

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

Elementary-Level Learning Experience

**Samuel de Champlain Maps the Lands of New France**

**NYSED LEARNING STANDARDS**

[Social Studies Standard 1: History of the United States and New York State](#) KI 3, PI 1; KI 4, PI 3

[Social Studies Standard 2: World History](#) KI 3, PI 1; KI 4, PI 1 & 3

[Social Studies Standard 3: Geography](#) KI 1, PI 2 & 3

**SOCIAL STUDIES CORE CURRICULUM**

**Grade 3 – Communities Around the World**

The location of world communities

**Grade 4 – Local History and Local Government**

Three worlds (Europe, the Americas, and Africa) meet in the Americas

**SKILLS**

**Thinking Skills** – Drawing inferences and making conclusions

**Research and Writing Skills** – Getting information, organizing information, synthesizing information

**Interpersonal and Group Relation Skills** – Participating in group planning and discussion

**Sequencing and Chronology Skills** – Sequencing major events on a timeline

**Maps and Globe Skills** – Reading maps, legends, symbols, and scales

**Graph and Image Analysis Skills** – Decoding images (graphs, cartoons, paintings, photographs)

**CONCEPTS**

**Change**

**Culture**

**Needs and Wants**

**Interdependence**

**Technology**

**MODULE CONTEXT**

By the late Renaissance, Europeans had a solid understanding of the physical and human geography of Europe and the Mediterranean Basin, but they had only a sketchy sense of Asia and Africa. Christopher Columbus's four voyages of exploration in 1492, 1493, 1498, and 1502 significantly altered their worldview. The subsequent voyages of Jacques Cartier and Giuseppe Verrazano established a general outline of coastal North America; however, the maps and journal entries of Samuel de Champlain show for the first time the Northeastern reaches of North America. Later French explorers would travel by canoe into the deepest expanse of the continent. Champlain's maps were based on his own explorations, observations, mathematical calculations, and interviews with Native American Indians.

## FOCUS QUESTIONS

- Who were the European explorers who claimed and settled northeastern North America?
- How did the knowledge acquired by Samuel de Champlain and other French explorers change European knowledge about the world?
- What role did the fur trade play in the history of North America?
- What role did European technology play in the exploration and settlement of North America?
- What was Samuel de Champlain's most important accomplishment?

## CLASSROOM ACTIVITIES

- Divide the class into small groups. Have each group use encyclopedias, biographic dictionaries, and other reference works to complete Graphic Organizer 1 with words that describe Samuel de Champlain and his accomplishments.

**Graphic Organizer 1**  
**A Who/What/When/Where/Why and How Chart**

**Topic:** Explorations of New France

**Who:** Samuel de Champlain

**What:** \_\_\_\_\_

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Why:** \_\_\_\_\_

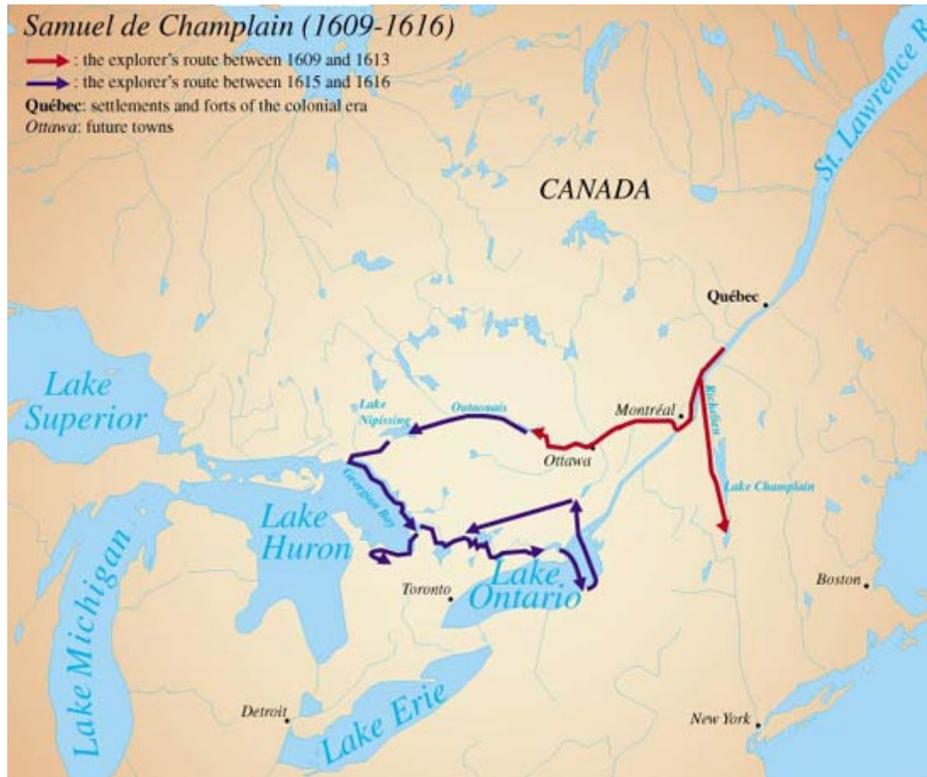
**How:** \_\_\_\_\_

**Summary Statement:** \_\_\_\_\_

- Have students prepare a mock interview of Samuel de Champlain. Questions about his country of origin, his area of exploration, and the dates and significance of his journeys should be included. Help students make a class chart of the information gathered.
- Have students use Map A and additional resources to develop a timeline of the explorations of Samuel de Champlain.

## Map A

### Explorations of Samuel de Champlain



[http://www.exploreny400.com/images/champ\\_route.jpg](http://www.exploreny400.com/images/champ_route.jpg)

**Graphic Organizer 2**  
**Timeline of Samuel de Champlain's Explorations**

**DATE**

**LOCATIONS**

1603

1604–1606

1608

1609

1611

1615

- Distribute physical maps of North America and ask students to label the following locations associated with the explorations of Samuel de Champlain:
  - Gulf of St. Lawrence
  - St. Lawrence River
  - Quebec
  - Lachine Rapids
  - Richelieu River
  - Lake Champlain
  - Lake Ontario
  - Lake Nipissing
  - Port Royal
  - Bay of Fundy
  - Cape Cod
  - Martha's Vineyard
  - Hudson River
  - Lake Oneida
  - Lake Huron
  - Mattawa River

**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.**

- Have students analyze **visual A** and **reading A1** or **A2**. **Visual A** is a primary source drawn by Samuel de Champlain. **Reading A1** is a direct translation from Champlain's own journal; **Reading A2** is a simplified version of the direct translation. The journal account depicts a July 1609 skirmish between Champlain and his Huron allies and the Iroquois on Lake Champlain. Ask students to speculate why Champlain supported the Huron in their fight against the Iroquois. Ask also what role the fur trade played and what role European technology played in the fight.

- Instruction will vary according to the reading level of your students. Better readers can analyze **readings A1, A2, B1, and B2** by themselves. On the other hand, you may choose to read these documents yourself to your average and weaker readers, and then deconstruct the passages from Champlain's journal with them.

**Visual A**

**1609 Battle of Samuel de Champlain**



**Journal of Samuel de Champlain**  
[http://www.rivernen.ca/1609\\_mo.htm](http://www.rivernen.ca/1609_mo.htm)

## Champlain's Description of His Battle with the Iroquois

### Reading A1

“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.

## Reading A2

As soon as we had landed, they began to run for some 200 paces toward their enemies, who stood firmly, 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 then they broke into two groups in order to give me a passageway. I took my place in front, where I marched some twenty paces ahead of the rest, until I was within about thirty paces of the enemy, who at once noticed me, halted and gazed at me, as I did at them. When I saw them making a move to fire at us, I rested my musket against my cheek, and aimed directly at one of the three chiefs. In one shot, two fell to the ground; and one of their men was so wounded that he later died. The Iroquois were greatly surprised that two men had been so quickly killed, although they were wearing armor woven from cotton thread, and wood which protected them against arrows. This caused a great deal of panic among them. As I reloaded, one of my men fired shots from the woods, which startled them to such a degree that, seeing their chiefs dead, they lost courage and fled, abandoning their camp and fort, fleeing into the woods while I chased them, killing more of them still. Our savages also killed several of them, and took ten or twelve prisoners. Fifteen or sixteen were wounded on our side with arrow-shots; but they soon healed.

**Journal of Samuel de Champlain**  
*(simplified version)*

- Who are the enemies that Champlain describes in this passage?
- Why did Champlain use the French word for savages to describe the Iroquois?
- What is an arquebuse and how does it work?
- Why did Champlain shoot the Iroquois chiefs?
- Did this battle end the conflict between the Iroquois and other North American Indian groups?

## Champlain's Description of Lake Champlain

### Reading B1

“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]....”

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

- What animals and plants did Champlain see when he explored Lake Champlain?
- How does Champlain describe the territory between Lake Champlain and Lake George?
- Do you think this land would be a good place to settle?

## **Reading B2**

We set out the next day (July 29, 1609), continuing our course in the river as far as the entrance to the lake (Lake Champlain). There are many pretty islands here, low, and containing very fine woods and meadows, with plenty of fowl and other animals of the chase as stags, fallow-deer, fawns, roebucks, bears and others, 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 several rivers which flow into the lake that are bordered by many fine trees of the same kinds as those we have in France, with many vines finer than any I have seen in any other place; many chestnut trees, and I had not seen any before, except on the shores of the lake, where there is a great abundance of fish of a good many varieties. Among other kinds there is one called by the savages Chaousarou, which varies in length, the largest being, as the people told me, eight or ten feet long. I saw some five feet long, which were as large as my thigh; the head being as big as my two fists, with 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 east side with snow on top of them. I asked the savages whether this area was populated, when they told me that the Iroquois lived there, and that there were beautiful valleys in these places with plains that produced grain, such as I had eaten in this country, together with many kinds of fruit. They said also that the lake stretched near mountains, some fifteen leagues away from us. I saw, on the south others not less high than the first, but without snow. The savages told me that these mountains were thickly settled, and that it was necessary to pass a rapid, which I saw afterward, and from there to enter another lake (Lake George) three or four leagues long....

**Journal of Samuel de Champlain**

*(simplified version)*

- Using the New Hampshire Public Television website “Nature Works” (<http://www.nhptv.org/Natureworks/beaver.htm>) and the “Natural Distribution of the North American Beaver” map and other resources, students should investigate the life cycle of beavers. Research questions might include:
  - What was the original habitat of the beaver?
  - What roles did North America’s physical setting play in determining where the beaver lived and thrived?
  - Why were beavers prized by both Europeans and Native American Indians?
  - Why did the beaver gradually die out in eastern parts of North America?
  - Why didn’t the species become extinct?

## 16<sup>th</sup> Century Natural Distribution of the North American Beaver



TRADE AND CONFLICT TIMELINE

1534–1541



Jacques Cartier made three voyages up the St. Lawrence River and traded with Native American Indians.



ca. 1600.



Groups of French businessmen interested in fur trading asked the French crown to permanently establish a colony in North America.

1608



Quebec was founded as New France's first permanent settlement.

1609



Henry Hudson explored the Hudson River as far as present-day Albany, New York.

1612



A Dutch fur trading post was established on Manhattan Island.

1613



Fort Nassau was built near present-day Albany, New York.

1621



The Dutch West India Company was granted a monopoly to trade in America.

|      |   |  |
|------|---|--|
| 1642 |  | Montreal was founded by Sieur de Masonneuve and became the center of the French fur trade.                   |
| 1700 |  | Charles II granted a fur trading monopoly to the Hudson's Bay Company in direct competition with the French. |
| 1763 |  | After a series of wars for control of the rich North American fur trade, the British defeated the French.    |

- Why did the French, the Dutch, and the English establish trading posts in North America?
- Why did the fur trade lead to conflict and war?

## VOCABULARY

advance  
arquebuse  
cartographer

chaousarou  
explorer  
fallow deer

fowl  
fur trade  
leagues

mainland  
paces  
portages

pursued  
roebuck  
savages

**DIRECTIONS:** Ask the class to examine the “Champlain Maps the Lands of New France” vocabulary list. Introduce the Visualizing Vocabulary study guide to the class. Divide the class into small groups or pairs. Assign each pair a vocabulary word from the list and ask them to complete develop a picture that will complete the textbox for their word.

## Visualizing Vocabulary

advance



arquebuse



cartographer

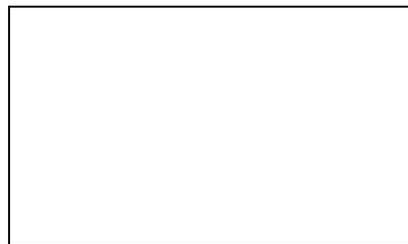


chaousarou

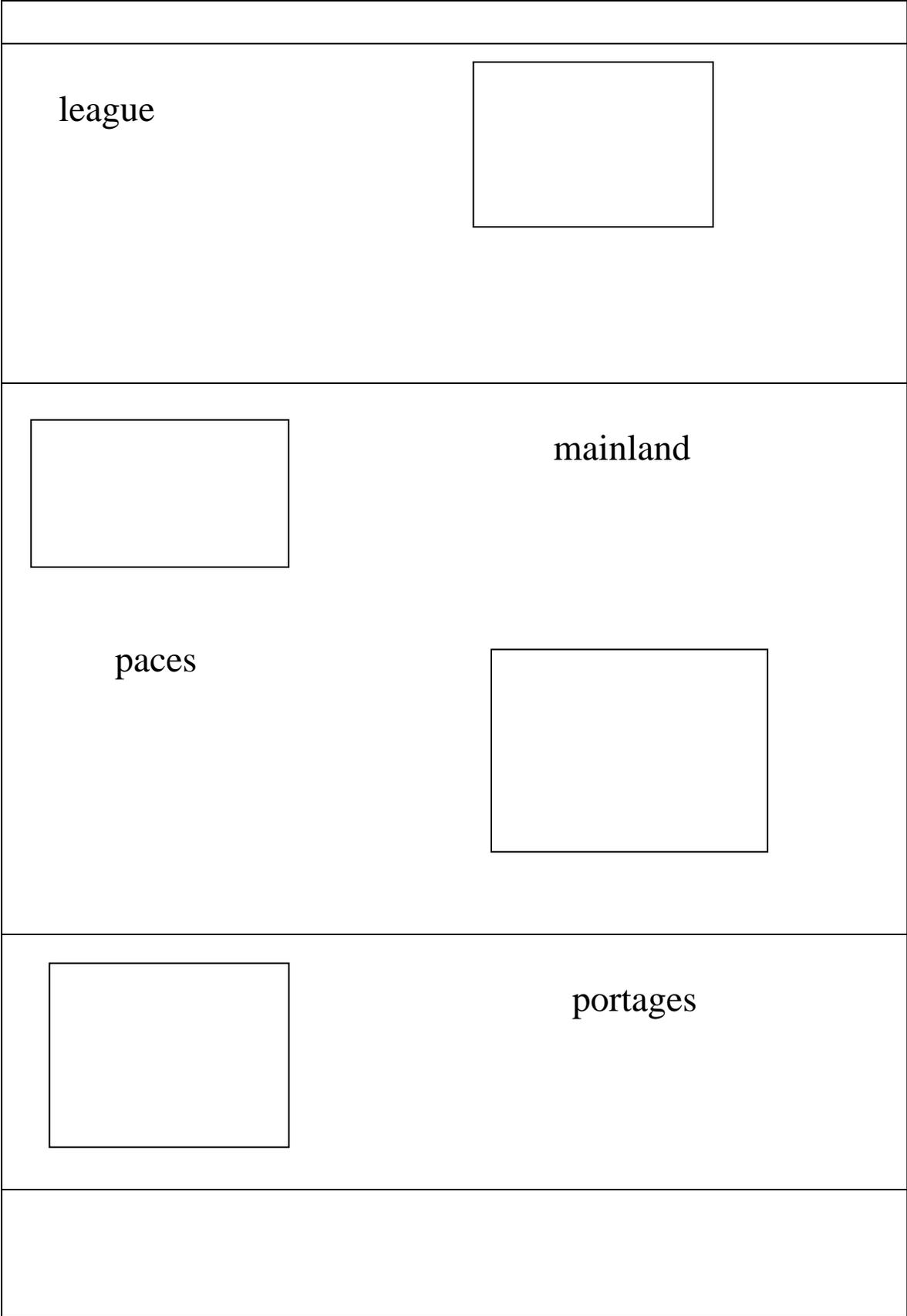


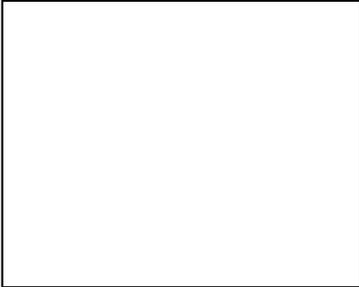
explorer

fallow deer



fowl



|   |   |
|---|---|
| pursued   |   |
|  | roebuck   |
| savages   |  |

**INTERDISCIPLINARY CONNECTIONS**

**Mathematics:**

Mathematics, Science & Technology Standard 3: Mathematics KI 5, PI 1 & 3

- Have students use a scale of miles to calculate the distances Champlain traveled.

**Arts and Technology:**

The Arts Standard 1: Creating, Performing, and Participating in the Arts Visual Arts, PI 1(a), 1(b), 1(e)

The Arts Standard 4: Understanding the Cultural Dimension and Contributions of the Arts  
Visual Arts, PI 1(a)

Mathematics, Science, & Technology Standard 5: Technology KI 5, PI 1; KI 6, PI 1

- Have students research the kinds of ships and technologies that Champlain might have used and ask them to draw pictures of 16<sup>th</sup> century sailing vessels and technologies that were used by Europeans.
  - What navigational technologies did Samuel Champlain in his many voyages across the North Atlantic Ocean?
  - How was he able to find his way back and forth each time?

### **English Language Arts and Science:**

English Language Arts Standard 1: Language for Information and Understanding Speaking & Writing, PI 1 & 5

English Language Arts Standard 1: Language for Information and Understanding Listening & Reading, PI 1 & 2

Mathematics, Science & Technology Standard 4: Living Environment PI 7, 10, 14

- Have students read excerpts from Champlain's journal (**reading B1**) and draw pictures of the land and animals he described. **Reading B1** is a direct translation from Champlain's own journal. **Reading B2** is a simplified version of the direct translation.

### **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 and may 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 assist students with the product of assignments.

### **SUGGESTED RESOURCES AND MATERIALS**

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

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.

Everett, Felicity and Struan Reid. Illustrated by Peter Dennis. *The Usborne Book of Explorers*. London: Usborne Publishing, Ltd.

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.

Macaulay, David. 1993. *Ship*. Boston: Houghton Mifflin Company.

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

Morganelli, Adrianna. 2006. *Samuel de Champlain: From New France to Cape Cod*. New York: Crabtree Publishing Company.

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

Sansevere-Dreher, Diane. 1992. *Explorers Who Got Lost*. New York: A Tom Doherty Associates Book.

Sonneborn, Liz. 2002. *Samuel de Champlain*. London: Franklin Watts.

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

## **TRADE BOOKS**

Marlow, Susan. 2005. *Fur: Trade Across Time and Cultures*. Washington, DC: National Geographic Society. ISBN 0-7922-4737-X.

Mattern, Joanne. 2001. *Explorers & Exploration: The Travels of Samuel de Champlain*. New York: Raintree Steck-Vaughn Publishers. ISBN 0-7398-1494-s.

Morganelli, Adrianna. 2005. *Samuel de Champlain: From New France to Cape Cod*. New York: Crabtree Publishing Company. ISBN 0-7787-2450-6.

Santella, Andrew. 2002. *Samuel de Champlain*. London: Franklin Watts. ISBN 0-5311-6580-9.

Sonneborn, Liz. 2001. *Samuel de Champlain*. New York: Scholastic Library Publishing. ISBN 0-5311-1978-5.

## **WEBSITES**

The Foundation of Quebec, 1608 – Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/1608champlain.html>

Samuel de Champlain: *Dictionary of Canadian Biography Online*

<http://www.biographi.ca/EN/ShowBio.asp?BioId=34237&query=Samuel%20AND%20de%20AND%20Champlain>

Samuel de Champlain and New France

<http://www.usm.maine.edu/~maps/exhibit2/sec2.htm>

Samuel de Champlain's 1607 Map

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

Samuel de Champlain: Adventurer in New France

[http://www.historiclakes.org?S\\_de\\_Champlain.html](http://www.historiclakes.org?S_de_Champlain.html)

Samuel de Champlain

<http://www.pbs.org/empireofthebay/profiles/dechamplain.html> – click on “Maps” at the bottom of the page to see the explorer's path of various explorers

Samuel de Champlain's astrolabe

<http://data2.collectionscanada.ca/ap/c/c099234.jpg>