

THE UNIVERSITY OF THE STATE OF NEW YORK
THE NEW YORK STATE EDUCATION DEPARTMENT

Commencement-Level Learning Experience

**Two Worlds Collide in 1609:
European Encounters with the Native Americans of the Northeast**

NYSED LEARNING STANDARDS

Social Studies Standard 1: History of the United States and New York State KI 1, PI 1; KI 2, PI 2 & 3; KI 3, PI 1 & 2; KI 4, PI 1

Social Studies Standard 2: World History KI 1, PI 1–5; KI 2, PI 3–4; KI 3, PI 1–2; KI 4, PI 2 & 4

Social Studies Standard 3: Geography KI 1, PI 1–4

Social Studies Standard 4: Economics KI 1, PI 1

English Language Arts Standard 1: Information and Understanding Reading P2

English Language Arts Standard 3: Language for Critical Analysis and Evaluation Reading P2

Mathematics, Science and Technology 5: KI 6, PI 1

SOCIAL STUDIES CORE CURRICULUM

United States History and Government

Unit Two – Constitutional Foundation for the United States Democratic Republic

- I. The Constitution: The Foundation of American Society

SKILLS

Thinking Skills – Comparing and contrasting ideas, drawing inferences and making conclusions, and handling diversity of interpretations

Research and Writing Skills – Looking for patterns, analyzing information, synthesizing information, and supporting a position

Interpersonal and Group Relation Skills – Identifying basic assumptions, identifying values conflicts, recognizing that others may have a different point of view, assuming responsibility for carrying out tasks

Graph & Image Analysis Skills – Decoding images (graphs, cartoons, paintings, photographs), drawing conclusions

CONCEPTS

Belief Systems

Change

Choice

Conflict

Culture

Diversity

Interdependence

Nation-State

Needs and Wants

Power

Scarcity

MODULE CONTEXT

Early encounters between the Europeans and Native American peoples date back to the 16th century. At approximately the same time in 1609, Samuel de Champlain, sailing for the French, and Henry Hudson, sailing for the Dutch, explored northeastern North America. A chain reaction resulted that included the establishment of New France and New Netherland, a collision of cultures between Native American peoples and Europeans, and a struggle for political and economic power. These reactions shaped the histories of Canada and the United States.

FOCUS QUESTIONS

- In what ways and to what extent were the cultural relationships between Europeans and indigenous peoples established in 1609?
- How did the encounter lead to political and economic conflicts?

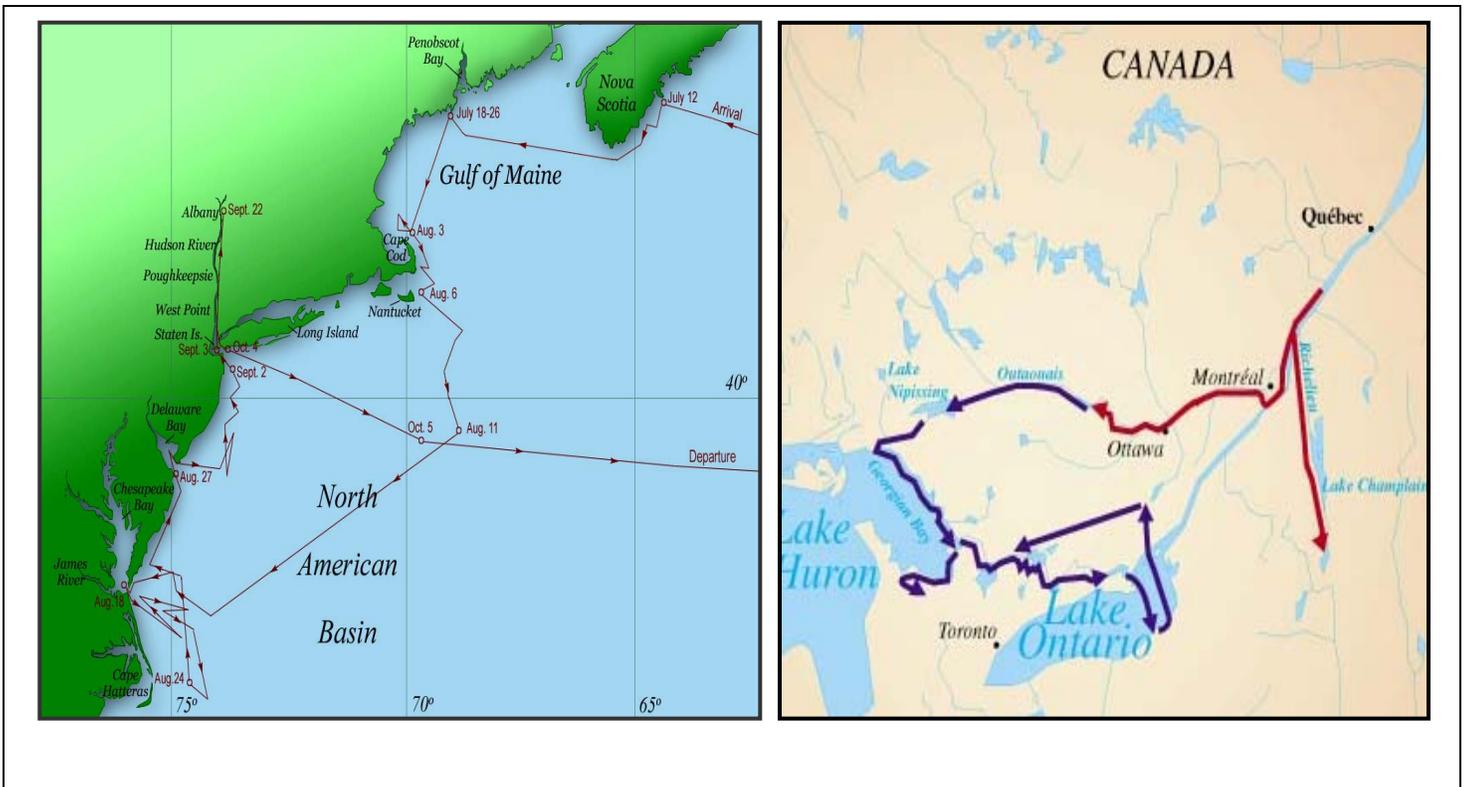
- What technological advantages did Champlain and Hudson have in their encounters with the Iroquois?

CLASSROOM ACTIVITIES

- Students will understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.

Students will work in groups to compare the travels of Hudson and Champlain with contemporary maps in order to identify the major cities, the bodies of water, and the mountain ranges through which they ventured. Students will also research the Native American groups that inhabited the lands traveled by Hudson and Champlain.

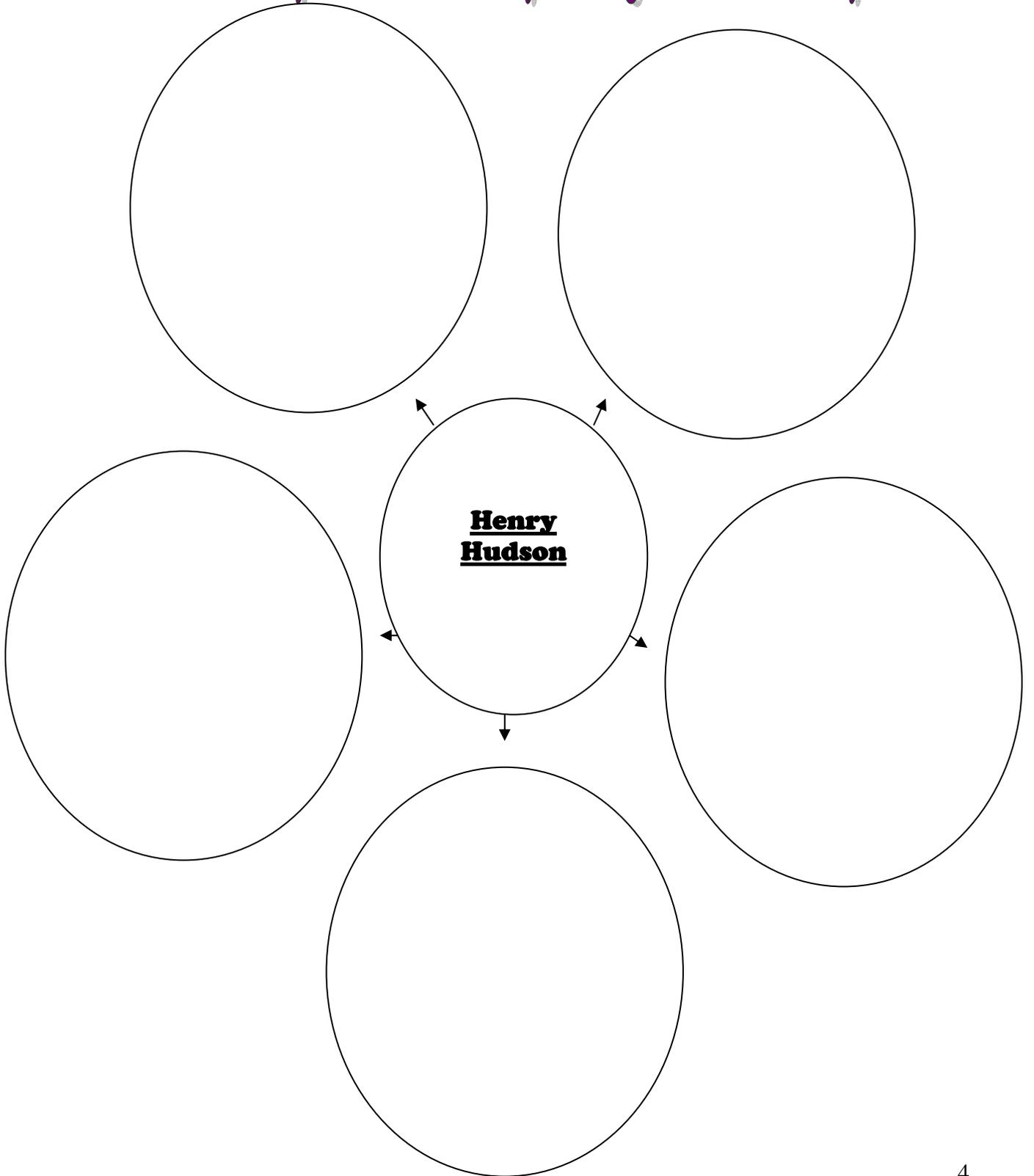
- Have students trace the voyages of Champlain and Hudson.
- In small groups, students should analyze the study guide, “European and Native American Encounters of Colonial New York.” They should then complete the Henry Hudson and Samuel de Champlain graphic organizers on the basis of the study guide.



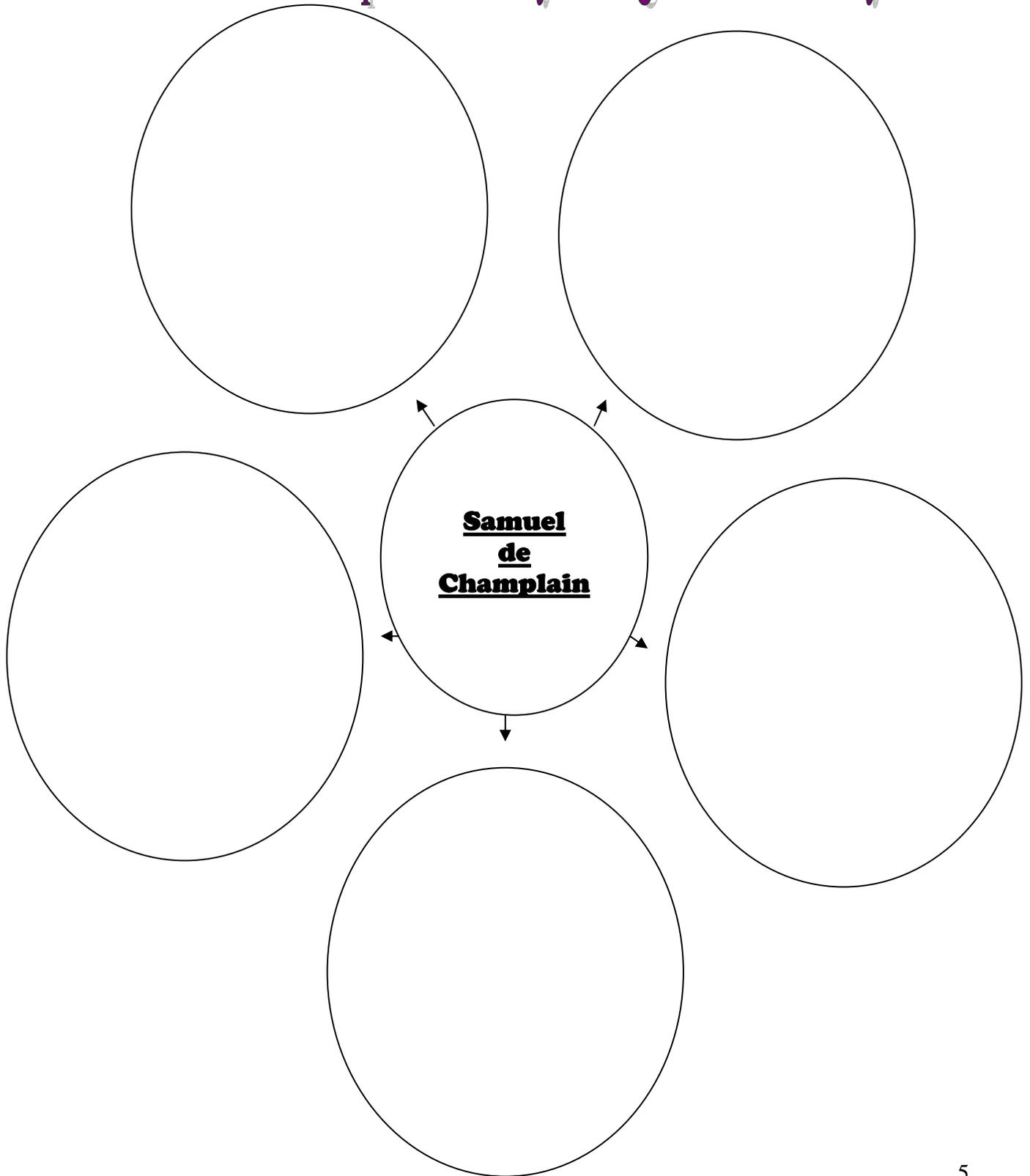
European and Native American Encounters in Colonial New York

<u>History</u>	<u>Samuel de Champlain</u>	<u>Henry Hudson</u>
Represented	France	Netherlands
Location Explored/ Settled	July 3, 1608: He established a trading post that later became Québec City. Summer 1611: He traveled to Montreal, where he cleared the land and built a wall "to see how it would last during the winter."	1609: He found a large waterway that he thought could be the Northwest Passage in what is now New York (Hudson River), but it became innavigable near present-day Albany.
Interests in New York Region	His goal was to gain military allies in order to bolster the French economy through fur trading.	He accidentally discovered and explored what is the present-day Hudson River, thinking he had discovered the Northwest Passage.
Encounters with Native Americans	<p>He allied with the Wyandot (the French called them the Huron) and with Algonquians to the north of the St. Lawrence River, promising to help them in their war against the Iroquois.</p> <p>July 29, 1609 at Ticonderoga (now Crown Point, New York): Champlain encountered a group of Iroquois. Two hundred Iroquois advanced on Champlain's position. A native guide pointed out the three Iroquois chiefs and Champlain fired his arquebuse (early 16th-century portable gun, supported on a forked rest) and killed two of them with one shot. The Iroquois turned and fled. This incident set the tone for French-Iroquois relations for the next 100 years.</p> <p>1613: He organized missions to bolster the French fur trade and led a group of Huron-Algonquian warriors in an ill-fated attack on an Iroquois village.</p>	<p>July 10–11, 1609: He set sail and headed up the river, and anchored in New York Bay off the northern tip of Manhattan.</p> <p>12: A flotilla of Mohican in 28 canoes filled with men, women, and children approached. The crew bought food from them; Hudson noted that the natives used copper in their pipes and inferred that there was a natural source nearby.</p> <p>13: The crew traded for oysters with the Native Americans near today's Yonkers.</p> <p>18: Hudson was invited by a chief to eat with him, and he went ashore. Hudson was invited to stay overnight but was suspicious. Sensing his discomfort, the natives broke their arrows and threw them into the fire to indicate their good intentions. Hudson returned to the ship anyway.</p> <p>19: Anchored near Albany, he traded with natives.</p> <p>21: The crew got some natives intoxicated on wine and Aqua. One passed out and slept aboard the ship. The natives returned the next day and were relieved to find him unharmed.</p>
Impact on the History of New York State	Champlain used his technological advantage of firearms against the Iroquois. The event at Lake Champlain fixed the alliances of the northeastern Indians toward the two major colonial powers, Britain and France. The Algonquian-speaking tribes thereafter supported the French, while the Iroquois allied themselves with France's enemy and rival, Britain.	Hudson's first meeting with the Native Americans was characteristic of the hostility that overshadowed future relations between natives of the river valley and the Europeans. Hudson and his men immediately distrusted the natives and fighting ensued. Competition for land became fierce as the Dutch began to settle the Hudson Valley. By the end of the 1600s, many of the tribes were destroyed by war and by the smallpox that the Europeans had introduced into the region. Sadly, the native Americans were forced west, and by the 18th century there were few natives in the Hudson region.

Henry Hudson's Journey Through Native Territory



Samuel de Champlain's Journey Through Native Territory



Teachable moments stress that documents should be analyzed from the perspective of their original, historical and cultural contexts, but they can also be viewed from contemporary perspectives. It is important that our students develop the ability to interact and engage with a broad range of instructional materials. Please exercise discretion as you create your commemorative lessons.

- Students will analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author’s perspective.
 - Students will support interpretations and decisions about relative significance of information with explicit statements, evidence, and appropriate arguments.
- Read Champlain’s journal entries and drawing regarding his defeat of 200 Mohawk warriors at Lake Champlain. The students will answer the questions and participate in class discussion regarding this event. Students should understand that this is the first battle of North America in which one side used guns in battle against the natives. From this point on, the Iroquois traded furs in order to obtain guns for their battles against their native enemies.
- After finishing the activity and meeting in small groups to discuss the readings, pictures, and responses to questions, all students should prepare to report their findings to the whole class. Their general report should address the following key tasks:
1. Discuss how the encounters of Hudson and Champlain with Native American Indians were different.
 2. Explain why 1609 is a significant year in the history of Native Americans and Europeans, and how the relationship among those involved shaped the course of American history.
 3. Discuss how the French and the Dutch influenced the Iroquois nations they encountered.

Historical Context

Ironically, in 1609 neither Samuel de Champlain nor Henry Hudson realized that the other was approximately 100 miles away.

In July 1609 Champlain, an ally of the Algonquian tribe known as the Montagnais, explored the lake that bears his name today. On the evening of July 29, 1609, he encountered a flotilla of Mohawk canoes carrying about 200 Iroquois warriors. The two hostile groups met in battle the next day on the present site of Ticonderoga. This battle established an enduring hostile relationship between the Iroquois and the French.

A short time later—on September 19, 1609—Henry Hudson met and traded with the Mohawks at the site of present-day Albany, New York. Based on this encounter, friendly relations between the Mohawks and the Dutch were established.

In the struggle for European supremacy in North America, alliances with Native American Indians played a vital role. Ultimately, the English supplanted the Dutch. It was England’s alliance with the powerful Iroquois that determined the outcome of the French/English struggle.

- Students will analyze the effectiveness of the varying ways that societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.

Known as the “Father of New France,” the fearless Samuel de Champlain set foot in what are now parts of Vermont and New York in July 1609. To this day, the lake he entered then bears his name.

“We left the next day (July 29 1609) continuing our course in the river as far as the entrance to the lake (Lake Champlain). In this there are many pretty islands, which are low, covered with very beautiful woods and meadows, where there is a quantity of game, and animals for hunting, such as stags, fallow-deer, fawns, roebucks, bears and other animals which come from the mainland to these islands. We caught a great many of them. There are also many beavers, not only in this river, but in many other little ones which empty into it....

There are also several rivers which flow into the lake, bordered by many fine trees of the same sorts that we have in France, with a quantity of vines more beautiful than any I had seen in any other places; many chestnut trees, and I had not seen any at all before, except on the shores of the lake, where there is a great abundance of fish, of many varieties. Among other kinds there is one called by the savages Chaousarou, which is of various lengths; but the longest, as these people told me, is eight or ten feet. I saw some five feet long, which were as big as a man’s thigh; with a head being as large as two fists, a snout two feet and a half long, and a double row of very sharp and dangerous teeth...

Continuing our course in this lake on the west side I saw, as I was observing the country, some very high mountains on the eastern side with snow on top of them. I inquired of the savages if these places were inhabited. They told me that they were—by the Iroquois—and that in these places there were beautiful valleys and open stretches fertile in grain, such as I had eaten in this country, with a great many other fruits; and that the lake went near mountains, which were perhaps as it seemed to me, about fifteen leagues from us. I saw on the south others, no less high than the first, but without snow. The savages told me that these mountains were thickly peopled. They also said it was necessary to pass a rapid, which I saw afterward, and from there to enter another lake, three or four leagues long (Lake George)....”

Journal of Samuel de Champlain

From: *Algonquians, Hurons and Iroquois: Champlain Explores America 1603–1616*. Annie Nettleton Bourne, translator (2000), pp. 100–101. Dartmouth, Nova Scotia: Brook House Press.

Directions:

1. Explain how the natural resources of the St. Lawrence / Lake Champlain / Hudson River Corridor would ultimately lead to trade, conflict, and the economic development of the region.
2. Discuss the ways that Champlain’s journal significantly expanded European knowledge about North American plants and animals.

Samuel de Champlain’s 1609 Encounter with the Mohawks

Background:

Samuel de Champlain was a critical figure in the establishment of New France along the St. Lawrence River. He set up a small trading post at Quebec, the capital of the colony, in 1608. Working with a small number of French colonists who had interested in the fur trade, Champlain recognized that success depended on alliances with the native peoples of the northern region. In June 1609, Champlain and nine French soldiers joined a war party of Montagnais and Hurons to fight the Iroquois. About 200 Iroquois warriors from the Mohawk tribe met Champlain at what was later called Lake Champlain. Over the next several decades, Champlain chronicled his explorations and observations of New France, providing important information on 17th-century life and warfare in North America. Although Champlain was on Lake Champlain for only a few weeks, he left his mark on the region.

- Students will investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
- Students will explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology.

Defeat of the Iroquois at Lake Champlain

“When evening came we embarked in our canoes to continue on our way; and, as we were going along very quietly, and without making any noise on the twenty-ninth of the month, we met the Iroquois at ten o’clock at night at the end of a cape that projects into the lake on the wet side, and they were coming to war. We both began to make loud cries, each getting his arms ready. We withdrew toward the water and the Iroquois went ashore and arranged their canoes in a line, and began to cut down trees with poor axes, which they get in war sometime, and also with others of stone; and they barricaded themselves very well....

I saw the enemy come out of their barricade, nearly 200 men strong and robust to look at, coming slowly toward us with a dignity and assurance that pleased me very much. At their head there were three chiefs. Our men also went forth in the same order, and they told me that those who wore three large plumes were the chiefs; and that there were only three of them; and that they were recognizable by these plumes, which were a great deal larger than those of their companions; and that I should do all I could to kill them. I promised them to do all in my power, and said that I was very sorry they could not understand me well, so that I might give order and system to their attack of the enemy, in which case we should undoubtedly destroy them all...

As soon as we were ashore they began to run for some 200 paces toward their enemy, who were standing firmly and had not having as yet noticed my companions, who went into the woods with some savages. Our men began to call me with loud cries: and, to give me a passage-way, they divided in two parts and put me at their head, where I marched some twenty paces in advance of the others, until I was within about thirty paces of the enemy. They at once saw me and halted, looking at me, as I at them. When I saw them making a move to shoot at us, I rested my arquebuse against my cheek and aimed directly at one of the three chiefs. With the same shot two of them fell to the ground, and one of their companions, who was wounded and afterward died. I put four balls into my arquebuse. When our men saw this shot so favorable for them, they began to make cries so loud that one could not have heard it thunder. Meanwhile, the arrows did not fail to fly from both sides. The Iroquois were much astonished that two men had been so quickly killed, although they were provided with armor woven from cotton thread and from wood, proof against their arrows. This alarmed them greatly. As I was loading again, one of my companions fired shot from the woods, which astonished them again to such a degree that,

seeing their chiefs dead, they lost courage, took to flight and abandoned the field and their fort, fleeing into the depths of the woods. Pursuing them thither I killed some more of them. Our savages also killed several of them and took ten or twelve prisoners. The rest escaped with the wounded. There were fifteen or sixteen of our men wounded by arrow shots, who were soon healed.”

Journal of Samuel de Champlain

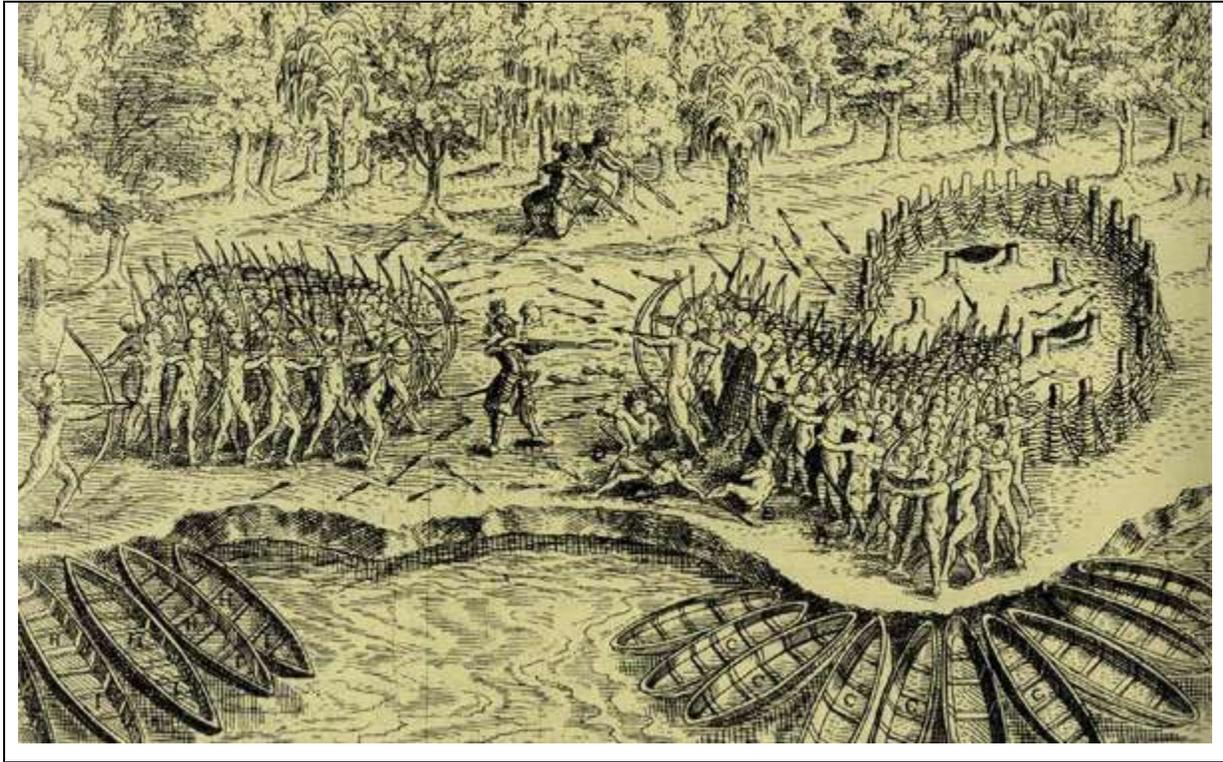
From: *Algonquians, Hurons and Iroquois: Champlain Explores America 1603–1616*. Annie Nettleton Bourne, translator (2000), pp. 102–103. Dartmouth, Nova Scotia: Brook House Press.

Discussion Questions:

1. Why did Samuel de Champlain ally himself with the Montagnais and the Hurons?

2. What role did technology play in Champlain’s defeat of the Iroquois?

3. To what extent did Champlain’s defeat of the Iroquois change North American history?



1609 Battle of Samuel de Champlain

- Students will support interpretations and decisions about relative significance of information with explicit statements, evidence, and appropriate arguments.
- Students will explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.

Directions:

Answer the following questions regarding Champlain's drawing (ca. 1613) depicting his battle with the Mohawks in 1609.

1. Where does Champlain place himself in the battle? Do you believe this representation is accurate? Why or why not?
2. Based on your knowledge of the battle, which nation of natives is fighting behind Champlain (which is in his support) and which nation of natives is he fighting (which is in front of him)?
3. In what ways did Champlain's battle tactics differ from those of the natives?

- Students will analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

French Attack on an Iroquois Village

Early in September 1615 Champlain set out from near Lake Huron with a small force of French musketeers and four or five hundred Huron Iroquois Indians. Champlain's Lieutenant Brule, set out earlier with a guard of twelve Indians to make his way to the Susquehanna and secure the services of 500 Andastes or Susquehannocks who were willing to fight against the five nations. They traveled to Lake Ontario and crossed near the Thousand Islands. The canoes were hidden near Famine river and the party began a journey inland until they came to Oneida Lake. Skirting the southern shore and turning to the south, they captured 11 Iroquois who were fishing. The next day, October 10, 1615, they came in sight of the fortified village of Oneidas at Nichols pond.

Engaged in the harvesting of their crops of corn, beans, and squashes the Oneidas were startled by the invaders. Not waiting for Champlain to come up with the main body of men, the Hurons advanced without reinforcements, thus saving the Oneidas from complete disaster. The Oneida archers quickly responded and threw themselves between the enemy and their women and children. They held ground until all had retired to safety. They then shut the gates to the village leaving six Hurons wounded and taking a few others inside with their own wounded.

Champlain left a complete diagram and description of the Oneida Village. It had orderly laid out streets between the bark longhouses. The village was well protected with four rows of log palisades thirty feet high. These interlocked at the tops for greater strength and at a suitable distance from the tops was a gallery for the defenders who were protected by timbers fasted to the upright palisades. At intervals along the walls were piles of stones to supplement the arrows of the archers. One corner of the fort projected into the spring fed pond and provided water to quench fires that might be started. Champlain withdrew his force to the southeast of the village behind a sheltering ridge and drew up a plan for the assault of the fort. This did not differ much from those used by Caesar with the exception that he relied upon fire to reduce the wall rather than a battering ram and must use a mob of excitable warriors in the place of disciplined troops. He began the attack on the 11th by having 200 warriors bring up a movable tower overlooking the walls in which he had stationed some musketeers to sweep the galleries by their fire. A testudo (tortoise shell shield) was provided under which the Hurons could advance to the wall protected, build a fire and then leave it as a protecting roof to shield the flames from water. The walls were cleared by the musket shots but the excitable Indians forgot their well made plans in their efforts to show their personal bravery. The testudo was abandoned. Fire was placed by unprotected warriors to the walls. Others added bundles of fuel. Most of them wasted their efforts by shooting arrows in the wooden walls. Unfortunately the fire was placed on the wrong sides where the wind blew the flames and smoke away from the fort. The Oneidas ran their water gutters through crevices in the walls and extinguished the fires. They kept up such a shower of arrows on the besiegers that they were obliged to retire to safety taking about a score of wounded with them. Among these was Champlain with an arrow in his thigh and another in his knee.

Unable to burn the walls or force the gate, they rested in their camp waiting for the expected reinforcements. On the 16th of October a heavy snow storm began and an orderly retreat back to Lake Ontario was made. On the 18th the force under Brule arrived at this fort but was quickly dispersed by the Oneidas.

It was at this place where history was made. Champlain's dreams of a New France here were shattered. The Iroquois Confederation became the foes of New France and formed, a sturdy barrier behind which the English colonies on the Atlantic seaboard were allowed to develop. The five nations quickly saw the advantage of firearms and soon began exchanging their furs for them with the Dutch traders. They almost annihilated the Hurons and the Susquehanna tribes and absorbed the survivors. They repaid Champlain's unfriendly call with many bloody ones on the more northern territory of New France.

Source: <http://home.comcast.net/~madisoncounty/histour/histtour.htm>

1. Where did the battle between Champlain, Brule, and their native allies take place?
2. How were the Oneidas able to withstand Champlain's attack?
3. What was the historical significance of this battle?

European Engraving of the Attack on the Oneida Village in October 1615



<http://teachingamericanhistorymd.net/000001/000000/000132/images/0098-2-0.jpg>

1. What is the name given to the type of dwelling within the fortified walls?
2. What nation resides within the walls of the protective structure?
3. Who is attacking the fortified village?

VOCABULARY

alliances (ally)	encounter	musketeer (musket)	thither
annihilate	flotilla	nation	treaty
arquebuse	fur trade	palisades	
besiegers	galleries	rapids	
coexistence	Haudenosaunee	relationships	
colonial era	hostile	savages	
destiny	lucrative	supremacy	

Modifications for Special Education and ELL Students:

- Students may consult with the regular education teacher regarding additional resources and support.
- During resource room period, students may work with their special education or ELL teacher to further explore sources.
- Remedial reading and ELA teachers should be aware of the assignments. They may also provide further assistance to students.
- Media center and library staff will pull additional resources and compile them for students.
- Additional time may be allotted when submitting assignments.
- Assignments will be broken down into different stages to accommodate students.
- Visual assistance (flowcharts, pictures, illustrations) may also help students with the assignments.
- Assign the longer reading passage to those students who can handle more difficult reading passages. Assign the visual activities to students who learn best with visual aids.

Vocabulary Activities

*This activity should be completed before reading the **Journal of Samuel de Champlain.***

Visualizing Vocabulary



French arquebusier:

A French soldier holding his arquebus.

How would you define an arquebuse?

Flotilla of bark canoes

What do you think the word flotilla means?



*This activity should be completed before reading **French Attack on an Iroquois Village.***

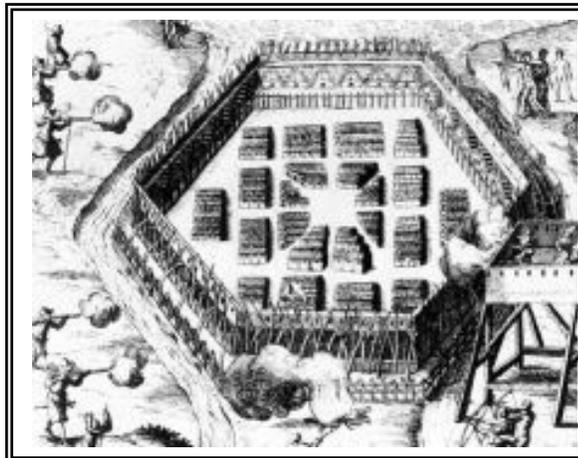
Visualizing Vocabulary



Describe in detail a French musketeer.

“The village was well protected with four rows of log palisades thirty feet high.”

What are palisades?



Vocabulary Memory - Matching Game

DIRECTIONS:

By turning over the cards two at a time match the correct vocabulary word with the correct definition card. Each player keeps the correct matches as they play – the most at the end wins.

Colonial Era

Fur Trade

Haudenosaunee

Lucrative

Nation

Alliances

Treaty

Supremacy

Encounter

Hostile

Destiny

Barricade

Annihilate

Besiegers

Galleries

Rapids

Thither

Co-existence

A union or agreement to cooperate

Completely destroy; defeat utterly

Block or defend with a barrier

The one whom has laide siege to another (military action of surrounding one's enemy)

Predetermined course of events or fate

To meet by chance or in conflict

A long row or hall to view from

An enemy; unfriendly

Steep descent in a riverbed, with a swift current

Being supreme; or highest authority

To or toward a place	A time period when the Americas were settled and controlled by Europeans
Animal pelts exchanged for goods or money	Iroquois: ‘people building a long house’
Profitable; yielding financial gain	Community of people of mainly common descent; forming a unified government
A formal agreement between nations	To exist in mutual tolerance

SUGGESTED RESOURCES

Ballantine, Betty and Ian. 2001. *The Native Americans: An Illustrated History*. North Dighton, MA: World Publications Group, Inc.

Bourne, Annie Nettleton (translator). 2000. *Algonquians, Hurons and Iroquois: Champlain Explores America 1603–1616*. Dartmouth, Nova Scotia: Brook House Press.

Brown, Craig, ed. 1987. *The Illustrated History of Canada*. Toronto: Lester & Orpen & Dennys.

Curtin, Philip D. 1998. *Cross-Cultural Trade in World History*. New York: Cambridge University Press.

Dennis, Matthew. 1993. *Cultivating a Landscape of Peace*. Ithaca, NY: Cornell University Press.

Dunn, Shirley W. 1994. *The Mohican World (1609–1730)*. Fleischmanns, NY: Purple Mountain Press.

Harvey, Karen. 1994. *Indian Country*. Golden, CO: Fulcrum Publishing.

Jennings, Francis. 1995. *The History and Culture of Iroquois Diplomacy*. Syracuse, NY: Syracuse University Press.

Keegan, John. 1995. *Fields of Battle: The Wars for North America*. New York: Vintage Books.

Kelly, James C. and Barbara Clark Smith. 2007. *Jamestown, Québec, Santa Fe: Three North American Beginnings*. Washington, DC: Smithsonian Books.

Marsh, James H., ed. 1985. *The Canadian Encyclopedia, Vol. I*. Edmonton: Hurtig Publishers.

Morrison, Samuel Eliot. 1972. *Samuel de Champlain: Father of New France*. New York: Little Brown.

Trelease, Allen. 1997. *Indian Affairs in Colonial New York*. Ithaca, NY: Cornell University Press.

WEBSITES

Understanding Haudenosaunee Culture
<http://www.peacecouncil.net/NOON/culture1.htm>

Champlain – click on maps at the bottom of this page to see the paths of the explorers
<http://www.pbs.org/empireofthebay/profiles/dechamplain.html>

Explorers of the Millennium
<http://library.thinkquest.org/4034/champlain.html>

Samuel de Champlain's Map

<http://www.loc.gov/exhibits/treasures/trr009.html>

Samuel de Champlain – Adventurer in New France

http://www.historiclakes.org/S_de_Champ/S_de_Champlain.html