmonious
- historical
- imperishable /ɪm'perɪʃəbəl/
- important

- imposing
- interesting
- lasting
- national
- remarkable /rɪ'mɑ:kəbəl/
- representative
- solemn /'sɒləm/
- valuable /'væljuəbəl/

Verbs & Expressions

- acknowledge /ək'nɒlɪdʒ/
- bring back to life
- celebrate
- commemorate
- convey a message /'mesɪdʒ/
- denounce /dɪ'naʊns/ = expose
- embrace /ɪm'bres/ one's history
- gather = bring people together
- glorify
- heal the nation
- make people react
- memorialise /mɪ'mɔ:riəlɪz/
- pay tribute to
- promote
- raise awareness /ə'weənəs/
- reconcile /'rekənsaɪl/
- reenact /,ri:ɪn'ækt/
- remind people of sb/sth
- reminisce /,remə'nɪs/ = remember
- symbolize /'sɪmbəlaɪz/
- take a stand

1. Highlight all the words or expressions you **DON'T** know.

2. Find their meaning or translation in a dictionary.



Cambridge dictionary



wordreference

3. Memorize at least 3 **NEW** words and/or expressions from each box.



How has history shaped a multicultural New Orleans?

What do you remember?



II – The History and architecture of New Orleans and its link with slavery

🎯 #1 : Explain the roots of multiculturalism in New Orleans p.286

1. Read the paratext (title, date, type of document) and look at the images.

What do you think the text is about?



The World That Made New Orleans: From Spanish Silver to Congo Square, Ned Sublette, 2008

II – The History and architecture of New Orleans and its link with slavery



🎯 #1 : Explain the roots of multiculturalism in New Orleans p.286

2. Read the text (l.1 to 29) and list words with capital letters. What do they refer to?

1 (*ici*) *ancrées* • 2 examine something in order to understand it •
3 main streets • 4 name of streets in Tennessee Williams's play •
5 *sens unique* •

To get around in New Orleans, you drive through history, navigating the dense web of references embedded¹ in the street names. Lasalle. Iberville. Bienville. Orleans. Chartres. Poydras. Ulloa. Galvez. Miro. Carondelet. Claiborne. Lafitte.

5 St. Louis. St. Charles. St. Claude. St. Bernard. Frenchmen. Names New Orleanians negotiate every day. The street map is a time capsule. Unpack² all those names, and a lot of the city's history is right there.

Uptown, major thoroughfares³ are named for the big three
10 of slave-owning presidents: Washington, Jefferson, and Jackson [...].

You can even read history in the street names that aren't there. There's no Lincoln Street. Lincoln was considered the very devil when he ran for president in 1860, and wasn't
15 even listed on the ballot in Louisiana, or anywhere in the South, because he was a threat to four billion dollars of human property—the total estimated on-paper value of slaves in the South. [...]

Mystery, Music, and Pleasure are streets. Piety and Desire,
20 without the latter of which Tennessee Williams⁴ would have had no streetcar, are a pair of one-way streets⁵ that run in contrary directions.

A series of uptown streets dating from the 1830s commemorates Napoleon Bonaparte, who was the object
25 of a considerable cult in Louisiana. Alongside the major thoroughfare named Napoleon, lesser streets celebrate the battles of his career: Valence, Jena, Milan [...], Austerlitz, Marengo, Constantinople, Cadiz. This is a history that only commemorates victories [...].

II – The History and architecture of New Orleans and its link with slavery



🎯 #1 : Explain the roots of multiculturalism in NOLA

3. Classify the street names in this table

| Origins | | | |
|--------------|--|--|--|
| Street names | | | |

4. What can you guess about the history of New Orleans according to this variety of origins?

1 (ici) *ancrées* • 2 examine something in order to understand it •
3 main streets • 4 name of streets in Tennessee Williams's play •
5 *sens unique* •

To get around in New Orleans, you drive through history, navigating the dense web of references embedded¹ in the street names. Lasalle. Iberville. Bienville. Orleans. Chartres. Poydras. Ulloa. Galvez. Miro. Carondelet. Claiborne. Lafitte.
5 St. Louis. St. Charles. St. Claude. St. Bernard. Frenchmen. Names New Orleanians negotiate every day. The street map is a time capsule. Unpack² all those names, and a lot of the city's history is right there.

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A series of uptown streets dating from the 1830s commemorates Napoleon Bonaparte, who was the object
25 of a considerable cult in Louisiana. Alongside the major thoroughfare named Napoleon, lesser streets celebrate the battles of his career: Valence, Jena, Milan [...], Austerlitz, Marengo, Constantinople, Cadiz. This is a history that only commemorates victories [...].

30 For that matter, few New Orleans streets are named after black people. A stretch of Dryades Street (named to honor wood nymphs) was renamed Oretha Castle Haley Boulevard for the civil rights activist who died in 1987. A section of Melpomene [...] — just the part in the ghetto —

35 was renamed Martin Luther King Boulevard while retaining its original name of the muse of tragedy [...]. The entire length of the street wasn't renamed because it would have spoiled the set of nine parallel streets named for muses. ("We have no problems with Dr. King," said the president of the Coliseum Square Association. "It's just that he wasn't a

40 Greek muse.") [...]

In the city's antiquated architecture, slaves' handiwork⁶ is everywhere — in the grillwork, the tilework, the mortuary work, and the carpentry [...]. There are plenty of

45 houses standing in New Orleans [...] that were built by enslaved artisans, with the income from slaves' labor. In New Orleans, you can easily see, and feel, that slavery wasn't so long ago.

6 work done skillfully with the hands



II – The History and architecture of New Orleans and its link with slavery

🎯 #1 : Explain the roots of multiculturalism in NOLA



5. One origin is missing, try to find it out by reading the rest of the text (l.30 to 48) and complete the table.

| | |
|--------------------|--|
| Older street names | |
| Newer street names | |

6. What do you think about the sentence **"We have no problems with Dr. King," said the president of the Coliseum Square Association. "It's just that he wasn't a Greek muse"** (l.39 to 41) → 💡 share your opinion about the importance of street names.

GRAMMAR

The Passive Voice



1. Translate these sentences into French

Plenty of houses standing in New Orleans [...] were built by enslaved artisans (l.45)

→

A stretch of Dryades Street was renamed Oretha Castle Haley (l.32)

→

The entire length of the street wasn't renamed (l.36-37)

→

2. What do you notice for b. & c. : what French pronoun did you use to translate the passive voice?

3. Watch the lesson and write these sentences in the passive voice:

a. The French colonized Louisiana in 1718. →

b. The Americans bought Louisiana in 1803. →

c. Immigrants from France, Spain and Africa enriched the city's cultural diversity.

→

d. The Creole community blended African, European, and Native American influences into daily life.

→

People, in New Orleans, celebrated multiculturalism with many festivals. →



1. Read the descriptions of the different architectures in New Orleans
2. Label the pictures thanks to the descriptions

The buildings and architecture of New Orleans reflect its history and multicultural heritage, from Creole cottages to historic mansions on St. Charles Avenue, from the balconies of the French Quarter to an Egyptian Revival U.S. Customs building and a rare example of a Moorish revival church.

Creole cottage

Creole cottages are scattered throughout the city of New Orleans, with most being built between 1790 and 1850. The majority of these cottages are found in the French Quarter, the surrounding areas of Faubourg Marigny, the Bywater, and Esplanade Ridge. Creole cottages are 1½-story, set at ground level. They have a steeply pitched roof, with a symmetrical four-opening façade wall and a wood or stucco exterior. They are usually set close to the property line.

Shot gun House

Found all over New Orleans, these long and narrow single-story homes have a wood exterior and are easy to spot. Many feature charming Victorian embellishments beneath the large front eave. Some have a camelback – a second story set at rear of house. The term “shotgun” originates from the idea that when standing in the front of the house, you can shoot a bullet clear through every room in the house.

Creole Townhouses

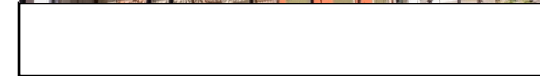
Found in the French Quarter and surrounding neighborhoods, Creole Townhouses often have shops below and homes above, brick or stucco exteriors and arched windows. Built after the Great Fires of 1788 and 1794, these two to four-story structures have a strong Spanish influence in the details.

Double-gallery houses on Esplanade Avenue

Double-gallery houses were built in New Orleans between 1820 and 1850. Double-gallery houses are two-story houses with a side-gabled or hipped roof. The house is set back from the property line, and it has a covered two-story gallery which is framed and supported by columns supporting the entablature.

The façade has an asymmetrical arrangement of its openings. These homes were built as a variation on the American townhouses built in the Garden District, Uptown, and Esplanade Ridge, areas which in the 19th century were thought of as suburbs.

Plantations in Louisiana showcase an intricate mix of European, African, and Caribbean architectural influences, adapted to local climate and needs. This unique blend reflects both the diversity and complexity of Louisiana's colonial past.



<https://www.cajunencounters.com/blog/how-louisiana-plantation-architecture-tells-a-unique-story-of-the-past>

<https://www.neworleans.com/things-to-do/architecture/architectural-styles/>

https://en.wikipedia.org/wiki/Buildings_and_architecture_of_New_Orleans

II – The History and architecture of New Orleans and its link with slavery

1. Observe, describe and guess what the video could be about.



II – The History and architecture of New Orleans and its link with slavery

🎯 #2 : Watch and explain how NOLA is keeping memory of the past p.285



2. Watch the video and list information.

| | |
|------------------------|--|
| People | |
| Place | |
| Time periods | |
| Actions | |
| Reasons | |
| Feelings of the people | |

“I heard (that)...”
“I understood (that)...”
“What about you?”

3. 🗣️ Share with your group, ✎ complete any missing parts

4. “How is NOLA keeping memory of the past?” → Using your table, 📝 write a summary of the video.

<https://youtu.be/v2to3S0iabE?si=euoSfm6Z9ODvngmM>

Phonetics → -ion

1. Listen to the words taken from the video and try to identify the stressed syllable

| | | | | |
|------------------|------------------|---------------------|--------------------|-------------------|
| rebellion | attention | emancipation | Subdivision | oppression |
| o O o | | | | |

2. What can you deduce about the words ending in -ion?

There are two exceptions: do you know them ?

3. Listen and try to find the correct phonetical transcription of these 3 words, as well as the stressed syllable

| | | |
|--------------------|---------------------|------------------------|
| A rebel (n) | To rebel (v) | A rebellion (n) |
| /r.....bl/ | /r...../ | /r.....jən/ |
| | | |



How has history shaped a multicultural New Orleans?

What do you remember?



5. REACT : pick a role card and **react** to the reenactment accordingly.

- share your opinion
- speak about your feelings
- refer to the history of NOLA (→ use the passive voice)
- use at least 5 words or expressions from your vocab list.

“As it wound along the streets of LaPlace, the reenactment drew a visceral reaction from a group of onlookers.” extract from the article *‘hundreds march to re-enact 1811 Louisiana slave rebellion’* by Olivier Laughland, for The Guardian

Role 1

Claudine Hebert, 64, stood outside her house in her bathrobe, photographing the reenactors on her phone.

Role 2 & 3: a teacher and a child

At an elementary school along the route, dozens of **children** had been brought outside to watch the marchers go by. Afterwards, **Toni Robinette, the principal,** wiped her eyes.

Role 4:

Kurt Falterman, 50, stood by his garage and watched, angry that the re-enactment caused traffic delays.

→  Play your role for your groupmates (and if you wish, for the whole class.)

As it wound along the sparse streets of LaPlace, the re-enactment drew a visceral reaction from a group of onlookers.

At an elementary school along the route, dozens of children had been brought outside to watch the marchers go by. Afterwards, Toni Robinette, the principal, wiped her eyes and asked them: "Y'all understand what slavery was?"

"Slavery was tragedy," she said. "People were stolen, taken from their homeland. Taken here to do what?"

"Work," the students called. Robinette said later that the students are only beginning to study the history of enslavement in Louisiana.

Claudine Hebert, 64, stood outside in her house in her bathrobe, photographing the re-enactors on her phone.

"It makes it real," Hebert said. "You can see things or read things, but to actually see it live makes a difference. I'm hoping white people will stop this thinking that they're better than black people, because they're not."

But in this red state that voted overwhelmingly to elect Donald Trump in 2016 and in 1989 elected a former Klan wizard to the state house, racist criticism was not far away.

Kurt Falterman, 50, stood by his garage and watched, angry that the re-enactment caused traffic delays.

"That's history. Why don't they let that be?" he said. "I think it's a bunch of bullcrap myself. We let them have what they want. They get their way."

Who did he mean by "they"?

"The black folk."

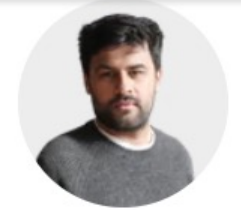
Had anyone ever called him a racist?

"Not to me personally. But I imagine a few of them probably would."

HOMEWORK



- Read and check the onlookers' reactions.
- Compare them to what YOU had imagined.



**Oliver Laughland in
LaPlace, Louisiana**

Mon 11 Nov 2019 17.41 CET



Marchers on the route to New Orleans. For many of those taking part, it was an experience grounded in the trauma and complications of the present day. Photograph: Marianna Massey/Getty Images

Over two days, men and women marched 26 miles to New Orleans to mark an overlooked uprising against slavery's brutality - and pay tribute to those who fought for freedom

Most viewed

Full article:

<https://www.theguardian.com/us-news/2019/nov/11/louisiana-slave-rebellion-reenactment-artist-dread-scott>

III – A multicultural city?

🎯 Exchange information about NOLA's heritage.

Spanish heritage

French heritage

Multiculturalism in NOLA

African heritage

INSTRUCTIONS

- 1) Go through your set of documents
- 2) As a group, share and summarize your ideas in a list of max. 10 points. No sentences are allowed.
- 3) Create a set of 5 questions about your topic to quiz your classmates.
- 4) Be ready to present your topic to other classmates.

TG1

🎯 Exchange information about NOLA's heritage.

STEP 1



STEP 2

- 1) 📖👂👁️ Go through your set of documents
- 2) As a group, 🗣️ share and ✍️ summarize your ideas in a list of max. 10 points. 🚫 no sentences 🚫
- 3) Create a set of 5 multiple-choice questions about your topic to quiz your classmates in STEP 2.
- 4) 🗣️ Be ready to present your topic to other groupmates.

- 1) 🗣️ Present your set of documents to your groupmates
- 2) 👂 Listen to your groupmates and ✍️ complete your table.
- 3) ? Quiz your groupmates.

| French heritage | African heritage | Spanish heritage | Multiculturalism |
|---|---|-------------------------------------|--------------------------------------|
| Trinity Lisa Marais Orane Alizée M | Timothée Enola Lisa Marchel Yves Marion | Edgard Louna Océane Justin | Léo P Auriane Chloé L Anaïs |
| Léo LC Chloé C Clara | Lou-Ana Mathéo Teiva | Nina Paul Gabin | Isaline Céline Evan |

| | | | |
|--|--|--|--------------------------------------|
| Trinity Timothée Yves Edgard Léo P | Lisa Marais Enola Louna Auriane | Orane Lisa Marchel Justin Anaïs | Alizée M Marion Paul Céline |
| Léo LC Lou-Ana Nina Chloé L | Chloé C Teiva Océane Isaline | Clara Mathéo Gabin Evan | |

TG5

🎯 Exchange information about NOLA's heritage.

STEP 1



STEP 2

- 1) 📖👁️👂 Go through your set of documents
- 2) As a group, 🗣️ share and ✎️ summarize your ideas in a list of max. 10 points. 🚫 no sentences 🚫
- 3) Create a set of 5 multiple-choice questions about your topic to quiz your classmates in STEP 2.
- 4) 🗣️ Be ready to present your topic to other groupmates.

- 1) 🗣️ Present your set of documents to your groupmates
- 2) 👂 Listen to your groupmates and ✎️ complete your table.
- 3) ? Quiz your groupmates.

| French heritage | African heritage | Spanish heritage | Multiculturalism |
|---------------------------------|--------------------------------|-------------------------------------|-------------------------------|
| Maël Andréa Anouk Loup | Louna Inès Léa Lenny | Enzo M Rose M Sohan Mathéo | Lony Tom Lily Enzo H |
| Jeanne Rosie Chahinez | Chirine Louisiane Rose B | Alexandre Léona Timéo | Méline Quincy Lucas |

| | | | |
|--------------------------------------|-------------------------------------|--|-------------------------------|
| Maël Inès Rose M Lony | Andréa Léa Alexandre Lucas | Anouk Lenny Enzo M Lily | Loup Louna Sohan Tom |
| Jeanne Chirine Léona Méline | Rosie Rose B Timéo Lucas | Chahinez Louisiane Alexandre Quincy | |

TG6

🎯 Exchange information about NOLA's heritage.

STEP 1



STEP 2

- 1) 📖👂👁️ Go through your set of documents
- 2) As a group, 🗣️ share and ✎️ summarize your ideas in a list of max. 10 points. 🚫 no sentences 🚫
- 3) Create a set of 5 multiple-choice questions about your topic to quiz your classmates in STEP 2.
- 4) 🗣️ Be ready to present your topic to other groupmates.

- 1) 🗣️ Present your set of documents to your groupmates
- 2) 👂 Listen to your groupmates and ✎️ complete your table.
- 3) ? Quiz your groupmates.

| French heritage | African heritage | Spanish heritage | Multiculturalism |
|--------------------------------------|---------------------------------------|-------------------------------------|--|
| Guilhem Solenn Luna Killian | Louison Inès Lenny Constance | Maïa Louise François Naely | Jules Gabriel M Gabriel PM Juline |
| Alwena Hugo Lily | Nuriya Joachim Suzanne | Jonatan Romane Marcus | Marie Tobias Elina |

| | | | |
|--|-------------------------------------|---|---|
| Guilhem Constance Naely Jules | Solenn Inès Maïa Juline | Luna Louison Louise Gabriel PM | Killian Lenny Romane Gabriel M |
| Alwena Joachim Marcus Marie | Hugo Nuriya François Elina | Lily Suzanne Jonatan Tobias | |



Website
(French 1)

French Heritage in NOLA

What is French about New Orleans?

- <https://www.wherayat.com/french-new-orleans>
- <https://www.neworleans.com/things-to-do/multicultural/cultures/french/>



Website
(French 2)

Multiculturalism in NOLA

To what extent is NOLA a successful melting pot?



Gumbo



The
Saints



Website
(Multiculturalism)

<https://education.nationalgeographic.org/resource/multicultural-stew/>

Spanish Heritage in NOLA

What did the Spanish era bring to New Orleans and how does it live on today?

- <https://www.neworleans.com/things-to-do/multicultural/cultures/spanish/>
- <https://ladigitale.dev/digiview/#/v/68a71f1e6aaeb>



Website
(Spanish)



Spanish
Heritage
Month in
NOLA

African Heritage in NOLA

Focus on the history of Africans in New Orleans and how African culture lives on in NOLA today.

- <https://www.neworleans.com/things-to-do/multicultural/cultures/african-american/>



Website
(African)



Jazz



HOMEWORK



Take the quiz (pronote) to test your knowledge about multiculturalism

Oral Comprehension (assessment)



III – A multicultural city?

🎯 Brainstorm on the limits of multiculturalism



Limits of multiculturalism
in NOLA

III – A multicultural city?

🎯 Compare 2 points of view

Group A

Restoring the musical city of New Orleans after Katrina, Smithsonian (2015)

<https://ladigitale.dev/digiview/#/v/697e30e37d66f>

1. Watch the video and take notes about:

- The problems brought by Katrina
- Landmarks still standing after the hurricane
- Reconstruction of the Ninth Ward

2. 💡 Be ready to explain your document to other classmates.

Group B

Fourteen Years Later, New Orleans is Still Trying to Recover from Hurricane Katrina

An Account from EESI Intern Nicolette Santos

By Nicolette Santos

April 26, 2019

1. Read and:

- List the difficulties & improvements in the city after Katrina.
- Explain the reasons of the differences between NOLA neighbourhoods

2. 💡 Be ready to explain your document to other classmates.



💡 Explain the vision of the city given in your document.



Fourteen Years Later, New Orleans is Still Trying to Recover from Hurricane Katrina

An Account from EESI Intern Nicolette Santos

By [Nicolette Santos](#) 

April 26, 2019

The rebuilding of New Orleans, 14 years after the hurricane's landfall, is still a work in progress. (...)

Although communities are trying to get back on their feet and return to pre-hurricane conditions, some of the disaster's impacts will likely never be fully erased from the city. Driving around the Lower Ninth Ward, a community just east of the French Quarter, I was taken aback by the empty plots that still break up the community. Houses that used to stand right next to one another are now spaced haphazardly away from each other, separated by empty land that is overgrown with weeds and brush. Trash piles on the corners of the streets and signs warning against loitering further accentuate the impression that things haven't improved. Businesses are staying away as well. A single grocery store, Burnell's Lower Ninth Ward Market, holds the sole responsibility of providing a small range of packaged foods and fresh produce to the 1,200 people who live in the community. (...)

Hurricane Katrina made landfall in Louisiana on August 29, 2005. While “only” a Category 3 hurricane when it hit the coast, Katrina and its aftermath resulted in 1,863 deaths. Although 90 percent of New Orleans’s pre-storm population is back and much of the city has been rebuilt, neighborhoods such as the Lower Ninth Ward have not had the same amount of post-Katrina growth. The historically low-income, African American area boasted a 14,000-strong population back in 2000, but the community was hit the hardest by the storm. During the hurricane, a barge broke into the levee protecting the ward, causing the area to be overrun with 12 feet of water, which destroyed homes in a matter of minutes. That single failure was the source of 80 percent of New Orleans’s flooding.

Hurricane Katrina is often cited as not being an “equal opportunity storm” due to the fact that minority populations were hit the hardest. They also received the least amount of funding in the rebuilding process. Not only was the area ill-prepared for a massive storm, but funding afterwards was often unreliable and inadequate for the damage the hurricane inflicted. While many organizations came into the area following the immediate aftermath of Katrina, most notably Brad Pitt’s celebrity project, The Make It Right organization, the storm and its effects soon lost national attention. And along with national attention went the public support to try and piece back together the remains of the Lower Ninth Ward.

<https://www.eesi.org/articles/view/fourteen-years-later-new-orleans-is-still-trying-to-recover-from-hurricane-katrina>

5. 🧠 Action! In pairs.

Situation: Imagine you're part of the city council.

Task: Present what has already been done and what you plan to do for the city.

- Mention hurricane Katrina and its aftermath
- Present actions that have been implemented to repair NOLA
- Introduce 1 or 2 persisting issues
- Present your plan for the future of NOLA
- use your vocab sheet
- use the passive voice



IV – Get ready for the final task

Situation : You are a museum curator for the Historic New Orleans Collection

Task : Write a text panel for one corner of the exhibition



1. Methodology → label the exhibition panel
2. Checklist to succeed:
 - answer your key issue / defend your given argument about New Orleans' heritage.
 - use historical facts from class
 - explain cultural influences clearly
 - Use argument and counter argument (to show both sides of your argument) (→ link words)
 - respect the methodology of a panel
 - organize your ideas.
 - write about 200 words.
 - Use grammar and vocab from the unit

Influences & Architecture

How to *read* a New Orleans building

Historic events, artistic trends, and even the weather have an influence on our architecture. Buildings give us clues about those influences, but how do you identify them?

By recognizing architectural forms and features, it becomes possible to *read* a building and *interpret* its story. This exhibit explains the historic trajectory of the city's residential architecture, focusing on the most ubiquitous building forms and styles in New Orleans.

Architecture balances function with aesthetics. A building's primary purpose, of course, is to shelter people from the weather and other natural elements. But architecture also is an artistic form that reflects ever-shifting popular tastes.

Many of New Orleans' early residents came by choice or by force from Europe, Africa, and the Caribbean, bringing their building traditions here and adapting them to form an architectural landscape that is unique to this city.

Turn to the right to explore the basic architectural elements that make up New Orleans' Building Forms. Next, turn to the left to understand how key features and ornamentation have historically been combined and categorized to create Architectural Styles.

While this exhibit starts in the colonial period, there were indigenous populations who lived here prior to the colonists' arrival. The cultural heritage of these indigenous communities contributes to Louisiana's rich history, but unfortunately, their built environment no longer remains in this city for observation. Certain indigenous building practices, such as constructing raised houses, forever influenced the architecture of New Orleans.

learned here to enjoy the greatest architecture museum of all — the streets of New Orleans!

Label the different parts of an exhibition panel
Title of the exhibition –
objective of the exhibition or section – key issue
- introduction –
description and explanation

Arguments given to students for the final task

African Heritage: African culture did not simply influence New Orleans; it survived slavery and became the foundation of its cultural identity.

Multiculturalism New Orleans' : multicultural identity was created through inequality as much as through cultural exchange.

French Heritage: French heritage remains central to New Orleans' identity, even though French political control was short-lived.

Spanish Heritage: Spanish rule transformed New Orleans more deeply than its short duration suggests.

Vocab challenge

Nouns

- acknowledgment
/ək'nɒlɪdʒmənt/
= recognition
/,rekəg'nɪʃən/
- Confederate statue
/kən'fedərət'stætʃu:/
- exhibition */,eksɪ'biʃən/*
- gumbo */'gʌmbəʊ/*
- heritage */'herɪtɪdʒ/* =
legacy */'legəsi/*
- historical event
- history
- jazz
- landmark */'lændmɑ:k/* =
monument
- Louisiana purchase
/'pɜ:tʃɪs/

- Mardi Gras
- memorial
- mixed heritage
- museum */mju:'ziəm/*
- music
- New Orleans
/,nju:ɔ:'li:ənz/
- parade */pə'reɪd/*
- recollection */,rekə'lekʃən/*
- reenactment */ri:'næktmənt/*
- reminder */'rɪ'maɪndə/*
- symbol */'sɪmbəl/*
- the Saints */seɪnts/* (football
team)
- vestige */'vestɪdʒ/*

Adjectives

- ancient */'eɪnfənt/*
- architectural
- commemorative
- harmonious
- historical
- imperishable
/'ɪmpərɪʃəbəl/
- important

- imposing
- interesting
- lasting
- national
- remarkable */'rɪ'mɑ:kəbəl/*
- representative
- solemn */'sɒləm/*
- valuable */'væljuəbəl/*

Verbs & Expressions

- acknowledge */ək'nɒlɪdʒ/*
- bring back to life
- celebrate
- commemorate
- convey a message
/'mesɪdʒ/
- denounce */dɪ'naʊns/* =
expose
- embrace */'ɪm'bres/*
one's history
- gather = bring people
together
- glorify
- heal the nation
- make people react
- memorialise
/'mɪ'mɔ:riəlɪz/
- pay tribute to
- promote
- raise awareness
/'ə'weənəs/
- reconcile */'rekənsaɪl/*
- reenact */,ri:'ɪn'ækt/*
- remind people of sb/sth
- reminisce */,remə'nɪs/* =
remember
- symbolize */'sɪmbəlaɪz/*
- take a stand

1. Highlight all the words or expressions you DON'T know.
2. Find their meaning or translation in a dictionary.



Cambridge dictionary



wordreference

3. Memorize as many words and expressions as you can
4. In groups, write as many CORRECT sentences as possible using the vocab.

Vocab challenge



HOMEWORK

Nouns

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1. Highlight all the words or expressions you DON'T know.

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Cambridge dictionary



wordreference

3. Memorize at least 5 NEW words and expressions from each box and be able to use them in a sentence.

IN CLASS

4. In groups, write as many CORRECT sentences as possible using words from the list.

II – The History and architecture of New Orleans and its link with slavery

🎯 #3 : Discover NOLA's architecture

1. Read the descriptions of the different architectures in New Orleans
2. Label the pictures thanks to the descriptions

The buildings and architecture of New Orleans reflect its history and multicultural heritage, from Creole cottages to historic mansions on St. Charles Avenue, from the balconies of the French Quarter to an Egyptian Revival U.S. Customs building and a rare example of a Moorish revival church.

Creole cottage

Creole cottages are scattered throughout the city of New Orleans, with most being built between 1790 and 1850. The majority of these cottages are found in the French Quarter, the surrounding areas of Faubourg Marigny, the Bywater, and Esplanade Ridge. Creole cottages are 1½-story, set at ground level. They have a steeply pitched roof, with a symmetrical four-opening façade wall and a wood or stucco exterior. They are usually set close to the property line.

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Found all over New Orleans, these long and narrow single-story homes have a wood exterior and are easy to spot. Many feature charming Victorian embellishments beneath the large front eave. Some have a camelback – a second story set at rear of house. The term “shotgun” originates from the idea that when standing in the front of the house, you can shoot a bullet clear through every room in the house.

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Found in the French Quarter and surrounding neighborhoods, Creole Townhouses often have shops below and homes above, brick or stucco exteriors and arched windows. Built after the Great Fires of 1788 and 1794, these two to four-story structures have a strong Spanish influence in the details.

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Double-gallery houses were built in New Orleans between 1820 and 1850. Double-gallery houses are two-story houses with a side-gabled or hipped roof. The house is set back from the property line, and it has a covered two-story gallery which is framed and supported by columns supporting the entablature.

The façade has an asymmetrical arrangement of its openings. These homes were built as a variation on the American townhouses built in the Garden District, Uptown, and Esplanade Ridge, areas which in the 19th century were thought of as suburbs.

Plantations in Louisiana showcase an intricate mix of European, African, and Caribbean architectural influences, adapted to local climate and needs. This unique blend reflects both the diversity and complexity of Louisiana's colonial past.



<https://www.cajunencounters.com/blog/how-louisiana-plantation-architecture-tells-a-unique-story-of-the-past>

<https://www.neworleans.com/things-to-do/architecture/architectural-styles/>

https://en.wikipedia.org/wiki/Buildings_and_architecture_of_New_Orleans

UNIT 3 – New Orleans (NOLA)



How has history shaped a multicultural New Orleans?

Study lines:

- Territory and Memory
- Diversity and Inclusion



- ✓ **STEP 1 : The Louisiana Purchase**
- ✓ **STEP 2 : The History and architecture of New Orleans and its link with slavery**
- ✓ **STEP 3 : A multicultural city?**
- ✓ **STEP 4 : Final task**

Final Task 🍌

Situation : You are a museum curator for the Historic New Orleans Collection

Task : Write a text panel for one corner of the exhibition

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I – The Louisiana Purchase



1. Watch and complete the map (boxes on the map + table)
2. Share with your groupmates and complete missing information
3. Get ready to explain the Louisiana Purchase (What? Where? When? Why? How?)



| Date | Country that owned Louisiana territory |
|---|--|
| 1718 | |
| 1762 | |
| 1802 | |
| 1803 | |
| Reason for purchasing Louisiana Territory | |
| | |

GRAMMAR

The Passive Voice



1. Translate these sentences into French

Plenty of houses standing in New Orleans [...] were built by enslaved artisans (l.45)

→

A stretch of Dryades Street was renamed Oretha Castle Haley (l.32)

→

The entire length of the street wasn't renamed (l.36-37)

→

2. What do you notice for b. & c. : what French pronoun did you use to translate the passive voice?

3. Watch the lesson and write these sentences in the passive voice:

a. The French colonized Louisiana in 1718. →

b. The Americans bought Louisiana in 1803. →

c. Immigrants from France, Spain and Africa enriched the city's cultural diversity.

→

d. The Creole community blended African, European, and Native American influences into daily life.

→

People, in New Orleans, celebrated multiculturalism with many festivals. →

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Phonetics → -ion

1. Listen to the words taken from the video and try to identify the stressed syllable

| | | | | |
|-----------|-----------|--------------|-------------|------------|
| rebellion | attention | emancipation | Subdivision | oppression |
| o O o | | | | |

2. What can you deduce about the words ending in -ion?

There are two exceptions: do you know them ?

3. Listen and try to find the correct phonetical transcription of these 3 words, as well as the stressed syllable.

| | | |
|--------------------|---------------------|------------------------|
| A rebel (n) | To rebel (v) | A rebellion (n) |
| /r.....bl/ | /r...../ | /r.....jən/ |
| | | |

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Creole cottage

Creole cottages are scattered throughout the city of New Orleans, with most being built between 1790 and 1850. The majority of these cottages are found in the French Quarter, the surrounding areas of Faubourg Marigny, the Bywater, and Esplanade Ridge. Creole cottages are 1½-story, set at ground level. They have a steeply pitched roof, with a symmetrical four-opening façade wall and a wood or stucco exterior. They are usually set close to the property line.

Shot gun House

Found all over New Orleans, these long and narrow single-story homes have a wood exterior and are easy to spot. Many feature charming Victorian embellishments beneath the large front eave. Some have a camelback – a second story set at rear of house. The term “shotgun” originates from the idea that when standing in the front of the house, you can shoot a bullet clear through every room in the house.

Creole Townhouses

Found in the French Quarter and surrounding neighborhoods, Creole Townhouses often have shops below and homes above, brick or stucco exteriors and arched windows. Built after the Great Fires of 1788 and 1794, these two to four-story structures have a strong Spanish influence in the details.

Double-gallery houses on Esplanade Avenue

Double-gallery houses were built in New Orleans between 1820 and 1850. Double-gallery houses are two-story houses with a side-gabled or hipped roof. The house is set back from the property line, and it has a covered two-story gallery which is framed and supported by columns supporting the entablature.

The façade has an asymmetrical arrangement of its openings. These homes were built as a variation on the American townhouses built in the Garden District, Uptown, and Esplanade Ridge, areas which in the 19th century were thought of as suburbs.

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Spanish heritage

French heritage

Multiculturalism in NOLA

African heritage

INSTRUCTIONS

- 1) Go through your set of documents
- 2) As a group, share and summarize your ideas in a list of max. 10 points. No sentences are allowed.
Create a set of 5 questions about your topic to quiz your classmates.
- 3) Be ready to present your topic to other classmates.

The Louisiana Purchase



Explain the Louisiana Purchase (What? Where? When? Why? Who? How?):

The Louisiana Purchase was the 1803 land deal in which the United States acquired a huge territory from France, effectively doubling the size of the nation. It's considered one of the most significant events in U.S. history. President Jefferson sent two men to negotiate with the French to acquire NOLA or to obtain access to the Mississippi river port for \$10 million. The French were not in a favourable position in America, so they offered the US a deal: \$15 million dollar for the entire Louisiana Territory.



| Date | Country that owned Louisiana territory |
|--|--|
| 1718 | France |
| 1762 | Spain |
| 1802 | France |
| 1803 | The USA |
| Reason for purchasing Louisiana Territory | |
| NOLA was a good trading location as it was at the end of Mississippi river | |

II – The History and architecture of New Orleans and its link with slavery



🎯 #1 : Explain the roots of multiculturalism in NOLA

2. Read the text (l.1 to 29) and list words with capital letters. What do most of them refer to?

| | | | |
|-------------|----------------|--------------------|----------------|
| New Orleans | Lafitte | Lincoln | |
| Lasalle | St.Louis | Louisiana | |
| Iberville | St. Charles | South | Constantinople |
| Bienville | St. Claude | Mystery | Cadiz |
| Orleans | St. bernard | Music | |
| Chartres | Frenchmen | Pleasure | |
| Poydras | New | Piety | |
| Ulloa | Orleanians | Desire | |
| Galvez | Washington | Tennessee Williams | |
| Miro | Jefferson | Napoleon Bonaparte | |
| Carondelet | Jackson | Valence | |
| Clairborne | Lincoln Street | Jena | |
| | | Milan | |
| | | Austerlitz | |
| | | Marengo | |

To get around in New Orleans, you drive through history, navigating the dense web of references embedded¹ in the street names. Lasalle. Iberville. Bienville. Orleans. Chartres. Poydras. Ulloa. Galvez. Miro. Carondelet. Claiborne. Lafitte.

5 St. Louis. St. Charles. St. Claude. St. Bernard. Frenchmen. Names New Orleanians negotiate every day. The street map is a time capsule. Unpack² all those names, and a lot of the city's history is right there.

Uptown, major thoroughfares³ are named for the big three

10 of slave-owning presidents: Washington, Jefferson, and Jackson [...].

You can even read history in the street names that aren't there. There's no Lincoln Street. Lincoln was considered the very devil when he ran for president in 1860, and wasn't

15 even listed on the ballot in Louisiana, or anywhere in the South, because he was a threat to four billion dollars of human property—the total estimated on-paper value of slaves in the South. [...]

Mystery, Music, and Pleasure are streets. Piety and Desire, without the latter of which Tennessee Williams⁴ would

20 have had no streetcar, are a pair of one-way streets⁵ that run in contrary directions.

A series of uptown streets dating from the 1830s commemorates Napoleon Bonaparte, who was the object

25 of a considerable cult in Louisiana. Alongside the major thoroughfare named Napoleon, lesser streets celebrate the battles of his career: Valence, Jena, Milan [...], Austerlitz, Marengo, Constantinople, Cadiz. This is a history that only commemorates victories [...].

II – The History and architecture of New Orleans and its link with slavery

🎯 #1 : Explain the roots of multiculturalism in NOLA



3. Classify the street names in this table

| Origins | French | Spanish | American |
|--------------|--|----------------|-------------------|
| Street names | Lasalle | Poydras | Washington |
| | Iberville | Ulloa | Jefferson |
| | Bienville <small>Related to Napoleon Bonaparte:</small> | Galvez | Jackson |
| | Orleans <small>Valence</small> | Miro | Clairborne |
| | Chartres <small>Jena</small> | | |
| | Carondelet <small>Milan</small> | | |
| | Lafitte <small>Austerlitz</small> | | |
| | St.Louis <small>Marengo</small> | | |
| | St. Charles <small>Constantinople</small> | | |
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Uptown, major thoroughfares³ are named for the big three of slave-owning presidents: Washington, Jefferson, and Jackson [...].

You can even read history in the street names that aren't there. There's no Lincoln Street. Lincoln was considered the very devil when he ran for president in 1860, and wasn't even listed on the ballot in Louisiana, or anywhere in the South, because he was a threat to four billion dollars of human property—the total estimated on-paper value of slaves in the South. [...]

Mystery, Music, and Pleasure are streets. Piety and Desire, without the latter of which Tennessee Williams⁴ would have had no streetcar, are a pair of one-way streets⁵ that run in contrary directions.

A series of uptown streets dating from the 1830s commemorates Napoleon Bonaparte, who was the object of a considerable cult in Louisiana. Alongside the major thoroughfare named Napoleon, lesser streets celebrate the battles of his career: Valence, Jena, Milan [...], Austerlitz, Marengo, Constantinople, Cadiz. This is a history that only commemorates victories [...].

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II – The History and architecture of New Orleans and its link with slavery



🎯 #1 : Explain the roots of multiculturalism in NOLA

5. One origin is missing, try to find it out by reading the rest of the text (l.30 to 48) and complete the table.

| | |
|---------------------------|---------------------|
| Older street names | Greek muses |
| Newer street names | Black people |
| Date | |

6. What do you think about the sentence **“We have no problems with Dr. King,”** said the president of the Coliseum Square Association. **“It’s just that he wasn’t a Greek muse”** (l.39 to 41)

→ 💡 share your opinion.

30 For that matter, few New Orleans streets are named after black people. A stretch of Dryades Street (named to honor wood nymphs) was renamed Oretta Castle Haley Boulevard for the civil rights activist who died in 1987. A section of Melpomene [...] — just the part in the ghetto —

35 was renamed Martin Luther King Boulevard while retaining its original name of the muse of tragedy [...]. The entire length of the street wasn’t renamed because it would have spoiled the set of nine parallel streets named for muses. (“We have no problems with Dr. King,” said the president of the Coliseum Square Association. “It’s just that he wasn’t a Greek muse.”) [...]

40 In the city’s antiquated architecture, slaves’ handiwork⁶ is everywhere — in the grillwork, the tilework, the mortuary work, and the carpentry [...]. There are plenty of

45 houses standing in New Orleans [...] that were built by enslaved artisans, with the income from slaves’ labor. In New Orleans, you can easily see, and feel, that slavery wasn’t so long ago.

6 work done skillfully with the hands

II – The History and architecture of New Orleans and its link with slavery

🎯 #2 : Watch and explain how NOLA is keeping memory of the past p.285



2. Watch the video and list information.

| | |
|-------------------------------|--|
| People | Reenactors, artists |
| Place | In Louisiana (from Laplace to New Orleans) |
| Time periods | 1811 / today (2019) |
| Actions | <ul style="list-style-type: none"> - Marching (a 26 miles walk) - Dressing up as slaves - chanting (demanding freedom) |
| Reasons | <ul style="list-style-type: none"> - LA has memorialized the largest slave rebellion of the USA with a simple road sign -> not enough. - Show the liberatory aspect of the people trying to free themselves at the time. - To make people aware of this significant event in US history, that has been buried. |
| Feelings of the people | <p>Having a whole experience with a bunch of Black people -> a sense of belonging</p> <p>Feeling the spirit of freedom and emancipation</p> <p>Releasing energy and turning it into positive</p> |

The buildings and architecture of New Orleans reflect its history and multicultural heritage, from Creole cottages to historic mansions on St. Charles Avenue, from the balconies of the French Quarter to an Egyptian Revival U.S. Customs building and a rare example of a Moorish revival church.

Creole cottage

Creole cottages are scattered throughout the city of New Orleans, with most being built between 1790 and 1850. The majority of these cottages are found in the French Quarter, the surrounding areas of Faubourg Marigny, the Bywater, and Esplanade Ridge. Creole cottages are 1½-story, set at ground level. They have a steeply pitched roof, with a symmetrical four-opening façade wall and a wood or stucco exterior. They are usually set close to the property line.

Shot gun House

Found all over New Orleans, these long and narrow single-story homes have a wood exterior and are easy to spot. Many feature charming Victorian embellishments beneath the large front eave. Some have a camelback – a second story set at rear of house. The term “shotgun” originates from the idea that when standing in the front of the house, you can shoot a bullet clear through every room in the house.

Creole Townhouses

Found in the French Quarter and surrounding neighborhoods, Creole Townhouses often have shops below and homes above, brick or stucco exteriors and arched windows. Built after the Great Fires of 1788 and 1794, these two to four-story structures have a strong Spanish influence in the details.

Double-gallery houses on Esplanade Avenue

Double-gallery houses were built in New Orleans between 1820 and 1850. Double-gallery houses are two-story houses with a side-gabled or hipped roof. The house is set back from the property line, and it has a covered two-story gallery which is framed and supported by columns supporting the entablature.

The façade has an asymmetrical arrangement of its openings. These homes were built as a variation on the American townhouses built in the Garden District, Uptown, and Esplanade Ridge, areas which in the 19th century were thought of as suburbs.

Plantations in Louisiana showcase an intricate mix of European, African, and Caribbean architectural influences, adapted to local climate and needs. This unique blend reflects both the diversity and complexity of Louisiana’s colonial past.



Plantation house



Double Gallery Houses



Creole Townhouses



Creole cottage



Shot gun house

Checklist for the final task

- Take your key issue into account
- Speak about the history of NOLA (how it became US)
- Speak about multiculturalism in NOLA (and its limits) – give examples.
- make sure your panel allows the visitors to question the heritage of NOLA