

THE FRENCH IN INDIANA

By Mary Anthrop

GRADE LEVEL: Secondary

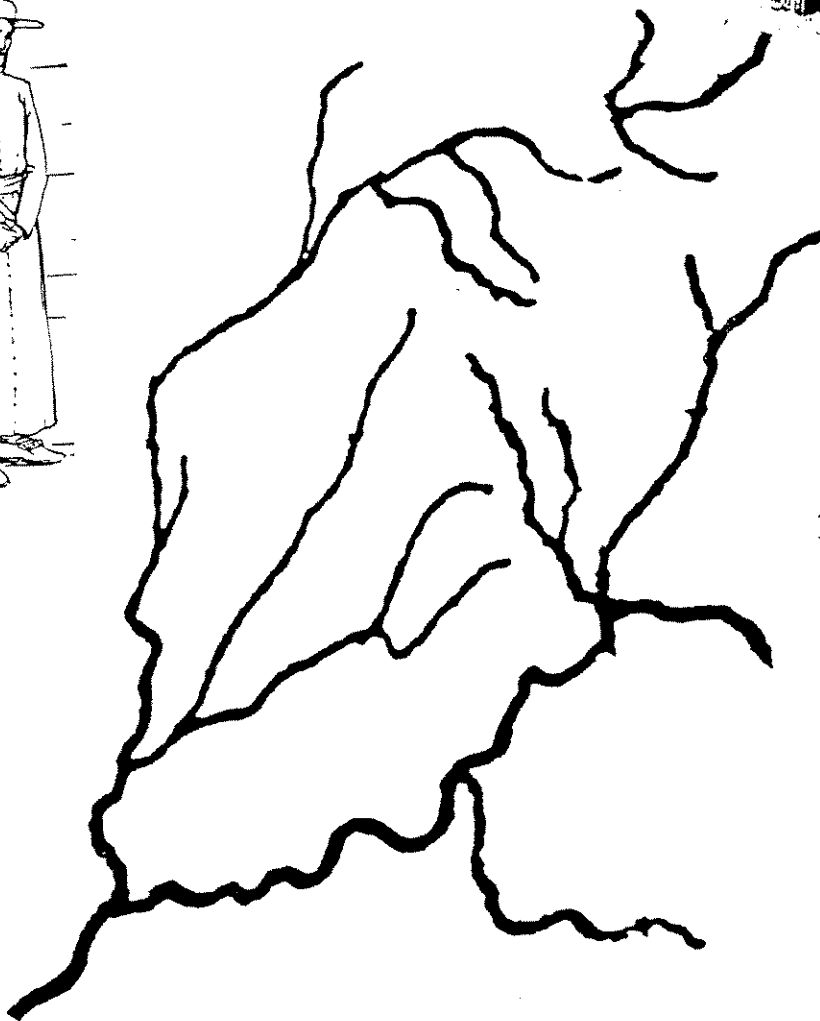
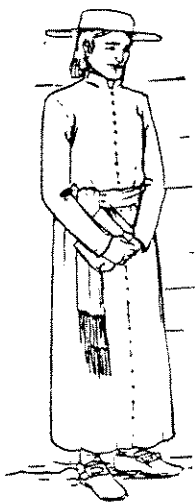
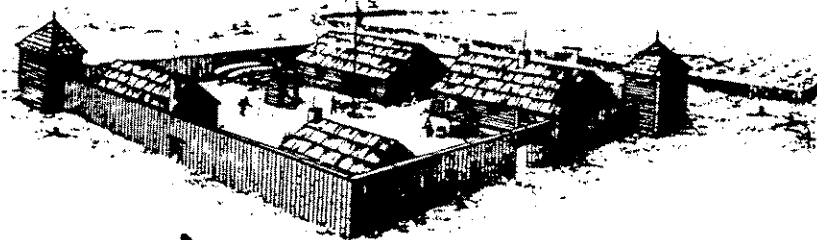
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The French in Indiana



by Mary E. Anthrop

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The French in Indiana

French voyageurs and missionaries were perhaps the first white men to explore the present-day state of Indiana. While France's official stay in Indiana may have been relatively brief, less than one hundred years from the later part of the 17th century to 1763, their role in the settlement of Indiana should not be ignored or slighted. Most Indiana and U.S. History texts briefly discuss the French influence in Indiana. An examination, however, of French history in Indiana does reveal a dramatic story worth re-telling and a culture rich in flavor.

This unit on The French in Indiana will enable students to develop map skills; explore the motives of French colonization in Indiana; understand the contributions of French habitants in the settlement and development of the Northwest Territory and especially Indiana; and examine artifacts and documents of the French period in Indiana.

This unit will particularly address the settlement of the three French outposts in Indiana. By the end of the 17th century the French concluded that the interior of New France could provide a wealth in furs to whoever could establish friendly relations with the Indians.

The fur trade was basically a barter system with the French voyageurs exchanging merchandise for raw furs. Steel knives, hatches, pots, bright cloth, mirrors and brandy were commonly traded to the Indians for their choicest furs.

The voyageurs with loaded canoes left in May from Montreal, arrived in Detroit by July, and from there dispersed to the settlements in the interior. Normally the voyageurs returned to Montreal by winter, although the traders often stayed in the Illinois and Indiana country for one to three years. This allowed the voyageurs to help in the construction and development of the interior posts.

Bibliography

The following materials are excellent sources for primary documents. The documents, however, should perhaps be edited for use in the secondary classroom.

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Dunn, Jacob P. "The Mission to the Ouabache." Indiana Historical Society Publications. VIII (1902): 255-330.

Krauskopf, Frances. "Ouiatenon Documents." Indiana Historical Society Publications. 18 (2), 1955.

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Seno, William Joseph, ed. Up Country: Voices from the Midwestern Wilderness. Madison: Round River Publishing Company, 1985.

Thwaites, R.G., ed. Jesuit Relations. Volume LXVI. Cleveland: The Burrows Brothers Company, 1900.

The following materials are excellent sources for secondary treatments of the French influence in Indiana.

McAvoy, Thomas. The Catholic Church in Indiana, 1789-1854. New York: Columbia University Press, 1940.

McGroarty, Jean. "The French Period in Indiana." Tippecanoe Tales . 7.
Tippecanoe County Historical Association, n.d.

Noble, Vergil E. "Discovering Fort Ouiatenon." Tippecanoe Tales. 6.
Tippecanoe County Historical Association, n.d.

The following historical sites, libraries and museums may also provide helpful materials in preparing a unit on the French influence in in Indiana.

Fort Ouiatenon Historical Park near Lafayette, Indiana.

Tippecanoe County Historical Association Library and Museum.
909 South Street, Lafayette, Indiana 47901.

Old French House, St. Francis Xavier Church, Lewis Historical Library
in Vincennes, Indiana.

Map Lessons: French in the New World
The French and the British Clash in the New World
Indians of the Northwest Territory
French Forts in the Northwest Territory

Preview of Main Points

The following series of maps describe the extent and the geographic characteristics of the French territory in North America (exploration - 1763); and location of Indian tribes and French forts in the Northwest Territory. The maps encourage the students to identify significant geographic locations and characteristics as to the land of the French and Indians.

Connection to Textbooks

This series of map exercises can be used with standard textbook discussions of the French in Indiana and/or the French in North America.

Objectives

Students are expected to:

- 1) identify significant natural geographic features found in North America;
- 2) label the routes of early French explorers;
- 3) locate the settlements of Indians in Indiana in the 1700s;
- 4) identify important French forts in North America;
- 5) trace route(s) of French voyageurs in North America;
- 6) locate the territorial claims of Spain, England and France in 1754 and 1763;
- 7) compare the territorial claims of Spain, England and France in 1754 and 1763;
- 8) locate the political boundaries of the Northwest Territory and present day state of Indiana.

Suggestions for Teaching the Lessons

This series of maps may be used as introductory lessons on the French in Indiana or in North America. It is recommended that the maps be used separately.

Opening the Lesson

Review with the students the areas explored and claimed by Spain, England and France. Next, have students point out familiar geographic features of North America.

Developing the Lesson

- 1) Read with the students the general directions to the map exercises. Note any vocabulary or directions that they might have difficulty understanding.
- 2) Independently have students label, color and respond to the written directions.

Concluding the Lesson

Conclude the lesson by orally quizing the students over the main points of the lesson.

The French in the New World

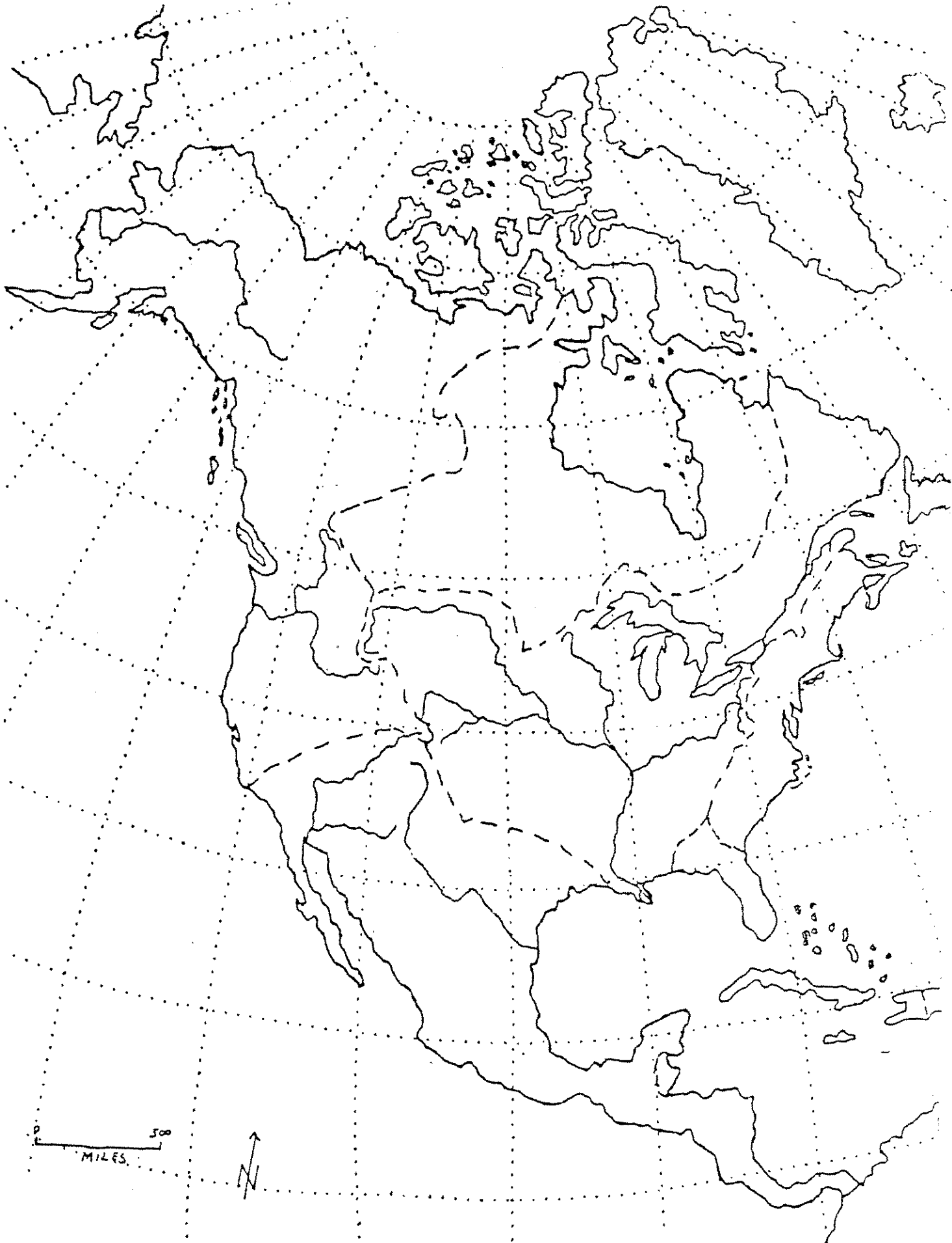
1. Number the latitude and longitude along the north and east sides of the map. They are shown in 10° intervals.
2. Trace the following rivers with a blue colored pencil and name them on the map.
Mississippi River Missouri River
St. Lawrence River Ohio River
3. Name the following bodies of water on the map. Color these areas blue.
Hudson Bay Atlantic Ocean
Gulf of Mexico Caribbean Sea
Pacific Ocean Great Lakes
4. Draw in the Appalachian Mountains with brown $\Delta\Delta\Delta\Delta$.
5. Draw in and label the routes of the following French explorers.
Verrazano - 1524 Marquette and Joliet - 1673
Cartier - 1534-36 LaSalle - 1681-82
Champlain - 1603
6. Outline the territory belonging to Great Britain in 1754 and color it pink.
7. Outline the territory belonging to France in 1754 and color it green.
8. Outline the territory belonging to Spain in 1754 and color it yellow.

In the above three activities pay close attention to Florida, British Honduras, the Bahamas, and the West Indies.

9. Label the following places on the map.

Quebec - 1	Fort Niagara - 6
Montreal - 2	Fort Ouiatenon - 7
Detroit - 3	Fort Miami - 8
Fort Duquesne - 4	Fort Vincennes - 9
Fort Frontenac - 5	

The French in the New World



The French and the British Clash in the New World

1. Number the latitude and longitude along the north and east sides of the map. They are shown in 10' intervals.

2. Trace the following rivers with a blue colored pencil and name them on the map.

Mississippi River
St. Lawrence River

Missouri River
Ohio River

3. Name the following bodies of water on the map. Color these areas blue.

Hudson Bay
Gulf of Mexico
Pacific Ocean

Atlantic Ocean
Caribbean Sea
Great Lakes

4. Draw in the Appalachian Mountains with brown $\wedge\wedge\wedge\wedge\wedge$.

5. Label the following places on the map.

Quebec - 1
Montreal - 2
Fort Necessity - 3
Fort Duquesne - 4
(Fort Pitt)
Fort Frontenac - 5
Fort Niagara - 6

Fort Oswego - 7
Fort William Henry - 8
Crown Point - 9
Louisburg - 10

On the map circle the French victories in blue; circle the British victories in red.

The British victory at _____ is often considered the turning point of the French and Indian War.

6. Outline the territory belonging to Great Britain in 1763 and color it pink.

7. Outline the territory belonging to France in 1763 and color it green.

8. Outline the territory belonging to Spain in 1763 and color it yellow.

Compare this map with the map of North America in 1754. Answer the following questions.

9. Who owned the territory around Hudson Bay in 1754 ? _____

In 1763 ? _____

Who owned the land west of the Mississippi in 1754 ? _____

In 1763 ? _____

Who owned Florida in 1754 ? _____

In 1763 ? _____

What did the French own in 1763 ? _____

French Forts in the Northwest Territory

1. Trace the following rivers with a blue pencil and name them on the map.

Mississippi Ohio Kankakee Tippecanoe Wabash
Maumee White Miami Scioto St. Joseph (on the lake)

2. Name the following bodies of water on the map. Color these areas blue.

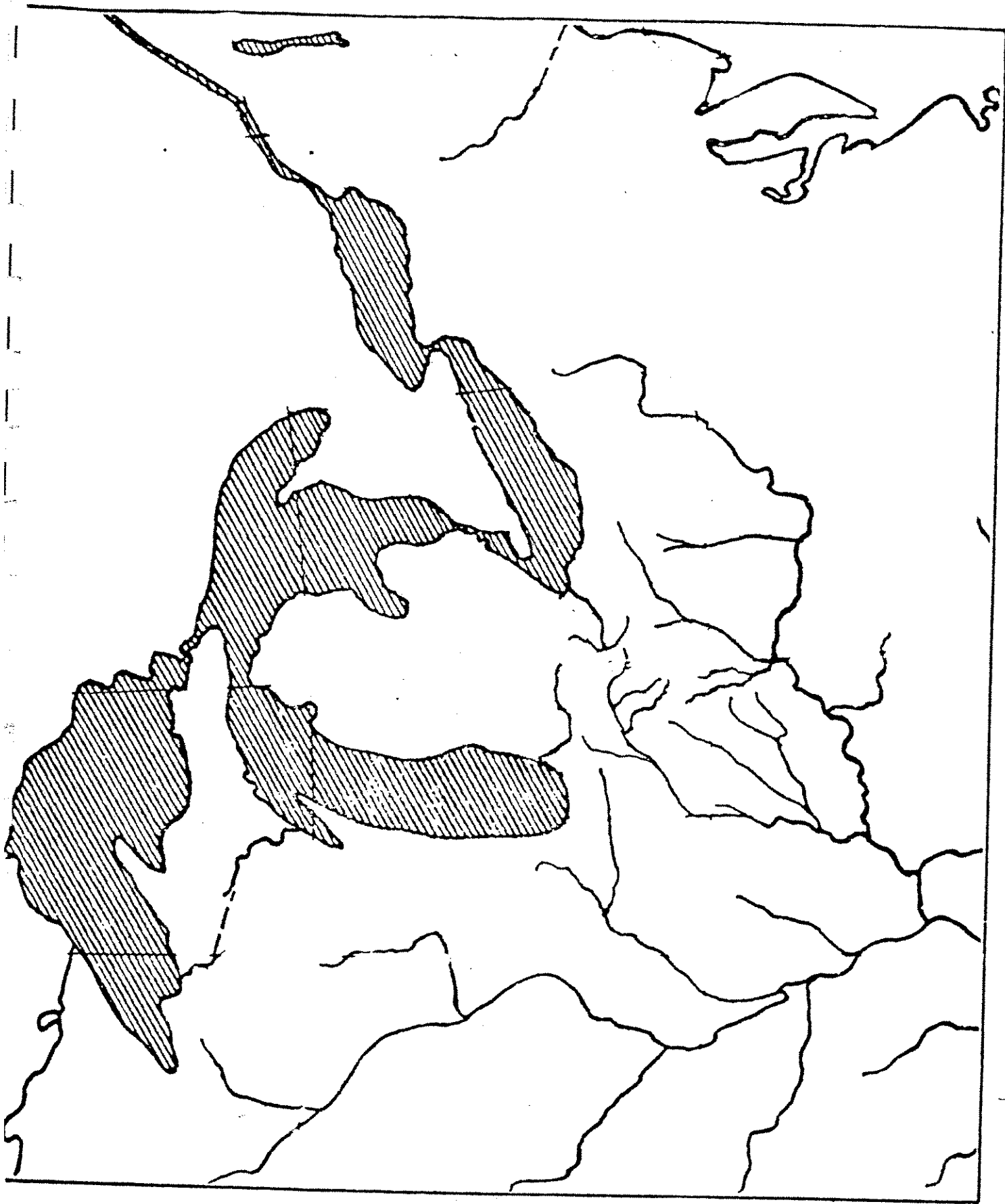
Lake Erie Lake Ontario Lake Michigan
Lake Superior Lake Huron

3. Draw in the Appalachian Mountains with brown $\wedge\wedge\wedge\wedge\wedge\wedge$.

4. Label the following places on the map.

Ft. Vincennes Ft. Duquesne Kaskaskia Ft. Ouiatenon
Cahokia Ft. Miami Detroit Mackinac Ft. Niagara
Ft. De Chartres Ft. St. Joseph Ft. St. Louis
Fort Pimtoui

5. Outline the Northwest Territory with a heavy black line.
6. With a broken red line, show the boundary of the present day state of Indiana.
7. With a broken green line, show the routes of the voyageurs from Montreal, to Detroit to the interior of Indiana.



French Forts in the Northwest Territory

Indians of the Northwest Territory

1. Trace the following rivers with a blue pencil and name them on the map.

Mississippi Ohio Kankakee Tippecanoe Wabash
Maumee White Miami Scioto St. Joseph (of the Lake)

2. Name the following bodies of water on the map. Color these areas blue.

Lake Erie Lake Ontario Lake Michigan Lake Huron
Lake Superior

3. Label the following places on the map.

Fort Vincennes Fort Ouiatenon Fort Miami
Fort Kaskaskia Fort Cahokia Fort Dearborn Fort Detroit

4. Color with different colors the location of the Indian tribes listed on the map. The exact boundaries of each tribe are indefinite, so use your best judgment to show how far the settlements of each tribe extended.

5. Outline in black the present day boundaries of the state of Indiana.

Indians of the Northwest Territory



Lessons: Artifact Analysis

An Indian Village or a French Post ?

Preview of Main Points

The following lessons allow students to identify and examine French and/or Indian artifacts (or reproduction of artifacts). The lessons encourage students to ask questions about artifacts, such as - who made the artifact ? where did the artifact come from ? what is its use ? Furthermore the lessons encourage the students to draw inferences about the culture of the artifacts' origins.

Connection to Textbooks

This series of lessons can be used with standard textbook discussions of the French in Indiana/or the French in North America.

Objectives

Students are expected to :

- 1) describe an artifact;
- 2) identify artifacts as of French or Indian origin;
- 3) speculate on an artifact's original owner and use;
- 4) propose inferences on the culture of an artifact's origin;
- 5) identify a site as French or Indian by examining a list of its artifacts.

Suggestions for Teaching the Lessons

This series of lessons may be used as introductory lessons on the French in Indiana or in North America. It is recommended that the lessons be used separately.

Opening the Lesson

Ask students to define artifact - a man made object. Then ask the students to identify what types of artifacts would be left by the French and the Indians who lived in Indiana over 200 years ago - stone tools and weapons, arrowhead, gun parts, beads, etc.

If possible, show pictures of Indian and French artifacts, or let students examine reproductions of Indian and French artifacts.

Developing the Lesson

Lesson Artifact Analysis

(For this lesson to be successful the teacher should collect reproductions of Indian and French artifacts for the students to examine. Reproductions of Indian and French artifacts are available

from the Fort Ouiatenon Historical Site museum near Lafayette, Indiana, or at the Feast of the Hunter's Moon (a festival held annually at Fort Ouiatenon Historical Site).

Hold up an artifact. Ask students - what is the artifact ?
Who made it ? Where did it come from ? How was it used ?

Pass out artifacts to be examined by the students. Have students complete the worksheet Artifact Analysis.

Lesson An Indian Village or a French Post ?

Show the students pictures of the Indian village and the French fort on the handout. Ask students to explain how the sites are similar and different. Ask the students to explain how the sites would look 200 years after they would have been abandoned or burned to the ground.

Next have the students look at the two maps at the bottom of the handout. Ask the students why the maps could not accurately depict the site of Fort Ouiatenon. Finally have the students on their own or in groups examine the selected lists of artifacts and complete the archaeological report.

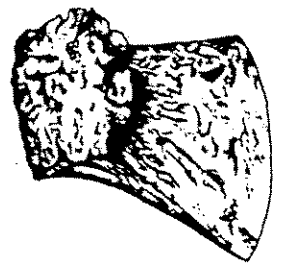
Concluding the Lesson

Review with the students their archaeological reports.

Answers

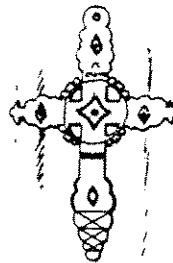
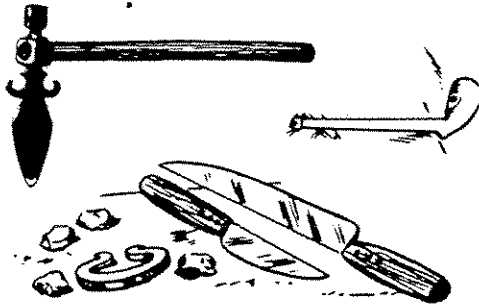
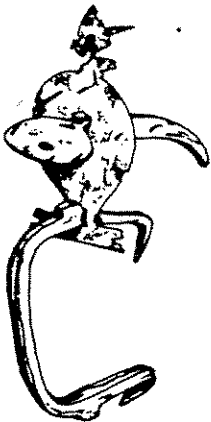
Artifact Lists

3019 animal bones....	French Post, storehouse
1 brass butt plate	French Post, well
1 salt glaze stoneware	French Post, blacksmith forging area



Artifact Analysis

A report prepared by _____



Imagine that you are a young archaeology student working on your first field project at an Indiana dig site. So far your tasks and responsibilities at the dig have been minimal. One hot afternoon, after hours of futile digging, your crew discovers a puzzling assortment of artifacts. The leader of your crew selects you to complete a report on one of the artifacts.

Many questions race through your mind. What is the artifact? Who made it? Where did it come from? How was it used? Carefully you organize your thoughts for here is an opportunity to impress your supervisor. You now complete the following report.

IDENTIFICATION

1. What is the object ?

2. Measurements: How tall is the object ? (length) _____

How wide is the object ? (width) _____

at widest point _____ at narrowest point _____

If appropriate, how thick is the object ? (depth) _____

How much does the object weigh ? _____

Sketch the object:

3. What is the object made of ?

4. Does the object have any distinguishing marks, inscriptions, labels, etc. ? If so, describe:

Yes _____ No _____

- ... object made ?
6. Who made the object ?
 7. Who owned the object ?
 8. How was the object used ?
 9. Condition: Has the object had hard or little use ?

Hard Use _____ Little Use _____

Has the object been changed over time ? Yes _____ No _____
 If so, explain:

AESTHETICS

1. What is the quality of the materials used in the construction of the object ?

Crude _____ Fair _____ Good _____ Excellent _____ Superior _____

2. What is the quality of craftsmanship used in the construction of the object ?

Crude _____ Fair _____ Good _____ Excellent _____ Superior _____

3. What is the overall appeal or attractiveness of the object ?
 Explain:

IMPORTANCE OF THE OBJECT AS A DOCUMENT

1. Is the original owner of the object known ? Yes _____ No _____

2. Is the maker of the object known ? Yes _____ No _____

3. Is the place and date of manufacture known ? Yes _____ No _____
 Within _____ years.

4. Was the object of this form commonly made ? Yes _____ No _____

5. Does the object of this form exist today ? Yes _____ No _____

6. Is the object unique ? Yes _____ No _____
 Explain:

CULTURAL CONNOTATIONS (Write in complete sentences).

What does the object tell us about the culture of its origin ?

a)

b)

c)

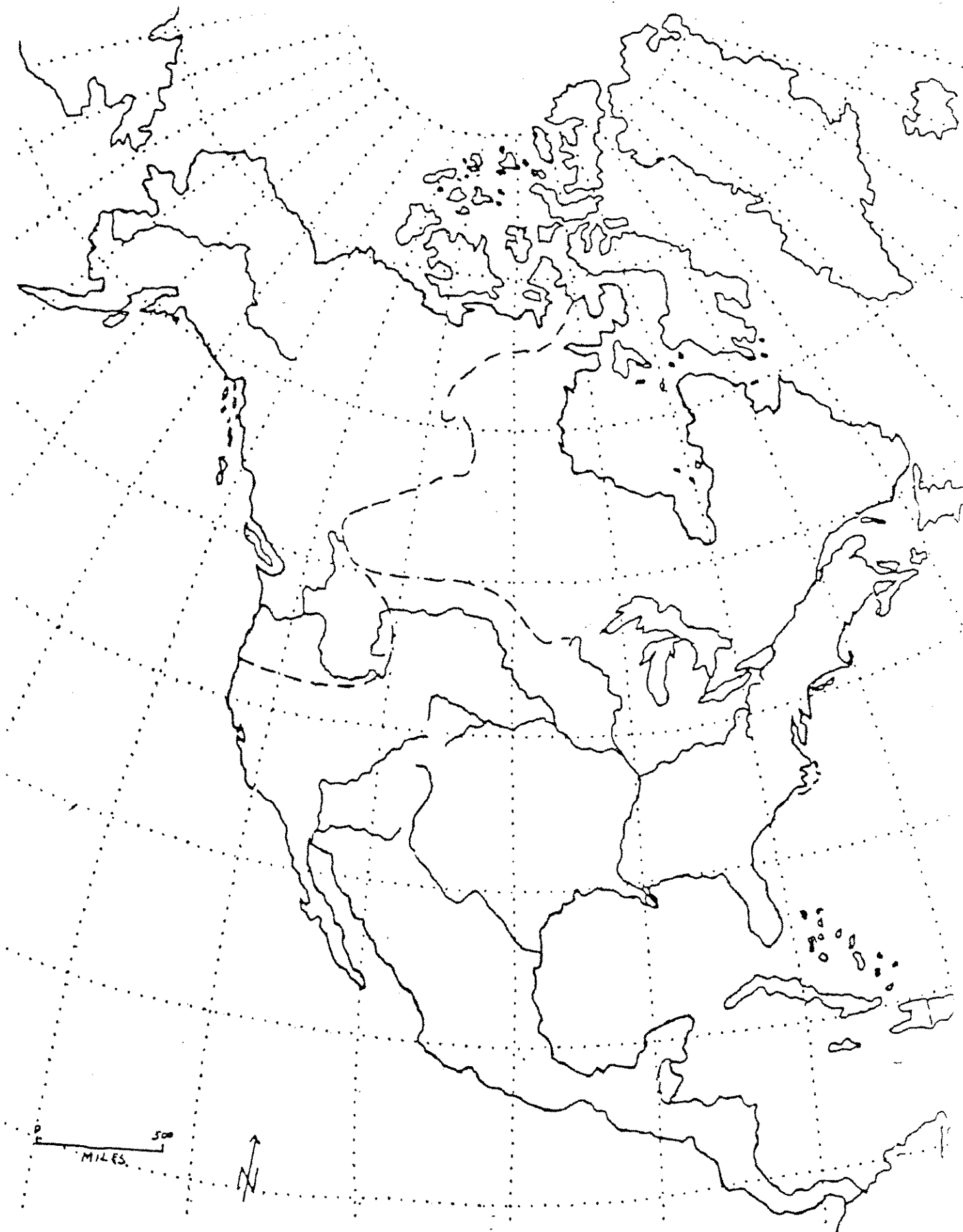
What questions does the object raise or leave unanswered about its culture ?

a)

b)

c)

The French and the British Clash in the New World



Your crew has been working on several test pits and has discovered a puzzling assortment of artifacts. These artifacts were found in a 9 x 12 foot well-preserved structure. The remains indicate that a shallow pit had been dug into the old ground surface and upright posts placed about it. Intact, but badly charred posts, raise the ceiling of the structure to a comfortable height for entry and use. There was evidence of a narrow doorway and either shelving or platforms of wood against the interior walls.

The leader of your crew has selected you to complete the following report on an assortment of artifacts.

Artifacts

3019 animal bone fragments	3 iron hinge pieces
22 mussel shell fragments	2 iron staples
corn cobs	1 iron door handle
seeds	4 fish hooks
1 tinkling cone	11 lead scrap
1 lead seal	15 brass scrap and wire
7 knives	1 unidentified brass artifact
1 awl	1 brass spigot
325 beads	1 brass hook
2 iron pins	1 brass drawer pull
4 pieces trade silver	85 pieces bottle glass
1 hawk bell	44 pieces window glass
2 jews harps	11 pieces ceramics
1 brass brooch	4 buttons
46 musket balls	24 straight pins
25 gun flints	1 buckle
129 lead shot	70 kaolin pipe fragments
916 nails	2 pieces metal jewelry
28 pieces scrap iron	1 comb
1 iron key	3 flint chips
	5 pieces aboriginal pottery

First, you must categorize your list of artifacts. Write **F** in front of the artifact, if it is of **French Origin**; Write **I** in front of the artifact, if it is of **Indian Origin**; and write **U**, if the origin is unknown.

Your listings encourages you to believe that this assortment of artifacts belonged to an Indian village or a French Post ? (Underline your response).

Explain:

This site was probably a _____ well, _____ storehouse, blacksmith forging area, _____ French home, _____ Indian home. (Underline your response).

Explain:

What do the objects tell you about the culture of their origin ?

What questions do the objects raise or leave unanswered ?

Artifacts

1 brass butt plate	2 iron needles
1 brass side plate	1 iron pintle
1 lock plate	1 musket barrel
1 breech plug	1 iron staple
2 trigger plates	2 hinge
2 triggers	14 knives
1 worm screw	1 iron jews harp
1 brass button	1 piece scythe blade
2 stone pipes	vermillion
1 rivet	1 bone handle
7 brass patches	1 bead
49 pieces brass scrap	2613 bone
1 brass wire coil	1428 burned bone
1 tinkling cone	44 mussel shell
1 perforated triangle	30 antler
1 brass hawk bell	1 antler tip with drilled out center (bead ?)
2 brass jews harp	136 flat glass
1 small brass furniture hinge	15 green glass
1 scraper	36 orange/green glass
1 projectile point	29 blue/green bottle glass
2 flakes	32 clear glass
10 lead splatter	8 melted glass
1 lead sprue	1 tin plated iron
1 blue scratch stoneware	1 turtle shell
10 tin glaze earthenware	
3 decorated porcelain	
6 gunflints	
5 musket balls	
21 kaolin pipes	
125 nails	
25 unidentified iron	

Your crew has been working on several test pits and has discovered a puzzling assortment of artifacts. These artifacts were found in a five feet square. The feature was excavated to a depth of 18 feet below the present ground surface where a cribbing of large beams hewn from hickory wood was found preserved at the water table.

The leader of your crew has selected you to complete the following report on an assortment of artifacts.

First, you must categorize your list of artifacts.
Write **F** in front of the artifact, if it is of **French Origin**;
Write **I** in front of the artifact, if it is of **Indian Origin**;
and write **U**, if the origin is unknown.

Your listings encourages you to believe that this assortment of artifacts belonged to an Indian village or a French Post ? (Underline your response).

Explain:

This site was probably a well, storehouse,
blacksmith forging area, French home, Indian home.
(Underline your response).

Explain:

What do the objects tell you about the culture of their origin ?

What questions do the objects raise or leave unanswered ?

Artifacts

1 salt glaze stoneware with overglaze decoration	7601 bone
2 plain salt glaze stoneware	668 burned bone
32 tin glaze earthenware	57 mussel shell
31 creamware	52 antler
1 decorated pearlware	1 possible plane-scraper
1 undecorated pearlware	2 punches
16 coarse earthenware	1 ramrod guide
2 plain porcelain	1 iron side plate
4 brown glaze earthenware	3 lock plates
38 gunflints	6 breech plugs
18 musket balls	5 trigger guards
27 shot	4 main springs
120 kaolin pipe	4 frizzen springs
257 nails	3 sear springs
675 unidentified pieces of iron	5 sears
2 iron chain links	2 trigger plates
7 pieces of iron wire	2 gun cock
6 large spike heads	2 bridles (musket)
1 iron buckles	3 tumblers
1 brass buckle	1 trigger
1 scissors	1 pan
1 iron arrow point	1 worm screw
1 claw hammer	1 silver ear bob
2 wedges	5 straight pins
3 axes	1 brass eye
8 musket barrels	1 iron needle
5 screws	2 glass facets
3 iron staples	2 brass button faces
1 latch bar catch	1 brass button back
5 hinges	6 turtle shell
1 latch	126 butchered bone
1 fishhook	4 brass tacks
2 strike-a-lite	7 rivets
8 knives	16 rivet heads
2 brass kettle lugs	12 brass patches
2 pieces iron scrap	241 pieces scrap brass
2 possible saw blades	11 pieces brass wire
1 chisel	1 coiled brass wire
1 bone handle	7 tinkling cones
2 pieces worked bones	2 perforated triangles
4 beads	1 brass jew harp
1 purple wampum	1 probable brass cross
24 melted glass	1 projectile point
34 clear glass	35 lead splatter
2 bale seals	8 lead sprue
2 white metal buttons	1 cross shaped lead pendant
17 stone pipe fragments	1 flat lead diamond
23 caltinite pipes and fragments	1 whizzer
	123 flat glass
	30 blue/green bottle glass
	53 orange/green glass

Your crew has been working on several test pits and has discovered a puzzling assortment of artifacts. In addition to the artifacts a large quantity of ash and a hearth-like feature were found in the same place.

The leader of your crew has selected you to complete the following report on the assortment of artifacts.

First, you must categorize your list of artifacts. Write **F** in front of the artifact, if it is of **French Origin**; Write **I** in front of the artifact, if it is of **Indian Origin**; and write **U**, if the origin is unknown.

Your listings encourages you to believe that this assortment of artifacts belonged to an Indian village or a French Post ? (Underline your response).

Explain:

This site was probably a well, storehouse, blacksmith forging area, French home, Indian home. (Underline your response).

Explain:

What do the objects tell you about the culture of their origin ?

What questions do the objects raise or leave unanswered ?

Lessons: Post Ouiatenon and Post Vincennes

Courrier, Courrier, qu'y a-t-il de nouveau ?

Preview of Main Points

The following lessons identify the three objectives of the French in establishing outposts in Indiana - development of the fur trade, conversion of the Indians to Christianity and protection of the land from the English. The students are encouraged to discover these objectives by examining original documents.

Connection to Textbooks

These lessons can be used with standard textbook discussions of the French in Indiana and/or the French in North America.

Objectives

Students are expected to :

- 1) identify the three objectives of the French in Indiana - development of the fur trade, conversion of the Indians to Christianity and protection of the land from the English;
- 2) examine original documents.

Suggestions for Teaching the Lessons

These lessons may be used to acquaint students with the French motives for developing settlements in Indiana and North America. The documents may be selectively used.

Opening the Lesson

Review with students the motives for French colonization in North America. Next have students speculate on how the motives for French colonization in North America applied to the French colonization effort in Indiana.

Developing the Lesson

Pass out selected documents. If desired, read the documents aloud. Next have the students complete the Post Ouiatenon and Post Vincennes handout.


Pass out the document Courrier, Courrier qu'y a-t-il de nouveau ? Explain what you wish about the origin of the song. (The song was written shortly after the battle of Monongahela which occurred on July 9, 1755. The song describes the disastrous defeat of the English by the French at the beginning of the French and Indian War). Have the students complete the worksheet.

Concluding the Lesson

Conclude the lesson by reviewing the worksheets and orally quizzing the students on the motives of the French in colonizing in Indiana.

Additional Activities

Students may also be interested in learning and listening to other French songs of the 18th century. Folk Songs of Old Vincennes collected by Cecelia Ray Berry and Anna C. O'Flynn and 12 Voyageur Songs by the Minnesota Historical Society and sung by the Male Choir of the Universite de Moncton, New Brunswick, Canada are excellent resources.



Courrier, Courrier, qu'y a-t-il de nouveau ?

Title of Document

Type of Document

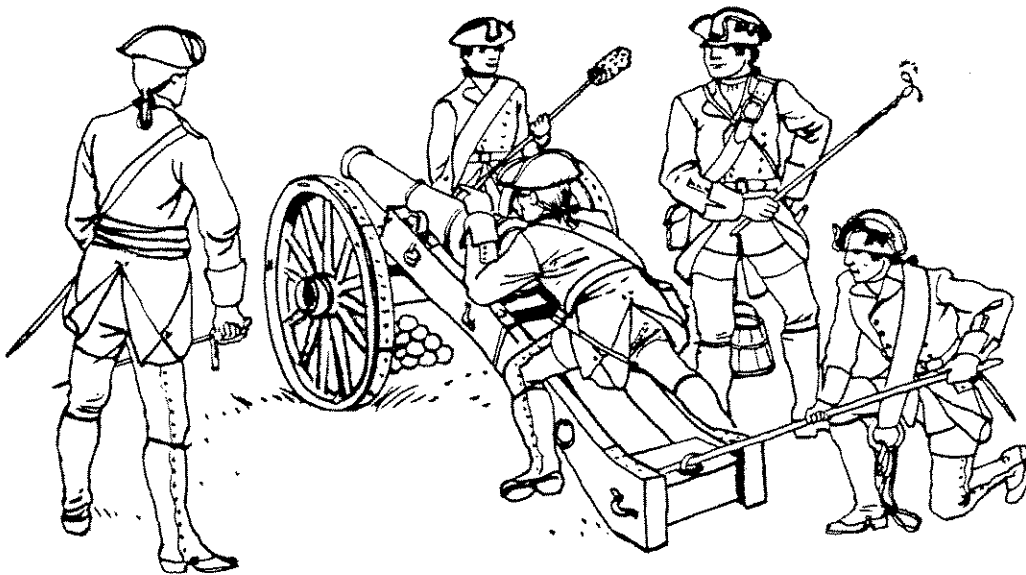
Author of Document

Date of Document

Purpose of Document (if known)

1. The song is sung from the viewpoint of the _____.
2. Who is Braddock ?
3. How did the French and the Indians fight ?
4. Who lost the battle ?
5. Who is the Borbon King ?
6. Who is the Borbon king ?
7. Where is the Belle Riviere ?
8. What battle is the song about ?
9. What war is being waged ?
10. Who would be the victor in the war ?

6. "All of your mortars and cannons brave
Helped not a whit in the fight we gave.
Hand grenade and bomb, cannon, mortar, sling,
Rest in the hands of the Borbon king.
Now you must say: 'Farewell Belle Riviere !'
Counting not the loss inflicted on us there,
Trusting in better things in our despair."
7. "Ah then, farewell, now that all is lost,
Now once again by defeat I'm crossed.
Not the million bombs or cannon-shot,
Cannons and mortars and men count not,
Soldiers, their kin, equipment and all.
Deep within my heart I hear a surging call.
Naught do I seek but repose, almost lost,
Rather than always be paying the cost."



Courrier, Courrier, qu'y a-t-il de nouveau ?

Courier, Courier, say what news hast there ?

1. Courier, Courier, say what news hast there ?
You seem to falter with troubled air.
By thy mien thou seem'st aman adaze,
Promptly explain to me the war's last phase;
Naught have I but sad depressing word,
Is it true the French have won, as I have heard ?
Has the Belle Riviere country been lost ?
Are my troops well sheltered and at what cost ?
2. "Ah then, my king, well you know the truth;
Bravely we battled 'gainst the French, forsooth.
Mighty Braddock, leading our forces there,
Faced ambush fighting without chance to prepare.
There stood we massed in battle array,
Naught did it avail us in this war's play.
There within the thicket and screened by foliage,
Hidden were the Frenchman and sly Savage."
3. "How could disaster have so occurred ?
Tell me the truth omitting not a word.
Did my troops give battle within the wood ?
Did they draw back or fight as they should ?
Tell me who had real advantages,
My own British troops, French or Savages
Were the French troops' chances much better than ours ?
Tell me how it happened we lost our pow'rs."
4. "To tell you truly, and this I must,
Fault must be found with the man you trust.
For the present let me suggest but this
Only your general's plan went amiss.
At the moment of the French assault,
All of your soldiers had come to halt,
And while we strove for battle array
They trained upon us a fearful play."
5. "The battle fire lasted longer then ?
Say, have I lost the finest of my men ?
All my fine equipment could not repay,
Counter th' attack in a similar way ?
My artill'ry came not into play ?
Hand grenades and bombs had nothing to say ?
All my officers worked as hard as they could ?
Gave a valiant battle, as British should ?"

gné la que-rel-le? Sur la Bel-le Ri-viè-re ai-je per-du?
won, as I have heard? Has the Bel-le Ri-viè-re coun-try been lost?

Tous me sol-dats s'sont-ils bien dé-fen-dus?
Are my troupes well shel-tered and at what — cost?

Courrier, Courrier, qu'y a-t-il de nouveau?

Courier, Courier, say what news hast there?

With solemnity

Cour-rier, cour-rier, qu'y a-t-il de nou-veau?
Cou-rier, Cou-rier, say what news hast there?

Tu me pa-rai-s trou-blé du cer-veau. A te voir tu me pa-rai-s
You seem to fal-ter with trou-bled air. By thy mien thou seem'st a -

tout rê-vant. Ex-pli-que-moi ces nou-vell's promp-te-ment;
man a-daze, Prompt-ly ex-plain to me the war's last phase;

Je n'ai point trop de bon-nes nou-velles. Les Fran-çais ont-ils ga-
Naught have I but sad de-press-ing word, Is it true the French have

Post Ouiatenon and Post Vincennes



Title of Document

Author of Document

Date of Document

Purpose of Document (if known)

1. Identify 2 points that the author thinks is important.

a)

b)

2. What does the document tell you about the French in Indiana in the 1700s ?

a)

b)

3. What two questions does the document raise about the French in Indiana in the 1700s ?

a)

b)

Post Ouiatenon - 1717

Because the Ouiatenon are too close to the English of Carolina and exposed to their practices, and the latter spare neither solicitations nor presents to detach these savages from our interests and to attract them to their side, he (Vaudeuil) had contemplated sending a captain, a subaltern, a sergeant, and ten soldiers among them to establish a post there to disrupt these practices and to keep them at peace with the Illinois. But since the region where they are at present is too far from the colony to take there easily what is necessary to support a post and a garrison, he believed that it was more appropriate to begin by urging them to return to Chicago or else to the upper Kankakee, where they formerly lived and where they would no longer be tempted to have connections with the English.

From this viewpoint and in order to satisfy the eagerness of this nation, which for a long time has been asking for an officer to govern them, a missionary to instruct them, and a blacksmith, he sent them the Sieur de Bellestre, ensign, with four soldiers and three other Frenchmen whom he permitted him to take, and the Sieur de Sabrevois sent a blacksmith from Detroit. Because this nation two years ago lost two chiefs, who died at Detroit, he had some goods of the king delivered to the said Sieur de Bellestre to cover these dead men. He also had other goods delivered to him to give to this nation, or rather to its chiefs, to urge them to work effectively so that it might leave the country where it is.

He also wrote to Sieur de Vincennes to act on his part, for although he is among the Miami eighty leagues this side of the Ouiatenon, since he often communicates with the latter and since he has as much influence among them as among the Miami, he can do much for the success of his business.

By the speeches which the Sieur de Bellestre is to carry on his part to the Ouiatenon, he is to make known the necessity for their approaching the lakes, so that a missionary can be sent to them.

Whether they decide to go to Chicago or remain where they are, he is determined to send next spring a captain capable of governing them, because the savages have much more respect for an officer of this rank than they have for a subordinate, furthermore it is necessary to have officers in each post because of their distance, for if one should happen to be absent, the other could supply the deficiency.

M. the Marquis de Vaudreuil, December 12, 1717

The Ouiatenon Indians - 1718

This river Wabash is the one on which the Ouiatenon are settled. They are five villages, and what concerns all of them one calls Ouiatenon; another, Peanguichias; another, the Peticotias, and one the Gros; I do not remember the last, but they are all Ouiatenon, who speak like the Miami and are their brothers, and properly so, for all have the same manner and the same dress. They number 1,000 or 1,200 men. They have a custom that all the other nations do not have, which is to keep their fort very clean, not allowing a single plant. The entire fort is sanded as is the Tuileries, and if a dog defecates within the fort, the women take the excrement and carry it outside. Their village is situated on a great elevation and has more than two leagues of open ground where they raise their maize, gourds, and melons. And from this elevation as far as one can see there are only prairies which are filled with buffalo. They play and dance by the hour without end. All these nations use a very great quantity of vermilion. The women are clothed, but the men (wear) very little.

Memoir on the Savages of Canada up to Mississippi River,
Containing the Customs and the Trade of these Savages (1718)

Post Vincennes - 1778

Two French settlements are established on the Wabash called Post Vincent and Ouiatanon; ... The former is on the eastern side of the River and consist of 60 settlers and their families. They raise Indian Corn, - Wheat; and Tobacco of an extraordinary good quality; - superior, it is said, to that produced in Virginia. They have a fine breed of horses (brought originally by the Indians from the Spanish settlements on the western side of the River Mississippi) and large stocks of Swine, and Black Cattle. The settlers deal with the natives for Furrs and Deer skins, to the amount of about 5000 l. annually. Hemp of a good texture grows spontaneously in the low lands of the Wabash, as do Grapes in the greatest abundance, having a black, thin skin, and of which the inhabitants in the Autumn, make a sufficient quantity (for their own consumption) of well-tasted Red-Wine. Hops large and good, are found in many places, and the lands are particularly adapted to the culture of Rice. All European fruits: Apples, Peaches, Pears, Cherrys, Currants, Gooseberrys, Melons, &c. thrive well.

Thomas Hutchins, 1778

Post Vincennes - 1733

March 7, 1733

Monsieur

To make reply to the honor of yours, I will commence by informing you that the Ouabache nation is composed of five tribes, which include four villages, of which the least is of sixty men bearing arms, and in all about six or seven hundred men, whom it will be necessary, for the good of the service, to gather together and remove from proximity to the English. It has been impossible for me to bring together all these tribes because I have always lacked merchandise in this place. The fort which I have had built is eighty leagues up the Ouabache, above the rivers by which the English will be able to descend and open trade with these tribes. The place is well fitted for the location of a large establishment, which I would have made if I had had the troops. In regard to the trade which can be had, it is in furs. It is possible to send out from this post every year about thirty thousand skins. That, monsieur, is all the trade that can be secured for the present.

There has never been so great need of troops at this place as at present. The Indians, Illinois as well as Miamis and others, are more insolent than they have ever been, and that since the Foxes have been overthrown. The little experience I have acquired in the twenty(?) years I have been with them, makes me fear some bad return from these nations, especially mine, which sees an establishment that I have begun and which there has appeared no desire to continue in the past three years. The only thing that can come in the meantime, Monsieur, is the loss to us of all the tribes, both of the lakes and of other places.

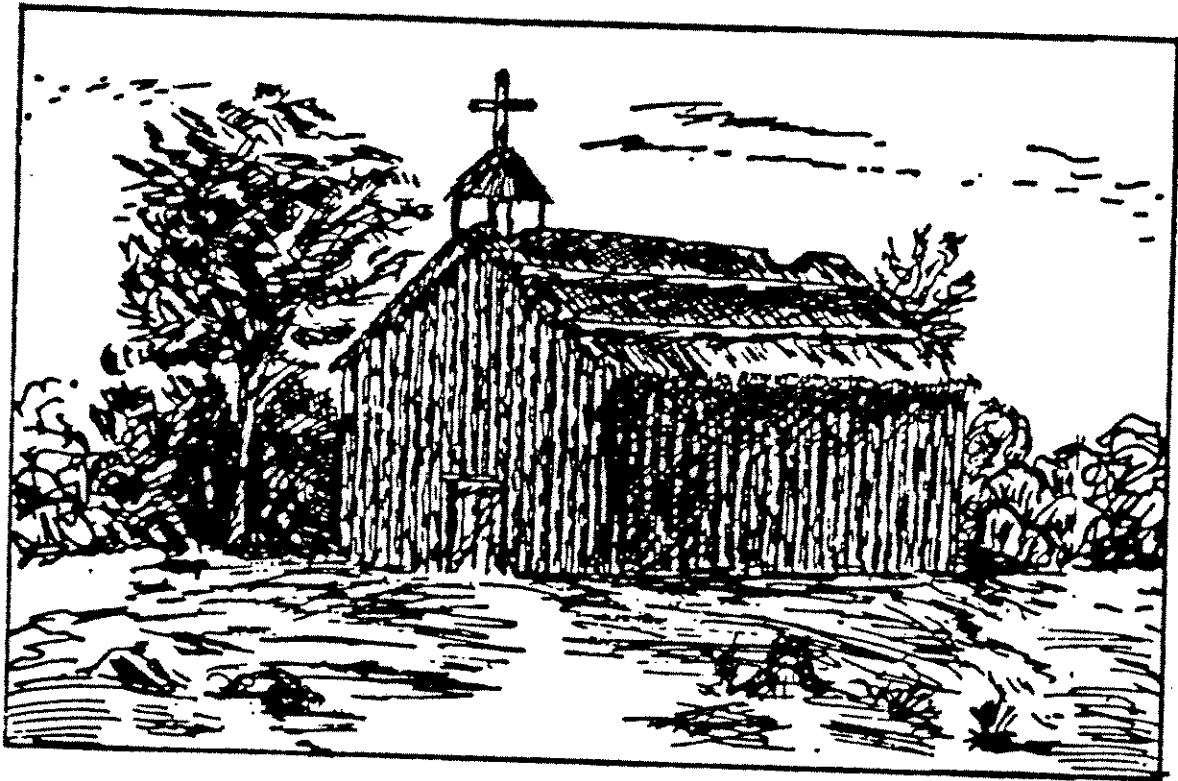
You have done me the honor to ask me to send you a statement of the works finished and to be constructed. There is only a fort and two houses in it, and there should at once be built a guard room with barracks for lodging the soldiers. It is not possible to remain in this place with so few troops. It will need thirty men with an officer. I am more embarrassed than ever in this place by the war with the Chickasaws who have come here twice since spring. It is only twelve days since the last party brought in three persons, and as it is the French who have put the tomahawk in their hands, I am obliged to be at expense continually. I hope of your kindness that you will give special attention to this place and to the trouble which I experience, as well for myself as for the little garrison that I have. It is a favor expected of you by him who has the honor to be with profound respect, Monsieur,

Your very humble and very obedient servant,

Vincennes

April 26, 1786 by us.... was buried in the Church of this said parish between the holy water font and the door the body of Etienne Philibert who died the day before, native of the city of Orleans in France, aged about 77 years, fortified with all the sacraments of the church. Nearly the whole parish of both sexes and all ages was present at his solemn service, in faith of which I have signed.

P. Gibault, Pr.



Records from St. Francis Xavier Church



Directions: Carefully examine the excerpted **Records** from the Parish of St. Francis Xavier at Post Vincennes. Then answer the following questions.

1. From your examination of the **Records** identify the three nationalities that make up the members of the St. Francis Xavier Parish.

2. List the Jesuit priests that served the members of St. Francis Xavier Church.
(Note: Jes. or S.J. refers to Society of Jesus - the Jesuit Order of Roman Catholic priests; Pe. refers to Pere-Father in French).

3. An examination of the **Records** reveals the the Jesuits were most successful in converting which members of the Indian nation ? (Circle the correct responses).
babies children adult males adult females
oldest adult males oldest adult females

4. Who was the commandant of Post Vincennes ?

5. What were the occupations of
Julien Trottier Des Rivieres _____
Alexis Carriere _____
Gabriel Robert _____
Louis Oliver Santier _____
Etienne Philibert _____

6. Not all of the burials in the Parish were from the habitants of Post Vincennes. Agnes Godere, daughter of Francois Godere and Agnes Richard, buried at the Post was originally a habitant of another Post in Indiana. What Post was she from ?

7. On April 18, 1776 Father Pierre Gibault baptised John Baptist. What other special event occurred for John Baptist on that day ?

8. Are there any indication in the **Records** of the reading and writing capabilities of the habitants of Post Vincennes ?

9. Identify two questions that an examination of the **Records** raises.
 - a)

 - b)

10. Now that you have carefully examined the **Records**, summarize what you have learned about life at Post Vincennes.

Post Vincennes

August 6, 1796

Monsignor: *

.... You will receive with this a dispatch of the administrators of this parish. Its object is to beg you to approve a set of rules which I have caused to be adopted, but which have not yet been signed. . . . Each administrator in charge did as he pleased without ever consulting, hence a thousand blunders, hence waste of the goods of the church, and the impossibility of getting in funds. Often the administrator at the end of his term found himself owing considerable sums, and made a note for them, which was never paid. Twenty-five or thirty notes at the bottom of the parochial trunk each year from the hands of one administrator to his successor, and this number was always growing. At the end of a certain number of years they burned a good number because the debtors were gone or had died insolvent. The Church of the parish is in the most pitiable state. Four wooden candlesticks are the total ornament of the altar. No ballustrade, no confessional, pews are often nothing but planks thrown together. The roof and the floor and all the rest are in unison....

I am in the position of having a kind of dispute with the board, especially since the arrival of a letter of Mr. Levadeux who, in speaking of some individuals who refused payments of church dues, said that they do not deserve funeral honors. An ordinary burial here comes to not less than eight or ten piastres for everything, and a savage who dies has nothing but his carbine and other instruments of the chase, which his comrades do not easily relinquish. But the board does not wish to hear tell of any burials of savages without pledges and security among the whites. The beadle on his part does the same, and the savage, who sees in all this no one but the black robe, does not fail to blame him. Under the French government and for a long time under this one, burials were at the expense of the State, and does anyone think that the savage is acquainted with these changes? Here is what just happened besides. I was getting ready to bury a savage, whom I had baptised. I had him carried by persons whom I had called for this purpose. There was no grave. Not knowing what part to take, and not wishing to put myself to further expense, I was going to lay the corpse in the cemetery, and I had already written a letter to be addressed to the magistrate requiring that no insults be offered this corpse, and there was nothing contrary to the regulations of the police. Luckily, some one agreed to dig a grave, which terminated a difficulty which will rise again tomorrow if there is a savage to be buried. It is not a question of burying a (Catholic) savage without the accustomed ceremonies. That would be a novelty which they would not pardon the black robe at all who is the sole

master whom they recognize without any regard as to whether he has any expenses. This does not fall within the range of their senses, and lately an undertaker who wished pay for a burial, was only too happy to avoid a knife stab for having demanded the dead man's carbine of his comrade. I myself have made such a demand, but quite futilely.

Your very humble and
very obedient servant,
The Poor Missionary

Post Vincennes

October 26, 1796

Monsignor and very venerable Father,

.... There is a wonderful amount of work to do in these districts. Ignorance here is extreme in matters of religion, and indifference on this point is scarcely less. Hence thousands of disorders, and often profanation of the sacraments. God who distributes His gifts as He please, has given me ... method and facility enough to instruct, and He has left me at the same time an extreme difficulty to learn foreign languages. At Philadelphia they told me that the language of the Indians was a corrupt French which I would learn in a few months. The extracts which I sent to Mr. Dubourg show what this corrupt French is and what difficulty there is to conquer to learn it.

So, my venerable Father, I have thought that it would perhaps be according to order of God and the welfare of souls to give my place among the savages to some one else more gifted with languages, while I occupy myself with all my strength to instruct and to evangelize this multitude of ignorant people big and small which we have in our different posts....

... I would like to be stationed in one place and to be able to labor according to a plan followed in some parishes where there is something to occupy a man. Though I am the most miserable of men, I hope that God, whose great mercies I have long experienced, will bestow some benediction on my work. It is my habit not to be discouraged in the work for souls, but to always go forward, giving cuffs right and left to all who oppose my progress. People do not listen at first, they laugh, and sometimes they make fun. They even offer a resistance which seems invincible. But they finally surrender when they see that the welfare of souls is the sole motive of the good missionary.

It is by this means that I have managed to establish a catechism class, which I have expressively for them on Sunday, the children who made their first communion this year. The means succeeded in getting their parents to send the children to catechism every day, and some of them twice a day. I have two each day, or even three, one in the morning immediately after mass for the smallest ones, and here I lisp with them the sign of the cross and the first elements of the faith and of morals; another in the evening for those who are more advanced in years; and a third at night for some who cannot come to the regular catechism or who are too dumb to profit by it. So much for the children. But our learned Canadians and our smart women are not so easy to manage. However, I am going to have a novena at the approach

of the feast of our venerable patron, the blessed St. Francis Xavier. Then every evening there will be prayer at the church with an interesting lecture, and then hymns, and sometimes benediction of the Blessed Sacrament. This will be ridiculous at first; hardly anyone but the children will come; then people will become accustomed to it, then they will find it good, and then finally they will come, and all because God is good, because He has the heart of a Father, because His mercies are above all His other works....

... ..I argued much with him (Mr. Volney) on the present condition of this French colony, formerly so flourishing, and today almost entirely decayed. I do not see any other cause for it than in the evils of every kind which they had to suffer from the American government, and especially from the Indian war. It is certain that the State has cruelly mistreated them, that the country has been as given to pillage, that no right has been observed in their regard, that they have made advances mounting to enormous sums, and immense works, and that nothing has been paid to them, that the subsequent fall of bank notes completed the total ruin of the country. The lay clerk of the church, with whom I live, himself lost 25838 piastres, and so it is with others. They have often been promised indemnification, and nothing has come of it. Besides, it is certain that the savages gave them, twenty years ago, a pretty considerable extent of land on both banks of the Wabash, and the contract is still alive in their mouths....

My very venerable Father

Your very humble and
very obedient servant,

The Poor Missionary

a white man was wounded in side by the stab of a knife, the savage who wounded him was stabbed by another white man, a mother of a family, one of the singers of the choir, found herself shot at twice by a savage, and God permitted both shots to go wild, a father of a family was set upon by savage with a knife in his hand, and only escaped death by aiming his gun at the savage. All these horrors are the mad consequences of the drunkenness of the savages....

Mr. Volney mentioned to me that he had seen at the bureau of the minister of war the contents of a letter of June 10, 1796, which ordered the paymaster to pay my pension at the post where I am, and in cash. It is then something pretty astonishing to see the little regard he has for such respectable orders. For this officer did not exact less than two powers of attorney (warrants) at long intervals to pay me at Detroit. I find after twenty-two months that my money was credited to Mr. Levadoux. But when will I get it !

.... The new presbytery is not yet finished. They have worked on it only two or three days since Corpus Christi. As soon as it is finished, and I can procure some furniture, I count on living in it. Mr. Richard and Mr. Jarrot dissuade me much, and think that my revenue will not be sufficient. Nevertheless my mind is made up about it, my health being in need of certain arrangements which would be impossible in private houses of the village.

There is much talk of war here. I do not know if it will take place. The Spanish are making considerable fortifications at their different posts, notably at St. Louis. Americans arrive here from everywhere. The village is swamped with them. But they are for the most part people without any rules or principles of conduct. Gardens, orchards, domestic animals, everything is pillaged, stolen, plundered, and they are accused of it in great part. Mr. Vigot assured me that of forty hogs which he had this spring there remained only ten. I thank you with overflowing heart, for the charity you have shown in remembering me at the holy altar, and I continue to be at your feet with profound veneration.

My venerable Father

Your very obedient servant,

The poor Missionary

that the _____ is the sole motive of a good missionary.

The Poor Missionary offers several religious educational opportunities, such as, _____ class and a _____ to the patron of their church, to the Indians and the habitants of Post Vincennes.

Finally the Poor Missionary is critical of the _____ because

In the August 8, 1797 letter the Poor Missionary describes his poor health which he feels is due to _____ and _____. He is not the only person to feel ill at Post Vincennes. Others in the village suffer from

The Poor Missionary also writes one of the "perculiarities" of the people of Vincennes. What is the "perculiarity" ?

The Poor Missionary continued the letter with further tales of trouble at Post Vincennes. Explain.

a)

b)

c)

Letters from the Poor Missionary

Directions: Carefully read the three 1790s letters from the Poor Missionary at Post Vincennes. Complete the fill-in-the-blanks and respond in complete sentences when appropriate.

In the August 6, 1796 letter the Poor Missionary describes the conditions of his parish at St. Francis Xavier Church. What problems in his parish does he identify ?

The Poor Missionary complains of the problems involved with Indian burials. Explain.

In the October 26, 1796 letter the Poor Missionary writes of the difficulty of working among the Indians and the habitants at Post Vincennes.

The Poor Missionary had trouble learning the _____ of the Indians and feels that this has made his work very difficult. He writes that it is not his habit to be discouraged by the ridicule and resistance he finds in his work. The Poor Missionary believes that the people surrender when they see

The Poor Missionary concludes the letter with a reference to the talk of war with _____. He then criticizes the Americans. He charges that

Now that you have examined the letters of the Poor Missionary, describe what you have learned about life at Post Vincennes in the 1790s.





Missionary Letter Analysis

Type of document:

Author of document:

Date of document:

Purpose of document:

1. Identify two or three points that the author thinks is important.

a)

b)

c)

2. What does the document reveal about life in Indiana in the 1790s ?

a)

b)

3. Identify two questions that the document raises.

a)

b)

Lesson: Inventory Analysis

Preview of Main Points

The following lesson allows the students to examine primary documents involving the personal effects of French citizens of Post Vincennes and Kaskaskia. The lesson encourage the students to speculate on the occupation and lifestyle of a French habitant in the 18th century.

Connection to Textbooks

This lesson can be used with standard textbook discussions of the French in Indiana and/or the French in North America.

Objectives

Students are expected to :

- 1) examine an 18th century inventory of the effects of a deceased French habitant of Post Vincennes or Kaskaskia;
- 2) become familiar with everyday 18th century belongings;
- 3) draw conclusions on the occupation and lifestyle of the deceased;
- 4) compare and contrast living standards of two or more habitants.

Suggestions for Teaching the Lesson

This lesson may be used as an enrichment activity. It may be appropriate to use this lesson before a visit to the Old French House in Vincennes, Indiana.

Opening the Lesson

Ask the students to make a list of goods that they think a habitant of Post Vincennes might own. Before the students make their lists, they may want to designate an occupation for their habitant. Have students share their lists with the class. Or you may want the students to draw or describe a household of a habitant of Post Vincennes.

Developing the Lesson

Pass out one or more inventory lists. Review with students any items that they are unfamiliar with. Then have students work independently or in groups to complete the handout.

Concluding the Lesson

Review with students the handout responses.

Additional Activities

Students may wish to visit the Old French House in Vincennes, Indiana. Students may look for articles in the house mentioned on the inventory lists.

Inventory of Sr. Jacques Bourbon

Inventory of the effects of Sr. Jacques Bourbon,
habitant of Kaskaskia, made on July 1-5, 1723.

1 walnut wardrobe	1 old four-legged table of black poplar
8 walnut chairs and 1 armchair	2 silver cups
1 dresser with a buffet upon it	2 cupboards of black walnut with 36 shelves, some 8 feet long and some 10 feet
1 cot (couchette)	1 spit
14 plates and 2 pewter dishes	2 poor lanterns
17 glass bottles	3 trunks of clothes and other merchandise
1 copper candle stick and 1 pair of snuffers	1 small box full of paper
1 pepper-mill	1 pair of tailor's shears
1 pewter saltcellar	1 bullet mould
1 old salting tub	1 pewter(or tin) syringe
2 frying pans	1 iron ladle
1 grill	14 guns and 1 musket
1 pair of andirons	2 miserable scythes
1 iron shovel	4 hatchets
1 old hunting horn	2 adzes
200 gun flints	3 plates and 2 spoons of Spanish silver
9 dozen and 8 knives a chien de corne, 10 Flemish knives, 2 woodcutter's knives	2 razor boxes with 2 razors in each and 2 hones
40 pounds of lead balls	1 pair of pocket pistols
20 pewter spoons	1 old coarse blanket
1 comb	3 cauldrons of red red copper weighing 18 pounds
16 large diaper linen napkins and 4 large tablecloths of the same	2 yellow copper cauldrons weighing 3 1/2 pounds
4 old napkins	
1 box of grained leather deco- rated with silver nails with 3 pair of spectacles, and another box also with 3 spectacles	
1 letter case	
1 dice box and 3 dice	

1 cauldron weighing
14 1/2 pounds
1 cauldron weighing
12 pounds
2 iron cooking pots
4 Spanish vases full of
oil
2 Natchez earthenware jugs
full of oil
2 red copper cauldrons with
lids, weighing 24 1/2
pounds, full of bear oil

2 old copper cauldrons
2 old covered cauldrons
1 old salting tub
1 ladle
3 chests
2 barrels of powder
weighing 100
pounds each

Inventory Analysis

Directions: Carefully examine the **Inventory** of the deceased. Complete the chart. Then answer the questions that follow.

Name of owner _____

Household Items

Personal Items

Livestock

Tools

Grain, Tobacco, etc.

Misc. Items

1. What do you believe was the occupation of the owner of the effects of the Inventory ? Explain.

2. What do you believe was the wealth or status of the owner of the effects ? Explain.

3. What does an examination of the Inventory tell you about life at Post Vincennes or Kaskaskia in the 1700s ?
 - a)

 - b)

4. What two questions does an examination of the Inventory raise about life at a French Post in the 1700s ?
 - a)

 - b)

Inventory of Joseph Andre and deceased Josette Dumais

Inventory of the effects of the community between Joseph Andre and deceased Josette Dumais, his wife, May 1, 1793 at the request of Sr. Jos. Andre. I - Pierre Gamelin, with the probation and permission of Probate Judge, as accompanied Srs. Jean Bte. Dumais, Pierre Mallet. We have begun this present inventory. The same named have sworn to have admitted (omitted ?) nothing nor hidden (anything) so that the two estimators have promised to price the said effects with their souls and consciences. At Poste Vincennes - 1 July 1793 - 9 a.m.

1 House and lot - 30 ft. wide	250 lv.
1 feather bed and straw matting and 2 curtains of heavy cloth and 2 bed trestles	80 lv.
1 Bed and curtain - heavy cloth	20 lv.
2 couches	20 lv.
1 iron saw	7 lv. 10 d.
4 old big cooking pots	15 lv.
1 iron oven	10 lv.
3 small and big cooking pots	15 d.
15 tin conployers	11 lv. 5 d.
3 basins, 1 Bubrom, 1 dish - faillance	7 lv. 10 d.
3 white iron pots	2 lv.
2 (easy) chairs and 1 chair	8 lv.
1 tart dish (tourtiere)	2 lv.
2 powder horns	4 lv.
1 bottle and drinking glass	1 lv. 10 d.
1 kettle	2 lv.
1 stove	3 lv.
2 copper candle holders	2 lv.
1 candle holder - white iron	3 lv.
5 hatchets (or axes)	20 lv.
1 plane, 1 egouine	7 lv. 1 d.
1 kneading trough, 1 table	10 lv.
1 cradle	10 d.
1 plough complete	30 lv.

1 cart and wheels	30 lv.
4 pick axes	6 lv.
?	?
1 cow and heifer	150 lv.
8 pigs	64 lv.
4 chickens, 5 little ones, 1 rooster	6 lv.
1 spade and 1 ? - iron bolt	4 lv.
1 stone mill	45 lv.

936 lv. 15 d.

Slate of papers and notes

1st 1 note consented to by M. Perrault 27 lv.

2nd 1 note received from Janne Perron, wife of Durocher of
16 May 1789, a note consented to by Voucher of Sept 13
72 lv. 10 sols silver. In same - mentioned a note
consented to by Jos. LaBuxiere of 98 lv.

3rd Several ?bonds of Antoine Gameliu - together 70 lv.

4th 1 receipt from John Casety dated 18 May 1785 of
4940 piastres in Letters of Exchange drawn on Treasury
of Virginia by George Clark and Ellem.

5th Bond of Pierre Barron 81 lv.

6th Note of Rene Codere saw, - March 11, 1784 30 lv.

7th One received from M. Breedethe of Richmond 3100 piastres

After having taken nine hours until noon - and
nothing more presented we have closed this present Inventory
and (torn- ? laid) between the hand of Sr. (torn - ? Jos.)
Andre, father of the minor children. At Poste Vincenne,
County - Knox and signed

Pierre Gamelin

Pierre Mallet

J. Bte. Dumais

x his mark

(Translated by Lida Schultheis Joice)

Inventaire des Effets En commun de
 entre Joseph André et Defunte Josette Dumais
 son Epouse Decedee Le premier du mois de
 Mai mil sept cens quatre vingt treize
 a la Requisition de Mr. André moy Pierre
 Gamelin avec la probation et permission du Jug
 Probat a son pañe des Sr. J. B. Dumais et
 Pierre Mallet au commencement la presente
 -te Inventaire et ai faire serment susdits
 nommé de ne rien omettre ny faulx avoy
 qu'au Deux Estimateurs qui ont promis
 de priser les ditte Effet Dans leurs ames
 et Conscience au poste Vn lemmes le premier
 Juillet mil sept cents quatre vingt treize
 au lieu de Paris par devant

1 Maison et une emplacement de trente pied de Large estimé deux cents cinqu -ante livres	250
1 Lit de plume et une paillece et deux Drap de Grosse toile et deux Oreillers estimé quatre vingt livres	80
1 Lit et un drap de Grosse Collette une (de petite estimé	20
5 garde manger	20
1 P. ^o de Sceaux fer	7-10
4 vieille chaudiere	15
1 four de fer	10
3 marmite petite et grande	15
15 D. ^o tin employez	11-5
3 Bolle 1. Pubrom 1. plat de faillance	7-10
Suitte en l'autre part	456 ¹⁵

Suitte de la suite par 4 4 4 4

3 pots ferd blanc cotiné	2
2 Berger et 6 fraise cotiné	8
1 Courtier	2
2 ferd a flasquier	4
1 bouteille de vin Verd a Bois	1
1 Cocquemard	2
1 poche a frue	5
2 Chandellier furee	2
1 Chaudiere ferd blanc	3
5 hache	20
1 pleine 1 Equine	7
1 niche 1 Cable	10
1 Ber	0
1 charue fomplette	30
1 Quarte et les Roue	30
4 pioches	6
1 ferd de boeuf	150
1 vache et une Genisse	
8 Cochons	64
4 poule et 5 petit poulet un Coc	6
1 Biche 1 pèle a feu	4
1 moulin de pierre	45

Etat des papier & Billet Duval & Co

1 ^{er} 1 Billet consenti par m ^l Jorreault	27
2 ^{er} 1 Recu de Janne Perron ferd de Derocher	
Datede May 1789 d'un billet consenti par	
Vaucler de sept mil trois cents soixante et	
Douze Livres Dix sols argent, dans le meme	
Recu mentionné sur Billet consenti par	
J ^{os} Labuquier de quatre vingt Dix huit livres 98	
3 ^{er} plusieurs Bons D'Antoine Gamelin	
montant en sembles	70

yeuue de saure par

4^o 1 Recue de John Casety en Datto du
18^o may 1785 de quatre mil Neuf cent
quarante piastres en Lettre de Change
Ecris sur le tresor de Virginie par
George Clark et Ullm.

5^o 1 Bonde pierre Barron de 57 — — — 82

6^o 1 Billet de René Cocher fils du onze mars
1784 — — — — — } 30

7^o 1 Recue de Mr. Meredith a Richmond de
trois mil cent piastres

à prés avoir vaqué de puis Neuf heures jusq
à midit et ne s'étans plus rien présenté nous
avons clos la présente Inventaire et
les affis entre l'ermain de

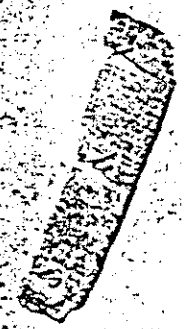
André père des Enfans mineur de par le non
me Comte Knox et signé

D^e Mallet
J^ete^{se}
Dumai
marque

B^{on} Camelin

Louis in affie 4th July 1793

Stancusburg



Inventory of Lewis Chatillerault

I, Michel Lonval, Administrator appointed to the Estate of Lewis Chatillerault deceased, by virtue of a letter of Administration to Me directed by Mm. Vanderbourgh, Judge of Probate from the County of Knox the 25th July 1796, Went to the the Village of Cyoria (?) in the house of said Chatillerault deceased and there, being assisted by Peter LeVasseus (?) and Francis Woillathe (?) both inhabitants of the said Village, jointly made out the Inventory of the Goods and Chattels of said Lewis Chatillerault deceased. in the following manner.

1 brown horse (by estimation)	L 35
1 brown horse	100
1 white horse	40
1 Yoke of Oxen	200
1 Yoke of oxen	180
1 Yoke of Oxen ? years old	100
1 Yoke of Oxen 3 years old	90
1 Yoke of Oxen 2 years old	80
1 Yoke of Oxen 2 years old	80
1 cow and calf	60
1 cow and calf	80
1 cow and calf	100
1 cow and calf	70
1 cow and calf	70
1 cow and calf	90
1 cow	90
1 cow	70
1 bull 2 years old	50
1 bull 2 years old	60
1 bull 2 years old	50
1 bull 1 year old	27
1 bull 1 year old	35
2 large hogs	79
2 hogs	33
3 hogs	54
1 sow	26
1 table and drawer	9
1 old bedstead	6
1 feather bed weighing 37lbs and 40 (?)	74
1 cupboard	?

1 ?	5
1 sifter	8
1 sifter	15
1 sifter .	3
1 sifter	4
4 old bags	1.10
1 pewter basin	2.10
1 large tin kettle	7
3 small tin kettles	14
2 ? axes	1
1 lanthorn	2
1 brass cock	1
1 copper kettle	5
2 old kettles	2
1 kettle	7
1 bearskin	.5
1 small cart	8
1 harness with a chain	1
1 cloak	20
2 pair of breeches (worn)	6
2 pair of breeches	9
1 pair of breeches	2.10
1 pair of beeches (?)	2
1 cloak (?)	40
2 cotton shirts	10
1 cotton shirt	2.10
1 round jacket (of green cloth)	6
1 jacket (without sleeves)	2.10
1 (?) hunting shirt	.10
2 small vests	1
1 girdle	1
1 pair of boots	20
1 gun with the horn	6
1 net (for sturgeon)	15
1 tea kettle (brass)	5
1 pair horse fetters	3
1 set of harness irons	5

1 harness	14
1 parcell of old iron	.10
1 cheese mould (of tin)	.10
9 sickles	20
10 old sickles	
2 scythes	20
1 razor case with the razor	5
1 pair of compasses (?) and 1 boring iron	1
1 saw	10
1 small pick axe for the use of carpentry	3
11 pewter plates	6
1 whipsaw	50
80 lbs tobacco at 1 lb	80
500 lbs flour at 1/10 lb	50
1 Negro Fellow	880
56 bushels wheat at 5 lb	280
1 pick axe	
1 plough all furnished (without its shere)	15
400 baling sticks (or about)	20
	<hr/>
	4145.15

Having made out the Inventory of all the above mentioned Articles which have been produced to us and which constitute the whole of the moveable effects of said Chatillerault deceased. We have made out the Inventory of his debts active and notes as follows,

1 Note of (?)	82.5
1 Note of Charles LeDoux	26.3
1 Note of Bapt. Toins	24.18
1 Note of (?)	36
1 Note of (?)	25.10
1 Note of (?)	439.5
1 Note of Joseph LaCourn	240

1 Note of J. B. Croup (transferable)	64
1 Note of (?)	95
	<hr/>
	1033.8
	<hr/>
	5179.3

The above being all the papers which we have found cut, as there was nothing more ? (fold of paper) have constructed the present Inventory, errors in casting (?) excepted, and found to amount to ? , being in current money or ? at the rate of 40 ? for dearskins.

Michel Louval
administrateur

I, Michel Lonsval Administrator appointed to the Estate of Lewis Chabilloult deceased, by Virtue of a letter of Administration to me granted by Mr. Vanierbaugh, Judge of Probate for the County of Knox the 25th July 1796, went to the Villages of Dupuis in the house of said Chabilloult deceased there, being assisted by Peter LeVasseur & Francis Woodall both inhabitants of the said Villages, jointly made out the Inventory of the Goods & Chattels of said Lewis Chabilloult dec^d. in the following manner. viz-

1 Brown horse	(by Estimation)	25
1 ditto		100
1 White ditto		40
1 Yoke of Oxen		200
1 do ditto		180
1 do 5 years old		100
1 do ditto 3 years old		90
1 do ditto 2 years old		80
1 do ditto 2 years old		80
1 Cow & Calf		60
1 do & ditto		80
1 do & ditto		100
1 do & ditto		70
1 do & ditto		70
1 Cow		90
1 ditto		90
1 Wagon 4 years old		70
1 ditto do		50
1 do do		60
1 do 1 year old		50
1 do 1 year old		27
2 large Hays		35
2 Hays		79
3 ditto		83
		54
conclusion		2223

1 Saw	26.
1 Table & Drawer	9.
1 Old Bedstead	6.
1 Bedding Box weighing 37 ^{lb} & 40 ^{lb} of ^{the}	74.
1 Cupboard	1.
1 Sugar-Box (of Tin)	1.
11 Tin Pans	9.
9 Tin Dishes	18.
1 Small Hand-Saw, without spring	16.
1 Liquor-Box	5.
2 Spades	20.
3 Earthen Milk Pots	1.
2 Light Candlesticks - (1 being broken)	5.
5 Wooden Dishes	6.
1 Old Copper Chafin Dish	10.
1 Frying Pan	
2 Axes	0.
2 Dito	2.
3 Old Dito	13.
1 large Soup Pot, broken	12.
1 Copper Dito	10.
1 Hand-saw	8.
2 Old Dito	3.
1 D. D.	3.
1 Cooper's Adze	2.
1 D. - D.	3.
2 Chisells	1.
1 large Auger	
1 D.	1.
1 Small D.	1.
1 Drawing Knife	3.
1 D. - D.	1.
1 pair of Small Scales	8.
1 Mould for big Shot	3.
1 D. for Ball	10.
1 Scythe-Hammer	2. 10.

Carrolltown 2356

1 Vaul. of Old Iron	2.
1 Old Plough Share	4.
3 Old Stalwarts	2. 10.
1 Good Sitta	36.

1 Tunnels	10.
3 Small Hammers	2. 10.
1 Fan	6.
1 Sifter	5.
1 Sifter	8.
1 Sitta	15.
1 Sitta	3.
1 Sitta	4.
4 Old Bags	1. 10.
1 Pewee Basin	2. 10.
1 large Tin Kettle	7.
3 Small Sitta	14.

2 Sitta - New	7.
1 Lantern	2.
1 Brass Cocks	1.
1 Copper Kettle	5.
2 Old Sitta	2.
1 Sitta	7.
1 Bearskin	5.
1 Small Cart - mounted	20.
1 Sitta	10.
1 Large Cart	8.
1 Harness with a Chain	1.

1 Big Coat	3.
2 pair of Boots (worn)	20.
2 Sitta	6.
1 Sitta	9.
1 Sitta (Franklinette)	2. 10.
1 Coat (Burgoyne)	2.
2 Cotton Shirts	40.

10.
 2019 5.

1 Note of Willet's	82. 5.
1 D. of Charles LeDoux	20. 3.
1 D. of Bapt. Toine	24. 18.
1 D. of P. Cite-Bois	36. 4.
1 D. of L. C	25. 10.
1 D. in favor of L. Boyer by Pierre & 139. 5. DeVaux, transferred to M. Chateaubriand	
1 D. of Joseph La Cour	240. .
1 D. of of J. B. ^(de la Cour) Coup	64. .
1 D. of L. Babo, all Belhumer	95. .

1033. 8.
5179. 3.

The above being all the Papers which we have found out, as there was nothing more to be done; I am, &c. of Paul Belhumer, &c.

Belhumer, have concluded the Present Inventory, even in casting excepted, & found it to amount to

Sufficiency, being in Current Money or Belhumer at the rate of 40 sols p^r for Beer-skin —

Michel Lomax
administrateur

1797.

Nov. 16, I buried a savage woman belonging to Ste. Marie
Devernay

April 1, 1758 I baptised Elizabeth Lefebvre born the same day of the legitimate marriage between Antoine Lefebvre and Louise Caron. Sponsors: Jean Bte Girard called Gindamour and Catherine Caron, who, not knowing how to sign, apposed their marks.

Julien Devernai, Jesuit

June 14, 1758 I baptised Jean Bte son of Marie Louise, red slave belonging to Mr. St. Ange, commandant at Post Vincennes. The mother declared that his father was Le Nomme', former soldier. Sponsors: Jean Bte Girard and Marguerite Desrosiers, who not knowing, etc.

Julien Devernai

Dec. 3, 1758 I baptised Charlotte slave of Sr. La Frambroise. Sponsors: Charles Bonneau and Dame Francoise Outelas.

Jul. Devernai, Jesuit

In the year 1776, the 18th April, I baptised John Baptist, born the same day of the slave Sieur Perron. The Father is unknown. The godparents Sieur Pierre Peron, who declared the child free from this day, and Marie La Wise Carron, who said they could not sign.

P. Hillibert.

Ceremonies supplied by us.

P. Gibault, Priest

The said John Baptist, free from this day shall live with him or his until the age of eighteen, and shall have independence from slavery from us.

Warden and Notary at Post Vincennes and witness who signed with me.

Marquade Sieur Perron

Mihiel, Witness. Ceremonies supplied by us. P. Hillibert, Notary
P. Gibault, Priest

Sept. 13, 1781 by us layclerk and guardian of the parish of St. Francis Xavier on Wabash, for want of a priest, was buried in the cemetery of this Church the body of Charles Louis Oliver Santier, surgeon in this post, who died yesterday, and who gave to all the world marks of a Christian death.

Philibert, Layclerk and Guardian of the said Parish, St. Xavier

Mar 5, 1753 died in this parish Marie Magdeleine St. Armand wife of Alexis Carriere habitant and corporal of the garrison of this post, aged about 55 years, after having received the holy viaticum and extreme unction. Her body was buried, etc. the 6th of the same month, etc.

S.L. Meurin, S.J.

Nov. 20, 1754 died... after having received the sacraments of the Church, Gabriel Robert, soldier. He was buried the following day.

Vivier, S.J.

Dec. 12, 1755 died.. Alexis Domean called La Guerre, native of Guerre in Brittany, Bishopric of St. Malo, aged 43 years. He was buried the following day with the ordinary ceremonies of the Church.

Vivier, S.J.

Feb. 6, 1756 I buried Angelique daughter of Francoise, red slave of Deslauriers.

Vivier, S.J.

Feb. 10, 1756 I buried Francoise slave of Deslauriers, died yesterday.

Vivier, S.J.

April 11, 1756 I buried Charlotte legitimate spouse of Padouca, slaves of Toussaint La Frambroise.

Vivier, S.J.

April 14, 1756 I buried Marie of the nation of the Pianquichias, legitimate spouse of Toussaint La Frambroise, after having given her the ordinary sacraments of the church.

Vivier, S.J.

July 15, 1756 I buried Jean Bte La Frambroise son of Antoine La Frambroise and of Marie of the nation of the Pianquichias, after, etc.

Vivier, S.J.

Nov. 12, 1756 I buried Ursule Godere daughter of Francois Godere and Agnes Richard, after administering, etc.

Devernay, S.J.

Dec. 27, 1750 died in this parish Josette Marie wife of Julien Trottier Des Rivieres, merchant in this post, aged 18 years, after having confessed and received the holy viaticum and the sacrament of extreme unction; her body was buried with the accustomed ceremonies in the church of this parish under her pew on the gospel side the 28th of the said month and year, in faith of which I have signed.

S.L. Meurin, Jes.

January 20, 1751 died in this parish Jean Bte, slave of Buttos, habitant of this post, aged 9 years; his body was buried the accustomed ceremonies of this parish, in faith of which I have signed.

S.L. Meurin, Jes.

Jan. 4, 1751 died in this parish Julien Dutremble' son of Bonaventure Dutremble' and Marquerite Durivage, aged one month; his body was buried with the accustomed ceremonies in the cemetery of this parish, in faith, etc.

S.L. Meurin, Jes.

Dec. 2, 1751 died while hunting six leagues from this parish Catherine Pitchnamwa, a Miami woman, eighty some years old; her body was buried with the accustomed ceremonies in the cemetery of this parish Dec. 3rd of the same year, in faith of which I signed.

S.L. Meurin, Jes.

Dec. 16, 1751 died in this parish Marie Louise wife of Joseph, slaves of Toussaint La Frambroise, aged about 20 years, after having received the sacraments of penance and extreme unction; her body was buried, etc. the same day on account of too great infection, in faith of which, etc.

S.L. Meurin

Dec. 29 died at birth a child of 9 months, daughter of Alexandre and Dorothee, negros.

Oct. 17, 1752 died in this parish a negro child son of Alexandre and Dorothee, negroes belonging to R.P.G. who, aged about 6 to 7 months, was born and baptised privately the 17th of the same month at birth. His body was buried... the 18th of the same month, etc.

S.L. Meurin, J.

Jan. 7, 1753 was buried in the cemetery of this parish a savage child baptised privately.

May 20th after having published one bann between Joseph and Charlotte, slaves of Toussaint La Frambroise, I the undersigned missionary of the Society of Jesus, performing the office of rector, certify having received mutual consent of marriage, and having given them the nuptial blessing with the ceremonies prescribed by the Holy Church in presence of Jean Bte Butant and Jean B. Guilbert, who signed after me.

Butos. Mark of J.B. Guilbert

L. Vivier, S.J.

Dec. 5, 1758 I gave the nuptial blessing with the prescribed ceremonies to Joseph Padouca and to Charlotte, both slaves of Sr. Antoine La Frambroise, in presence of Mr. Bonneau and Ste. Marie.

Charles Bonnaux. Senmarite

Jul. Devernai, Jesuit

July 12, 1760 I gave the nuptial blessing to Susanne and Joseph, slaves of Mr. Crepeau, according to the ceremonies of the the Church, in presence of Sieurs Bordeleau and Ste Marie Racine.

Crepeau

Jul. Devernai, Jesuit

June 15, 1762 I baptised Jacques son of la panise of Mr. Bonneau, born yesterday.
Sponsors: Jacques Chalbonneau and Jeanne Dudevoir. Signature

Jul. Devernai, S.J.

July 25, 1778 I baptised a boy of savage slave named Etienne, belonging to Jean Bte Vaudrie and of Marie Cara his wife. He was named Etienne Jacques. The sponsors were Jean Bte Vaudry and Suzanne Cadere.

P. Gibault, Pe.

Register of Deaths in the Parish of Post Vincennes

Dec 16, 1750 died a boy, legitimate son of Nicolas Chapart, after having been baptised privately. His body was buried in the cemetery of this parish, the 17th.

S.L. Meurin, S.J.

Dec.6, 1750 died Agnes Godere daughter of Francois Godere and Agnes Richard habitants at Ouiatenons, aged about one year, died on the river fifteen leagues from this post. Her body was brought here and buried in the Church of this parish near the sanctuary on the epistle side on Dec. 23, 1750; in faith of which I signed.

S.L. Meurin, Jesuit

Excerpts from
Register of the French Marriages of
Post Vincennes

April 21, 1749 after having published three banns between Julien Trottier Des Rivieres son of Julien Trottier Des Rivieres of the parish of Montreal, and Josette Marie' daughter of Antoine Marie' and Marieanne Chicamihe', his parents, living in this parish, without there being any impediment, I the undersigned missionary of the Society of Jesus acting as rector, received their mutual consent of marriage, and gave them the nuptial benediction with the ceremonies prescribed by the Holy Church, in presence of Mr. St. Ange, Lieutenant of a detached company of marines, commandant at Post Vincennes, of Jean Bte Guilbert, Toussaint Guilbert, Antoine Bouchard, Jean B. Ridet, Louis Gervais, witnesses who signed with me.

St. Ange, commandant au Poste Vincen. Bouchar. J.B. Ridday
Louis Gervois. Filliatro

This leaf was transposed here by me undersigned.

S.L. Meurin, S.J.

April 20, 1750 after having published the banns between Jean Bte Butot and Marie Anne Chicamiche, widow of Antoine Marie', habitants of this parish, without there being any impediment, I the undersigned missionary of the Society of Jesus acting as rector at Post Vincennes, received their mutual consent of marriage and gave them the nuptial benediction with the ceremonies prescribed by the Holy Church in presence of Mr. de St. Ange, commandant, of Julien Trottier des Rivieres, Nicolas Peethuis, Orleans, La Frambroise, witnesses, who signed with me.

St. Ange, Perthuis des Riviere. Phillibert, called Orleans,
Butos. Marks of Marianne Chicamiche and Dutremble

S.L. Meurin, S.J.

August 10, 1751 after having published the banns between Joseph Padouca and Marie Louise Chicacha slaves of Toussaint La Frambroise, I ... received their mutual consent of marriage and gave the nuptial benediction with all the ceremonies prescribed by the Holy Church in presence of witnesses undersigned with me.

Butos. Jan Batis Saint Marie Racine

Mark of Toussaint La Frambroise.

S.L. Meurin, Jes.

**Register of Baptisms for the Savages
of Post Vincennes
(1749 - 1784)**

June 25, 1749 I baptised Jean Bte. son of Pierre Chiapichagane, le petit Chis, and of Catherine Mekiche. The sponsors were Francois Filatraux and Marie Mikitchenseche, la framboise (The Blackberry).

Signed Filliatrau

Sebast. Lud. Meurin, S.J.

June 26, 1749 I baptised Catherine Mekiche wife of Le Petit Chis. The sponsors were Lafrance and Marieanne Chicamiche.

S.L. Meurin

April 10, 1751 I baptised Anne daughter of Pierre Chiapichagane, Le Petit Chis, and of Catherine Mekiche, one month old. The sponsors were Philibert called Orleans, soldier of the garrison, and Anne Dudevoir.

S.L. Meurin, Jes.

Oct. 30, 1752 I baptised Catherine Pitchnamche, a Miami woman, eighty some years old. The sponsors were Jean Bte Butot and Anne Dudevoir, in faith of which I have signed.

S.L. Meurin, S.J.

In the year 1766 I baptised with the intention of the Church a little girl of a savage. The sponsors were Joseph Braso and Marie Anne Dudevoir. The little girl, eight days old, was named Marie Anne, At the Post, the 9th Feb.

Signed: Joseph Brazaux

Phillibert

**Register of Marriages for the Savages
of Post Vincennes**

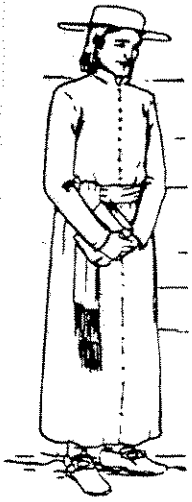
I the undersigned gave the nuptial benediction to Pierre Chiapichagane called Le Petit Chis, and to Catherine Mekiche, already united for a long time by a natural marriage.

June 26, 1749

S.L. Meurin, J.

July 3, 1749 after having published the banns, without there being any impediment, I received of Antoine Chachanon and of Marie Chenghiepita, Illinois (Indians), the mutual consent of marriage, and gave them the nuptial blessing in presence of witnesses.

S.L. Meurin, Jesuit



Work of the French Missionary

Title of Document

Type of Document

Author of Document

Date of Document

Purpose of Document (if known)

1. Identify 2 points that the author thinks is important.

a)

b)

2. What does the document tell you about the work of a French missionary in the 1700s ?

a)

b)

3. What two questions does the document raise about the work of a French missionary in the 1700s ?

a)

b)

continue building it and to decorate it as far as the poverty of the inhabitants will permit....

In Canada all is civilized, here all is barbarous. You are in the midst of justice, here injustice dominates. There is no distinction from the greatest to the least except that of force; of the tongue, pernicious, calumniating, and slanderous; of crying out very loud, and giving forth all sorts of insults and oaths. Everybody is in poverty, which engenders theft and rapine. Wantonness and drunkenness pass here as elegance and amusements quite in style. Breaking of limbs, murder by means of dagger, sabre, or sword (for he who wills carries one) are common, and pistols and guns are but toys in these regions.....

I could name a great number of persons assassinated in all the villages of this region, French, English and Spanish without any consequences whatsoever; but I shall satisfy myself in naming two recently murdered: M. Guyon the younger who studied at Montreal killed his father-in-law with a gun at Kaskaskia; and yesterday evening one named Bellerose killed another man here with a knife. In a month I fear that I may be able to count ten of these murders....

At the same time I beg you to consider that I am all alone, abandoned to myself; and although I have many good books such as Pontas, Lamet and Fromageau, Ste. Beauve, The Conferences of Angers, The Guidance of Souls, the Guidance of Confessors, the Dictionary of the Councils, the Theological Dictionary, Collet, all the Ecclesiastical History, a quantity of books on sermons and many other books; in spite of this I often find myself perplexed in many cases peculiar to these regions. As for example, almost all the savages of all the nations are at war both with the royalists and with the Americans, killing and plundering them daily. Now is it permissible for the French and the Spaniards, who are at peace with both, to buy from these savages the booty which they get so cheaply? And what conduct is one to observe in the tribunal of one's conscience? Since the savages sell their meat, their oil, their tallow only for eaudevie, which the Spaniards and the English find no difficulty in giving to them, what shall the French do to have some of these commodities? These merchants, moreover, do not wish to sell any except for peltries, which a poor father of a family has not; and therefore, he sees himself reduced to eat corn and drink pure water (to sustain his strength) for his work....

Your very humble, very obedient, and submissive servant,

At Post Vincennes, June 6, 1786

P. Gibault, Priest

Father Gibault to the Bishop of Quebec

June 6, 1786

.... I have enough confidence in our Lord Jesus Christ to hope to banish in a short time barbarism from Post Vincennes, where the inhabitants, and especially the young people, had had no religious teaching for twenty-three years except when I or Mr. Payet happened to pass through there on our short missionary journeys. The inhabitants have been brought up like savages in the midst of whom they live. I have taught and still teach the catechism to them twice a day, after mass and before sunset. After each lesson in the catechism, I send away the girls and make the boys repeat the responses of the mass and the ceremonies of the church for feast-days and Sundays. I devote myself to preaching on feast-days and on Sundays as often as it is possible for me to do so. In a word, I have been here for a year and a half; and when I arrive here I found no one, either grown up or young, to assist at mass except an old European who was not always able to come, and then there was no mass. Two months later I had several of them; and now even the smallest ones in the village know not only how to assist at mass but also at the ceremonies of the feast-days and Sundays, and all the lesser and greater catechism. I should be well enough pleased with the spiritual condition of the people, were it not for this accursed trade in eaudevie which I cannot succeed in uprooting and which obliges me to refuse the sacraments to several, for the savages commit horrible disorders when in liquor, especially those of these nations here.

.... I would not have succeeded in having a church built at this post if the inhabitants of Cahokia had not sent to me a messenger with a request from all the parish to officiate for them, offering me some advantages. The inhabitants of Post Vincennes, fearing with reason that I might abandon them resolved unanimously to build a church ninety feet long and forty-two feet wide on a foundation with studwork, for which a part of the lumber has already been brought and also a few toises of stone for the foundation. The church will have pillars only seventeen feet high, but the winds are so fierce in this country that even that is quite high for good strength. The house which serves me now as a church will serve me as a priest's house, into which I intend to move in a few months. The lot is large, very dry, and in the midst of the village; it was I myself, together with the marguilliers, who acquired this land sixteen years ago. I beg you to approve of the erection of the new church under the title of St. Francois Xavier on the Wabash, and to command me, in respect to it, to

Father Meurin's Ministry among the Illinois Indians

In 1763 Father Philip Watrin described Father Sebastian Louis Meurin's ministry among the Indians at Kaskaskia in the Illinois country.

"At sunrise, the bell rang for prayer and Mass; the savages said prayers in their own language, and during the Mass they chanted to the air of the Roman chant hymns and cantiles, also translated into prayers; at the end of the Mass, the missionary catechized the children. Having returned to his house, he was occupied in instructing the adult neophytes and catechumens, to prepare them for baptism or for penitence, for Communion or for marriage; as soon as he was free, he went through the village to arouse the believers to fervor and to exhort unbelievers to embrace Christianity. The rest of the day was needed for reciting the Divine Office, studying the language of the savages, and preparing the instructions for Sunday and feast days...."

Father Gabriel Marest to Father Germon

November 9, 1712

The following is one missionary's description of his daily contact with the Indians of the Illinois country.

"Very early in the morning the Catechumens are called to the Church, where they offer up prayers; they listen to an instruction and sing a few Hymns. When they have withdrawn Mass is said, at which all the Christians are present, -- the men being placed on one side and the women on the other. We also say our prayers, which are followed by instruction, after which each one goes to his work; then we are busy with visiting the sick, giving them the necessary remedies, instructing them, and consoling those who have cause for sorrow.

In the afternoon we have Catechism, when everyone is present, -- Christians and Catechumens, adults and children, young people and old people; and when each one, without distinction of rank or of age, answers the questions that the Missionary asks him....

In the evening, all the people meet again at the Church, that they may hear instruction, offer prayers, and sing a few Hymns. On Sundays and on Feastdays, to the ordinary exercises is added an instruction which is given after Vespers."

3. Draw or describe or even photograph a gravestone(s) with a French symbol.

4. Locate a family plot of French ancestry. Records their names and dates of death.



Enrichment Activity

A Visit to the Vincennes Cemetery

Directions: Take a leisurely walk through the old Vincennes cemetery.
Look for signs of French influence in the community.
Use the guide below.

1. Locate gravestones in the cemetery with French names inscribed on them.

from the 18th century

Name of the deceased

Date of death

from the 19th century

Name of the deceased

Date of death

from the 20th century

Name of the deceased

Date of death

2. Identify an inscription of French origin or influence.

Read documents with the students if appropriate. Have students complete the handouts independently or in groups.

Concluding the Lesson

Review with students their responses to the handouts. Discuss with students what personal characteristics might be needed to be a French missionary. Have students speculate whether or not the French missionaries were successful in converting the Indians.

Additional Activities

After examination of the documents, a visit to the St. Francis Xavier Church, old French cemetery and the Bishop Brute Library in Vincennes, Indiana would be appropriate.

Lessons: Work of the French Missionary
Records from St. Francis Xavier Church
Letters from the Poor Missionary
Missionary Letter Analysis

Preview of Main Points

The following lessons describe the activity of the Jesuit missionaries on the French Posts in Indiana. The lessons depict the difficulties involved in ministering to the habitants and the Indians - language and cultural differences; poverty; unhealthy living conditions; the lawlessness and "uncivilized" ways of the French frontier. Students are encouraged to discover these activities of the missionaries through an examination of primary resources.

Connection to Textbooks

This series of lesson may be used with standard textbook discussions of the French in Indiana and/or the French in North America.

Objectives

Students are expected to :

- 1) identify the difficulties encountered by Jesuit missionaries on the French frontier;
- 2) describe the daily routine of a French missionary;
- 3) draw conclusions on life at Post Vincennes from an examination of primary resources.

Suggestions for Teaching the Lessons

These lessons may be used independently. They may be used to explain the role of the missionary in fulfilling one of the goals of the French colonization in Indiana and in North America - converting the Indians to Christianity.

Opening the Lesson

Review with the students that conversion of the Indians to Christianity was a motive for French colonization. Ask students to speculate on possible difficulties Jesuit missionaries might face in converting Indians on the frontier and ministering to the French habitants.

Developing the Lesson

Select the documents and the appropriate handouts. Time available for the lessons and the ability levels of the students may decide the number of documents used.

Trading furs at a French Post in 1761

Directions: Imagine you are a young Miami Indian with a wife and two young children. During the winter you have hunted and trapped small animals, such as, beaver, muskrat, mink, raccoon and otter for their furs. Recently voyageurs from Canada have arrived at Post Miami wishing to exchange goods for fur. You have a limited number of furs to exchange and you may only select a few trade goods.

You have four beaver skins, two buckskins, one doe skin, two raccoon and two muskrat skins to trade. Carefully examine the fur trade list of exchange. Then decide which trade goods you will trade your furs for.

Trade Goods

Cost

Total

I selected the above trade goods because

The Fur Trade at Post Miami in 1761

A Stroud of two yards long	three beavers or four buckskins
Penniston Stockgs. of 1 yd & $\frac{1}{4}$	a midlin beaver or buckskin
Mens plaid shirts	a beaver or one buck and a doe
Mens ruffled shirts	two beavers or three buckskins
Children shirts	a small beaver or doeskin
Mens large blankets	three beavers or four buckskins
Mens single striped blankets	two beavers or three buckskins
30 in a piece for children	one beaver or one buck and doe
blankets	
Womens worsted stockgs.	
per pair	a beaver or good buckskin
Womens yarn stockgs.	a martin or doe skin
Childrens stockgs.	one racoon or two muskrats
Black wampum, good, per hund.	one beaver or good buck
White wampum, good, per hund.	four racoons or two martins
Gun powder per pound	one beaver or good buckskin
Four barrels of lead	one beaver or good buck
Twelve flints	one racoon or two muskrats
One fathom callicoe	two midlin beaver or two bucks
One fathom callimanco	one beaver or three doe skin
Large silk handerchiefs	two midlin beaver or two bucks
Vermillion pr. pound	three beavers or four buck skins
Cuttoe knives	one doe or two racoons
Small knives	one racoon or two muskrats
1 piece of role gartering	one beaver or one buck
2 fathom of ribbon	one beaver or good buckskin
1 brass kettle by weight 1 lb.	two midlin beavers or 2 buckskins
1 large silver arm bands	four beavers or five buckskins
Small silver arm bands	three beavers or four buckskins
Wrist bands	two beavers
Womens hair plates	three beavers or four bucks
Silver broaches	one racoon
Large crosses	one buck or midlin beaver
Ear bobbs	one doe or small beaver

2. Would you exchange your furs for brandy ?

Advantages

Disadvantages

3. Would you exchange your furs for a blanket, a brass kettle, flint and firesteels ?

Advantages

Disadvantages

4. Finally you make a decision. You exchange your furs for _____ . Explain.

Trading furs at a French Post

Directions: Imagine that you are a young Miami Indian. During the winter you have hunted and trapped small animals, such as, beaver, muskrat, mink, raccoon and otter for their fur. Recently voyageurs from Canada have arrived at Fort Quiatenon wishing to exchange goods for furs. You have a limited number of furs to exchange and may select only a few trade goods. Carefully you must weigh the advantages and disadvantages of choosing one trade good over another.



1. Would you exchange your furs for a musket and gunpowder ?

Advantages

Disadvantages

Lessons: Trading Furs at a French Post in 1761

Trading Furs at a French Post

Preview of Main Points

The following lessons describe the exchange of goods and furs between the Indians and the French traders. The lessons asks students to imagine that they are 18th century Indians with furs to trade. Students must weigh the advantages and the disadvantages of trading a limited number of furs for selected trade items.

Connection to Textbooks

This series of lesson may be used with standard textbook discussions of the French in Indiana.

Objectives

Students are expected to:

- 1) identify 18th century trade goods available to Indians of Indiana;
- 2) identify the exchange rate at Post Miami in 1761;
- 3) weigh the advantages and the disadvantages of selecting trade items.

Suggestions for Teaching the Lessons

These lessons may be used to explain how the Indians and the French exchanged furs for trade goods. One or both lessons may be used.

Opening the Lesson

Review with the students that the development of the fur trade was a motive for French colonization in Indiana. Ask students to trace on a map the routes of the voyageurs from Montreal to the Posts in Indiana.

Developing the Lesson

Pass out the handout Trading Furs at a French Post or Trading Furs at a French Post in 1761. Read with students the general directions. Have students complete the appropriate worksheet.

Concluding the Lesson

Conclude the lesson by having students share their responses on the worksheet.