

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.3A	GRADE 4-5	SCHEMA PERSPECTIVE
TITLE ALOUETTE, GENTILE ALOUTTE	TIME NEEDED 30 MINUTES	

DESCRIPTION The Doctrine of Discovery is a legal doctrine issued by the Church that gave European monarchs the right to claim land globally, provided it wasn't inhabited by Christians. Today, the idea of combining Church & State objectives seems odd. This JAM takes pause for perspective, considering what French Kings, *voyageurs*, *courier des bois*, and Black Robes held and common with First Nations—and what they didn't.

LESSON FOCUS & GOALS The focus of this lesson is to put New France's role in the North American fur trade into context. The goal of this lesson is to explore how cultures combine, and to whose advantage.

MATERIALS NEEDED

Print enough copies of this packet so each student has (1) role to play T3.3A. Note, there are (4) roles/packet; if there are 20 students in your class, print 5 copies. For extensions 3B-G, print 1/student. Some groups may have to double up on roles.

VOCABULARY

kinship the state or fact of being and having kin, defined as family

metis a person of First Nations and European ancestry; constitutionally recognized as Canadian Indigenous peoples.

HOOK POST OR READ ALOUD

This nursery rhyme is said to have its roots in the [North American fur trade](#), whereby French *couriers de bois* sung it to by verse to keep their paddles syncopated as they canoed through the Canadian wilderness. *But what if you listen to this song from a bird's viewpoint?*

DIRECTIONS

Divide your class into groups of 4. For each group, print and deliver enough copies of this packet, giving one role/position to each student/group. **2)** Working in small groups, give individuals 10 minutes to read, annotate and complete prompts at the bottom of each page. **3)** Gathering as a class, take 10 minutes to work through as many GUIDING QUESTIONS as possible. **4)** Return to small groups and give students 10 minutes to collaborate on the EXIT TICKET found on the following page. **With any JAM, students are tasked with diagnosing the embedded conflict. The purpose of taking a role, therefore, isn't to empathize too deeply, just enough to rationalize with the assigned viewpoint.*

TEACHER NOTES

Each JAM package is structured identically, 14 pages, including five (5) extensions, B-F plus a debrief to deepen comprehension & expand writing skills. *Tip: co-create a visual timeline during to illustrate scope & scale.*

T3.JAM.3A

GUIDING QUESTIONS

CLASS DISCUSSION

1. What and who are **First Nations**? Describe their geography and general culture.
2. Explain the **Doctrine of Discovery**. Who issued it? Who benefited? Who didn't?
3. Who was **Jacques Cartier**? Explain his connection to the Doctrine of Discovery, citing his accomplishments as they related to France's rise as a global power.
4. Who is **Champlain**? Sequence Cartier's efforts with **Champlain's**. Which two major North American cities did he establish? Did these places previously exist?
5. What is a **voyageur**? What is a **courier de bois**? Explain fur trade system. Who started it? Who supported it? Were local systems integrated into a global system? Integrate discussion of **Marquette, Nicolett & La Salle**.
6. Define the term, **Metis**. Explain the concept of **kinship**. How did this connect Native nations with French people? Exploration? Catholicism? The fur trade?
7. If "perspective" includes reader response, explain your thoughts re, Church working in collaboration with European nations to increase the fur trade.
8. Name the embedded conflict in this JAM?

T3.JAM.3B

FROM CONFUSION TO CLARITY

PARTNER/INDIVIDUAL

This written re-tell incorporates 1) **retrieval practice** and 2) **complex syntax**.

T3.JAM.3C

STRUCTURED JOURNAL

INDIVIDUAL WORK

This exercise uses **meta-cognition** to help students identify what they're thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

T3.JAM.3D

FROM CLARITY TO COMPLEXITY

PARTNER/INDIVIDUAL

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by 1) **retrieval practice** 2) **elaborating** ideas & details, 3) **analyzing** acquired knowledge by comparing & contrasting viewpoints

T3.JAM.3E

BECAUSE, BUT, SO

INDIVIDUAL WORK

Three sentence stems invite students to 1) **elaborate** details & ideas, 2) grapple with **complex syntax**, 3) manage **sequence**, flow & logic through conjunctions

T3.JAM.3F

CIRCLING THE TRUTH

GROUP WORK

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

T3.JAM.3G

LISTEN

CLASS DISCUSSION

Students complete three sentence stems in preparation for a class-wide debrief.

PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a *process*. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

BEFORE A JAM

1. **OBSERVATION** Engage with HOOK
2. **QUESTION** What do you find intriguing about this HOOK? _____

3. **HYPOTHESIS** Based on the HOOK we predict this JAM is going to address

 _____.

DURING A JAM

4. **EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
5. **ANALYZE DATA** Organize data by using extensions B-F.

AFTER A JAM

6. **SHARE RESULTS** List the embedded conflict(s) here _____
 _____. What could historical figures have done to prevent injustice, violence & instability?

7. **NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity _____
 _____.

HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, and sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) might prevent your group from making sense of reality?*
- *What’s the wrinkle? What’s the embedded conflict? What’s the JAM?*
- *Can you name the “elephant in the room” without losing anyone’s confidence?*
- *Emotions are neither good nor bad; they’re merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

Name _____

1. Explorers & Cartographers

Jacques Cartier was a French explorer (1491-1557), perhaps the first European to explore the Gulf of St. Lawrence and the St. Lawrence River. Cartier's voyages, three in total, were conducted under a commission issued by the French King, King Francis I. King Francis acted in accordance with the **Doctrine of Discovery**, a series of letters issued by the Church to Europe's Catholic monarchs, giving its blessings to claim and settle lands provided they weren't inhabited by Christians.

The goal of Cartier's first voyage, in 1534, was to find a route, a western passage to Asia. His second voyage, 1535-1536, allowed Cartier to travel further up the St. Lawrence River where he explored two existing settlements, Stadacona (modern-day Quebec) and Hochelaga (modern-day Montreal). The only thing stopping Cartier from traveling further west was a set of rapids, which, he deduced, was the only thing stopping him from reaching Asia. *Hardly!* Cartier's third and final voyage was different, whereby France directed him to locate the [mythical] city of Saguenay, said to full of treasure! And to create a permanent settlement, except Cartier failed at both tasks.

Six decades later, however, France sent another *voyageur*, **Samuel Champlain** (1574-1635) to establish a permanent French presence in North America, and he succeeded! Champlain crossed the Atlantic Ocean nearly thirty times during his career. In 1604 he helped established a fort at the mouth of St. Croix River. In 1605, he established a fort, Port Royal, in modern-day Nova Scotia. In 1608, he established Quebec City, France's first permanent settlement; making him the "father of New France." As a cartographer, he also provided detailed maps of the regions named above, plus the Great Lakes.

Who? _____

Where/When? _____

What happened first? _____

What happened next? _____

Then what happened? _____

Why? What was the intention? _____

_____.

Name _____

L

2. Voyageurs & courier des bois

A *voyageur* is a French term for a man who is licensed through a large fur company and tasked with transporting goods to and from the Canadian wilderness. This term coincides with France's King Henry IV granting a Frenchman a monopoly on the fur trade. In time, this voyager leveraged his influence, alongside cartographer and fellow explorer Samuel Champlain, to appeal to France's wealthy elites to help establish New France as an outpost to gain control of North America's fur trade. The *Compagnie de Marchand* was controlled by France's aristocracy, or elite class, and aimed to train and license young French men to explore the Great Lakes region, build settlements across the region, learn Native nation languages and conduct trade for international export on their behalf. In time, another role was created in which unlicensed, small entrepreneurs, called a *courier des bois*, or woods runners, traveled even more deeply into the wilderness to purchase furs from Native nations and sell at larger outposts to larger, licensed *voyageurs*.

One famous *courier des bois* was **Jean Nicolet** (1598-1642), a fellow traveler and friend of Samuel Champlain, the "father of New France." This native to Cherbourg, France, Nicolet (Nicolette) emigrated, or arrived in Quebec City in 1618, only to be assigned to leave the settlement to live among different Native nations, learning new languages, building outposts, and conducting trade. Later, he lived and worked near Quebec City, from where large quantities of acquired furs were stored until being packed and exported back to France. Note, Nicolet was the first European to explore Lake Michigan, as well as the modern-day state of Wisconsin (1634).

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was his intention? _____

Name _____

L

3. Black Robes

France is a European nation with deep ties to the Catholic Church, including different orders of priesthood that provided careers for many men. Following France's exploration and claim on parts of North America, many priests traveled to New France to spread Gospel teachings, share their faith, and convert indigenous people to Christianity.

One such priest, **Jacques Marquette (1637-1675)** was born, educated, and ordained in France but emigrated to Quebec City, North America in 1666. As a Jesuit priest in North America, called a "black robe" by Native nations for his religious garment, *Pere Marquette* moved from mission to mission in support of many different Native nations. Over time, Marquette became fluent in 6 different dialects as he built chapels, barns, and trust across eastern Native nations such as the Algonquin, Iroquois (Five Nations), and Abenaki. In the west, Marquette ministered to local and visiting Native nations in the following missions: Sault Ste. Marie, the land bridge between Lake Huron and Lake Superior; St. Ignace, the land bridge that connects Lake Huron to Lake Michigan; and La Pointe, near the western tip of Lake Superior. However, in 1673, Marquette, left the priesthood to explore the Mississippi by canoe with 5 **Metis** in 2 canoes, meeting dozens of Native nations en route—making it to within 500 miles of the Gulf of Mexico!

One other Frenchmen who trained as a priest and moved to North America, but did *not* take his final vow was **René-Robert Cavelier, Sieur de La Salle**. Like Marquette, La Salle explored the Great Lakes region for many years, yet he is most famous for canoeing the entire length of the Mississippi, in 1682, thus establishing a new claim on behalf of France's King Louis, baptizing the Mississippi River Valley, 'La Louisiane.'

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

Why? What was their intention? _____

_____.

Name _____

4. First Nations

The term First Nations refers to Canadian indigenous groups who are entitled to exercise Canadian Constitutional rights owing to their unique, indigenous status. There are 634 First Nations across Canada today, each with its own identity, governing system, culture and language, as opposed to European descendents.

First Nations are said to have lived across the northern stretches of North America since time immemorial. They likely had contact with Nordic cultures around 1000 CE, at which time their total population was estimated between 200,000 and 2 million. However, since 1492, their population has suffered an estimated 40-80% decline owing to endemic disease (smallpox, measles); intertribal conflict stemming from the fur trade; violence attributed to colonial conflicts with settlers.

Regarding ancient culture, it's unwise to assume 634 Native nations share one common culture, yet early European explorers generally noted kind and welcoming behaviors. Meanwhile, different nations practice unique traditions, from governing systems, religious traditions, language and customs—although oral storytelling is the thread that keeps these nations intact, as well as reverence for the physical world.

Following France's claims on modern-day Canada, Catholic-trained French priests called Black Robes, state-sponsored *voyageurs*, and young entrepreneurs called *courier des bois* expanded French culture across Canada. Each had a unique effect on First Nations, including marrying Native nation women. Their children, called **Metis**, inherited and practiced customs attributed to both worldviews. Did this dual reality further strengthen **kinship** ties, reinforcing *both* cultures alongside the systems that drove exploration, trade, local and international commerce?

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

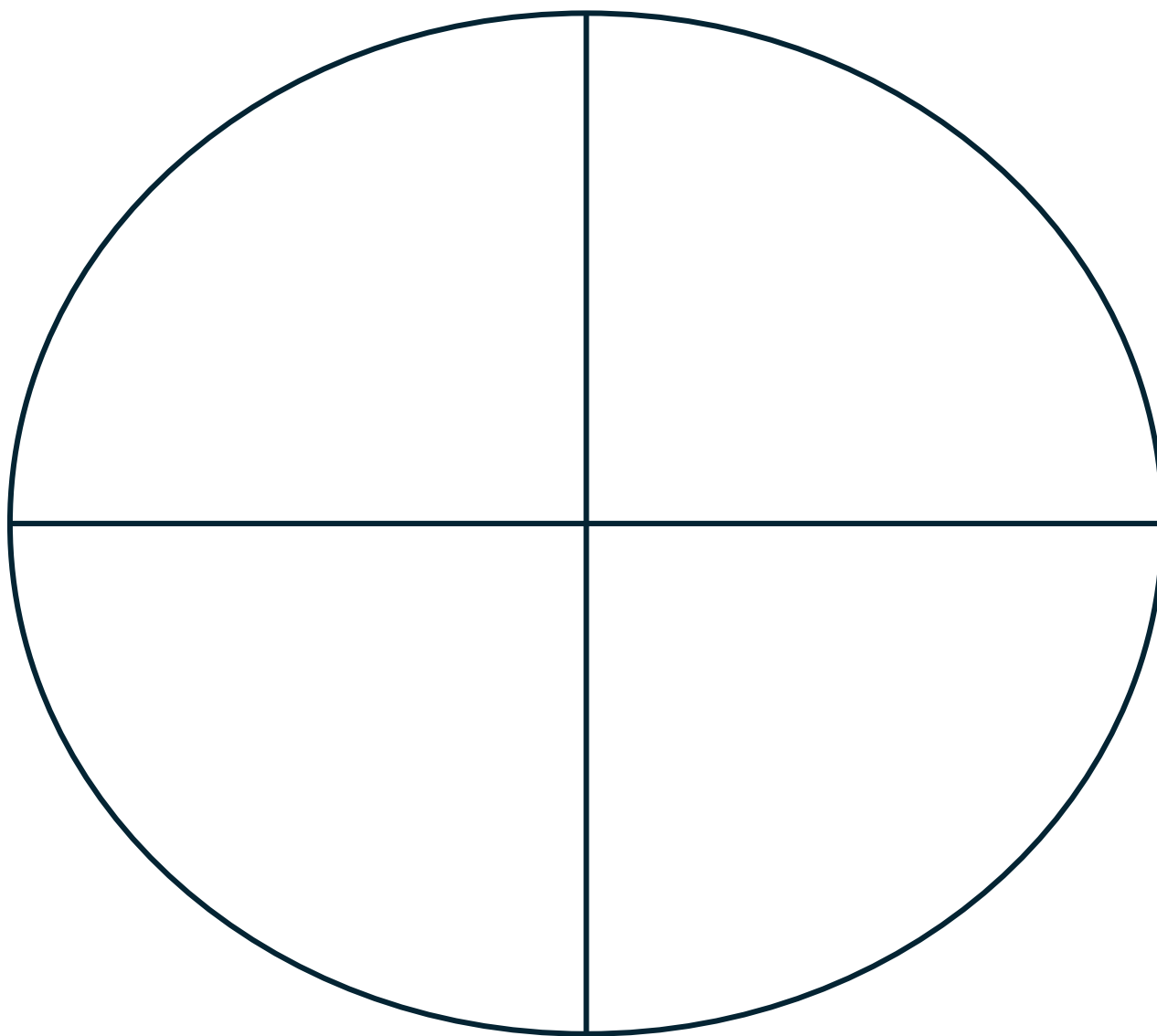
Why? What was their intention? _____

Names _____, _____, _____, _____

EXIT TICKET WHAT'S THE JAM?

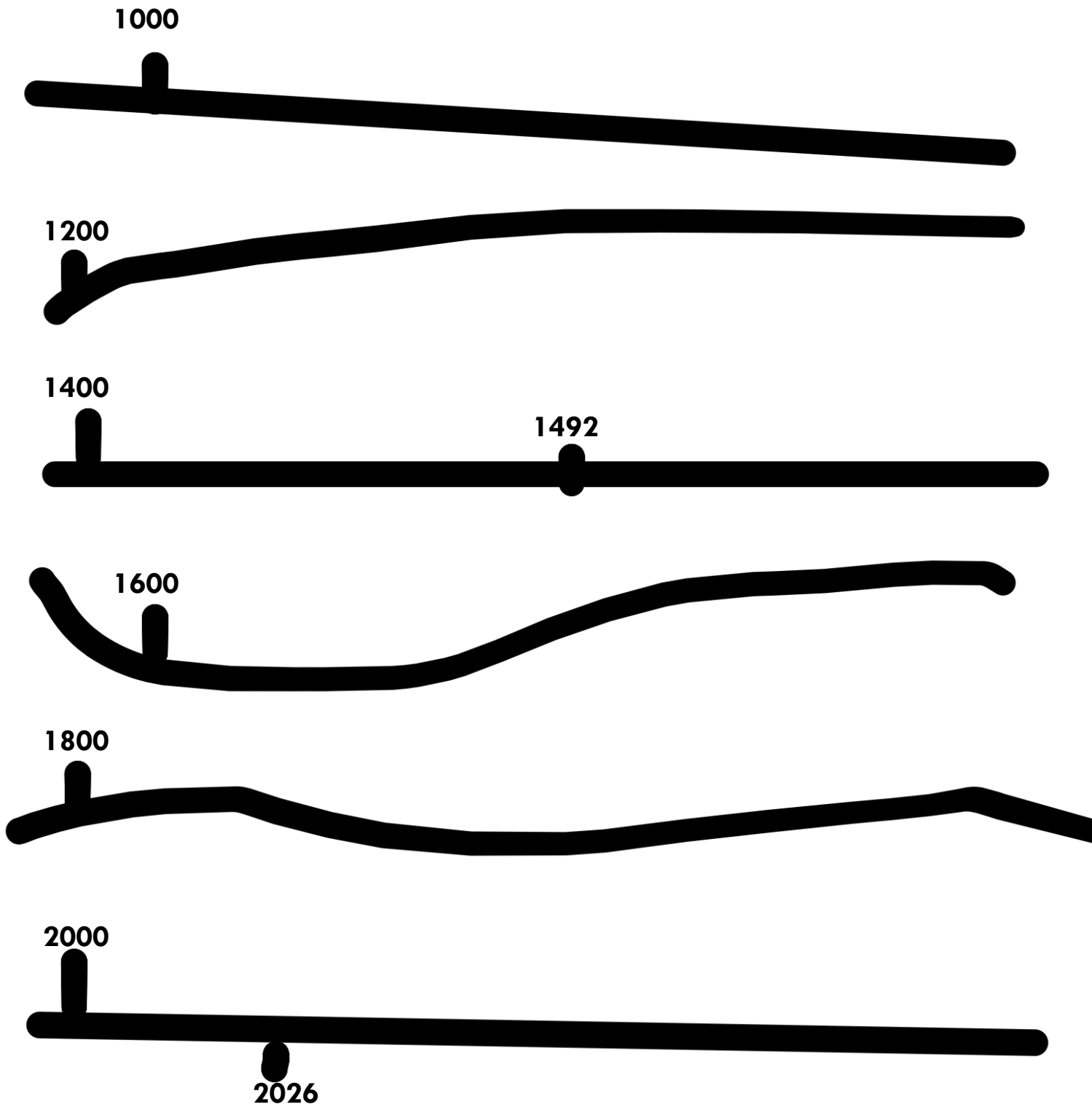
The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

DIRECTIONS **1)** Label each quadrant: one role/quadrant. **2)** Detail each quadrant with key events, players, including cause and effect—use your notes! **3)** Gather as a class to answer GUIDING QUESTIONS. **4)** Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. **5)** Name the JAM below.



The root cause of the JAM is _____.

TIMELINE TEMPLATE



NAME**DATE****SUBJECT SOCIAL STUDIES****LESSON #T3.JAM.3B****GRADE 4-5****SCHEMA PERSPECTIVE****EXTENSION FROM CONFUSION TO CLARITY****DIRECTIONS FILL IN THE BLANKS**

The term First Nations refers to Canadian indigenous groups who are entitled to exercise Constitutional rights owing to their indigenous status. There are # _____ First Nations across Canada today, each having a unique _____, in part because they've lived across the northern stretches of North America since _____. Scientists estimate their total population in 1500 was between 200,000 and 2 _____ people. When European explorers began to arrive, their population suffered an estimated 40-80% decline owing to 1) _____ 2) _____ and 3) _____. What happened?

In 1534, French explorer _____ sailed across the Atlantic Ocean in search of Asia. Instead, he explored and claimed the _____ and the Great _____ region on behalf of France. Soon, Cartier was followed by more v_____, state-sponsored explorers who aimed to settle claims and build the _____ trade. Within the next century, small-scale entrepreneurs arrived too, called c_____ b_____. They worked tirelessly traveling the region, often by canoe, buying, selling and trading European goods for furs to fuel the international fur trade.

Meanwhile, many of these French-born men married First Nations women, and together they raised families, called _____ who knew and lived both parents' cultures in equal parts. Taken together, the children deepened their ancestors' connections, otherwise separated by an ocean, through _____ or family ties. Further reinforcing these ties, Catholic priests followed the *voyageurs* and *couriers des bois* paths. These men, nicknamed _____ by First Nations spread language, religion and custom.

In time, all of these roles and their activities began to blend. For example, in _____, Black Robe Jean Marquette left the priesthood to explore the Mississippi River by canoe with 5 *Metis*. Impressive! Marquette didn't make it all the way to the Gulf of America however, in _____ another Frenchman did. In _____, René-Robert Cavelier, Sieur de _____ canoed the length of the Mississippi. According to the _____, this gave him the right to claim the entire Mississippi River valley on behalf of France, naming it _____.

NAME**DATE****SUBJECT** SOCIAL STUDIES**LESSON** #T3.JAM.3C**GRADE** 4-5**SCHEMA** PERSPECTIVE**EXTENSION** STRUCTURED JOURNALING

1. What are the most important ideas in this JAM? _____

2. This is what I don't completely understand ... _____

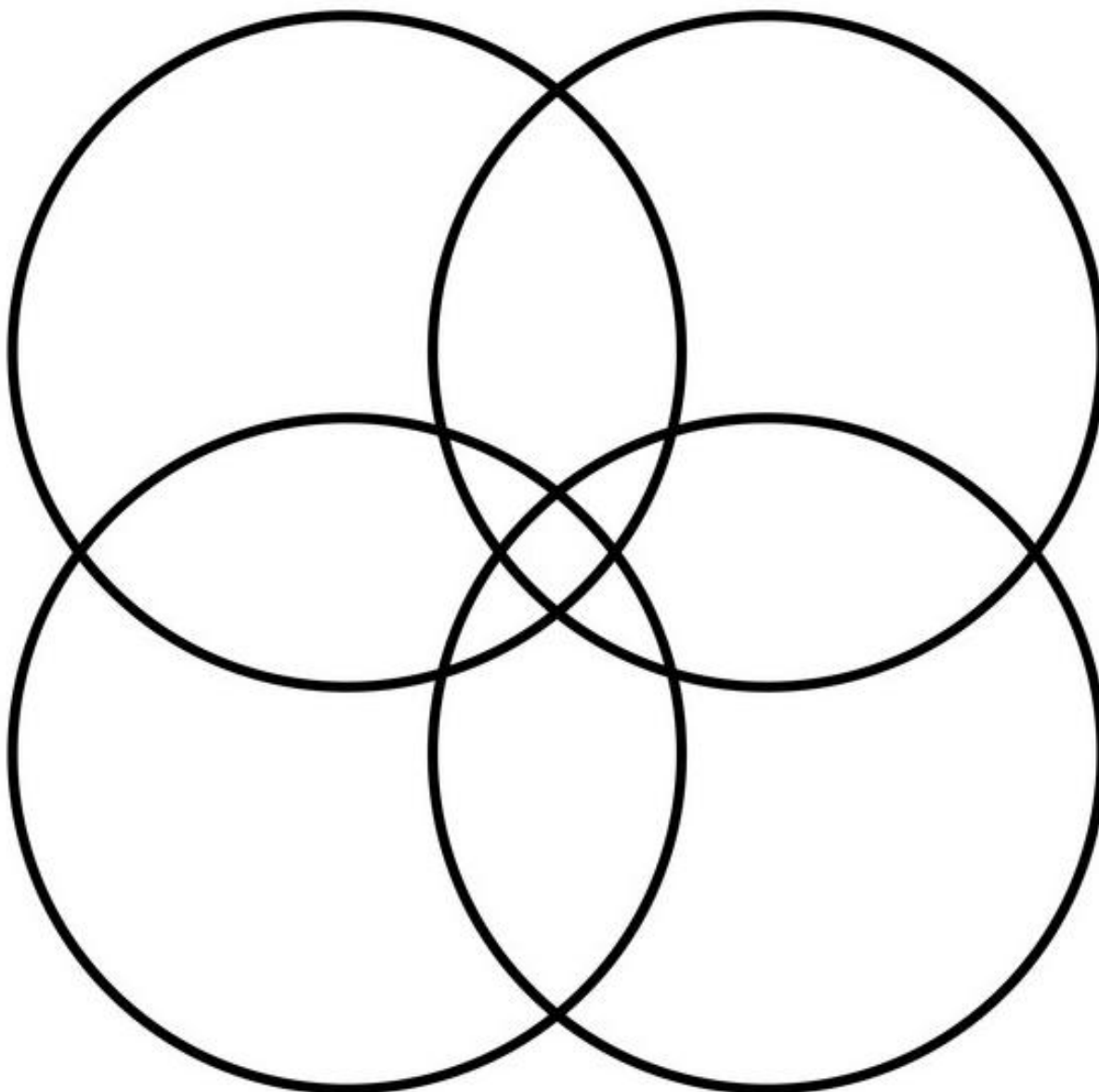
3. This JAM connects to my reality in that ... _____

4. I wonder... _____

5. I also wonder... _____

NAME**DATE****SUBJECT** SOCIAL STUDIES**LESSON** #T3.JAM.3D**GRADE** 4-5**SCHEMA** PERSPECTIVE**EXTENSION** INTERLEAVING

DIRECTIONS *How is this graphic organizer different from the first one?* **1)** In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. **2)** Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. **3)** In the shapes *don't* overlap with others, list what makes that viewpoint unique from all others.



NAME**DATE****SUBJECT** SOCIAL STUDIES**LESSON** #T3.JAM.3E**GRADE** 4-5**SCHEMA** PERSPECTIVE**ASSESSMENT** BECAUSE, BUT, SO**DIRECTIONS** Complete the following sentence stems.

1. French culture had an enormous impact on North American First

Nations **because** _____

2. French culture had an enormous impact on North American First

Nations **but** _____

_____.

3. French culture had an enormous impact on North American First

Nations **so** _____

BONUS

4. French culture had an enormous impact on North American First

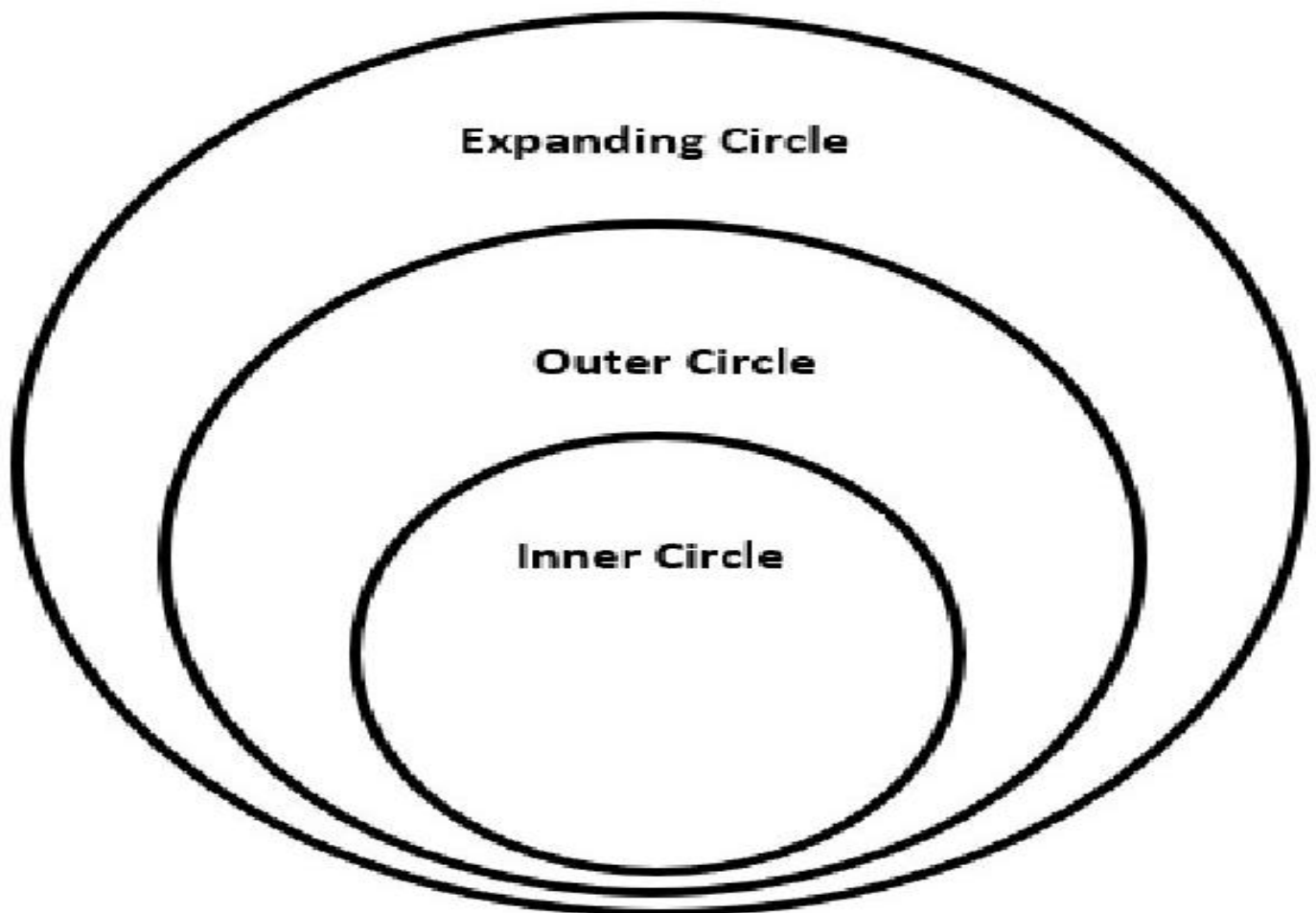
Nations, nevertheless _____

_____.

NAME**DATE****SUBJECT** SOCIAL STUDIES**LESSON** #T3.JAM.3F**GRADE** 4-5**SCHEMA** PERSPECTIVE**EXTENSION** CIRCLING THE TRUTH

DIRECTIONS **1)** Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. **2)** Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate *how and why* different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. **3)** Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

POTENTIAL THEMES (CHOOSE ONE): POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.3G	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION CLASS-WIDE DEBRIEF		

DID YOU KNOW? Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: *active listening is an unparalleled learning strategy.*

DIRECTIONS Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is _____

_____.
2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is _____

_____.
3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is _____

_____.