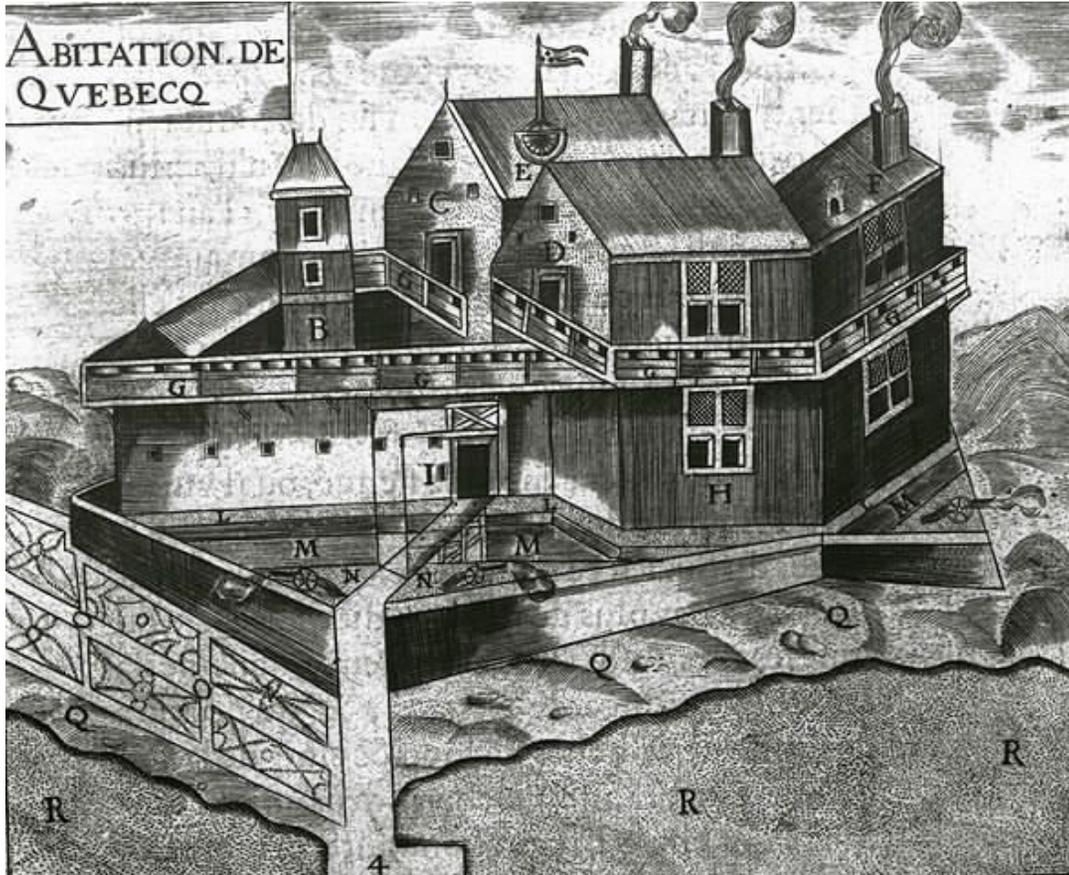


The Emergence of New France:

Programs of colonization and reflections on a new society

Note: Google Doc version available at <https://goo.gl/cxEmBd>



Concept, Author, Editor: Paul Rombough

Contributors: Sylwia Bielec, Kristine Thibeault, Christine Truesdale

Guiding Questions:

How did programs of colonization shape the society and territory of New France?

Was New France an autonomous colony by 1760?

LES outline for History and Citizenship – Cycle 2 Year 1

To consider the guiding questions:

How did programs of colonization shape the society and territory of New France?

Was New France an autonomous colony by 1760?

Description of Learning Situation and Learning Goals:

Students will understand that governments and other organizations can shape the way a new society develops, by enacting political policies, by promoting religious expansion, and by offering economic incentives.

After examining various "programs of colonization" intended to expand New France between 1608 and 1760, students will explain how those programs shaped the society and territory of New France, and also judge whether or not those programs resulted in an autonomous New France.

Student products and processes:

Students will produce a **series of dialogues** in the form of an exchange of letters between from a known member of early French Canadian society and an important individual who was responsible for promoting colonization.. (Example: Between a Quebec governor and a French Intendant.)

Dialogues would include:

- reasons for initial colonization
- examples of programs and incentives and whether they were effective or not
- reflections on the French Canadian society and culture that formed as a result of that colonization
- statement or judgement on autonomy of N.F. (whether still dependent on home country or not)

Phase 1: Engage/Become Aware of Problem

Activity 1.1 - French language today: How did it take its roots in North America?

Timeframe (1 Class)

Role of Teacher

A: Engage (Object of inquiry today)

Teacher surveys students to discover percent who speak French, who have French in their family line somewhere, etc. Use personal stories of students and teacher to try to trace French origins outside of Quebec if they are known.

Teacher helps students form quick questions about their own experiences. How, what, where, who, etc.



Could use CCC critical judgement tools such as focus tool [Questioning an Issue](#).

In general, to explore the question:

How did these permanent French settlements all over the Americas come about?

B: Inquire (today and in the past)

Using maps of French language distribution, teacher leads students to come up with more specific questions which might help trace the "French factor" in North America in different locations. Consider focusing on aspects (Territorial, Political, Economic, Social). Older maps could be used to generate different questions and responses. Generic map reading techniques documents may also be used here.

Some maps that could be used to inspire questions and discussion:

- [French as mother tongue in Canada 2011](#)
- [Maps and documents showing French in the World](#)
- [Maps and documents showing French in North America](#)
- [Linguistic maps of the French language](#)

Ask students to come up with questions the above maps suggests.

Here are some sample questions:

- *What caused initial French settlement around the Gulf of St. Lawrence?*
- *Why would French settlement continue around the St. Lawrence River...*

- *How can we explain French language knowledge in the West?*
- *Why did the French expand south?*
- *Explain New Orleans's French population.*
- *What prevented French from moving west to California?*

For more detailed and alternative discussions using older maps refer to :

BANQ maps at: [Collection numérique de cartes et plans](#)

BNF maps at [Explorer les collections \(Cartes\)](#)

C: Elementary and Secondary Course review: The Explorations

Teacher takes opportunity to review explorations and initial French interest in North America. Consider:

- Earliest explorers (Basques, etc.)
- French possession by Cartier.
- Champlain voyages and forts.
- Voyages into interior.

Note that Discovery video on LEARN Vodzone called [The New World Explored](#) available for this.

Also [LEARN 414 materials](#) may have useful review tools and other presentations about exploration.

See also various sections in the Elementary Societies & Territories site, including:

[New France 1645: Exploring a new territory](#)

D: Hypothesize regarding Past settlements and Duration:

Ask students to consider the question:

How did these settlements endure?

Teacher directs students to hypothesize around factors which might have encouraged or allowed for permanent French presence in N.A.

For future evaluation criteria,

Instill an awareness of competency development:

Teacher directs a competency development discussion, referring to certain Key Features and the manifestations of Competency 1 practised in this activity.

K.F. - Explores social phenomena in the light of the past

Considers the origin of social phenomena; Seeks information about their context

K.F. - Considers social phenomena in terms of duration

Reflects on social phenomena using chronological reference points

Role of Students

We respond to informal surveys about our own family history and knowledge of French.

We develop questions about maps that help review our own knowledge of French settlement in North America.

We review knowledge of French explorers and first European's. Also why they came initially to N.A.

Group discussion then informal hypothesis around ideas as to why and how French settlers finally made permanent settlements in New France, in contrast to early temporary exploration.

As a class we note elements of Competency 1 we are developing, especially for the Key Features "Explore social phenomena" and "Considering duration", considering also the end of cycle outcomes and how we will be evaluated.

Activity 1.2 - What is colonization?

Timeframe (1 class)

Role of Teacher

A) Concepts

Two concepts could be displayed on poster or board.

Colonization versus Exploration

Teacher solicits responses from students regarding what they believe are the differences and definitions for each.

(Note that parts of the Cartograf scenario [Mercantilism trade and key players](#) could be used here.)

After a class reflection on terms, teacher could provide more formal definitions.

Important: Key points in definition of colony should include ways to ensure that a colony survives, i.e. meant of formal efforts and "Programs of colonization" on the part of the players involved.

(Teacher can find appropriate sections of Wikipedia entries for [Colonization](#))

Class takes time to quickly review former knowledge of colonization in history (Greek, etc.).

B) Colonization Elsewhere (Optional)

Student groups or partners could examine colonization efforts “ elsewhere” during the same period.

This sort of activity could be used to review mercantilism and other related terms. Web sites that could be used include:

- [Colony at wikipedia](#)
- [In antiquity](#)
- [Explorers list](#)
- [American Colonies... Maps, exploration...](#)
- [16th & 17th Century European Colonizing Efforts](#) (America)
- [Types of US colonies](#)
- [Mercantilism with diagram](#)
- Cartograf scenario [Mercantilism trade and key players](#)

Post-research discussion:

Ask student groups to suggest factors that might have permitted some colonies to grow & succeed while others failed?

Role of Students

As a class then in small groups we discuss and note our own notions of what exploration and what colonization means.

After reviewing definitions of colonization, and discussing colonization learned in earlier grades, we refine our definitions based on provided definitions.

We suggest factors or reasons why colonies grew and succeeded, while others failed.

Activity 1.3 - Who were the players? Initial policies or strategies for colonization.

Again: parts of the Cartograf scenario [Mercantilism trade and key players](#) could be used here

Timeframe (1-2 Classes)

Role of Teacher

i) To introduce students to different contexts and to the details of early colonization efforts, including the conflicts and hardships suffered by those involved, teacher could show part or all of [Episode 2 of Canada, A People's History](#)

Teacher could guide class brainstorm of different groups at the time who may have had their own reasons for establishing colonies. (Merchants, priests, government, military, persecuted people, etc.) Focus could be on reasons why these groups would or would not have preferred a “ permanent settlement” as opposed to a trading post.

Teacher provides short summaries (or web links collections) on various players and their general goals and interests, to be distributed to student groups. (Companies, Government, Church, etc). Packages could contain a small text and one or two images that help outline various initiatives and goals of each group. ([Cartograf](#) could be used to build this collection.)

Example sources for creating summary packages:

- Priests - [Jesuit Priests here](#) -- More on [other Priests here](#).
- [Companies](#) and more on the [100 Associates here](#)
- [Richelieu](#) and also Richelieu [here](#)
- [Basque Whalers](#) . Also [The Cod Rush, European Fisherman](#). Also see [Baques on Canadian Encyclopedia](#)

Evaluation considered: Awareness and guidance for Competency 1

After sharing of summary information, ask class to identify methods used in this activity that helped develop Competency. Focus on:

Key Feature: Exploration of phenomena (Point of view of actors)

Key Feature: Looks at their complexity (Looks beyond monocausal explanations)

Role of Students

We discuss people who would have wanted permanent settlement rather than temporary forts, etc.

In small groups we examine content packages on a particular player and summarize who we are talking about and why they have an interest in colonization.

We communicate our findings to the class in response to an organizer that helps us isolate key points.

Activity 1.4 - Effect of various colonization efforts on the people involved!

i.e. Whom are we talking about? Project idea of a “dialogue” or correspondence of letters is introduced.

Timeframe (1 Class)

Role of Teacher

Present some discussion questions:

But who were the colonists and what were their circumstances?

And how can we know what was life was really like for those colonists?

Use various key [pictures of Life in New France](#), or clips from [Episode 2 of Canada, A People's History](#)

Use images available at Elementary site <http://societies.learnquebec.ca> in New France sections

Use images that suggest first-hand experiences of different settlers: *habitants*, merchants, civil servants, woman.

Ideally these might include original texts of first-hand experiences.

Teacher could suggest a method for class to respond to each item.

Note: There is now a LEARN How-To on [How to Interpret a Picture](#) that uses many New France images as samples!

While viewing these images, teacher re-introduces preliminary engage questions regarding “How these settlements came about” and suggests sub-questions that could also compliment any future interpretations. i.e. Whom are we talking about? What type of people were the *habitants*, etc? What can we tell about the type of society formed out of these policies? What resulted in terms of political and economic structure? Power relationships, etc? Students could also note the questions asked or created during the class session.

Evaluation Considerations: Instill awareness of Competency 1 and 2 development

i.e. Competency 1 key features were practiced while examining the above documents.

Competency 2 key features were practiced while interpreting images

Formulating a guiding question for the LES:

Teacher directs class to a wording of the new "guiding question" that includes:

How did programs of colonization shape the society and territory of New France?

Were they successful in shaping N.F. into an autonomous colony by 1760?

Complex task project idea is introduced, i.e. to create a series of letters between individuals involved in colonial process.

Role of Students

In response to documents describing/showing actual people involved, we discuss who the policies discussed in previous section would affect, how those policies might affect them, what we know of the people involved, their hardships, etc

Before project task we self-evaluate and suggest improvements related to our competency development and competency 1 K.F. manifestations we were practicing and will practice.

We look over project outline and form a guiding question related to impact of policies on New France society. We look over project idea and in our project groups we make preliminary decisions about who does what and who would be our target individuals. (see dialogue project idea below)

PHASE 2: Initial Hypothesis and Preliminary Questions

Activity 2.1 - Initial Hypothesis and Chance to Formulate Questions

Timeframe (30 to 50 minutes)

Role of Teacher

Teacher can now stress the importance of following an historical method, which had involved an initial and balanced exploration, but which now demands they formulate assumptions and ask more pointed questions in order to investigate further and "establish the factual basis of historical phenomena."

Hypothesis 1.

Using first guiding question - *How did programs of colonization shape the society and territory of New France?* – teacher asks students to make a general statement as to *how programs of colonization operated during this period.* (i.e. Who enacted them, what affect they had in general, what was their general intent?)

Hypothesis 2.

Focusing on second (more subjective) guiding question, ask students to state their feelings so far, as to whether the society of New France *ever became an autonomous, culturally self-sufficient society.* (i.e. In what ways do you think New France would have become autonomous by 1760?)

For each hypothesis statement above the teacher asks students in project groups to come up with 3 to 5 questions they could ask themselves and focus on while gathering more in-depth information in the following classes.

Once again, use CCC critical judgement tools such as focus tool [Questioning an Issue](#). ([En français ici](#))

Role of Students

We create Hypotheses and preliminary questions that could be used to help direct research for our group's projects.

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PHASE 3: GATHERING AND ORGANIZING

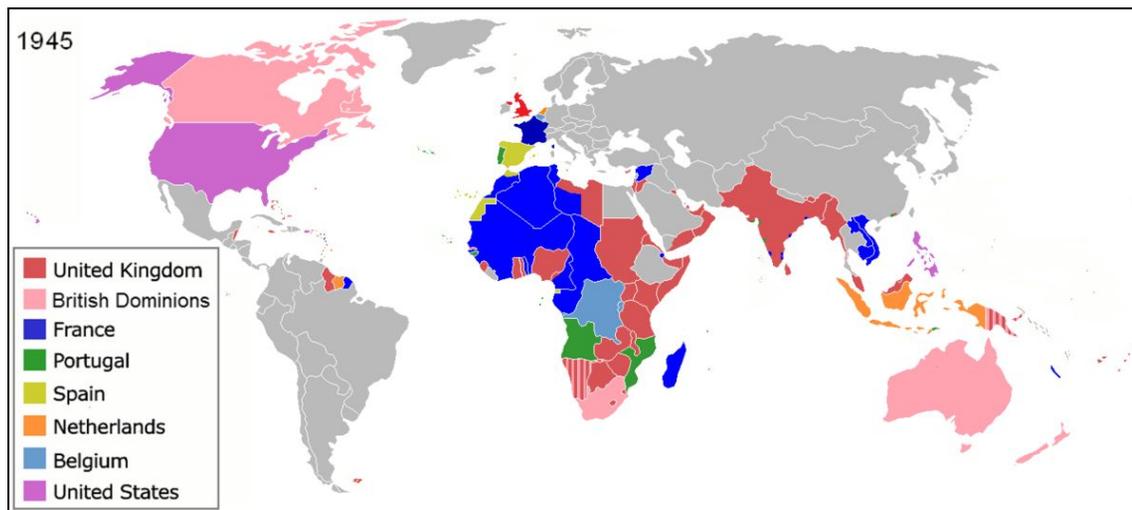
3.1 Programs of colonization overviews: The World and in New France

Timeframe (2 to 4 Classes)

Role of Teacher

1 - Gaining perspective... Colonization experiences Elsewhere!

Hook: show video clip or graphic on European colonization of world if available.



By Hamodi1234 under CC BY-SA 3.0 at http://commons.wikimedia.org/wiki/Atlas_of_colonialism

See also <http://www.vox.com/2014/6/24/5835320/map-in-the-whole-world-only-these-five-countries-escaped-european>

Apart from discussing colonization elsewhere, teacher could present with an example “elsewhere” society, a parallel society's experience, in order to introduce this section. For example, consider a timeline of events that illustrate political initiatives that encouraged colonization and affected societies in Virginia or in Brazil.

[Timeline for Brazil](#)

[Colonization events for Virginia.](#)

(Note: Again, Cartograf scenario [Mercantilism trade and key players](#) might be used here for Virginia)

Compare societies:

Teachers could guide students in using comparison matrix to demonstrate methods for identifying similarities and differences.



(A variation [this FOCUS comparison matrix](#) could be used here.)

2 - Establish basic facts

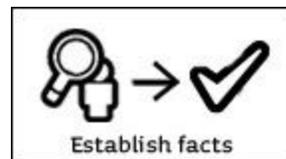
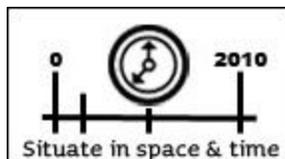
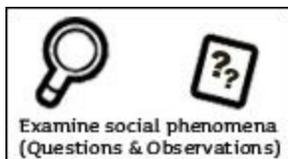
To situate and review key French political issues and government programs related to **colonization** in New France in general, the teacher could provide information on events and prominent individuals in the form of separate slides, summary cards or timeline entries. (Use LEARN's developing resource collection [here](#), section on Political initiatives. Consider using a tool like the [Recitus Timeline](#), or a [Cartograf map](#) could also be made available for students, from which students could read available events, choose certain ones based on significance, and sort or label the events into key events to do with the guiding question(s).

Alternatively, a table format like this [Chronology of France in America](#) could be used as an alternative event source.

Students working in their project group could cooperate in their research and find additional information to add, information intended to help start forming a response to guiding question. Again, the LEARN resource collection on [New France](#) could be used here as starting point.

Competency 2 Development awareness and guidance:

Student should be made aware that they are beginning to "find information on facts" by reading, choosing events, and possibly by researching further. By placing the events on a timeline or map they are also "Establishing the space-Timeframework". As a class discuss and decide on best ways to establish facts.



Role of Students

As a class we respond to images, videos, maps or timelines presented to us on European colonization in other parts of the world (ex. Virginia, Brazil). We discuss and note similarities and differences, effects on those societies, success and failures, etc.

In project groups we organize event cards/slides on political events and government initiatives to colonize New France, on our own editable timeline, map or other type of document..

We *cooperate*, by assigning group members tasks of using the internet or other sources to research events and individuals in order to discover important additional information we feel relevant to the question “How did this and that program of colonization impact on French society?” We share and justify our responses to the group, and add the most significant points we have found to our sorted cards/events on our timeline, map or document.

We share the information we have gathered to the class.

We propose and discuss some individuals who might be used a final dialogue project between key players

We consider our methods and competency 2 development so far, and also the development of our ability to cooperate.

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3.2 Facts regarding programs of colonization: Economic Initiatives

Timeframe (1 to 2 Classes)

Role of Teacher

Hook: Sugar caused colonization



Teacher could begin class by discussing an item that was traded throughout the world and that required colonial expansion. For example, consider the history of [sugar cane](#) . For [maps click here](#).

Teacher could show a map detailing the triangular trading relationship that promoted French colonial endeavors. Include French West Indies and other locations that show “companies” and their various activities.



Again, parts of the Cartograf scenario [Mercantilism trade and key players](#) could be used here. See also the Triangular trade section of Societies and Territories site at <http://blogdev.learnquebec.ca/societies/societies/new-france-around-1745/triangular-trade/>

Review knowledge of other goods traded between Europe and New France (from last unit on First Peoples, recent classes, and elementary school review).

Practice developing questions about companies and colonization:

Why would a company encourage or discourage colonization?

Were certain operations better conducted without colonists? With colonists?

(Refer to and rewrite questions to specifically consider merchants, contracted voyageurs, lumber industry, fisheries, aboriginals, etc.)

Divide class into groups and present different documents for each group to examine and then report back on to rest of class:

- Early explorers interest in the area for different reasons ([SandT search for explorers](#))
- [Companies of 100 Associates, etc.](#)
- Various prominent statesmen and aristocrats who profited
- Seigneurs in New France

Refer to some source suggestions on the [LEARN site here](#))

Competency 2 Awareness and Guidance:

While students report back on contents of the documents help them to recognize how they are manifesting aspects of Competency 2 Interprets social phenomena:

K.F. Establish factual basis of phenomena: Identifies actors and witnesses. Determines their interests

K.F. Explains social phenomena: Seeks explanatory factors. Establishes connections among these factors

Role of Students

Individually or in small groups, then sharing with others

As a class we consider why companies from the old world want to (or didn't want to) encourage colonization in the new world.

In groups we respond to various source documents on programs of colonization involving companies.

When reporting back on the contents of the documents, as a class we also situate these initiatives on the timelines from the last day and discuss connections between the company wishes and the wishes of the governments in France, role of each, implications for different colonial interests.

3.3 Facts regarding programs of colonization: Evangelical initiatives

Timeframe (1 to 2 Classes)

Role of Teacher

1. Review Global Religious Expansion

Teacher could engage class using a History of Religion map or multimedia graphic like this one:

<http://www.mapsofwar.com/ind/history-of-religion.html> or at <http://westernconservatory.com/products/spread-gospel-map>

Discuss as a class:

- Different ways Religions expanded. (ideas, revolutions, conquests, crusades, missions, etc)
- Some well known consequences. (Natives being converted, etc.)
- Resulting settlements and colonies.
- Is there such a thing as Religious Imperialism? (i.e. Which part of the evolution of Imperialism in this map <http://www.mapsofwar.com/ind/imperial-history.html> occurred because of religion?

Teacher could show overview documents describing different [religious movements in Europe](#) . The Cartograf map on Reformation events could also be used at <http://cartograf.learnquebec.ca/PublicReformation>

To discuss spread of religion and evangelical trends outside of Europe, teacher could refer to various "atlases of faith" available online on various sites such as http://commons.wikimedia.org/wiki/Atlas_of_religions. Or just search for world religion maps such as THEO 342 WORLD RELIGIONS at <http://www.jonathantan.org/342/>

2. Research Missionary Initiatives in New World

Teacher provides short texts, original documents or links to useful sites that describe specific initiatives by missionary societies and church/gov't combined efforts/interests to encourage colonization in the New World.

- [Wikipedia entry](#) on **Evangelism** is the [Christian](#) practice of preaching the [Gospel](#) of [Jesus](#) to non-Christians.
- Missionaries section of Societies and Territories at <http://blogdev.learnquebec.ca/societies/societies/new-france-around-1645/missionaries/>
- Missions and missionaries from the Canadian Encyclopedia at <http://www.thecanadianencyclopedia.com/en/article/missions-and-missionaries/>
- Religion in New France module from [History 414 LEARN online course materials](#).
- Accounts of a Missionary Offensive. A perspective on the reports in the Jesuit Relations from Canada Library and Archives Archived location at http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html
- Various texts and biographies at <http://www.historymuseum.ca/virtual-museum-of-new-france/> (Try searching the word "[Missionaries](#)"!)

Direct students to list and explain a variety of specific initiatives, their successes/failures in terms of settlements, and especially any connections to government and/or economic players. They could also consider any long term consequences of the missionaries' work.

3. Awareness of Competency 2 and 3 development:

As a class explain how certain key features were being practiced and developed in the above activity.

Consider Competency. 2 K.F. Explains social phenomena: Seeks explanatory factors; Establishes connections among these factors; Identifies long-term consequences

Role of Students

As a class we discuss the ways Religious beliefs expand, key examples, and the consequences of such expansion.

In groups we gather examples of church initiatives programs and explain 1) the specific initiative, 2) whether it encouraged colonization e) whether the initiatives were proposed by or supported by government.

When reporting back on the contents of the documents, as a class we could also situate these initiatives on any timelines developed in other classes.

We note key features of Competency 2 and 3 that such research, comparisons and considerations help us develop.

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Phase 4: Formulating questions and planning additional research

Activity 4.1 - What information is missing?

Timeframe (1 Class)

Role of Teacher

Return to guiding questions:

How did programs of colonization shape the society and territory of New France?

Were they successful in shaping N.F. into an autonomous colony by 1760?

AND... return to the complex task assignment of creating a series of dialogues (letter exchanges) between members of New France society and key person(s) involved in the encouraging colonial expansion, through government policy, commerce or through religious evangelicalism.

As a class help students identify which information has already been gathered to date, and emphasize which information is missing (for example, lack of sufficient portraits of [New France territory and life](#) from settlers point of view). Note that the specifics on any one individual are not thoroughly researched either. (ex. [Biographies](#))

Give students time to formulate questions and plan research in small groups to fill gaps before beginning production stages.

Consider using a QUESTION FORMATION CHART such as <https://docs.google.com/drawings/d/1LK9wnnUsTBjoDPCpc-yOM33LMXu0EmQeHQAAmnelxFg/edit> or a simple space for Formulating Historical Questions like https://docs.google.com/file/d/0B_wOVfcHs420WDIkUXNqbFQ5WTg/edit

As a class work out project minimal requirements and expectations and evaluation criteria..

Role of Students

As a class we target certain key features of Competency 3 that could/should come into play while researching and writing dialogues.

In class we discuss missing information required to complete complex task, and project evaluation criteria.

In small groups we formulate questions we can answer now and that we have yet to answer.

We plan research and divide up research tasks and writing tasks for creating dialogue project.

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Phase 5: Gather then organize new information

Activity 5.1 - Gathering missing information: The experiences of the early Canadiens involved.

Timeframe (1 to 2 Classes)

Role of Teacher

1 - Gaining Perspective on daily life of habitants

Ideally teacher could balance previous investigations with access to web sites and/or print documents about the settlers' actual experiences during colonization and in early New France.

Daily Life in New France is described here: <http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/>

Kids version archived at <https://www.collectionscanada.gc.ca/settlement/kids/021013-2051.6-e.html>

Also, more texts from Daily Life section of Societies and Territories might work here <http://blogdev.learnquebec.ca/societies/societies/new-france-around-1645/>

Assigning a couple pages of reading of [Habitants and Merchants in Seventeenth-Century Montreal By Louise Dechêne, Liana Vardi](#) would certainly give students a realistic image of the experiences we must interpret due to lack of documents.

Included should be examples that speak of the hardships, the cultural, political and economic connections to the mother-country, etc.

Texts describing the experiences of local merchants, clergy and political figures might also provide students with additional perspectives.

2 - Alternative activity to further gain perspective:

(Idea originally found on Bishop's University lesson site no longer active.)

Distribute pantomime cards to students to act out certain obvious hardships

1. Carrying heavy loads
2. Enduring brutal weather
3. Paddling all day and night
4. Sleeping in their canoes
5. Fear of Iroquois attacks
6. Isolated from family

Discuss as class the reasons for settling and the discouraging elements that the people must have faced. Discuss whether students themselves would have thought it worth it at the time.

Instill Competency 2 Awareness in students:

Students are practicing Competency 2 key feature: - Gaining a perspective: Takes into account the frame of reference of the authors consulted; Take into account one's own representations

3 - Project research time

Teacher provides students time to research missing elements needed to complete research for dialogue project and in particular to respond to questions they asked themselves last class.

Role of Students

We look over primary source documents where possible, and web sites that describe the experiences of those affected by colonization efforts. We consider the hardships involved and the reasons why settlers came, and we gain a perspective on the frame of reference of authors and witnesses.

We research these additional documents to gather more information for our dialogue projects.

* * *

Activity 5.2 - Creating the dialogue between the colonists and those who initiated programs of colonization

Timeframe (1 to 2 Classes)

Role of Teacher

Teacher could provide different examples and different options for dialogue project, such as recorded dialogue, newspaper style letters to editors, epistolary novel, forum threads, etc.

Teacher could provide an organizer or storyboard tool (Similar to [this one](#)) to organize key topics that need to be dealt with in the form of a series of letters and also responses to letters.

Teacher stresses that letters should include the reasons for colonization, AND also descriptions of the French Canadian's new society and culture that formed as a result of that colonization.

Competency 2 and 3 observables to be evaluated should be outlined before starting.

(Note: Evaluation tool for observing competency 2 development and for evaluating competency 2 "observables" is under-construction and a draft and [available here on LEARN.](#))

Competency 3 Awareness:

Some letters must necessarily offer responses that demonstrate Competency 3 key features and manifestations discussed previously. (Specifically: the nature and origins of certain public institutions will be revealed, issues will be discussed, identity will be uncovered.)

The dialogue should definitely include a statement on "dependence" as this relates to one of the guiding questions. (i.e. whether New France remains dependent on home country or not during colonial period.)

Role of Students

Working in project groups we storyboard our letter writing project in order to layout who will write about what topics, how responses should be organized, etc.

Alone or in groups we write letters from the point of view of the chosen players.

Phase 6: Communicating

Activity 6.1 - Communicating their response to guiding question

Timeframe (1 to 2 Classes)

Role of Teacher

Teacher provides a presentation environment (online, etc.)

Main focus for presentation of projects should be to demonstrate Competency 2 and 3 development and appropriate and accurate historical knowledge.

Note : The above LES was based on the current (and soon to be old) Quebec History 404 program for Cycle 2 Year 1, and was created even before the Evaluation Frameworks were formed. Now that the program is changing (and possibly new frameworks) this LES is not being developed further and is left here as an archive for its activities and links to documents and other resources.

