



Dead Reckoning: Champlain in America

Trade Routes West --Through and Around North America

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OVERVIEW

Students will use Google Earth to explore routes from Europe to Asia in order to gain a better understanding about the search for the Northwest Passage by 17th century explorers. With modern technology and individual access to computers, students will be able to navigate and explore the terrain and explore at their own pace.

WHY IS THIS AN IMPORTANT CONCEPT?

Students will use knowledge of geography and economics, as well as critical thinking skills to answer the following essential questions:

Why were explorers such as Columbus, Cartier, Champlain, and Hudson all driven to find a water route west from Europe to Asia? Why west? Why Asia?

GRADE LEVEL: 7-12 SOCIAL STUDIES / SCIENCE / TECHNOLOGY

TIME REQUIRED: 1-2 class periods

OBJECTIVES:

- understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world
- explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- make use of technology to understand and appreciate geographical concepts

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 Montréal in the **1603 and 1613 journeys section** of the map in the *Champlain in America* website - <http://www.champlaininamerica.org/thejourney>
- *Google Earth software* – download available free at <http://www.google.com>

Sites for additional information

- http://en.wikipedia.org/wiki/Age_of_Discovery
- http://libweb5.princeton.edu/visual_materials/maps/websites/northwest-passage/titlepage.htm
- <http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/index-e.html>
- <http://www.exploreny400.com/history/champlain.aspx>

MATERIALS:

- Computer and internet access for each student with Google Earth software installed on each machine
- Trade Routes Worksheet
- Google Earth Screenshots – teacher’s notes
- Participation rubric

BEFORE THE LESSON:

- Be sure Google Earth software is installed on each computer
- Copy Trade Routes Worksheet
- Familiarize yourself with some of the background information on the search for a route to Asia at http://en.wikipedia.org/wiki/Age_of_Discovery in order to emphasize to students the economic motivation for the exploration.

THE LESSON

PART I: LEARNING ACTIVITY

1. Students should have previously viewed the Mountain Lake PBS film, *Dead Reckoning ~ Champlain in America* and should use their knowledge of Samuel de Champlain’s voyages during this lesson. A brief discussion about Champlain’s original dream of finding the Northwest Passage will lead directly into this activity. Make use of the place names on the website that accompanies the film - <http://www.champlaininamerica.org> to enhance geographical exploration.

2. Students begin by launching the Google Earth program. Start by typing in the city name and state of your hometown and pressing “enter.” This will cause Google Earth to “fly” you to that location. Students should spend a few minutes becoming accustomed to the program by using the zoom in and out feature (either with the + and – tool on the right side of the screen, or by scrolling with the dial on the mouse), the landscape view tool (the arrows on the top circle will allow you to go to ground level and look around), and by dragging the “hand” around the globe to explore. (see the screenshots for more information)
3. Once students feel comfortable with the program, distribute the worksheet and go over the directions.
4. Allow students time to find all the locations on the worksheet individually, then use the questions on the worksheet as points of discussion with the whole class, or as an individual comprehension assignment.
5. One way to assess this activity would be to have each student place a “marker” (the pushpin icon at the top of the screen) in each location, then print the page when they have marked them all.
6. Students can minimize Google Earth, and access the internet to visit several sites about explorers. The task may vary, but one idea for this lesson on the internet is an activity like the Webquest located at <http://allaboutexplorers.com/webquest/> which asks students to find information about a variety of explorers.
7. Other excellent resources on explorers, the Northwest Passage, and Champlain’s travels can be found at these links:
 - Information about Explorers and their quest for the elusive Northwest Passage can be found at sites such as the online exhibit done by Princeton University at http://libweb5.princeton.edu/visual_materials/maps/websites/northwest-passage/titlepage.htm The maps on the above site are particularly useful in illustrating
 - Pathfinders and Passageways – The Exploration of Canada <http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/index-e.html>
 - <http://www.exploreny400.com/history/champlain.aspx>

PART II: ASSESSMENT

8. The point of this lesson is not to “test” student achievement, but to encourage a sense of wonder about geography and history. Students should be graded on use of time and completion of tasks on the worksheet in whichever way homework or class work is usually assessed. A possible participation rubric is included with this plan.

9. Class discussion will reveal whether students understand the concepts behind the examination of trade routes west and the search for the Northwest Passage. Use the link to http://en.wikipedia.org/wiki/Age_of_Discovery for more information about the economic reasons for a search to Asia.

Possible discussion questions include:

- What physical challenges did explorers and merchants face during the overland route from Europe to China?
- Why did the explorers think the sea route would solve these problems?
- What misconceptions in geography did cartographers in Champlain's time have about North America?

RELEVANT STANDARDS:

National Standards for Technology

NT.K-12.3 TECHNOLOGY PRODUCTIVITY TOOLS

Students use technology tools to enhance learning, increase productivity, and promote creativity.

National Standards for Social Studies

Nss-Wh.5-12.6 Era 6: The Emergence Of The First Global Age, 1450-1770

The student in grades 5-12 should understand

- how the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.
- how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
- how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
- economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.

NYSED Learning Standards for Social Studies

Standard 3 Key Idea 1

Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

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.

Performance Indicators for specific grade levels can be found at

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

NYS Learning Standards: Mathematics, Science, and Technology

Standard 2: Information Systems, Key Idea 1

Students will access, generate, process, and transfer information using appropriate technologies. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Standard 4: Science, Key Idea 2

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. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Performance Indicators for specific grade levels can be found at

<http://www.emsc.nysed.gov/cte/technology/learn.html>

Name _____

Trade Routes West – Google Earth Worksheet

Directions: Use Google Earth to fly to the following locations in order and answer the questions for each location.

LOCATION #1 – (type exactly) Brouage, France

This was Champlain's hometown—it actually used to be a seaport, but hundreds of years of silt deposits now place it almost a mile from the sea.

1. What products and services were available in this location during the 1600's?

2. What products and services might the people in this city want or need from Asia in the 1600's?

LOCATION #2 – (type exactly) Guangzhou, China

This is a typical place where Europeans during the time of Champlain would have travelled to acquire the goods they couldn't find in Europe.

3. What types of land formations or bodies of water did you "fly" over to get to this place?

4. How difficult would this trip have been overland during the 1600's?

LOCATION #3 – (type exactly) Canada

5. As you “flew” to this location, what can you imagine the explorers might have thought they would reach going west?

6. Why would this have seemed like an easier way to travel?

LOCATION #4 – (type exactly) Asia

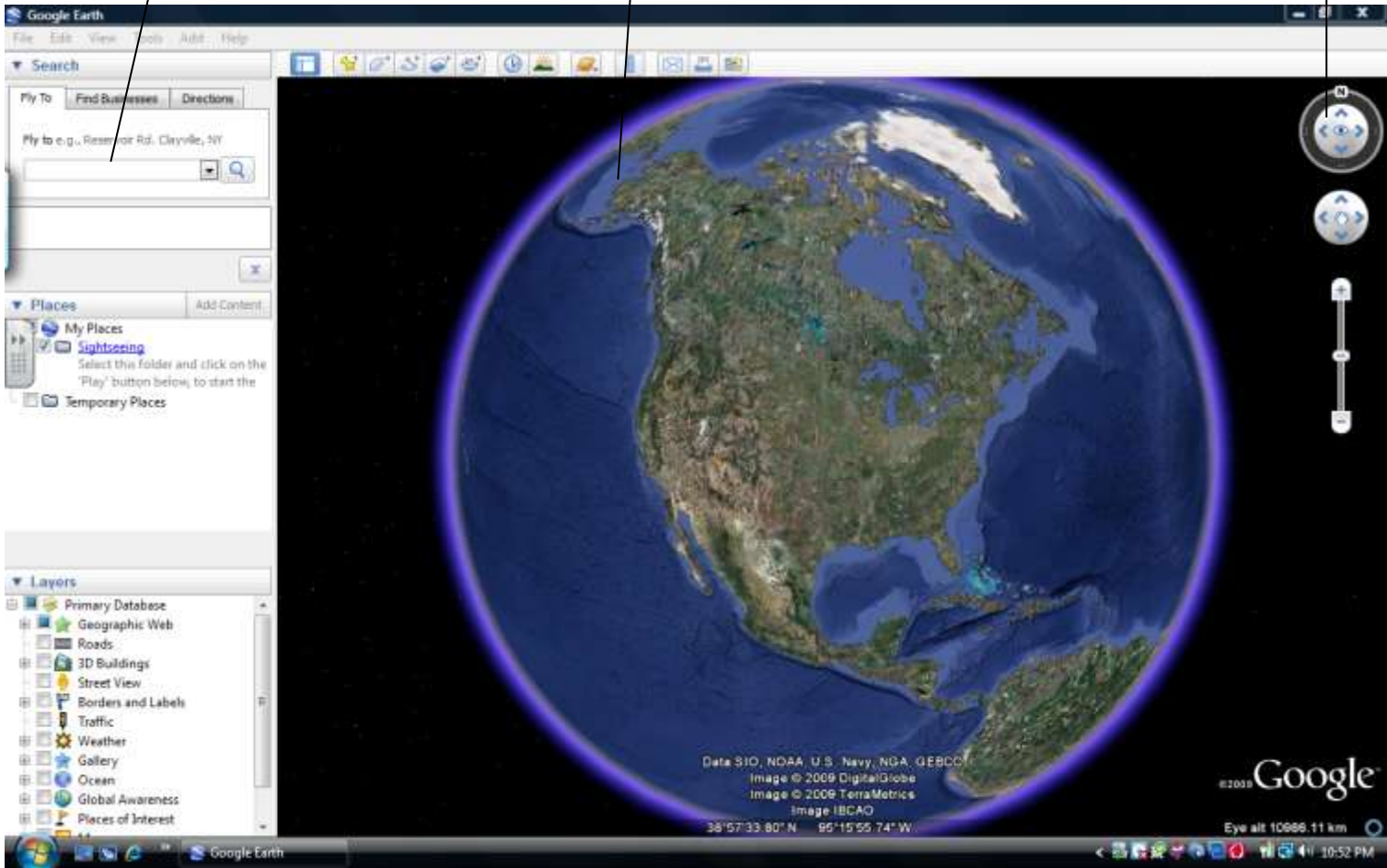
7. If the explorers had been able to find a way through North America to travel west, do you think they would have made it all the way to this location? Why or why not?

8. Drag the hand tool and zoom out until you find a way you think the explorers could have travelled west from Europe to Asia the fastest. Where did you go (mention a specific route)?

Type location names here, then press enter

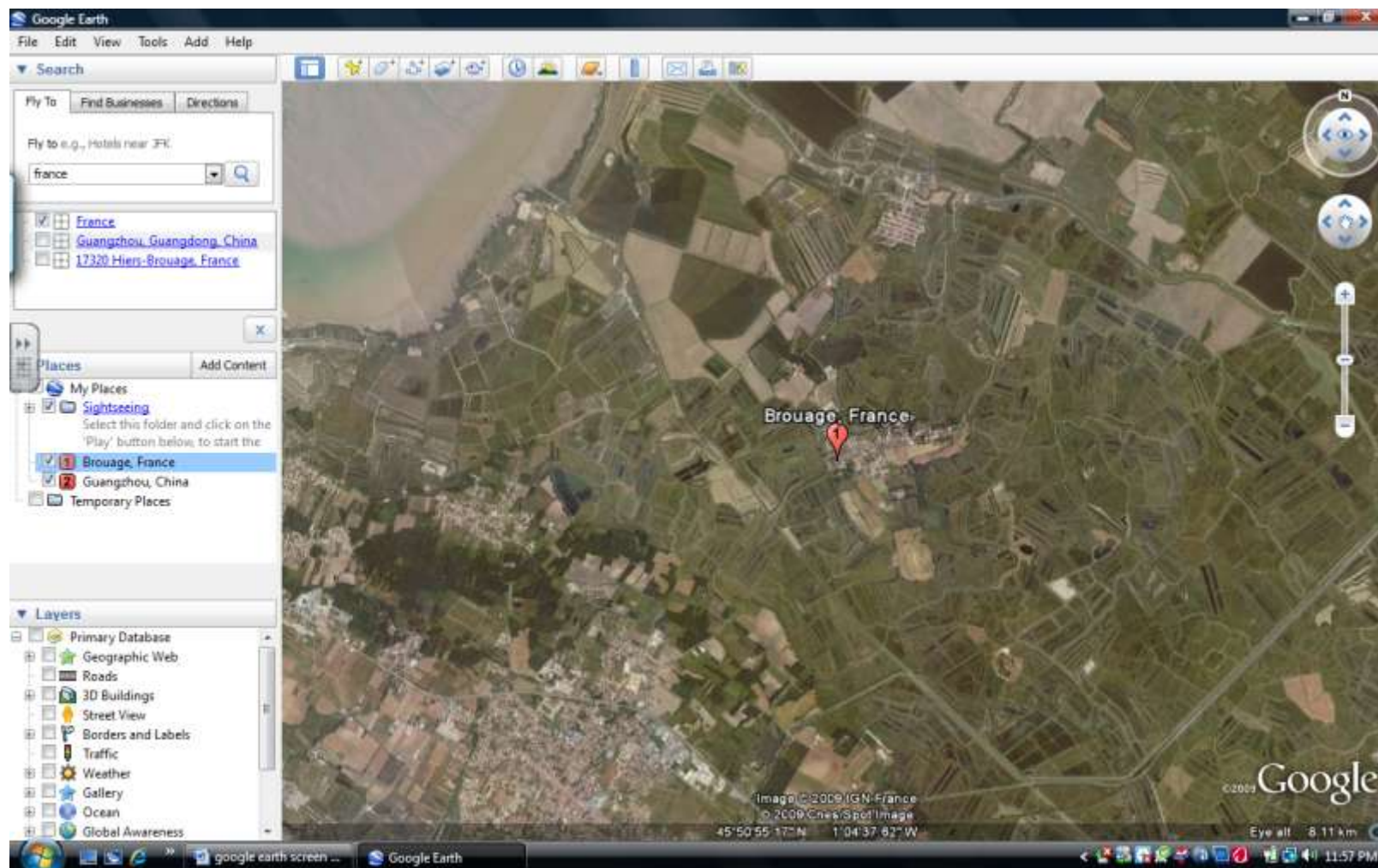
You will "fly" to that location

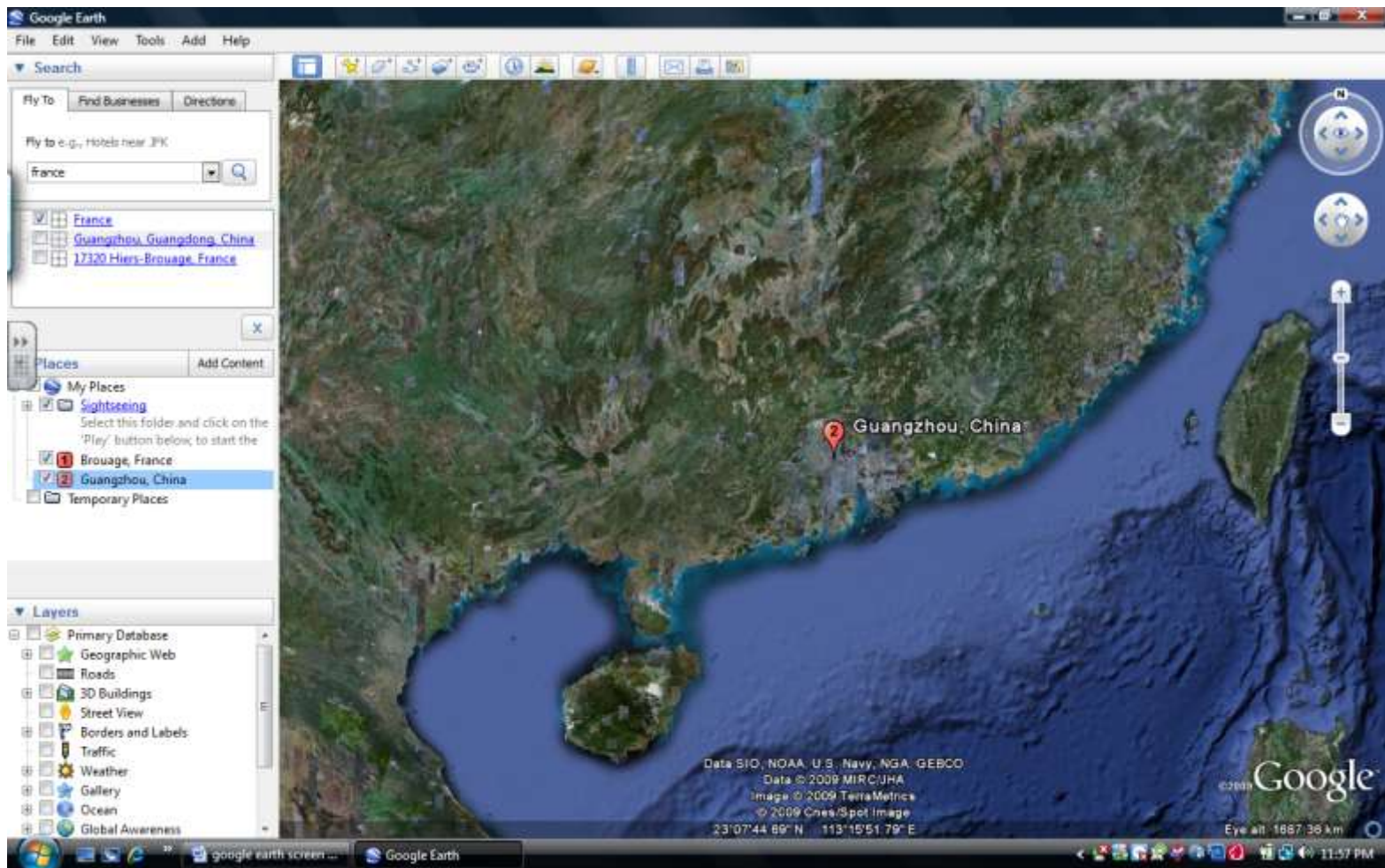
Use these arrows to change to "ground level view"- to look around



Use the + to zoom in (closer) and - zoom out (farther away)

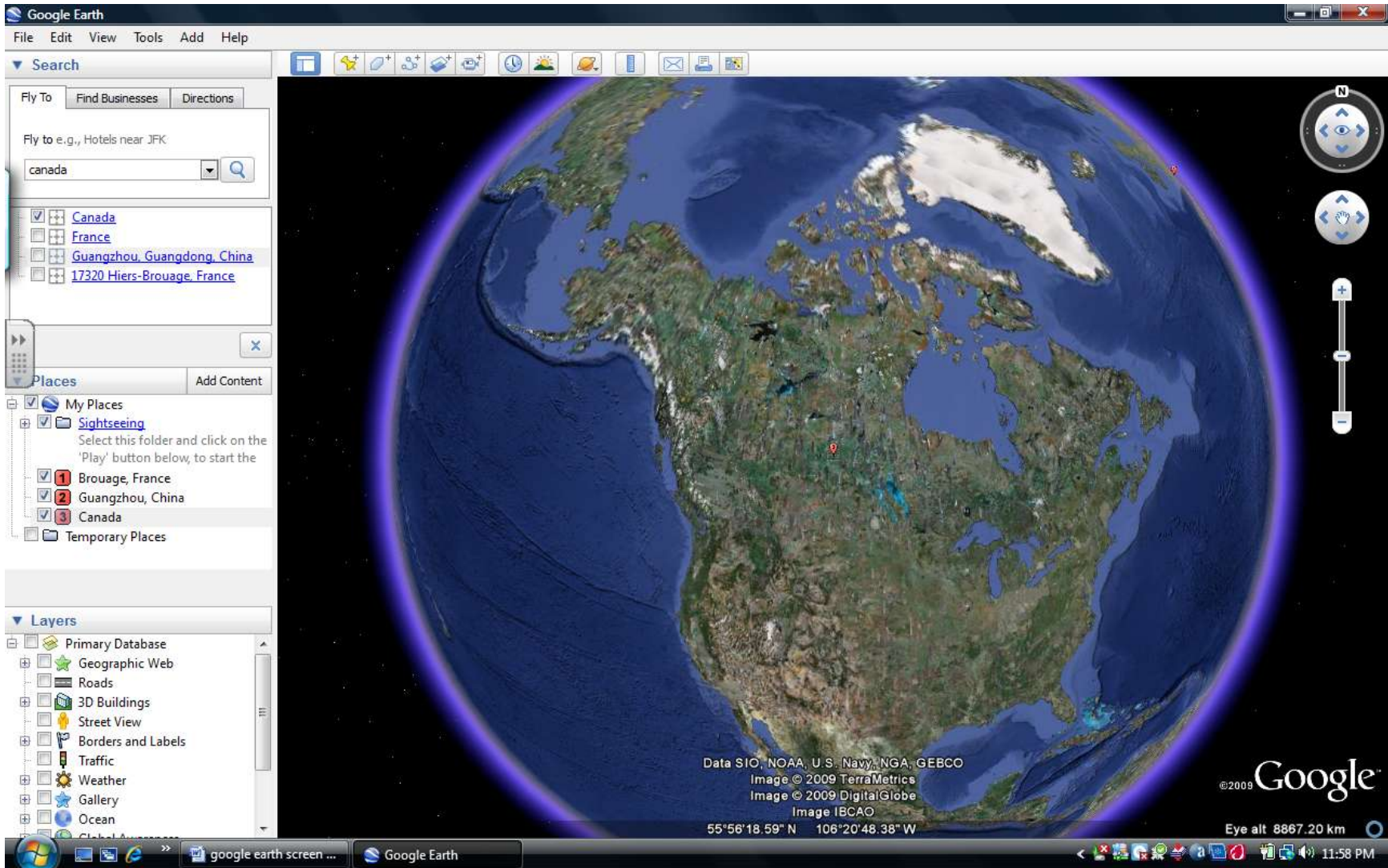
LOCATION # 1 – BROUAGE, FRANCE



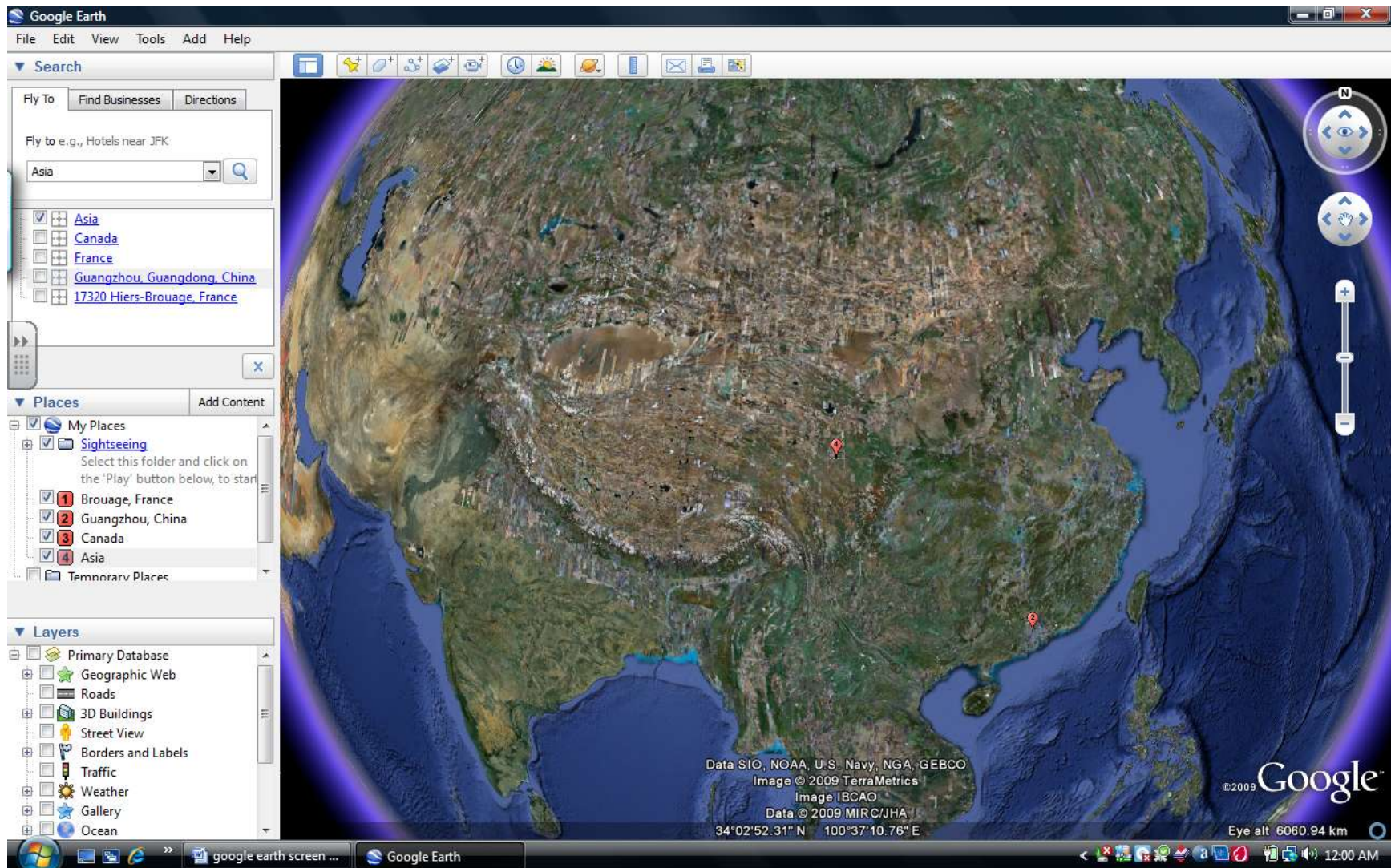


LOCATION #2 – GUANGZHOU, CHINA

LOCATION #3 – CANADA (ARCTIC ROUTE)



LOCATION #4 – ASIA (PACIFIC ROUTE)



Name _____

GOOGLE EARTH ACTIVITY			
PARTICIPATION	GOOD	FAIR	POOR
Listens to and follows directions	2	1	0
Respects others	2	1	0
Contributes to discussion	2	1	0
Asks questions/volunteers answers	2	1	0
Sets a positive example	2	1	0
Uses time in lab wisely	2	1	0

TOTAL _____ / 12 = _____%