Mountain Lake PBS Presents Lesson Plans for

# Dead Reckoning: Champlain in America

## Age of Exploration

**Written by Lindsay Pontius**

**OVERVIEW**

After viewing the film clip from the Mountain Lake PBS documentary, *Dead Reckoning ~ Champlain in America*, students will consider four different backdrops to the life of Samuel de Champlain: his era, the political climate, the new world he was exploring and his relations with the Amerindians*. The class will discuss the influence of these four aspects. After the lesson, students are assigned to research other European explorers and a few modern day explorers such as Neil Armstrong and Steve Jobs. They will bring the information back to the next class for a lively discussion about the nature of exploration.

*When Christopher Columbus landed in the West Indies, he thought he had reached Asia and incorrectly called the people he encountered *Indios* – Indians. In this lesson, we are using the term *Amerindian* as a corrective word, even though it perpetuates Columbus' error and locates the "Indians" in the Americas.

**WHY IS THIS AN IMPORTANT CONCEPT?**

Those who become explorers or leaders in their society are influenced by many factors. They must have a sense of the past and an awareness of their actions for the future. For example,

there are differences between the ways in which explorers treated the people they discovered in North and South America. Their actions had great impact on the world we live in today. Is the age of exploration in the past, present or future? This is powerful question. Who are the explorers of today and how can we learn from those of the past?

**GRADE LEVEL:** 7-12 ELA

**TIME REQUIRED:** 2-3 class periods

**OBJECTIVES:**

**Critical Thinking and Problem Solving**
The student will think flexibly and be able to organize information by

- Developing mental maps
- Forming internal questions
- Using key details to develop compare and contrast

**Social and Cross-Cultural Skills**
The student will think across time and culture by

- Taking notes
- Synthesizing data
- Attending closely to context

**MEDIA RESOURCES:**

- *Dead Reckoning ~ Champlain in America* website - http://www.champlaininamerica.org
- Clip from the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America*, located at Tadoussac and Montréal in the **1603 and 1613 journeys section** of the map in the *Champlain in America* website - http://www.champlaininamerica.org/thejourney
- There are several websites of varying quality that offer information about the explorers and Amerindian relations. Here is a site with academic and scholarly connections: http://www.digitalhistory.uh.edu/native_voices/nav2.html

**MATERIALS:**

- Large pad, board for modeling graphic organizer in class
- Situating Explorers Worksheet
- Assessment Rubic

**BEFORE THE LESSON:**

- Print out class set of the Situating Explorers Worksheet.

- Decide which explorers of the past and modern day you wish to have the students research.
- Print out a class set of the Assessment Rubric
- Familiarize yourself with key questions and how you want to approach the 4 quadrants of the organizer on Champlain
- Draw out the circle in the center and quadrants of the graphic organizer – **Situating Explorers Worksheet** - for group discussion.

**THE LESSON**

**PART I: LEARNING ACTIVITY**

1. View clip from the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America*, located at Tadoussac and Montréal in the **1603 and 1613 journeys section** of the map in the *Champlain in America* website - http://www.champlaininamerica.org/thejourney

2. Ask students to list the issues with which Champlain had to contend with in the film clip. For example, the competition from other countries and traders for territories and for goods; the Innus wanting Champlain to fight with them against the Iroquois (Mohawks); Champlain needing to be patient, since he needed the Innus to help him find the "sea so large that the end of it cannot be seen."

3. Working together as a class on the board fit the list into the graphic organizer. Add as many details as possible.

4. Model the way to use the graphic organizer and the level of detail you expect from your students and assign them each an explorer from the list.

5. Hand out the **Situating Explorers Worksheet** and ask students to fill them it out for the explorer they were assigned.

   **Frame:** Ask the class, why did Champlain and other explorers make numerous visits to the Americas?

   **Focus:** Before the class watches the film clip, ask them to think about how to describe Champlain's job as an explorer? What is involved in being an explorer?

   **Follow-Up:** Ask the class to name Champlain's strengths and weaknesses in his dealing with the Innu.

**Key Questions**

- Why was the Renaissance a time for exploration?
- How did the philosophy of the day fit exploration?
- What needs did exploration fill?
- In what ways was Champlain a Renaissance Man?
- How were his explorations funded? What did it take for Champlain to launch an expedition?
- What were his expectations for the New World?
- How did he relate to the native populations he encountered?

**PART II: ASSESSMENT**

1. Next or a later class: Lead a discussion comparing and contrasting the explorers. Was there anything exemplary about Champlain or one of his contemporaries?

2. Use the modern day explorer information to move the discussion to the present. Are we currently in an age of exploration? What does that mean for us as a society? The conversation should be lively and provocative. Other questions might come up, such as, is an explorer different from a leader? Why this list of names? Who else might we consider explorers?

3. Use the rubric to help with assessment.

**LIST OF EXPLORERS**

**Henry Hudson /Ponce de Leon /Sir Francis Drake /Jacques Cartier /Christopher Columbus Neil Armstrong /Steve Jobs or Bill Gates /Margaret Mead /Amelia Earhart**

**RELEVANT STANDARDS:**

**National Standards for Social Studies**

Nss-Ush.5-12.1 Era 1: Three Worlds Meet (Beginnings To 1620)

- Understands comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450
- Understands how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Nss-Ush.5-12.2 ERA 2: COLONIZATION AND SETTLEMENT (1585-1763)

- Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean
- Understands how political, religious, and social institutions emerged in the English colonies
- Understands how the values and institutions of European economic life took root in the colonies

Nss-Wh.5-12.6 ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE, 1450-1770

- Understands how the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.
- Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

**NYSED Learning Standards For Social Studies**

Standard 1, Key Idea 4
The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Standard 2, Key Idea 1
The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Standard 2, Key Idea 4
The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Performance Indicators for specific grade levels can be found at
http://www.emsc.nysed.gov/ciai/socst/ssrg.html

## Research Report: Situating The Explorer

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Amount/Quality of Information | All quadrants of the organizer are addressed and supported by at least 4 historical details per quadrant. | All quadrants of the organizer are addressed by at least 2 historical details per quadrant. | All quadrants are addressed, and some are supported by historical details. | One or more quadrants were not addressed. |
| Sources | All sources are accurately documented in the desired format. | All sources are accurately documented, but a few are not in the desired format. | All sources are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Graphic Organizer | Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics. | Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics. | Graphic organizer or outline has been started and includes some topics and subtopics. | Graphic organizer or outline has not been attempted. |
| Internet Use | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| Notes | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |

**SITUATING EXPLORERS WORKSHEET**

Against the backdrop of the times: dates:_____

Describe the times:

Political and Social Climate:

Who's in charge? Who and/or what does the explorer need to continue discovery?

Descriptions of and relationship to the new world:

Who is in the new world? What is the relationship between the explorer and the people of this world?