



Dead Reckoning: Champlain in America

Champlain's Last Journal

Written by Julia Miller

OVERVIEW

Students will use the knowledge of Champlain's life they gain from the film, web site and his journals to write what they imagine Champlain might have written as his "last" journal entry, if he had perished in the Ontario wilderness in November 1615.

WHY IS THIS AN IMPORTANT CONCEPT?

Students will use critical thinking skills, and creative writing skills to answer the following essential questions:

How did Samuel de Champlain's writings depict his experiences? Were his observations biased or objective? Did he reveal anything about himself in his writing?

GRADE LEVEL: 7-12 ELA/SOCIAL STUDIES

TIME REQUIRED: 1-3 class periods

OBJECTIVES:

- Read and follow written directions and procedures to solve problems and accomplish tasks
- Build background knowledge by activating prior knowledge through questioning what students already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical and cultural perspectives

- Monitor their own comprehension by questioning, reviewing, revising and rereading to enhance overall comprehension
- Select, reject, and reconcile ideas and information in light of biases
- Use both primary and secondary sources of information for research
- Analyze and integrate data, facts, and ideas to communicate information
- Write original literary texts to create social, historical, and/or cultural 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 Loughborough Lake in the **1615 journey section** of the map in the *Champlain in America* website – <http://www.champlaininamerica.org/thejourney>
- Excerpt from: [Sir John Franklin's journals and correspondence: the first Arctic land expedition, 1819-1822](#)
- The script of Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America* – <http://www.champlaininamerica.org/behindthescenes/script>

MATERIALS:

- Graphic organizer
- English translation of the story of Champlain becoming lost in the woods from Champlain's Journals, Vol. 3
- (optional) USB voice recorder – like Olympus WS-110 digital voice recorder
- Assignment Sheet
- Assessment rubric

BEFORE THE LESSON:

- Students should have previously viewed the entire film, *Dead Reckoning ~ Champlain in America*
- Students should have individual computer access to the internet and word processing software

THE LESSON

PART I: LEARNING ACTIVITY

1. Begin the lesson in the computer lab or other location with enough computers for students to work individually. Students should go to the website that accompanies Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America* <http://www.champlaininamerica.org>

The **Educators** section of the website will allow students to view:

- video clips from the film
- an interactive map based on Champlain's voyages

- a timeline of Champlain’s life and times
 - video presentations of music from the period
 - scholar interviews
 - resources for further research
 - a blog where students may post their work
2. Accessing the interactive map in **The Journey** section of the website, students should choose a year to explore one of the voyages of Samuel de Champlain, and fill in the graphic organizer about Champlain.
 3. The script of the film is another valuable resource during this information-gathering process. Students could review the segments of the film using the script and focus on Champlain’s words as depicted in the film. The script is available at www.champlaininamerica.org/beindthescenes/script
 4. Students should navigate to the online version of Champlain’s Journals at The Champlain Society’s Digital Collection http://link.library.utoronto.ca/champlain/search_results.cfm?lang=eng&query=samuel%20AND%20de%20AND%20champlain&searchtype=Author&limit=All&Idno=9_96823
 5. Students should browse and read several pages of the journal from various chapters to get a feel for Champlain’s voice and style of writing. The excerpt from Vol. 3 is a good example of Champlain’s detached style of writing about disturbing events.
 6. To compare writing styles, students may also want to read a few pages of other explorers, such as the Journals of Sir John Franklin, arctic explorer in the 1800’s. It is located in the Digital Collection of The Champlain Society at http://link.library.utoronto.ca/champlain/DigObj.cfm?Idno=9_96852&lang=eng&Page=0338&Size=3&query=Sir%20John%20Franklin's%20journals%20and%20correspondence:%20the%20first%20Arctic%20land%20expedition,%201819-1822&browsetype=Title&startrow=1&Limit=All
 7. Points to discuss when comparing the two explorers’ writing styles:
 - How does Champlain describe his experience of being lost in the Ontario woods in 1615?
 - How does Franklin describe the cold during his journal entry from October 27, 1821? (pg 213)
 - How are these two descriptions the same and how are they different?
 - What does the style of writing tell you about the perception or attitude each man had about what he observed?
 - Which style makes you feel more like you are “there?” Which one do you prefer?

PART II: ASSESSMENT

8. Once students have assembled information about Champlain and his Journals on the graphic organizer, distribute the assignment sheet and go over the instructions.
9. Students should word process their version of Champlain's Last Journal — perhaps using a font such as **Blackadder**. An optional exercise in production would be to produce part of the journal in pen and ink as Champlain would have done.
10. Use the rubric to assess each journal.

An interesting and more technical production technique would be to have students produce podcasts of oral readings of their journal entries. For information about podcasts, see sites such as <http://learninginhand.com/podcasting/create.html>.

Easy podcasts, to post on teacher websites, can be done using a USB voice recorder – like Olympus WS-110 256 MB Digital voice recorder (available for about \$60 at retail electronics stores)– which produces instant .wma files. These files can be loaded and linked to web pages without the added steps of an RSS feed.

RELEVANT STANDARDS:

National Standards for Language Arts

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

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-12.5 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-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

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.

NL-ENG.K-12.11 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).

NYSSED 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 2: Students will read, write, listen, and speak for **literary response and expression**. Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an

understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

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.

Standard 4: Students will read, write, listen, and speak **for social interaction**. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

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 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 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.

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

Graphic Organizer: Notes for Champlain's Last Journal

LOCATION of Voyage <small>(describe each place/people below the name)</small>	What Champlain did <small>(notes from web site and film)</small>	What Champlain said <small>(notes from Journals and film)</small>
<p style="text-align: center;">Tadoussac</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
<p style="text-align: center;">Quebec</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
<p style="text-align: center;">Lake Champlain</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
<p style="text-align: center;">Montreal</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
<p style="text-align: center;">Allumette Islands</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
<p style="text-align: center;">Huronian</p> <p>PLACE</p> <p>PEOPLE</p>	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •

Champlain's Last Journal

ASSIGNED:

DUE:

PURPOSE: To combine the knowledge gathered about Samuel de Champlain and his voyages in New France from 1603-1616 into a single creative writing piece.

OBJECTIVES / STANDARDS:

- Read and follow written directions and procedures to solve problems and accomplish tasks
- Build background knowledge by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension
- Select, reject, and reconcile ideas and information in light of biases
- Use both primary and secondary sources of information for research
- Analyze and integrate data, facts, and ideas to communicate information
- Write original literary texts to create social, historical, and/or cultural context

AUDIENCE: anyone interested in the subject

TASK: The film *Dead Reckoning ~ Champlain in America* begins and ends with Champlain lost in the wilderness of Ontario in 1615. Champlain did not die in the forest that day, but there may have been a moment when he thought he might. Since Champlain was an avid recorder of his travels and experiences, he would have wanted to write down his last thoughts in that one bleak moment—to record his last adventure. Imagine that you are Samuel de Champlain, lost in the forest and reflect upon your experiences in one last journal entry. Study Champlain's writing style, his voyages and accomplishments, and incorporate at least one item from each of the six places on your graphic organizer into a journal entry. You may wish to include some of what you imagine Champlain's thoughts to be, his regrets, his dreams, his proudest moments, etc. Be sure to use correct grammar, spelling, etc. but feel free to produce your journal entry in *a font that looks like handwriting*. For extra credit, you can even produce another copy of your journal in pen and ink, or make an oral podcast reading of your piece.

PROCESS:

- Watch the film and visit the web site
- Read some of Champlain's journals (and compare them to another explorer's journals)
- Complete the graphic organizer
- Write a journal entry based on what you learned
- Hand in your journal on time

PRODUCT(S):

- Complete graphic organizer
- Journal entry (word-processed)
- Optional podcast or pen and ink version

ASSESSMENT: Journal Rubric

Scarcely prevail upon him to eat any. The bones which he prefers are Now getting very Scarce and Can only be Searched for in tolerably mild weather.

Saturday October 27th 1821 Fine weather but Cold. The Tripe de Roche is so frozen that the men could not Collect any, and I fear we shall now be deprived of this means of support except on unusually mild days. There are yet however a few bones to be picked up, and Some skins left. These we thank God will Support Life until the time the Indians or some relief may be expected. The acrid [?] taste of the decayed bones had taken the skin off the inside of our Mouths.⁴⁷⁷ We consider this weather favourable for our friends in the advance and calculate upon their having reached Reindeer Lake by this time.

We perceive our Strength failing daily and in proportion as the debility increases, So do we feel our indifference to exercise and Motion. The task of getting up when once Seated requires quite an effort.

I have this day been 21 Years in HM Service and exposed to numerous hardships in this professional career, but was never placed in Such a Melancholy or afflicting Situation as the present. However, with Sincere praises to Almighty God for his past goodness and protection, I will humbly confide in his gracious beauty and hope for deliverance even from this Severe trial.⁴⁷⁸

Sunday October 28th 1821 Wind light. Clear and cold weather. Peltier complained of unusual weakness and pains in his arms, and was Scarcely able to collect wood for the Fire though assisted by Samandrie. Our stock of dried Wood is nearly expended and I fear we Shall soon have much difficulty in gathering enough to keep a good Fire. Adam is rather better today, but unable to render any assistance.

We had a Single Meal of boiled skin⁴⁷⁹ the Men having [?] a [distaste?] for the bone Soup.

Monday October 29th Moderate breezes. Cloudy. Tolerably warm. Peltiers pains were more Severe and he with difficulty chopped a few logs of wood which Samandrie and myself assisted him in Carrying into the Room. In turning up the snow Searching for

⁴⁷⁷ The bones that had been retrieved from the ashes heap (Journal, 11 October 1821) may well have brought about a caustic effect on the men's mouths. T.C. Losey reasons that the rapid spring thaw in the ashes heap would have created conditions similar to the traditional technique of procuring lye for making soap, whereby wood ashes are saturated with water and then drained through a cheesecloth. Losey speculates that the alkaline compounds of lye (sodium or potassium hydroxide) would have been present in the middens after the spring thaw. Bones gathered from these garbage heaps and boiled again would have released the lye, this time in the starving men's soup. This might provide an answer to why the men suffered from excoriated mouths. See *Ibid.*, pp. 46–47.

⁴⁷⁸ In the manuscript, the large letters NB are written over this and the preceding sentence.

⁴⁷⁹ At this point, the men began boiling the skins, rather than "frying" them, according to the *Narrative* (p. 446). They found boiling made the skins more palatable, but boiling was probably more important for the nutritional advantages it offered.

passasmes le temps attendant la gelée, pour retourner plus aysément, d'autant que le païs est marescageux. Au commencement que l'on estoit sorty pour aller chasser, ie m'engagis tellement dans les bois pour poursuiure vn certain oyseau qui me sembloit estrange ayant le bec approchant d'vn perroquet, & de la grosseur d'vne poule, le tout iaune, fors la teste rouge, & les aisles bluës, & alloit de vol en vol comme vne perdrix. Le desir que i'auois de le tuër me fist le poursuiure d'arbre en arbre fort longtemps, iusques à ce qu'il s'enuolla à bon escient, & en perdant toute esperance ie voulus retourner sur mes brisées, où ie ne trouuay aucun de nos chasseurs, qui auoiēt tousiours gaigné païs, iusques à leur clos, & taschant les attrapper, allant ce me sembloit droict où estoit ledict clos, ie me treuuy égaré parmy les forests, allant tantost d'vn costé, tantost d'vn autre, sans me pouuoir recognoistre, & la nuit venant me contraignit de la passer au pied d'vn grand arbre, iusques au lendemain,

Fol. 52^v.

for the frost in order to return more easily, inasmuch as the country is marshy. When we first went out hunting, I penetrated so far into the woods in pursuit of a certain bird which seemed to me peculiar, with a beak almost like that of a parrot, as big as a hen, yellow all over, except for its red head and blue wings, which made short successive flights like a partridge, that my desire to kill it made me chase it from tree to tree for a very long time, until it flew away in good earnest. After losing all hope of getting it, I wished to retrace my steps, but found none of our hunters, who had kept hurrying on towards their enclosure; and trying to overtake them, going as it seemed to me straight towards the said enclosure, I found that I was lost in the woods, going now in one direction, now in another, without being able to know where I was. Night coming on, I was obliged to spend it at the foot of a large tree, and on the morrow

où ie commençay à faire chemin iusques sur les trois heures du soir, où ie rencontray vn petit estang dormant, & y^a aperçeus du gibier que ie fus gyboyer, & tuay trois ou quatre oyseaux qui me firent grand bien, d'autât que ie n'auois mangé aucune chose. Et le mal pour moy qui^b durant trois iours il n'auoit fait aucun soleil, que pluye, & temps couuert, qui m'augmentoit mon desplaisir. Las & recreu, ie commençay à me reposer, & faire cuire de ces^c oyseaux pour assouuir la faim qui commançoit à m'assaillir cruellement, si Dieu n[']y eust remedié: Mon repas pris, ie commençay à songer en moy ce que ie debuois faire, & prier Dieu qu'il me donnast l'esprit, & le courage, de pouuoir supporter patiemment mon infortune, s'il falloit que ie demeurasse abandonné dans ces deserts, sans conseil, ny consolation, que de la bonté & misericorde Diuine, & neantmoins m'éuertuër de retourner à nos chasseurs. Et ainsi remettant le tout en

^a Quelques exemplaires (dont trois, au moins, de 1627) donnent: *ou i'aperçeus.*

^b On peut corriger d'après la leçon donnée un peu plus bas: *Et le mal pour moi estoit que, durant trois jours. . . .*

^c Ses dans toutes les éditions.

I tramped along until three o'clock in the afternoon, when I came upon a little stagnant pond, where I saw some game which I shot at and killed three or four birds, which cheered me very much since I had had nothing to eat. And the difficulty for me was that for three days there had been no sun, only rain and cloudy weather which increased my trouble. Weary and exhausted, I began to rest and to roast some of these birds to satisfy my hunger which was beginning to attack me cruelly, when God set things right. My meal over, I began to ponder what I ought to do, praying God to give me the will and courage to bear my misfortune patiently, should I have to remain abandoned in these wilds without other counsel or consolation than the divine goodness and mercy, and at the same time exerting myself to return to our hunters.

88 VOYAGES DV SIEVR DE CHAMPLAIN

sa misericorde, ie repris courage plus que deuant, allant çà & là tout le iour, sans m'appercevoir d'aucune trace, ou sentier, que celuy des bestes sauuages, dont i'en voyois ordinairement en bon nombre. Je fus contrainct de passer icelle nuict, & le mal pour moy estoit que i'auois oublié apporter sur moy vn petit cadran ^a qui m'eust remis en mon chemin, à peu prés.^b L'aube du iour venu, apres auoir repeu vn peu, ie commēçay à m'acheminer iusques à ce que Fol. 54. ie puisse rēcontrer quelque ruisseau, & costoyer iceluy, iugeant qu'il falloit de necessité qu'il allast décharger en la riuere, ou sur le bord, où estoient ca[ba]nez nos chasseurs.¹ Ceste resolution prise, ie l'executay, si bien, que sur le midy

^a Ce *cadran* ne peut guère être le *cadran solaire*, mais la boussole, qui s'appelait autrefois *cadran de mer*. Voir l'emploi de ce mot sous la forme *quadran* dans Vol. II, p. 230.

^b Parmi les nombreuses et longues omissions qu'on trouve à cet alinéa dans la version de 1632, il n'y a d'important que celle qui remplace l'allusion au cadran par cette phrase qui vient après *bon nombre* : *et passay ainsi la nuict sans aucune consolation*.

And thus committing all to His mercy, I gathered more courage than before, going this way and that way the whole day without perceiving any track or path except those of wild beasts, whereof I generally saw a good number. I was obliged to spend that night in the open, and the misfortune for me was that I had forgotten to bring with me a little compass which would have about put me on my right track. When day dawned, after eating a little, I began to walk until I should come upon some stream and follow it down, judging that it must of necessity fall into the river or on the shore [of the lake] where our hunters were encamped.¹ Having come to this resolution, I carried it out so well that by mid-

¹ As they had moved about ten leagues from Lake Loughborough and their course towards Lake Simcoe being naturally in a north-westerly direction, this stopping-place would be on the Salmon river somewhere between Long Lake and Crotch Lake. (See Herrington, *History of the County of Lennox and Addington*, pp. 4-5, Toronto, 1913.)

ie me treuay sur le bord d'vn petit lac, cōme de lieuë & demie, où i'y tuay quelque gibier, qui m'accommodoit fort à ma nécessité, & auois encore quelque huict à dix charges de poudre, qui me consoloit fort. Je suiuy le lōg de la riue de ce lac, pour voir où il déchargoit,^a & trouuay vn ruisseau assez spacieux que ie cōmançay à suiure, iusques sur les cinq Fol. 54^v. heures du soir, que i'entendis vn grand bruict, & prestant l'oreille, ie ne pouuois bōnement comprendre ce que c'estoit, iusques à ce que i'entendis le bruict plus clairement & iugay " que c'estoit vn sault d'eau ¹ de la riuere que ie cherchois : ie m'acheminay de plus prest, & apperçeus vn eclusie,^b où estant paruenue ie me rancontray en vn grand pré, & spacieux, où il y auoit grand nombre de bestes Sauvages & regardant

^a Ainsi dans toutes les éditions.

^b Il y a au moins trois exemplaires de 1627 qui portent *eclasio*. C'est peut-être pour *éclaircie*, ou *éclarcie* (= clairière); mais ce mot est féminin, comme du reste *écluse*.

day I found myself on the shore of a little lake about a league and a half in circumference, where I killed some game. This suited my necessities very well, and I still had about eight to ten charges of powder, which consoled me greatly. I followed the shore of this lake to see where it discharged, and found a good-sized stream, which I proceeded to follow until five o'clock in the afternoon, when I heard a great noise, and listening I could not quite make out what it was, until I heard the sound more clearly and judged that it was a rapid ¹ in the river I was seeking. I made my way nearer and came in sight of the jaws of the valley,² on reaching which I found myself in a great wide meadow where there were a great number of wild beasts, and on looking to the right hand,

¹ Perhaps the rapids on the Salmon river at Tamworth. (See Herrington, *op. cit.*)

² The word in the text, *éclasio*, is difficult. Perhaps it is intended for *écluse*, a sluice or floodgate, to which Cotgrave also attributes the meaning of a passage between hills, defended by a tower or gate.

90 VOYAGES DV SIEVR DE CHAMPLAIN

à la main droite, i'apperçeus la riuere, large & spacieuse : ie commençay à regarder si ie ne pourrois reconnoistre cét endroit, & marchât en ce pré i'apperçeut ^a vn petit sētier, qui estoit par où les Sauuages portoient leurs canaux, & en Fol. 55. fin apres auoir bien consideré, ie recognus que c'estoit la mesme riuere, & que i'auois passé par là, & passay encore la nuict avec plus de contentemēt que ie n'auois fait, & ne laissay de soupper de si peu que i'auois. Le matin venu, ie reconsideray le lieu où i'estois, & recognus de certaines montagnes qui estoiet sur le bord de ladite riuere, que ie ne m'estois point trompé, & que nos chasseurs deuoient estre au dessoubs ^b de moy, de quatre ou cinq bonne[s] lieuës que ie fis à mon aise, costoyant le bord de ladite riuere, iusques à ce que i'apperçeus la fumée de nosdits chasseurs, auquel lieu i'arriuy avec beaucoup de contentemēt tant de moy Fol. 55v.

^a Ainsi dans toutes les éditions.

^b Le texte de 1632 change *dessoubs* en *dessus*, on ne voit pas trop pourquoi.

I beheld the river, broad and wide. I began to consider whether I could recognise this spot, and walking in the meadow, I caught sight of a small path which was that along which the savages carried their canoes, and finally, after careful consideration, I recognised that it was the same river and that I had passed that way before. I spent another night in the open, with more satisfaction than I had done before, not omitting to sup on what little I had. When morning came I again examined the place where I was and recognised from certain mountains which were on the banks of the said river that I was not at all mistaken and that our hunters must be some four or five leagues lower down. These I covered in a leisurely manner along the banks of this river until I perceived our hunters' smoke. I arrived at that spot with great satisfaction, both on my part and on theirs : for they were

que deux ^a qui estoient encore en queste à me chercher, & auois ^b perdu comme esperance de me reuoir, me priât de ne m'écarter plus d'eux ou tousiours porter avec moy mon cadran, & ne l'oublier : & me disoient si tu ne fusse[s] venu, & que nous n'eussions peu te trouuer, nous ne serions plus allez aux François, de peur que ils ne nous eussêt accusez de t'auoir fait mourir. Depuis il ¹ étoit fort soigneux de moy quand i'allois à la chasse, me donnant tousiours vn Sauuage pour ma compagnie, qui sçauoit si bien retrouver le lieu d'où il partoit, que c'est chose estrange à voir. Pour retourner

Fol. 56. à mon propos, ils ont vne certaine resuerie ^c en ceste chasse, telle, qu'ils croyent que s'ils faisoient rostir d'icelle viande, prise en ceste façon, ou qu'il tombast de la graisse dans le feu, ou que quelques os y fussent iettez, qu'ils ne pourroient

^a Il faut probablement lire *d'eux*, bien que la version de 1632 porte *tant de moy, que de deux qui me cerchoient*, etc.

^b A corriger en *auoient*.

^c *Resueries* = imaginations extravagantes (Acad. 1694).

still in search of me and had almost lost hope of seeing me again. They begged me not to wander away from them any more, or always to carry with me my compass and not forget it; and they said to me: "If you had not come back and we had been unable to find you, we should not have gone down to the French any more for fear lest they should have accused us of having put you to death." Thereafter he ¹ was very careful of me when I went hunting, always giving me for companion a savage who knew so well how to find the place whence he had set out, that it was a marvellous thing to see. To return to my subject, they have a certain delusion about this hunt, namely that they believe that should they roast this meat taken in that manner or should any of the fat fall into the fire or any of the bones be thrown upon it,

¹ Darontal.

Name _____

Assessment Rubric for Champlain's Last Journal

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view was consistently in character.	Point-of-view was often in character.	Point-of-view was sometimes in character.	Point-of-view was rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0