

**Saint Croix Island International Historic Site**

**SAINT CROIX 1604 INTERPRETIVE TRUNK**

The Meeting of Two Worlds

**Teacher's Guide**

**US National Park Service  
2004**

## **Saint Croix Island International Historic Site Teacher's Guide**

Dear Teacher,

The *Saint Croix 1604 Interpretive Trunk* contains materials designed to help you teach your students about Saint Croix Island International Historic Site.

St. Croix Island was the site of one of the earliest European settlements in North America. In 1604—before Jamestown (Virginia), before Quebec City (Quebec), and before Plymouth (Massachusetts)—French settlers came here to start a “new” colony and encountered the native people who had lived here for thousands of years.

Though their establishment on St. Croix Island was short-lived, the colonists did not give up but moved on to a better location at Port Royal in what is now Nova Scotia. So began an uninterrupted French presence in North America that continues to this day.

The story of St. Croix Island is a compelling case study of contact, exploration and settlement. The St. Croix trunk contains materials for a variety of educational activities aimed at students aged 10 to 14. They are primarily intended for social studies but can also be carried over to language arts, arts and crafts, drama and other subjects

We hope you and your class enjoy it. If you have any questions or comments, please call me at (207) 288-8802.

Deb Wade  
Chief Interpreter  
Saint Croix Island International Historic Site  
National Park Service

## **How This Trunk is Organized**

There are five teaching units in this St. Croix Trunk.

### **Unit 1: Keeping a Journal** Page 4

Activity 1.1. In Champlain's Own Words.....5

Activity 1.2. Keeping a Journal.....6

### **Unit 2: Early European Exploration and Settlement** 8

Activity 2.1. The Explorers Quest.....9

Activity 2.2. From Europe to North America.....10

Activity 2.3. Finding a New Home.....11

### **Unit 3: Meeting of Two Worlds** 12

Activity 3.1. Wapaponiyik: People of the Dawn.....13

Activity 3.2. Two Worlds, Two Ways of Life.....15

Activity 3.3. Meeting Strangers.....16

### **Unit 4: St. Croix Island: Survival and Adaptation** 17

Activity 4.1. Building a Settlement.....18

Activity 4.2. Seasons on St. Croix.....20

Activity 4.3. Headline News.....22

### **Unit 5: St. Croix Island's Legacy: Acadia and New France** 23

Activity 5.1. Port Royal (video).....24

Activity 5.2. Acadia and New France.....26

## **Appendix: Brief Historical Background**

## **Learning Outcomes**

After a class carries out the five units, students will know that:

- The French settlement at St. Croix Island in Maine was one of the earliest European settlements in North America. It followed a handful of short-lived European settlements along the Atlantic coast. It pre-dated the permanent settlements of Jamestown (Virginia), Plymouth (Massachusetts) and Quebec City (Quebec).
- The French did not discover St. Croix Island—it was already known and used by the First Peoples. The First Peoples, who still live in the area, helped the French learn about life in this new land.
- Due to their inexperience in this climate, the French settlers suffered a terrible winter on St. Croix Island, in which nearly half the colonists died.
- The French settlers moved to a more appropriate site at Port Royal in what is now Nova Scotia, and later at Quebec. St. Croix Island marks the beginning of a continuous French presence in North America.

After a class carries out the five units, students will have developed or gained enhanced skills in:

- Using primary sources
- Journal keeping
- Mapping

# **Unit 1: Keeping a Journal**

This unit provides an overview activity that links to all the other components in the St. Croix trunk. It can be used as an introduction, an ongoing activity, a wrap-up—or all three!

Most of what we know today about St. Croix Island comes from the journals of Samuel Champlain—journals he kept as a record of the expedition to give to the King of France. Given the importance of the journals to the St. Croix story, it is recommended that students keep a journal during the entire time you are using the St. Croix trunk.

## **Activities**

- 1.1. In Champlain's Own Words
- 1.2. Keeping A Journal

## **Learning Outcomes**

- Students will know that Champlain's journals are a primary source. They were written in 1604-5 by someone who was actually at St. Croix Island, not by a historian looking back years later.
- Students will select and synthesize relevant information.
- Students will gain improved writing skills.

## **Activity 1.1—In Champlain’s Own Words**

In the trunk you will find extracts (and translations) from the journal Samuel Champlain kept of the St. Croix Island expedition in 1604-5.

These versions come from The Works of Samuel de Champlain, Volume 1 (Toronto: the Champlain Society). They contain the original French and an English translation on the same page. If you plan to use the French-language versions, please note that they are written in 17th century French which can be difficult to understand.

We suggest that you make copies of these extracts for your students to consult during the time you are teaching about St. Croix.

### **Resources Provided**

- Extracts from the Journals of Samuel de Champlain.

### **Activity**

Have your students read the first few pages of the extracts and answer the following questions.

- Why do you think Champlain kept a journal?
- What is the difference between this journal and a diary?
- What is a primary source and how does it differ from secondary sources?

### **☆Suggestions for Extended Study**

- Examine passages from Champlain’s journals. Can you tell very much about what Samuel Champlain was like as a person? Discuss the difference between an official journal like Champlain’s and a personal diary.
- In history books and encyclopedias, look up articles about the settlement of North America. Is St. Croix Island mentioned? How does the account compare to that given by Champlain in his journals?
- Discuss what our view of history would be if Champlain had not kept a journal. Would we know about what happened on St. Croix Island? In the future, what evidence will historians draw on to study how we live today? With so much being communicated by telephone and e-mail, will information survive for the future?

## Activity 1.2—Keeping a Journal

Each student should keep a journal during the units of study. Like Samuel Champlain's journal, it is intended that this be a formal record of their activities and observations. They can include illustrations to help record and explain their observations, just as there were in Champlain's journals.

### Resources Provided

- Black and white master journal cover and inside pages to be copied for your students.

### Activity

There are two suggested ways you can carry out the journal activity.

#### *Option 1: A Present-Day Journal*

Each student should keep a journal describing what is happening in the classroom and in the community, making entries each evening much the same way Champlain must have done. Before they begin, discuss the purpose of the journal as opposed to a diary. Share entries later to compare how different students see the days "events" and discuss the question of personal bias in primary sources.

#### *Option 2: A St. Croix Boy's Journal*

Among the 79 male settlers on St. Croix Island were a number of boys from France. Each student will "become" one of these boys and record his/her observations and research in a journal. Some of the following questions could guide your journal-writers. Please explain that most 17th century boys would not be able to read or write, unless they were from upper class families or were religious novices.

1. Who are you?

Give your character a name, age and family background. Why are you leaving France? Are you accompanying your father as his assistant, have you been apprenticed to a skilled worker, or are you a novice in a religious order?

2. What was your first sea voyage like?

What type of ship did you travel in? How long was the voyage?

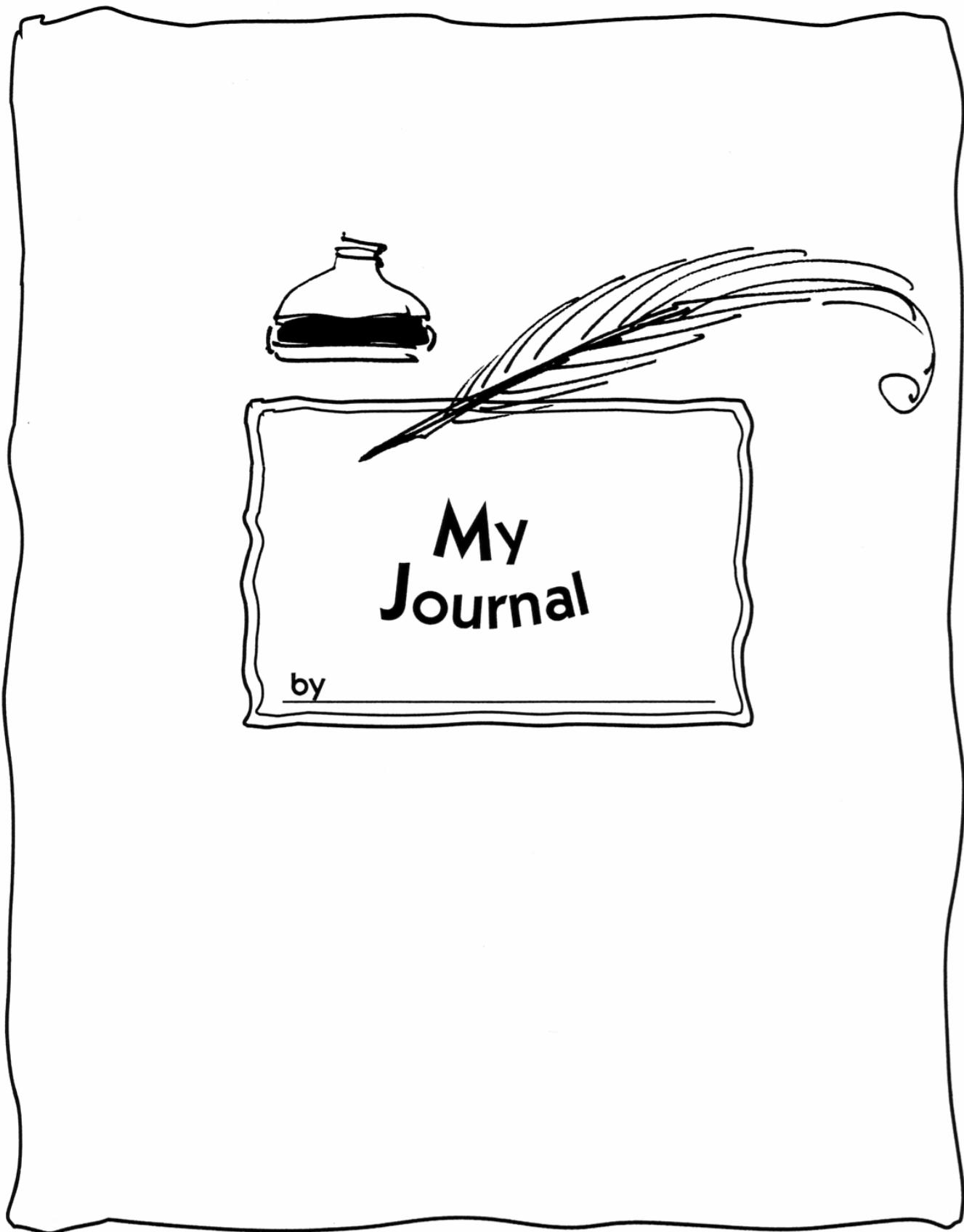
3. What kind of land did you see?

Is Acadia (La Cadie) like the country in France? Is it what you expected? Is it difficult to explore the coasts and rivers?

4. Did you meet First Peoples?  
Could you speak to them? Did you meet boys your age? How did they appear? What did you find out from them?
5. Where will you settle?  
What kind of place is Sieur de Mons looking for? Are there many possible choices? Why did he pick St. Croix Island? Who gives the names to the places you see?
6. What is the settlement like?  
What different buildings are you constructing? Is it very different from your home in France? (Don't forget to write to your mother and sisters before the supply-boat leaves—Do you miss them?)
7. What is winter like?  
Is the weather different from France? Are you warm enough? Eating enough? What do you do on those short winter days?
8. What is this terrible illness?  
Did you get sick? Is there a cure? Do you have a doctor? Were the First Peoples sick?
9. How did you feel when spring arrived?  
What were the first signs? Can the ships from France get through? What are you looking forward to?
10. What will you do next?  
You know you could return to France or accompany Champlain to Port Royal? Have you made your decision yet?

### ★ Suggestions for Extended Study

- Make a quill pen. You will need a long turkey or goose feather, a sharp knife and a candle. Lay the feather flat side up on a cutting surface, then cut a diagonal slice at the bottom of the quill. Clean out the quill if there is anything inside it. Hold the quill over a candle to harden (it becomes transparent). Use the knife to cut the quill to a point. Dip the quill into ink or tempera paint thinned with a little water.
- Make your own paper. Check in your library for instructions.
- Create your own journal cover using illustrations, photographs, calligraphy, stamps, seals etc.



Activity 1.2

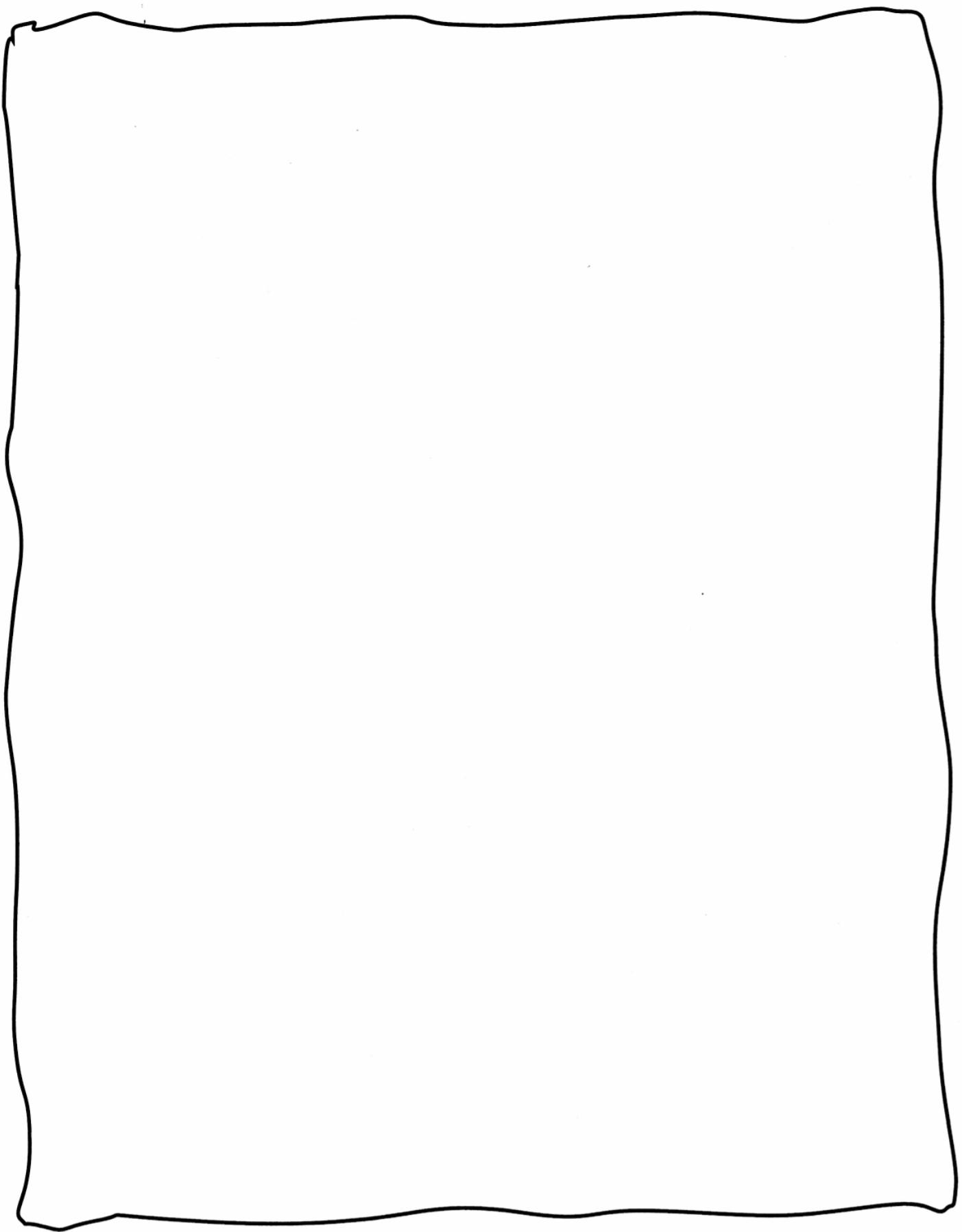
**Date:** \_\_\_\_\_



Activity / Activité 1.2



Activity / Activité 1.2



Activity / Activité 1.2

## **Activity 1.2. Keeping a Journal**

### **To Do:**

Imagine yourself in the shoes of one of the boys on St. Croix Island.

1. Who are you?  
Give your character a name, age and family background. Why are you leaving France? Are you accompanying your father as his assistant, have you been apprenticed to a skilled worker, or are you a novice in a religious order?
2. What was your first sea voyage like?  
What type of ship did you travel in? How long was the voyage?
3. What kind of land did you see?  
Is Acadia (La Cadie) like the country in France? Is it what you expected? Is it difficult to explore the coasts and rivers?
4. Did you meet First Peoples?  
Could you speak to them? Did you meet boys your age? How did they appear? What did you find out from them?
5. Where will you settle?  
What kind of place is Sieur de Mons looking for? Are there many possible choices? Why did he pick St. Croix Island? Who gives the names to the places you see?
6. What is the settlement like?  
What different buildings are you constructing? Is it very different from your home in France? (Don't forget to write to your mother and sisters before the supply-boat leaves—Do you miss them?)
7. What is winter like?  
Is the weather different from France? Are you warm enough? Eating enough? What do you do on those short winter days?
8. What is this terrible illness?  
Did you get sick? Is there a cure? Do you have a doctor? Were the First Peoples sick?
9. How did you feel when spring arrived?  
What were the first signs? Can the ships from France get through? What are you looking forward to?
10. What will you do next?  
You know you could return to France or accompany Champlain to Port Royal? Have you made your decision yet?

## **Unit 2: Early European Exploration and Settlement**

This unit is intended to provide background for the St. Croix Island story and to set it in the larger context of the European exploration and settlement of North America.

In 1604, when Sieur De Mons brought his colony of French settlers to St. Croix Island, it was the only European settlement in North America north of Florida (St. Augustine). Except for places where fishers and whalers were active, most of the coastline of North America was still unmapped and unknown to Europeans.

### **Activities**

- 2.1. The Explorers Quest
- 2.2. From Europe to North America
- 2.3. Finding a New Home

### **Learning Outcomes**

- Students will know the major reasons why Europeans came to North America.
- Students will know that St. Croix Island was one of the earliest European settlements in North America.
- Students will know that St. Croix Island was explored and settled by the French.
- Students will gain improved mapping and geography skills.

## Activity 2.1—The Explorers’ Quest

### Resources provided

- Spices (suggesting the search for the Orient)
- Beaver Pelt (suggesting the fur trade)
- Salt cod (suggesting fishing/whaling industries) See resource sheet for ordering salted fish.
- Pyrite (“fool’s gold”) (suggesting riches and mineral wealth)
- Cross (suggesting desire to convert First Peoples to Christianity)
- Flags (suggesting imperial ambitions of England, France, Spain)

### Activity

Use the objects to discuss why Europeans came to North America.

*Notes on Flags:*

*Spain:* This flag—the Spanish Cross—was used in the 1500s as the Spanish explored Florida, Mexico and parts of South America.

*France:* Before the French revolution, France had no national flag so a variety of flags were used. This flag—the Fleur-de-Lis—was commonly used in the 1600s, though not necessarily at St. Croix Island.

*England:* This flag—the St. George’s Cross—was flown by John Cabot and many other English explorers.

As an alternative or supplement to direct instruction, divide your class into groups, assigning an object(s) to each. Each group should prepare a presentation on one of the objects. Their research should include:

- how important was this factor in motivating exploration?
- what were the long-term impacts of this activity?

### ★ Suggestions for Extended Study

#### *History*

Consult the journals and history books to find out why Sieur De Mons and his colony came to North America.

#### *Drama*

Develop a presentation in groups of three regarding the dialogue that may have taken place in a family in 17th century France. An apprentice boy says good-bye to his aunt and uncle before joining De Mons’ ship. His aunt is very supportive of this opportunity. His Uncle has spoken with Atlantic sailors and is very concerned about conditions at sea and in the “New World”. Include the thoughts of the boy in your presentation.

## Activity 2.2—From Europe to North America

### Resources provided

- . Blank map of Europe and North America
- Blank map of Eastern North America

### Activity

Using the blank maps provided the students will:

- draw the route of Sieur De Mons ship from Havre de Grâce (now Le Havre, France) to St. Croix Island (Maine, USA).
- locate, showing name and date, the major settlement attempts in Eastern North America from the Norse in 1000 to the Plymouth Pilgrims in 1620.

Vinland (L'Anse aux Meadows) 1000  
Stadacona 1535  
St. Augustine 1565  
Roanoke Island 1585  
St. Croix Island 1604  
Port Royal 1605  
Jamestown 1607  
Quebec 1608  
Plymouth 1620

### ★Suggestions for Extended Study

#### *History/Art*

In a group, develop a mural timeline to cover the period of exploration from Christopher Columbus in 1492 to Lewis and Clark in 1806. On your time line, include the following: name of the explorer, date of exploration, country of origin, means of travel, main reasons for exploration. Use drawings and pictures of ships, countries, and the reasons for exploration to illustrate the mural.

#### *Geography*

Using an overhead transparency for tracing, compare Champlain's charts to a modern map of the coastline. Use different colors for contrast and note the names of physical features (rivers, bays, etc.) which are the same.

## **Activity 2.2 From Europe to North America**

### **To Do:**

- Draw the route of Sieur De Mons ship from Havre de Grâce (now Le Havre, France) to St. Croix Island (Maine, USA).
- Locate, showing name and date, the major settlement attempts in Eastern North America from the Norse in 1000 to the Plymouth Pilgrims in 1620.

Vinland (L'Anse aux Meadows)	1000
Stadacona	1535
St. Augustine	1565
Roanoke Island	1585
St. Croix Island	1604
Port Royal	1605
Jamestown	1607
Quebec	1608
Plymouth	1620

Activity / Activité 2.2





Activity / Activité 2.2

## Activity 2.3—Finding a New Home

### Resources Provided

- Activity Sheet: Finding a New Home

### Activity

As a class, discuss what a group of settlers would look for in selecting a site for a new settlement (i.e. drinking water, food, firewood, place to anchor ships).

Students will:

- List in order of priority the features they would look for in locating a new settlement
- Consult Champlain's journals to find out the reasons why the De Mons expedition selected St. Croix Island for its settlement.
- Compare their list of site features with those of Champlain.

### ☆ Suggestions for Extended Study

#### *Role-Playing/Planning*

Your group is responsible for planning an expedition to an unexplored location, which can be on Earth or another planet. Determine the reasons for your expedition, the means of travel, the knowledge and skills required and the equipment you will need. Is there any comparison to De Mons' planning in 1604?

### **Activity 2.3**

# FINDING A NEW HOME

Sieur de Mons has asked you to make a list of all the important features to look for in locating a new settlement. Make a list and number items in order of importance. (#1 is most important.)

After you have made your own list, check in Champlain's journals to see what the settlers were really looking for. If you and Champlain mention the same feature, put a check mark in the last column.

## **Unit 3: Meeting of Two Worlds**

This unit reminds students that North America was home to the First Peoples, not a blank, empty space ‘discovered’ by Europeans.

Throughout their journeys in North America, European ‘explorers’ like Champlain were guided by First Peoples, who also served as interpreters. The First Peoples shared their technology (canoes, snowshoes etc.) with the French and helped them adapt to conditions in this part of the world.

### **Activities**

- 3.1. Wapaponiyik: People of the Dawn
- 3.2. Two Worlds, Two Ways of Life
- 3.3. Meeting Strangers

### **Learning Outcomes**

- Students will know that North America, and specifically Maine and New Brunswick, were inhabited for thousands of years before the arrival of the Europeans.
- Students will know the identity of the First Peoples that lived in the area surrounding St. Croix Island. They will be able to name the four First Peoples that made up the Waponahki Confederacy.
- Students will know that the Waponahki peoples had well-established and long-lasting cultures, which featured the interwoven elements of language, and spiritual beliefs, mythology, music and visual arts, and were based on their close relationship to nature.
- Students will gain a better understanding of the contrasts between the First Peoples and the French in the early 17th century.

## **Activity 3.1—Wapaponiyik: People of the Dawn**

The people of the Passamaquoddy, Penobscot, Mi'kmaq and Maliseet nations are collectively known as the Waponahki. They live in Maine, the Atlantic Provinces and Quebec, speak dialects of the Algonquian language, and share common cultural traits based on a close relationship with nature in this coastal environment.

### **Resources Provided**

- . Images of Waponahki material culture including: Maliseet birch bark canoe, Penobscot snowshoes, examples of *fancy* baskets (Mi'kmaq motifs, etched birch bark box, and porcupine quill box), and examples of *work* baskets shown with Waponahki craftspeople (Mr. Aubrey Tomah, Mrs. Kate Tomah, and Mr. Frank Paul and family)
- Paper pattern for making birch bark container
- The book “Nihtawi-Skicinuwatu: I Know How to Speak Waponahki” and two accompanying CDs.(English only)
- “Waponahki Museum and Resource Center” (brochure)
- “Wabanaki Culture in Central and Eastern Maine Museums” (brochure)

### **Activity**

- Make and decorate paper versions of a Passamaquoddy birch bark container.
- Discuss what containers are made of (birch bark, spruce roots, spruce gum—the birch bark container is sewn together with spruce roots and sealed with spruce gum so it does not leak), and how the First Peoples found everything they needed to survive in nature. Please explain that students should not strip birch bark off a tree as it damages the tree.

### **Suggestions for Extended Study**

#### *Field Trip*

- Make a class visit to the Waponahki Museum and Resource Centre in Perry, Maine. For information call (207) 853-4001. (Note: the museum is approximately 30 minutes from the international border. En route you'll drive by the National Park Service site along U.S. Route 1 in Calais, Maine).

*Research*

- Research the present-day locations of the Passamaquoddy, Penobscot, Mi'kmaq and Maliseet peoples. Identify cultural sites that present their culture and history.
- Challenge students to research the contributions of the First Peoples. Topics could include food, medicine and transportation.

*Language Arts*

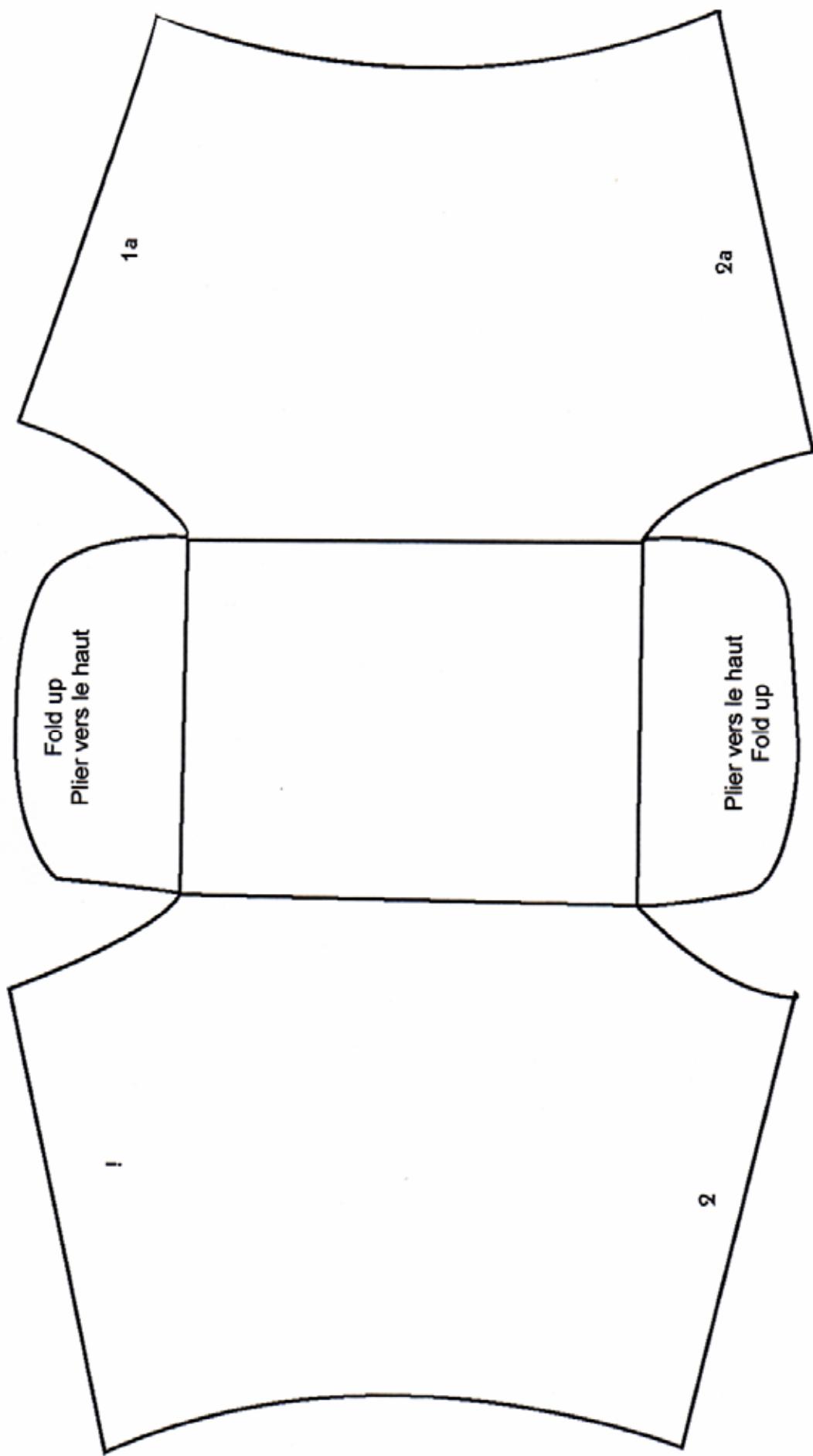
- Read or listen to recordings of myths and legends from the First Peoples.

*First Peoples Loan Kit*

- The Nova Scotia Museum has developed an educational kit on the Mi'kmaq and their ancestors. It contains objects like sweet grass, tanned deer hide and red ochre along with a number of suggested activities to do in the classroom. If you are in Nova Scotia, it can be borrowed through the Museum at (902) 424-6524. If you are in New Brunswick, it is available from the New Brunswick Department of Education, Instructional Resources at (506) 453-2246. This educational kit is not available in Maine.

*Passamaquoddy Kit Under Construction!*

- The US National Park Service, in partnership with the Abbe Museum, is developing an educational kit designed to help students, grades 5 though 8, explore Passamaquoddy culture and history. Kits will be completed for the 2005-6 school year, at which time, information on availability and content can be found at: [www.nps.gov/acad/eeweb/teacher.htm](http://www.nps.gov/acad/eeweb/teacher.htm).



**PASSAMAQUODDY MOCUCK**  
 Within Passamaquoddy culture, three-dimensional forms were created by cutting out pieces of birchbark using well-established patterns, folding them into shape, and sewing them together with spruce root. When this pattern is folded and sewn, it becomes a mocuck—a bucket-like container with a flat, rectangular bottom slanting sides and a round rim.

#### MOCUCK PASSAMAQUODDY

Dans la culture passamaquoddy, on créait des formes tridi-mensionnelles en découplant des pièces d'écorce de bouleau suivant des modèles courants, en les pliant pour leur donner des formes et en les cousant avec des racines d'épinette. Une fois ces formes pliées et cousues, elles formaient un *mocuck*, c'est-à-dire un contenant ressemblant à un seau avec un fond plat rectangulaire, des côtés inclinés et une bordure ronde.



## Activity 3.2—Two Worlds, Two Ways of Life

### Resources Provided

- . Images plus objects relating to Passamaquoddy and 17<sup>th</sup> century French material cultures
- . Images: Mi'kmaq birch bark canoes (2) / French ship
- . Images: Wabanaki in Winter Clothing / Clothing—17<sup>th</sup> century France
- . Images: Waponahki summer encampment (diorama) / Mi'kmaq settlement with wigwams / Mi'kmaq basket maker (close up of previous image)
- Objects: Passamaquoddy moccasin / French shoe (historic reproduction—17<sup>th</sup> century style; note that both wooden and leather shoes would likely have been worn by the St. Croix settlers)
- Objects: Passamaquoddy birch bark container / French cider mug (historic reproduction—17<sup>th</sup> century style; scale: approximately 80% of original size)

### Activity

Use the objects and images to discuss the differences between the two ways of life:

- Which clothing and footwear is warmer and more practical in the winter?
- Which vessel (a ship or a canoe) is better adapted to oceans; which to rivers?
- Which type of community has the least impact on the environment?

### ★. Suggestions for Extended Study

#### *History/Research*

- Have students research life in France and in Eastern North America around 1600. Contrast and compare a day in the life of a First Peoples family and a French family in France.
- Discuss the types of misunderstandings which may have developed between the First Peoples and the French, given that their lifestyles and worldviews were so different.

## Activity 3.3—Meeting Strangers

### Resources Provided

- Journal extracts (Pages 293-296 contain a description of a contact between Champlain and some First Peoples)
- The book, “Nihtawi-Skicinuwatu: I Can Speak Waponahki” and two accompanying CDs (English only)

### Activity

With a partner, students should re-enact a first meeting between the St. Croix settlers and the Passamaquoddy people. Perhaps it can be a meeting between a Passamaquoddy child and a French boy of the same age. Where is the encounter? How would they communicate?

After the role-playing, ask the students how they felt. How would they feel if a weird-looking stranger showed up in their community and started building a home there? How would they feel if they went to an entirely new place and had to meet the people who lived there in a completely different way?

*Ways to expand the scenario would be:*

- The Passamaquoddy boy goes home and tells his friends about the French, while the French boy tells his fellow colonists of his impressions.
- The Passamaquoddy boy (through a language interpreter) gives the French some helpful hints on how to survive here.

### ☆. Suggestions for Extended Study

#### *Media Awareness*

- Discuss why “Indians” are usually portrayed as hostile in movies and on television.

#### *History*

- Research the numbers of First Peoples in North America before and after contact with the Europeans. Discuss the impact of disease.

#### *Language Arts*

- Write a diary or story from the perspective of a Waponahki child (Hey Mom, What are those strangers doing at our place?). Remember that the French would have been objects of curiosity, much like aliens might be arriving on Earth today.

## **Unit 4: St. Croix Island—Survival and Adaptation**

This is the ‘heart’ of the St. Croix trunk. It tells the story of what happened to the French on St. Croix Island.

### **Activities**

- 4.1. Building A Settlement
- 4.2. Seasons on St. Croix
- 4.3. Headline News

### **Learning Outcomes**

- Students will know that nearly half of the French settlers on St. Croix Island died during the winter of 1604-5 because of their lack of knowledge of the North American environment and the bad luck of a very harsh winter (in spite of help from Passamaquoddy and other First Peoples)
- Students will extract information from primary historical sources

## **Activity 4.1—Building A Settlement**

Champlain's journals contain a plan of the St. Croix Island settlement showing the names of all the buildings. This activity—while it seems elementary—challenges students to carefully observe this plan and extract information from it.

### **Resources Provided**

- Plan (11x17) of St. Croix Island settlement with legends (as a reference)
- Plan of St. Croix Island settlement (to be filled in)
- Plan of St. Croix Island (aerial view for perspective)

### **Activity**

Using Champlain's plan as a reference, students will:

- Label all the buildings and features on the Island
- Color-code each of the following types of functions:
  - Dwellings and Residences
  - Public Areas (Public building, square, gardens)
  - Service Buildings (Storehouse, blacksmith shop, bake house, cook house; carpenters' house could be included since presumably the carpenters also worked there)
  - Defence (Palisade, river, residence of the Swiss Mercenaries)
- Discuss the following:
  - What are the most surprising aspects of the plan?  
(e.g. that buildings were spread out all over the island; lack of trees; buildings look like they are in France)
  - What features show that St. Croix Island was intended as a permanent settlement? (e.g. gardens, diversity of buildings, presence of mercenaries)
  - What features show that the French were not well prepared for life here? (Lack of trees for firewood and to provide shelter from wind; spacing of buildings; location on an island)

## **★ Suggestions for Extended Study**

### *Field Trip*

Visit St. Croix Island International Historic Site—preferably on a cold winter day. As you stand on the shore, imagine what it was like for the settlers to be trapped there. Please see brochure from St. Croix Island International Historic Site (located in pocket 4.3) for directions to the National Park Service site along U.S. Route 1 in Calais, Maine, or the Parks Canada exhibit along Highway #127 in Bayside, New Brunswick near St. Andrews, New Brunswick.

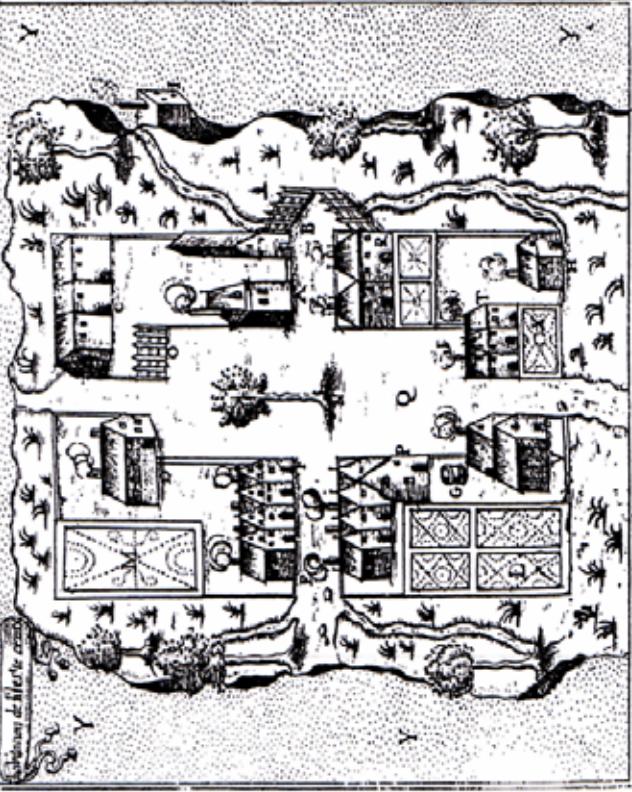
## **Activity 4.1. Building a Settlement**

### **To Do:**

Using Champlain's plan as a reference:

- Label all the buildings and features on the Island.
- Color-code each of the following types of functions:
  - Dwellings and Residences BROWN;
  - Public Areas (Public building, square, gardens) YELLOW;
  - Service Buildings (Storehouse, blacksmith shop, bake house, cook house, and the carpenters' house could be included since presumably the carpenters also worked there) GREEN;
  - Defence (Palisade, river, residence of the Swiss Mercenaries) RED.
- Think about following:
  - What surprises you most about the plan?
  - What features show that St. Croix Island was intended as a permanent settlement?
  - What features show that the French were not well-prepared for life here?

## LEGENDS ON CHAMPLAIN'S PLAN OF THE SETTLEMENT ON STÉ. CROIX ISLAND, WITH COMMENTS.



A.—THE STOREHOUSE. According to Lescarbot (ii. 255), this building, with the storehouse C, was constructed of "fair saven timber," which must have been brought for the purpose from France. The other buildings were evidently no more than log-houses or huts. Lescarbot visited this settlement two years after it was completed in company with those who had helped to build it; his authority is therefore of the best.

B.—PUBLIC BUILDING WHICH WE SPENT ONE NIGHT WHEN IT RAINED. Lescarbot describes it as a covered gallery.

C.—THE STOREHOUSE. This was so solidly built that it was not thought practicable to remove it when next year the settlement was transferred to Port Royal.

D.—THE DWELLING OF THE SWISS.

This letter, with N., is omitted from Lavardin's copy of the map.

E.—THE BLACKSMITH SHOP.

F.—THE CARPENTERS' DWELLING.

They were presumably Swiss mercenaries taken as the professional soldiers of the expedition. Lescarbot (ii. 255) says this building was large and spacious. An old well, locally reputed French, is still to be seen in the position marked on the modern map, but it cannot possibly answer to the one shown upon this plan.

H.—THE BAKEHOUSE WHERE THE BREAD WAS MADE.

I.—THE COOK-HOUSE. It was probably given its overhanging position for convenience in disposing of the kitchen refuse. Presumably the public building, H, served also at times as a dining-hall.

L.—GARDENS.

M.—OTHER GARDENS.

N.—THE PUBLIC SQUARE WITH A TREE IN THE MIDDLE OF IT.

If our modern plan is accurate, this tree must have stood on a flat rocky ledge; but trees often stand thus in the forest, extending their roots to the soil beyond.

O.—PALISADE.

Apparently the storehouse, the public building, Mons' residence, and the buildings it were joined together by palisades in order to form an inner line of defence in case of need. Lescarbot (ii. 255) speaks of the "Fort," inside which were the dwelling of the Seigneur de Monts and the storehouse, while the other buildings stood outside in the instance of a assault.

P.—DWELLINGS OF THE SEIGNEUR D'ORVILLE, CHAMPLAIN, AND CHAMPOISE.

Lescarbot (ii. 255) states that the dwelling of these important persons was opposite the storehouse, and as the residences of Champlain and De Monts would naturally be close together, I infer that the ringer has transposed his letters, and that P belongs where stands R, this being the residence of Champlain. In recent times the belief has become current locally that the name Devil's Head, for a prominent headland near by, is a corruption of D'Orville's Head, but this guess is quite negative by the fact that the former name appears in the earliest records.

Q.—DWELLING OF THE SEIGNEUR BOULAY, AND OTHER WORKMEN.

This letter was intended, I take it, to stand much closer to the building next above V, the only one not otherwise designated by a letter. The Sieur Boulay later became Champlain's brother-in-law.

R.—DWELLINGS WHERE LIVED THE SIEURS DE GESTEVOST, SOUQUÉ, AND OTHER WORKMEN.

According to the note under P this letter R should stand where the plan has P.

A Logis de feur de Mont.	I La cuiseuse.
B Maison publique ou l'on paçoit le temps durant la pluie.	M Autres jardins.
C Le magasin.	N La place où au milieu y a un arbre.
D Logement des fauilles.	O Poldide.
E La forge.	P Logis des feurs d'Orville, Champain & Chandore.
F Logement des chevauchepatres.	Q Logis des feurs Boulay, & autres jardins.
G Le four.	R Logis des feurs de Beaumont, La Mortte Bourdou, et Fougeray.
H Le four ou feus faisoit le pain.	S Autres jardins.
I La croisee.	T Logis des feurs de Beaumont, la Mortte Bourdou & Fougeray.
J La maison de Monsieur.	U La autre qui cestare ille.
K La maison de Monsieur.	V La autre qui cestare ille.
L Les jardins.	W Autres jardins.
M Les jardins.	X Autres jardins.
N La place où au milieu y a un arbre.	Y La autre qui cestare ille.
O Les jardins.	Z Autres jardins.

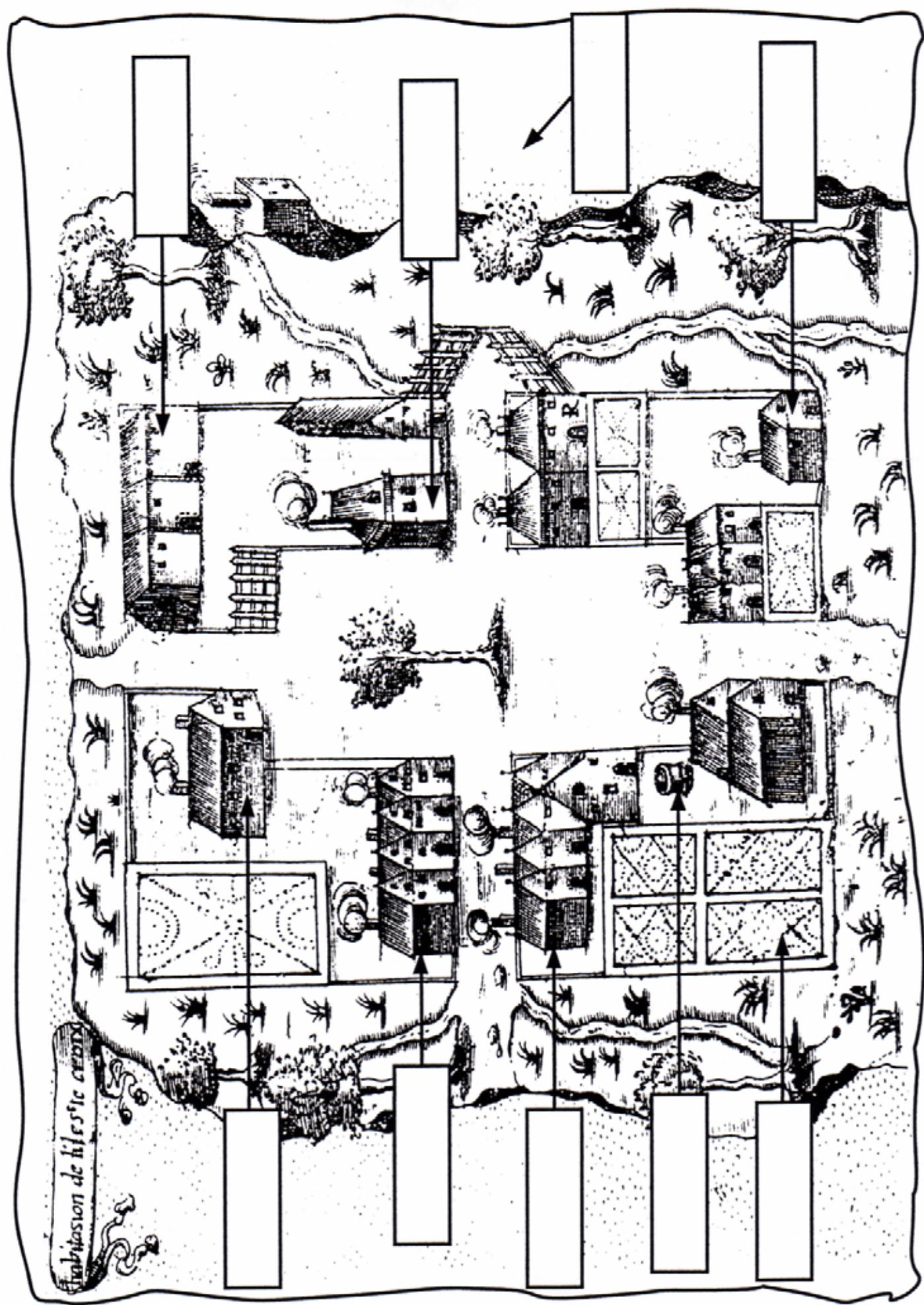
This roll of names recalls the list of the heroes in Homer, for most of these also are mentioned but once and find no other record in history.

V.—THE DWELLING OF OUR PRIEST.

X.—OTHER GARDENS.

Y.—THE RIVER WHICH SURROUNDS THE ISLAND.

The St. Croix River.



## **Activity 4.2—Seasons On St. Croix**

Champlain's journal is an excellent source of information about what happened at St. Croix Island though it gives few exact dates. This activity challenges students to extract key pieces of data from the journals.

### **Resources Provided**

- Extracts and translations from Champlain's journals
- Blank seasonal calendar

### **Activity**

Using the blank seasonal calendar provided, students will write or do drawings of the major events in four seasons: Summer 1604, Fall 1604, Winter 1605, Spring 1605 including the following areas:

- Major events (construction progress, departure/arrival of ships)
- Natural events (weather)
- Seasonal activities

If you have not taken the historical character approach to the journal in Unit #1, you could do that activity here.

### **☆Suggestions for Extended Study**

#### *Language Arts*

As winter ends, you are writing a letter to your mother describing your experiences on St. Croix Island. Begin it “*Chère Maman*” (“Dear mother”).

#### *Environmental Lessons*

It is finally spring 1605. Return to the list you made for Sieur de Mons in Unit 2 and in two separate columns, list what were good suggestions for the location of the settlement and what did not work out. Based on this data, draw up a short list of 5 “must haves” for any new settlement in Acadia.

#### *Weather Study*

Were the St. Croix settlers just unlucky? Can you research the weather records in your area to discover the usual dates for:

- first frost
- first snowfall
- average temperature in winter
- average snowfall
- spring thaw

Compare your results to what Champlain recorded for 1604-05.

*Scurvy Research*

What does modern research say about scurvy? Why did they fall ill? Is scurvy common today? Why? Why not?

*Drama*

Prepare skits showing scenes from life on St. Croix Island. Stop the action at different points to discuss how you feel and what could have happened differently. Key moments might include: choosing St. Croix Island, seeing the supply ships sailing off for France, seeing others die of scurvy.

## **Activity 4.2. Seasons on St. Croix**

### **To Do :**

Using Champlain's journals as a source of information, record (write or draw) the major events on St. Croix Islands in:

- Summer 1604
- Fall 1604
- Winter 1605
- Spring 1605

Include the following areas:

- Major events (construction progress, departure/arrival of ships)
- Natural events (weather)
- Seasonal activities

**Summer / Été 1604**

**Fall / Automne 1604**

**Winter / Hiver 1605**

**Sprint / Printemps 1605**

**Seasons on St. Croix / Les saisons dans l'Île Sainte-Croix**

Summer / Été 1604



Fall / Automne 1604



Activity / Activité 4.2

Winter / L'hiver 1605



# Spring / Le printemps 1605



### **Activity 4.3—Headline News**

This activity challenges students to synthesize the information they have gathered about Saint Croix International Historic Site and to select what is most important about it.

#### **Resources Provided**

- Extracts and translations from Champlain's journal
- Brochure from Saint Croix Island International Historic Site

#### **Activity**

In small groups, students will:

- Prepare a news presentation (you may choose print, radio or television) to tell the story of St. Croix Island. You decide the date when this takes place and the nature of the story, for example:
  - Archaeological discovery: 35 gravesites are found on St. Croix Island.
  - This year is the 400th anniversary of the St. Croix Island settlement.
  - The year is 3000. We've gone back in our time machine to visit and interview the St. Croix Island settlers.

#### **★Suggestions for Extended Study**

##### *Language Arts*

- Write poems dedicated to those who died on St. Croix Island.

##### *Language Arts/Arts and Crafts*

- Pretend you own a travel agency and wish to promote visits to St. Croix Island International Historic Site. Prepare a bulletin board with photos, drawings, slogans etc. that will show the importance of this site.

##### *Media Awareness/History*

- Discuss why most people have never heard of Saint Croix Island International Historic Site. Why do you think it was designated as North America's first International Historic Site? What is the role National Parks (both American and Canadian) play in preserving history?

## **Unit 5: The Legacy of St. Croix Island—Acadia and New France**

The purpose of this unit is to show that the St. Croix Island settlement was the start of an ongoing French presence in North America—not an isolated episode like earlier short-lived settlements.

### **Activity**

- 5.1. Port Royal video
- 5.2. New France

### **Learning Outcomes**

- Students will know that the St. Croix Island settlers moved on to Port Royal where they applied the lessons they had learned to build a more successful settlement.
- Students will know that St. Croix Island and Port Royal mark the start of a continuous French presence in North America that continues to this day.

## Activity 5.1—Port Royal

### Resource Provided

- ❑ “Port Royal Habitation: Doorway to the Past,” a Parks Canada Video
- ❑ “L’Habitation de Port-Royal—Le portail magique” (same video in French)
- ❑ Parks Canada resource sheet, “Our Roots, Our Future”

### Activity

Watch this video made by Parks Canada at the reconstructed Port Royal Habitation. It will provide you with the aftermath of the St. Croix Island story and also with an excellent check on your research and interpretations. Take notes as you watch in order to answer the following questions:

- Were you accurate in imagining the appearance of the French settlers and the First Peoples? Why? Why not?
- Does the reconstruction of Port Royal look like a better settlement than St. Croix Island? Why? What lessons had the settlers learned? (e.g. buildings are closer together; site is on the mainland)
- Does the reconstruction look authentic? Do you think the real settlers would have been as neat, clean and polite as these actors? Describe the differences you would expect.

### ★Suggestions for Extended Study

#### *Presentation*

After a long career, Samuel de Champlain is retiring. As you were one of the boys who accompanied him to St. Croix Island, you have been asked to make a speech about him at his retirement party.

#### *Celebration*

Stage a celebration modeled on Champlain’s Order of Good Cheer.

#### *Field Trip*

Visit the Port Royal Habitation in Nova Scotia. This National Historic Site is open from mid-May to mid-October. Contact the Parks Canada Operations Superintendent at (902) 532-2321 or by fax at (902) 532-2232 for information and reservations.

#### *Research*

- Read another 17th-century perspective of St. Croix Island and Port Royal from Marc Lescarbot who stayed at Port Royal for twelve months in 1606-7. His **History of New France, Volume 1**, is published by the Champlain Society: [www.champlainsociety.ca](http://www.champlainsociety.ca).

- Why did Champlain's name live on in history and not that of De Mons?
- Do research on Passamaquoddy, Mi'kmaq, Penobscot or Maliseet culture today.

*Language Arts/Media*

Ask the students to pretend that they have accepted a contract to bring settlers to New France. Prepare an advertisement to attract new settlers to cross the Atlantic and start new homes. Make sure people forget the bad news from St. Croix.

## **Activity 5.2—Acadia and New France**

### **Resource Provided**

Blank map of North America

### **Activity**

On a blank map of North America, students will:

- draw the boundaries of Acadia and New France around 1750.

### **★Suggestions for Extended Study**

### **Research**

- On your map, note French place names, such as Detroit, that have lived on to today.
- Do research projects on other French explorers: Cartier, La Salle, Iberville etc.

### *Internet*

Visit the Virtual Museum of New France at: [www.mvnf.muse.digital.ca](http://www.mvnf.muse.digital.ca).



Activity 5.2 / Activité 5.2



Saint Croix Island International Historic Site:  
**BRIEF HISTORICAL BACKGROUND**

## Saint Croix Island International Historic Site: A Brief Historical Background

Saint Croix Island International Historic Site, located along the U.S.A.-Canada border in Maine, commemorates the founding of one of the earliest sites of European settlement in North America. In 1604, a group of 79 French colonists, led by the Sieur de Mons and cartographer, Samuel Champlain, built a tiny settlement and overwintered on the island. The results were disastrous, with nearly half the colonists dying of scurvy. However, the effort, together with the subsequent relocation of the settlement at Port Royal, marked the beginning of a continuous French presence in North America. The island itself was already known and used by the Wapaponiyik (or Waponahki) First Peoples of the region, who helped the French and taught them how to survive in the unfamiliar climate and territory.

### *A note on names*

The French colonists of 1604 named the Island “Isle Sainte Croix”. The official name in English is Saint Croix Island (although you sometimes see it as Sainte Croix Island), which is abbreviated as St. Croix Island. The Island has had many different names over the centuries. The original Passamaquoddy name is thought to be “Muttoneguis”; earlier this century, the island was known locally as Dochet Island.

There are many different spellings of the name of Pierre Dugua, Sieur de Mons. In the journal translations, it is spelled Monts. However, the US National Park Services uses the spelling “Mons” as this is considered the closest form to the 17th century French.

When the cartographer Champlain came to Saint Croix Island, he had not yet achieved fame. He was simply known as Samuel Champlain. Only later, as the founder of New France, did he become known as Samuel de Champlain. We use Samuel Champlain for all references specifically related to Saint Croix Island.

In this teaching kit, we use the collective term “Wapaponiyik—People of the Early Dawn” to refer to the four First Peoples who lived near St. Croix Island: the Passamaquoddy, Penobscot, Mi’kmaq and Maliseet. Since the French had interactions with all four groups, we use the term Wapaponiyik to ensure that we acknowledge the contributions of all the First Peoples involved.

## European Exploration and Settlement of the “New World”

The story of Saint Croix Island really begins well before 1604. The First Peoples had inhabited the surrounding area for millennia and had well established and long-lasting cultures which featured the interwoven elements of language, spiritual beliefs, mythology, music, and visual arts and were based on their close relationship to nature. Europeans had been crossing the Atlantic to fish or trade along the North American coast for generations.

### *Early voyages and contacts*

The first known European contact with North America took place when Norse adventurers crossed the North Atlantic and established a settlement at what is now known as L’Anse aux Meadows, Newfoundland (c. 1,000 AD). Once the settlement failed, however, the explorations of the Norse fell into obscurity.

It was not until almost 500 years later that European explorers, backed by the courts of Europe, found their ways to North America’s shores. Driven by the pressures of the spice trade and colonial expansionism, these adventurers hoped to find new routes to the Orient. In 1492, Christopher Columbus, reached what was subsequently described as the “new world” and brought back news to the Spanish court of the tremendous mineral wealth of that region. Five years after the voyages of Columbus, John Cabot landed in either Newfoundland or Cape Breton, claiming that territory for the English and opening up the rich North Atlantic fishery. In 1513, Juan Ponce de Leon explored Florida for the Spanish, and in 1524, Giovanni de Verrazanno sailed from North Carolina to Newfoundland for the French. Ten years later, in 1534, Jacques Cartier sailed up the mighty St. Lawrence River, searching for gold and a passage to Asia for the French. Finally, in 1576, Martin Frobisher, searched west of Greenland for the elusive northwest passage and gave his name to Frobisher Bay.

By the mid-16th century, French and Basque fishers were making annual forays to the waters off Newfoundland and Nova Scotia to satisfy the increasing European demand for fish and whale oil. As well, entrepreneurs were trading axes, knives, and glass beads with the First Peoples for furs, particularly around Tadoussac, where the Saguenay River meets the St. Lawrence. Still, these contacts were fleeting. It was not until later that any concerted attempt at European settlement was undertaken in these northern regions.

### *Key Motives for European Exploration of North America:*

- expansion of imperial power
- search for route to the Orient (spice trade)
- fishing
- whaling
- fur trade
- settlement
- missionary work

### *Key Dates in Exploration*

1000	Leif Ericsson (Norse)
1492	Christopher Columbus (Spain)
1497	John Cabot (England)
1500	Corte Real Brothers (Portugal)
1513	Ponce de Leon (Spanish)
1524	Giovanni de Verrazanno (France)
1534	Jacques Cartier (France)
1539	Hernando de Soto (Spain)
1576	Martin Frobisher (England)
<b>1604</b>	<b>Pierre Dugua, Sieur de Mons (France)</b>
1608-1635	Samuel de Champlain (France)
1678	René-Robert Cavelier de La Salle (France)
1768-1779	James Cook (England)
1792-1793	Alexander Mackenzie (Scotland)
1791-1795	George Vancouver (England)
1804-1806	William Clark & Meriwether Lewis (United States)

### *Early Settlements*

Early European settlement attempts were largely unsuccessful and fraught with danger. As the St. Croix Island experience illustrates, settlers were unfamiliar with the demands of the North American climate and habitat. In their isolation, they easily fell prey to scurvy and starvation. In other cases, poor planning and hostile relations with neighboring First Peoples proved disastrous.

The St. Croix Island settlement is notable for its early date, preceding the arrival of the Pilgrims at Plymouth by more than fifteen years. At the time, the St. Croix settlers were the only Europeans living north of the Spanish colony of St. Augustine in Florida (founded in 1565).

### *Some Early Settlement Attempts*

It took nearly five centuries from their first settlement attempts, before Europeans established successful and long-lasting colonies in North America. A partial list of settlement efforts follows.

Year	Place	Nationality	Outcome
1000	L' Anse aux Meadows, Newfoundland	Norse	Abandoned after skirmishes with First Peoples
1520s	Cape Breton Island, Nova Scotia	Portuguese	Abandoned after skirmishes with First Peoples
1535	Stadacona, Quebec	French	Abandoned after first winter; many colonists died of scurvy
1541	Cap Rouge, Quebec	French	Abandoned after skirmishes with First Peoples
1550s	Red Bay, Labrador	Basque	Whaling stations abandoned as whale stocks declined
1564	Fort Caroline, Florida	French	Attacked by Spanish
1565	St. Augustine, Florida	Spanish	Successful
1585	Roanoke Island, North Carolina	English	Abandoned after skirmishes with First Peoples and supply shortages
1598	Sable Island, Nova Scotia	French	Abandoned after a few years
1604	St. Croix Island, Maine	French	After terrible winter, moved to Port Royal
1605	Port Royal, Nova Scotia	French	Attacked and destroyed by English in 1613
1607	Jamestown, Virginia	English	Successful
1608	Quebec City, Quebec	French	Successful
1610	Cupids, Newfoundland	English	Successful
1614	Manhattan (Nieuw Nederlandt), New York	Dutch	Successful
1620	Plymouth, Massachusetts	English	Successful

## Meeting of Two Worlds

When the French newcomers arrived at St. Croix Island they encountered the Wapaponiyik First Peoples. This was very much a meeting of two worlds--with each group looking at the other through a unique, and very different, cultural lens. The friendly relations between the First Peoples and the St. Croix Island settlers proved key to the ultimate survival of the colony.

### *The Wapaponiyik (The People of the Early Dawn)*

When the French settlers arrived at St. Croix Island, the area had been inhabited by the First Peoples for thousands of years. Four distinct groups of people lived—and still live—in the region: the Passamaquoddy, Mi'kmaq, Maliseet, and Penobscot. They spoke separate dialects of a common Algonquian language and shared many cultural similarities. They are known collectively as The Wapaponiyik (much the same way English, Irish and Scottish peoples are called British).

St. Croix Island itself, as well as its immediate surroundings, was home to the Passamaquoddy, or people of the Pollock. Sea mammal hunters and fishermen, they lived in small settlements during the winter and large villages in summer. Together they hunted for seals, porpoise, and fish, gathered roots and wild grapes, and made sugar from the maple trees along the shores of Passamaquoddy Bay. Passamaquoddy technology included birch bark homes, canoes, and containers, as well as the snowshoe and toboggan. Education was informal, with children learning the necessary skills by example. Girls and boys were often skilled at maneuvering a canoe by age ten. Passamaquoddy leaders, or *sachems*, were chosen for their hunting skills and relationship with the supernatural powers. A rich storytelling tradition included tales of the hero and transformer, Kuloskap, as well as other mythological characters representing different aspects of human existence. The Passamaquoddy, like other First Peoples, possessed a well-developed spiritual life based on the unity of all natural phenomena.

### *The French*

The France that the St. Croix settlers left behind in the early 17th century was still largely an agrarian nation, although Paris, with a population of 300,000, was the largest city in Europe. The country as a whole had a population of 20 million. It was a feudal society, with stark contrasts between the rich and poor. The French state itself was almost bankrupt, after years of war with Italy, Spain, and England.

Under the leadership of Henri IV, France had recently emerged from a prolonged period of religious warfare and civil strife, as Catholic and Protestant (Huguenot) forces had fought for control. In 1594, Henri had converted to Catholicism to keep the peace and assume the throne. In 1598, the Edict of Nantes had guaranteed religious tolerance for the Huguenots, a fact of some importance to the St. Croix expedition since a number of its participants, including its leader, Sieur de Mons, were Huguenots.

## The St. Croix Island Settlement

### *Putting Together an Expedition*

On November 8, 1603, Henry IV of France granted Pierre Dugua, Sieur de Mons, a monopoly for the conduct of the fur trade and the title of lieutenant-governor of the territory between the 40th and 46th parallels known as La Cadie. In return, De Mons was expected to colonize the country and convert the First Peoples to Christianity. The terms of the grant described the region's inhabitants as "men barbarous, atheists, without faith or religion". In reality, the Passamaquoddy and the other First Peoples had a rich and elaborate set of spiritual beliefs that infused every aspect of their lives and their relationships with their environment.

De Mons posted notices in all the ports of France forbidding any trade in the area to which he held his monopoly. He then recruited 120 noblemen, artisans and soldiers, and chartered five ships for the journey. Prominent members of the expedition included the explorer/geographer, Samuel Champlain; the Sieur de Poutrincourt, who had a special interest in farming; and François Pontgravé, who, like Champlain, had been involved with an expedition up the St. Lawrence the year before. De Mons also brought along a surgeon, a miner, a Roman Catholic priest and a Protestant (Huguenot) minister to look after the spiritual needs of the colonists. The group included a sizeable contingent of Huguenots.

### *Setting Forth*

The expedition sailed from Havre de Grâce (now Le Havre), France in March 1604. Arriving at Sable Island on May 1st, they divided-up; three ships headed up the St. Lawrence to trade, Pontgravé sailed for Canso, and De Mons, Champlain, and Poutrincourt explored the coast of Nova Scotia and the Bay of Fundy. Throughout the summer De Mons searched for an appropriate site for a settlement while Champlain carefully mapped the inlets and harbours of the rugged coastline. Many places along the Nova Scotia coast, as well as the coasts of Maine and New Brunswick, still bear the names given to them by Champlain. The protected harbor and fertile lands of the Annapolis Basin caught Champlain's eye, but the expedition moved on in search of other possibilities. Recognizing the potential of the site, the Sieur de Poutrincourt asked De Mons for the rights to eventually create a colony of his own in the area which Champlain named Port Royal.

At the end of June, after exploring the mouth of the St. John River, the group arrived at Passamaquoddy Bay. Here they found an island situated inland near

the confluence of three rivers. Blessed with an abundance of resources, especially herring and bass, and easily defended against possible attack, it seemed a promising site for a settlement. De Mons named the island “Isle Ste. Croix”.

### *Settling In*

The settlers’ first task was to fortify a small islet overlooking the harbor with a barricade and a canon. Champlain writes that “*Each worked so efficiently that in a very short time it was put in a state of defence, though the mosquitoes (which are little flies) gave us great annoyance while at work, and several of our men had their faces so swollen by their bites that they could scarcely see.*”

Following this, the men set to clearing the island and the adjacent mainland. Before long they had created a small hamlet with a storehouse, gardens, oven, hand mill for grinding wheat, and a cluster of dwellings.

With work progressing well, Sieur De Mons sent Champlain off for three weeks to explore southward towards the mouth of the Norumbega River, now known as the Penobscot River in Maine. After passing and naming Mount Desert Island, Champlain sailed up the Norumbega, establishing friendly relations with the area’s First Peoples.

### *A Devastating Winter*

Champlain returned to St. Croix Island around the end of September. Soon the snow began to fall and the early start of an unusually severe winter cut short the settlers’ preparations. Before long the river filled with treacherous ice cakes, making it impossible to cross. Cut off from the mainland, they began to suffer from a shortage of drinking water, firewood, and other hardships. The cider froze and had to be given out by the pound. The settlers were forced to drink Spanish wine and melted snow.

Lacking fresh fruit and vegetables, the men fell prey to scurvy. Champlain’s descriptions of the horrors of this disease are vivid.

*“There was engendered in the mouths of those who had it large pieces of superfluous fungus flesh (which caused a great putrification); and this increased to such a degree that they could scarcely take anything except in very liquid form. Their teeth barely held in their places, and could be*

*drawn out with the fingers without causing pain.”*

Of the 79 men who had stayed at St. Croix for the winter, 35 died, and 20 more came close to the same fate. The surgeon performed a number of autopsies in order to determine the cause of death. Champlain’s journal describes these in gruesome detail.

Clearly the selection of St. Croix Island for a settlement was a mistake. The exposed site had intensified the impact of the winter weather and made survival in a strange land much more difficult. Looking back on the experience, Champlain wrote: “*It was difficult to know this country without having wintered there; for on arriving in summer everything is very pleasant on account of the woods, the beautiful landscapes, and the fine fishing for the many kinds of fish we found there.*” He then finished with his famous observation: “*There are six months of winter in that country.*”

#### *Another Summer of Sailing: From St. Croix to Cape Cod*

Spring came at last in May, and the health of the settlement was restored. On June 15, 1605, Pontgravé arrived with a ship loaded with supplies. His arrival was greeted with great joy and relief.

De Mons had already decided to move the settlement to a new site, and the summer was spent looking for a suitable location. De Mons and Champlain explored the coastline from St. Croix down to Cape Cod. Travelling with them was an Amerindian named Panounias and his wife. With their goodwill and assistance, the expedition enjoyed good relations with the First Peoples along the way. Only when the party arrived in Cape Cod, and they had exceeded the linguistic range of their Amerindian guides, did the expedition run into trouble. At Nauset Bay, they became embroiled in a confrontation, which left one crew member, a baker, dead. Although the incident was quickly smoothed over, De Mons decided that, with supplies running low and not having found a suitable location, it was time to turn towards home.

#### *Moving On—The Shift To Port Royal*

Upon their return to St. Croix in early August, De Mons gave the order to move the settlement to Port Royal. Although the task of moving the colony before winter was daunting, the settlers quickly dismantled their buildings, loaded their ships, and set sail for their new home. Once there, they set about clearing the ground and erecting their houses. Again they made a major effort to plant gardens and become agriculturally self-sufficient.

The move to Port Royal went well. The settlers were blessed with a much milder winter than the one before, and although scurvy again proved a

problem, this time the colony lost only five of its residents to the disease. Water and game were readily available, and the local Mi'kmaq came to the settlement to trade fresh meat for French bread.

To boost their spirits during the long winter, the gentlemen of the community instituted "*The Order of Good Cheer*". This became the first social club in North America. Each day a different person was expected to hunt and find food for the entire company. This ensured a steady supply of fresh meat for the group. The Mi'kmaq *sachem*, Membertou, was a frequent guest at the table.

De Mons returned to Europe to seek further support for the venture and in his stead left Pontgravé in charge of the colony. Champlain remained in Acadia to continue his explorations, hoping to sail as far as Florida the following year.

#### *Who Was De Mons?*

Pierre Dugua, Sieur De Mons, the leader of the St. Croix expedition, was a nobleman of considerable wealth from the region of Saintonge, France. A noted Huguenot, he fought alongside Henri IV during the Wars of Religion and had remained on good terms with the King even after the King's conversion to Catholicism. With this influence, as well as his reputation as a mariner, he was able to secure the fur trading monopoly for La Cadie (Acadia) that set the stage for the St. Croix settlement attempt. After enduring the terrible winter of 1604, De Mons returned to France in 1605. Eventually, his monopoly was revoked and his colonists were forced to abandon Port Royal in 1607. De Mons never returned to Acadia.

#### *Who Was Champlain?*

Samuel Champlain, from Brouage, France, played a major role in the establishment of both Acadia and New France. A talented mapmaker, Champlain explored the St. Lawrence with Pontgravé in 1603. While Champlain had no official role on the De Mons trip to Acadia in 1604, his detailed journals and maps of the coastline south to Cape Cod made a lasting contribution both to North American history and maritime navigation. After his experience in Acadia, Champlain led an expedition to establish a colony at Quebec in 1608. There, as Governor of New France, Champlain's leadership and diplomacy skills enabled him to form a network of alliances with the First Peoples of the St. Lawrence and Great Lakes which secured the safety of the colony and the future of New France. Champlain died at Quebec in 1635. By that time, his many contributions to the colony's development had earned him

the title of the “Father of New France.”

*Champlain's Charts and Maps*

In 1603, Champlain became the first to map in detail the coasts of Nova Scotia, the Bay of Fundy, and New England. Using a compass and astrolabe, he meticulously mapped out the details of the rivers, harbors, and sweeping bays which make up the area's coastline. In all, Champlain produced three general maps of Acadia and New England, thirteen special charts of important harbors and three associated picture plans. Champlain's skill as a cartographer has become increasingly clear with the passage of time. According to W.F. Ganong, Champlain presented accurate descriptions of the coasts "... based upon genuine surveys made by methods correct in principle, even though necessarily crude in application. His maps are thus the prototypes of our own which surpass his in technique, but not in conception".

## The Legacy of St. Croix Island

The establishment of the St. Croix Island settlement marked the beginning of a continuous French presence in North America. Not only is its story the introductory chapter in the history of the Acadian people, it is also of international significance, forming an integral part of the histories of three countries: Canada, France, and the United States. The start of continuous contact with Europeans also marks a turning point in the saga of the First Peoples of the region.

### *Port Royal*

The experience gained at St. Croix Island led to the creation of a much more successful settlement at Port Royal. Nestled in the Annapolis Valley, the settlers were better protected from the elements. Their mainland location made it easy to farm, fish, hunt and gather firewood without having to cross icy waters.

In 1607, the first colonists at Port Royal were forced to leave the colony when De Mons lost his trading monopoly. The venture was revived in 1610, when the Sieur de Poutrincourt returned to the site to establish a fur trading post and farming community. In 1613, the settlement was destroyed by an English raid from Jamestown, however a handful of colonists remained in Acadia. They were still pursuing their new life in the “New World” in 1621, when the British Crown first laid claim to the region.

### *The Acadian Legacy*

The history of Port Royal and Acadia is fraught with conflict, as competing factions struggled for control of the colony and the lucrative fur trade with the First Peoples. Many of the English settlers of New England also viewed the French colony as a threat, and over the years, led repeated raids and attacks on the settlement. Control of the colony changed hands between the British and the French repeatedly.

Despite these repeated disruptions, the people of Acadia thrived. Over the years, they created a prosperous community built around the tremendous agricultural potential of the Annapolis Valley, as well as the wealth of the sea and nearby forests. A unique system of dikes enabled them to reclaim the rich soil from beneath the tidal waters of the Annapolis Basin and Bay of Fundy. By the 1750s, Acadian homes and villages could be found along the shores of the Bay of Fundy and the north shore of New Brunswick. Some Acadians had also settled on Prince Edward Island and Cape Breton.

### *The Deportation of the Acadian People*

In 1755, the British, who had controlled Acadia since 1713, decided to forcibly remove all the French inhabitants of the region to the British colonies to the south because the Acadians refused to swear an unqualified oath of allegiance to the British. Hundreds of families were loaded onto overcrowded vessels and sent far from their homes. Many were deported to New England and subsequently some made way to Louisiana which was still under French control. Others escaped, making their way to Prince Edward Island, Quebec, or France. The deportations continued throughout the Seven Years War (or French and Indian War). Between 1755 and 1763, around 10,000 people were displaced from their homes throughout Atlantic Canada.

The deportation of the Acadians, known as “*Le Grand Dérangement*” remains tremendously controversial even today as historians weigh the real security concerns of the British versus the suffering of the Acadians.

### *New France*

The settlements at St. Croix and Port Royal were key steps in building the colony of New France. In 1608, Champlain established a permanent settlement at Quebec. Over the years, settlers gradually took up the lands of the St. Lawrence Valley. Many were farmers, but others preferred to explore the interior and trade for furs. These men became the famous French “courreurs des bois” and “voyageurs” who travelled thousands of miles by canoe along the waterways of the vast continent.

French explorers such as Louis Jolliet, Jacques Marquette and the Cavelier de La Salle became the first Europeans to see the Great Lakes and journey down the Mississippi. By 1642, the French had established a fur trading and missionary outpost at Montreal. By 1701, they were at Detroit and Michilimackinac. At its peak, New France extended from the St. Lawrence to the Rocky Mountains in the west, and Louisiana and the Mississippi in the south. In 1763 the French ceded New France to England under the terms of the Treaty of Paris.

### *The French Presence in North America Today*

The French presence in North America continues to this day. Over 16 million people of French-speaking origin live in Canada and the United States. In Canada, the province of Quebec remains predominantly French-speaking. French-speaking communities can also be found in New Brunswick, Ontario, and most other Canadian provinces. In the United States, people of French-speaking origin are concentrated largely in Louisiana, Maine, and the other New England states.

## **St. Croix Island International Historic Site**

St. Croix International Historic Site is located in Calais, Maine, along the international border with New Brunswick. Because of its significance to both the United States and Canada, the site was designated an International Historic Site in 1984. The first site of its kind, it is owned and managed by the United States National Park Service, under a cooperative agreement with Parks Canada.

No access is provided to the island itself because of the dangers of erosion and the fragility of the island's archaeological resources and ecosystem. Visitors are able to enjoy the mainland site, where the colonists built their gardens and a hand mill. They can also visit the Parks Canada exhibit about the St. Croix settlement in nearby St. Andrews, Canada.

## Bibliography

- Armstrong, Joe C. W., Champlain, Toronto: MacMillan of Canada, 1987.
- Biggar, H.P. (ed.), The Works of Samuel de Champlain, Toronto: The Champlain Society, 1922.
- Birchfield, D.L., (ed.), The Encyclopedia of North American Indians, Tarrytown, N.Y.: Marshall Cavendish, 1997, Vols. 8 & 10.
- The Canadian Encyclopedia, Edmonton: Hurtig Publishers, 1985.
- Deveau, J. Alphonse, Two Beginnings: A Brief Acadian History, Yarmouth, N.S., Lescarbot Press, 1980.
- Dickason, Olive Patricia, Canada's First Nations: A History of Founding Peoples From the Earliest Times, Toronto: McClelland & Stewart, 1992.
- Dickason, Olive Patricia, The Myth of the Savage and the Beginnings of French Colonialism in the Americas, Edmonton: University of Alberta Press, 1984.
- Erickson, Vincent O., "Maliseet-Passamaquoddy," in William G. Sturtevant (ed.), Handbook of North American Indians, Washington: Smithsonian Institution, 1978, Vol. 15, pp. 123-136.
- Ganong, W.F., "Translator's Preface," in Biggar, H.P. (ed.), The Works of Samuel de Champlain, Toronto: The Champlain Society, 1922.
- Jones, Elizabeth, Gentlemen and Jesuits: Quests for Glory and Adventure in the Early Days of New France, Toronto: University of Toronto Press, 1986.
- McGhee, Robert, Canada Rediscovered, Canadian Museum of Civilization, 1991.
- The New Encyclopedia Britannica,, Toronto, Encyclopedia Britannica Inc., Vol. 19, 1997.
- The New Grolier Multimedia Encyclopedia, Grolier Inc., 1993.
- Swanton, John R., The Indian Tribes of North America, Washington: Smithsonian Institution Press, 1959.
- Trigger, Bruce G.; Washburn, Wilcomb E., (eds.) The Cambridge History of the Native Peoples of the Americas, New York: Cambridge University Press, Vol. 1, Part 1.