



Mountain Lake PBS Presents Lesson Plans for

Dead Reckoning: Champlain in America

First Contact

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OVERVIEW

Students will view a film clip from the Mountain Lake PBS documentary, *Dead Reckoning ~ Champlain in America*, that shows a meeting of Amerindians and French in 1603, in which Samuel de Champlain first made contact with the people who lived in North America.* The student are then blind-folded and guided through an obstacle course by an unfamiliar language. They relate their observations of the exercise to the cultural differences experienced in the film.

*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?

There is great complexity in the first meeting of cultures. Before societies can pursue their own goals, they must find a level of understanding and trust with the members of the group they encounter. Students should become willing and able to meet the challenges of multiculturalism.

GRADE LEVEL: 7-12 ELA

TIME REQUIRED: 1-2 class periods

OBJECTIVES:

Creativity and Innovation

The student will shift through 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.

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

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 an action plan

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

MATERIALS:

- Obstacles- things already in the classroom, a trash can, broom, backpacks etc.
- A blindfold
- Trust Map Graphic Organizer
- Trust Map Assessment

BEFORE THE LESSON:

- This lesson will require open space for moving around. Plan to rearrange desks or meet in a multi-purpose room.
- Ready materials for the Stranger and the Guide Obstacle Course
- Print out class-set of **Trust Map Graphic Organizer**

THE LESSON

PART I: LEARNING ACTIVITY

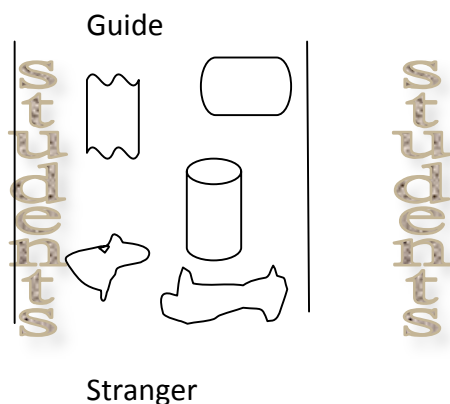
1. Show the clip from the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America*, located at Tadoussac in the **1603 journeys section** of the map in the *Champlain in America* website - <http://www.champlaininamerica.org/thejourney>.

Frame: Ask the class to describe what it might feel like to be a stranger in a foreign land?

Focus: As the class watches the film clip, ask them to note the differences they see between the French and the Innu?

Follow-up: Ask the class to list the ways they saw Champlain try to embrace the Innu culture?

2. As a class, list all of the cultural differences that Champlain encountered in the clip.
3. Create a second list of the differences that the two young Innus may have found while they were in Europe. Encourage students to use the film as a springboard for their imaginations. How are the young men dressed when they arrive home?
4. Prepare an open space in the classroom and let students know they will be working and thinking on their feet. The drama-based learning activity is called *The Stranger and The Guide*.
 - Divide the class into two groups and have them stand in two lines facing each other about 8 feet apart. In between the lines of students strew obstacles such as a trash can, cones, a broom, backpacks etc. The objects should be spaced apart enough that several courses could be navigated from one end to the other.



5. Choose two students: one is the “stranger” - the other, “the guide”
 - Explain that the stranger will be blindfolded and the guide will lead them through the course from the opposite side only with their voice. If the stranger touches any of the obstacles, both the guide and stranger are out.
 - The guide can only use the songs “Row, row, row your boat” or “Happy Birthday” to move the stranger through the course. If they don’t like to sing they can count from 1-10.
 - **For example, Happy Birthday might sound like this as the stranger starts out on the course**

HA PPY BIRTHDAY (as the stranger gets close to an object) to you
(telling them to go slowly and carefully)

6. Allow several pairs to try to pilot the course. Celebrate successes. Then, ask students what it feels like to be the stranger or the guide. Are there any moments where a pair felt as if they were working together and finding common ground?
7. After everyone has had a chance to participate, remove the course and ask students to relate the exercise to what they saw in the film clip. It is important to get them to articulate the need for trust in the course and between the French and Innu.
8. Hand out the **Trust Map Graphic Organizer**
9. Assign half the class to fill it out from the Innu point of view and the other half to be the French. The key idea is that each element of the map helps students identify what the two cultures need in order to enter into a trusting partnership with one another.
 - The **Trust Map Graphic Organizer** can be filled out by individual students as a homework assignment or in small groups during class time. Encourage students to be creative, to write and draw so that it is a map giving a feel for the territory of dreams, fear, and history not just a written document.
10. Discuss each segment of the Map.

PART II: ASSESSMENT

Trust Map Assessment

High Quality	Low Quality
Offers specific examples from the film For example, under FEARS for the French: Anadabijou thinks we are dogs with hairy faces – perhaps he will treat us like dogs. Or under who are we? We have Tabagie celebrations where we smoke tobacco, <u>or</u> we wear beaver hats	Vague and generalized Eg. The French fear living in a foreign land.
The NEEDS section suggests a plan of action that follows from dreams, fears and history Example: Innu: We dream of peace and prosperity and trade with the French, but we fear the Iroquois, our historic enemies. They are stronger than us. We need allies to help us fight them.	The NEEDS section is unsupported by the other section. No clear plan of action is suggested.

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-12.9 MULTICULTURAL UNDERSTANDING

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

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>

NYSED Learning Standards For Social Studies

Standard 1, Key Idea 1

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Standard 1, Key Idea 2

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connection and interactions of people and events across time from a variety of perspectives.

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.

Performance Indicators for specific grade levels can be found at

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

TRUST MAP GRAPHIC ORGANIZER

