

Dead Reckoning: Champlain in America (animated film)

Film available on a DVD that can be ordered at <http://champlaininamerica.org>

Secondary level but certain sections could be used at the elementary level.

Dead Reckoning: Champlain in America, a 52-minute animated documentary with commentary by historians presents the story of Samuel de Champlain and his journey in North America.

Champlain in America, a Mountain Lake PBS film, tells the story of Champlain from 1603 to 1615. It is the first historically accurate, animated documentary on Samuel de Champlain to be broadcast in the United States and Canada.

The Educators portal of the web site

This website contains 12 lesson plans to help teachers use the documentary in the classroom. The lesson plans, developed for students in grades 6 through 12 are connected to places Champlain visited and are linked to an interactive map. They focus on themes raised by the documentary that explore history, geography, language arts, mathematics, science, technology and the arts.

The interactive map

<http://champlaininamerica.org/theJourney/>

The map, *They Would Not Take Me There: People, Places, and Stories from Champlain's Travels in Canada, 1603 - 1616*, was produced in 2008 by the Canadian-American Center: A National Resource Center on Canada located at the University of Maine. The Authors/Cartographers are Michael J. Hermann and Margaret W. Pearce.

The map contains information and links to Champlain's journal, Amerindian names, lesson plans, documentary excerpts and Map Storyboards

12 lesson plans (download in PDF)

The lesson plan descriptions come from the website.

http://champlaininamerica.org/educators/lesson_plans.html

1. A Balancing Act

Students will consider how military operations and cultural negotiations are truly a balancing act.

Subjects: English Language Arts, Social Studies, Mathematics and Science

Time required: 1-3 Class Periods

Video Clips used with this lesson plan:

- Watch the video clip *First Contact* (FLASH - 37 mb)
- Watch the video clip *Balancing Act 1615* (FLASH - 13 mb)

- Get the entire list of video clips used in the Media section

Champlain voyages associated with this lesson plan: 1603 and 1615 (map)

2. **Age of Discovery**

Students will explore four different backdrops to the life of Samuel de Champlain: his era, the political climate, the new world he was exploring and his relations with the people who lived there.

Subjects: Social Studies

Time required: 2-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Northwest Passage 1603* (FLASH - 20 mb)
- Watch the video clip *Northwest Passage 1613* (FLASH - 8 mb)
- Watch the video clip *Northwest Passage 1615* (FLASH - 9 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1603 (map)

3. **Alliances in the Classroom**

Students will conduct an observation of their own school environment to deepen their exploration of the nature of alliances.

Subjects: English Language Arts and Social Studies

Time required: 2-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *First Contact* (FLASH - 37 mb)
- Watch the video clip *Balancing Act 1615* (FLASH - 13 mb)
- Get the entire list of video clips used in the Media section

Champlain voyages associated with this lesson plan: 1603 and 1609 (map)

4. **Cartography and Navigation in the Time of Champlain: Dead Reckoning**

Students will use the basic instruments that were utilized in the 16th and 17th centuries for navigation and cartography to determine speed, latitude and longitude, and to map a location using these crude instruments.

Subjects: Social Studies

Time required: 1-3 Class Periods

(map)

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Northwest Passage 1603* (FLASH - 20 mb)
- Watch the video clip *Northwest Passage 1613* (FLASH - 8 mb)
- Watch the video clip *Northwest Passage 1615* (FLASH - 9 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1603 (map)

5. **Champlain's Last Journal**

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.

Subjects: English Language Arts and Social Studies

Time required: 1-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Lost in the Forest* (FLASH - 28 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1615 (map)

6. **First Contact**

Students will create an exercise that simulated a first encounter between people of different languages and cultures.

Subjects: English Language Arts

Time required: 1-2 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *First Contact* (FLASH - 37 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1603 (map)

7. **Five Characters and Champlain**

Students will explore the concept of point of view by imaginatively interviewing a character from the film, and then developing a *Mandala* (a circle drawing) that shows their character's interrelationships, likes, dislikes, dreams and fears.

Subjects: English Language Arts

Time required: 2-3 Class Periods

Video Clips used with this lesson plan: (link to media page and all clips)

- Buy the DVD or watch all the other clips
- Get the entire list of video clips used in the Media section

Champlain voyages associated with this lesson plan: 1603-1615 (map)

8. **Panel discussion on the French and Amerindian motives in New France during the voyages of Samuel de Champlain**

Students will participate in a panel discussion to discuss whether or not there was deception used by the French and Amerindians to further their own cause.

Subjects: Social Studies

Time required: 1-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Deception?* (FLASH - 49 mb)
- Get the entire list of video clips used in the Media section

Champlain voyages associated with this lesson plan: 1603 and 1613 (map)

9. **Stay and You Shall Find It: Exploring the Role of Storyteller**

Students will identify the elements of the storyteller/audience relationship and analyze the structure and sequencing of a story in order to create a modern version of the Innu parable seen in the film.

Subjects: English Language Arts

Time required: 2-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Anadabijou Parable* (FLASH - 16 mb)
- Watch the video clip *Lost in the Forest* (FLASH - 28 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1603 (map)

10. **Trade Routes West --Through and Around North America**

Students will explore routes from Europe to Asia in order to gain a better understanding about the search for the Northwest Passage by 17th century explorers.

Subjects: Social Studies, Science and Technology

Time required: 1-2 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Northwest Passage 1603* (FLASH - 20 mb)
- Watch the video clip *Northwest Passage 1613* (FLASH - 8 mb)
- Watch the video clip *Northwest Passage 1615* (FLASH - 9 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1603 (map)

11. **Use of the Firearm in Warfare on the North American Continent**

Students will consider the importance and significance of the earliest use of firearms by the French in warfare on the North American Continent.

Subjects: Social Studies

Time required: 1-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Lake Champlain Battle* (FLASH - 16 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1609 (map)

12. **Wall of Obstacles**

Students will build and scale a virtual wall to examine the physical and emotional obstacles Champlain and his men overcame when establishing a settlement in North America.

Subjects: English Language Arts

Time required: 1-3 Class Periods

Video Clips used with this lesson plan: (link to media page and individual clips)

- Watch the video clip *Founding Quebec* (FLASH - 26 mb)
- Get the entire list of video clips used in the Media section

Champlain voyage associated with this lesson plan: 1608 (map)

Historian interviews

<http://champlaininamerica.org/educators/interviews/interviews.html>

Selected additional excerpts from historian interviews that answer questions not covered in the film.

Mathieu D'Avignon : historian, Musée De La Civilisation, Quebec; author of *Champlain et les fondateurs oubliés*, *Les figures du père et le mythe de la foundation*.

Can we rely on Champlain's writings to give us an accurate account of the world in which he explored and lived?

What can we know about Champlain's attitudes towards Amerindian people from his writings?

How significant was the French presence in North America during Champlain's years of exploration?

David Hackett Fischer: historian, Brandeis University, Massachusetts; Pulitzer Prize in History, 2005; recent publication – *Champlain's Dream*, 2008

Why is it that we know so little about Champlain's personal life?

What was Champlain's dream?

Is Champlain still relevant today?

Conrad Heidenreich: geographer, York University, Toronto - Emeritus Professor of Geography; *Explorations and mapping of Samuel de Champlain, 1603-1632*, 1976; *Huronian*, 1973.

What impact did Champlain have on the future development of Canadian society?

Did Champlain fight against the Iroquois by choice?

How would you sum up Champlain?

Jon Parmenter: historian, Cornell University, New York; National Endowment for the Humanities Fellowship, 2007; author of *Edge of the Woods, Iroquoia, 1534-1701*, 2009
What did Champlain learn from wintering with the Wendats in 1615-16?
What distinguishes Champlain from other 17th Century explorers?
How do you understand Champlain's years of exploration?

Pierrot Ross Tremblay: Doctoral Candidate, University of Essex and Member of the Essipit Innu First Nation

How do you interpret the French goals during the time of Champlain?
What is the significance of the alliance that the French and Innu made in 1603?
What do you think is the meaning today of Champlain's relationship with Anadabijou and the Innu?