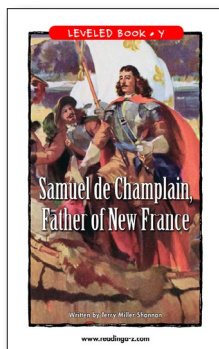


Lesson Plan

Samuel de Champlain, Father of New France



About the Book

Text Type: Nonfiction/Biography Page Count: 24 Word Count: 2,120

Book Summary

Samuel de Champlain, Father of New France is a biographical text that focuses on the challenges and adventures of an accomplished French explorer. The book details how Champlain's early education and training prepared him for a lifetime of exploration and helped him to establish a lasting French settlement in Quebec. The book also explores Champlain's relations with different Indian tribes as he attempts to expand the thriving fur trade. Detailed maps trace Champlain's explorations through what are now six Canadian provinces and five U.S. states.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember a timeline of events
- Identify elements of a biography
- Understand the use of the dash as punctuation
- Recognize and form compound words

Materials

Green text indicates resources available on the website

- Book—*Samuel de Champlain, Father of New France* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sticky notes and highlighters for each student
- Copies of a world map
- Retell, dashes, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://www.readinga-z.com).

- Content words:

Story critical: **colonist (n.)**, **establish (v.)**, **monopoly (n.)**, **settlement (n.)**, **siege (n.)**, **treaty (n.)**

Enrichment: *administration (n.)*, *appointed (v.)*, *conquest (n.)*, *distressed (adj.)*, **financed (v.)**,

habitation (n.), *missionaries (n.)*, **navigate (v.)**, **populated (v.)**, **site (n.)**, *vanquish (v.)*,

venture (n.), **ventured (v.)**

Before Reading

Build Background

- Ask students whether they have heard names of explorers such as Samuel de Champlain, Christopher Columbus, David and Lewis Kirke, or Jacques Cartier. Discuss what they know about the early days of exploration from England to North America.

Lesson Plan *(continued)*

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- Show students a map of Lake Champlain and Quebec, Canada. Explain to students that places are often named for explorers who discovered them and that Lake Champlain got its name from the explorer Samuel de Champlain.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a nonfiction example in detail, such as a timeline of your life.
Think-aloud: (Adapt to personal situation.) *First, I was born in Whitefish, Montana, in 1972. I lived in Montana for three years and then moved with my family to Anchorage, Alaska, in 1975. When I was ready to start kindergarten in 1977, my family moved back to Montana, and I stayed there through high school graduation in 1990. Then I moved to Missoula, Montana, to attend college, and I stayed in Missoula through when I first started teaching elementary school. I moved to Seattle in 1999, where I got a different teaching job, and I've stayed here since then.*
- Draw a timeline on the board and model to students how to complete a timeline with dates and details. Have students retell the details they remember as you fill in the timeline.
- Explain that in this book, the author shares nonfiction details about the life events of Samuel de Champlain. Point out that when nonfiction details are included in a biography, dates are given for different events, and a timeline is a good way to record these events.




- Give each student a highlighter and eight sticky notes. Have them place sticky notes on the bottoms of pages 7, 8, 9, 11, 14, 17, 20, and 21. Explain that as they read, they should stop on these pages to think about the information about Champlain's life. Instruct students to highlight the dates on these pages. While they read, encourage them to retell in their mind the events in the book that are associated with these dates.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Elements of a biography**

- Ask students to explain the difference between a biography and an autobiography (biography: the story of a person's life written by someone else; autobiography: the story of a person's life written by that person). Explain that this book is a *biography*. A biography includes information about the person's *personality*, *accomplishments*, and *influence* on the world.
- Write the words *Personality*, *Accomplishments*, and *Influence* in a three-column chart on the board. Ask students to explain the meaning of each of these words (personality: the qualities that make each person unique; accomplishments: success achieved through practice or training; influence: an effect on someone or something).

Lesson Plan *(continued)*

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 Have students turn to page 4. Read the page aloud while they follow along silently. Ask students to identify which element of a biography this information best reflects (accomplishments). Invite them to identify the information that tells about Samuel de Champlain's accomplishments (he was French explorer who founded a trading settlement in Quebec in the early 1600s). Ask students to highlight *June 1629*.

- **Think-aloud:** I read that Samuel de Champlain was a French explorer and colonist. He worked hard in the early 1600s to found a settlement in Quebec. It was a trading post on the edge of the North American wilderness—a huge area known as New France. It would later be called Canada.
- On the basis of the information about the accomplishments of Champlain, ask students to describe what his personality might be like (dedicated, adventurous, hard-working, and so on).

Introduce the Vocabulary

- Write the following story critical words from the content vocabulary on the board: *colonist*, *settlement*, *siege*, and *treaty*.
- Point out that these four words can be found in the story and that knowing what these words mean will help students understand in the events of the story. Give groups of students four pieces of blank paper, and have them write one of the four vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions. Ask students to compare and contrast the two sources (glossaries only contain definitions for vocabulary words in that particular story; dictionaries contain longer and sometimes multiple definitions, and so on).
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *colonist* in the dictionary. Invite a volunteer to read the definition for *colonist*. Have students compare the dictionary definition with the glossary definition, pointing out the similarities and differences. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *colonist* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out about the life and accomplishments of Samuel de Champlain. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in Champlain's life, including the important dates. Remind them to highlight the dates.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 8. Encourage students who finish before everyone else to go back and reread.
- Model retelling the events of Champlain's life using the photographs, illustrations, and maps as a guide.

Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. Champlain was born in Brouage, France, around 1567. Then I read that he went on several sea voyages with his father and uncle and learned to navigate across the ocean from his father, who was a sea captain. Champlain spent most of his twenties serving in the French army and then began sailing with his uncle in 1598 to the Spanish territories in the New World. In 1602, he presented King Henry IV with a book of his sketches and descriptions from his travels. The king was impressed by Champlain and wanted him to help France create more colonies in North America.*


- Remind students that a retelling includes details of a story using a sequence of the most important events that someone would need to know to correctly recount that person's history.


Lesson Plan *(continued)*

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Point out that in this book, the author began by telling about an event that occurred later in Champlain's life and then told of his early life, beginning on page 7.

- Ask students to explain elements of Champlain's personality, accomplishments, and influence using the information in the reading so far (*personality*: skilled, hard-working, adventurous; *accomplishments*: learned to navigate the ocean, was in the French Army, impressed King Henry IV with sketches and descriptions of his extensive travels; *influence*: convinced the king that he would be a good choice to help strengthen France's position in the New World). Add these to the chart on the board.
- Discuss how Champlain's personality might have influenced his accomplishments. Facilitate the discussion with questions such as: *How would you describe Champlain's personality? What characteristics of his personality might have influenced him to be such a successful young sea voyager?*
- **Check for understanding:** Have students read to the end of page 12. Ask students to use the images and dates from pages 9 through 12 as a guide to retell to a partner the details of the events after King Henry sent Champlain to New France. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Have students read pages 13–19. Have them turn to a partner to discuss information from the sections that reflects Champlain's personality and accomplishments. Have them write this information on a separate piece of paper. Invite students to share this information aloud.

 Have students read the remainder of the book. Remind them to think about the order of events in Champlain's life and to stop wherever they see a sticky note and highlighted text to retell in their mind what they have read so far about his life. Encourage them to continue to highlight the dates that provide more detail to the timeline of Champlain's accomplishments.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail the events of the story from pages 9 through 12.
- **Think-aloud:** *After Champlain was sent by King Henry to New France in 1603, he began looking for a good site to establish a fur-trading colony. He also was instructed to search for the Northwest Passage—a water route through North America that would provide a shortcut to Asia. (Explorers would later learn that this passage didn't exist, but he spent a great deal of time looking for one.) Immediately upon reaching New France, Champlain encountered a group of about a thousand Indians from several different tribes. Realizing great potential in learning from these Indians, he befriended the tribes so they would help him explore this new land and expand the fur trade. In the coming years, Champlain established close relations with the Montagnais tribe in particular.*
- **Check for understanding:** Have students work with a partner to retell the events of pages 13 through the end of the book. Listen for whether students include the correct events and details of Champlain's life in the order in which they happened.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.
- **Independent practice:** Introduce, explain, and have students complete the [retell worksheet](#) to accurately tell the events of Samuel de Champlain's life. Remind students that some of the events in the story are told out of order, so they should be sure to accurately identify the events on the timeline according to the dates.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share information they learned about the rest of Samuel de Champlain's accomplishments (landed in New France after a ten-week voyage; befriended Indian tribes so they could help him explore the new land and expand the fur trade; published four books about his experiences in New France; brought skilled new colonists to settle New France on his second trip; recruited Pierre Du Gua de Monts to finance his colonization efforts; founded "Habitation of Quebec," which later became the capital of the Canadian province of Quebec; helped defeat the Iroquois with his Indian allies; named Lake Champlain; became governor of New France, which expanded and prospered under his administration; traveled through and explored what are now six Canadian provinces and five American states; known as a settler of the New World).
- Ask students to explain how these accomplishments have influenced other people (they model the importance of challenging oneself and being persistent with one's goals; they model the importance of working with others in order to achieve success; and so on).



Independent practice: Have students use the inside front cover of their book to create a three-column chart with the headings *Personality*, *Accomplishments*, and *Influence*. Have them reread pages 21 and 22, and write information that describes each of the elements of a biography in the chart in their book. When students have finished working, discuss their answers.

- **Enduring understanding:** In this book, you learned about a very successful man and his ambitious, dedicated nature. Now that you know this information, what qualities do you think can help you achieve your own goals throughout your lifetime?

Build Skills

Grammar and Mechanics: Dash

- Review or explain that a dash (—) is a punctuation mark used to indicate a break or omission. It is also used to clarify information within a sentence or sometimes to add an additional thought to the end of the sentence.
- Direct students to page 5 in the book. Write the following sentence on the board: *The Kirke brothers—five in all—had been appointed by England to capture New France*. Ask students how the dash is used in this instance (to clarify how many Kirke brothers there were).
- Explain that this sentence can be smoothly read when the dashes and words between the dashes are omitted. Point to the board and read the sentence without the information between dashes: *The Kirke brothers had been appointed by England to capture New France*.
- Direct students to page 13 in the book. Write the following sentence on the board: *But he couldn't find such a route—nor would he ever*. Ask students how the dash is used in this instance (to add another thought to the end of the sentence).
- Review or explain that hyphens are different from dashes and are used in compound adjectives, such as *present-day* on page 14. Point out that hyphens are shorter in length and are used to connect two words. Remind students not to confuse a dash with a hyphen.
- **Check for understanding:** Direct students to page 22 in the book. Write the following sentence on the board: *Over a period of about seventy-five years—from 1689 to 1763—France and England (after 1707, Great Britain) fought four more wars for control of New France*. Ask a volunteer to come to the board and circle the dashes (after the word *years* and after the date 1763). Ask students how the dash is used in this instance (to clarify which seventy-five years). Point out the hyphen in the word *seventy-five*, and make sure that students know not to circle it and why.
- **Independent practice:** Introduce, explain, and have students complete the [dashes worksheet](#). If time allows, discuss their responses.

Word Work: Compound words


- Write the word *Frenchmen* on the board. Ask students which two words were joined together in the word *Frenchmen* (*French* and *men*). Explain that this word is called a *compound word*.

Lesson Plan *(continued)*

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A compound word contains two words that together create one word meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (*men who are of French descent*).

- Write the words *mapmaker*, *present-day*, and *North America* on the board. Tell students that these are examples of different types of compound words. Each example has two parts that make up one word meaning; however, some compound words are separated by hyphens, some are joined, and some are separate.
- Have students turn to page 15 in the book. Read the following sentence: *During that bitter winter, firewood and water were in short supply.* Have students identify the compound word (*firewood*). Ask students to identify the two separate words that make up the compound word (*fire* and *wood*). Ask a volunteer to use the definitions of the two smaller words to figure out the meaning of the bigger word (*wood used to make a fire*).

 **Check for understanding:** Have students turn to page 18 in the book. Have them work with a partner to identify and circle the compound words (*twenty-eight*, *firearms*, *Lake Champlain*). Ask students to identify the two separate words that make up each compound word (*twenty-* and *eight*, *fire* and *arms*, *Lake* and *Champlain*). Discuss the definition of each word, using the smaller words to figure out the meaning.

- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). When students finish, discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the events of their day with someone at home.

Extend the Reading

Biography Writing Connection

Provide print and Internet resources for students to research the life of King Henry IV. Remind them to search specifically for information about his *personality*, *accomplishments*, and *influence* on the world. Have them take notes on a timeline, highlighting the major events in his life. Model how students can then create a report using the timeline as a reference. Require a final draft of the report and display their finished work.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Have students use the Internet to further research the settlement of Quebec in New France, which later became Quebec City. Have them write a paragraph citing the importance of the location and why the city grew to be such a large and successful port. Allow time for students to discuss their opinions aloud in a roundtable discussion.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)*

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- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- accurately and consistently demonstrate retelling the story during discussion and on a worksheet
- accurately identify elements of a biography during discussion and on a separate piece of paper
- correctly identify the use of dashes as punctuation; distinguish dashes from hyphens during discussion and on a worksheet
- identify and form compound words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)