Mountain Lake PBS Presents Lesson Plans for

Dead Reckoning: Champlain in America

Alliances in the Lunchroom

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OVERVIEW

Students will conduct an observation of their own school environment to deepen their exploration of the nature of alliances. Then, they will develop non-verbal scenarios to demonstrate what they have learned from their research. After these short presentations, students discuss the purpose of making alliances and view several clips from the Mountain Lake PBS documentary, *Dead Reckoning ~ Champlain in America*, showing the creation of alliances.

Students then will develop a series of tableaus that tell the story of Champlain's efforts to sustain alliances between Europeans and Amerindians*.

*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?

Creating and sustaining alliances happens on many levels both locally and globally. The process is complex and not always explicit. Often alliances are formed using non-verbal cues. Students will have the opportunity to personalize the concept of alliance in their school community and

enhance their learning from the examples of the powerful and far reaching alliances that Champlain created and sustained.

GRADE LEVEL: 7-12 ELA

TIME REQUIRED: 2-3 class periods

OBJECTIVES:

Creativity and Innovation
The student will shift though multiple perspectives by

- Experimenting and risk-taking
- Discovering multiple solutions to problems
- Demonstrating empathy for an idea or feeling by accurately describing and building upon the idea.

Observation and Research
The student will attend to context more closely by

- "Looking deeply" through note-taking
- Collecting and synthesizing of data
- Using clear communication
- Identifying patterns, preconceptions and preferences

Collaboration
The student will demonstrate the ability to think and act interdependently by

- Trusting others in the group
- Using clear communication
- Listening and consensus seeking

Creativity and Innovation
The student will demonstrate empathy by

- Examining the effect of actions on others and the environment
- Forming internal questions
- Considering multiple points of view

MEDIA RESOURCES:

- *Dead Reckoning ~ Champlain in America* website - http://www.champlaininamerica.org
- Clips from the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America*, located at Tadoussac and Lake Champlain in the **1603 and 1609 journeys section** of the map in the *Champlain in America* website - http://www.champlaininamerica.org/thejourney

MATERIALS:

- Observation Recording Form: Observations - Record what you are seeing, include detail such as: facial expressions and body language.
- Exploring Alliances: Living Sculpture Rubric

BEFORE THE LESSON:

- Print out class set of Observation Recording Forms
- Review observation **DO'S and DON'TS (below)**
- Pre-arrange students into working groups of 4 or 5.

THE LESSON

PART I: LEARNING ACTIVITY

This lesson includes a recommended pre-activity. It begins with information collected by students from a 20-minute pre-lesson assignment.

1. Brainstorm and agree upon a broad definition of 'alliance' as it applies to your students and their lives in school.

2. Arrange students into groups of 4 or 5 and ask them to choose a site (cafeteria or lunchroom, school bus, playground/recess area) to conduct observations of other class groups to research the non-verbal cues involved in making alliances. Depending on when your class meets this may have to be an outside of class assignment. Ask them to sit and take detailed notes about what they see. It will be more useful for them **to study a different group other than their classmates**.

3. Outline what is involved in observation. Go over observation **Do's and Don'ts**

    - Individuals should fill out the observation form and conduct the 20-minute observation on their own**. Not in a group**.
    - **Do** sit quietly at a distance from the group being observed and make notes of what you see.
    - **Do** note down time of day, date, facial expressions, body language and subtle non-verbal interchanges.
    - **Don't** be directly involved in what you are observing
    - **Don't** make any judgments about what you are observing.

Next Class

4. Ask students to regroup and compare notes. Each group must decide on three brief scenarios that reflect the kinds of interactions they observed, which they will re-enact for the rest of the class. They should prepare very short non-verbal examples of the specific behaviors. For example: on the bus they may have observed 3 eight-year old boys piling together onto one seat and whispering to each other and looking at the bus driver. They seem to be forming an alliance. They are also making fun of a boy sitting across the aisle looking out the window with a sad expression on his face. The bus driver is looking in the rear-view mirror checking on the sad looking boy. They are showing the potential for at least 2 alliances.

5. Give students a maximum of five minutes to rehearse their scenes. They should use clear expressions and broad physical gestures, but they should try not to judge or make fun of the situation.

6. Have each group perform for each other.

7. Discuss each performance: What do you see? What is going on? In the above example, as the class observes the scenario they might articulate the potential alliance between the three boys and a separate alliance between the bus driver and the sad-looking boy.

8. Clips from the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America*, located at Tadoussac and Lake Huron in the **1603 and 1615 journeys section** of the map in the *Champlain in America* website - http://www.champlaininamerica.org/thejourney

   Frame: Ask the class to *describe alliances that they are aware of on a local, national, or international level?*

   Focus: *As the class views the film clip, ask them to think about who is involved in making the alliances and how do they go about it? How does Champlain further the alliance with the Algonquin and Huron against the Iroquois?*

   Follow-up: *Ask the class to describe the level of involvement of the different groups in the alliance? What did the Huron and Algonquin people gain? What did the French gain?*

9. After viewing the film, briefly discuss findings. Prompt students to describe the alliances they saw being created.

10. Return the students to the same groups they were in for the observation activity. Ask the student to choose 4 moments from the film to depict in tableau form. While there is no movement in a tableau, there is a point of view often showing the dynamics of movement, relationships and emotion like a living sculpture. Rarely in tableau are people presented standing in a line. There are several different heights, levels and actions. Give 5 minutes to prepare.

11. As they rehearse go around to each group and ask them to title each tableau/living sculpture, choose someone to speak each title and create seamless transitions from one to the other. Allow a few more minutes of rehearsal.

12. Bring the class together to view performances

13. After each performance ask the students to articulate what they saw. What were some of the specific relationships, surprising connections, or emotions involved?

PART I: ASSESSMENT

14. Review the subjects of the tableau for historical accuracy.

15. Use the **Exploring Alliances Rubric** for further assessment.

RELEVANT STANDARDS:

National Standards for Language Arts

NL-ENG.K-12.3 EVALUATION STRATEGIES
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.4 COMMUNICATION SKILLS
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.7 EVALUATING DATA
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.8 PARTICIPATING IN SOCIETY
Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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

NYSED Learning Standards for English Language Arts

Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

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

OBSERVATION RECORDING FORM

Date _____ Time of Observation_____

Number of people observed:

Setting:

Sketch placement of people:

Observations - Record what you are seeing. Include detail such as facial expressions and body language.

Story Telling: EXPLORING ALLIANCES: Living Sculpture Rubric

CATEGORY	4	3	2	1
Action	It is very easy for the audience to understand what actions the characters are engaged in and what the stakes are for the characters.	It is fairly easy for the audience to understand what actions the characters are engaged in and what the stakes are for the characters.	It is fairly easy for the audience to understand what actions the characters are engaged in but difficult to understand what is at stake for the characters.	It is not clear what actions the characters are engaged in.
Connections/Transitions	Connections between events, ideas, and feelings in the human sculpture presentation are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the presentation are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the presentation are sometimes hard to figure out. More detail or clearer actions are needed.	The presentation seems very disconnected and it is very difficult to figure out the events, ideas and feelings.
Acting/dialogue	The student team uses facial expressions and movements to make the characters more believable and the story of alliances more easily understood.	The student uses facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use facial expressions and movements to make the characters more believable and the story more easily understood.	The students do not use facial expressions or movement to make the human sculpture storytelling more interesting or clear.
Work as a Group	The team takes ownership of the presentation. They are well rehearsed and prepared. They do not need to consult each other during the presentation	The team takes ownership of the presentation. They rehearse on their own and do not need to consult each other during the presentation.	The team rehearses well together, but they must consult each other during the presentation.	The team is disorganized, needs significant help and appears unsure of their presentation