



Mountain Lake PBS Presents Lesson Plans for

Dead Reckoning: Champlain in America

A BALANCING ACT

Written by Julia Miller

OVERVIEW

Using a triple-beam balance from science class, students will place blocks on the French side or the Amerindian* side to see how military operations and cultural negotiations are truly a balancing act.

*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?

Students will use critical thinking skills to answer the following essential questions:

Did the cultural exchange between the French and the Amerindians benefit both groups?

What economic or military advantages did either group have to use in negotiation?

Was spirituality or religion important in these negotiations?

GRADE LEVEL: 7-12 ELA/MATH/SCIENCE

TIME REQUIRED: 1-3 class periods

OBJECTIVES:

- Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.
- Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.
- Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.
- Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues
- Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.
- Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective

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 Huron in the **1603 and 1615 journeys section** of the map in the *Champlain in America* website - <http://www.champlaininamerica.org/thejourney>

Various online sources for more information:

- www.ucalgary.ca/applied_history/tutor/firstnations/ --- Canadian First Nations
- www.mnsu.edu/emuseum/cultural/northamerica/index.shtml --- Native North America
- www.bigorin.org/algonquin_kids.htm --- Algonquin Fact Sheet for kids
- www.bigorin.org/innu_kids.htm --- Innu Fact Sheet for kids
- www.bigorin.org/mohawk_kids.htm --- Mohawk Fact Sheet for kids
- www.bigorin.org/onondaga_kids.htm --- Onondaga Fact Sheet for kids
- www.bigorin.org/wyandot_kids.htm --- Wendat Fact Sheet for kids

MATERIALS:

- Wooden blocks, poker chips, or other materials that could be used as “weights”
- Triple beam balance (borrowed from a science class)- one per group
- Assignment Sheet
- Lab Sheet
- Experiment Rubric

BEFORE THE LESSON:

- Visit a science teacher and ask to borrow some triple-beam balances – one needed per group, so divide the class beforehand
- Make copies of all handouts
- Gather materials for weighing (blocks, chips, etc.)

- Consult the Advantages Cues page for Teacher Notes—do not copy this page.

THE LESSON

PART I: LEARNING ACTIVITY

1. Begin the first day of the lesson by introducing some basic principles of negotiation:
 - Be open to the other side
 - Listen, seek to understand, then seek to be understood
 - Seek win-win situations
 - Keep a positive attitude
 - Stay respectful for the other side
 - Use reason and logic, not absolute beliefs
 - Look for shared goals
2. Continue the lesson by showing 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: *From what you already know about Champlain and the Amerindian tribes, what do you think they wanted from each other? Did they have shared goals?*

Focus: *During this segment of the film, pay attention to the strengths and weaknesses each group has in negotiating with the other side.*

Follow-up: *Insert the information you gather about the strengths and weaknesses each side has in negotiating to achieve their goals in the Advantages and Disadvantages Chart. Use the [website](#) for more information if necessary.*

3. As a class, go over the responses from the Advantages and Disadvantages Chart. Green dots represent things that will help each side further the goals; red dots represent things that will hinder reaching the goals. (*Consult the Advantages Cues page for Teacher Notes.*)
4. Distribute and go over the Assignment Sheet.
5. In order to determine which side had the most advantages, and would most likely come out of the situation by reaching their goals, conduct the following experiment:

Experiment Format:

- Divide the class into as many groups as there are triple-beam balances available—distribute one balance per group.
- Distribute the lab Sheets and ask students to complete the Hypothesis and materials sections before starting the lab

- Each group should label the blocks — one item per block — from the Advantages and Disadvantages Sheet. The use of labels or stickers will make this process go more quickly.
- Label each tray of the balance with a side: French and Amerindians
- In turn, each student should place a single ADVANTAGE block on the tray that matches that group.
- Any blocks that are labeled DISADVANTAGES go on the tray for the OPPOSITE side (this action equals a “minus” for the side that actually owns the disadvantage.)
- Students should record the actions taken, one by one, on the data portion of the lab sheet.
- After all the blocks have been placed, students form conclusions about the ultimate strength of the position of each side and write a conclusion paragraph in the space provided on the lab sheet.
- An interesting twist to this assignment would be to create scenarios or “what if’s” and add or remove blocks from one side or the other to see how it might have affected the outcome. For example, “What if Champlain had not had the arquebus?”

PART II: ASSESSMENT

6. Assess each lab report using the Experiment Rubric.
7. Conduct a discussion using modern day topics in the same way— Republicans/Democrats, Middle East/USA, Yankees/Red Sox, etc. Students should be able to transfer the knowledge and skills gained through this experiment to unpredictable situations in life.

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-12.5 COMMUNICATION STRATEGIES

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

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-12.12 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).

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.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

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

NYSED Learning Standards for Social Studies

Standard 1, Key Idea 2

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

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 2

Establishing timeframes, exploring different periods, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

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.

Standard 4, Key Idea 1

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision-making, and the interdependence of economies and economic systems throughout the world.

Standard 5, Key Idea 1

The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

Performance Indicators for specific grade levels can be found at

<http://www.emsc.nysed.gov/ciai/socst/ssrg.html>

NYSED Learning Standards for Mathematics, Science and Technology

Standard 1: Students will use scientific inquiry to pose questions, seek answers, and develop solutions.

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Performance Indicators for specific grade levels can be found at

http://www.emsc.nysed.gov/ciai/mst/pub/mststa1_2.pdf

Name _____

ADVANTAGES AND DISADVANTAGES CHART

GOODS/SUPPLIES	TRANSPORTATION	WEAPONS	KNOWLEDGE
CHAMPLAIN	CHAMPLAIN	CHAMPLAIN	CHAMPLAIN
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
AMERINDIANS	AMERINDIANS	AMERINDIANS	AMERINDIANS
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

FAITH	NAVIGATION	RESOURCES	ALLIANCES
CHAMPLAIN <ul style="list-style-type: none">•••••••	CHAMPLAIN <ul style="list-style-type: none">•••••••	CHAMPLAIN <ul style="list-style-type: none">•••••••	CHAMPLAIN <ul style="list-style-type: none">•••••••
AMERINDIANS <ul style="list-style-type: none">•••••••	AMERINDIANS <ul style="list-style-type: none">•••••••	AMERINDIANS <ul style="list-style-type: none">•••••••	AMERINDIANS <ul style="list-style-type: none">•••••••

Advantages Cues Sheet (Teacher Notes)

FRENCH ADVANTAGES	AMERINDIAN ADVANTAGES
Larger ships for carrying more supplies	Smaller, lighter canoes
Supplies from France	Knowledge of the land and its resources
Weapons such as the arquebus / armor	Knowledge of the Iroquois and strategies used
Returning the Innu braves who travelled to France	They “own” the land
Market for furs	Furs to trade
Christianity-faith that God will protect	Wisdom from their own spirituality
The promise of men and money to help fight their enemies	Mapping by first-hand knowledge
Knowledge of other Europeans – ability to convince Amerindians not to ally with them	Knowledge of the waterways – all the way to the great lakes
FRENCH DISADVANTAGES	AMERINDIAN DISADVANTAGES
Mapping by the stars/sun (dead reckoning)	Superstitious belief in dreams to guide their actions
Strong and obvious desire to reach the great salt sea (Pacific)	Fear of imminent attack by Iroquois
Financing depends upon exploration and results	Inability to trust anyone who has not proven loyalty through battle

Lab Report Form for Balancing Experiment

Name _____ Date _____

Title: Comparison of The French and Amerindians in New France: 1603-1616

Purpose: To visualize the balancing of military, intellectual, and cultural advantages and disadvantages for each side in order to determine who had more power in the situation

Hypothesis: *(make a guess as to which side will have the ultimate advantage after weighing all the factors)*

Materials: *(list all materials used here)*

-
-
-

Procedure: *(list, in order, what you do during the experiment)*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Data: *Fill in the chart as you do the experiment*

Item added to the balance	Effect	Advantage? (check one)
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians
		<input type="checkbox"/> French <input type="checkbox"/> Amerindians

Conclusion: *(What was the result of your experiment?)*

Class:

Teacher :

Comparison of The French and Amerindians in New France: A Balancing Experiment

ASSIGNED:

DUE:

PURPOSE:

Use critical thinking skills to answer the following essential questions:

- Did the cultural exchange between the French and the natives benefit both groups?
- What economic or military advantages did either group have to use in negotiation?
- Was spirituality or religion important in these negotiations?

OBJECTIVES / STANDARDS:

- Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.
- Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.
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- Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.
- Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective

AUDIENCE: Your audience for this lab report is the teacher. Use correct spelling, grammar, subject-specific terminology, and punctuation.

TASK: Watch the segments of the film *Dead Reckoning~Champlain in America*, and gather information about the strengths and weaknesses of the positions both the French and the Amerindians had in negotiating with the other side. Record this information on the Advantages and Disadvantages Chart. Then, in groups, conduct an experiment where you weigh out these advantages (and disadvantages) to determine who had more power in this relationship and who was more likely to attain their goals. Complete the Lab Report—each student must complete a lab report.

PROCESS:

- Watch the film
- Fill in the Chart
- Work as a group to label your blocks (use color-coding if you like)
- Conduct your experiment
- Fill out your lab Report
- Hand in your report on time
- Clean-up all materials

PRODUCT(S):

- Advantages and Disadvantages Chart (complete)
- Lab Report Form (complete)

ASSESSMENT: Experiment Rubric

Comparison of The French and Amerindians in New France: 1603-1616

A Balancing Experiment Rubric

Name _____

	Excellent - 5						Good - 4						Satisfactory -3						Needs Improvement -2/1		
Components of the Report	All required elements are present and additional elements that add to the report (e.g., thoughtful comments, graphics) have been added.						All required elements are present.						One required element is missing, but additional elements that add to the report (e.g., thoughtful comments, graphics) have been added.						Several required elements are missing.		
Hypothesis / Purpose	The hypothesis of the lab or the question to be answered during the lab is clearly identified and stated.						The hypothesis of the lab or the question to be answered during the lab is identified, but is stated in a somewhat unclear manner.						The hypothesis of the lab or the question to be answered during the lab is partially identified, and is stated in a somewhat unclear manner.						The hypothesis of the lab or the question to be answered during the lab is erroneous or irrelevant.		
Spelling, Punctuation, Grammar	One or fewer errors in spelling, punctuation and grammar in the report.						Two or three errors in spelling, punctuation and grammar in the report.						Four errors in spelling, punctuation and grammar in the report.						More than four errors in spelling, punctuation and grammar in the report.		
Participation	Used time well in lab and focused attention on the experiment.						Used time pretty well. Stayed focused on the experiment most of the time.						Did the lab but did not appear very interested. Focus was lost on several occasions.						Participation was minimal OR student was hostile about participating.		
Procedures	Procedures are listed in clear steps. Each step is numbered and is a complete sentence.						Procedures are listed in a logical order, but steps are not numbered and/or are not in complete sentences.						Procedures are listed but are not in a logical order or are difficult to follow.						Procedures do not accurately list the steps of the experiment.		
Materials / Setup	All materials and setup used in the experiment are clearly and accurately described.						Almost all materials and the setup used in the experiment are clearly and accurately described.						Most of the materials and the setup used in the experiment are accurately described.						Many materials are described inaccurately OR are not described at all.		
Conclusion	Conclusion includes whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment.						Conclusion includes whether the findings supported the hypothesis and what was learned from the experiment.						Conclusion includes what was learned from the experiment.						No conclusion was included in the report OR shows little effort and reflection.		

35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7
100	97	94	91	89	86	83	80	77	74	71	69	66	63	60	57	54	51	49	46	43	40	37	34	31	29	26	23	20