**Required Resources**

The Grade Seven Lesson Plans are designed to be used with

**Our Canada: Origins, Peoples, Perspectives (Nelson)**

Our Canada: Origins, Peoples, Perspectives, Student Resource

Our Canada: Origins, Peoples, Perspectives, Teaching Resource

**NOTE:** *Handouts* and Rubrics are available in the Teaching Resource
Important

To accompany the grades six and nine social studies lesson plans, you may want your students to have their own copy of the *Canadian Charter of Rights and Freedoms*. If a copy of the Charter was not included in the lesson plans package, you can get copies from your local Member of Parliament or by telephone from Heritage Canada at (819) 953-6112.
Grade 7: Canada: Origins, Histories and Movement of Peoples

Overview

Grade 7 students will explore the origins, histories and movement of peoples who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

Rationale

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these dimensions of Canada have affected citizenship and identity over time.

7.1 Toward Confederation

General Outcome
Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

Specific Outcomes

➢ Values and Attitudes

Students will:

7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation

7.1.2 appreciate the challenges of co-existence among peoples

➢ Knowledge and Understanding

Students will:

7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-confederation Canada by exploring and reflecting upon the following questions and issues:

• What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibway, Mi’kmaq)?
• How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)?
• What were the social and economic factors of European imperialism?
• In what ways did European imperialism impact the social and economic structures of Aboriginal societies?
• How was European imperialism responsible for the development of Acadia, New France and British settlements?
• Who were the key figures in the French exploration and settlement of North America?
• What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)?
• Who were the key figures in the British exploration and settlement of North America?
• What role did the British government play in the settlement of North America?

7.1.4 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:
• How did the First Nations, French, British and Metis peoples interact with each other as participants in the fur trade?
• How did the fur trade contribute to the foundations of the economy in North America?
• How was Britain’s interest in the fur trade different from that of New France?
• How was economic development in New France impacted by the changing policies of the French Royal Government?
• What was the role of mercantilism before and after the 1763 Treaty of Paris?

7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:
• In what ways did conflicts between the French and the British in Europe impact North America?
• How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755?
• To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?
• How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration?

7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:
• What was the role and intent of Chief Pontiac in controlling British forts?
• How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British?
• How did the Quebec Act of 1774 contribute to the foundations of Canada as an officially bilingual country?
• What was the role of Chief Tecumseh in the War of 1812?
• How did the War of 1812 contribute to the British identity in Canada?
• How did the War of 1812 contribute to defining Canada’s political boundaries?
• How was the Great Migration of 1815-1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?
• How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?
• To what extent was Confederation an attempt to provide the populations of Quebec and Ontario with increased control over their own affairs?
• To what extent was Confederation an attempt to strengthen the Maritime colonies?

7.2 Following Confederation: Canadian Expansions

General Outcome
Students will demonstrate and understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes

➤ Values and Attitudes

Students will:
7.2.1 recognize the positive and negative aspects of immigrants and migration
7.2.2 recognize the positive and negative consequences of political decisions
7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change

➤ Knowledge and Understanding

Students will:
7.2.4 assess, critically, the role, contributions and influence of the Red River Metis on the development of western Canada by exploring and reflecting upon the following questions and issues:
• What factors led to Louis Riel’s emergence as the leader of the Metis?
• What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Metis uprising in 1885?
• How did the Government of Canada’s response to the Red River Resistance and the second Metis uprising solidify Canada’s control of the West?
• To what extent were the Red River Resistance and the second Metis uprising means to counter assimilation?
• What were the Metis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba?
• How was the creation of Manitoba an attempt to achieve compromise between the Metis, First Nations, French and British peoples?
• To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada?

7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:
• What factors led to the purchase of Rupert’s Land in 1869?
• How did the National Policy determine the economic and demographic aspects of Canadian expansion?
• How did the changing demographics resulting from Clifford Sifton’s immigration policies affect the collective identity of Francophones in communities across western Canada?
• How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)?
• In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?
• What was the role of the North West Mounted Police in the development of western Canada?
• What strategies were used by the government to encourage immigration from Europe?
• What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States?
• What impact did immigration have on Aboriginal peoples and on communities in Canada?
• How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)?
• To what extent was agricultural activity a key factor in the population growth of western Canada?
• What factors led to British Columbia’s joining Confederation?
• What factors led to Prince Edward Island’s joining Confederation?
• How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan?
• What were the underlying reasons for the negotiation of the numbered treaties?

7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

• What were the reasons for, and the consequences of, Newfoundland’s joining Confederation?
• How did joining Confederation impact the citizens of Newfoundland?
• What are the social and economic effects of the changing roles of images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)?
• What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada?
• How has the Official Languages Act contributed to the bilingualism in Canada?
• How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population?
• What strategies and conditions are needed for the Franco-Albertan community to counter assimilation?

7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

• What impact has increased urbanization had on rural communities in Canada?
• How did the emergence of large factories in Canada contribute to the development of Canada’s economy?
• In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)?
• What effects have Las Societe Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity?
SKILLS AND PROCESSES

Students will:

7.S.1 develop skills of critical thinking and creative thinking:
   • Determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
   • Evaluation, critically, ideas, information, and positions from multiple perspectives
   • Demonstrate the ability to analyze local and current affairs
   • Re-evaluate personal opinions to broaden understanding of a topic or an issue
   • Generate creative ideas and strategies in individual and group activities

7.S.2 develop skills of historical thinking
   • Analyze historical issues to form or support an opinion
   • Use historical and community resources to organize the sequence of historical events
   • Explain the historical contexts of key events of a given time period
   • Distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events

7.S.3 develop skills of geographic thinking:
   • Construct and interpret maps to broaden understanding of issues, places and people of Canada (i.e., elevation, latitude and longitude, population density, waterways)
   • Use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps
   • Interpret historical maps to broaden understanding of historical events
   • Define geographic challenges and issues that lead to geographic questions

7.S.4 demonstrate skills of decision-making and problem solving
   • Predict outcomes of decision-making and problem-solving scenarios from multiple perspectives
   • Propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
   • Assume various roles within groups, including roles of leadership where appropriate
   • Identify and use a variety of strategies to resolve conflicts peacefully and equitably
   • Consider the needs and perspectives of others

7.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
   • Support and participate in activities and projects that promote the well-being and meet the particular needs of their community
RESEARCH FOR DELIBERATE INQUIRY

Students will:

7.S.7 apply the research process:
- Develop a position that is supported by information gathered through research
- Draw conclusions based upon research and evidence
- Determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- Organize and synthesize research information
- Formulate new questions as research progresses
- Integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- Practise the responsible and ethical use of information and technology
- Include and organize references as part of research

COMMUNICATION

Students will:

7.S.8 demonstrate skills of oral, written, and visual literacy
- Communicate information in a clear, persuasive and engaging manner, through written and oral means
- Use skills of informal debate to persuasively express differing viewpoints regarding an issue
- Elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions
- Listen to others in order to understand their perspectives
- Offer reasoned comments related to a topic of discussion

7.S.9 develop skills of media literacy
- Analyze the impact of television, the Internet, radio, and print media on a particular current affairs issue
- Detect bias on issues presented in the media
- Examine techniques used to enhance the authority and authenticity of media messages
- Examine the values, lifestyles and points of view represented in a media message
BLOOM’S TAXONOMY

Knowledge (recalling facts or information). Question-starting verbs include: list, describe, define, recall, state, identify, name, match.

Comprehension (showing understanding). Questions-starting verbs include: explain, defend, interpret, paraphrase, summarize, conclude, discuss.

Application (applying what is learned to a new situation). Question-starting verbs include: construct, apply, translate, use, clarify, predict, change, demonstrate, modify.

Synthesis (putting parts together to form a whole). Question-starting verbs include: compose, create, devise, modify, restate, arrange, design, revise, plan, prepare.

Evaluation (examining or judging carefully). Question-starting verbs include: compare, criticize, value, rate, justify, estimate, assess, decide, judge, choose.
Introductory Activities
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Lesson I.2  Introduction to Unit I Archaeology and History Help Us to Infer About the Past Inferences Are Based on Observations  4
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Lesson I.1

Concept: Introduction: Canada’s multicultural make-up is rooted in its history.

Resources/Materials: Our Canada, pages 1 and 2
Twenty dollar bill(s)
Worksheet #7.1.1a and Worksheet #7.1.1b (optional) (student copies)

Introduction: Give students a twenty dollar bill. Have them examine it and make observations about it. Have students share these observations and then speculate about the reasons for each of the features. Tell students that the twenty dollar bill tells us a lot about Canada and the historical events that influenced how Canada is today.

“The grade seven Social Studies program focuses on the multicultural nature of Canada, how historical events influenced this characteristic of Canada, and different cultural groups view Canada and being Canadian.”

NOTE: With more sophisticated groups, you may want to discuss the idea of pluralism and how multiculturalism is a subset of pluralism.

Procedure:

1. Distribute textbooks and follow your usual procedures for signing out the book for the year. Give students a few minutes to peruse the book to get a general idea of its organization and content. Point out the text’s organizational features such as the table of contents, list of maps, glossary and index.

2. Have students turn to page 1. Guide the reading of the page.

3. Discuss the idea of perspective by comparing and contrasting, for example, how Hutterites view Canada and how Aboriginals view Canada. (Note that point of view is different from perspective in that point of view can be individual whereas perspective is collective.)

4. Copy definition of perspective into notebooks.

5. Guide the reading of page 2 and review the idea that Canada is a multicultural nation and that each of its cultures has a history that influences its perspective.

6. Discuss the idea that there is a diversity of indigenous cultural groups. Other cultural groups immigrated to Canada from other countries in the past and that this type of immigration continues today. For this reason Canada is an ever changing nation.

7. Distribute Worksheet #7.1.1a. Tell students that they are to try to find the names of as many cultural groups in Canada today. For all intents and purposes the majority of cultural groups in the world are represented in the Canadian population today.

Assignment:

Do Worksheet #7.1.1a
Do Worksheet #7.1.1b (optional)
**Worksheet #7I.1a**

**Canadian Cultural Groups**

**Directions:** Try to find at least one cultural group (or a country) for each letter of the alphabet. Encyclopedias, almanacs, and other reference books from your library will help you.

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z
Worksheet #7.1.1b

Canada’s Coat of Arms

**Directions:** A coat of arms is a symbol of a province or country. Try to find a picture of Canada’s coat of arms in an encyclopedia or other reference book. Use the picture to colour the coat of arms below.

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**Canada’s Coat of Arms**
Lesson 1.2

NOTE: TEACHERS MAY NOT FIND IT NECESSARY TO DO ALL THE ACTIVITIES IN THIS LESSON.

Concept: Introduction to Unit I
- Archaeology and history help us to infer about the past.
- Inferences are based on observations

Resources/Materials: Our Canada, pages 3, 4
- Worksheet #7.1.2a (teacher copy)
- Worksheets #7.1.2b, #7.1.2c (student copies)
- Any common “artifact” (unusual, but still easily found, like a garlic press)

Introduction: Hold up the artifact. Ask students to speculate about its use. Then tell students what it is and how to use it. Tell students that archaeologists are scientists who dig us objects called artifacts from long ago. From the artifacts they find, they try to make inferences about life long ago.

Procedure:

1. Ask students to speculate about other ways we can learn about life long ago. Lead students to the conclusion that historians use a variety of sources:
   - Primary resources: letters, journals
   - Stories based on historical events
   - Interviews
   - Images

2. Have students turn to textbook pages 3 and 4. Guide the reading of these pages.

3. If desired, have students write notes:
   How We Learn About the Past
   A. Archaeologists – people who find and examine artifacts
   B. Historians – people who study what is written about the past, using
      - Primary resources – letters and journals
      - Stories based on historical events
      - Interviews
      - Images

4. Read the fable “The Ant and the Grasshopper” (Worksheet #7.1.2a). Discuss that this fable, although written centuries ago, is still popular today and reveals something about Canadian values. (It is wise to prepare ahead.) Emphasize the point that we make inferences based on observations.

5. Tell students they will be given another fable, and that they should decide that the message shows something about Canadian values and thoughts. They will also be given a passage taken from Hutterite history. They will have to decide what this shows about the Hutterite perspective and values.
6. Distribute Worksheet #7.1.2b and #7.1.2c

**Assignment:**

Worksheets #7.1.2b and #7.1.2c.
The Ant and the Grasshopper

In a field one summer’s day, a grasshopper was hopping about, chirping and singing to its heart’s content. An ant walked by, grunting as he carried a plump kernel of corn.

“Where are you off to with that heavy thing?” asked the grasshopper.

Without stopping, the ant replied, “To our ant hill. This is the third kernel I’ve delivered today.”

“Why not come and sing with me,” said the grasshopper, “instead of working so hard?”

“I am helping to store food for the winter,” said the ant, “and think you should do the same.”

“Why bother about winter?” said the grasshopper. “We have plenty of food right now.”

But the ant went on its way and continued to work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants’ hill and saw them handing out corn from the stores they had collected in the summer.
Learning from Stories

Directions: Read the fable below. It was written many hundreds of years ago by a Greek slave named Aesop. However, it is still popular in Canada today because it reveals something about Canadian values.

The Lion and the Mouse

A lion was awakened from sleep by a mouse running over his face. Rising up angrily, he caught the mouse and was about to kill him, when the mouse piteously begged, saying “If you would only spare my life, I would be sure to repay your kindness.”

The lion laughed and let him go. “What can a little creature like you ever do for someone as mighty as I?” roared the lion.

It happened shortly after this that the lion was caught by some hunters who bound him with some strong ropes. No matter how he struggled, the lion could not escape. He roared in anger.

The mouse recognized the lion’s roar. He found where the lion lay tied, gnawed on the rope with his teeth, and set him free. The mouse exclaimed, “You ridiculed the idea of my ever being able to repay you. But I have saved your life.”

The lion realized that it is possible for even a tiny creature like a mouse to benefit someone as mighty as a lion.

In the space below write a few sentences that tell what values this fable tries to portray.
Worksheet #7.1.2c  Learning from Historical Accounts

Directions: Below is an account of the persecution endured by a group of young Hutterite men in the early 1800s in the United States. Read the passage and then in the space provided, tell from a Hutterite perspective, why you think this passage is important.

In 1918, a group of young Hutterites in South Dakota were ordered to check in for army duty at Camp Lewis. They obeyed the orders to appear at Camp Lewis, but they refused to sign admission papers, to put on army uniforms, or to take up any kind of duty, on the grounds that they did not believe in war. After two months, four young Hutterite men were sentenced to thirty-seven years in prison. They were taken to an island prison called Alcatraz.

At Alcatraz they were ordered to remove their outer clothing and put on army uniforms, but they refused. They were taken to the “dungeon” of darkness, filth, and stench where they were placed in solitary confinement. The guard placed a uniform in each cell and said, “There you will stay until you give up the ghost – just like the last four we carried out yesterday.”

For several days the young men slept on the cold, wet concrete floor wearing nothing but their light underwear. They received a half glass of water every twenty-four hours but no food. They were placed far apart so that it was impossible for them to speak to each other. They were beaten with clubs and, with arms crossed, were tied to the ceiling. After five days they were taken from the “hole” for a short time. Their wrists were so swollen they could not even put on their own jackets. They were allowed only one hour of outdoor exercise each Sunday afternoon.

After four months at Alcatraz the men were transferred by train to another prison at Fort Leavenworth, Kansas. They were driven and prodded by foot through the streets. Although they were handcuffed, they managed to carry their Bibles in one hand and their satchels in the other. Again they were forced to remove their outer clothing. They were placed on a starvation diet and were made to stand nine hours each day with hands tied and stretched through prison bars, their feet barely touching the floor. Two of the men died at Leavenworth.

Directions: Read the fable below. It was written many hundreds of years ago by a Greek slave named Aesop. However, it is still popular in Canada today because it reveals something about Canadian values.

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The lion laughed and let him go. "What can a little creature like you ever do for someone as mighty as I?" roared the lion.

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The lion realized that it is possible for even a tiny creature like a mouse to benefit someone as mighty as a lion.

In the space below write a few sentences that tell what values this fable tries to portray.

* respect and tolerate differences
* If you help others, they will help you in return
* Look for the good in others
* Things are not always as they appear
Learning from Historical Accounts

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- shows religious conviction
- provides link to the past
- helps Hutterian Brethren of today cope with prejudice and discrimination
- emphasizes strength of character, determination; sense of right and wrong
Lesson 1.3

Concept: Making inferences from images

Resources/Materials: Worksheet #7.1.3a (2 copies each for students)
Worksheets #7.1.3b, and #7.1.3c (students copies)

Introduction: Review with students the various ways we can learn about the past. (artifacts, journals, letters, stories, images)
Tell students that cave drawings found in France gave archaeologists and historians clues about prehistoric man. Petroglyphs (writing on stone) found near Milk River give similar clues about the life of the people who made those. We believe that images like carvings, drawings, paintings, and photographs give clues about historical lifestyles and events.

Procedure:

1. Tell students that today photographs and video recordings capture moments that reflect today’s lifestyles. Studying photographs and video recordings can give us clues about culture and events. However, unless you are the one who is in the photograph or video or unless you took it, you may not know the exact circumstances. The best we can do is to make observations; and then based on those observations, make inferences.

2. Distribute Worksheets #7.1.3a and #7.1.3b. Explain how Worksheet #7.1.3a works, and do as much of the worksheets as a group as time allows.

3. Tell students to finish the worksheet on their own. Then distribute an additional copy of Worksheet #7.1.3a as well as Worksheet #7.1.3c. Students should do this on their own.

NOTE:

Worksheet :7.1.3b: This photograph is of a group of eco-tourists visiting Half Moon Island, Antarctica in January 2007. Antarctica is increasingly becoming a tourist destination because it is one of the last pristine locations on Earth. In addition, climatologists have determined that much of the polar ice has been steadily melting, causing ocean levels to rise significantly.

Worksheet: 7.1.3c: This is a photograph of a group of Hutterian Brethren men from Granum Colony. It was taken in November 1946. They are standing in front of the Claresholm Local Press office.

Assignment:

1. Finish Worksheets #7.1.3a and Worksheet #7.1.3f
2. Do Worksheets #7.1.3a and Worksheet #7.1.3c
Worksheet #7.1.3a  
**Making Inferences from a Photograph**

**Directions:** Examine the photograph. Then fill in the boxes below.

<table>
<thead>
<tr>
<th></th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong> are the people doing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> is this? (What is the place?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong> are these people?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong> is this happening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why</strong> are these people doing it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Observations and Inferences</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Worksheet #7.1.3a

### Making Inferences from a Photograph

**Directions:** Examine the photograph. Then fill in the boxes below.

<table>
<thead>
<tr>
<th><strong>What</strong> are the people doing?</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· sailing on motorized raft&lt;br&gt;· looking at something on shore&lt;br&gt;· all are sitting upright and with some kind of order</td>
<td>· people curious about this particular location&lt;br&gt;· perhaps looking for a suitable place to go ashore&lt;br&gt;· probably at this location (not by accident)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> is this? (What is the place?)</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· snow/cold&lt;br&gt;· mountainous&lt;br&gt;· coastal area</td>
<td>· could be a polar location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who</strong> are these people?</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· cannot tell gender because of heavy clothing&lt;br&gt;· dressed somewhat uniformly and for cool weather</td>
<td>· may be scientists&lt;br&gt;· may be tourists&lt;br&gt;· probably members of some kind of organized expedition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> is this happening?</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· when there is snow/ice build up&lt;br&gt;· ice floes</td>
<td>· could be winter if location is in more temperate location&lt;br&gt;· could be summer if location is in a more polar location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> are these people doing it?</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is often difficult to observe why something is occurring&lt;br&gt;(The fact that the motor is running and there is a photograph of the people in the first place suggest those people are here by choice)</td>
<td>· want to know more about the place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other Observations and Inferences</strong></th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Our Canada Teacher’s Resource**  
**Grade 7 Social Studies**  
**Worksheet #7.1.3a**  
**PHOTO OF MEN**  
**Making Inferences from a Photograph**

**Directions:** Examine the photograph. Then fill in the boxes below.

<table>
<thead>
<tr>
<th><strong>What are the people doing?</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>posing for a photograph in front of a building</td>
<td>want to be photographed (smiles, poses, standing in a row)</td>
</tr>
<tr>
<td></td>
<td>standing in a row without any apparent tools or equipment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where is this? (What is the place?)</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in front of a building</td>
<td>prairies/plains → can infer from terrain in photo coupled with the fact that Hutterites usually live on plains</td>
</tr>
<tr>
<td></td>
<td>looks like flat terrain; no evidence of mountains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some vegetation, but on the sparse side</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who are these people?</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dressed quite uniformly</td>
<td>man with tie is white collar worker and not Hutterite</td>
</tr>
<tr>
<td></td>
<td>all relatively slim</td>
<td>others are Hutterite</td>
</tr>
<tr>
<td></td>
<td>one has tie; others do not</td>
<td>slimness of men suggests they do physical work</td>
</tr>
<tr>
<td></td>
<td>all have hats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>black pants and jackets</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When is this happening?</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bushes are in full leaf</td>
<td>late spring or summer</td>
</tr>
<tr>
<td></td>
<td>no snow</td>
<td>not modern times</td>
</tr>
<tr>
<td></td>
<td>one man is in shirtsleeves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clothes are very uniform</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why are these people doing it?</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>men posing for photograph</td>
<td>perhaps want to recognize special event</td>
</tr>
<tr>
<td></td>
<td>everyone smiling</td>
<td>man with tie may be hosting the others</td>
</tr>
<tr>
<td></td>
<td>photo includes man with tie</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other Observations and Inferences</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.1.3b  

**Making Inferences from a Photograph**

**Directions:** Examine the photograph. Then complete Worksheet #7.1.3a
Worksheet #7.1.3c

**Making Inferences from a Photograph**

**Directions:** Examine the photograph. Then complete Worksheet #7.1.3a
Lesson 1.4  (Optional)

NOTE: Teachers may want to use this lesson to review theories of the origin of the aboriginal groups in North America, and in particular, present-day Canada.

Concept: The First Nations groups in Canada

Reference/Materials: globe and/or map
Worksheet #7.1.4a (transparency or student copies)
Worksheet #7.1.4b (student copies)

Introduction: Write the word Indian on the board. Ask students about whom this word refers. Explain that Indians is a name given to refer to people who live in India. The “Indians” in North America were given this name when Christopher Columbus first landed on one of the Caribbean islands. He mistakenly thought the people he came upon were Indians from India because there darker skin somewhat resembled India Indians. Since then, aboriginal groups have rejected this name and now prefer to be referred to as First Nations people. But how is it that the First Nations came to North and South America?

Procedure:

1. Explain that the predominant theory is that the First Nations originally walked across a land bridge between present day Russia and Alaska in the United States about 40 000 years ago. It is thought that they ocean level was shallower then such that during winter the ocean at that location could have actually frozen enough for people to walk from Asia to North America. (Point out on globe and/or map.) From that entry point they migrated over time to all of North America and South America.

2. During these time transportation was by foot only so interaction among groups was more or less limited to immediately neighbouring groups. With differences in climate and landforms many many different cultural groups and languages developed.

3. Place on the overhead or distribute copies of Worksheet #7.1.4a. Point out the different First Nations groups. Note that some of the names on the map are those given to the First Nations by non-native peoples, and that First Nations prefer to refer to themselves by their native names.

4. Distribute Worksheet #7.1.4b. Have them use Worksheet #7.1.4a to label and colour the map appropriately. Instructors may choose to have students create a colour-coded legend instead of labelling the map.

Assignment:

Complete the map on Worksheet #7.1.4b
Early First Nations Groups

- Arctic
- Subarctic
- Northwest Coast and Plateau
- Plains
- Eastern Woodlands Hunters
- Eastern Woodlands Farmers
Unit 1

Diverse Peoples

Chapter 1: Meet Three of Canada’s First Nations
Chapter 2: European Explorers
Chapter 3: Early European Colonies
Chapter 4: The Fur Trade
Chapter One

Meet Three of Canada’s First Nations

ADVANCE PREPARATION: This lesson introduces Chapter 1: Meet Three of Canada’s First Nations. Teachers may want to print the three focus questions of the chapter and post them in the classroom prior to the lesson:

- What were the different ways in which Mi’kmaq, Haudenosaunee and Anishinabe societies were structured?
- How do environment and geography affect culture and identity?
- How can connections to the past be important to identity?

NOTE: How you approach Chapter 1 of Our Canada, “Meet Three of Canada’s First Nations”, depends on the work habits, personalities, and academic sophistication of your group. It is anticipated that teachers will need to adapt the Lesson Four to Six to suit the needs of the students.
Our Canada

Grade 7 Social Studies

Chapter 1

Meet Three of Canada’s First Nations

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<td>Lesson 1.3</td>
<td>Using Haudensaunee and Anishinabe Stories and Images to Get Information about Culture</td>
</tr>
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<td>Lesson 1.4</td>
<td>Comparing and Contrasting Mi’kmaq, Haudensaunee and Anishinabe Cultures</td>
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<td>Connecting to the Past Is Important to Identity</td>
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<td>Lesson 1.7</td>
<td>Optional Lesson: Creating an Illustration Series Depicting the Lifestyle of a First Nations Group</td>
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<tr>
<td>Lesson 1.8</td>
<td>Introductory Activities and Chapter 1 Review and Study Sheets</td>
</tr>
<tr>
<td>Lesson 1.9</td>
<td>Chapter 1 Test</td>
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</table>
Lesson 1.1

Concept: First Nations shared commonalities, but also were distinct
Introduction to the Mi’kmaq, Haudenosaunee and Anishinabe

Resources/Materials: Our Canada, pages 5 – 9
Handout 1 -5 (transparency and student copies)
Worksheet #7.1.1 (transparency), optional
Atlas

Introduction: Write the word society on the board. Discuss its meaning with students. (group of people that share a common culture, including lifestyle and values) Recall that there are many First Nations groups across Canada. Each of these groups can be viewed as a society. Tell students that for the next few days they will be finding out more about three of the societies: the Mi’kmaq, Haudenosaunee, and the Anishinabe.

Procedure:
1. Write the names of the First Nations groups in a column on the board. Tell students these are the names that the particular societies have for themselves. European explorers to Canada had names for them as well. Write the “European” names next to the appropriate First Nations name, thus:

   Mi’kmaq - Micmac or Mi’maq
   Anishinabe - Ojibway or Ojibwa
   Haudenosaunee – Iroquois

2. We want to focus on these three groups because they were the ones that European explorers first encountered.

3. Guide the reading of pages 5 – 8, if you have the time. If you do not, then discuss the contents of the box at the top of page 7.

4. Explain that students will be comparing and contrasting these three First Nations with these points in mind. If desired, make notes for students to copy (Worksheet #7.1.1)

Exercising First Nations Societies
- Economic Structure – how resources are used
  - Land use
  - Technology used
- Social Structure – how decisions are made
  - How decisions are made
  - Role of women in decision making
  - Role of men in decision making
- Geography – how climate and physical features affected lifestyle

5. Distribute Handout 1 – 5. Tell students to use an atlas to label some of the bodies of water shown on the map. If desired, have them draw in the provinces as they are today and label them. You could also have students draw in the pictures from page 29 which show how the land is used today.

Assignment: Copy notes.
Handout 1 – 5 (label; draw in land-use pictures, if desired)
Traditional Lands of the Mi’kmaq, Haudenosaunee and Anishinabe

Use this map to create a transparency that shows the location of the traditional lands of the Mi’kmaq, Haudenosaunee and Anishinabe.

Lay this transparency over the map on page 29 of the textbook to compare traditional land uses with modern land uses.
Examining First Nations Societies

1. Economic Structure – how resources are used
   - Land use
   - Technology used

2. Social Structure – how decisions are made
   - How decisions are made
   - Role of women in decision making
   - Role of men in decision making

3. Geography – how climate and physical features affected lifestyle
Lesson 1.2

NOTE: THIS LESSON WILL WORK BEST IF THE TEACHER CAN ARRANGE TO GUIDE THE ENTIRE LESSON. STUDENTS CAN THEN USE THE SAME METHODOLOGY TO RESEARCH INFORMATION ABOUT THE HAUDENOSAUNEE AND THE ANISHINABE.

Concept: Using a Mi’kmaq story and images to get information about the Mi’kmaq culture

Resources/Materials: Our Canada, pages 10 – 14  
Handout 1 – 4 (page 1 of 3 and page 2 of 3) (student copies)  
Worksheet #7.1.2, optional (student copies)

Introduction: Tell students they will be doing research on the three First Nations groups: the Mi’kmaq, the Haudenosaunee, and the Anishinabe. They will be recording their findings in one or both of the following ways:

- A comparison chart
- A series of illustrations depicting the various aspects of one of the groups OR a model of a First Nations village (optional)

Procedure:

1. Distribute page 1 of 3 and page 2 of 3 of Handout 1 – 3. Go through the structure of the handout, emphasize the research categories and their meanings and parameters.

2. Have students turn to pages 10 – 14. Before reading the actual text, point out the various text features: sidebars, illustrations with captions, vocabulary, etc. Explain that the various text features are designed to each add information and to provide the reader with a more complete “picture”.

3. Remind students that some information can be taken directly and literally from the text. However, there will be instances where they will be required to make inferences from textual materials.

4. Depending on your students, take one of the following approaches.

   - Guide the reading of pages 10 – 14. Then go back and reread the pages with students, completing the appropriate sections in Handout 1 – 3.
   - Guide the reading of pages 10 – 14. Tell students that as you come to certain types of information, you will stop and record the information in the appropriate places on Handout 1 – 3.

5. Worksheet #7.1.2 can be used if your students need practice in reading for detail.

NOTE: Pay special attention to the Mi’kmaq Backgrounder on textbook page 14. This information is important in helping students to get a more complete picture of Mi’kmaq culture.

Assignment:

- Complete the sections on the Mi’kmaq on Handout 1 – 3.
- Do Worksheet #7.1.2 (optional).
Comparing First Nations Societies

Name ______________________ Date ______________________

<table>
<thead>
<tr>
<th>Society</th>
<th>Economic Structure</th>
<th>Identify examples of technologies the society used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi'kmaq</td>
<td>-hunting for wildgame in forests</td>
<td>-canoes</td>
</tr>
<tr>
<td></td>
<td>-fished in ponds and lakes</td>
<td>-birchbark wigwams</td>
</tr>
<tr>
<td></td>
<td>-gathered nuts, roots</td>
<td>-mattresses made of evergreen branches</td>
</tr>
<tr>
<td></td>
<td>-used porcupine quills to make box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-caught whales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-used birch tree bark</td>
<td></td>
</tr>
<tr>
<td>Anishinabe</td>
<td>-fished in water</td>
<td>-harpoons</td>
</tr>
<tr>
<td></td>
<td>-hunted game</td>
<td>-long canoes</td>
</tr>
<tr>
<td></td>
<td>-gathered wild rice, picked berries</td>
<td>-nets</td>
</tr>
<tr>
<td></td>
<td>-grew beans/corn in gardens</td>
<td>-used knocker and poles to harvest rice</td>
</tr>
<tr>
<td>Haudenosaunee</td>
<td>-lived in longhouses made from trees</td>
<td>-longhouses</td>
</tr>
<tr>
<td></td>
<td>-grew cornbeans, squash</td>
<td>-woven basket</td>
</tr>
<tr>
<td></td>
<td>-got berries, roots, maple syrup and game from forest</td>
<td>-bones and arrows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-moccasins</td>
</tr>
</tbody>
</table>
Comparing First Nations Societies (continued)

<table>
<thead>
<tr>
<th>Society</th>
<th>Social Structure Making decisions</th>
<th>Social Structure Making decisions</th>
<th>Social Structure Making decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify examples of how the society made decisions</td>
<td>Identify examples of the role of women in decision making.</td>
<td>Identify examples of the role of men in decision making.</td>
</tr>
<tr>
<td>Micmac</td>
<td>- Had a Council of Elders</td>
<td>- Women had no say in some decisions.</td>
<td>- Participation in general meetings.</td>
</tr>
<tr>
<td></td>
<td>- Grand Council represented by several different groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Divided into 7 distinct groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anishinabe</td>
<td>- Divided into clans</td>
<td>- Could be members of Midewin Society</td>
<td>- Could be members of Midewin Society</td>
</tr>
<tr>
<td></td>
<td>- Midewin Society were spiritual leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Crane clan provided leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haudenosaunee</td>
<td>- Grand Council represented by several groups</td>
<td>- Clan mothers were influential</td>
<td>- Men were usually representatives on council, but could be replaced if clan mothers thought they were not performing duties well enough</td>
</tr>
<tr>
<td></td>
<td>- Haudenosaunee Confederacy - 50 Chief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.1.2

**Mise’l and Membertou: A Story about Mi’kmaq Society**

**Directions:** Use pages 10 – 14 of Our Canada to find if the following statements are true (T) or false (F).

1. _____ A fire was raging through Mise’l’s homeland.

2. _____ The Mi’kmaq farmed freshwater fish like trout.

3. _____ Mi’kmaq wigwams were made from poles and animal skins.

4. _____ At a community meeting, women can observe but only men can participate.

5. _____ Saqamaw is the word the Mi’kmaq used to refer to a place that has been burned.

6. _____ The Council of Elders is made up of people that choose and advise Mi’kmaq leaders.

7. _____ The people of Mise’l’s community decided to seek help from the Grand Council.

8. _____ Snowshoes, toboggans and canoes were all means of transportation used by the Mi’kmaq.

9. _____ The people from all seven Mi’kmaq districts were ready and willing to take in the Unama’ki people.

10. _____ Unfortunately, the people that eventually took them in treated them poorly.

11. _____ Mi’kmaq canoes were built for travel on lakes and rivers, but not for ocean travel.

12. _____ The Mi’kmaq believed that you should never decorate your belongings to make them look more attractive.

13. _____ In the Mi’kmaq culture men and women did different types of work.

14. _____ Living close to the land meant people worked together to meet the needs of the group as a whole.

15. _____ The seven district Saqamaws of the Grand Council usually met once a year.

16. _____ The Mi’kmaq lived in the forest in summer and close to the coast in winter.

17. _____ The Mi’kmaq believed it was best to change the land to suit their needs.

18. _____ The Mi’kmaq territory included, what we know today as Nova Scotia, New Brunswick, Prince Edward Island and parts of Québec.
Worksheet #7.1.2

Mi'kmaq and Membertou: A Story about Mi'kmaq Society

Directions: Use pages 10 – 14 of Our Canada to find if the following statements are true (T) or false (F).

1. T A fire was raging through Mi'sell's homeland.
2. T The Mi'kmaq farmed freshwater fish like trout.
3. F Mi'kmaq wigwams were made from poles and animal skins.
4. T At a community meeting, women can observe but only men can participate.
5. F Saqamaw is the word the Mi'kmaq used to refer to a place that has been burned.
6. T The Council of Elders is made up of people that choose and advise Mi'kmaq leaders.
7. T The people of Mi'sell's community decided to seek help from the Grand Council.
8. T Snowshoes, toboggans and canoes were all means of transportation used by the Mi'kmaq.
9. T The people from all seven Mi'kmaq districts were ready and willing to take in the Unama'ki people.
10. F Unfortunately, the people that eventually took them in treated them poorly.
11. F Mi'kmaq canoes were built for travel on lakes and rivers, but not for ocean travel.
12. F The Mi'kmaq believed that you should never decorate your belongings to make them look more attractive.
13. T In the Mi'kmaq culture men and women did different types of work.
14. T Living close to the land meant people worked together to meet the needs of the group as a whole.
15. T The seven district Saqamaws of the Grand Council usually met once a year.
16. F The Mi'kmaq lived in the forest in summer and close to the coast in winter.
17. F The Mi'kmaq believed it was best to change the land to suit their needs.
18. T The Mi'kmaq territory included, what we know today as Nova Scotia, New Brunswick, Prince Edward Island and parts of Québec.
Lesson 1.3

Concept: Using Haudenosaunee and Anishinabe stories and images to get information about culture.

Resources/Materials: Our Canada, pages 15 – 25
Handout 1 – 4 (pages 1 of 3 and 2 of 3) – students should already have these.
Worksheets #7.1.3a and #7.1.3b, optional (student copies)

Introduction: Review with students how we can get information about a culture by analyzing stories and images. Review the meanings of:
- Economic structures
- Social structures
- Geography affecting lifestyle

Tell students that they have use Mi’kmaq stories and images to gain information about that culture. Now they will work on their own to do the same for the Haudenosaunee and the Anishinabe.

Procedure:

1. Refer students to the Our Canada, pages 15 – 25 and review with them that they are to read the pages with the purpose of completing the first two pages of Handout 1 – 4.

2. Alternately, you may choose to have students do Worksheets #7.1.3a and #7.1.3b, which may be more appropriate for students who do better with more literal-type questions.

3. If you like, have students choose one of the three First Nations groups and illustrate or construct a settlement for that group.

Assignment:

- Complete page 1 of 3 and 2 of 3 of Handout 1 – 4.

- OR have students complete Worksheets #7.1.3a and #7.1.3b.

- Optionally, illustrate or construct a settlement depicting one of the three First Nations.
Beeshe and the Wedding Promise: A Story about Anishinabe Society

Directions: Read the Anishinabe story on Our Canada, pages 15 – 18 as well as the Anishinabe Back grounder on page 19. Then write environment, economic structure, or social structure beside each sentence.

- **environment** – describes the land where they lived
- **economic structure** – how they used resources
- **social structure** – how they made decisions and what jobs they did

1. ___________________________ The Anishinabe collected maple syrup from the maple trees in late winter and early spring. It was used to make a type of candy.
2. ___________________________ They lived in areas that were rocky and covered with trees.
3. ___________________________ The traditional Anishinabe territory had many lakes and rivers.
4. ___________________________ Canoes were framed with wood and covered with birch bark.
5. ___________________________ In winter the Anishinabe lived and hunted with one or two other families, but in summer they lived together in large groups to hunt and gather food.
6. ___________________________ They fished for sturgeon in the rivers, hunted for deer and elk, collected wild rice, picked berries, and collected plants.
7. ___________________________ Dodems (clans) provided leadership to their people.
8. ___________________________ An Anishinabe leader was called an *ogimauh*.
9. ___________________________ Leaders made decisions by consensus – agreement by everyone.
10. ___________________________ Anishinabe groups often traded with each other.
11. ___________________________ The Anishinabe did not believe in becoming rich; they believed it was best to take from the land only what was needed.
12. ___________________________ Winters could be extremely cold; summer very hot.
13. ___________________________ The Medewin Society taught people how to live a good and healthy life.
14. ___________________________ Each dodem had certain responsibilities.
Beeshie and the Wedding Promise: A Story about Anishinabe Society

Directions: Read the Anishinabe story on Our Canada, pages 15 – 18 as well as the Anishinabe Back grounder on page 19. Then write environment, economic structure, or social structure beside each sentence.

environment – describes the land where they lived
economic structure – how they used resources
social structure – how they made decisions and what jobs they did

1. economic structure The Anishinabe collected maple syrup from the maple trees in late winter and early spring. It was used to make a type of candy.

2. environment They lived in areas that were rocky and covered with trees.

3. environment The traditional Anishinabe territory had many lakes and rivers.

4. economic structure Canoes were framed with wood and covered with birch bark.

5. social structure/economic structure In winter the Anishinabe lived and hunted with one or two other families, but in summer they lived together in large groups to hunt and gather food.

6. economic structure They fished for sturgeon in the rivers, hunted for deer and elk, collected wild rice, picked berries, and collected plants.

7. social structure Dodems (clans) provided leadership to their people.

8. social structure An Anishinabe leader was called an ogimauh.

9. social structure Leaders made decisions by consensus – agreement by everyone.

10. economic structure Anishinabe groups often traded with each other.

11. economic structure The Anishinabe did not believe in becoming rich; they believed it was best to take from the land only what was needed.

12. environment Winters could be extremely cold; summer very hot.

13. social structure and healthy life. The Medewin Society taught people how to live a good

14. social structure Each dodem had certain responsibilities.
Worksheet #7.1.3b

**Santee and the Gantowisa: A Story about Haudenosaunee Society**

**Directions:** Use pages 20 – 25 of *Our Canada* to complete the web.

- Environment
- Communities
- Homes
- Food
- Beliefs
- Decision Making
Worksheet #7.1.3b

Santee and the Gantowisa: A Story about Haudenosaunee Society

Directions: Use pages 20–25 of Our Canada to complete the web.

Environment
- wooded area
- rivers, lakes

Communities
- permanent
- year-round
- up to 1500 people

Homes
- long houses
- tall (5m high, 20m long)
- framed with wood, covered with elm bark
- several families live in one
- no windows
- hole in roof to let smoke escape

Haudenosaunee Society

Food
- farmed, hunted, gathered
- grew corn, beans, squash (Three Sisters)
- men hunted, women prepared garden and gathered berries, etc

Beliefs
- Peacemaker brought Great Law of Peace
- Great Law of Peace set down rules for all nations
- Dreams occur to bring messages and provide direction
- Strength in unity

Decision Making
- clan mothers: leaders of each clan
- made alliances to secure trade, for defense, make peace
- leaders chosen for ability to make decisions based on what is best for the group
- Grand Council made decisions affecting all Haudenosaunee; made up of 50 chiefs
Lesson 1.4

Concept: Comparing and contrasting the Mi’kmaq, Haudenosaunee, and Anishinabe cultures

Resources/Materials: Our Canada, pages 7 – 25
Worksheet #7.1.4a (transparency and student copies) if you had students complete Handout 1-4
Handout 1-4, page 1 of 3 and page 2 of 3, if done (already completed by students)
Handout 1-4, page 3 of 3 (student copies)
OR Worksheet #7.1.4b if you had student complete Worksheets #7.1.2, #7.1.3a and #7.1.3b

Introduction: Ask students if they have ever been to a Dariusleut colony (or Lehrerleut, if appropriate). Ask them about any differences they may have noticed. Then discuss any similarities between the two groups. Now note that in Canada there is a third group of Hutterian Brethren, the Schmiedeleut. Summarize the students’ responses using a Venn Diagram (draw on the board or use a transparency of Worksheet #7.1.4). Also tell the students that the Schmiedeleut would go into the third circle.

Procedure:

1. Similar to the three Hutterian Brethren groups, there are many similarities and differences between the Mi’kmaq, Haudensaunee, and Anishinabe.

2. Using the information in this chapter have students complete Handout1-4, page 3 of 3.

3. If you had student complete the first two pages of Handout 1-4, distribute Worksheet #7.1.4a. Have students complete the Venn Diagram on this worksheet using the information on Handout 1 – 4.

4. If you had students complete Worksheets #7.1.2, #7.1.3a and #7.1.3b, distribute Worksheet #7.1.4b.

Assignments:

- Complete Worksheet #7.1.4a (for those who completed Handout 1-4).

- Complete Worksheet #7.1.4b (for those who completed Worksheets #7.1.2, #7.1.3a and #7.1.3b).

Alternately, or in addition, students can write a report comparing and contrasting the three First Nations.
The Lifestyles of the Mi'kmaq, Anishinabe and Haudenosaunee First Nations

**Haudenosaunee**
- Women very influential in decision making
- Farmers
- Lived in year-round settlements
- Part of Confederacy of Six Nations

**Mi'kmaq**
- General Council of Seven Districts made whole group decisions
- Lived on ocean coast in summer and inland in winter

**Anishinabe**
- Organized into clans that were responsible for different things
- Had different camps for summer and winter
- Midewin Society responsible for spiritual well-being

**Both**
- Made group decisions
- Used technology to make life better and easier
- Men hunted and fished
- Women gathered food and kept house
- Did not accumulate wealth
- Were spiritual
- Made alliances

Moved from place to place depending on the season.
Comparing First Nations Societies (continued)

For each society, identify examples of how geography affected the identity of the people.

<table>
<thead>
<tr>
<th>Society</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi'kmaq</td>
<td>- were hunters and fishers → live by sea and in forested areas</td>
</tr>
<tr>
<td></td>
<td>→ land generally unsuited to agriculture</td>
</tr>
<tr>
<td>Anishinabe</td>
<td>- were hunters and gatherers → lived in forested areas dotted with lakes</td>
</tr>
<tr>
<td></td>
<td>→ land was rocky (Canadian Shield)</td>
</tr>
<tr>
<td>Haudenosaunee</td>
<td>- were farmers and hunters → lived where soil suited to agriculture</td>
</tr>
<tr>
<td></td>
<td>→ lived in forested areas</td>
</tr>
</tbody>
</table>

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The Mi’kmaq, Anishinabe, and Haudensaunee Societies

Directions: Write M if the sentence tells about the Mi’kmaq, A if it tells about the Anishinabe, and H if it tells about the Haudensaunee. You may put more than one letter in the space.

_______ They lived on the Atlantic coast of what is today, Canada.

_______ They lived along the St. Lawrence River and the Great Lakes.

_______ They lived along Hudson Bay, James Bay and the Great Lakes.

_______ Their leaders were called Saqamaws.

_______ They made decisions by consensus.

_______ They collected maple syrup.

_______ They lived in permanent settlements.

_______ In winter they lived in small groups, but in summer they lived in large groups.

_______ They lived close to the coast in summer and in the forests in winter.

_______ Their homes were called longhouses.

_______ They made canoes out of birch bark.

_______ They used toboggans and snowshoes.

_______ Their leaders were called Hoyaneh.

_______ The leaders of their clans were female.

_______ They believed in the Great Law of Peace.

_______ Each person belonged to a clan.

_______ They believed that you should take only what you need from nature.

_______ The Grand Council was a group that represented all seven districts.

_______ Their leaders were called Ogimauhs.

_______ The Mídewin Society was made up of men and women who were spiritual leaders and healers.

_______ They lived in communities of up to 1500 people.
Worksheet #7.1.4b

The Mi'kmaq, Anishinabe, and Haudensaunee Societies

NOTE: Answers provided here are based on what is mentioned in the text up to this point.
Directions: Write M if the sentence tells about the Mi'kmaq, A if it tells about the Anishinabe, and H if it tells about the Haudensaunee. You may put more than one letter in the space.

M  They lived on the Atlantic coast of what is today, Canada.

H  They lived along the St. Lawrence River and the Great Lakes.

A  They lived along Hudson Bay, James Bay and the Great Lakes.

M  Their leaders were called Saqamaws.

A  They made decisions by consensus.

A  They collected maple syrup.

H  They lived in permanent settlements.

A  In winter they lived in small groups, but in summer they lived in large groups.

M  They lived close to the coast in summer and in the forests in winter.

H  Their homes were called longhouses.

A M H  They made canoes out of birch bark.

A M H  They used toboggans and snowshoes.

H  Their leaders were called Hoyaneh.

H  The leaders of their clans were female.

H  They believed in the Great Law of Peace.

A H  Each person belonged to a clan.

A M H  They believed that you should take only what you need from nature.

M  The Grand Council was a group that represented all seven districts.

A  Their leaders were called Ogimauhs.

A  The Midewin Society was made up of men and women who were spiritual leaders and healers.

H  They lived in communities of up to 1500 people.
Lesson 1.5

Concept: Environment and geography affect culture and identity.

Resources/Materials: Our Canada, pages 8 and 29
Handout 1 – 5 (transparency (optional) and student copies)
Worksheet #7.1.5, optional (student copies)

Introduction: Have students speculate how their lifestyle would be different if they lived in a completely different climatic and geographic location such as a tropical island. Touch on food, clothing, shelter. Conclude that lifestyle is greatly affected by climate and geography; that we use the natural resources around us to satisfy basic needs.

Procedure:

1. Review examples of how traditional First Nations lifestyle was affected by climate and geography. Remind them of how First Nations had a close connection to the land.

2. Tell students that the land the traditional First Nations once occupied is now sometimes used in different ways.

3. Have students examine the map on textbook page 29. If necessary, review how a map legend works.

4. Discuss with students how land use has now changed and the reasons for these changes. Lead discussion on to how forced changes are difficult because they usually occur quickly and cause major lifestyle changes.

5. Distribute copies of Handout 1 – 5. Have students copy the legend on the map on page 29 and put them on Handout 1 – 5. Then have them write sentences or a paragraph for each of the Mi’kmaq, Haudensaune, and Anishinabe, explaining how land use is the same and how it is different now compared to traditional use.

6. If you would like a simpler assignment, have students do Worksheet #7.1.5.

Assignment:

- On Handout 1 – 5 show how traditional First Nations land is used today. Then write sentences for each of the three First Nations explaining how land use is similar and how it is different when comparing traditional use with modern-day use.

- OR You can also have students do Worksheet #7.1.5, which is a little simpler.
**Land Use: In the Past and Now**

**Directions:** Examine the maps on pages 8 and 29 of *Our Canada*. Tell if each of the modern uses of the land is occurring on traditional Mi'maq, Anishinabe, or Haudenosaunee land. (You may put more than one name in each space.)

<table>
<thead>
<tr>
<th>Modern Use</th>
<th>Traditional First Nations Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>manufacturing</td>
<td></td>
</tr>
<tr>
<td>agriculture</td>
<td></td>
</tr>
<tr>
<td>forestry</td>
<td></td>
</tr>
<tr>
<td>mining</td>
<td></td>
</tr>
<tr>
<td>electricity</td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.1.5

**Land Use: In the Past and Now**

**Directions:** Examine the maps on pages 8 and 29 of Our Canada. Tell if each of the modern uses of the land is occurring on traditional Mi’maq, Anishinabe, or Haudenosaunee land. (You may put more than one name in each space.)

<table>
<thead>
<tr>
<th>Modern Use</th>
<th>Traditional First Nations Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>manufacturing</td>
<td>Haudenosaunee</td>
</tr>
<tr>
<td>agriculture</td>
<td>Haudenosaunee</td>
</tr>
<tr>
<td>forestry</td>
<td>Mi’kmaq, Anishinabe</td>
</tr>
<tr>
<td>mining</td>
<td>Anishinabe, Mi’kmaq</td>
</tr>
<tr>
<td>electricity</td>
<td>Anishinabe</td>
</tr>
<tr>
<td>fishing</td>
<td>Mi’kmaq</td>
</tr>
</tbody>
</table>
Lesson 1.6

Concept: Connecting to the past is important to identity

Resources/Materials: Our Canada, pages 30 – 35
Worksheet #7.1.6 (student copies), optional

Introduction: Recall the story of the four American Hutterian Brethren men who refused to join the army and were consequently jailed. Discuss that this is part of Hutterite history.

Ask, “How do events, like this, from the past help to form our identity?” (set examples for us to follow, confirm our beliefs, etc.)

Similarly, the identity of First Nations people is directly tied to the past.

Procedure:

1. Tell students that they will be reading three different interviews with modern-day First Nations people and how they are trying to preserve parts of their traditions. The first is with some Mi'kmaq singers, the second is an Anishinabe artist, and the third is with a couple of Haudenosaunee lacrosse players.

2. Have students turn to textbook page 30. With students read the “Get Ready” section, paying special attention to the section “How can connections to the past be important to identity?”

3. Tell students they will be reading the three interviews. With students design a chart on which to record their findings to the question like the one below. (or alternately photocopy Worksheet #7.1.6 and distribute).

<table>
<thead>
<tr>
<th></th>
<th>Oral History</th>
<th>Role of Elders</th>
<th>Importance of Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi'kmaq Singers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anishinabe Artist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haudenosaunned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacrosse Players</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Have students tell about how their history is tied to the recent or distant past. Give suggestions such as:
   - Colony from which they split
   - Agricultural lifestyle
   - Hutterian life in Eastern Europe
   - Hutterian life in the United States

Assignment: Read interviews and fill in chart. Write about how Hutterite identity is connected to past OR Worksheet #7.1.6
## Connecting the Past to Identity

<table>
<thead>
<tr>
<th></th>
<th>Oral History</th>
<th>Role of Elders</th>
<th>Importance of Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi’kmaq Singers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anishinabe Artist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haudenosaunnee Lacrosse Players</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How is your identity connected to the past?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Connecting the Past to Identity

<table>
<thead>
<tr>
<th>Oral History</th>
<th>Role of Elders</th>
<th>Importance of Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mi'kmaq Singers</strong></td>
<td>Teach younger people traditional lifestyle, history, sacred teachings</td>
<td>Gives sense of identity and spiritual awakening</td>
</tr>
<tr>
<td><em>songs and drums teach about pride, honour and respect</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anishinabe Artist</strong></td>
<td>Advise in use of ancient symbols in art, and alert artists to things sacred that appear in paintings in public</td>
<td>Much art is spiritual in nature</td>
</tr>
<tr>
<td><em>shares his knowledge of Woodlands culture</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Haudenosaunnee Lacrosse Players</strong></td>
<td>Elders told/taught him the sacred aspects of the game</td>
<td>Lacrosse first played by mythical creatures, belief that Creator likes to see his people play lacrosse, game is preceded by sacred ritual</td>
</tr>
<tr>
<td><em>interview implies information about lacrosse is &quot;told&quot; not &quot;read&quot;</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How is your identity connected to the past?

- Traditions and customs such as roles of men, women, children
- Clothing
- History
- Trials and tribulations of the past
Lesson 1.7 (optional)

Concept: Creating an illustration series depicting the lifestyle of a First Nations group
OR Making a 3-D model of a First Nations village

Reference/Materials: Our Canada, Chapter 1
- Paper for making illustrations
- OR materials to make First Nations village

Introduction: Review with students the different aspects of culture:
- Food
- Clothing
- Shelter
- Transportation
- Education
- Decision making (government)
- Family
- Roles of men, women, children
- Values and beliefs

Procedure:

1. Tell students that they will be showing what they know about one of the First Nations groups studied by creating a series of illustrations depicting its way of life. Advise students to choose their favourite group, or assign individual students to work on a particular group.

2. Emphasize that the series should contain four to six panels.

3. Your students may find it helpful if the class could brainstorm ideas.

4. **Beforehand, decide on how large you want each panel to be.** The larger the panels, the longer it will take students to complete the assignment.

5. **Alternatively,** assign a group of students to work on a model of a “village” of a particular First Nations group. (much more time consuming)

Assignment:

1. Draw and colour an illustration series depicting a First Nations group’s lifestyle. Alternatively, assign groups of students to work on a particular First Nations group.

   OR

2. Assign groups of students to work on creating a model of a First Nations settlement, either Mi`kmaw, Haudenosaunee, or Anishinabe.
Lesson 1.8

Concept: Introductory Activities and Chapter 1 Review and Study Sheets

The Review and Study Sheets are presented here to help your students prepare for a test on the Introductory Activities and Chapter 1.
1. When we learn about the past we use both primary and secondary resources. Name three primary and three secondary sources.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Name two types of people who study the past. Describe how they do this.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Tales and legends often tell us about a culture’s beliefs and values. Think about the fable *The Tortoise and the Hare*. What beliefs and values are in its message?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Examine the photograph on this page. Write two observations about the photograph. For each observation, make at least one inference.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Match the words in the box with their meanings. Write the correct letters in the spaces.

- a. economic structure
- b. social structure
- c. geography
- d. perspective
- e. opinion
- f. values

____ values and ideas shared by people with a common language, culture, and history
____ how resources are used
____ how decisions are made
____ what a person thinks about a particular issue
____ how a person sees him or herself
____ what person or group thinks is important
6. Use what you read in the Mi’kmaq backgrounder to fill in the chart (Our Canada, page 14).

<table>
<thead>
<tr>
<th>Social Structure (how decisions were made):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Economic Structure (how resources were obtained and used):</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How Geography Affected Their Lives:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

7. Write T for true and F for false.

- T  The social structures of the Mi’kmaq, Anishinabe, and Haudenosaunee were exactly the same.
- T  In First Nations cultures men and women usually had different roles.
- T  The Mi’kmaq, Anishinabe, and Haudenosaunee all hunted.
- T  The Mi’kmaq, Anishinabe, and Haudenosaunee all farmed.
- T  The Mi’kmaq, Anishinabe, and Haudenosaunee moved from place to place at some time during the year.
- T  The Haudenosaunee and Anishinabe women played an important role in decision making.
- T  Today First Nations’ land is used much like it was a thousand years ago.
- T  Anishinabe means “the original people”.
- T  The Mi’kmaq lived in coastal areas in summer and moved inland in winter.
- T  Lacrosse is one of Canada’s national sports and was created by the Anishinabe.
8. Read these facts; then write A for Anishinabe, M for Mi'kmaq, and H Haudenosaunee. **NOTE:** You may write more than one letter for each statement.

____ The Midewin Society was a group of men and women who had special gifts as spiritual leaders and healers.

____ Local leaders were called Saqamaws.

____ There were seven districts and a Grand Council.

____ They used canoes, snowshoes, and toboggans.

____ They lived in what today are New Brunswick and Nova Scotia.

____ They believed they should respect nature and take only what they need from the land.

____ They had clans called dodems, and each clan had certain duties.

____ Wild rice was an important food.

____ Decisions were made by consensus.

____ The collecting of maple syrup was an important part of the economy.

____ They farmed.

____ They lived in settlements of up to 1500 people.

____ They lived in longhouses.

____ They lived in wigwams covered with birchbark.

____ Connections to the past played an important role in their identity.

____ They traced their family trees through their mothers.

____ They were a confederacy of five and later six nations.

____ Their “Three Sisters” were corn, beans, and squash.

____ They lived around the Great Lakes.

____ They lived in the area around the St. Lawrence River.

____ They chose their leaders on their ability to put the welfare of the land and community first.
9. Match the words in the box to the phrases and sentences.

<table>
<thead>
<tr>
<th>a. alliance</th>
<th>d. diversity</th>
<th>g. petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. consensus</td>
<td>e. great white roots</td>
<td>h. talking circle</td>
</tr>
<tr>
<td>c. Creator</td>
<td>f. oral stories</td>
<td>i. Tradition</td>
</tr>
</tbody>
</table>

____  a “telling of incidents”

____ Multicultural societies have a great deal of ________.

____ Traditional First Nations believe the _____ was present in everything.

____ An agreement among a group of nations to act together to support each other’s interests.

____ An overwhelming agreement and respect for everyone involved in traditional forms of decision making is called a(n) ______.

____ An organized discussion in which decisions are made. It is a way to create solidarity.

____ It represents the Great Law of Peace among the Haudenosaunee Nations.

____ The handing down of belief, opinion, custom or stories from one generation to another.

____ to ask for something in a formal way.
10. **Short Answer**

You will be asked to answer **ONE OF THE FOLLOWING** to answer in a paragraph or two.

a. Explain how the land determined the Mi’kmaq people’s way of life. How was this different from the Haudensaunee? Make sure you use examples from either your readings or from classroom discussions.

b. In the story “Mis’el and Membertou” we learned that one community helped another community in need. Explain what Mis’el meant when he said, “Sometimes, the Creator lets the deer get away, but then He always points you to duck eggs in the grass that can satisfy your appetite.

c. From the story “Saunteer and Gantowisa,” we learned that there is strength in unity. Using an example from the story or from your own life, explain what this phrase means.

11. **Essay**

You will be asked to answer the following question in essay format. To prepare, be sure you know what you want to say and that you know how you will organize your thoughts. **Remember an essay has three main parts!**

**Introduction** – tells what your topic is  
  tells why the topic is important  
  states your opinion

**Body** – usually several paragraphs in length  
  Each paragraph tells about and explains each of the supporting details

**Conclusion** – restates your opinion briefly  
  gives consequences for the present and/or the future

From Chapter One we learned that First Nations peoples had many traditional values. Name at least one of these values. Why was this an important value? Is this still an important value for people today? Give your answer in Essay format. Be sure to use examples from the text book, from classroom discussions, and/or from your own experiences.
REVIEW
Chapter One
Meet Three of Canada’s First Nations

1. When we learn about the past we use both primary and secondary resources. Name three primary and three secondary sources.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>letters</td>
<td>journal entries</td>
</tr>
<tr>
<td>artifacts</td>
<td>photographs/ video of actual events</td>
</tr>
<tr>
<td></td>
<td>historical event stories</td>
</tr>
<tr>
<td></td>
<td>interviews</td>
</tr>
<tr>
<td></td>
<td>images (paintings, drawings)</td>
</tr>
</tbody>
</table>

2. Name two types of people who study the past. Describe how they do this.

1. historians - study what has been written

2. archaeologists - study artifacts

3. Tales and legends often tell us about a culture’s beliefs and values. Think about the fable *The Tortoise and the Hare*. What beliefs and values are in its message?

Examples:

- Boasting is undesirable and often has negative consequences
- Need to recognize individual strengths
- Process and product are both important
- "Slow and steady wins the race."
4. Examine the photograph on this page. Write two observations about the photograph. For each observation, make at least one inference.

Examples: Observations
- man has number on his singlet
- man has eyes closed
- man sitting against tree

Inferences
- man has been in a race
  \[ \text{man is tired} \]

5. Match the words in the box with their meanings. Write the correct letters in the spaces.

<table>
<thead>
<tr>
<th>a. economic structure</th>
<th>b. social structure</th>
<th>c. geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. perspective</td>
<td>e. opinion</td>
<td>f. values</td>
</tr>
<tr>
<td>g. identity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{d} \] values and ideas shared by people with a common language, culture, and history
\[ \text{a} \] how resources are used
\[ \text{b} \] how decisions are made
\[ \text{e} \] what a person thinks about a particular issue
\[ \text{g} \] how a person sees him or herself
\[ \text{f} \] what person or group thinks is important
6. Use what you read in the Mi'kmaq backgrounder to fill in the chart (Our Canada, page 14).

Social Structure (how decisions were made):
- local leaders called Sagamaws
- district council meets annually
- Grand Council advises communities about matters pertaining to all communities

Economic Structure (how resources were obtained and used):
- live on coastal areas in summer; move inland in winter
- hunt forest animals
- fish

How Geography Affected Their Lives:
- did not change land to meet their needs
- used resources provided by nature
  → hunted whales because lived by ocean; fished for same reason
  → hunted animals/gathered berries provided by nature

7. Write T for true and F for false.

F  The social structures of the Mi'kmaq, Anishinabe, and Haudenosaunee were exactly the same.
T  In First Nations cultures men and women usually had different roles.
T  The Mi'kmaq, Anishinabe, and Haudenosaunee all hunted.
F  The Mi'kmaq, Anishinabe, and Haudenosaunee all farmed.
F  The Mi'kmaq, Anishinabe, and Haudenosaunee moved from place to place at some time during the year.
T  The Haudenosaunee and Anishinabe women played an important role in decision making.
F  Today First Nations' land is used much like it was a thousand years ago.
T  Anishinabe means “the original people”.
T  The Mi'kmaq lived in coastal areas in summer and moved inland in winter.
F  Lacrosse is one of Canada's national sports and was created by the Anishinabe.
8. Read these facts; then write A for Anishinabe, M for Mi'kmaq, and H Haudenosaunee. 
**NOTE:** You may write more than one letter for each statement.

**A** The Midewin Society was a group of men and women who had special gifts as spiritual leaders and healers.

**M** Local leaders were called Saqamaws.

**M** There were seven districts and a Grand Council.

**AMH** They used canoes, snowshoes, and toboggans.

**M** They lived in what today are New Brunswick and Nova Scotia.

**AMH** They believed they should respect nature and take only what they need from the land.

**A** They had clans called dodems, and each clan had certain duties.

**A** Wild rice was an important food.

**AMH** Decisions were made by consensus.

**A** The collecting of maple syrup was an important part of the economy.

**H** They farmed.

**H** They lived in settlements of up to 1500 people.

**H** They lived in longhouses.

**AM** They lived in wigwams covered with birchbark.

**AMH** Connections to the past played an important role in their identity.

**H** They traced their family trees through their mothers.

**H** They were a confederacy of five and later six nations.

**H** Their “Three Sisters” were corn, beans, and squash.

**A** They lived around the Great Lakes.

**H** They lived in the area around the St. Lawrence River.

**H** They chose their leaders on their ability to put the welfare of the land and community first.
9. Match the words in the box to the phrases and sentences.

<table>
<thead>
<tr>
<th>a. alliance</th>
<th>d. diversity</th>
<th>g. petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. consensus</td>
<td>e. great white roots</td>
<td>h. talking circle</td>
</tr>
<tr>
<td>c. Creator</td>
<td>f. oral stories</td>
<td>i. Tradition</td>
</tr>
</tbody>
</table>

**f** a “telling of incidents”

**d** Multicultural societies have a great deal of _______.

**c** Traditional First Nations believe the _____ was present in everything.

**a** An agreement among a group of nations to act together to support each other’s interests.

**b** An overwhelming agreement and respect for everyone involved in traditional forms of decision making is called a(n) _______.

**h** An organized discussion in which decisions are made. It is a way to create solidarity.

**e** It represents the Great Law of Peace among the Haudenosaunee Nations.

**i** The handing down of belief, opinion, custom or stories from one generation to another.

**g** to ask for something in a formal way.
Lesson 1.9

Concept: Test for Introductory Activities and Chapter 1

The test is presented to assist teachers with assessment and evaluation. It can be used in conjunction with or instead of more formative methods of assessment.

The Teacher’s Resource Manual for Our Canada provides rubrics which may be useful for other types of assessment.
Chapter One
Meet Three of Canada’s First Nations

Test

Tell about five ways we can learn about the past.

1. 

2. 

3. 

4. 

5. 

Write P for primary resource and S for secondary resource.

6. ______ journal entry of an explorer

7. ______ a painting done by an artist who has read about an historical event

8. ______ an arrowhead found by an archaeologist

9. ______ a myth that has been passed down from father to son

10.______ a letter written by a colonist

11. There is a saying in many parts of Africa, “It takes a whole village to raise a child.” What inferences can you make about the cultures that believe this saying is true?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
True/False

Indicate whether the sentence or statement is true or false.

12. ______ Anishinabe means “the original people.”

13. ______ The Haudenosaunee moved yearly to find new soil to grow their crops.

14. ______ The Grand Council was a group of Haudenosaunee clan mothers who made decisions of the confederacy.

15. ______ The Mi’kmaq inhabited the land along the Atlantic Ocean in what we now call New Brunswick and Nova Scotia.

16. ______ The Haudenosaunee were an agricultural people who relied heavily on farming.

17. ______ Wild rice as an important food in the traditional diet of the Haudenosaunee.

18. ______ In the Anishinabe Society, a person became a member of his or her mother’s clan.

19. ______ The Mi’kmaq moved seasonally and traditionally lived in the forest in the summer and near the coast in the winter.

20. ______ The Anishinabe lived near the Great Lakes.

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

21. _____ Dodems are
   a. clans
   b. spiritual leaders
   c. homes
   d. talking circles

22. _____ Lacrosse was created by the
   a. Mi’kmaq
   b. Anishinabe
   c. Haudenosaunee
   d. French

23. _____ A talking circle is
   a. a form of decision making
   b. an organized discussion
   c. a way to create solidarity
   d. all of the above

24. _____ In which way are the Mi’kmaq, Anishinabe, and Haudenosaunee not similar?
   a. They all had strong connections to the land.
   b. They all used oral history to teach lessons.
   c. They all moved with the seasons to make the best use of the land.
   d. They all negotiated alliances with other First Nations.
25. _____ Which of the following is one of Canada's official national sports?
   a. baseball 
   b. lacrosse 
   c. soccer 
   d. none of the above

25. _____ Oral histories are
   a. representations of historical events 
   b. a way to record information 
   c. a “telling of incidents”
   d. all of the above

26. _____ The Haudenosaunee chose their leaders based on
   a. their ability to hunt food.
   b. their ability to tell oral stories.
   c. their ability to put the welfare of land and community first.
   d. their ability to force people to follow them.

Completion
*Complete each sentence or statement with a word or phrase from the box.*

[squash] [diversity] [toboggan] [respectful]
[French and English explorers] [Saqamaw] [past]

27. The Canada we know today comes from the contributions of many cultures. This is an example of ____________________________.

28. A leader of the Mi’kmaq society was known as the ____________________________.

29. Connections with the ____________________________ are important to the identity of the Mi’kmaq, Anishinabe, and the Haudenosaunee.

30. The ____________________________ had a profound impact on the First Nations.

31. A ____________________________ was used by the Mi’kmaq, Anishinabe, and the Haudenosaunee to transport goods and food in winter.

32. Traditional First Nations believe the Creator is present in everything. To live a good life, people need to have ____________________________ relationships with all creation.

35. The “Three Sisters” refers to the staple foods of the Haudenosaunee and consists of corn, beans, and ____________________________.
Matching

Match the following words or terms to their correction description below. Write the letter in the space.

<table>
<thead>
<tr>
<th>a. consensus</th>
<th>e. The Grand Council</th>
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<tr>
<td>b. picture writing</td>
<td>f. First Nations</td>
</tr>
<tr>
<td>c. Midewin</td>
<td>g. alliance</td>
</tr>
<tr>
<td>d. groups</td>
<td></td>
</tr>
</tbody>
</table>

36. _____ An overwhelming agreement and respect for everyone involved in traditional forms of decision making is called a(n) ____________.

37. _____ An agreement among a group of nations to act together or to support each others’ interests is a(n) ____________.

38. _____ The ____________ is a group of fifty chiefs who were chosen and advised by the Clan Mothers.

39. _____ “The ____________ used medicines to heal sick people, interpreted dreams and visions, and passed on sacred teachings and songs.

40. _____ The Mi’kmaq, Haudensaunee, and Anishinabe were three ____________ based in eastern Canada and were among the first to encounter the French and British people.

41. _____ Painting is a form of ____________ that is used to convey the Anishinabe beliefs.

42. _____ Traditional Mi’kmaq, Anishinabe, and Haudenosaunee societies emphasized making decisions as ____________.

Short Answer

43. Choose **ONE OF THE FOLLOWING** to answer in a paragraph or two.

a. Explain how the land determined the Mi’kmaq people’s way of life. How was this different from the Haudensaunee? Make sure you use examples from either your readings or from classroom discussions.

b. In the story “Mis’el and Membertou” we learned that one community helped another community in need. Explain what Mis’el meant when he said, “Sometimes, the Creator lets the deer get away, but then He always points you to duck eggs in the grass that can satisfy your appetite.

c. From the story “Sauntee and Gauntowa,” we learned that there is strength in unity. Using an example from the story or from your own life, explain what this phrase means.
Essay

44. From Chapter One we learned that First Nations peoples had many traditional values. Name at least one of these values. Why was this an important value? Is this still an important value for people today? Give your answer in Essay format. Be sure to use examples from the text book, from classroom discussions, and/or from your own experiences.
Chapter One
Meet Three of Canada's First Nations

Tell about five ways we can learn about the past.

1. artifacts images
2. journals What historians write
3. letters
4. stories
5. interviews

Write P for primary resource and S for secondary resource.

6. P journal entry of an explorer
7. S a painting done by an artist who has read about an historical event
8. P an arrowhead found by an archaeologist
9. S a myth that has been passed down from father to son
10. P a letter written by a colonist

11. There is a saying in many parts of Africa, "It takes a whole village to raise a child." What inferences can you make about the cultures that believe this saying is true?

Example:
- the group is important
- children must learn the values and accepted behaviors of the community
- children can learn from others
- everyone is responsible for his fellow community member
True/False
*Indicate whether the sentence or statement is true or false.*

12. **T** Anishinabe means "the original people."

13. **F** The Haudenosaunee moved yearly to find new soil to grow their crops.

14. **F** The Grand Council was a group of Haudenosaunee clan mothers who made decisions of the confrerie.

15. **T** The Mi'kmaq inhabited the land along the Atlantic Ocean in what we now call New Brunswick and Nova Scotia.

16. **T** The Haudenosaunee were an agricultural people who relied heavily on farming.

17. **F** Wild rice as an important food in the traditional diet of the Haudenosaunee.

18. **F** In the Anishinabe Society, a person became a member of his or her mother's clan.

19. **F** The Mi'kmaq moved seasonally and traditionally lived in the forest in the summer and near the coast in the winter.

20. **T** The Anishinabe lived near the Great Lakes.

Multiple Choice
*Identify the letter of the choice that best completes the statement or answers the question.*

21. **A** Dodems are
   a. clans
   b. spiritual leaders
   c. homes
   d. talking circles

22. **C** Lacrosse was created by the
   a. Mi'kmaq
   b. Anishinabe
   c. Haudenosaunee
   d. French

23. **D** A talking circle is
   a. a form of decision making
   b. an organized discussion
   c. a way to create solidarity
   d. all of the above

24. **C** In which way are the Mi'kmaq, Anishinabe, and Haudenosaunee **not** similar?
   a. They all had strong connections to the land.
   b. They all used oral history to teach lessons.
   c. They all moved with the seasons to make the best use of the land.
   d. They all negotiated alliances with other First Nations.
25.  Which of the following is one of Canada's official national sports?

   a. baseball   c. soccer
   b. lacrosse   d. none of the above

25.  Oral histories are

   a. representations of historical events   c. a "telling of incidents"
   b. a way to record information   d. all of the above

26.  The Haudenosaunee chose their leaders based on

   a. their ability to hunt food.
   b. their ability to tell oral stories.
   c. their ability to put the welfare of land and community first.
   d. their ability to force people to follow them.

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Complete each sentence or statement with a word or phrase from the box.

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27. The Canada we know today comes from the contributions of many cultures. This is an example of ________.

28. A leader of the Mi'kmaq society was known as the ________.

29. Connections with the _________ are important to the identity of the Mi'kmaq, Anishinabe, and the Haudenosaunee.

30. The _________ had a profound impact on the First Nations.

31. A ________ was used by the Mi'kmaq, Anishinabe, and the Haudenosaunee to transport goods and food in winter.

32. Traditional First Nations believe the Creator is present in everything. To live a good life, people need to have ________ relationships with all creation.

35. The "Three Sisters" refers to the staple foods of the Haudenosaunee and consists of corn, beans, and ________.
Matching
Match the following words or terms to their correction description below. Write the letter in the space.

| a. consensus | e. The Grand Council |
| b. picture writing | f. First Nations |
| c. Midewin | g. alliance |
| d. groups |

36. ___ An overwhelming agreement and respect for everyone involved in traditional forms of decision making is called a(n) __________.
37. ___ An agreement among a group of nations to act together or to support each others' interests in a(n) ____________.
38. ___ The ____________ is a group of fifty chiefs who were chosen and advised by the Clan Mothers.
39. ___ “The ____________ used medicines to heal sick people, interpreted dreams and visions, and passed on sacred teachings and songs.
40. ___ The Mi'kmaq, Haudensaunee, and Anishinabe were three ____________ based in eastern Canada and were among the first to encounter the French and British people.
41. ___ Painting is a form of ____________ that is used to convey the Anishinabe beliefs.
42. ___ Traditional Mi'kmaq, Anishinabe, and Haudensaunee societies emphasized making decisions as ____________.

Short Answer
43. Choose ONE OF THE FOLLOWING to answer in a paragraph or two.

a. Explain how the land determined the Mi'kmaq people's way of life. How was this different from the Haudensaunee? Make sure you use examples from either your readings or from classroom discussions.

b. In the story "Mis'el and Membertou" we learned that one community helped another community in need. Explain what Mis'el meant when he said, "Sometimes, the Creator lets the deer get away, but then He always points you to duck eggs in the grass that can satisfy your appetite.

c. From the story "Sauntee and Gantowisa," we learned that there is strength in unity. Using an example from the story or from your own life, explain what this phrase means.
Chapter 1

Short Answer Questions – Main Ideas

43. a. Explain how the land determined the Mi’kmaq people’s way of life. How was this different from the Haudensaunee? Make sure your use examples from either your readings or from classroom discussions.

- Mi’kmaq got food from the land.
- Moved, depending on the season
- Spent summer close to coast so they could fish and hunt sea mammals
- Spent winter in forests so they could hunt animals
- Did not try to change the environment to suit their needs

- Haudenosaunee lived in permanent settlements year round
- Grew crops to get much of their food.

b. In the story “Mis’el and Membertou” we learned that one community helped another community in need. Explain what Mis’el meant when he said, “Sometimes, the Creator lets the deer get away, but then He always points you to duck eggs in the grass that can satisfy your appetite.

- Mis’el’s land burned and his people had to move away (symbolized by deer getting away).
- Creator guided the people to Piktuk where they learned to fish, hunt, and exist in a new environment (symbolized by finding duck eggs).
- Mis’el’s comment tells us that we should have faith in the Creator.

c. From the story “Sauntee and Gantowisa,” we learned that there is strength in unity. Using an example from the story or from your own life, explain what this phrase means.

- Peacemaker showed how it was easy to break a single arrow, but not five of them.
- Means people should work for the goodness of everyone, not just themselves.

Essay Question – Main Ideas

44. From Chapter One we learned that First Nations peoples had many traditional values. Name at least one of these values. Why was this an important value? Is this still an important value for people today? Give you answer in essay format. Be sure to use examples from the textbook, from classroom discussions, and/or from your own experiences.

Examples:
- Respect for everyone’s contribution
- Respect for Creation
- Leadership
- Respect for nature
ADVANCE PREPARATION: Teachers may want to copy the focus questions for Chapter 2 on chart paper and post them in the classroom prior to beginning the chapter:

- Why do people explore new lands?
- European explorers came to North America with the idea of claiming and controlling new territories for their homelands. This idea is called imperialism. What impacts did European imperialism have on First Nations?
- What role did First Nations play in the European exploration of North America?
- Why is the history of European exploration important today?
Our Canada

Grade 7 Social Studies

Chapter 2

European Explorers

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Lesson 2.1

Concept: Reasons for exploration  
Introducing Chapter Task

Resources/Materials: Our Canada, pages 37, 38, 39 (top)  
Worksheets #7.2.1a and #7.2.1b (student copies)

Introduction: Review that the last section of lessons dealt with three of the First Nations groups as they existed more than half a century ago. Since then people from all over the world have come to live in what is now Canada.

Review briefly, students’ own history in Canada.
- Hutterian Brethren first colonies established in North Dakota, USA between 1874 and 1877
- First colonies established in Manitoba and Alberta in Canada in 1917
- Primary reason for both moves was religious persecution

Procedure:

1. Tell students that this chapter will focus on reasons why the Europeans left their homelands to explore and eventually live in what is today known as Canada.

2. Have students turn to textbook page 37. Guide the reading of this page, focusing on the questions in the “Focus Questions” box.

3. Next with students go over the Chapter Task on page 38.

4. Finally guide the section called “Get Ready”, top of page 39. Summarize that a “push” is a cause, and “pull” is a reason why you would choose to do a particular action in response to the push.

5. Distribute Worksheet #7.2.1a. Tell students to use the map on textbook page 37 to make their own map. Tell them they must include a title and a colour-coded legend.

6. Distribute Worksheet #7.2.1b. Tell students that they must match the pushes with the pulls.

Assignment:

Worksheets #7.2.1a and #7.2.1b
Map of Canada

Worksheet #7.2.1a
## What Pushes and Pulls You?

**Directions:** Match the push and the pull factors.

<table>
<thead>
<tr>
<th>Push</th>
<th>Pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is nothing to eat in the cupboard.</td>
<td>_____ You try to convince your parents that you need a new pair.</td>
</tr>
<tr>
<td>2. You are very bored sitting at home.</td>
<td>_____ You go over to your grandmother’s to if she has anything to eat.</td>
</tr>
<tr>
<td>3. Your shoes seem to be getting a little tight on you.</td>
<td>_____ You ask your father to help you learn them.</td>
</tr>
<tr>
<td>4. You have grown a great deal lately.</td>
<td>_____ You grab some snacks and put them in your pocket so you can have them at recess.</td>
</tr>
<tr>
<td>5. Your parents have noticed that your marks have gone down. They threaten to punish you if you don’t improve.</td>
<td>_____ You ask your mother if she can make you some new clothes.</td>
</tr>
<tr>
<td>6. One of the older boys has been bullying you.</td>
<td>_____ You go over to your friend’s house and ask if your friend can come out and play.</td>
</tr>
<tr>
<td>7. You didn’t make it on time for breakfast this morning.</td>
<td>_____ You sit at the window and hope you see something interesting going on.</td>
</tr>
<tr>
<td>8. You are bored because you are sick and home alone.</td>
<td>_____ You decide to take your school work more seriously.</td>
</tr>
<tr>
<td>9. You must miss school to go to the dentist.</td>
<td>_____ You tell your teacher and parents. Meanwhile, you avoid the person.</td>
</tr>
<tr>
<td>10. The German teacher is upset because you haven’t had your verses memorized for the last three days.</td>
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### What Pushes and Pulls You?

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Lesson 2.2

Concept: Why European explorers arrived in “Canada”

Resources/Materials: Our Canada, pages 39 – 43
Map of World
Worksheet #7.2.2a and Worksheet #7.2.2b (optional) (student copies)
Worksheet #7.2.2c (student copies)

Introduction: Recall with students the meanings of the words “push” and “pull”. Tell students that the Vikings were the first known Europeans to explore Canada. They were “pushed” because there was a shortage of certain types of timber needed for building ocean-going vessels in their homeland. They were pulled because folklore had it that there was a land across the ocean where this timber could be found. Point out on map of world where the Vikings lived (Scandinavia) and their possible route to Canada (to Iceland, Greenland, eastern Canada).

Tell students that other European countries did not just decide to explore, there were pushes and pulls that led to their exploring the land across the Atlantic Ocean.

Procedure:

1. Have students turn to textbook page 39. Guide the reading of this page and refer to the map on page 41. Ask students what “push” Europeans to explore was discusses on this page. Tell students they are to read pages 40 – 43 to find other pushes and some of the factors that pulled the explorers to explore Canada.

NOTE: For students who need more structure when reading independently, consider letting them use Worksheet #7.2.2a to guide their reading.

2. Distribute Worksheet #7.2.2b. Tell them to complete the sheet using information from pages 40 – 43. NOTE: Point out that in some cases the pull for some factors can become pushes. That is, they can line up like a chain reaction

Assignment:

1. Read textbook pages 40 – 43.
2. Do Worksheet #7.2.2a and Worksheet #7.2.2b (optional)
3. Do Worksheet #7.2.2c
European Explorers Arrive

Directions: As you read pages 39 to 43 of Our Canada, complete the sentences below.

What Were Europeans Seeking?

1. In the 1300s, overland trade routes between Europe and Asia became ____________________ as the Mongol Empire started to decline.

2. This disruption of trade between Asia and Europe drove up the price of Asian _________ and ____________ in Europe.

3. Some people in Europe thought that if they could secure a supply of trade goods from Asia, they would make a _________________.

4. They were looking for a new and safer route between ___________________ and ____________.

How Did Technology Enable European Exploration?

1. With traditional land trade routes disrupted, Europeans need a way to reach Asia by _____________.

2. Travel by sea was full of risks. Ships were ______________ and difficult to ____________. It was easy to get lost if you lost sight of _________________. Bad ________________ could mean the end of your life. People thought the world was not round, but _____________.

3. During the 1400s Europeans designed ships that were easier to _________________. They also started to use instruments like the ________________ and the _________________.

Why Did Europeans Arrive in the Lands that Became Canada?

1. The __________________________ were the first to put the new ships and instruments to use. They sailed around the southern tip of __________________________ to get to Asia.

2. __________________________ __________________________ thought he could sail _________ to find the ____________. He was an Italian sailor who was sponsored by the king and queen of ____________. He did not end up in Asia but in the Caribbean.

3. Following Columbus, other Spanish explorers traveled to Central America and found the gold of the ____________ and ____________ empires. Gold from the Americas made Spain the most __________________________ country in Europe at that time.

4. Britain, France, and the Netherlands also became interested in western _________ _________ _________. They concentrated on more __________________________ routes. They usually hired __________________________ navigators.

5. In 1497 an English __________________________ led by an Italian sailor named ________________ __________________________ landed in __________________________. He reported finds seas full of _________________. On shore Caboto and his crew met the __________________________ and the __________________________, both with positive and negative results.
# Worksheet #7.2.2c

## What Pushed and Pulled Europeans to Explore?

<table>
<thead>
<tr>
<th>Push Factors</th>
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European Explorers Arrive

Directions: As you read pages 39 to 43 of Our Canada, complete the sentences below.

What Were Europeans Seeking?

1. In the 1300s, overland trade routes between Europe and Asia became _____ disrupted _____ as the Mongol Empire started to decline.

2. This disruption of trade between Asia and Europe drove up the price of Asian ____ silk ____ and ____ spices ____ in Europe.

3. Some people in Europe thought that if they could secure a supply of trade goods from Asia, they would make a ____ fortune _____.

4. They were looking for a new and safer route between ____ Europe ____ and ____ Asia _____.

How Did Technology Enable European Exploration?

1. With traditional land trade routes disrupted, Europeans need a way to reach Asia by ____ sea _____.

2. Travel by sea was full of risks. Ships were ____ slow ____ and difficult to ____ steer _____. It was easy to get lost if you lost sight of ____ land _____. Bad ____ weather ____ could mean the end of your life. People thought the world was not round, but ____ flat _____.

3. During the 1400s Europeans designed ships that were easier to ____ manoeuvre _____. They also started to use instruments like the ____ compass ____ and the ____ astrolabe _____.

Why Did Europeans Arrive in the Lands that Became Canada?

1. The Portuguese were the first to put the new ships and instruments to use. They sailed around the southern tip of Africa (Cristoforo Colombo) to get to Asia.

2. Christopher Columbus thought he could sail west to find the east. He was an Italian sailor who was sponsored by the king and queen of Spain. He did not end up in Asia but in the Caribbean.

3. Following Columbus, other Spanish explorers traveled to Central America and found the gold of the Aztec and Incan empires. Gold from the Americas made Spain the most powerful country in Europe at that time.

4. Britain, France, and the Netherlands also became interested in western exploration. They concentrated on more northern routes. They usually hired Italian navigators.

5. In 1497 an English expedition led by an Italian sailor named Giovanni Caboto landed in Newfoundland. He reported finds seas full of cod fish. On shore Caboto and his crew met the Mi’kmaq and the Beothuk, both with positive and negative results.
<table>
<thead>
<tr>
<th><strong>Push Factors</strong></th>
<th><strong>Pull Factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trade routes to China were becoming increasingly disrupted</td>
<td>• Better navigational instruments and more easily manoeuvred ships made sea travel more reliable</td>
</tr>
<tr>
<td>• Demand for silk and spices increased</td>
<td>• Some thought the world was spherical and not flat, so Asia could be reached by going west</td>
</tr>
<tr>
<td>• Sea travel around the southern tip of Africa was dangerous</td>
<td>• European countries were excited at the prospect of accessing new resources from new lands (e.g., gold and silver)</td>
</tr>
</tbody>
</table>
Lesson 2.3

Concept: John Cabot, explorer or invader?

Resources/Materials: Our Canada, pages 41 – 43 and 45
Worksheet #7.2.3a (optional) (student copies)
Worksheet #7.2.3b Map of North America (transparency, if possible) showing explorer routes
Worksheet #7.2.3c Map of North America (student copies)
Worksheet #7.2.3d (optional) (student copies)

Introduction: Review with students the factors that led to the Europeans exploring the Americas. Recall that the first Europeans to set foot on the Americas were the Vikings, followed by Christopher Columbus and then Giovanni Caboto. Ask students how they would feel if a group of people from another part of the world suddenly came to their colony and basically started to take over and claim the land as their own. Six hundred years ago European countries felt it was well within their rights to do this when exploring lands previously unknown to them.

Procedure:

1. Have students draw a chart, or other graphic organizer, like the one below (or distribute Worksheet #7.2.3a) to summarize European exploration so far. Refer them back to pages 41 to 43.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Date</th>
<th>Country</th>
<th>Why He Came</th>
<th>What He Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vikings</td>
<td>About 1000</td>
<td>Scandinavia</td>
<td>Search for timber</td>
<td>Not sure</td>
</tr>
<tr>
<td>Columbus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caboto</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then they are to trace each of the explorer’s routes on the map of North America. They may choose whether to use a colour-coded legend or to simply write the explorers’ names on the routes.

Tell them to finish this later.

2. Next guide the reading of page 45. Have them copy the definition from their textbook on imperialism.

3. If possible, do the “Respond” on textbook pages 45 with students. Discuss whether Giovanni Caboto was an explorer or an invader. Tell students that they are to write a paragraph stating their opinion. If you are unable to spend the time guiding this part of the lesson, assign Worksheet #7.2.3d.

Assignment:

1. Complete the chart on the explorers: Vikings, Columbus, Caboto (or do Worksheet #7.2.3a)
2. Draw the explorers’ routes on the map of North America. (Worksheet #7.2.3b)
3. Write paragraph stating whether you think Caboto was an explorer or an invader.
   OR
4. Set up a class debate: Was Caboto an explorer or an invader?
### European Explorers

**Directions:** Summarize what you have found out about some of the European explorers to northern North America.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Date</th>
<th>Country</th>
<th>Why He Came</th>
<th>What He Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vikings</td>
<td>About 1000</td>
<td></td>
<td></td>
<td>Not sure</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giovanni Caboto</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
European Explorers
Worksheet #7.2.3d  **Giovanni Caboto: Explorer or Invader?**

**Directions:** When Giovanni Caboto sailed to northern North America he came across two First Nations groups. The king of England told Caboto that he and his sons had the full authority to “conquer, occupy and possess” lands “newly found by them” for England. The First Nations groups may not have felt this way.

Do you think Caboto was an explorer or an invader? To help you answer this question, complete the following.

1. Using a dictionary, write definitions for *explorer* and *invader*.

   explorer
   invader

2. Fill in the chart below, listing the characteristics of explorers and invaders.

<table>
<thead>
<tr>
<th>Characteristics of Explorers</th>
<th>Characteristics of Invaders</th>
</tr>
</thead>
</table>

3. In your notebook write a paragraph that gives your opinion about whether you think Giovanni Caboto was an explorer or an invader. The following may help you write your paragraph.

   - The first sentence of your paragraph should state your opinion.
   - The next few sentences should support your opinion; that is, they should explain why you think the way you do.
   - The concluding sentence should restate your opinion, and if possible, tell how you think your opinion affected Canada’s history.
**European Explorers**

**Directions:** Summarize what you have found out about some of the European explorers to northern North America.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Date</th>
<th>Country</th>
<th>Why He Came</th>
<th>What He Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vikings</td>
<td>About 1000</td>
<td>Scandinavia</td>
<td>search for new supplies such as timber</td>
<td>Not sure</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>1492</td>
<td>Spain (was an Italian sailor)</td>
<td>looking for another route to Asia, wanted to make money</td>
<td>Caribbean</td>
</tr>
<tr>
<td>Giovanni Caboto</td>
<td>1497</td>
<td>England (was an Italian sailor and merchant)</td>
<td>looking for new lands to claim for England</td>
<td>Newfoundland fish</td>
</tr>
</tbody>
</table>
Worksheet #7.2.3d  **Giovanni Caboto: Explorer or Invader?**

**Directions:** When Giovanni Caboto sailed to northern North America he came across two First Nations groups. The king of England told Caboto that he and his sons had the full authority to “conquer, occupy and possess” lands “newly found by them” for England. The First Nations groups may not have felt this way.

Do you think Caboto was an explorer or an invader? To help you answer this question, complete the following.

1. Using a dictionary, write definitions for *explorer* and *invader*.

   - **explorer**: a person who travels in search of new information
   - **invader**: a person who enters for conquest or plunder

2. Fill in the chart below, listing the characteristics of explorers and invaders.

<table>
<thead>
<tr>
<th>Characteristics of Explorers</th>
<th>Characteristics of Invaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>adventurous</td>
<td>violent</td>
</tr>
<tr>
<td>curious</td>
<td>powerful</td>
</tr>
<tr>
<td>courageous</td>
<td>demanding</td>
</tr>
<tr>
<td>intelligent</td>
<td>self-assured</td>
</tr>
<tr>
<td>ambitious</td>
<td>thinks he is better than others</td>
</tr>
<tr>
<td>risk-taking</td>
<td>insensitive</td>
</tr>
</tbody>
</table>

3. In your notebook write a paragraph that gives your opinion about whether you think Giovanni Caboto was an explorer or an invader. The following may help you write your paragraph.

   - The first sentence of your paragraph should state your opinion.
   - The next few sentences should support your opinion; that is, they should explain why you think the way you do.
   - The concluding sentence should restate your opinion, and if possible, tell how you think your opinion affected the Canada’s history.
Lesson 2.4

Concept: European imperialism: affect on the First Nations peoples

Resources/Materials: Our Canada, pages 46 – 50  
Worksheet #7.2.4 (optional) (student copies)  
Handout 2-7 (student copies)

Introduction: Write the words cooperation and conflict on the board. Discuss their meanings with students. Tell them that when two different groups interact, there is often cooperation but there can also be conflict. This situation is true for the interaction between the British (from England) and the First Nations groups, the Beothuk of Newfoundland and the Mi’kmaq of Nova Scotia.

Procedure:

1. Direct students to turn to textbook pages 46 – 48. Go over the “Get Ready” activity with them. Note that cooperation is a sign of positive relations and conflict is a sign of negative relations. Have students read these pages and summarize what they found on a graphic organizer like the one below. Remind students to include the nature of the each relation and then support these with specifics. If possible, guide the reading of the pages and begin filling in the graphic organizer.

<table>
<thead>
<tr>
<th>Positive Relations (cooperation)</th>
<th>Negative Relations (conflict)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Instead of a chart like the one above a semantic web would work well as an alternative.

Students who need more structure can do Worksheet #7.2.4

2. Next have students turn to textbook pages 49 and 50. These pages tell about the eventually extinction of a First Nations group called the Beothuk. They should read these pages independently.

3. Distribute Handout 2-7. Go over all the directions with the students.

Assignment:

2. Make a graphic organizer summarizing the positive and negative relationships between the British and the First Nations people. OR Worksheet #7.2.4.
**Worksheet #7.2.4  Cooperation and Conflict**

**Directions:** When the British interacted with the First Nations people, there were some positive relationships and some negative relationships. Use *Our Canada*, pages 46 – 48 to complete the chart below. For each relationship tell whether it is negative or positive. In the third column describe the relationship.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Positive or Negative?</th>
<th>What Characterized this Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Europeans traded metal goods for Mi'kmaq furs.</td>
<td></td>
<td>• British wanted furs to sell in Europe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>The Europeans began to fish off the coast of Newfoundland where they interacted with the Beothuk</td>
<td></td>
<td>• The Beothuk did not establish a friendly relationship with the Europeans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>
### Cooperation and Conflict

**Directions:** When the British interacted with the First Nations people, there were some positive relationships and some negative relationships. Use *Our Canada*, pages 46 – 48 to complete the chart below. For each relationship tell whether it is negative or positive. In the third column describe the relationship.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Positive or Negative?</th>
<th>What Characterized this Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Europeans traded metal goods for Mi'kmaq furs.</td>
<td>+</td>
<td>• British wanted furs to sell in Europe.</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>• British could get furs for relatively little</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>• Mi'kmaq viewed trade as way of establishing good relations</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>• Mi'kmaq found European goods useful</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>• Mi'kmaq could get rid of old furs, which Europeans preferred</td>
</tr>
<tr>
<td>The Europeans began to fish off the coast of Newfoundland where they interacted with the Beothuk</td>
<td>-</td>
<td>• The Beothuk did not establish a friendly relationship with the Europeans.</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>• Europeans set up camps on Beothuk lands</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>• Europeans interfered with traditional Beothuk-fishing areas</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>• Beothuk tried to discourage French and British by taking their equipment</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>• Beothuk became extinct by factors such as loss of food supply and European diseases.</td>
</tr>
</tbody>
</table>
Remembering Shawnadithit

Name ___________________________ Date ___________________________

This is a version of an announcement that appeared in the Royal Gazette
in St. John’s, Newfoundland on June 16, 1829.

Shawanadithit, the female Indian, one of the
Aborigines of this island, died at the hospital on June
6th. She died of consumption, a disease which seems
to have been remarkably prevalent among her tribe,
and which has unfortunately been fatal to all who
have fallen into the hands of the settlers.

What would you alter or add to this announcement to balance its perspective?

• Instead of “Indian” and “Aborigines”, use Beothuk
• Add information about the impact European exploration
  and settlement had on the Beothuk (circumstances, values, attitudes)
• Explain that she is the last known Beothuk.
Lesson 2.5

Concept: French Imperialism: Cartier

Resources/Materials: Our Canada, pages 51 – 55  
Wall maps: World, Europe, North America  
Handout 1-5 (map of Eastern Canada) (student copies)  
Worksheet #7.2.5 (optional) (student copies)  
Handout 2-8 (two pages) student copies

Introduction: Review with students the European attitude about imperialism; that is was unquestionably justifiable. Tell students that European countries competed with each other to see which could amass the most powerful and vast empires. France was another of the European countries who wanted to expand its empire. France had already gone into many places in the world including northern Africa. It then turned its sights to northern North America.

Tell students that the next couple of lessons will be about two French explorers to Canada: Jacques Cartier and Samuel de Champlain.

Procedure:

1. Tell students that the first French explorer to what is today called Canada was Jacques Cartier. Have students turn to textbook page 51 and guide the reading of this page.

2. Distribute Handout 1-5. Now or as an assignment to do later have students trace Cartier’s 1534 route.

3. Tell students to read pages 52 to 55. These pages explain where Cartier went and supply information about his and his crews interaction with the Mi’kmaq. Tell students they are to read these pages with specific goals in mind. (Explained in point 4) If students need structure to guide their independent reading, teachers have the option of having students complete Worksheet #7.2.5 as they read or following their reading.

4. Distribute Handout 2-8. Note to students that on textbook pages 52 – 55 the type written in red is information directly or adapted from Cartier’s actual journal notes. This type of information is called a primary source. Handout 2-8 requires students to interpret or create a secondary source.

5. Go over the example given on Handout 2-8. Wish the students luck!

Assignment:

1. Read textbook pages 51 – 55 and optionally complete Worksheet #7.2.5.

2. Chart Cartier’s voyages of 1534 and 1536 on the map on Handout 1-5.

3. Complete Handout 2-8 (2 pages)
Traditional Lands of the Mi’kmaq, Haudenosaunee and Anishinabe

Use this map to create a transparency that shows the location of the traditional lands of the Mi’kmaq, Haudenosaunee and Anishinabe.

Lay this transparency over the map on page 29 of the textbook to compare traditional land uses with modern land uses.
What Happened?

Name __________________________ Date __________________________

Create notes for a “secondary source” — an interpretation — of the “primary source” documents on pages 15 and 16 of the textbook.

Here is an example of what you could note about the first excerpt from Cartier’s journal on page 15.

June 24, 1534

What Cartier reported:
- A Mi’kmaq man wanted to trade, but became afraid.

Context I can supply:
- The Mi’kmaq had been trading for many years with Europeans coming to fish off the east coast. This supports Cartier’s idea that the man wanted to trade.
- The man may have been afraid, because he was one person and Cartier’s crew were many. But he may also have left to find other members of his group to participate in trading. Perhaps if Cartier had waited, he would have met them.

Now it’s your turn!

July 6, 1534

What Cartier reported:

Example: - They made frequent signs to us to come ashore, holding up some furs on sticks
What Happened? (continued)

Name ______________________ Date ______________

Context I can supply:
- The Mi'kmaq were used to trading with Europeans. They may have wanted to trade furs (furs on the sticks) for other goods.

Spring, 1536
What Cartier reported:
- Cartier kidnapped Donnacona and four other people and brought them back to France to show them to the king

Context I can supply:
- It was typical of imperial France to feel that non-French people were not their equals
- To Cartier the Mi'kmaq captives were prizes and symbols of his success.
Worksheet #7.2.5  

**Jacques Cartier’s Exploration of Canada**

**Directions:** Use your textbook pages to find the following information.

Explorer: _______________________________________

Explorer’s Country: _______________________________________

What Cartier Was Looking For _______________________________________

In the spaces below summarize, in point form, Cartier’s interactions with First Nations people.

A. June 24, 1534 (textbook pages 52 and 55)

B. July 6, 1534   Location: _______________________________________

C. A Difficult Winter (Second Voyage)
Jacques Cartier’s Exploration of Canada

Directions: Use your textbook pages to find the following information.

Explorer: Jacques Cartier

Explorer’s Country: France

What Cartier Was Looking For: passage to Asia through North America and to discover islands and lands where there is gold and other precious things

In the spaces below summarize, in point form, Cartier’s interactions with First Nations people.

A. June 24, 1534 (textbook pages 52 and 55)

• Mi’kmaq pointed to where Cartier and his men should go, but he disappeared
• landed and placed a knife and sash on a branch

B. July 6, 1534 Location: Gaspé Peninsula

• Mi’kmaq canoes motioned them to come ashore and looked happy
• Cartier’s men shot off two guns → became frightened and went away

C. A Difficult Winter (Second Voyage)

• spent winter in Stadacona
• travelled to Hochelaga against wishes of Mi’kmaq
• Mi’kmaq shone Cartier how to treat scurvy
• kidnapped five Stadaconans and took them back to France
Lesson 2.6

Concept: French Imperialism: Champlain

Resources/Materials: Our Canada, pages 56 – 59
Worksheet #7.2.6 (optional) (student copies)
Wall map of Canada
Handout 1-5 (student copies) Students already have this from study of Cartier
Handout 2-9 (student copies)

NOTE: Some students may find the excerpts from Champlain’s writings on textbook pages 57 – 59 difficult to read. A simplified version of these excerpts appears on Worksheet #7.2.10 and can be used at the teacher’s discretion.

Introduction: Review the idea that the discovery of the Northwest Passage was still forefront in much of Europe as an alternate route to Asia. The French sent an explorer by the name of Samuel de Champlain to further this search. Tell students that he too encountered First Nations groups. Like other explorers, Champlain felt that the France was the best country in the world, and that all other people should be more like the French. “Could this lead to problems with the First Nations?”

Procedure:

1. Direct students to turn to textbook page 56 and with the students read the page. Trace Champlain’s routes on the wall map of Canada. Have the students take out Handout 1-5, which they already have, and draw in his routes.

2. Tell students they will be reading some journal entries that Champlain made. These journal entries provide a great deal of information. With students read the introduction on textbook page 57. Discuss the meanings of the words “motives”, “means”, and “contacts”.

3. Distribute Handout 2-9 and discuss how it is organized. Instruct students to read pages 57 – 59 and then complete Handout 2-9.

Alternately, for students who may have difficulty comprehending these journal entries, distribute Worksheet #7.2.6 which is written in simpler language. However, teachers should review sidebar information from pages 57 – 59 with students first.

Assignment:

1. Read textbook pages 57 – 59 (or Worksheet #7.2.6)

Investigating Champlain’s Diary

The following excerpts come from Champlain’s writings about his voyage in 1604.

**Entry #1**

There are thousands of savages who had no religion, no law, and no knowledge of the true God. We should be trying to convert them to our religion.

**Entry #2**

I shall not describe in detail the attempts of foreign nations to find a passage to the East Indies (Asia). The explorer who finds this passage will be highly praised, and that explorer’s country will have a great advantage when it comes to trade. I believe that France should continue to search for this passage. Furthermore, I think it can be found if the king of France continues to support it.

**Entry #3**

The leaders of many countries have tried to find the Northwest Passage China in order to made trade easier. So far they have not been successful. For this reason we French have decided to establish a permanent settlement in the lands we call New France in the mean time.

The following excerpts come from Champlain’s writings about his voyage of 1608

**Entry #4**

Sieur de Monts wanted to establish a settlement and requested permission from the king. The king granted him permission, but after three years he was forced to give up.

Sieur de Monts has reported that the soil is good and I believe we can find the Northwest Passage so the king Sieur de Monts that he should try to continue to establish the settlement.

**Entry #5**

Sieur de Monts and I have talked on several occasions about the difficulty of establishing the settlement. He asked me to help him. It is an expensive undertaking so the king told Sieur de Monts that for one year only he could trade furs with the savages.

**Entry #6**

I managed to visit some parts of the Saguenay, a fine river. About 240 km from the mouth of the harbour there is a great waterfall. The savages told me that after passing the first falls there are eight others; then there are none for about a day’s journey. Then there are ten more waterfalls and then a lake that takes three days to cross. That is what I have been able to find out so far. I would like to explore this river, but I could not do it without the savages. They are unwilling to guide me. I think that it is important that this river be explored to remove the doubts of those people who do not believe that the Northwest Passage to China exists.
Traditional Lands of the Mi'kmaq, Haudenosaunee and Anishinabe

Use this map to create a transparency that shows the location of the traditional lands of the Mi'kmaq, Haudenosaunee and Anishinabe.

Lay this transparency over the map on page 29 of the textbook to compare traditional land uses with modern land uses.
# Investigating Champlain's Diary

Use this chart, or create a graphic organizer of your own, to track the events and people Champlain describes in his diary.

<table>
<thead>
<tr>
<th>MOTIVES</th>
<th>Why did Champlain come on the voyages to Canada?</th>
<th>What did he accomplish?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- looking for a passage to Orient</td>
<td>- found Lake Huron, but not route to China</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEANS</th>
<th>Who paid for the voyages?</th>
<th>How did they pay for them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sieur de Monts</td>
<td>First, out of his own pocket. Then the king helped Sieur de Monts raise funds by allowing only he to trade fur with First Nations for a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACTS</th>
<th>Who helped Champlain explore?</th>
<th>What help did they give him?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Nations</td>
<td>- told him existence of a great sea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- told him how to get to this sea</td>
</tr>
</tbody>
</table>

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Lesson 2.7

Concept: Expressing opinion based on values and facts

NOTE: This lesson is basically an essay writing activity. If students lack experience in essay writing, teachers may elect to have them write a paragraph instead.

Resources/Materials: Our Canada, page 60
- Worksheets #7.2.7a and #7.2.7b (optional) (student copies)
- Worksheet #7.1.7c (optional) (student copies)

Introduction: Review with students that the European explorers’ presence in northern North America was viewed differently by the explorers themselves and the First Nations with whom they interacted. Ask students how they feel about the situation.

Procedure:

1. Tell students that opinions are usually based on values and facts. Values tell how we feel about something and are usually positive or negative. They can be based on religious beliefs, cultural expectations, family teachings, and so on.

2. Tell students they will be writing an essay that tells how they feel about European exploration to Canada. Direct them to turn to textbook page 60. **Guide the reading of the page.**

**NOTE:** Instead of writing the essay, teachers may choose to have students do Worksheet #7.2.7c

3. Review with students that an essay expresses an opinion on an issue and should try to convince the reader that a particular opinion has merit.

4. Review with students the basic structure of an essay:

   - **Introduction**
     - For junior high students this can be done in one paragraph
     - Gives background information about the issue
     - Expresses the author’s opinion on the issue
   - **Body**
     - Composed of several paragraphs
     - Supports the author’s opinion
     - One paragraph for each reason why the author feels his/her opinion is valid
   - **Conclusion**
     - Restates the opinion
     - Gives implications for modern or future times

5. Tell students that it is essential to plan an essay before actually writing. Teachers can have students use Worksheets #7.2.7a and #7.2.7b to assist in planning, if desired.

Assignment:
Write essay OR do Worksheet #7.2.7c
Worksheet #7.2.7a

**Issue:** Should we apply the values of our own time to people in history?

**Planning Sheet**

**Introduction**

Your Opinion

**Background Information**

**Body**

Main Idea:

Supporting Details:

Main Idea:

Supporting Details:
Main Idea: _____________________________________________

Supporting Details:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Conclusion

Restate Opinion: _____________________________________________

________________________________________________________________________

Implications for Modern or Future Times
Issue: Should we apply the values of our own time to people in history?

Directions: Read the opinions expressed in Our Canada, page 60. Then decide which speaker or speakers you think might have said the following to support his/her opinion.

1. It does not matter if the actions took place five minutes ago or five centuries ago, right is right and wrong is wrong. People have the same basic rights. The Europeans were absolutely wrong to assume that it was alright to simply go in and try to take over the First Nations land and change their way of life.

   Speaker: __________

2. Many things went on in the past that we may not agree with. What we can do is learn from the past and take steps to ensure that any wrongdoings are not repeated.

   Speaker: __________

3. Let’s not be too hard on the Europeans. They did what they thought was right. Values and beliefs change over time and we have to accept that. We should not judge them just as people in the future should not judge us. We do what we think is right at the time it is happening.

   Speaker: __________

4. It is perfectly alright to make judgements about European exploration and imperialism. But we should also make every attempt to understand why they did what they did. In a multicultural nation like Canada, it is essential that we respect and tolerate different cultures and people. The European nations at the time of exploration were not multicultural so we have to be careful about being too hard on them.

   Speaker: __________

5. It is all fine and good to say the Europeans were existing with a different set of values than we have today. However, what about the First Nations people? They were the ones whose lives were disrupted. I can bet that they do not feel that European exploration was find and good.

   Speaker: __________

6. What is the big deal? What’s done is done. The strongest should be able to take over the weaker.

   Speaker: __________

7. We can learn from the past and I think we should. Today people are more informed about the issues of the day. We can use our knowledge to make sure that all people are respected.

   Speaker: __________
Worksheet #7.2.7c

Issue: Should we apply the values of our own time to people in history?

Directions: Read the opinions expressed in Our Canada, page 60. Then decide which speaker or speakers you think might have said the following to support his/her opinion.

1. It does not matter if the actions took place five minutes ago or five centuries ago, right is right and wrong is wrong. People have the same basic rights. The Europeans were absolutely wrong to assume that it was alright to simply go in and try to take over the First Nations land and change their way of life.

   Speaker: 2

2. Many things went on in the past that we may not agree with. What we can do is learn from the past and take steps to ensure that any wrongdoings are not repeated.

   Speaker: 3 or 4

3. Let’s not be too hard on the Europeans. They did what they thought was right. Values and beliefs change over time and we have to accept that. We should not judge them just as people in the future should not judge us. We do what we think is right at the time it is happening.

   Speaker: 1

4. It is perfectly alright to make judgements about European exploration and imperialism. But we should also make every attempt to understand why they did what they did. In a multicultural nation like Canada, it is essential that we respect and tolerate different cultures and people. The European nations at the time of exploration were not multicultural so we have to be careful about being too hard on them.

   Speaker: 4

5. It is all fine and good to say the Europeans were existing with a different set of values than we have today. However, what about the First Nations people? They were the ones whose lives were disrupted. I can bet that they do not feel that European exploration was find and good.

   Speaker: 2

6. What is the big deal? What’s done is done. The strongest should be able to take over the weaker.

   Speaker: 1

7. We can learn from the past and I think we should. Today people are more informed about the issues of the day. We can use our knowledge to make sure that all people are respected.

   Speaker: 3
Lesson 2.8

Concept: Reasons why explorers explored and how their exploration activities are tied to today

Resources/Materials: Our Canada, pages 61 – 65
Worksheets #7.2.8a and #7.2.8b (student copies)

Introduction: Have students turn to textbook page 61 and examine the map drawn by Champlain in 1632. Ask students how they think Champlain got the information to make such a map:
- His own travels
- Maps of other explorers
- Information from the First Nations

Then ask students why they think the map stops where it does? (the rest is unknown, on the “edge”) “What might motivate other explorers to explore beyond what Champlain has mapped out?”
- To further their own careers
- To find passage to China
- Look for new resources for the home country

Procedure:

1. Explain to students that on textbook pages 62 – 64 there are short accounts of the activities of several other British and French explorers. They are to read and then use Worksheets #7.2.8a and #7.2.8b to find out why they explored what they did or did not accomplish.

2. Then tell students to examine the Exploration Timeline on textbook page 65. Note that exploration to Canada more or less alternated between Britain and France until about the mid 1700s.

Assignment:


2. Worksheets #7.2.8a and #7.2.8b
**More Explorers**

**Directions:** Read pages 62 – 64 of *Our Canada*. The complete the chart. Look for some common “themes” and record these in the spaces provided.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Where He Explored</th>
<th>What Motivated Him</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Frobisher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry Hudson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>René-Robert Cavelier de La Salle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explorer</td>
<td>Where He Explored</td>
<td>What Motivated Him</td>
<td>Accomplishments</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Pierre Gaultier de La Vérendrye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel Hearne</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexander Mackenzie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On whom did many explorers depend to “explore” the “new territories”? ________________

List any common themes you may have observed. (use the back of the sheet, if necessary) ____________________________________________

__________________________________________
### More Explorers

**Directions:** Read pages 62 – 64 of Our Canada. The complete the chart. Look for some common “themes” and record these in the spaces provided.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Where He Explored</th>
<th>What Motivated Him</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Frobisher 1576</td>
<td>Arctic</td>
<td>• wanted to trade with Natives for whatever he could that was valuable</td>
<td>• found iron pyrite, but no gold</td>
</tr>
<tr>
<td>Henry Hudson 1610</td>
<td>Hudson Bay</td>
<td>• wanted to find Northwest Passage</td>
<td>• ship got trapped in ice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• crew mutinied and set him adrift</td>
</tr>
<tr>
<td>René-Robert Cavelier de La Salle</td>
<td>Went down Mississippi River to Gulf of Mexico</td>
<td>• wanted to claim more land for France</td>
<td>• went down Mississippi River and explored surrounding areas, claiming them for France</td>
</tr>
<tr>
<td>Explorer</td>
<td>Where He Explored</td>
<td>What Motivated Him</td>
<td>Accomplishments</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Pierre Gaultier de La Vérendrye 1731</td>
<td>Area around the Great Lakes, Plains, saw Rockies</td>
<td>wanted to find route to Asia</td>
<td>established control of more fur trading area, first non-Aboriginal to see Rocky Mountains</td>
</tr>
<tr>
<td>Samuel Hearne</td>
<td>Area west of Hudson Bay</td>
<td>wanted to find passage to Asia west of Hudson Bay</td>
<td>lost toes to frostbite, explored and learned more about interior of Canada</td>
</tr>
<tr>
<td>Alexander Mackenzie 1789</td>
<td>Across Canada to Pacific Ocean</td>
<td></td>
<td>First European to reach West Coast by travelling across land</td>
</tr>
</tbody>
</table>

On whom did many explorers depend to "explore" the "new territories? *Aboriginal guides*

List any common themes you may have observed. (use the back of the sheet, if necessary)

- looking for route to Asia
- wanted resources for Motherland
- did not feel it was wrong to go onto First Nations land
- depended on First Nations to learn how to survive
Lesson 2.9

Concept: Telling a story through a newspaper article

Resources/Materials: Our Canada, pages 66 and 67
Worksheet #7.2.9 (student copies)

Introduction: Review with students how we can learn about the past (artifacts, journals, stories, maps, etc.). Tell students that a scientist named Dr. Owen Beattie from the University of Alberta wanted to uncover some facts about a British explorer, John Franklin, who was one of the last to search for the Northwest Passage. Dr. Beattie’s expedition did indeed uncover much information about Franklin’s activities, even a crew member’s frozen body!

Procedure:

1. Have students turn to textbook pages 66 and 67. Discuss evidence that this is not a genuine newspaper article. (no newspaper comes in editions by century, quotation marks around the word “newspaper” in the masthead, by-line describes the writer as “time-roving”, etc.)

2. You may find it necessary to explain to students how centuries are named; that is, the twentieth century refers to the years 1900 – 1999.

3. Note that although the newspaper article is not from a real newspaper, the facts reported are true. The author only decided to use the newspaper article format to convey the information.

4. Guide the reading of the newspaper article if you think the reading level is high for them; otherwise, they can read it for themselves.

5. As a comprehension check have students complete Worksheet #7.2.9.

Assignment:

1. Read the newspaper article on textbook pages 66 and 67.

2. Complete Worksheet #7.2.9

OR

3. Pretend you are a reporter for a newspaper. Choose a single event that involved a European explorer and his interaction with a First Nations group. Write a news article about that encounter. REMEMBER: A good news reporter is always objective.
**Explorer Mystery Solved**

**Directions:** Following is a set of sentences that summarize the newspaper article from *Our Canada*, pages 66 and 67. They are **NOT** in the order in which they actually happened. First, find the date that each happened. Second, number the statements in the order that the events occurred.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Searchers find graves on Beechey Island.</td>
</tr>
<tr>
<td></td>
<td>Franklin sets sail.</td>
</tr>
<tr>
<td></td>
<td>Franklin’s ships become trapped in ice at King William Island.</td>
</tr>
<tr>
<td></td>
<td>John Torrington dies</td>
</tr>
<tr>
<td></td>
<td>Beattie collects samples from the body of John Torrington on Beechey Island.</td>
</tr>
<tr>
<td></td>
<td>Beattie collects samples from skeletons on King William Island.</td>
</tr>
<tr>
<td></td>
<td>Searchers find crews’ notes about their situation at King William Island.</td>
</tr>
<tr>
<td></td>
<td>Searchers find crews’ notes and skeletons on King William Island.</td>
</tr>
</tbody>
</table>
### Explorer Mystery Solved

**Directions:** Following is a set of sentences that summarize the newspaper article from *Our Canada*, pages 66 and 67. They are **NOT** in the order in which they actually happened. First, find the date that each happened. Second, number the statements in the order that the events occurred.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1850</td>
</tr>
<tr>
<td></td>
<td>Searchers find graves on Beechey Island.</td>
</tr>
<tr>
<td>1</td>
<td>1845</td>
</tr>
<tr>
<td></td>
<td>Franklin sets sail.</td>
</tr>
<tr>
<td>3</td>
<td>1847</td>
</tr>
<tr>
<td></td>
<td>Franklin’s ships become trapped in ice at King William Island.</td>
</tr>
<tr>
<td>2</td>
<td>1846</td>
</tr>
<tr>
<td></td>
<td>John Torrington dies.</td>
</tr>
<tr>
<td>8</td>
<td>1984</td>
</tr>
<tr>
<td></td>
<td>Beattie collects samples from the body of John Torrington on Beechey Island.</td>
</tr>
<tr>
<td>7</td>
<td>1981</td>
</tr>
<tr>
<td></td>
<td>Beattie collects samples from skeletons on King William Island.</td>
</tr>
<tr>
<td>4</td>
<td>1847-48</td>
</tr>
<tr>
<td></td>
<td>Searchers find crews’ notes about their situation at King William Island.</td>
</tr>
<tr>
<td>6</td>
<td>1859</td>
</tr>
<tr>
<td></td>
<td>Searchers find crews’ notes and skeletons on King William Island.</td>
</tr>
</tbody>
</table>
Lesson 2.10

Concept: Chapter Review and Chapter Task

Resources/Materials: Our Canada, page 38
Our Canada, Chapter 2
Chapter Two Review Sheets

NOTE: Teachers have a choice about their approach to the review. It can be entirely oral, entirely independent, or some combination of both.

Introduction: Review with students the idea of imperialism and how it relates to Canada’s history.

Procedure:

1. Have students turn back to textbook page 38 and go over the chapter assignment. Once they know what to do, they can proceed.

2. With respect to the Chapter Review, different groups of students can be assigned different questions. They can report back to the class.

   OR

   Have all students write answers to some or all of the Chapter Review questions.

NOTE: Teachers may want to do a few Chapter Review questions orally for two or three days and give the students the rest of the class time to work on their Chapter Task.

Assignment:

1. Chapter Review questions.

2. Chapter Task
Chapter Two Review

CHECK FOR UNDERSTANDING

1. What is the connection between imperialism and the flags and crosses European explorers raised on the shores of North America?

2. How was contact with Europeans different for different First Nations? Give two examples.

3. What does it mean to understand an event “in the context of its time”? As part of your answer, explain one of the following events.
   - The “kidnapping” of the Stadaconans
   - Raising the cross on Gaspé Peninsula
   - Found Port-Royal

4. Give at least one reason for describing events of the past with a balance of perspectives.

DEMONSTRATE YOUR KNOWLEDGE

5. Select one of the paintings from this chapter. How does it communicate the social and economic factors of imperialism? To what extent does it represent the perspective of First Nations?

APPLY YOUR SKILLS

6. Surveys, questionnaires and interviews can be useful sources of data. To obtain in-depth data, you need to ask the right kinds of questions. Create questions for these topics that will generate thoughtful, qualitative answers.
   - Important European explorers
   - Values guiding European explorers
   - Impacts on First Nations
Chapter Two Review

CHECK FOR UNDERSTANDING

1. What is the connection between imperialism and the flags and crosses European explorers raised on the shores of North America?

2. How was contact with Europeans different for different First Nations? Give two examples.
3. What does it mean to understand an event “in the context of its time”? As part of your answer explain one of the following events.
   - The “kidnapping of the Stadaconans
   - Raising the cross on Gaspé Pensinsula
   - Founding Port-Royal

4. Give at least one reason for describing events of the past with a balance of perspectives.
DEMONSTRATE YOUR KNOWLEDGE

5. Select one of the paintings from this chapter. How does it communicate the social and economic factors of imperialism? To what extent does it represent the perspective of First Nations?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

APPLY YOUR SKILLS

6. Surveys, questionnaires and interviews can be useful sources of data. To obtain in-depth data, you need to ask the right kinds of questions. Create questions for these topics that will generate thoughtful, qualitative answers.
   - Important European explorers
   - Values guiding European exploration
   - Impacts on First Nations

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter Two
European Explorers

1. Answer T for true and F for false.

____ The Vikings were the first Europeans to land in North America.

____ In the 1300s traditional trade routes from Europe to Asia were disrupted.

____ The astrolabe, compass, and more easily manoeuvred ships made exploration safer and easier.

____ The Portuguese were the first in the world to use technological advances in their explorations.

____ A commission was a granting of powers to explore by a king.

____ Most European explorers were looking for a route to Asia by sailing west.

____ Kings and merchants very often hired Italian sailors because they would do the job for very little.

____ Christopher Columbus’s voyages led to further exploration of Central and South America.

____ The Mi’kmaq did not benefit from trade with the Europeans.

____ The goal of exploration was to dominate other people and lands.

____ Giovanni Caboto established friendly relations with the Beothuk.

____ The Mi’kmaq viewed trading as a way to establish good relations with other people.

____ The British preserved fish by freezing them and then salting them.

____ Jacques Cartier was a British sailor.

____ Jacques Cartier explored many areas including the St. Lawrence River.

____ Samuel de Champlain made friends with the Huron First Nation.

____ Champlain’s diary entries showed that he was respectful of the First Nations he encountered in every way.

____ Sieur de Monts wanted to establish a settlement.

____ Martin Frobisher was successful in finding the Northwest Passage.
2. Write CO Caboto, CA for Cartier, and CH for Champlain. You may put more than one name on each space.

_____ He was known as the Father of New France.

_____ He thought he had found diamonds and gold, but they were only quartz crystals and iron pyrite.

_____ He put up a cross on Gaspé Peninsula.

_____ He reported that the waters were teeming with fish.

_____ He kidnapped five First Nations people and brought them back to France as proof of his success.

_____ He and his sailors brought diseases that killed huge numbers of First Nations people.

_____ He established the first permanent European settlement in Canada at Québec.

_____ He was an Italian who sailed with a commission from the king of England.

_____ He was trying to find the Northwest Passage.

_____ Donnacoma and his people showed him and his crew how to survive.

3. European exploration to the West occurred because of several "pushes" and "pulls". What were they?

<table>
<thead>
<tr>
<th>Pushes</th>
<th>Pulls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Match the words in the box to the phrases and sentences.

<table>
<thead>
<tr>
<th>a. 1700s</th>
<th>b. colonization</th>
<th>c. diminish</th>
<th>d. imperialism</th>
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<tbody>
<tr>
<td>e. kanata</td>
<td>f. manoeuvre</td>
<td>g. savage</td>
<td>h. scurvy</td>
</tr>
<tr>
<td>i. Shawnadithit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

____ the process of one country establishing domination over a territory in another country or region

____ a policy (decision) on the part of a ruler or government of one territory to dominate other territories.

____ to steer

____ when European exploration of the area known as Alberta began

____ the last remaining Beothuk. She died of tuberculosis.

____ First Nations word meaning "place where people live".

____ to make less

____ word used by Champlain to describe the First Nations peoples.

____ disease resulting from a lack of Vitamin C

5. For each question, choose the **best** answer.

____ The goal of European exploration was

- a. to control other lands
- b. to find riches
- c. to find new recreation areas
- d. to try out new technology

____ The main push factor for European exploration to the West was

- a. a European population explosion
- b. war.
- c. greed for more wealth
- d. adventure.

____ From the perspective of the Europeans, the greatest benefit of trading with the Mi'kmaq was

- a. relationship building
- b. trading and accumulating wealth
- c. dominating a weaker nation
- d. goodwill and respect.
Short Answer

6. You will be asked to answer one of the following questions in a paragraph or two.

   a. What are some “push” and “pull” factors for European explorers?

   b. We have learned that in the early days of exploration the Europeans came in contact with First Nations peoples. How did First Nations peoples influence the explorers? What was their role in European exploration? Be sure to give an example.

   c. What do you think the explorers have taught us about respecting diversity among people? Some things the explorers did are not thought of as acceptable today. Should we judge them or learn from their actions and be better people? What do you think?

Essay

7. You will be asked to answer one of these essay questions.

   a. Giovanni Caboto was an Italian mariner who explored for Britain. He landed in Newfoundland and came in contact with the Mi’kmaq and the Beothuk peoples. Some people believe him to be an explorer, whereas others see him as an invader. What is your view of Giovanni Caboto? Do you think he was a true explorer or an invader? Give reasons for you answer and give examples where possible.

   b. Exploration in earlier centuries was based on imperialism, the idea of claiming and controlling new lands for the homeland. What might exploration look like today? Do we explore? Do you consider yourself and explorer in today's day and age? What is our goal in exploring today?
1. Answer T for true and F for false.

   T   The Vikings were the first Europeans to land in North America.

   T   In the 1300s traditional trade routes from Europe to Asia were disrupted.

   T   The astrolabe, compass, and more easily manoeuvred ships made exploration safer and easier.

   F   The Portuguese were the first in the world to use technological advances in their explorations.

   T   A commission was a granting of powers to explore by a king.

   T   Most European explorers were looking for a route to Asia by sailing west.

   F   Kings and merchants very often hired Italian sailors because they would do the job for very little.

   T   Christopher Columbus’s voyages led to further exploration of Central and South America.

   F   The Mi’kmaq did not benefit from trade with the Europeans.

   T   The goal of exploration was to dominate other people and lands.

   F   Giovanni Caboto established friendly relations with the Beothuk.

   T   The Mi’kmaq viewed trading as a way to establish good relations with other people.

   F   The British preserved fish by freezing them and then salting them.

   F   Jacques Cartier was a British sailor.

   T   Jacques Cartier explored many areas including the St. Lawrence River.

   T   Samuel de Champlain made friends with the Huron First Nation.

   F   Champlain’s diary entries showed that he was respectful of the First Nations he encountered in every way.

   T   Sieur de Monts wanted to establish a settlement.

   F   Martin Frobisher was successful in finding the Northwest Passage.
2. Write **CO** Caboto, **CA** for Cartier, and **CH** for Champlain. You may put more than one name on each space.

**CH** He was known as the Father of New France.

**CA** He thought he had found diamonds and gold, but they were only quartz crystals and iron pyrite.

**CA** He put up a cross on Gaspé Peninsula.

**CO** He reported that the waters were teeming with fish.

**CA** He kidnapped five First Nations people and brought them back to France as proof of his success.

**CO CA CH** He and his sailors brought diseases that killed huge numbers of First Nations people.

**CH** He established the first permanent European settlement in Canada at Québec.

**CO** He was an Italian who sailed with a commission from the king of England.

**CH** He was trying to find the Northwest Passage.

**CO CA CH** Donnacona and his people showed him and his crew how to survive.

3. European exploration to the West occurred because of several “pushes” and “pulls”. What were they?

<table>
<thead>
<tr>
<th>Pushes</th>
<th>Pulls</th>
</tr>
</thead>
</table>
| • traditional trade routes between Europe and China were disrupted  
• demand for silk and spices increased  
• sea travel around tip of Africa was dangerous  
• merchants wanted to become rich | • better navigational instruments  
• bigger and more easily manoeuvred ships  
• idea that you could sail west to reach the East  
• rumours that there was gold, silver, and other riches in the “New World” |
4. Match the words in the box to the phrases and sentences.

<table>
<thead>
<tr>
<th>a. 1700s</th>
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</table>

- **b** the process of one country establishing domination over a territory in another country or region
- **d** a policy (decision) on the part of a ruler or government of one territory to dominate other territories.
- **f** to steer
- **g** when European exploration of the area known as Alberta began
- **i** the last remaining Beothuk. She died of tuberculosis.
- **c** First Nations word meaning “place where people live”.
- **c** to make less
- **g** word used by Champlain to describe the First Nations peoples.
- **h** disease resulting from a lack of Vitamin C

5. For each question, choose the **best** answer.

- **a** The goal of European exploration was
  
  a. to control other lands
  b. to find riches
  c. to find new recreation areas
  d. to try out new technology

- **c** The main push factor for European exploration to the West was
  
  a. a European population explosion
  b. war
  c. greed for more wealth
  d. adventure

- **b** From the perspective of the Europeans, the greatest benefit of trading with the Mi’kmaq was
  
  a. relationship building
  b. trading and accumulating wealth
  c. dominating a weaker nation
  d. goodwill and respect.
Lesson 2.11

Concept: Chapter Two Assessment

The following test is provided to assist teachers in assessing and evaluating students on the concepts and skills covered in Chapter 2.

Teachers should refer to the Teacher’s Resource Manual for rubrics.
CHAPTER TWO
European Explorers
Test

Write your answers on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

True/False
*Indicate whether the sentence is true (T) or false (F).*

1. _____ When supply of a product increases, demand drops.

2. _____ The Portuguese were the first to use technological advances in their explorations.

3. _____ A commission was a granting of powers to an explorer by a king.

4. _____ The Mi’kmaq people did not benefit from their trade with the Europeans.

5. _____ The last Beothuk, known as Shawnadithit, died of tuberculosis.

6. _____ Explorers would kidnap and take First Nations people back to Europe with them to show their kings so they could prove the value of their expeditions.

7. _____ The Northwest passage was a sea route through Arctic waters to Asia that Cartier followed.

8. _____ Samuel de Champlain followed Cartier’s path into the new world, exploring the St. Lawrence River and establishing a settlement in Québec.

Multiple Choice.
*Identify the letter of the choice that best completes the statement or answers the question.*

9. _____ The idea of claiming and controlling new land and territories for one’s homeland is best known as
   a. durability  
   b. colonization  
   c. manoeuvre  
   d. imperialism

10. _____ European exploration of the area known as Alberta began in the _______.
    a. 1500s  
    b. 1400s  
    c. 1700s  
    d. 1600s

11. _____ The first European people ever to step foot on what is today known as North America were the
    a. French  
    b. British  
    c. Vikings  
    d. Spanish
12. _____ The following was the **main push factor** for European exploration in the West.
   a. curiosity of young adventurers.
   b. Disruption of trade in Europe due to wars.
   c. Greed for more wealth
   d. European population explosion.

13. _____ Christopher Columbus didn’t find Asia but instead landed in
   a. France
   b. the Middle East
   c. the Caribbean
   d. South America

14. _____ Exploration was enabled by the use of the following technology:
   a. compass
   b. astrolabe
   c. ships
   d. all of the above

15. _____ The goal of exploration for all the European nations is best described by the desire to
   a. control other lands
   b. find riches
   c. find new labourers
   d. trade goods

16. _____ Which of the following is the **best answer** when thinking of the Europeans’ perspective on interacting and trading with the Mi’kmaq people? The European perspective was based on
   a. relationship building
   b. trading and accumulating wealth
   c. dominating weaker nations
   d. goodwill and respect

17. _____ The Beothuk people and the Europeans
   a. established friendly relations.
   b. did not establish friendly relations.
   c. were allies in war against the Mi’kmaq.
   d. traded easily together.

18. _____ Cartier raised a cross on the Gaspé Peninsula because he wanted to use it as a
   a. landmark for future travels.
   b. sign of claiming the land.
   c. peace sign with the Stadacona people.
   d. worshipping idol.

19. _____ Who is known as the “Father of New France”?
   a. Christopher Columbus
   b. Giovanni Caboto
   c. Samuel de Champlain
   d. Jacques Cartier
Completion
Complete each sentence or statement with a word or phrase from the box.

<table>
<thead>
<tr>
<th>a. Central</th>
<th>b. quartz crystals</th>
<th>c. Asia</th>
<th>d. underfurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. South</td>
<td>f. astrolabe</td>
<td>g. fishing camps</td>
<td>h. iron pyrite</td>
</tr>
<tr>
<td>i. compass</td>
<td>j. settlements</td>
<td>k. Newfoundland</td>
<td>l. Britain</td>
</tr>
</tbody>
</table>

20. The disruption of trade in _______ increased the prices of silk and spices in Europe because people could no longer get these goods easily.

21. The _______ and the (22.)_______ were two new inventions of the time that made exploration easier.

23. Christopher Columbus discovered _______ and (24.) _______ America.

25. Giovanni Caboto landed in _______ and claimed it for (26.) _______.

27. Hatmakers in Europe liked to use old, worn furs called _______ to make hats because this fur was fuzzy.

28. The French and British set up _______ and (29.) _______ in Newfoundland without taking the Beothuk into consideration.

30. Cartier found _______ and (31.)_______ instead of diamonds and gold.
Matching
Match the following words or terms to their correct descriptions below.

<table>
<thead>
<tr>
<th>a. imperialism</th>
<th>e. settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. manoeuvre</td>
<td>f. Sieur de Monts</td>
</tr>
<tr>
<td>c. colony</td>
<td>g. kanata</td>
</tr>
</tbody>
</table>

32. _____ The acting of claiming and controlling new lands.
33. _____ A place where people live permanently, such as a village.
34. _____ A version of Canada, meaning village.
35. _____ Nobleman from France who sponsored expeditions to North America.
36. _____ to steer
37. _____ A region governed by a country from another part of the world.
Write your answer to the short answer and essay questions on a separate paper.

Short Answer

38. Answer one of the following questions in a paragraph or two.

a. What are some “push” and “pull” factors for European explorers?

b. We have learned that in the early days of exploration the Europeans came in contact with First Nations peoples. How did First Nations peoples influence the explorers? What was their role in European exploration? Be sure to give an example.

c. What do you think the explorers have taught us about respecting diversity among people? Some things the explorers did are not thought of as acceptable today. Should we judge them or learn from their actions and be better people? What do you think?

Essay

39. Write an essay to answer one of the following.

a. Giovanni Caboto was an Italian mariner who explored for Britain. He landed in Newfoundland and came in contact with the Mi’kmaq and the Beothuk peoples. Some people believe him to be an explorer, whereas others see him as an invader. What is your view of Giovanni Caboto? Do you think he was a true explorer or an invader? Give reasons for you answer and give examples where possible.

b. Exploration in earlier centuries was based on imperialism, the idea of claiming and controlling new lands for the homeland. What might exploration look like today? Do we explore? Do you consider yourself and explorer in today’s day and age? What is our goal in exploring today?
Chapter Two
European Explorers
Test

Answer Sheet

1. _____        14. _____         26. _____
2. _____        15. _____         27. _____
3. _____        16. _____         28. _____
4. _____        17. _____         29. _____
5. _____        18. _____         30. _____
6. _____        19. _____         31. _____
7. _____        20. _____         32. _____
8. _____        21. _____         33. _____
9. _____        22. _____         34. _____
10. _____       23. _____         35. _____
11. _____       24. _____         36. _____
12. _____       25. _____         37. _____
13. _____
Chapter Two
European Explorers
Test

Answer Sheet

1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. d
10. c
11. b
12. b
13. -
14. d
15. a
16. b
17. b
18. b
19. c
20. c
21. (u)(f)
22. (f)(i)
23. (a)(e)
24. (e)(a)
25. k
26. -
27. -
28. (y)(j)
29. (j)(g)
30. (b)(h)
31. (h)(b)
32. a
33. e
34. g
35. f
36. b
37. c
Chapter 2

Short Answer Questions – Main Ideas

33. a. Pushes:
   • supply and demand of silks and spices from Asia
   • commissions
   • make own country powerful
   • pressure from the king or queen

   Pulls:
   • want popularity and power
   • sense of adventure
   • appeal of wealth
   • new technologies

b. First Nations’ influence on explorers
   • First Nations helped explorers survive in new environment
   • Provided goods for trade
   • Taught Europeans how to hunt, travel, and what to eat
   • Allowed Europeans to explore their land
   • Were respectful

c. Should we judge explorers or learn from their actions?
   • Difference in values between then and now
   • People today generally more tolerant and accepting of differences
   • People see themselves as active participants in a fair and just society

Essay Questions – Main Ideas

34. a. Giovanni Caboto:
   • called an explorer but was really an invader
   • took people’s land, and killed some of them
   • Beothuk people were totally wiped out after interaction with European disease and slaughter.

b. Modern Day Exploration:
   • Role of modern-day exploration
   • Today we explore for advances in various technologies, medical research, space exploration, nuclear arms, scientific exploration
   • Nations also compete for power
Chapter Three

Early European Colonies

Advance Preparation

Teachers may want to display the focus questions for Chapter Three for the entirety of the chapter:

- What purpose did colonies serve?
- What were the similarities and differences between French and British colonies in North America?
- What impacts did colonization have on First Nations?
- What characterized the colony of New France?

Chapter Task

A suggestion for a chapter task is outlined on textbook page 70 (outlining a play about some aspect of colonization).

Other suggestions for chapter tasks:

- Write a story, from a First Nations person’s perspective, about the establishment of a European settlement.
- Pretend you are a colonist. Write several journal entries that would depict the day-to-day life of a colonist.
- Pretend you are a news reporter who lived in the time of colonization. Write about an event that you think may be of interest to your readers.
- Write a report about how colonists affected the lives of First Nations people and how the First Nations people affected the lives of colonists.
# Our Canada

## Grade 7 Social Studies

### Chapter 3

**Early European Colonies**

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Lesson 3.1

Concept: Chapter introduction
What purpose did colonies serve?

Resources/Materials: Our Canada, pages 69 – 72
Handout 3-4 (student copies)
Handout 3-5 (student copies)

Introduction: Review that purpose of European exploration was to find and secure resources for the various European countries. Tell students that it was one thing for a country to lay claim to a particular region, but it was quite another to enforce that claim. One way to control the newly claimed land was to establish colonies or settlements. (Compare and contrast this type of colony to a Hutterite colony, if necessary.)

Procedure:

1. Have students turn to textbook page 69 and guide the reading.

2. Distribute copies of Handout 3-4 and guide the reading.

3. You may want to go over the Chapter Task now or wait until the end of the chapter.

4. Finally, refer students to textbook pages 71 and 72. Point out the question in the “Get Ready” box on page 71. Also emphasize that students must understand the words in coloured bold face type in order to understand the concepts on these two pages.

5. Distribute Handout 3-5. Direct students to complete this page using the information on pages 71 and 72.

6. If desired, begin a class chart or individual student chart showing similarities and differences between British and French imperialism. Alternately, have students do the “Respond” questions at the bottom of page 72.

Assignment:

1. Read textbook pages 71 and 72.
2. Do Handout 3-5.
3. Make chart showing similarities and differences between British and French imperialism OR do the “Respond” questions at the bottom of page 72.
Examples:

**Top Picture:**
- Well dressed noblemen around a table → place where upper class with other men in room to protect them can continue to thrive
- One man is on a throne-like chair → king or his representative would still rule

**Left Bottom Picture:**
- Religious figures → Christianity would be important for all Europeans and First Nations

**Right Bottom Drawings:**
- Clothing Styles and Colours → New France would be a "civilized" place.
  are very specific
  → Habitants must be aware of their class and dress accordingly.
The Purpose of European Colonies

Use this graphic organizer to select key information as you read pages 71 and 72 of the textbook.

- Establish control over a “conquered” land.
- Make money for the mother country.
- Dominate other parts of the world.
- Show other countries how rich and powerful they are.
- Supply mother country with raw resources.
- Establish a market for finished goods.

Purpose of European Colonies
Lesson 3.2

Concept: Beaver felt hats: the cause of the fur trade in Canada

Resources/Materials: Our Canada, pages 73 and 74
Worksheet #7.3.2 (student copies)

Introduction: With students discuss the term “fashion”. Discuss how fashion influences lifestyle and economics. Tell students that in the 1600s felt hats made from beavers furs were in fashion in Europe. Most of the beavers in western European countries had been almost trapped to extinction and the supplies from Russia were dwindling. This made the demand for furs even greater and the price for beaver hats went up. Fortunately, for merchants a new supply was found in “Canada”

Procedure:

1. Have students turn to the Seventeenth Century Edition of History Happens on textbook pages 73 and 74. Tell them that it gives information on the beaver hat craze.

2. Distribute Worksheet #7.3.2 and go over the directions, if necessary.

Assignment:

1. Read textbook pages 73 and 74.

2. Do Worksheet #7.3.2.

AND/OR

3. Discuss the pros and cons of “fashion”. Students could brainstorm as a group and present their two lists to the teacher.
Worksheet #7.3.2

**History Happens**

**Directions:** Use the information found in the newspaper article found on page 73 and 74 of *Our Canada* as well as what you already know to complete each of these sentence beginnings.

1. The connection between fashion and beaver furs is ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. The demand for beaver furs skyrocketed because ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. You can tell that a hat is expensive because ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. Beaver felt comes from ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

5. Cheap beaver hats are only 20 or 30 percent beaver fur, the rest is ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

6. It was rumoured that supplies might be reduced because ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

7. Some hat manufacturers might have become “mad” because ________________________________
   __________________________________________
   __________________________________________
   __________________________________________

8. *History Happens* would not be considered as a primary source because ________________________________
   __________________________________________
   __________________________________________
History Happens

Directions: Use the information found in the newspaper article found on page 73 and 74 of Our Canada as well as what you already know to complete each of these sentence beginnings.

1. The connection between fashion and beaver furs is _hats made from beaver furs were very popular in Europe and were in high demand_.

2. The demand for beaver furs skyrocketed because _there was a decline in the supply of beaver furs from Russia due to overtrapping_.

3. You can tell that a hat is expensive because _it is made of pure beaver felt and has a wide brim_.

4. Beaver felt comes from _the soft underfur of the beaver_.

5. Cheap beaver hats are only 20 or 30 percent beaver fur, the rest is _rabbit or seal fur_.

6. It was rumoured that supplies might be reduced because _of the wars with the Haudenosaunee_.

7. Some hat manufacturers might have become "mad" because _the mercury used to treat beaver pelts actually caused brain damage_.

8. _History Happens would not be considered as a primary source because it is not an original piece of information. It is written by "Beatrice Chronos" using information she has read_.
Lesson 3.3 A. (alternately do Lesson 3.3 B)

Concept: Similarities and Differences between French and British Colonies

Resources/Materials: Our Canada, pages 75 – 80
Handout 3-6 (2 pages) (optional)(student copies)
Worksheet #7.3.3 A (optional)(student copies)

Introduction: Ask “How did French and British imperialism differ?” If necessary, refer back to textbook page 73. Tell students that for the next couple of days they will be investigation how French and British colonies differed. However, it will be a challenge.

NOTE: You can make this into a game with a tangible reward! Some ideas are:

- The person who gets the most points wins a prize.
- The group that gets the most points wins a prize.
- If the entire class earns a pre-determined number of points, the class wins a prize.

Procedure:

1. Refer students to the information on textbook pages 75 – 80 which give information on French and British Colonies. **Tell students they will each have to come up with a list of questions and then another member of the class will have to provide the answers.** There will not only be an emphasis on accuracy, but on the quality of the questions and the quality of answers.

2. Refer students to textbook page 75 or distribute Handout 3-6 (2 pages). It is important to discuss with students the nature of the questions expected and also what distinguishes a high quality question from a low quality question and what distinguishes a high quality answer from a low quality answer.

3. Basically, a low quality question is a yes-no question or one that can be answer in a word or two. A high quality question is one that asks more in-depth, qualitative information.
   - Example of a high quality question:
     *What caused France to lose control of Acadia?*
   - Example of a high quality answer:
     *France and Britain competed with each other for control of North America. This was part of the economic competition that was a factor in European imperialism. Acadia became caught in this competition and changes hands more than once.*
   - Example of a low quality answer:
     *Britain wanted Acadia.*
   - Example of a low quality question:
     *When did France lose control of Acadia?*

4. Worksheet #7.3.3 A explains each of the types of questions.

5. On Day One students should make up the questions. Teacher assigns a mark for each.

6. On Day Two questions are exchanged. Teacher assigns a mark for each.

Assignment: Make up questions and write answers to another student’s questions.
My Scoring Scale for Good Questions

Name ___________________________ Date __________________

- 1 2 3 4 5 +

LOWEST SCORE: Asks for more depth; BEST SCORE: Asks for qualitative answers.

A question worth 4 points has these characteristics:

Example of high quality question: What caused France to lose control of Acadia?

Example of low quality question: When did France lose control of Acadia?

My Scoring Scale for Good Answers

- 1 2 3 4 5 +

LOWEST SCORE: 1 point; BEST SCORE: 5 points.

An answer worth 4 points has these characteristics: One word/phrase.

High Quality: France and Britain competed for control of North America. This was part of the economic competition that was a factor in European imperialism. Acadia became caught in this competition and changed hands more than once.

Low Quality: Britain wanted Acadia.
The Question-and-Answer Challenge

For this challenge you must make up one question from each of the following categories: Be sure to leave plenty of space after your question for someone else to write an answer.

Cause and Effect

- The links between events through time, or between motivations and events (one event causes another, or a motivation leads to an event)

Geographic Challenges and Issues

- The way the land (for example, the location of rivers, the relative position of land masses) shapes societies or the actions of people.

Challenges of Coexistence

- The way different groups of people interact

Demographics

- Data about populations, such as the distribution of people in a region, their ethnic origins, or their numbers

Imperialism

- The objectives of France and Britain to control the lands and peoples of North America

Economic Structure

- The way a society identifies and uses resources to meet the needs of people

Social Structure

- The roles and responsibilities of people, including the way people govern themselves.

NOTE: These question categories can overlap. For example, a cause-and-effect question could focus on demographic information, or a geographic question could relate to imperialism.
Lesson 3.3 B

Concept: Similarities and Differences Between French and British Colonies

Resources/Materials: Our Canada, pages 75 – 80
Unlined white paper (one per student)
Worksheets #7.3.3 Ba and #7.3.3 Bb (student copies)

Introduction: Ask “How did French and British imperialism differ?” If necessary, refer back to textbook page 73. Tell students that for the next couple of days they will be investigating how French and British colonies differed.

Procedure:

1. Have students turn to textbook page 75. Guide the reading of the “Get Ready” section.

2. Have students turn to textbook page 76. Go over the timeline with students and guide them to make appropriate observations such as
   - First Nations, France, and Britain all involved
   - Control of New France alternately, more or less, between Britain and France

3. Have students peruse pages 76 – 80. Distribute the white unlined paper, Worksheets #7.3.3 Ba and #7.3.3 Bb.

4. Tell students to trace, label, and colour appropriately the map on textbook page 77.

5. Go over Worksheets #7.3.3 Ba and #7.3.3 Bb

Assignment:

1. Make a copy of the map on textbook page 77

2. Complete Worksheets #7.3.3 Ba and #7.3.3 Bb
Worksheet #7.3.3 Ba

**Similarities and Differences between French and British Colonies**

**Directions:** Use *Our Canada* pages 76 – 80 to complete these questions.

**Page 76  Time-line of New France**

Who was involved in the French-haudenosaunee War?

________________________________________________________________________

________________________________________________________________________

How many years was it between the founding of the Compagnie des Cent-Associés and the founding of the Hudson's Bay Company?

________________________________________________________________________

________________________________________________________________________

Name the war that resulted in a permanent exchange of territory between Britain and France.

________________________________________________________________________

________________________________________________________________________

**Pages 78 AND 79  New France Backgrounder and Thirteen Colonies Backgrounder.**

**Directions:** Read each statement. Beside each write N for New France and T for Thirteen Colonies.

_____ Most colonists were Protestants.

_____ At first the fur trade flourished, but there were few colonists.

_____ Most colonists were Catholics.

_____ They saw the First Nations as obstacles to their economic prosperity.

_____ They saw the First Nations as partners.

_____ Each of the colonies had a separate government.

_____ They had elected assemblies.

_____ Colonists were encouraged to go to this colony to promote agriculture and industries.

_____ At first there were few settlers and the colony relied heavily on supplies from the mother country.
Worksheet #7.3.3 Bb

Page 80  Rupert’s Land Backgrounder

Directions: Unscramble the words to make sentences about Rupert’s Land.

were Europeans many First Nations There people but few

____________________________________________________________

was had a governor Rupert’s Land who the of the Hudson’s Bay chief officer Company.

____________________________________________________________

The Hudson’s directly Company Bay counted on traders coming to it forts.

____________________________________________________________

The Hudson’s did not partnerships develop with First Bay Company Nations.

____________________________________________________________

EXPRESS YOUR OPINION

In your opinion do you think it would have been best to be a colonist in Rupert’s Land, New France or the Thirteen Colonies? Give at least two reasons for your opinion.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
Worksheet #7.3.3 Ba

Similarities and Differences between French and British Colonies

Directions: Use Our Canada pages 76 – 80 to complete these questions.

Page 76  Time-line of New France

Who was involved in the French-haudenosaunee War?

How many years was it between the founding of the Compagnie des Cent-Associés and the founding of the Hudson’s Bay Company?

Name the war that resulted in a permanent exchange of territory between Britain and France.

Pages 78 AND 79  New France Backgrounder and Thirteen Colonies Backgrounder.

Directions: Read each statement. Beside each write N for New France and T for Thirteen Colonies.

_____ Most colonists were Protestants.

_____ At first the fur trade flourished, but there were few colonists.

_____ Most colonists were Catholics.

_____ They saw the First Nations as obstacles to their economic prosperity.

_____ They saw the First Nations as partners.

_____ Each of the colonies had a separate government.

_____ They had elected assemblies.

_____ Colonists were encouraged to go to this colony to promote agriculture and industries.

_____ At first there were few settlers and the colony relied heavily on supplies from the mother country.
Worksheet #7.3.3 Bb

Page 80  Rupert’s Land Backgrounder

Directions: Unscramble the words to make sentences about Rupert’s Land.

were Europeans many First Nations There people but few

__________________________________________________________

__________________________________________________________

was had a governor Rupert’s Land who the of the Hudson’s Bay chief officer Company.

__________________________________________________________

___________________________

The Hudson’s directly Company Bay counted on traders coming to it forts.

__________________________________________________________

__________________________________________________________

The Hudson’s did not partnerships develop with First Bay Company Nations.

__________________________________________________________

EXPRESS YOUR OPINION

In your opinion do you think it would have been best to be a colonist in Rupert’s Land, New France or the Thirteen Colonies? Give at least two reasons for your opinion.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Similarities and Differences between French and British Colonies

Directions: Use Our Canada pages 76 – 80 to complete these questions.

Page 76 Time-line of New France

Who was involved in the French-Haudenosaunee War?

France, the Kichwepriini, the Ouesdat, the Anishinabe and the Innau

against the Haudenosaunee

How many years was it between the founding of the Compagnie des Cent-Associés and the founding of the Hudson’s Bay Company?

43 years

Name the war that resulted in a permanent exchange of territory between Britain and France

War of the Spanish Succession

Pages 78 AND 79 New France Backgrounder and Thirteen Colonies Backgrounder.

Directions: Read each statement. Beside each write N for New France and T for Thirteen Colonies.

T Most colonists were Protestants.

N At first the fur trade flourished, but there were few colonists.

N Most colonists were Catholics.

T They saw the First Nations as obstacles to their economic prosperity.

N They saw the First Nations as partners.

T Each of the colonies had a separate government.

T They had elected assemblies.

T Colonists were encouraged to go this colony to promote agriculture and industries

N At first there were few settlers and the colony relied heavily on supplies from the mother country.

Worksheet #7.3.3a
Directions: Unscramble the words to make sentences about Rupert’s Land.

were Europeans many First Nations There people but few

There were many First Nations people but few Europeans.

was had a governor Rupert’s Land who the of the Hudson’s Bay chief officer Company.

Rupert’s Land had a governor who was the chief officer of

the Hudson’s Bay Company.

The Hudson’s directly Company Bay counted on traders coming to it forts.

The Hudson’s Bay Company counted on traders coming directly
to its forts.

The Hudson’s did not partnerships develop with First Bay Company Nations.

The Hudson’s Bay Company did not develop partnerships with

First Nations

EXPRESS YOUR OPINION

In your opinion do you think it would have been best to be a colonist in Rupert’s Land, New France or the Thirteen Colonies? Give at least two reasons for your opinion.
Lesson 3.4

Concept: Impacts of Colonization on First Nations People

Resources/Materials: Our Canada, pages 82 – 86
Handout 3-7 (2 pages) (student copies)

Introduction: Review with students that information can be gained from stories. Most First Nations people had an “oral tradition”; that is, stories were past from person-to-person and from generation to generation through oral retellings as opposed to writing them down.

For our purposes, these stories give us information about what happened in the past. For these stories we are looking for the way that French and British colonization impacted the lives of First Nations people.

Procedure:

1. Have students quickly skim textbook pages 82 – 86. Note that there are three stories presented.

2. Distribute copies of Handout 3-7. Note how the handout is organized. Pay special attention to the final question.

3. If time allows, read the first story with the students and fill in the graphic organizer as a class.

Assignment:

1. Read textbook pages 82 – 86.

2. Complete Handout 3-7.

AND/OR

3. Make a wall mural: Have students use a large section of paper from a paper roll. On it they can illustrate a scene depicting changes that a traditional First Nations groups may have undergone due to European influence.
# Pressures of Colonization

<table>
<thead>
<tr>
<th>Society</th>
<th>Pressures to Change</th>
<th>Possible Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 1:</td>
<td>• led to believe they will be respected if they become Catholic.</td>
<td>• organization of the society will alter</td>
</tr>
<tr>
<td></td>
<td>• will help keep French as allies against the British</td>
<td>• traditional ties and respect for nature will lessen</td>
</tr>
<tr>
<td>Mi'kmaq</td>
<td>• go to French forts and get guns to fight off the Haudenosaunee. To do this they will have to befriend the French and become Christians.</td>
<td></td>
</tr>
<tr>
<td>Story 2:</td>
<td></td>
<td>• guns make hunting easier → may lead to overhunting</td>
</tr>
<tr>
<td>Kichesiprini</td>
<td></td>
<td>• erosion of traditional lifestyle if they become too close to the French</td>
</tr>
</tbody>
</table>

Name __________________________ Date ______________________

Use this chart to record information as you read the three stories on pages 82 to 86 of the textbook. Each story is about a different First Nations society.

Fill out the centre column with words or illustrations that capture the main pressures to change described in each story.

Use the last column to make some predictions. How might the pressures you have documented affect the society experiencing them?
**Pressures of Colonization (continued)**

Name __________________________ Date __________________

<table>
<thead>
<tr>
<th>Society</th>
<th>Pressures to Change</th>
<th>Possible Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 3: Haudenosaunee</td>
<td>• adopt the French man/more Europeans &lt;br&gt; • get more guns to fight their enemies</td>
<td>• too many adoptees may lead to an eventual change in lifestyle. &lt;br&gt; &lt;br&gt; • acquiring more guns will lead to hunting becoming easier, leaving men with more time to engage in other activities</td>
</tr>
</tbody>
</table>

I think the following pressure is the most important pressure facing a First Nations society because:

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Lesson 3.5

Concept: Perspectives on Civilization

Resources/Materials: Our Canada, page 87
Handout 3-8 (student copies)

Introduction: Write the word “civilization” on the board. Discuss what it means. Perhaps a student could look the word up in the dictionary. Review with students that any time events occur where more than one group is involved, there is going to be more than one perspective.

Pose the questions: “Were the English and French civilized?”
“Were the First Nations civilized?”

Procedure:

1. Have students turn to textbook page 87. Guide the reading of the page, if you have the time.

2. Distribute Handout 3-8. Discuss how it is organized.

Assignment:

Complete Handout 3-8.
Evidence of "Civilization"

Our ideas about what it means to be "civilized" come from our values. For example, if we value the arts, we might consider people without interest in the arts "uncivilized."

Complete the following chart. Make sure that you get all of the evidence for your "reasons column" only from page 87 of the textbook. In the second column, you will have to think more for yourself: you need to identify what the speaker values, because this is how he determines what is "civilized" and "uncivilized."

| Name ___________________________ Date ______________ |
|---|---|---|
| **Reasons** | **Values** |
| Look at each text. What reasons does this person give for his beliefs? Make sure you don't guess here. Draw your evidence from the texts. |  |

<table>
<thead>
<tr>
<th>Pierre Biard believes the Mi'kmaq are not civilized because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>they live in the woods and are savage, ignorant, lawless and rude.</td>
</tr>
<tr>
<td>they also feel they are richer than we.</td>
</tr>
<tr>
<td>Values living in an established town or city</td>
</tr>
<tr>
<td>Values material goods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marc Lescarbot believes the Mi'kmaq are civilized because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>they have courage, fidelity, generosity, and humanity.</td>
</tr>
<tr>
<td>they have good judgment and good sense.</td>
</tr>
<tr>
<td>Values human qualities as opposed to material goods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Mi'kmaq Elder believes his people are civilized because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>they use only what they need.</td>
</tr>
<tr>
<td>They are practical people.</td>
</tr>
<tr>
<td>Value thrift and practicality</td>
</tr>
</tbody>
</table>
Lesson 3.6

Concept: Who’s Who in New France

Resources/Materials: Our Canada, pages 88, 91, 94, 96, 98 100, 102
Wall Map of Canada
Worksheet #7.3.6 (student copies)

Introduction: Discuss with students the differences between an explorer and a colonist. (Colonist come to a new land with the intention of staying permanently; explorer try to chart new territories.) Explain that colonists, as a group, needed to be relatively self-sufficient. Tell students that in the next few days they will learn more about the people in New France. Point out New France on the wall map or refer to the map on textbook page 87.

Procedure:

1. Have students flip through textbook pages 88 – 103. Point out that this section of the chapter deals with individuals who played various roles in New France.

2. Point out also the yellow-coloured pages scattered throughout the section and the white boxes at the bottoms of pages 96 and 100. These explain the different types of people who lived in New France.

3. Have students turn to textbook page 88. Guide the reading, focusing on the question “What characterized the colony of New France?”

4. Distribute Worksheet #7.3.6. Go over the directions.

Assignment:

Do Worksheet #7.3.6
New France Who’s Who

Directions: Use the yellow pages and the boxes scattered throughout pages 88 to 103 to find out about each of the following. Write a brief description of each.

THE SOVEREIGN COUNCIL

Governor: ____________________________________________

____________________________________________________

Intendant: ___________________________________________

____________________________________________________

Bishop of Québec ______________________________________

____________________________________________________

Habitant: ____________________________________________

____________________________________________________

Seigneur: ____________________________________________

____________________________________________________

Coureur de Bois: ____________________________________

____________________________________________________

Merchant: ____________________________________________

____________________________________________________

Voyageur: ____________________________________________

____________________________________________________

The Catholic Church and Clergy: ________________________

____________________________________________________

____________________________________________________
Worksheet #7.3.6

**New France Who’s Who**

**Directions:** Use the yellow pages and the boxes scattered throughout pages 88 to 103 to find out about each of the following. Write a brief description of each.

**THE SOVEREIGN COUNCIL**

Governor: ____________________________________________________________

Intendant: ____________________________________________________________

Bishop of Québec ______________________________________________________

Habitant: _____________________________________________________________

Seigneur: _____________________________________________________________

Coureur de Bois: ______________________________________________________

Merchant: _____________________________________________________________

Voyageur: _____________________________________________________________

The Catholic Church and Clergy: _________________________________________
New France Who’s Who

Directions: Use the yellow pages and the boxes scattered throughout pages 88 to 103 to find out about each of the following. Write a brief description of each.

THE SOVEREIGN COUNCIL

Governor: preceded over the Sovereign Council in New France
represented the King; controlled military; dealt with First Nations

Intendant: chief administrator

Bishop of Québec represented Catholic Church

Habitant: farmed the land on a seigneury

Seigneur: recruited habitants to farm the land
ran the seigneury

Coureur de Bois: worked independently, trading furs with First Nations

Merchant: had shops
many made living trading furs

Voyageur: men from New France who travelled between fur merchants of Montreal and the fur trade posts

The Catholic Church and Clergy: wanted to convert First Nations people to Christianity. Also built schools, hospitals and orphanages.
Lesson 3.7

Concept: The various roles played by colonists in New France

Resources/Materials: Our Canada, pages 88 – 103
Handout 3-9 (student copies)

NOTE: This lesson can be handled in several ways, depending on the number of students and the nature of the students:

- Assign each student one, two or more individuals to research. They are then to report their findings to the group in an oral presentation.
- Have all students research all the individuals in this section.
- Have all students research all the individuals in this section and then assign each student one individual as a subject for an oral presentation.

Introduction: Recall with students the various types of people that comprised New France. Some were powerful, some were not. Tell students they will now be doing some research on particular “real” individuals. Each of these individuals is representative of people who fulfilled those roles in New France.

Procedure:

1. Have students turn to textbook page 88. Refer them to the characterizations in this section.

2. Distribute copies of Handout 3-9. Students will need one copy of Handout 3-9 for each individual.

3. Explain how the students will tackle this research. (See NOTE above.)

4. Explain to students that the primary purpose for this activity is to gain two types of information:

   - The roles of key people in the development of New France.
   - The influence of the French government and the Catholic Church on the daily life of the people in New France.

Assignment:

Complete research using Handout 3-9.
Report to the group (optional)
Lesson 3.8

Concept: Chapter Three Review

Resources/Materials: Our Canada, page 104
Chapter Three Review Sheets

Introduction: Review with students that establishing colonies was a way that European countries could maintain their hold on a new territory. Colony life was affected by the government of the mother country and also by the church.

NOTE: The Chapter Three Review can be done orally with students, independently, or a combination of both. Teachers may want to devote a few minutes each day for two or three days working on the Chapter Three Review, and then having students work on the Chapter Task independently for the balance of the period.

Use Our Canada, page 104.

Assignment:

1. Do the Review questions on textbook, page 104 individually, in groups, or as a class.

2. AND/OR Do the Chapter Three Review Sheets

3. AND/OR Do the Chapter Task
1. Write T for true and F for false.

_____ European countries usually took raw resources from their colonies and then sold the colonies manufactured goods.

_____ Colonies were a way to establish control over a land that a country was claiming.

_____ The British colonists wanted to share their land with the First Nations.

_____ The French saw the First Nations as partners who could help them get resources such as furs.

_____ The fur trade began because there was a huge demand for fox furs to make coats.

_____ Both Britain and France viewed the First Nations as inferior and took steps to try to convert them to Christianity.

_____ New France was the first European colony to be established in “Canada”.

_____ In New France it was much easier to farm than to be involved in fur trading.

_____ Voyageurs were men from New France who transported trade goods and furs by canoe between Montreal and the fur trade posts around the Great Lakes.

_____ Surprisingly, the gun had little or no impact on the lifestyles of the First Nations.

_____ New France had a population that was even larger than the Thirteen Colonies.

_____ Habitants could establish a farm on a seigneurie if they were willing to clear the land, plant crops, and build a house.

_____ The Habitants learned to use First Nations clothing and technology to survive.

_____ The Europeans viewed the First Nations people as uncivilized savages who were unruly, lawless, and rude.

_____ The Catholic Church supported the trading of liquor to First Nations as a way of making money for the colony.

_____ Coureurs de bois were independent fur traders.

_____ The Sovereign Council was made up of the Governor, the Intendant, and the Bishop of the Catholic Church. They were the three most powerful men in New France.

_____ Marguerite d’Youville established the Grey Nuns who help the sick and poor.
2. Write **NF** New France, **TC** for Thirteen Colonies, and **RL** for Rupert’s Land. Some sentences have more than one answer.

   _____ Most colonists were Protestants.
   _____ Most colonists were Catholics.
   _____ They had the largest population.
   _____ Very few Europeans lived here.
   _____ The fur trade was the primary economic activity.
   _____ Elected assemblies played an important role in government.
   _____ Agriculture was the primary economic activity.
   _____ Ordinary citizens were part of the decision making process.
   _____ It was the monopoly fur trade territory of the Hudson’s Bay Company.
   _____ Protestant was the most common religion, but this did not play a large role in this territory.

3. Describe the role of each of these New France residents.

   a. governor

      ________________________________

   b. intendant

      ________________________________

   c. Bishop of Québec

      ________________________________

   d. soldiers

      ________________________________

   e. habitants

      ________________________________

   f. seigneurs

      ________________________________
4. Match the words and phrases in the box to the sentences.

| a. charter | b. coureurs de bois | c. epidemic | d. immunity |
| e. Jesuits | f. mercantilism | g. merchants | h. Mi'kma'ki |
| i. monopoly | j. voyageurs | k. coexistence | l. Acadia |

_____ A regulated economic system that made a country rich from its colonies.

_____ The complete control of a resource by a single company.

_____ Two or more peoples of diverse cultures living together peacefully.

_____ The ability of the body to fight off disease.

_____ The war in which France and Britain fought over control of North America.

_____ The infection of a large population by a disease.

_____ They were independent fur traders, like Pierre Radisson.

_____ French colony where Nova Scotia, New Brunswick, and the Gaspé Peninsula are today.

_____ Men from New France who traveled between the fur merchants of Montréal and the fur trade posts of the Great Lakes.

_____ A group from the Catholic Church that played a key role in establishing the church’s presence in New France.

_____ What the Mi'kmaq call their homeland.

_____ People who buy and sell things.

_____ This is a set of rules and privileges granted to a company by a king or a queen.
In the space below tell how the First Nations were influenced and affected by the Europeans, and how the Europeans were influenced and affected by the First Nations.

| How First Nations Were Affected | How Europeans Were Affected |
Short Answer

6. You will have to choose one of these questions to answer in a paragraph or two.

a. In Chapter Three you learned about the “Hat Craze” that hit Europe. Name an item that has created a “craze” in North America in the last ten years. Why do you think certain items become so popular that people feel they must have them?

b. In 1642, the Kichesiprini were attacked by the Haudenosaunee, and the area called Morrison’s Island was captured. As a result, the Kichesiprini had to decide if they should turn to the French for help. From a Kichesiprini perspective, should they have gone to the French trading forts? Why or why not?

c. If you were a merchant in New France, what ways could you make money? Which way would you have been able to make the most money? Why?

Essay

7. You will have to answer one of the following in essay format.

a. In the story “Brothers and Enemies” we are told about the adoption of captives from a Haudenosaunee perspective. In essay format, retell this story from a captive’s perspective. Were the Haudenosaunee really brothers to the captives or were they enemies?

b. In Chapter Three, “Early European Colonies”, you learned about how France and Britain viewed First Nations peoples, and how they treated them. In essay format, describe the different directions these two countries took as they established their colonies. What impact did they have on the First Nations peoples? In your opinion, which country had the biggest impact?
1. Write T for true and F for false.

   T European countries usually took raw resources from their colonies and then sold the colonies manufactured goods.

   T Colonies were a way to establish control over a land that a country was claiming.

   F The British colonists wanted to share their land with the First Nations.

   T The French saw the First Nations as partners who could help them get resources such as furs.

   F The fur trade began because there was a huge demand for fox furs to make coats.

   T Both Britain and France viewed the First Nations as inferior and took steps to try to convert them to Christianity.

   T New France was the first European colony to be established in “Canada”.

   F In New France it was much easier to farm than to be involved in fur trading.

   T Voyageurs were men from New France who transported trade goods and furs by canoe between Montreal and the fur trade posts around the Great Lakes.

   F Surprisingly, the gun had little or no impact on the lifestyles of the First Nations.

   F New France had a population that was even larger than the Thirteen Colonies.

   T Habitants could establish a farm on a seigneurie if they were willing to clear the land, plant crops, and build a house.

   T The Habitants learned to use First Nations clothing and technology to survive.

   T The Europeans viewed the First Nations people as uncivilized savages who were unruly, lawless, and rude.

   F The Catholic Church supported the trading of liquor to First Nations as a way of making money for the colony.

   T Coureurs de bois were independent fur traders.

   T The Sovereign Council was made up of the Governor, the Intendant, and the Bishop of the Catholic Church. They were the three most powerful men in New France.

   T Marguerite d’Youville established the Grey Nuns who help the sick and poor.
2. Write **NF** New France, **TC** for Thirteen Colonies, and **RL** for Rupert’s Land. Some sentences have more than one answer.

**TC** Most colonists were Protestants.
**NF** Most colonists were Catholics.
**TC** They had the largest population.
**RL** Very few Europeans lived here.

**NF** **RL** The fur trade was the primary economic activity.
**TC** Elected assemblies played an important role in government.
**TC** Agriculture was the primary economic activity.
**TC** Ordinary citizens were part of the decision making process.
**RL** It was the monopoly fur trade territory of the Hudson’s Bay Company.
**RL** Protestant was the most common religion, but this did not play a large role in this territory.

3. Describe the role of each of these New France residents.

   a. governor **controlled the military**, **dealt with external relations** (such as with the First Nations)

   b. intendant **chief administrator of the colony**

   c. Bishop of Québec **represented Catholic Church**

   d. soldiers **defended colony against Haudenosaunee and British**

   e. habitants **farmers who lived on seigneurs**

   f. seigneurs **landlords in charge of seigneury**
4. Match the words and phrases in the box to the sentences.

<table>
<thead>
<tr>
<th></th>
<th>a. charter</th>
<th>b. coureurs de bois</th>
<th>c. epidemic</th>
<th>d. immunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>Jesuits</td>
<td>f. mercantilism</td>
<td>g. merchants</td>
<td>h. Mi’kma’ki</td>
</tr>
<tr>
<td>i</td>
<td>monopoly</td>
<td>j. voyageurs</td>
<td>k. coexistence</td>
<td>l. Acadia</td>
</tr>
<tr>
<td>m</td>
<td>Seven Years’ War</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**f.** A regulated economic system that made a country rich from its colonies.

**i.** The complete control of a resource by a single company.

**k.** Two or more peoples of diverse cultures living together peacefully.

**d.** The ability of the body to fight off disease.

**m.** The war in which France and Britain fought over control of North America.

**c.** The infection of a large population by a disease.

**b.** They were independent fur traders, like Pierre Radisson.

**j.** French colony where Nova Scotia, New Brunswick, and the Gaspé Peninsula are today.

**i.** Men from New France who traveled between the fur merchants of Montréal and the fur trade posts of the Great Lakes.

**e.** A group from the Catholic Church that played a key role in establishing the church’s presence in New France.

**h.** What the Mi’kmaq call their homeland.

**g.** People who buy and sell things.

**c.** This is a set of rules and privileges granted to a company by a king or a queen.
5. In the space below tell how the First Nations were influenced and affected by the Europeans, and how the Europeans were influenced and affected by the First Nations.

<table>
<thead>
<tr>
<th>How First Nations Were Affected</th>
<th>How Europeans Were Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Europeans brought diseases to which they were not immune</td>
<td>- Helped them to survive in new harsher environment</td>
</tr>
<tr>
<td>- Traditional ways were disrupted with focus on taking things from nature to trade for other goods</td>
<td>- Many First Nations willing to trade</td>
</tr>
<tr>
<td>- Many First Nations were in conflict with others over territory in which to hunt fur</td>
<td>- Found new source of raw resources</td>
</tr>
<tr>
<td>- Europeans tried to convert them to Christianity</td>
<td></td>
</tr>
<tr>
<td>- Schools, hospitals built by Europeans</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3.10

Concept: Chapter Three Assessment

A test is provided for those who choose to use a test in their assessment and evaluation.

Teachers are asked to refer to the Teacher Resource Manual for rubrics.
Chapter Three
Early European Colonies
Test

Write your answers to the test questions on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Indicate whether the sentence or statement is true (T) or false (F).

1. _____ European countries made the economic rules that their colonies followed.

2. _____ The colonies made manufactured goods out of their raw resources.

3. _____ Both France and Britain viewed non-Christian peopled as “inferior” and took steps to convert them to their religion.

4. _____ The Thirteen Colonies formed many partnerships with First Nations.

5. _____ New France was the first European colony established in the lands that would become Canada.

6. _____ Farming was an easier way than fur trading for people to make a living in New France.

7. _____ Voyageurs were men from New France who were hired to paddle trade goods and furs by canoe between the fur merchants of Montréal and the fur trade posts of the Great Lakes.

8. _____ Habitants could establish a farm on a seigneur in New France. In order to do so, though, they had to clear the land, plant crops, and build a house.

Multiple Choice
Identify the letter of the choice that best completes the statement or answers the question.

9. _____ What was the primary economic activity of New France?
   a. fishing  
   b. farming  
   c. logging  
   d. fur trading

10. _____ Rupert’s Land was the monopoly fur trade region of the Hudson’s Bay Company. Monopoly means
    a. a regulated economic system.  
    b. the complete control of a resource.  
    c. money earned by a company.  
    d. both a and c.
11. _____ The fur trade encouraged growth of which colony?
   a. Rupert’s Land  c. Mi’kmaq
   b. Thirteen Colonies d. New France

12. _____ New France formed alliances and inhabited the land that belonged to the
   b. Mi’kmaq.    d. Mohawk.

13. _____ The Europeans bought many diseases with them when they came to North America. These diseases caused epidemics. As a result of these epidemics, the Haudenosaunee began to
   a. kill all Europeans.
   b. move to other areas.
   c. adopt all captives.
   d. join other First Nations.

14. _____ Which colony had a larger European population?
   a. New France  c. Rupert’s Land
   b. Thirteen Colonies d. Mi’kmaq

15. _____ Colonization had all but one of the following impacts on First Nations peoples. Which of the following was NOT an impact?
   a. Colonists brought diseases which created epidemics.
   b. Colonists made First Nations people give up their culture and adopt European ways.
   c. Colonists brought guns and traded them with First Nations peoples for other resources.
   d. Colonists wanted to capture First Nations peoples and sell them to Europeans as slaves.

16. _____ The Sovereign Council was established to rule
   b. France       d. Thirteen Colonies.
17. Both Britain and France wanted to dominate North America by setting up colonies and establishing their policies. This is called __________.

18. The Sovereign Council was established to rule New France. It included a governor, the Bishop of Québec, and a(n) __________.

19. In order to survive and cope with the harsh winters in Canada, the habitants had to __________ First Nations clothing and technology.

20. Many __________ made their living in the fur trade by importing goods from France and trading these goods with First Nations peoples for fur.

21. Life as a __________ could be hard work. Although they were able to travel and see different parts of the new world, they had to work in all types of weather, carry heavy loads, and protect themselves from threats and danger.

22. The __________, a Catholic religious order, established missions among the Mi’kmaq, the Kichesiprini, the Haudenosaunee, and the Ouendat.
Matching
*Match the following words or terms to their correct descriptions below.*

<table>
<thead>
<tr>
<th>a. charter</th>
<th>f. colony</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Rupert’s Land</td>
<td>g. immunity</td>
</tr>
<tr>
<td>c. primary source</td>
<td>h. coexistence</td>
</tr>
<tr>
<td>d. Acadia</td>
<td>i. missionaries</td>
</tr>
<tr>
<td>e. Seven Years War</td>
<td></td>
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</tbody>
</table>

23. _____ What was the territory inhabited by the British along Hudson Bay called?

24. _____ France and Britain fought for control of North America. This fight is called the ____.

25. _____ A set of rules and privileges granted to a company by a king or queen.

26. _____ Land along the Atlantic Ocean where New France had set up a colony.

27. _____ A group of people who leave their own country to settle in another land but continue to remain citizens of their original country.

28. _____ People sent by a church to non-Christian areas to advance their beliefs.

29. _____ An original piece of information, such as a document or image, is known as a ____.

30. _____ _____ means two or more peoples from different cultures living together peacefully.
Write your answers to the short answer and essay questions on a separate sheet.

Short Answer
Write a paragraph or two to answer one of the following.

a. In Chapter Three you learned about the “Hat Craze” that hit Europe. Name an item that has created a “craze” in North America in the last ten years. Why do you think certain items become so popular that people feel they must have them?

b. In 1642, the Kichesiprini were attacked by the Haudenosaunee, and the area called Morrison’s Island was captured. As a result, the Kichesiprini had to decide if they should turn to the French for help. From a Kichesiprini perspective, should they have gone to the French trading forts? Why or why not?

c. If you were a merchant in New France, what ways could you make money? Which way would you have been able to make the most money? Why?

Essay
Write an essay to answer one of the following.

a. In the story “Brothers and Enemies” we are told about the adoption of captives from a Haudenosaunee perspective. In essay format, retell this story from a captive’s perspective. Were the Haudenosaunee really brothers to the captives or were they enemies?

b. In Chapter Three, “Early European Colonies:”, you learned about how France and Britain viewed First Nations peoples, and how they treated them. In essay format, describe the different directions these two countries took as they established their colonies. What impact did they have on the First Nations peoples? In your opinion, which country had the biggest impact?
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<td>3.</td>
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<td>6.</td>
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<td>16.</td>
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<td>29.</td>
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<td>30.</td>
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</tbody>
</table>
Chapter Three
Early European Colonies
Test

Answer Sheet

1. T
2. F
3. F
4. F
5. T
6. F
7. T
8. T
9. d
10. b
11. d
12. b
13. c
14. b
15. d
16. q
17. c
18. a
19. f
20. d
21. e
22. b
23. b
24. e
25. a
26. d
27. f
28. i
29. c
30. h
Chapter 3

Short Answer Questions – Main Ideas

a. Craze
   - Accept any reasonable answer
   - Advertisements make people feel that “have” to have them
   - Sometimes panic buying as people feel the stores may run out – become desperate to get one

b. Kichespirini – if they had gone to the French
   - Kichespirini would have gotten protection from Haudenosaunee and have been given guns
   - Kichespirini would have had to become Catholic and take up farming
   - Students should indicate how the Kichespirini would determine which decision would have a more positive impact for their people.

c. How Merchants Make Money
   - Fur trading – most money
   - Making and selling homegrown products: maple sugar candies, ironworks, tobacco, glue factory, etc.
   - Students should be able to explain why their particular choice is a good one; i.e., fur trading because of abundance of furs; maple sugar because maples trees not found in Europe, etc.

Essay Question – Main Ideas

a. Brother and Enemies story
   - Most likely students will feel Haudenosaunee were enemies
   - Haudenosaunee captured people and adopted them so as to increase their numbers

b. How Europeans Viewed and Treated First Nations
   - France wanted to convert First Nations to Catholicism – had to change religion.
   - Britain wanted to push them out of their colonies – had to find new land and start over
Chapter Four

The Fur Trade

Advance Preparation

Teachers may want to copy these focus questions on chart paper and display them throughout the duration of Chapter Four.

Chapter Task

Teachers can introduce the chapter task at the onset of the chapter or at the end. The basic idea is explained in Our Canada, page 106. Some alternatives to this activity include:

- Making a guidebook (as suggested in the textbook)
- Making a series of panels much like you would see at an interpretive centre
- Making a model of a fur trade post
- Assigning the task to a group; each group member is responsible for some aspect
- Have students construct a Jeopardy type game. Questions of lower value would be recall type questions whereas questions of high value would require inference, synthesis and evaluation. (See Bloom’s Taxonomy in the introductory pages.)
Our Canada

Grade 7 Social Studies

Chapter 4

The Fur Trade

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Lesson 4.7: Phase 4: The Drive West: 1760 – 1821, Part 2 – The Métis

Lesson 4.8: Phase 4: The Drive West: 1760 – 1821, Part 3 – Fur Trading Posts

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Lesson 4:10: Summing Up: Impact of the Fur Trade

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Chapter Task

Lesson 4:12: Chapter Four Assessment
Lesson 4.1

Concept: Introduction to the Fur Trade and the Chapter Task
         Cooperation, Competition, Conflict

Resources/Materials: Our Canada, pages 105 – 107
         Worksheet #7.4.1 (optional) (student copies)
         Unlined paper (optional) (for students)

Introduction: Write the words cooperation, competition, and conflict on the board. With students discuss their meanings.
Cooperation – two or more individuals or groups work together for the benefit of all
Competition – two or more individuals or groups try to outdo each other
Conflict – the activities of one group are detrimental to the other(s)

Recall with students that the fur trade became an important type of activity in New France. With the fur trade came cooperation, competition, and conflict. Chapter Four deals with the fur trade. Tell students to be on the lookout for examples of cooperation, competition, and conflict as the chapter progresses.

Procedure:

1. Have students turn to textbook page 105 and guide the reading of the page. Be sure to discuss the meanings of the focus questions.

2. Teachers may want to introduce the Chapter Task, if they elect to do so.

3. Have students turn to textbook page 107. Guide the reading, noting that the study of the fur trade is organized into five phases.

4. Distribute Worksheet #7.4.1, if you elect to have the students do it. Go over the directions.

5. If you want, have the students use the unlined paper to make a title page for the chapter. Advise them to flip through the chapter to get some ideas. Remind them that in a good title page
   - The lettering is prominent and stands out.
   - There is some kind of illustration which is representative of the content.

Assignment:

Do Worksheet #7.4.1 and/or make a title page for the chapter.
**Worksheet #7.4.1**  
**Cooperation, Competition, Conflict**

**Directions:** Classify each of the following events and situations as cooperation, competition, or conflict.

- **competition**: Two teams try to win in a soccer game.
- **cooperation**: Most of the adults help out on butchering days.
- **competition**: John and Sally always try to see who get the highest marks in math.
- **conflict**: Someone is always stealing Philip’s pencils and erasers.
- **cooperation**: If everyone in our group does a good job, we’ll get a good mark on the project.
- **conflict**: Bill is bullying some of the younger students.
- **competition**: Canada wants to grow higher quality grain that other countries.

**Directions:** Now think of two examples for each.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Competition</th>
<th>Conflict</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Worksheet #7.4.1  

Cooperation, Competition, Conflict

Directions: Classify each of the following events and situations as cooperation, competition, or conflict.

_________________ Two teams try to win in a soccer game.

_________________ Most of the adults help out on butchering days.

_________________ John and Sally always try to see who get the highest marks in math.

_________________ Someone is always stealing Philip’s pencils and erasers.

_________________ If everyone in our group does a good job, we’ll get a good mark on the project.

_________________ Bill is bullying some of the younger students.

_________________ Canada wants to grow higher quality grain that other countries.

Directions: Now think of two examples for each.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Competition</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Lesson 4.2

Concept: Phase 1 The Early Fur Trade: 1500 – 1603

Resources/Materials: Our Canada, pages 108 and 109
Handout 4-6 (map of Canada) (student copies)
Handout 4-4 (optional) (student copies)
Worksheet 7.4.2 (optional) (student copies)

Introduction: Recall that the study of the fur trade will be covered in five phases. Tell students that Phase 1 is the beginning of the fur trade. During Phase 1 the fur trade is secondary to fishing as far as First Nations’ contact with Europeans. This initial fur trade was a time of cooperation between First Nations and Europeans.

Procedure:

1. Have students turn to textbook pages 108 and 109. Guide the reading. Discuss with students the ideas in the “Respond” section. They can write their answers to the questions in this section as part of Worksheet 7.4.2, if you elect to have them do it. Alternately, they can write their responses in their notebooks.

2. Handout 4-4 can be used in conjunction with all five phases of the fur trade. It might be difficult for some students, however. You may want them to complete it with a partner. If you are going to use Handout 4-4, distribute it and go over the meanings of each of the headings.

3. Distribute Handout 4-6, the map of Canada. Have students use the map on textbook page 108 to colour in the corresponding part on Handout 4-6. Ensure that they title the map.

NOTE: You can choose to make copies of Handout 4-6 for each of the five phases. Alternately, for Phases 2 to 5 you can have students use tracing paper to make a series of hinged overlays, drawing in and colouring the appropriate section. There may be some difficulty in keeping the tracing paper in tact for the entire section so if you choose this alternative, you might want to keep the Tylenol within reach. If this makes no sense at all, then just forget the whole thing!

Assignment:

1. Colour map on Handout 4-6.

2. Do either Handout 4-4 or Worksheet #7.4.2
Phases of the Fur Trade

Name __________________________ Date ____________

My assigned phase of the fur trade: ____________

Use this chart to retrieve information from Chapter 4. This information will help you make a timeline of a phase of the fur trade.

<table>
<thead>
<tr>
<th>Who, Where, When</th>
<th>How Did Economic Competition Shape the Fur Trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500 - 1603</td>
<td>Early trade benefited both sides</td>
</tr>
<tr>
<td>• Coastal Areas of Nova Scotia, New Brunswick, and Gaspé</td>
<td></td>
</tr>
<tr>
<td>• Europeans, including the French and the Mi'kmaq and Stadaconans</td>
<td></td>
</tr>
<tr>
<td>• Britain traded fish from the Mi'kmaq</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Roles Did Each Society Play?</th>
<th>Influence on Migration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Europeans traded fish and furs for knives and iron goods and items such as glass beads</td>
<td>• Europeans became familiar with coastal areas, but there were no settlements</td>
</tr>
</tbody>
</table>
Worksheet #7.4.2  Phase 1 The Early Fur Trade: 1500 – 1603

1. According to the map on page 108 of Our Canada, the area of trade among First Nations and European peoples took place in which of today’s provinces?


2. What evidence is there to show that there was cooperation in the early fur trade?


As the fur trade developed, it became less beneficial to the First Nations. Competition for furs increased. Tell how this competition could affect each of the following.

the environment


the need for new technology


The way First Nations used the land


family life
Phase 1 The Early Fur Trade: 1500 – 1603

1. According to the map on page 108 of Our Canada, the area of trade among First Nations and European peoples took place in which of today’s provinces?

   Nova Scotia, New Brunswick, Québec

2. What evidence is there to show that there was cooperation in the early fur trade?

   Fishers from France, England, Spain and Portugal traded with First Nations for furs.

As the fur trade developed, it became less beneficial to the First Nations. Competition for furs increased. Tell how this competition could affect each of the following.

the environment  

   Increased competition led to more beavers being trapped. First Nations depended on these animals for food and clothing.

the need for new technology  

   Competition would lead to more efficient ways of hunting and trapping such as using guns and more efficient traps.

The way First Nations used the land  

   Competition would focus First Nations on trapping more and more furs instead of using the land to support their basic needs and using the land wisely.

family life  

   By focusing First Nations on trapping and hunting, competition would change the way people supported their families.
Lesson 4.3

Concept: Phase 2 Expansion Inland: 1603 – 1670, Part 1

Resources/Materials: Our Canada pages 110 – 112
Worksheet #7.4.3a (optional) (student copies)
Handout 4-5 OR Worksheet #7.4.3b (student copies)

Introduction: Have three students come to the front of the class and stand in a row. Give the first person an object. Tell the first person that the object is to get it to the third person, but it must first be passed to the second person who passes it to the third person. Then have the object passed back to the first person via the second person. Lead the discussion around to the point that it would be faster and more efficient the by-pass the second person, “the middleman”. Tell the students that a similar situation developed in Phase 2 of the fur trade.

Also Catholic missionaries from France came to New France in increasing numbers with the idea of converting the First Nations people to Christianity.

Procedure:

1. Have students turn to textbook page 110. Note the title and examine the map. Tell students they will be given a copy of a map on which they will title, label, draw in, and colour.

2. Have students then flip through pages 110 – 112. Note that the subheadings express the main ideas for each section.

3. If possible, guide the reading of these pages. If time does not permit the guiding of all the pages, you may need to guide only the section “The French-Haudenosaunee war began”. This section may be difficult for some to comprehend. Tell students to independently read pages 110 – 112 those sections that were not guided.

4. Distribute Worksheet #7.4.3a if you think it is necessary

5. Distribute Handout 4-5 (harder) OR Worksheet #7.4.3b (easier) and go over the directions.

Assignment:

1. Read textbook pages 110 – 112.

2. Title, label, draw in, and colour the map (Handout 4-6) or the one started in Lesson Thirty.

3. Complete Worksheet #7.4.3a (optional)

4. Complete Handout 4-5 or Worksheet #7.4.3b
Worksheet #7.4.3a  

Phase 2  Expansion Inland:  1603 – 1670

Directions: Following are the subheadings found on pages 110 – 112 of Our Canada. Write the sentences found at the bottom of this page under the correct subheading.

France dominated the fur trade during this phase. New France became permanently established.

The French, Ouendat, Mi’kmaq, Inne and Kichesiprini became partners in the fur trade.

The French-Haudenosaunee war began.

Catholic missionaries established missions among the Mi’kmaq, Ouendat, Innu, Kichesiprini and Anishinabe.

Coureurs de bois emerged.

Intense trapping and hunting began to reduce the population of beaver and game animals.

- Jesuit missionaries tried to convert First Nations to Christianity.
- Quebec and Montreal became the most important centres of the fur trade.
- Coureur de bois began trading directly with First Nations for a while.
- The Ouendat acted as middlemen in the fur trade.
- Overhunting of beaver meant traders had to move west to find furs.
- The Ouendat were removed as the middlemen in the fur trade.
Phase 2 Expansion Inland: 1603 – 1670

Directions: Following are the subheadings found on pages 110 – 112 of Our Canada. Write the sentences found at the bottom of this page under the correct subheading.

France dominated the fur trade during this phase. New France became permanently established.

Quebec and Montreal became the most important centres of the fur trade.

The French, Ouendat, Mi'kmaq, Inne and Kichesiprini became partners in the fur trade.

The Ouendat acted as middlemen in the fur trade.

The French-Haudenosaunee war began.

The Ouendat were removed as the middlemen in the fur trade.

Catholic missionaries established missions among the Mi'kmaq, Ouendat, Innu, Kichesiprini and Anishinabe.

Jesuit missionaries tried to convert First Nations to Christianity.

Coureurs de bois emerged.

Coureurs de bois began trading directly with First Nations for a while.

Intense trapping and hunting began to reduce the population of beaver and game animals.

Overhunting of beaver meant traders had to move west to find furs.

- Jesuit missionaries tried to convert First Nations to Christianity.
- Quebec and Montreal became the most important centres of the fur trade.
- Coureur de bois began trading directly with First Nations for a while.
- The Ouendat acted as middlemen in the fur trade.
- Overhunting of beaver meant traders had to move west to find furs.
- The Ouendat were removed as the middlemen in the fur trade.
Fur Trade Crossword

Name ___________________________ Date __________________

ACROSS

3. These French "runners of the woods" at times traded for furs illegally.

5. The French and their fur trade allies fought this confederacy for almost a century.

6. These priests of the Catholic Church sought to convert First Nations to Christianity.

DOWN

1. This was the first settlement France established along the St. Lawrence River.

2. France established this colony in North America.

3. This famous explorer is known as the Father of New France.

4. During the fur trade, France needed First Nations peoples as ______.
Fur Trade Crossword

Directions: Use the clues to complete the crossword. The page numbers will help you find the correct words.

ACROSS

3. These French "runners of the woods" at times traded furs illegally. (page 94)

5. The French and their fur trade allies fought this First Nation who was allied with the Dutch and then the British. (page 111)

6. These priests of the Catholic Church tried to convert the First Nations to Christianity. (page 112)

DOWN

1. This was the first settlement France established along the St. Lawrence River. (page 56)

2. France established this colony in North America. (page 88)

3. This famous explorer became known as the Father of New France. (page 57)

4. During the fur trade, France needed First Nations people as _____________. (page 78)
Fur Trade Crossword

Directions: Use the clues to complete the crossword. The page numbers will help you find the correct words.

ACROSS

3. These French “runners of the woods” at times traded furs illegally. (page 94)

5. The French and their fur trade allies fought this First Nation who was allied with the Dutch and then the British. (page 111)

6. These priests of the Catholic Church tried to convert the First Nations to Christianity. (page 112)

DOWN

1. This was the first settlement France established along the St. Lawrence River. (page 56)

2. France established this colony in North America. (page 88)

3. This famous explorer became known as the Father of New France. (page 57)

4. During the fur trade, France needed First Nations people as _____________. (page 78)
Lesson 4.4

Concept: Phase 2 Expansion Inland: 1603 – 1670, Part 2

Resources/Materials: Our Canada, pages 113, 114
Handout 4-4 (harder) OR Worksheet #7.4.4 (easier) (student copies)
Handout 4-6 (map of Canada) or overlay map (student copies)

Introduction: Write the words “needs” and “wants” on the board. Discuss their meanings. (You can do without a “want”, but not without a “need”.) Elicit ideas from the students about their own needs and wants. Sometimes we get so caught up in getting “wants” that we think those wants are actually needs.

Tell students that the First Nations were so influenced by the fur trade that they began to change their lifestyles to get “wants”.

Procedure:

1. Have students turn to textbook page 113 and 114. Tell them that these pages use a story to show how the Anishinabe began to change their traditional ways in order to get more “wants” trading with the French.

2. Have the students read these pages independently. If desired, students can do the “Respond” activities on textbook page 114. NOTE: Question 2 involves students performing simple and short skits.

3. Distribute Handout 4-4 or Worksheet #7.4.4. Go over the directions.

Assignment:

1. Read textbook pages 113 and 114.

2. Optional: Do the Respond activities on textbook page 114.

3. Do either Handout 4-4 or Worksheet #7.4.4
Phases of the Fur Trade

Name ___________________________ Date ______________________

My assigned phase of the fur trade: **Phase 2**

Use this chart to retrieve information from Chapter 4. This information will help you make a timeline of a phase of the fur trade.

<table>
<thead>
<tr>
<th>Who, Where, When</th>
<th>How Did Economic Competition Shape the Fur Trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1603-1670</td>
<td></td>
</tr>
</tbody>
</table>
| *French fur traders*  
| *Quandt*  
| *Mi'kmaq*  
| *Innu*  
| *Kichi-sippi-ni*  
| *Haudenosounee*  
| *Couriers de Bois*  
| *Area around St. Lawrence River; Ottawa River* | *Quandt no longer middlemen*  
| *Couriers de bois became independent traders*  
| *intense trapping and hunting reduced population of beaver* |

<table>
<thead>
<tr>
<th>What Roles Did Each Society Play?</th>
<th>Influence on Migration and Settlement</th>
</tr>
</thead>
</table>
| *French fur traders - traded furs*  
| *Couriers de bois became independent fur traders* | *Missionaries sought to convert First Nations*  
| *more territory opened up to fur trade* |
The Anishinable Meet Some Coureur de Bois

Directions: Use Our Canada pages 113 and 114 to answer these questions.

1. Traditionally the Anishinabe felt they were prospering when they had enough to eat, clothes to wear, and good shelter. In this story what does the husband think they need to prosper?

2. The traditional economy and food supply of the First Nations was based on hunting and fishing. What was it based on now?

3. According to the story, how do you think the “family” was affected by the fur trade?

4. For the First Nations new technology such as the gun led to both positive and negative outcomes. Think of a new technology that the First Nations got from the fur trade and tell about one positive and one negative outcome.

5. The fur trade often led to conflicts between First Nations groups. Why do you suppose this happened?

6. If you had been an Anishinabe ogimauh, what would you have told Pierre-Esprit Radisson? Tell why.
Worksheet #7.4.4  The Anishinable Meet Some Coureur de Bois

Directions: Use Our Canada pages 113 and 114 to answer these questions.

1. Traditionally the Anishinabe felt they were prospering when they had enough to eat, clothes to wear, and good shelter. In this story what does the husband think they need to prosper?
   - trade goods

2. The traditional economy and food supply of the First Nations was based on hunting and fishing. What was it based on now?
   - trading for furs

3. According to the story, how do you think the “family” was affected by the fur trade?
   - men spent time hunting/trapping for furs instead of for food

4. For the First Nations new technology such as the gun led to both positive and negative outcomes. Think of a new technology that the First Nations got from the fur trade and tell about one positive and one negative outcome.
   - positive: meat easier to obtain with gun
   - negative: could lead to overhunting

5. The fur trade often led to conflicts between First Nations groups. Why do you suppose this happened?
   - vied for control over fur territories

6. If you had been an Anishinabe ogimauh, what would you have told Pierre-Esprit Radisson? Tell why.
Canada
Lesson 4.5

Concept: Phase 3 Rival Networks: 1670 – 1760

Resources/Materials: Our Canada, pages 115 – 119
Handout 4-6 OR overlays (student copies)
Handout 4-4 (harder) OR Worksheet #7.4.5 (easier) (student copies)

NOTE: Instead of photocopying Worksheet #7.4.5, students can do the exercise in their notebooks.

Introduction: Remind students of the longstanding rivalry between the European countries of Britain (England) and France. Tell students that both countries still continued their imperialistic rivalry and that they both wanted northern North America. French merchants were well-established in the fur trade and now a British company wanted part of the action. Thus the Hudson’s Bay Company was set up in direct competition with the French fur traders.

Procedure:

1. Have students turn to textbook page 115 and guide the reading. Distribute Handout 4-6 (map of Canada) or the overlay maps. Tell students to use the map on page 115 to title, label, draw in and colour the two fur trading territories. They can do this later.

2. Just like the French had the coureur de bois and the Anishinabe to act as middlemen between other First Nations and themselves, the English also needed them. Guide the reading, if possible, of page 116 and the top part of page 117. Discuss the role of the Cree, Nakoda and Voyageurs.

3. Tell students to read textbook pages 117 to 119. They describe in more detail the role and life of a voyageur.

4. Have students one or more of these activities:
   - Respond, textbook page 119
   - Handout 4-4 OR Worksheet #7.4.5 (can also be done in notebook)

Assignment:

1. Title, label, draw in, and colour map on Handout 4-6

2. Do one or more of
   - Respond, textbook page 119
   - Handout 4-4 OR Worksheet #7.4.5 (can be done in notebook, if desired)
Phases of the Fur Trade

Name __________________________ Date ________________________

My assigned phase of the fur trade: **Phase 3**

Use this chart to retrieve information from Chapter 4. This information will help you make a timeline of a phase of the fur trade.

<table>
<thead>
<tr>
<th>Who, Where, When</th>
<th>How Did Economic Competition Shape the Fur Trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1670 - 1760</td>
<td>• area around Hudson Bay was now fur trapping territory</td>
</tr>
<tr>
<td></td>
<td>• area around Great Lakes to Lake Winnipeg</td>
</tr>
<tr>
<td></td>
<td>• area around Hudson Bay</td>
</tr>
<tr>
<td></td>
<td>• Hudson's Bay Company, French fur trading companies, Cree and Nakoda</td>
</tr>
<tr>
<td></td>
<td>• Voyageurs</td>
</tr>
<tr>
<td></td>
<td>• Métis</td>
</tr>
<tr>
<td></td>
<td>• Cree and Nakoda became middlemen</td>
</tr>
<tr>
<td></td>
<td>• Voyageurs emerged</td>
</tr>
<tr>
<td></td>
<td>• New group of people, the Métis, became important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Roles Did Each Society Play?</th>
<th>Influence on Migration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fur trading companies → traded for furs</td>
<td>• new fur trading forts established</td>
</tr>
<tr>
<td>• First Nations → trapped beaver and prepared furs</td>
<td></td>
</tr>
<tr>
<td>• Voyageurs → transported furs from forts to St. Lawrence</td>
<td></td>
</tr>
<tr>
<td>• Métis - acted as guides, interpreters; many were voyageurs</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.4.5

**Phase 3 Rival Networks: 1679 – 1760**

**Directions:** The Voyageurs became an essential link in the French fur trade. From what you read on pages 117 – 119 of *Our Canada*, do the following activities.

What qualities do you think a Voyageur must have. Make a list of at least five.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Pretend that you work for a French fur trading company and you are in charge of hiring Voyageurs. What questions would you ask a person who applies for that job and what would you have him do to show you that he is right for the job?

**Questions I Would Ask**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What I Would Have Him Do**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Worksheet #7.4.5  

**Phase 3 Rival Networks: 1679 – 1760**

**Directions:** The Voyageurs became an essential link in the French fur trade. From what you read on pages 117 – 119 of Our Canada, do the following activities.

What qualities do you think a Voyageur must have. Make a list of at least five.

- strong
- determined
- adventurous
- persistent
- courageous
- get along with others
- hardworking
- knowledgeable about rivers, forests
- like nature

Pretend that you work for a French fur trading company and you are in charge of hiring Voyageurs. What questions would you ask a person who applies for that job and what would you have him do to show you that he is right for the job?

Some suggestions:

**Questions I Would Ask**

- experience in natural settings
- problem solving situations

**What I Would Have Him Do**

- activities involving strength and coordination
Lesson 4.6

Concept: Phase 4 The Drive West: 1760 – 1821, Part 1

Resources/Materials: Our Canada, pages 121 – 124
Handout 4-6 (student copies) or overlays map
Worksheet #7.4.6 (optional) (student copies or can be done in notebook)

Introduction: Remind students of Britain and France’s longstanding rivalry. Tell them that colonies such as New France were seen by the mother countries as mere possessions. Refer them to the timeline on textbook page 76. Point out the Seven Years’ War and the Treaty of Paris (1763). Ask students to speculate how these events might affect the fur trade.

Conclude that now Britain controls all the fur trade. Tell students that the next few lessons deal with the fur trade entirely under British rule.

Procedure:

1. Have students turn to textbook page 121. Compare this map with the one on textbook page 115.

2. Tell students to title, label, draw in, and colour the map on Handout 4-6.

3. Have students turn to textbook page 122. Note the subheadings and then tell them that what the subheadings say are the result of particular circumstances. These are explained in the paragraphs below each subheading. Using Worksheet #7.4.6, students should tell why (for example, why did New France become a British colony in 1763?) This exercise can also be done in students’ notebooks.

4. Distribute Handout 4-6 and Worksheet #7.4.6, if you decide to use it. Go over the directions.

Assignment:

1. Title, label, draw in and colour the map on Handout 4-6

2. Do the exercise on Worksheet #7.4.6.
Phase 4  The Drive West: 1760 – 1821

Directions: The following statements are taken from the subheadings on page 122 of Our Canada. Each of them is a result of other events. Explain what those events were.

1. New France became a British colony in 1763. (Hint: Use the timeline on page 76 of Our Canada)

2. The North West Company (NWC) formed.

3. A trade in pemmican developed.

4. Territorial expansions occurred.

5. The Métis people developed a distinct culture at Red River.

6. Missionaries established contact with First Nations in the west.
Phase 4  The Drive West:  1760 – 1821

Directions: The following statements are taken from the subheadings on page 122 of Our Canada. Each of them is a result of other events. Explain what those events were.

1. New France became a British colony in 1763. (Hint: Use the timeline on page 76 of Our Canada.  

   France defeated Britain in Seven Years War (Treaty of Paris)

2. The North West Company (NWC) formed.  

   Independents wanted to be able to compete more effectively with Hudson’s Bay Company

3. A trade in pemmican developed.  

   As far trade pushed farther west, greater distances between forts.  Voyageurs, traders and freighters needed food that would not easily spoil.

4. Territorial expansions occurred.  

   Fur trade moved farther west

5. The Métis people developed a distinct culture at Red River.  

   Métis acted as guides, interpreters, traders and provisioners.  This became “who” they are.

6. Missionaries established contact with First Nations in the west.  

   Wanted to convert First Nations.
Lesson 4.7

Concept:  Phase 4  The Drive West:  1760 – 1821, Part 2:  The Métis

Resources/Materials:  Our Canada, pages 123 – 127  
Worksheet #7.4.7 (optional) (student copies)  
Egg carton or other everyday object

Introduction:  Explain to students that fur traders often were not familiar with the land and First Nations people with whom they traded.  For this reason they needed middlemen.  One of the most important groups of middlemen were the Métis.  The Métis were the descendants of French or Scottish fathers and First Nations women.

Procedure:

1.  Refer back to Our Canada page 122.  Have students find the part that describes the roles that Métis played in the fur trade.  Emphasize that the Métis were especially good at these roles and so were valued by fur traders and First Nations alike for their skills.  This became a source of Métis pride.  This led to the development of a distinct Métis culture.

2.  Tell students they will be reading textbook pages 123 – 127 and then making point-form notes about what they read.  They can use Worksheet #7.4.7 to guide them, if you like.

3.  Optional Activity:  Refer the information on textbook page 123 regarding the multiple uses of the Métis sash.  As an extension of this, show the students an egg carton or other object.  Challenge them to come up with as many different uses for the egg carton as possible.

Assignment:

1.  Read textbook pages 123 – 127.

2.  Make point-form notes on the Métis using the headings on Worksheet #7.4.7.

3.  Optional:  Write down all the different uses for an egg carton you can think of.
Worksheet #7.4.7  

The Métis

**Directions:** Use *Our Canada*, pages 123 – 127 to make notes about the Métis in your notebook. Use the outline below to help you.

The Métis

Who They Were

Roles in the Fur Trade

Where They Lived

Technologies

1. Red River Cart –

2. Métis Sash –

Farms

Recreation

Role of Women
The Métis

**Directions:** Use *Our Canada*, pages 123 – 127 to make notes about the Métis in your notebook. Use the outline below to help you.

**The Métis**

**Who They Were** - descendants of French or Scottish fathers and First Nation mothers.

**Roles in the Fur Trade**
- interpreters
- guides
- provisioners
- traders
- carters

**Where They Lived**
- concentrated around Red River
- some scattered throughout fur trade territory

**Technologies**

1. Red River Cart – used to haul belongings, meat, hides

2. Métis Sash – had many practical uses: sling to lift heavy objects, key holder, emergency first aid kit, to keep warm, as a rope, etc.

**Farms**
- established long, narrow farms along Red River

**Recreation**
- dancing, singing, drumming, storytelling

**Role of Women**
- prepare food
- health care
- make snowshoes
- make clothing
Lesson 4.8


Resources/Materials: Our Canada, pages 128 and 129
Worksheet #7.4.8 (easier) OR Handout 4-4 (harder) (student copies)

Introduction: Discuss with students that the competition between the North West Company and the Hudson’s Bay Company meant that both companies began to establish fur trading forts across the West. Often they were right next to each other. Today’s reading is about such a pair fur trading forts.

Procedure:

1. Have students turn to Our Canada pages 128 and 129. By now students will be familiar with the format of the newspaper. Tell students that this article reports on excavation that an archaeologist and his team performed at an old fur trading fort site.

2. Tell them that the main purpose of the fur trading fort was to trade furs with First Nations people in exchange for trade goods. Just like anyone else, those who lived at the fur trading fort must ensure their basic needs are looked after. As they read the article, they should look for certain types of information.

NOTE: Teachers can have student do Worksheet #7.4.8 or Handout 4-4.

3. Distribute Worksheet #7.4.8. Have students look at the headings so they are familiar with the information they need to complete the sheet.

4. If you have time, read the article to the students. Alternately, have them read it independently or have a more able student read it to a less able student.

5. Finally, direct the students’ attention to textbook page 129. Have them write a paragraph stating their position on what to do with a found artifact.

Assignment:

1. Read the newspaper article on textbook pages 128 and 129

2. Complete Worksheet #7.4.8 or Handout 4-4.

3. Do Respond, Our Canada, page 129 in your notebook.

AND/OR

4. Make a model of a fur trading fort. The illustrations in the textbook may help you.
Worksheet #7.4.8

**A Tale of Two Forts**

**Directions:** Use *Our Canada*, pages 128 and 129 to fill in the information.

<table>
<thead>
<tr>
<th>FORT GEORGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years it operated</strong></td>
</tr>
<tr>
<td><strong>First Nations they traded with</strong></td>
</tr>
<tr>
<td><strong>Food</strong></td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
</tr>
</tbody>
</table>
### A Tale of Two Forts

**Directions:** Use *Our Canada*, pages 128 and 129 to fill in the information.

<table>
<thead>
<tr>
<th>FORT GEORGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years it operated</strong></td>
</tr>
<tr>
<td>1792-1800</td>
</tr>
<tr>
<td><strong>First Nations they traded with</strong></td>
</tr>
<tr>
<td>Blackfoot</td>
</tr>
<tr>
<td>Nakoda</td>
</tr>
<tr>
<td>Cree</td>
</tr>
<tr>
<td>fancy goods</td>
</tr>
<tr>
<td><strong>Food</strong></td>
</tr>
<tr>
<td>meat from bison, ducks, beaver</td>
</tr>
<tr>
<td>pemmican</td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
</tr>
<tr>
<td>shoes made of leather</td>
</tr>
<tr>
<td>more status → better clothes</td>
</tr>
<tr>
<td>→ better food</td>
</tr>
<tr>
<td>chief factor was at top</td>
</tr>
</tbody>
</table>
Phases of the Fur Trade

Name __________________ Date ______________

My assigned phase of the fur trade: **Phase 4**

Use this chart to retrieve information from Chapter 4. This information will help you make a timeline of a phase of the fur trade.

<table>
<thead>
<tr>
<th>Who, Where, When</th>
<th>How Did Economic Competition Shape the Fur Trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1760-1821</td>
<td></td>
</tr>
<tr>
<td>Hudson's Bay Company</td>
<td>Independent Fur Trading Companies</td>
</tr>
<tr>
<td>First Nations (Cree, Nakoda Blackfoot)</td>
<td></td>
</tr>
<tr>
<td>Missionaries</td>
<td>Independents joined to compete against the Hudson's Bay Company</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Roles Did Each Society Play?</th>
<th>Influence on Migration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cree, Nakoda, Blackfoot, Métis supplied pemmican to Voyageurs and traders</td>
<td>- as fur trade moved west, so did First Nations people involved in it</td>
</tr>
<tr>
<td>- Métis became key interpreters, guides, traders, provisioners, and carters</td>
<td>- Métis took up central position at Red River</td>
</tr>
<tr>
<td>- missionaries continued to try to convert First Nations</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4.9

Concept: Phase 5 Monopoly in the West: 1821 – 1870

Resources/Materials: Our Canada, pages 130 – 132  
Handout 4-6 (student copies) OR Overlay map  
Worksheet #7.4.9 (easier) or Handout 4-7 (harder) (student copies)  
Handout 4-4 (optional) (student copies)

Introduction: Write the word “monopoly” on the board and discuss its meaning. (One company has control of the market.) Discuss positive and negative aspects of monopolies. (The company with the monopoly has all the advantages; the consumer has all the disadvantages.)

Tell students that during the latter part of the fur trade one company had a monopoly.

Procedure:

1. Have students turn to textbook page 130. Note on the map that the fur trade territory is one colour only. Distribute copies of the map on Handout 4-6.

2. Guide the reading of pages 130 and the top of page 131.

3. Pages 131 and 132 are adapted accounts of British citizens who lived in fur trading forts. As the reading is quite difficult, it is better if the teacher can guide the reading.

4. Discuss the account written by Letitia Hargrave and her view of citizenship. (She feels that only the Europeans are rightful citizens.) Elicit from students the words and phrases that Letitia uses that infer that does not consider the First Nations people as equals and shows disrespect for them.

   - Uses the word “Indian”, and no specific names of First Nations.
   - Describes blankets worn by women as “common coarse affairs”.
   - She says they “don’t know a word of English or French,” but makes no apology for her own ignorance of their languages.
   - She sends them on trivial errands, to get flowers, for example.
   - Praises European aspects of the fort; such as, the painted houses, mosquito curtains, etc.

5. Tell students they to read the account adapted from something written by Henry Robinson.

6. Distribute Worksheet #7.4.9 (easier) OR Handout 4-7 (harder). Go over the instructions.

Assignment:

1. Title, label, draw in, and colour the map on Handout 4-6 or use the overlay map.

2. Read the account written by Henry Robinson.

3. Do either Worksheet #7.4.9 or Handout 4-7.

4. Complete Handout 4-4 (optional)
Canada
Worksheet #7.4.9  **Phase 5 Monopoly in the West: 1821 – 1870**

**Directions:** Use words from *Our Canada* pages 130 – 132 to fill the spaces.

1. Because of furious competition between the Hudson’s Bay Company and the North West Company, Britain encouraged the companies to ___________________________ under the name Hudson’s Bay Company.

2. According to the map on page 130 of *Our Canada* the Hudson’s Bay Company’s territory covered more than half of what is today Canada and even parts of the ________________ ________________.

3. Some ________________ began trading fur independently. The Hudson’s Bay Company was worried that the United States might gain control of Rupert’s Land.

4. With the decline in the demand for furs, Britain helped the Hudson’s Bay Company __________________________ the sale of Rupert’s Land to Canada.

**Directions:** On pages 131 and 132 Letitia Hargrave and Henry Robinson tell about their interaction with First Nations people. Tell how each of them views these people.

Letitia Hargrave ____________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Henry Robinson ____________________________

________________________________________

________________________________________

________________________________________

________________________________________
Worksheet #7.4.9  

**Phase 5: Monopoly in the West: 1821 – 1870**

**Directions:** Use words from *Our Canada* pages 130 – 132 to fill the spaces.

1. Because of furious competition between the Hudson’s Bay Company and the North West Company, Britain encouraged the companies to __merge________ under the name Hudson’s Bay Company.

2. According to the map on page 130 of *Our Canada* the Hudson's Bay Company’s territory covered more than half of what is today Canada and even parts of the __United States________.

3. Some __Métis________ began trading fur independently. The Hudson’s Bay Company was worried that the United States might gain control of Rupert’s Land.

4. With the decline in the demand for furs, Britain helped the Hudson’s Bay Company __negotiate________ the sale of Rupert’s Land to Canada.

---

**Directions:** On pages 131 and 132 Letitia Hargrave and Henry Robinson tell about their interaction with First Nations people. Tell how each of them views these people.

**Letitia Hargrave**
- does not trust them (stalk around)
- don’t belong to her society (sends them on trivial errands)
- uses the term “Indian” with no specific names of First Nations
- feels they are somewhat uncivilized (have coarse blankets, don’t know French or English)

**Henry Robinson**
- feels First Nations are not part of his society
- calls them Indians and not by specific First Nation name
- describes ceremonies as hideous and heathenish
Phases of the Fur Trade

Name ______________________ Date ______________________

My assigned phase of the fur trade: Phase 5

Use this chart to retrieve information from Chapter 4. This information will help you make a timeline of a phase of the fur trade.

<table>
<thead>
<tr>
<th>Who, Where, When</th>
<th>How Did Economic Competition Shape the Fur Trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1821-1870</td>
<td>• Hudson's Bay Company and Northwest Company merge</td>
</tr>
<tr>
<td></td>
<td>• Decline in demand for furs</td>
</tr>
<tr>
<td></td>
<td>• Rupert's Land sold to Canada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Roles Did Each Society Play?</th>
<th>Influence on Migration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fur trading companies' forts</td>
<td>• Each fort was like a small village</td>
</tr>
<tr>
<td>brought a mixture of people,</td>
<td>• Europeans brought some of</td>
</tr>
<tr>
<td>including some women</td>
<td>European lifestyle</td>
</tr>
<tr>
<td></td>
<td>• First Nations people regarded as</td>
</tr>
<tr>
<td></td>
<td>&quot;uncivilized&quot;</td>
</tr>
</tbody>
</table>
Lesson 4.10

Concept: Summing Up: Impacts of the Fur Trade

Resources/Materials: Our Canada, pages 133 – 135  
Handout 4-9 (student copies)

Introduction: Write the question “What impacts did the fur trade have on diverse people?” on the board or refer to it if it is posted. Some possible discussion points might be

- Changes in lifestyle
- Movement of people
- Changes in traditional occupations
- Changes in beliefs

Procedure:

1. Tell students to turn to textbook pages 133 and 134. If you have the time, guide the reading of these pages; otherwise, read with students the “Get Ready” box.

2. Tell students to write the heading “How Did the Fur Trade Influence the Migration of Peoples?” Discuss what this means. Tell them that there are several ways, and that they are described on pages 133 and 134.

3. Tell students to paraphrase each point into one sentence – one that expresses the main idea.

4. Next refer students to textbook page 135. Tell them that they express some observations about the fur trade that a group of historians might make. Distribute Handout 4-9. Go over the directions.

Assignment:

1. Make notes expressing the main ideas on pages 133 and 134.

2. Using page 135 complete Handout 4-9.
Positives and Negatives of the Fur Trade

Name __________________________ Date __________________

How do you analyze the views of the historians on page 135 of the textbook?

Identify each historian’s point of view (positive or negative) and write a headline that summarizes the point of view.

<table>
<thead>
<tr>
<th>Historian</th>
<th>Point of View on the Fur Trade</th>
<th>Headline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historian #1</td>
<td>+ ( )</td>
<td></td>
</tr>
<tr>
<td>Historian #2</td>
<td>+ ( )</td>
<td></td>
</tr>
<tr>
<td>Historian #3</td>
<td>+ ( )</td>
<td></td>
</tr>
<tr>
<td>Historian #4</td>
<td>+ ( )</td>
<td></td>
</tr>
<tr>
<td>Historian #5</td>
<td>+ ( )</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Eleven

Concept: Chapter Four Review and Chapter Four Task

Resources/Materials: Our Canada, page 136
Worksheet #7.4.11
OR Worksheets #7.4.12a, #7.4.12b.
Information sheets on fur trading forts

Introduction: The fur trade, once it was in full gear, actually did not cover many years. However, it had a large impact on the development of Canada.

Procedure:

1. Have students turn to textbook page 135. Discuss the questions in the box at the top.

2. The questions on textbook page 136 are reproduced in two different ways on Worksheets #7.4.11 and Worksheets #7.4.12. Teachers will need to decide which format suits their particular class.

3. Go over or introduce the Chapter Task with students.

Chapter Task

Teachers can introduce the chapter task at the onset of the chapter or at the end. The basic idea is explained in Our Canada, page 106. Some alternatives to this activity include:

- Making a guidebook (as suggested in the textbook)
- Making a series of panels much like you would see at an interpretive centre
- Making a model of a fur trade post
- Assigning the task to a group; each group member is responsible for some aspect
- Have students construct a Jeopardy type game. Questions of lower value would be recall type questions whereas questions of high value would require inference, synthesis and evaluation. (See Bloom’s Taxonomy in the introductory pages.)

4. Teachers may want to cover the Chapter Review and the Chapter Task over a period of several days. Alternative ways to do this:
   - Orally do a few Chapter Review questions each day; students work on the Chapter Task independently.
   - Students work on the Chapter Review first, then do the Chapter Task.
   - Do some of the Chapter Review questions orally, and students can work on the Chapter Task.
   - FORGET ONE OR THE OTHER OR BOTH – YOU’VE HAD ENOUGH OF THE FUR TRADE!
CHECK FOR UNDERSTANDING

1. Identify an event that resulted from economic competition during the fur trade. What groups involved in the fur trade did this event affect? (e.g., British people, French people, the Haudenosaunee, Canadiens, the Anishinabe or the Métis) Choose one group from this list and describe in what way this event affected this group.

2. Describe an example of a migration of people that resulted from the fur trade. List some reasons why this migration took place.

DEMONSTRATE YOUR KNOWLEDGE

3. Write a “want ad” from either the HBC or the NWC – whichever is more appropriate – from one of the key actors in the western fur trade. In point form, specify the company issuing the ad, and the services it is seeking from one of these groups:
   - Scottish people from the Orkney Islands
   - Canadiens
   - Métis
   - Members of the Cree or Anishinabe First Nation

TAKE STOCK

4. In this chapter, you used critical thinking skills to evaluate writings of Letitia Hargrave and Henry Robinson. What aspects of that activity did you find most challenging? What steps cold you take to make critical thinking work better for you?

Create a journal entry to record your thoughts.
CHECK FOR UNDERSTANDING

1. Identify an event that resulted from economic competition during the fur trade. What groups involved in the fur trade did this event affect? (e.g., British people, French people, the Haudenosaunee, Canadiens, the Anishinabe or the Métis) Choose one group from this list and describe in what way this event affected this group.

2. Describe an example of a migration of people that resulted from the fur trade. List some reasons why this migration took place.

DEMONSTRATE YOUR KNOWLEDGE

3. Write a “want ad” from either the HBC or the NWC – whichever is more appropriate – for one of the key actors in the western fur trade. In point form, specify the company issuing the ad, and the services it is seeking from one of these groups:
   a. Scottish people from the Orkney Islands
   b. Canadiens
   c. Métis
   d. Members of the Cree or Anishinabe First Nation
Worksheet #7.4.11c

TAKE STOCK

1. In this chapter, you used critical thinking skills to evaluate writings of Letitia Hargrave and Henry Robinson. What aspects of this activity did you find most challenging? What steps could you take to make critical thinking work better for you?

Create a journal entry to record your thoughts.
REVIEW
Chapter Four
The Fur Trade

1. Write T for true and F for false.

_____ Economic competition shaped the fur trade.

_____ First Nations first interacted with Europeans when the Europeans first came to fish for cod off the Atlantic coast.

_____ First Nations and Europeans both benefited from their early trade and both continued to benefit equally as the fur trade developed.

_____ Québec and Grand Pré became the centres for the shipping centres for the fur trade due to their location on the St. Lawrence River.

_____ The Ouendat became middlemen between the French and the First Nations.

_____ The Haudenosaunee and the Ouendat were allies.

_____ New France made it illegal for coureurs de bois to trade directly with First Nations people.

_____ An ogimauh is a leader of the Anishinabe.

_____ Britain established the Hudson’s Bay Company to compete directly with the French fur trading companies.

_____ The Hudson’s Bay Company was given a monopoly on the fur trade in an area called Rupert’s Land.

_____ The Cree and Nakoda became middlemen between the Hudson’s Bay Company and the First Nations.

_____ The Métis are people whose fathers are First Nations and whose mothers are Scottish or French.

_____ The British strategy was to develop direct contact and partnerships with First Nations people.

_____ The French used voyageurs to make the canoe trips between its settlements along the St. Lawrence and the forts further west.

_____ The Canadiens were descendants of the settlers of New France.

_____ The North West Company was formed by the merging of several French fur trading companies even before New France became a British colony.
2. Use the words in the box to fill the blanks.

<table>
<thead>
<tr>
<th>Ouendat</th>
<th>companions</th>
<th>new tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>control of wealth</td>
<td>portage</td>
<td>trading and business partners</td>
</tr>
<tr>
<td>Christianity</td>
<td>friendships</td>
<td>peace</td>
</tr>
<tr>
<td>interpreters</td>
<td>fur trade</td>
<td>trading forts</td>
</tr>
<tr>
<td>Americans</td>
<td>flakes</td>
<td>middlemen</td>
</tr>
<tr>
<td>Red River</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. During the 1600s the French were allies with the ____________________________.

b. ____________________________ were necessary for both the Hudson’s Bay Company and the North West Company.

c. The Métis people settled in an area called ____________________________.

d. Métis women acted as ____________________________, ____________________________.
   and ____________________________.

e. The voyageurs had to ____________________________ or carry their goods over land to avoid the rapids on the rivers.

f. For the First Nations trading meant ____________________________, ____________________________,
   and ____________________________.

g. Many First Nations converted to ____________________________ for military and trade alliances.

h. In economic competition “winning” means ____________________________.

i. The ____________________________ was a key reason why many people migrated westward.

j. Britain sold Rupert’s Land to Canada because it was afraid the ____________________________ would invade Canada.

k. After the fur trade declined in the 1800s, ____________________________ became abandoned sites, missionaries stations, or permanent settlements.

l. ____________________________ were stations used by the British to dry their fish.
Short Answer

You can prepare for the short answer questions by knowing about one of the following.

- the roles that various peoples played in the fur trade.
- the main fur trading centres, their locations, and the reasons for their locations,
- how the fur trade influenced the movement of various peoples westward.
- how the fur trade has influenced Canada’s economy today.

Essay

Be prepared to write an essay on one of these two topics:

- The role that First Nations women played in the fur trade.
- How the fur trade helped to shape the pluralistic nature of Canada today.
1. Write T for true and F for false.

   T  Economic competition shaped the fur trade.

   T  First Nations first interacted with Europeans when the Europeans first came to
       fish for cod off the Atlantic coast.

   F  First Nations and Europeans both benefited from their early trade and both
       continued to benefit equally as the fur trade developed.

   F  Québec and Grand Pré became the centres for the shipping centres for the fur
       trade due to their location on the St. Lawrence River.

   T  The Ouentad became middlemen between the French and the First Nations.

   F  The Haudenosausenee and the Ouentad were allies.

   T  New France made it illegal for coureurs de bois to trade directly with First Nations
       people.

   T  An ogimauh is a leader of the Anishinabe.

   T  Britain established the Hudson’s Bay Company to compete directly with the
       French fur trading companies.

   T  The Hudson’s Bay Company was given a monopoly on the fur trade in an area
       called Rupert’s Land.

   T  The Cree and Nakoda became middlemen between the Hudson’s Bay Company
       and the First Nations.

   F  The Métis are people whose fathers are First Nations and whose mothers are
       Scottish or French.

   F  The British strategy was to develop direct contact and partnerships with First
       Nations people.

   T  The French used voyageurs to make the canoe trips between its settlements
       along the St. Lawrence and the forts further west.

   T  The Canadiens were descendants of the settlers of New France.

   F  The North West Company was formed by the merging of several French fur
       trading companies even before New France became a British colony.
2. Use the words in the box to fill the blanks.

<table>
<thead>
<tr>
<th>Ouendat</th>
<th>companions</th>
<th>new tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>control of wealth</td>
<td>portage</td>
<td>trading and business partners</td>
</tr>
<tr>
<td>Christianity</td>
<td>friendships</td>
<td>peace</td>
</tr>
<tr>
<td>interpreters</td>
<td>fur trade</td>
<td>trading forts</td>
</tr>
<tr>
<td>Americans</td>
<td>flakes</td>
<td>middlemen</td>
</tr>
<tr>
<td>Red River</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. During the 1600s the French were allies with the **Ouendat**.

b. **middlemen** were necessary for both the Hudson's Bay Company and the North West Company.

c. The Métis people settled in an area called **Red River**.

d. Métis women acted as **interpreters**, **trading and business partners**, and **companions**.

e. The voyageurs had to **portage** or carry their goods over land to avoid the rapids on the rivers.

f. For the First Nations trading meant **peace**, **new tools**, and **friendships**.

g. Many First Nations converted to **Christianity** for military and trade alliances.

h. In economic competition "winning" means **control of wealth**.

i. The **fur trade** was a key reason why many people migrated westward.

j. Britain sold Rupert's Land to Canada because it was afraid the **Americans** would invade Canada.

k. After the fur trade declined in the 1800s, **trading forts** became abandoned sites, missionaries stations, or permanent settlements.

l. **Flakes** were stations used by the British to dry their fish.
Short Answer

You can prepare for the short answer questions by knowing about one of the following.

- the roles that various peoples played in the fur trade.
- the main fur trading centres, their locations, and the reasons for their locations,
- how the fur trade influenced the movement of various peoples westward.
- how the fur trade has influenced Canada’s economy today.

Essay

Be prepared to write an essay on one of these two topics:

- The role that First Nations women played in the fur trade.
- How the fur trade helped to shape the pluralistic nature of Canada today.
Lesson 4.12

Concept: Chapter Four Assessment

A chapter test is provided for the teacher’s convenience.

See the Teacher Resource Manual for rubrics which can be used to assess other student work, work habits, participation, and attitudes.
Write your answers to the test questions on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

**True/False**
*Indicate whether the sentence or statement is true (T) or (F).*

1. _____ Economic competition did not shape the fur trade.

2. _____ Europeans and First Nations both benefited from their early interactions and trade, but as the fur trade developed, it became less beneficial to First Nations.

3. _____ The St. Lawrence River was a seaway for developing the fur trade.

4. _____ The Ouendat and the Haudenosaunee were allies of the French.

5. _____ The role of missionaries and missions was to convert the Mi'kmaq and other First Nations to Christianity.

6. _____ Middlemen were not used in the expansion of the fur trade into territory west of New France.

7. _____ Métis are people of mixed cultural background such as French and First Nations or Scottish and First Nations.

8. _____ The British trading strategy was to develop direct contact and partnerships with First Nations people.

**Multiple Choice**
*Identify the letter of the choice that best completes the statement or answers the question.*

9. _____ In economic competition, “winning” means
   a. getting furs first.
   b. control of wealth.
   c. control of ports.
   d. having allies.

10. _____ For the First Nations peoples, trading meant
   a. peace
   b. new tools
   c. friendships
   d. all of the above

11. _____ During the 1600s the French were allies with the
   a. Haudenosaunee
   b. Mi'kmaq
   c. Cree
   d. Ouendat
12. _______ The location of Québec as a trading centre for the French was
   a. not beneficial as the port was too small.
   b. on the St. Lawrence River and enabled better trade.
   c. always being attacked by First Nations people.
   d. too far inland for the middlemen to paddle to.

13. _______ The Hudson’s Bay Company and the North West company could not have
devolved their economies without the help of the
   a. sponsors
   b. middlemen
   c. Métis women
   d. French

14. _______ The Métis people settled in an area called
   a. Québec City
   b. Trois Rivières
   c. Montréal
   d. Red River

15. _______ Métis women were viewed as
   a. trading and business partners.
   b. companions.
   c. skilled interpreters.
   d. all of the above.

16. _______ The main push factor for expanding west and the migration of many people westward was the
   a. fur trade
   b. wars in Europe
   c. middlemen
   d. Métis

17. _______ The best reason for Britain selling Rupert's Land to Canada was because it
   a. was afraid of an American invasion.
   b. wanted money to go to Britain.
   c. had little interest in the fur trade.
   d. none of the above.

18. _______ After the fur trade declined in the 1800s, trading forts became
   a. abandoned sites.
   b. permanent settlements
   c. missionary stations.
   d. all of the above.

19. _______ The voyageurs had to portage often. This means they had to
   a. carry their goods over rapids, including canoes and pelts.
   b. trade and bargain with First Nations peoples.
   c. stop, rest, and eat.
   d. travel to ports to exchange their pelts.
Completion
Complete each sentence or statement with a word or phrase from the box.

a. blend    b. economic    c. expansion    d. farm products
e. fur trade  f. Hudson’s Bay Company  g. Hudson’s Bay Company  h. land
i. little    j. merger    k. middlemen    l. Montréal
m. Québec   n. North West Company  o. traditional    p. west

20. ______ competition helped develop the fur trade.

21. The early fur trade led to _______ inland toward the (22.) _______.

23. _______ and (24.) _______ were the two main French fur trading and shipping centres during the 1600s.

25. The O Wendat were known as _______ between the French and First Nations such as the Anishinabe, in the fur trade.

26. Most First Nations peoples had _______ interest in becoming full-fledged Christians and so followed a (27.) _______ of Christian and (28.) _______ practices.

29. The two main fur trading companies were the _______ and (30.) _______.

31. After the Treaty of Paris in 1763, Britain took over the _______, but also wanted (32.) _______ so it could have (33.) _______.

34. After years of competition and fighting, in 1821 the Hudson’s Bay Company and the North West Company _______ and were called the (35.) _______.
Matching

Match the following words or terms to their correct descriptions below.

<table>
<thead>
<tr>
<th>a. Métis</th>
<th>d. ogimauh</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. flakes</td>
<td>e. coureurs de bois</td>
</tr>
<tr>
<td>c. pemmican</td>
<td>f. monopoly</td>
</tr>
</tbody>
</table>

36. _____ having control over all resources in an area

37. _____ Independent traders

38. _____ stations used by the British to dry their fish

39. _____ a leader of the Anishinabe society

40. _____ a staple provided by First Nations to Europeans
Write your answers to the short answer and essay questions on a separate paper.

Short Answer
In a paragraph or two answer ONE of the following.

a. We know that many things are interrelated and that the past affects the future. The economy is one such area. How did the fur trade of the past affect today’s Canadian economy?

b. The fur traders and First Nations peoples came into contact as early as the 1600s. Discuss the role each group had in the fur trade. Think of how each group contributed to the fur trade.

c. The main fur trading centres were located on the St. Lawrence River. How did geography affect this choice? What were the names of the main trading centres and why were they positioned here? Was this a good choice? Explain.

Essay
Write an essay to answer ONE of the following.

a. We have learned that many people played a key role in the development of the fur trade. What was the role of the First Nations women in the fur trade?

b. How did the fur trade shape the pluralistic nature of Canada today?
Chapter 4

Short Answer Questions – Main Ideas

a. How did the fur trade of the past affect today’s Canadian economy?
   • Led to exploration, technological developments, trade, and sharing of goods
   • Led to more of a free market economy which replaced the mercantile system of the time. Free market systems benefit the common good more than mercantilism.
   • Fur trade led to exploration of country, leading to discovery of more resources

b. Role of First Nations and Fur Traders
   • First Nations provided the furs, taught fur traders about their culture, showed them how to survive, provided provisions, and were guides and interpreters.
   • Fur traders introduced goods like metal tools and wares and guns.

c. Location of fur trading posts
   • Québec, Montréal, and Trois Rivières were on St. Lawrence River
   • St. Lawrence River is major seaway to Europe and offers access inland
   • These ports were readily accessible to the trappers; First Nations could canoe to them to drop off furs.
   • Accessible by boat.

Essay Questions – Main Ideas

a. Role of First Nations women in fur trade
   • Played key role
   • Fur trade depended on their contribution
   • Some married French and Scottish trappers – made for alliances with First Nations
   • Acted as interpreters and business partners for their husbands
   • Prepared hides, made snowshoes, made clothing, prepared food for their trappers and traders

b. How fur trade shaped pluralistic nature of Canadian society
   • Fur trade was impetus for influx of people into British North America
   • Europeans and First Nations had to learn to cooperate and accept each other
   • Sharing of ideas, technologies, religions, attitudes, values
   • Positive and negative things happened because of these relationships – resulted in developing a more open and respectful attitude towards others
   • Fur trade contributed to our understanding of world views and how we fit into this diversity
Chapter Four
The Fur Trade
Test

Answer Sheet

1. _____  
2. _____  
3. _____  
4. _____  
5. _____  
6. _____  
7. _____  
8. _____  
9. _____  
10. _____  
11. _____  
12. _____  
13. _____  
14. _____  
15. _____  
16. _____  
17. _____  
18. _____  
19. _____  
20. _____  
21. _____  
22. _____  
23. _____  
24. _____  
25. _____  
26. _____  
27. _____  
28. _____  
29. _____  
30. _____  
31. _____  
32. _____  
33. _____  
34. _____  
35. _____  
36. _____  
37. _____  
38. _____  
39. _____  
40. _____
Chapter Four
The Fur Trade
Test

Answer Sheet

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. b
10. d
11. d
12. b
13. b
14. d
15. d
16. a
17. a
18. b
19. a
20. b
21. c
22. p
23. (m)(l)
24. (l)(m)
25. k
26. i
27. a
28. 0
29. (g)(h)
30. (f)(g)
31. e
32. h
33. d
34. j
35. (f)(g)
36. f
37. e
38. b
39. d
40. c
Unit 2

Towards Confederation

Chapter 5:  War and British Conquest
Chapter 6:  The United States Breaks Away
Chapter 7:  The Great Migration and the Push for Democracy
Chapter 8:  Confederation
Chapter Five

War and British Conquest

Advance Preparation
Teachers may want to write the Focus Questions on chart paper and display them in the classroom for the duration of Chapter Five.

- How did the competition between Britain and France to control North America shape Canada?
- What challenges of coexistence among British, Canadien and First Nations peoples did it lead to?
- How did people meet those challenges?

Chapter Task
The Chapter Task suggested in the textbook (page 140) may be difficult for Hutterite colony students as it requires knowledge of on-line sources.

Some teachers may decide not to have their students do a Chapter Task; but for those who choose to have their students do a Chapter Task, here are a couple of suggestions.

- Pretend you are a reporter for History Happens. Choose an event covered in this chapter and write a news article about it.
- Create a flow chart which shows the major events covered in this chapter.
Our Canada

Grade 7 Social Studies

Chapter 5

War and British Conquest

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<th>Page</th>
</tr>
</thead>
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<tr>
<td>The Chapter Task</td>
<td></td>
</tr>
<tr>
<td>Lesson 5.2: The Struggle for Acadia</td>
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<td>Lesson 5.3: The Acadian Predicament</td>
<td>5</td>
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<td>Lesson 5.4: The Deportation of the Acadians</td>
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<td>Lesson 5.5: The Acadian Identity</td>
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<tr>
<td>Lesson 5.6: The Battle of the Plains of Abraham</td>
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<td>Lesson 5.7: Britain’s Victory: Change and Challenge</td>
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<td>Lesson 5.8: Britain’s Attempt to Establish Control: The Royal Proclamation of 1763</td>
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<td>Lesson 5.9: The Québec Act of 1774</td>
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<td>Lesson 5.10: Chapter Five Review and Chapter Five Task</td>
<td>12</td>
</tr>
<tr>
<td>Lesson 5.11: Chapter Five Assessment</td>
<td>13</td>
</tr>
</tbody>
</table>
Lesson 5.1

Concept: Setting the context for Unit 2 and Chapter 5
The Chapter Task (optional)

Resources/Materials: Our Canada, pages 137 – 140

Introduction: Have a group of five or six students line up in a row at the front of the class. Ask one of the middle students to step out of the row and join the end of the row. Notice that the gap left by the students quickly gets filled by the students on either side. That is, a change by one student led to changes by other students.

Similarly, historical events that involve one group of people seem to lead to other events and changes. Unit 2 discuss some of the events in history that led to other events which led to other events that eventually led to the formation of Canada as a nation.

Procedure:

1. Have students turn to Our Canada pages 137 and 138. Tell students to read these pages independently.

2. Have students turn to textbook page 139 and guide the reading. Pay special attention to the Focus Questions, ensuring that students know what they mean.

3. If you want students to do a Chapter Task, it can be done now. (See textbook page 140 or the suggestions given on the previous lesson plan page.)

4. Tell students that their assignment is use their picture reading skills to write short paragraph about each of the pictures on textbook pages 137 and 138. Each paragraph should include their thoughts on the five Ws (i.e., Who? What? When? Where? Why? How?) Emphasize that in these paragraphs students are hypothesizing about what is going on. Accuracy is not important.

Assignment:

Write a paragraph telling about each of the pictures on textbook pages 137 and 138.
Lesson 5.2

NOTE: Chapter 5 is relatively text heavy. For this reason many worksheets are provided to try to help less accomplished readers deal with the comprehension of the content. They are designated with an asterisk (*). Some teachers may find their students have no difficulty with the reading and can leave out these activities altogether. Due to time constraints students will not be able to do all the activities, so teachers will have to make some decisions about what to assign.

Concept: The Struggle for Acadia

Resources/Materials: Our Canada, pages 141 – 143
   Piece of candy or other desirable thing
   Wall map of Canada
   *Worksheet #7.5.2a (student copies)
   Worksheet #7.5.2b (student copies)

Introduction: Place the candy conspicuously on the teacher’s desk. Tell the group to come up to gather around your desk. Most likely students will try to get close to the candy. Discuss this phenomenon. Students are trying to get themselves into a “strategic position”. That is, it is a location that gives you some kind of physical advantage in a competition. By controlling it, you control something you and other people want.

Britain and France had a long standing rivalry. They were always jockeying for position – trying place themselves in a strategic position so they could outdo the other. What does this have to do with Canada?

Procedure:

1. Point out on the map of Canada where Acadia would have been. “During the late 1600s the Mi’kmaq, British, and French all wanted control over Acadia. Why?”

2. Tell students that textbook pages 141 – 143 answer this question and also tell about each group’s struggles to gain this control. Have students turn to textbook page 141 and guide the reading of the Get Ready section.

3. If you can, guide the reading of the rest of these pages; otherwise, have students read them independently.

4. Distribute *Worksheet #7.5.2a and/or Worksheet #7.5.2b. Go over the directions, if necessary.

Assignment:

1. Read textbook pages 141 – 143.

2. Do Worksheet #7.5.2a or #7.5.2b.
The Struggle for Acadia

Directions: Use pages 141 – 143 of Our Canada to help you to fill in the blanks.

1. Who would control Acadia? This became an important question for France, Britain, and the Mi’kmaq during the late___________________.

2. France and Britain wanted to control Acadia because it represented a base for ___________________________ each other and for protecting their own colonies and trade routes.

3. The Mi’kmaq established a ___________________________ with the French and allowed French people to settle on their land.

4. The French settlers ___________________________ and ___________________________ salt marshes – areas not traditionally used by the Mi’kmaq.

5. France probably considered the Mi’kmaq to be ___________________________, but the Mi’kmaq did not.

6. The Acadians were ___________________________ who had settled in Acadia for several generations. They had formed a close association with the Mi’kmaq. There were even some marriages between Acadians and ___________________________.

7. ___________________________ took control of Acadia in 1713 because it had won a war in Europe against France called the ___________________________.

8. Unlike France, Britain did not generally seek ___________________________ with the First Nations. They had pushed First Nations off the land in the ___________________________.

9. The Mi’kmaq fought British ___________________________ of their homeland from 1713 to 1752.

10. In 1720 France built a huge fort and military base called ___________________________. Britain responded by building a military base of its own in 1749 called ___________________________.

Worksheet #7.5.2a  

**The Struggle for Acadia**

**Directions:** Use pages 141 – 143 of *Our Canada* to help you to fill in the blanks.

1. Who would control Acadia? This became an important question for France, Britain, and the Mi’kmaq during the late ________.

2. France and Britain wanted to control Acadia because it represented a base for attacking _________ each other and for protecting their own colonies and trade routes.

3. The Mi’kmaq established a ____________ with the French and allowed French people to settle on their land.

4. The French settlers _____________ and _____________ salt marshes – areas not traditionally used by the Mi’kmaq.

5. France probably considered the Mi’kmaq to be __________, but the Mi’kmaq did not.

6. The Acadians were ____________ who had settled in Acadia for several generations. They had formed a close association with the Mi’kmaq. There were even some marriages between Acadians and ____________.

7. ____________ took control of Acadia in 1713 because it had won a war in Europe against France called the ___________.

8. Unlike France, Britain did not generally seek ________ with the First Nations. They had pushed First Nations off the land in the ____________.

9. The Mi’kmaq fought British ____________ of their homeland from 1713 to 1752.

10. In 1720 France built a huge fort and military base called _____________. Britain responded by building a military base of its own in 1749 called ____________.
Worksheet #7.5.2b

Why Did France, Britain, and the Mi’kmaq Want to Control Acadia?

Directions: An important set of events in the history of Canada was the struggle for control of Acadia. Use what you read on pages 141 – 143 of Our Canada to fill in the causes of the struggle and the effects.

Causes

France, Britain, and the Mi’kmaq all struggled for control of Acadia.

Effects
Why Did France, Britain, and the Mi’kmaq Want to Control Acadia?

Directions: An important set of events in the history of Canada was the struggle for control of Acadia. Use what you read on pages 141 – 143 of Our Canada to fill in the causes of the struggle and the effects.

Causes
- represented a base for Britain and France to attack each other.
- Britain and France wanted a base for protecting their colonies and trade routes.
- Mi’kmaq wanted to protect and control their homeland.
- Acadians had thought of Acadia as their homeland.

France, Britain, and the Mi’kmaq all struggled for control of Acadia.

Effects
- Britain took control of Acadia in 1713.
- Britain tried to force Mi’kmaq off their land.
- France built a fortress on Cape Breton Island called Louisbourg.
- Britain then built a military base at Halifax.
Lesson 5.3

Concept: The Acadians’ Predicament

Resources/Materials: Our Canada, pages 144 and 145
*Worksheet #7.5.3a (student copies)
Handout 5-5 (student copies)
Worksheet #7.5.3b (optional) (student copies)

Introduction: Review with the class the concept of “identity” as it pertains to a group. Tell the class that the Acadians had developed a distinct identity over the years. Today lesson is about that identity and their predicament when it came to the struggle over control of Acadia.

Procedure:

1. Have students turn to textbook pages 144 and 145. Read and discuss the meaning of the Respond questions. This will help focus the reading of the news article. Question two refers to the Acadians being forced to choose sides between France and Britain.

2. If possible, guide the reading of the article. If you can’t spare the time, students can read it independently. Worksheet #7.5.3a may help them focus their reading.

3. Distribute Handout 5-5. Tell students to fill out (the best they can) the first three rows once they have finished reading the article. NOTE that the “Other” column need not always be filled in. They will finish the last column in a couple days time.

4. Finally, have students turn to textbook page 146. Have them compare the map on textbook page 142 with this one. With students read the first paragraph of the page and discuss. Tell students that time lines can often illustrate cause-effect relationships. Distribute Worksheet #7.5.3b.

Assignment:

1. Read pages 144 and 145.

2. Do Worksheet #7.5.3a and/or Handout 5-5.

3. Do Worksheet #7.5.3b (optional)
Worksheet #7.5.3a  

**At Beautiful Belleisle, It's About La Digue**

**Directions:** Make brief notes under the headings for the news article.

<table>
<thead>
<tr>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are they doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why are they doing it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How are they doing it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is daily life like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does Brasseur think about the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Worksheet #7.5.3a  At Beautiful Belleisle, It's About La Digue**

**Directions:** Make brief notes under the headings for the news article.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Acadians/Henri-Philippe Brasseur</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>1754</td>
</tr>
<tr>
<td>Where?</td>
<td>Acadia</td>
</tr>
</tbody>
</table>

What are they doing?
- building up and maintaining a dike which keeps salt water from the tide from entering farmland
- walking around town observing daily life

Why are they doing it?
- keep salt water out of fields so crops will grow

How are they doing it?
- using soil and sod to build a wall
- putting in a gate so water can drain out

What is daily life like?
- boys hunt, farm, do chores along with men
- girls work in house spinning, weaving, sewing, cooking and cleaning
- live in small log houses
- father plays fiddle, while others sing and dance

What does Brasseur think about the future?
- knows French and British are trying to find out whose side Acadians are on, but he doesn't worry too much
The Acadians: Options and Outcomes

Use this chart to clarify the options open to the Acadians, as the conflict between France and Britain pressured them to choose sides.

Fill in the first four columns of the chart after you have read History Happens on pages 134 and 137 of the textbook. Complete the chart when you have finished reading about the history of the Acadians.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Side with Britain</th>
<th>Side with France</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros</td>
<td>Britain controls the land.</td>
<td>French is the Acadians' ancestry Acadians speak French More Acadians than British</td>
<td>Acadia was in a strategic position so both countries wanted to control it</td>
</tr>
<tr>
<td>Cons</td>
<td>Acadians have little in common with Britain. They have a different lifestyle and religion.</td>
<td>France no longer controls the area Did not want to fight for France, but be neutral</td>
<td></td>
</tr>
<tr>
<td>My Prediction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Britain did not trust Acadians to be loyal and deported them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**The Big Picture: Cause and Effect**

**Directions:** Use the time line on page 146 of *Our Canada* to fill in the missing information on this cause-effect chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Treaty of Utrecht was signed in 1713</td>
<td></td>
</tr>
<tr>
<td>Britain took control of Acadia.</td>
<td></td>
</tr>
<tr>
<td>France regained control of Acadia in 1748.</td>
<td></td>
</tr>
<tr>
<td>Britain captured Louisbourg during the Seven Years' War.</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.5.3b    **The Big Picture: Cause and Effect**

**Directions:** Use the time line on page 146 of *Our Canada* to fill in the missing information on this cause-effect chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Treaty of Utrecht was signed in 1713</td>
<td>Britain took control of Acadia.</td>
</tr>
<tr>
<td>Britain took control of Acadia.</td>
<td>France built Louisbourg.</td>
</tr>
<tr>
<td>France regained control of Acadia in 1748.</td>
<td>Britain built Halifax.</td>
</tr>
<tr>
<td>Britain captured Louisbourg during the Seven Years' War.</td>
<td>France ceded Louisbourg to Britain.</td>
</tr>
</tbody>
</table>
Lesson 5.4

Concept: The Deportation of the Acadians

Resources/Materials: Our Canada, pages 147 – 151
*Worksheet #7.5.4 (student copies)
Handout 5-5 (students have this)

Introduction: Discuss the predicament of being caught in the middle of a disagreement between two people. (You feel like you are in a no-win situation.) The Acadians experienced this feeling. Tell students that the British first required that Acadians take an oath of “neutrality”; that is, they swore not to take sides. However, twenty-five years later they were being asked to take an “oath of allegiance” to Britain. That means that they would have to fight for Britain in a war against France.

What do you think they did?

Procedure:

1. Have students turn to Our Canada page 148. Note the title of this section. Analyze the word “deportation” and discuss its meaning.

2. Tell students to read pages 148 to 152. They explain the outcome of the Acadians’ predicament.

3. Distribute Worksheet #7.5.4 if you feel students would benefit.

4. Then tell students to complete Handout 5-5, which they should have in their notebooks.

5. Finally, have students do the “Respond” questions on textbook page 151 in their notebooks.

Assignment:

1. Read textbook pages 148 – 152.

2. Do Worksheet #7.5.4 (optional)

3. Finish Handout 5-5.

4. Do the “Respond” questions on textbook page 151 in notebook.
The Great Deportation

Directions: Use Our Canada pages 148 – 152. One word or phrase in each sentence is incorrect. Cross out the incorrect word or phrase and write the correct word or phrase above it.

1. In 1713, Britain took control of Acadia. It told Acadians to leave within a month.
   
   However, most stayed.

2. In 1730, Britain required Acadians to take an oven of neutrality which meant that
   
   Acadians promised not to take sides if a war broke out between Britain and France.

3. In 1755, Britain required Acadians to take an oath of neutrality which meant that
   
   Acadians would have to fight for Britain in a war against France.

4. The Acadians refused to take the oath of allegiance so Britain decided to help them.

5. Between 1755 and 1763, Britain captured and shipped one thousand Acadians to the
   
   Thirteen Colonies, to England, and to France.

6. The deportation affected the Anishinabe because they had a history of alliance,
   friendship, and marriage with the Acadians.

7. The people of Grand-Pré were assembled in the church to hear an announcement from
   
   the king.

8. The people wanted to keep their oath of emptiness, but not the oath of allegiance.

9. The governor felt he did not have to obey the orders he received.

10. His Majesty, the King’s, instructions were that all lands and houses, cats and dogs, now
    
    belonged to the Crown, along with everything else the people owned.

11. The Acadians were allowed to take their money and as many household possessions as
    
    they could, even if they overloaded the ships that came for them.

12. The governor said he would do nothing to make this move easy.
The Great Deportation

Directions: Use Our Canada pages 148 – 152. One word or phrase in each sentence is incorrect. Cross out the incorrect word or phrase and write the correct word or phrase above it.

1. In 1713, Britain took control of Acadia. It told Acadians to leave within a month. However, most stayed.

2. In 1730, Britain required Acadians to take an oath of neutrality which meant that Acadians promised not to take sides if a war broke out between Britain and France.

3. In 1755, Britain required Acadians to take an oath of allegiance which meant that Acadians would have to fight for Britain in a war against France.

4. The Acadians refused to take the oath of allegiance so Britain decided to deport them.

5. Between 1755 and 1763, Britain captured and shipped one thousand Acadians to the Thirteen Colonies, to England, and to France.

6. The deportation affected the Anishinabe because they had a history of alliance, friendship, and marriage with the Acadians.

7. The people of Grand-Pré were assembled in the church to hear an announcement from the king.

8. The people wanted to keep their oath of neutrality, but not the oath of allegiance.

9. The governor felt he did not have to obey the orders he received.

10. His Majesty, the King’s, instructions were that all lands and houses, cats, and dogs, now belonged to the Crown, along with everything else the people owned.

11. The Acadians were allowed to take their money and as many household possessions as they could, even if they overloaded the ships that came for them.

12. The governor said he would do nothing to make this move easy.
Lesson 5.5

Concept: The Acadian Identity

Resources/Materials: Our Canada, pages 152 – 154
*Worksheet #7.5.5 (student copies)

Introduction: Discuss with students how the Hutterite identity is closely tied to their history. (Hutterites endured persecution because they refused to compromise their religious beliefs.) Similarly, the Acadian identity then and now is tied to their history. Explain that there are Acadians living in the Maritime provinces today, although most live in New Brunswick.

Procedure:

1. Have students turn to textbook page 152. This page summarizes the factors that contributed to Britain’s decision to deport the Acadians. Guide the reading of this page, if possible.

2. Textbook pages 153 and 154 contain an interview with an expert of Acadian history. Tell students to read the interview. Then tell students to copy down each of the interview questions in their notebooks. After each question they are to paraphrase the expert’s response. ALTERNATELY, distribute Worksheet #7.5.5.

Assignment:

1. Read textbook pages 152 – 155

2. Copy interview questions (pages 153 and 154) and paraphrase the response

OR Do Worksheet #7.5.5
Worksheet #7.5.5

The Acadian Identity

1. The picture on Our Canada page 150 was painted by an English artist while the one on page 152 was painted by an Acadian artist. In a few sentences tell about the differences in the way the two artists view the Acadians who are about to be deported.

2. Below are the questions that were asked of Nicolas Landry. Match the questions with his responses.

   ____ Who are the Acadians in the Maritimes today?
   ____ Is there pride in being Acadian?
   ____ Does the Acadian identity get recognition today?
   ____ Is this important to Acadians?
   ____ Do most Acadians know their history?
   ____ Is the deportation important to Acadians?

   a. Yes, that is why New Brunswick is officially bilingual (French and English are official languages).
   b. Yes, Acadians were successful, contented people, who were neutral in war.
   c. Yes, some Acadians have lobbied for, and received an official apology from the Government of Canada and the Queen.
   d. Most live in New Brunswick, but some live in Nova Scotia and Prince Edward Island.
   e. Having an Acadian identity is more important to some than to others.
   f. Many Acadians know their history and are upset by the deportation.
The Acadian Identity

1. The picture on Our Canada page 150 was painted by an English artist while the one on page 152 was painted by an Acadian artist. In a few sentences tell about the differences in the way the two artists view the Acadians who are about to be deported.

   English-speaking artist → Acadians look tired and sickly, defeated

   Acadian artist → Acadians look unhappy, but otherwise healthy, well-dressed and fit

2. Below are the questions that were asked of Nicolas Landry. Match the questions with his responses.

   d. Who are the Acadians in the Maritimes today?
   a. Yes, that is why New Brunswick is officially bilingual (French and English are official languages).

   b. Is there pride in being Acadian?
   b. Yes, Acadians were successful, contented people, who were neutral in war.

   c. Does the Acadian identity get recognition today?
   c. Yes, some Acadians have lobbied for, and received an official apology from the Government of Canada and the Queen.

   d. Is this important to Acadians?
   d. Most live in New Brunswick, but some live in Nova Scotia and Prince Edward Island.

   e. Do most Acadians know their history?
   e. Having an Acadian identity is more important to some than to others.

   f. Is the deportation important to Acadians?
   f. Many Acadians know their history and are upset by the deportation.
Lesson 5.6

Concept: The Battle of the Plains of Abraham

Resources/Materials: Our Canada, pages 155 – 157
*Worksheet #7.5.6 (student copies)

Introduction: Remind students of the seemingly endless conflict between Britain and France. Each highly imperialistic and wanted to defeat the other and claim more territory. On the board write “Seven Years’ War” and the dates 1756 and 1763. Explain to students that the Seven Years’ War between France and Britain involved battles in several parts of the world, including “New France”

Our lesson focuses on one particular battle that took place on the site of present-day Quebec. It was called the Battle of the Plains of Abraham named after a site just southeast of the city of Quebec.

Procedure:

1. Have students turn to textbook page 155. If possible, guide the reading of the page. Emphasize that the Treaty of Paris ended the Seven Years’ War.

2. Review the idea that the Battle of the Plains of Abraham was just one of many battles that comprised the Seven Years’ War. However, the outcome of this battle was important in the history of Canada. It is one of the most important reasons why English is the dominant language in Canada today.

3. Direct students to read the “newspaper” account of what happened in the Battle of the Plains of Abraham and that General Wolfe was the commander of the British forces while General Montcalm was in the commander of the French forces.

4. If you think it is appropriate, have students do Worksheet #7.5.6.

5. Students should independently read textbook page 157.

6. Finally, tell students to make a map, using what they read and the illustration on page 157, showing what and who were where. They should label the map.

Assignment:


2. Do Worksheet #7.5.6 (optional)

3. Make map of the Battle of the Plains of Abraham.
Worksheet #7.5.6

The Seven Years' War and the Battle of the Plains of Abraham

1. In the space below make a time line showing the events of 1754, 1756, 1760, and 1763.

______________________________________________________________________________

2. Number the following in order as they happened in the Battle of the Plains of Abraham.

_____ General Montcalm's forces were no match for the more experienced British soldiers.

_____ On June 23, General Wolfe had surrounded Québec.

_____ General Wolfe had been trying to capture Québec for nearly three months.

_____ Under the cover of darkness the British forces slipped upstream. The French did not realize they had moved.

_____ The British won the battle. Both General Wolfe and General Montcalm were killed.

_____ General Wolfe attacked Québec from the rear, climbing up some steep cliffs onto the plains outside the city.

_____ General Montcalm fought back.

3. Read page 157. How was the outcome of the Battle of Ste-Foy different from that of the Battle of the Plains of Abraham?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Why do you think Francophone Canadians know more about the Battle of Ste-Foy than English-speaking Canadians?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Worksheet #7.5.6

The Seven Years' War and the Battle of the Plains of Abraham

1. In the space below make a time line showing the events of 1754, 1756, 1760, and 1763.

<table>
<thead>
<tr>
<th>1754</th>
<th>1756</th>
<th>1760</th>
<th>1763</th>
</tr>
</thead>
<tbody>
<tr>
<td>France and Britain fight over control of Ohio valley</td>
<td>France/British war goes global</td>
<td>Britain seizes Québec</td>
<td>Seven years' war ends. Britain takes control of all North American colonies</td>
</tr>
</tbody>
</table>

2. Number the following in order as they happened in the Battle of the Plains of Abraham.

6. General Montcalm's forces were no match for the more experienced British soldiers.

2. On June 23, General Wolfe had surrounded Québec.

1. General Wolfe had been trying to capture Québec for nearly three months.

3. Under the cover of darkness the British forces slipped upstream. The French did not realize they had moved.

7. The British won the battle. Both General Wolfe and General Montcalm were killed.

4. General Wolfe attacked Québec from the rear, climbing up some steep cliffs onto the plains outside the city.

5. General Montcalm fought back.

3. Read page 157. How was the outcome of the Battle of Ste-Foy different from that of the Battle of the Plains of Abraham?

French army defeated the British.

Why do you think Francophone Canadians know more about the Battle of Ste-Foy than English-speaking Canadians?

- They have French heritage
- "History is usually written by the victors."
Lesson 5.7

Concept: Britain’s Victory: Change and Challenges

Resources/Materials: Our Canada, pages 158 – 162
*Worksheet #7.5.7a (student copies)
Worksheet #7.5.7b (student copies)
Handout 5-8, 2 pages (optional) (student copies)

Introduction: Review that the Treaty of Paris ended the Seven Years’ War and one of the outcomes was that almost all of France’s claims in North America were given up to Britain. The problem was that it had cost Britain a lot of money to fight all these lengthy wars, and now it had little money to keep control of all these newly acquired lands. “Why do you think Britain will do?”

Procedure:

1. Have students turn to textbook page 158. Guide the reading of this page, if you are able.
Otherwise, tell students that the Treaty of Paris guaranteed that the Canadiens would be allowed to continue practicing the Catholic religion and that they would not seek revenge on France’s allies.

2. Tell students to read textbook pages 158 – 162. They will find out how the First Nations people reacted to Britain’s control of their lands. In addition, pages 161 and 162 gives information on how the last governor of New France tried to help the Canadiens preserve some of their lifestyle.

3. Distribute Worksheet #7.5.7a to help guide students’ reading, if you feel it is appropriate.

4. Distribute Worksheet #7.5.7b. Go over the directions.

5. Teachers may choose to have their students hypothesize ideas that Britain might use to address their new set of problems using Handout 5-8.

Assignment:

1. Read textbook pages 158 – 162.

2. Do Worksheet #7.5.7a (optional)

3. Do Worksheet #7.5.7b.

4. Handout 5-8 (optional)


**Britain's Victory – Change and Challenge**

**Directions:** Read *Our Canada* pages 158 – 162. Answer T for true and F for false.

__________ In the Treaty of Paris France gave up almost all its claims to North America.

__________ The Treaty of Paris stated that Britain could not retaliate against French allies.

__________ The Treaty of Paris stated that the Catholics in New France could continue to practice their religion.

__________ It was certain as to how Francophone Catholics and Anglophone Protestants could live together.

__________ The Treaty of Paris outlined how Britain would treat First Nations people.

__________ Pontiac was leader of the Odawa Nation.

__________ Minneweh was a leader of the Anishinabe.

__________ The Anishinabe had accepted British rule.

__________ The Anishinabe were concerned that the Thirteen Colonies would try to expand into their territory.

__________ The Haudenosaunee felt that the British would still value their goodwill.

__________ In all, the First Nations had captured nine British forts.

__________ Pierre de Rigaud de Vaudreuil de Cavagnial was the last governor of New France.

__________ Vaudreuil was disappointed that France gave up New France to Britain.

__________ Most of New France’s wealthy merchants and officials had planned to stay in New France.

__________ Vaudreuil helped to negotiate the Canadien’s right to practice their Catholic religion.

__________ The king of France was unhappy with Vaudreuil when he returned to France.

__________ Most of the Canadiens returned to France following Britain’s victory.
**Britain's Victory – Change and Challenge**

**Directions:** Read *Our Canada* pages 158 – 162. Answer T for true and F for false.

- **T** In the Treaty of Paris France gave up almost all its claims to North America.
- **T** The Treaty of Paris stated that Britain could not retaliate against French allies.
- **T** The Treaty of Paris stated that the Catholics in New France could continue to practice their religion.
- **F** It was certain as to how Francophone Catholics and Anglophone Protestants could live together.
- **F** The Treaty of Paris outlined how Britain would treat First Nations people.
- **T** Pontiac was leader of the Odawa Nation.
- **T** Minweweh was a leader of the Anishinabe.
- **F** The Anishinabe had accepted British rule.
- **T** The Anishinabe were concerned that the Thirteen Colonies would try to expand into their territory.
- **F** The Haudenosaunee felt that the British would still value their goodwill.
- **T** In all, the First Nations had captured nine British forts.
- **T** Pierre de Rigaud de Vaudreuil de Cavagnal was the last governor of New France.
- **F** Vaudreuil was disappointed that France gave up New France to Britain.
- **F** Most of New France's wealthy merchants and officials had planned to stay in New France.
- **T** Vaudreuil helped to negotiate the Canadiens' right to practice their Catholic religion.
- **T** The king of France was unhappy with Vaudreuil when he returned to France.
- **F** Most of the Canadiens returned to France following Britain's victory.
Worksheet #7.5.7b

**Britain’s Victory: How Did It Affect the First Nations and the Canadiens?**

**The Treaty of Paris**

- France would give up almost all its claims to territories in North America.
- Britain would not retaliate against France’s allies.
- The Canadiens could continue to practice the Catholic religion.

**Directions:** From what you read on pages 158 – 162 of *Our Canada*, how did the Treaty of Paris affect the Canadiens and the First Nations?

<table>
<thead>
<tr>
<th>The Canadiens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.5.7b

Britain’s Victory: How Did It Affect the First Nations and the Canadiens?

The Treaty of Paris

- France would give up almost all its claims to territories in North America.
- Britain would not retaliate against France’s allies.
- The Canadiens could continue to practice the Catholic religion.

Directions: From what you read on pages 158 – 162 of Our Canada, how did the Treaty of Paris affect the Canadiens and the First Nations?

The Canadiens

- now under British rule
- could still practice their religion

The First Nations

- did not trust the British
- did not accept that their traditional lands now belonged to Britain.
- were worried Britain would try to push them off their land
- captured nine British forts
Building Scenarios (continued)

Name __________________________ Date ____________________

Objective
End First Nations’ resistance to British rule.

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Objections?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop Thirteen Colonies expanding west.</td>
<td>Thirteen Colonies would oppose.</td>
</tr>
<tr>
<td>Defeat First Nations in a war.</td>
<td>First Nations would be concerned.</td>
</tr>
<tr>
<td>Negotiate with First Nations about westward expansion of Thirteen Colonies.</td>
<td>Both Thirteen Colonies and First Nations would have concerns.</td>
</tr>
</tbody>
</table>

Objective
Prevent a rebellion among Canadians against British rule.

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Objections?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deport the Canadians.</td>
<td>Canadiens would object.</td>
</tr>
<tr>
<td>Assimilate the Canadians.</td>
<td>Canadiens would oppose.</td>
</tr>
<tr>
<td>Establish a bicultural society that respects the Canadians.</td>
<td>Both Canadiens and British settlers might be concerned: But Canadiens wouldn’t oppose.</td>
</tr>
</tbody>
</table>

To build lasting peace, my advice is:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Lesson 5.8

Concept: Britain’s Attempt to Establish Control: The Royal Proclamation of 1763

Resources/Materials: Our Canada, pages 163 – 165
    *Worksheet #7.5.8a (student copies)
    Worksheet #7.5.8b (student copies)

Introduction: Recall with students that Britain’s victory over France was a mixed blessing. On one hand they had defeated their old enemy France and gained a great deal of new territory. On the other hand, the long years of war had left Britain with little money and a huge empire to control? Britain knew that the Canadiens would not easily give up their traditional lifestyles, laws, and religion and it did not have the manpower to make them change. Britain also knew the First Nations would not be easy to control either.

Britain’s answer to the situation was to issue a Royal Proclamation in 1763.

Procedure:

1. Have students turn to textbook page 163. It outlines the provisions of the Royal Proclamation of 1763. (often referred to as the Proclamation Act). These provisions were intended to make the Canadiens happy, the First Nations happy, and Britain happy. Tell students to read pages 163 and 164.

   NOTE: The reading level of textbook page 163 is quite difficult. For less able readers the point of the Royal Proclamation of 1763 are written in simpler language on Worksheet #7.5.8a.

2. Have students examine the map on textbook page 164 to get an idea of the physical layout of the colonies and territories involved.

3. Distribute Worksheet #7.5.8b. Go over the directions. Point out that not all spaces in each chart need to be filled.

4. Tell students to do “Respond” question #1.

Assignment:

1. Read textbook pages 163 and 164. OR Read Worksheet #7.5.8a.

2. Complete Worksheet #7.5.8b

3. Do “Respond”, question #1 on textbook page 165.

AND/OR

4. Have students write and then role play incidents involving the French-speaking Quebecers having to change to “English” customs, laws, etc.
The Royal Proclamation of 1763

Background

A *proclamation* is an official announcement.

After many many years of war with France, Britain gained control of many new territories all over the world. Much of this new land was in North America, including New France. Britain had a problem: *How could it control all this new land, especially when the people in these new lands did not want to change their traditional ways and adopt British ways?* They didn’t even want to be ruled by Britain, period!

Britain’s idea was that it would force the Canadiens of New France to become more British-like by setting in place new rules. That is, they wanted the Canadiens to *assimilate*.

Britain also decided that they would try to make peace with the First Nations.

How they would do these things was written in the Royal Proclamation of 1763. (This means that the king of England approved it.)

---

A. **The Proclamation tried to make New France more British-like by:**

- Making the Province of Québec. It would have a British-style government with a governor and a council approved by the king. It also promised that there would be a council that the residents of Québec could elect, that this did not happen right away.

- Catholics were not allowed to be part of the government.

- The old French laws were out. That meant that seigneurs couldn’t control their farmers like they used to. It also meant that the Catholic Church could not make its members donate ten percent of the money they earned to the church.

- Settlers from the Thirteen Colonies were encouraged to move into Québec. The Thirteen Colonies were quite British-like in a lot of ways. The more settlers from the Thirteen Colonies, the greater the chance that the Canadiens would follow the new rules.

B. **The Proclamation tried to make peace with the First Nations by:**

- Not letting the Thirteen Colonies go into Indian Territory unless the First Nations themselves had talked with Britain about it and agreed that it was alright.
**Worksheet #7.5.8b**  
**Britain’s Solution: The Royal Proclamation of 1763**

**Directions:** The Royal Proclamation of 1763 tried to solve two problems. Use the charts below to summarize these solutions.

**Objective:** Encourage the Canadiens to follow British rule.

<table>
<thead>
<tr>
<th>Solutions in the Proclamation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Objective:** End First Nations resistance to British rule.

<table>
<thead>
<tr>
<th>Solution in the Proclamation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Can you predict some consequences that might come out of this Proclamation?
**Worksheet #7.5.8b  Britain’s Solution: The Royal Proclamation of 1763**

**Directions:** The Royal Proclamation of 1763 tried to solve two problems. Use the charts below to summarize these solutions.

**Objective:** Encourage the Canadiens to follow British rule.

<table>
<thead>
<tr>
<th>Solutions in the Proclamation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British style government with a governor and council appointed by the king</td>
</tr>
<tr>
<td>Catholics could not be part of government</td>
</tr>
<tr>
<td>Old French laws were out.</td>
</tr>
<tr>
<td>Settlers from the Thirteen Colonies encouraged to move to the area to make it more British.</td>
</tr>
</tbody>
</table>

**Objective:** End First Nations resistance to British rule.

<table>
<thead>
<tr>
<th>Solution in the Proclamation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not allowing Thirteen Colonies to expand into “Indian Territory”, with agreement by First Nations</td>
</tr>
</tbody>
</table>

Can you predict some consequences that might come out of this Proclamation?
Lesson 5.9

Concept: The Quebéc Act of 1774

Resources/Materials: Our Canada, pages 166 and 167
Worksheet #7.5.9 (student copies)

Introduction: Explain to students that after the Seven Year’s War, Britain had a vast empire. Years of war had left Britain with little money and lots of territory to control. Its old way was to send in armies of soldiers to make people fall into line. It was now having trouble finding the money to do this.

The Thirteen Colonies united against British rule and now were at war with Britain in the hopes of becoming their own country. Britain didn’t want the same trouble with Quebéc, especially because Quebéc was still almost all Canadiens, and they didn’t seem to be too happy about all the British rules they were now expected to follow.

Procedure:

1. Recall with students that Britain had experienced a similar with the Acadians. The solution was to deport them. With people of Quebéc they tried something different: Don’t force them to become British-like, but let them keep some of their traditional ways. That should make them happy and keep them from making trouble.

2. Have students turn to textbook page 166 and 167. Direct them to read these pages independently. Warn them that the reading might be difficult, but manageable if they read slowly and stop to think about what they reading.

3. Distribute Worksheet #7.5.9. Go over the directions.

Assignment:

1. Read textbook pages 166 and 167.

2. Do Worksheet #7.5.9
The Québec Act of 1774

Directions: Read pages 166 and 167 of Our Canada. Choose the correct endings from the box below to write with the sentence beginnings.

1. In the Royal Proclamation Britain hoped that the Canadiens would ______________________
   ____________________________________________________________

2. The Canadiens did not give up their ____________________________
   ____________________________________________________________

3. If the Thirteen Colonies wanted to form their own country, __________________________
   ____________________________________________________________

4. By 1774 there were few British living in Québec, but there were ______________________
   ____________________________________________________________

5. The Québec Act was intended to ensure the Canadiens that __________________________
   ____________________________________________________________

- language, customs or religion.
- the French language and Canadian culture were maintained.
- become more British once they became familiar with British rules.
- Britain thought that Québec might want to form its own country too.
- seventy thousand Canadiens.

Directions: Put an X in front of those things in the Québec Act.

_____ Catholics in Québec could practice their own religion.

_____ Canadiens could hold government positions if they took an oath of loyalty to Britain.

_____ French civil law would once again be used.

_____ The boundaries of Québec would be extended.

_____ Everyone could have a free pair of elephants.
The Québec Act of 1774

Directions: Read pages 166 and 167 of Our Canada. Choose the correct endings from the box below to write with the sentence beginnings.

1. In the Royal Proclamation Britain hoped that the Canadiens would become more _______.
   - British once they became more familiar with British ways.

2. The Canadiens did not give up their _______.
   - language, customs or religion

3. If the Thirteen Colonies wanted to form their own country, Britain thought that Québec might want to form its own country too.

4. By 1774 there were few British living in Québec, but there were _______.
   - seventy thousand Canadiens.

5. The Québec Act was intended to ensure the Canadiens that _______.
   - the French language and Canadian culture were maintained.

- language, customs or religion.
- the French language and Canadian culture were maintained.
- become more British once they became familiar with British rules.
- Britain thought that Québec might want to form its own country too.
- seventy thousand Canadiens.

Directions: Put an X in front of those things in the Québec Act.

- Catholics in Québec could practice their own religion.
- Canadians could hold government positions if they took an oath of loyalty to Britain.
- French civil law would once again be used.
- The boundaries of Québec would be extended.
- Everyone could have a free pair of elephants.
Lesson 5.10

Concept: Chapter Five Review and Chapter Five Task

Resources/Materials: Our Canada, page 168

OR

Worksheet #7.5.10a

OR

Worksheets #7.5.110b, #7.5.10c, #7.5.10d (student copies)

OR Chapter Five Review Sheets

Introduction: Refer students back to the Focus Questions from textbook page 139 and briefly discuss the answers. Tell students that it is once again time for the chapter review.

Procedure:

1. Teachers must decide which format they would like to use for review the concepts and skills covered in Chapter Five:
   - Do the Chapter 5 Review questions from the textbook page 168.
   - Do the Chapter 5 Review questions using Worksheet #7.5.10a.
   - Do the Chapter 5 Review questions using Worksheets #7.5.10b, #7.5.10c, #7.5.10d
   - Skip the Chapter 5 Review questions altogether.

   NOTE: The Chapter 5 Review questions on Worksheets #7.5.10a and #7.5.10b, #7.5.10c and #7.5.10d have slightly different wording from those in the textbook page 168.

2. Assign the Chapter Task if you intend to have students do it and if you have not done so already.

3. If you are planning to do both the Chapter Five Review and the Chapter Task, decide if you will do them concurrently or one before the other.

Assignment:

1. Do Chapter Review.

2. Complete the Chapter Task.
Worksheet #7.5.10a

**Chapter Five Review**

**CHECK FOR UNDERSTANDING**

1. Describe a cause and an effect of the struggle between Britain and France to control Acadia. Present this information in the form of a graphic organizer that makes your meaning clear. (See the Skills Centre page 389 of your textbook.)

2. Describe the circumstances and the accepted values and attitudes that affected the actions of the Acadians who were involved in the Great Deportation.

3. What factors influenced perspectives on the importance of the Battle of the Plains of Abraham in Canadian history?

4. Describe an example of a challenge that British conquest of North America posed for Canadiens and for First Nation such as the Anishinabe.

**DEMONSTRATE YOUR KNOWLEDGE**

5. How has the Royal Proclamation of 1763 affected how Canada is today?

**APPLY YOUR SKILLS**

6. Choose a map in this chapter and explain how it can help you to understand the events that happened.

**TAKE STOCK**

7. What have you learned in this chapter about the perspectives of First Nations peoples and of Francophones in Canada? Identify and explain one important point about each.
Worksheet #7.5.10b

Chapter Five Review

CHECK YOUR UNDERSTANDING

1. Describe a cause and an effect of the struggle between Britain and France to control Acadia. Present this information in the form of a graphic organizer that makes your meaning clear. (See the Skills Centre page 389 of your textbook.)

2. Describe the circumstances and the accepted values and attitudes that affected the actions of the Acadians who were involved in the Great Deportation.

3. What factors influence perspectives on the importance of the Battle of the Plains of Abraham in Canadian history?
Worksheet #7.5.10c

4. Describe an example of a challenge that British conquest of North America posed for Canadiens and for First Nations such as the Anishinabe.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

DEMONSTRATE YOUR KNOWLEDGE

5. How has the Royal Proclamation of 1763 affected how Canada is today?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

APPLY YOUR SKILLS

6. Choose a map in this chapter and explain how it can help you to understand the events that happened.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
TAKE STOCK

7. What have you learned in this chapter about the perspectives of First Nations peoples and of Francophones in Canada? Identify and explain one important point about each.
1. Answer T for true and F for false.

   _____ The struggle to control North America had three main geographic divisions. The struggle focused partly on the Atlantic coast, where Britain and France had trade routes; partly in the interior, where the best fur country lay; and on the Pacific Coast, where Britain and France found the best fishing.

   _____ In the end it was France who gained control over the North American colonies.

   _____ Both France and Britain wanted to control Acadia because it represented a base for attacking each other and protecting their own colonies and trade routes.

   _____ The Mi'kmaq called their homeland Mi'kma'ki.

   _____ The Mi'kmaq and the French settlers got along well because the French settlers farmed the land that the Mi'kmaq did not use.

   _____ After the War of the Spanish Succession Britain won control of Acadia in 1713.

   _____ When Britain took over Acadia in 1713, the Acadians had to take an oath of neutrality which meant that they could take sides for or against France if they wanted.

   _____ British colonies like the Thirteen Colonies generally tried to establish partnerships with First Nations.

   _____ After the French built Louisbourg on Cape Breton Island, Britain built a military based called Halifax.

   _____ Britain deported the Acadians in 1755 because the Acadians refused to take an oath of allegiance to Britain.

   _____ In the Treaty of Paris of 1763 France gave control of all its lands in North America to Britain except for two tiny islands off the coast of Newfoundland.

   _____ The Royal Proclamation of 1763 was a way that Britain tried to assimilate the Canadiens.

   _____ The Royal Proclamation ensured that the people of Québec had an elected assembly.

   _____ It was quite easy for the French settlers to adopt British ways.

   _____ The Québec Act of 1774 ensured that the Canadiens could maintain their French language, the Catholic religion, and Canadien culture.
2. Match the words and phrases in the box to the sentences and descriptions below.

<table>
<thead>
<tr>
<th>a. assimilate</th>
<th>b. bicultural</th>
<th>c. digues</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. ethnic cleansing</td>
<td>e. Fort Louisbourg</td>
<td>f. French</td>
</tr>
<tr>
<td>g. intermarriage</td>
<td>h. Pontiac</td>
<td>i. supply ships</td>
</tr>
<tr>
<td>j. Treaty of Paris</td>
<td>k. Treaty of Utrecht</td>
<td>l. decisive</td>
</tr>
</tbody>
</table>

_____ The Acadians built __________ which were barriers to separate land from water.

_____ The Mi'kmaq and the Acadians had a history of __________.

_____ This agreement gave Britain control of most of Acadia.

_____ The Great Deportation was a way to remove the Acadians; that is, it was a(n) __________.

_____ He was a leader of the Odawa Nation and organized an alliance of First Nations to oppose Britain’s takeover.

_____ The British assumed they could not trust the Acadians because they were ______.

_____ The French built _________ on Cape Breton Island.

_____ This means “to become part of a different cultural group”.

_____ This means giving official recognition to two cultural groups.

_____ One reason that the British won the Battle of the Plains of Abraham is because its _________ arrived before the French’s.

_____ This agreement gave Britain control of all French lands in North America with the exception of Saint-Pierre and Miquelon.

_____ Many believe that General Wolfe’s victory over the French in the Battle of the Plains of Abraham was a _________ one; others do not agree.
Short Answer

You will be required to write a paragraph or two about one of the following:

- Why Britain, France, and the Mi’kmaq all wanted to control Acadia.

- The consequences of Britain’s conquest of North America for the French and First Nations living in North America.

- Compare the relationship between the British and the Mi’kmaq with that of the French and the Mi’kmaq.

Essay

You will be required to write about one of the following:

- Write about the Great Deportation from either a young Acadian boy’s perspective or Colonel John Winslow’s.

- The Royal Proclamation. What was it? How did it affect the British, the French, and the First Nations.
1. Answer T for true and F for false.

   F  The struggle to control North America had three main geographic divisions. The struggle focused partly on the Atlantic coast, where Britain and France had trade routes; partly in the interior, where the best fur country lay; and on the Pacific Coast, where Britain and France found the best fishing.

   F  In the end it was France who gained control over the North American colonies.

   T  Both France and Britain wanted to control Acadia because it represented a base for attacking each other and protecting their own colonies and trade routes.

   T  The Mi'kmaq called their homeland Mi'kma'ki.

   T  The Mi'kmaq and the French settlers got along well because the French settlers farmed the land that the Mi'kmaq did not use.

   T  After the War of the Spanish Succession Britain won control of Acadia in 1713.

   F  When Britain took over Acadia in 1713, the Acadians had to take an oath of neutrality which meant that they could take sides for or against France if they wanted.

   F  British colonies like the Thirteen Colonies generally tried to establish partnerships with First Nations.

   T  After the French built Louisbourg on Cape Breton Island, Britain built a military-based called Halifax.

   T  Britain deported the Acadians in 1755 because the Acadians refused to take an oath of allegiance to Britain.

   T  In the Treaty of Paris of 1763 France gave control of all its lands in North America to Britain except for two tiny islands off the coast of Newfoundland.

   T  The Royal Proclamation of 1763 was a way that Britain tried to assimilate the Canadiens.

   F  The Royal Proclamation ensured that the people of Québec had an elected assembly.

   F  It was quite easy for the French settlers to adopt British ways.

   T  The Québec Act of 1774 ensured that the Canadiens could maintain their French language, the Catholic religion, and Canadien culture.
2. Match the words and phrases in the box to the sentences and descriptions below.

<table>
<thead>
<tr>
<th>a. assimilate</th>
<th>b. bicultural</th>
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<td>g. intermarriage</td>
<td>h. Pontiac</td>
<td>i. supply ships</td>
</tr>
<tr>
<td>j. Treaty of Paris</td>
<td>k. Treaty of Utrecht</td>
<td>l. decisive</td>
</tr>
</tbody>
</table>

C The Acadians built __________ which were barriers to separate land from water.

G The Mi'kmaq and the Acadians had a history of __________.

K This agreement gave Britain control of most of Acadia.

D The Great Deportation was a way to remove the Acadians; that is, it was a(n) __________.

H He was a leader of the Odawa Nation and organized an alliance of First Nations to oppose Britain’s takeover.

F The British assumed they could not trust the Acadians because they were __________.

E The French built __________ on Cape Breton Island.

A This means “to become part of a different cultural group”.

B This means giving official recognition to two cultural groups.

I One reason that the British won the Battle of the Plains of Abraham is because its __________ arrived before the French’s.

J This agreement gave Britain control of all French lands in North America with the exception of Saint-Pierre and Miquelon.

L Many believe that General Wolfe’s victory over the French in the Battle of the Plains of Abraham was a __________ one; others do not agree.
Short Answer

You will be required to write a paragraph or two about one of the following:

- Why Britain, France, and the Mi’kmaq all wanted to control Acadia.
- The consequences of Britain’s conquest of North America for the French and First Nations living in North America.
- Compare the relationship between the British and the Mi’kmaq with that of the French and the Mi’kmaq.

Essay

You will be required to write about one of the following:

- Write about the Great Deportation from either a young Acadian boy’s perspective or Colonel John Winslow’s.
- The Royal Proclamation. What was it? How did it affect the British, the French, and the First Nations.
Lesson 5.11

Concept: Chapter Five Assessment

A test is included if teachers choose to use it.

Teachers are asked to refer to the Teacher Resource Manual for rubrics.
Chapter Five
War and British Conquest
Test

Write your answers on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Indicate whether each sentence or statement is true (T) or (F).

1. _____ France eventually won the struggle to control all of North America.

2. _____ Acadia formed part of the Mi’kmaq homeland.

3. _____ The Mi’kmaq fought French colonization of their homeland for almost forty years because the French were known to push First Nations peoples off their land.

4. _____ Acadia was a centre of conflict between France and Britain because it was an area where supply ships and military ships passed.

5. _____ In 1749, most of Acadia was considered to be French territory.

6. _____ The British forced the Acadians to leave Acadia because they broke their Oath of Loyalty to Britain.

7. _____ The Treaty of Paris, which was signed in 1763, gave the British control of all of North America, including First Nations’ land.

8. _____ By 1763, France claimed only a small portion of North America, what is now part of Newfoundland and the two island of Saint-Pierre and Miquelon.

Multiple Choice
Identify the letter of the choice that best completes the statement or answers the question.

9. _____ Which of the following is not part of the Québec Act, which was passed in 1774?

   a. Québec had complete religious freedom to be either Catholic or Protestant.
   b. The boundaries of Québec were extended beyond the proclamation line.
   c. Canadians could hold government positions without having to take an oath of loyalty.
   d. French civil law was reinstated.

10. _____ Maritimes refers to all but one of the following provinces. Which province is not a maritime province?

   a. Nova Scotia
   b. New Brunswick
   c. Prince Edward Island
   d. Newfoundland
11. _____ The Mi'kmaq called their homeland
   a. Mi'kma'ki
   b. Acadia
   c. Anishinabe Nation
   d. Thirteen Colonies

12. _____ The Great Deportation affected the Mi'kmaq people because they had a history of alliance, friendship, and _____________ with the Acadians.
   a. neutrality
   b. protection
   c. settlements
   d. intermarriage

13. _____ The Acadians built “digues”, which were
   a. salt marshes.
   b. barriers to separate land from water.
   c. crops of wheat, oats, barley, corn, and hemp.
   d. crops of swam grass used to feed horses, cows, and oxen.

14. _____ Britain took control of Acadia through which treaty?
   a. Treaty of Paris
   b. Treaty of Royal Proclamation
   c. Treaty of Louisbourg
   d. Treaty of Utrecht

15. _____ _____________ was a leader of the Odawa Nation who organized an alliance of First Nations to oppose Britain’s takeover.
   a. Pontiac
   b. Noondam
   c. Minweweh
   d. Vaudreuil

16. _____ Which of the following factors contributed to Britain’s decision to deport the Acadians?
   a. The Acadians did not live up to their oath of neutrality.
   b. The British outnumbered the French settlers two to one.
   c. The British assumed they could not trust the Acadians, because they were French.
   d. Even though the Acadians had lived under British rule for more than forty years, they were unruly and were unable to live peacefully.

17. _____ For Louisbourg was built on what is today
   a. Halifax.
   b. Cape Breton Island.
   c. Belleisle.
   d. Grand Pré.

18. _____ The Royal Proclamation of 1763 make it clear that Britain expected the Canadiens to
   a. leave.
   b. assimilate.
   c. coexist.
   d. pay tithes.
Completion
Use the words and phrases from the box to complete each sentence or statement.

| a. Acadia | b. colonization | c. decisive | d. Haudenosaunee |
| e. Paris  | f. protecting   | g. Québec   | h. Thirteen Colonies |

19. For France and Britain, Acadia represented a base for attacking each other, and for _________ their own colonies and trade routes.

20. _________ was “French” but France had never fought the Mi’kmaq or asked for their surrender in any way.

21. The process of one country establishing domination over a territory in another country is called _________.

22. _________ was the capital and military stronghold of New France.

23. The Battle of the Plains of Abraham has been considered a _________ battle.

24. According to the Royal Proclamation, the Province of Québec would establish a British-style government similar to the governments in the _________.

25. The Seven Years’ War ended with the Treaty of _________.

26. The story of Pontiac is told from a _________ perspective.
Matching
Match the following words or terms to their correct description.

<table>
<thead>
<tr>
<th>a. Mi’kmaq</th>
<th>d. British</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. consequences</td>
<td>e. Creation</td>
</tr>
<tr>
<td>c. coexistence</td>
<td>f. Acadians</td>
</tr>
</tbody>
</table>

27. One of the challenges that the French, British, and First Nations peoples faced was ________.

28. Britain eventually won the struggle to gain control of North America. This had important ________ for the people already living there.

29. The Battle of the Plains of Abraham ended because it was the ________ who arrived first with more supplies and troops.

30. The ________ war against Britain was the longest war against colonization in North America.

31. The Mi’kmaq consider the land as part of ________, without owners.

32. The ________ had formed a close relationship with the Mi’kmaq.
Write your answers to the short answer and essay questions on a separate sheet.

Short Answer
Answer one of these questions in a paragraph or two.

a. In a paragraph describe the relationship between the French and the Mi’kmaq. How was this relationship different than that of the British and the Haudenosaunee?

b. Chapter Five is titled “War and British Conquest” and describes some of the important consequences of the conquest for the French and First Nations peoples living in North America. Give details of some of these consequences.

c. Why was Acadia a centre of conflict between Britain, France, and the Mi’kmaq?

Essay
Write an essay to answer one of the following.

a. In “Removed from this Province” we learn about the deportation of the Acadians from their land. In essay format, retell this story from either Colonel Winslow’s perspective or the young boy’s perspective. Give details and make references to the information taught in this chapter.

b. In 1763, Britain wanted to establish peace in North America so it created the Royal Proclamation, a statement of law and policy. What were these laws and policies? Did they in fact create peace among the people in North America? Be sure to consider in your answer how this proclamation affected the British, the French, and the First Nations.
Chapter Five
War and British Conquest
Test

Answer Sheet

1. _____ 12. _____ 23. _____
2. _____ 13. _____ 24. _____
3. _____ 14. _____ 25. _____
4. _____ 15. _____ 26. _____
5. _____ 16. _____ 27. _____
6. _____ 17. _____ 28. _____
7. _____ 18. _____ 29. _____
8. _____ 19. _____ 30. _____
9. _____ 20. _____ 31. _____
10. _____ 21. _____ 32. _____
11. _____ 22. _____

Name: ________________________________
Chapter Five
War and British Conquest
Test

Answer Sheet

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. C
10. d
11. a
12. d
13. b
14. d
15. a
16. c
17. b
18. b
19. f
20. a
21. b
22. y
23. c
24. h
25. e
26. d
27. c
28. b
29. d
30. a
31. e
32. f
Chapter 5

Short Answer Questions – Main ideas

a. Relationship between French and Mi’kmaq compared to British and Haudenosaunee
   - French and Mi’kmaq able to coexist relatively peacefully – were allies
   - Mi’kmaq allowed French to settle of their lands
   - Mi’kmaq and French traded and intermarried
   - British and Haudenosaunee – once had been allies, but Haudenosaunee treated as insignificant and did not appreciate their goodwill after Britain won war with France
   - Britain allowed whiskey traders and settlers from Thirteen Colonies to push into Haudenosaunee land

b. Consequences of Britain’s conquest of the French and First Nations:
   - Acadians deported – would not agree to new oath of allegiance
   - Haudenosaunee lost land to Britain
   - Britain allowed whiskey traders from Thirteen Colonies to push into Haudenosaunee land
   - Royal Proclamation abolished French civil law in favour of a British form of government
   - Royal Proclamation made peace with First Nations by establishing a line that settlers from the Thirteen Colonies could not cross
   - Québec Act returned some rights to the French, ensuring that the French language and culture would be maintained; also returned French civil law

c. Acadia: center of conflict between Britain, France, Mi’kmaq
   - Strategic location
   - Good base for French and British to attack one another
   - On a good trade route – supply and military ships passed through Acadia
   - Historically Mi’kmaq land

Essay Questions – Main Ideas

a. Perspectives on the deportation of Acadians
   - Because Acadians would not sign oath of allegiance to Britain, Britain assumed they would side with France
   - Colonel Winslow had responsibility to oversee the deportation – found it disagreeable, but was ordered to do so by the King
   - Young boy is upset because the people consider Acadia their home – have lived there for over a hundred years

b. Royal Proclamation’s was designed to create peace
   - Province of Québec established
   - British-style assembly was promised, but not delivered for 30 years
   - Catholics not allowed to hold government positions
   - French civil law abolished
   - Thirteen Colonies not allowed to expand into “Indian Territory”
Chapter Six

The United States Breaks Away

Advance Preparation

Teachers may want to write the Focus Questions for Chapter Six on chart paper and post them in the classroom for the duration of the chapter.

- How did the emergence of the United States shape Canada?
- What challenges of coexistence arose from the United Empire Loyalists?
- How did people meet those challenges?

Chapter Task

The Chapter Task as described on page 170 of Our Canada is probably a suitable assignment for most students. However, some alternatives might be:

- Make a class display about the United Empire Loyalists (Why they came? Who were they? Where did they settle? How did they adjust to their new homes? What impact did they have on Canada? and so on)
- Have small groups of students write and act out scenarios inspired by the events covered in Chapter Six.
Grade 7 Social Studies

Chapter 6

The United States Breaks Away

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Lesson 6.4: Challenges Created by the Loyalist Migration 6
Lesson 6.5: The War of 1812 7
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Chapter Six Task 10
Lesson 6.9: Chapter Six Assessment 11
Lesson 6.1

Concept: Introduction to Chapter Six and to the Chapter Task

Resources/Materials: Our Canada, pages 169, 170 and 172
Unlined white paper

Introduction: Write the following quotes on the board:

“Loyalists, with their brats and wives,
Should fly to save their wretched lives.”

“A Loyalist is someone whose head is in England
Whose body is in America
And whose neck should be stretched.”

Discuss these quotes:
• What is the tone?
• Who do you think wrote them?
• Why do you think the authors feel as they do?

Come around to the idea that these quotes are written about a group of Americans called the United Empire Loyalists. In Chapter Six, we will learn about them, why they ended up in Canada, and what impact they have had in forming the Canadian identity.

Procedure:

1. Have students turn to textbook page 169. Guide the reading of the page. The wording of the Focus Questions may be puzzling to some students, so it will be worth the time to explain them.

2. Have students come up with questions that might arise in their minds, given the information on textbook page 169. (Why did the Thirteen Colonies decide to break away? Why didn’t Nova Scotia and Québec join the Thirteen Colonies in the war against Britain? Who exactly were the Loyalists? and so on)

3. Chapter Six answers all these questions and more.

4. If you are having the students do a Chapter Task, it can also be introduced now. OR The Chapter Task can be assigned at the end of the chapter.

5. Tell students that in order to understand fully the situation, they must be familiar with what North America looked like as far as who controlled which lands. Have them turn to textbook page 172. Tell them to trace, title, label, and colour the map as it appears on this page.

6. If desired, have students make a title page for this chapter.

Assignment:
1. Reproduce the map on textbook page 172.
2. Make a title page for this chapter (optional)
Lesson 6.2

Concept: The American War of Independence
The Loyalists

NOTE: Chapter Six is relatively text heavy. It may be difficult for some students to read the information independently. Worksheets designated with an asterisk (*) are designed to help structure the reading for those students. Students who are more independent will probably not need to complete them.

Resources/Materials: Our Canada, pages 171 – 174
*Worksheet #7.6.2a (student copies)
Worksheet #7.6.2b (student copies)

Introduction: Explain to students that the Thirteen American Colonies were thirteen separate colonies just like Québec, Newfoundland and Nova Scotia were. However, they felt they were being badly mistreated by the mother country, Britain, so they united their forces and rebelled against Britain. “What could have caused them to do this?” Today’s lesson explains.

Procedure:

1. Have students turn to textbook page 171. It is best if you can guide this page.

2. Then refer students to textbook pages 172 – 174. Give a quick summary of the contents of each page:

   • Page 172 explains another reason why the Thirteen Colonies were unhappy with Britain.
   • Page 173 gives an account of how some Loyalists were treated by Revolutionists.
   • Page 174 tells who the Loyalists were and to where they moved.

3. Distribute Worksheet #7.6.2a, if appropriate.

4. Distribute Worksheet #7.6.2b and go over the instructions.

Assignment:

1. Do Worksheet #7.6.2a, if desired

2. Do Worksheet #7.6.2b
Worksheet #7.6.2a

The American War of Independence and the United Empire Loyalists

Directions: Below are parts of some notes about pages 171 – 174 of Our Canada. Fill in the missing parts. The numbers in parentheses tell the page numbers that will help.

The American War of Independence

A. Why the Thirteen Colonies Were Unhappy

1. ____________________________________________ (171)

2. ____________________________________________ (172)

B. The American War of Independence

1. The rebellion started in the year ________________ (171)

2. United States declared itself independent of Britain in the year ________________ (171)

3. The war ended in the year ________________ (171)

4. The American’s leader was ____________________________________________ (171)

C. Two Different Groups

1. __________________________ were people who supported the rebellion. (171)

2. __________________________ were the people who wanted to remain loyal to Britain. (171)

D. The United Empire Loyalists

1. Many were tortured with tar and __________________________. (173)

2. Many Loyalists moved to __________________________ and __________________________ (174)

3. The Loyalists can be divided into four groups: __________________________,
   __________________________, __________________________ and __________________________. (174)
Worksheet #7.6.2a

The American War of Independence and the United Empire Loyalists

Directions: Below are parts of some notes about pages 171 – 174 of Our Canada. Fill in the missing parts. The numbers in parentheses tell the page numbers that will help.

The American War of Independence

A. Why the Thirteen Colonies Were Unhappy

1. Britain raised their taxes to pay for war debts ___________________ (171)

2. Quebec Act increased the size of Quebec and Thirteen Colonies felt some of that land should have gone to them (172)

B. The American War of Independence

1. The rebellion started in the year 1775. (171)

2. United States declared itself independent of Britain in the year 1776 (171)

3. The war ended in the year 1783 (171)

4. The American’s leader was George Washington (171)

C. Two Different Groups

1. Patriots were people who supported the rebellion. (171)

2. United Empire Loyalists were the people who wanted to remain loyal to Britain. (171)

D. The United Empire Loyalists

1. Many were tortured with tar and feathers. (173)

2. Many Loyalists moved to Quebec and Nova Scotia (174)

3. The Loyalists can be divided into four groups: British citizens, Black Slaves, First Nations (Haudenosaunee) and German Mennonites. (174)
Worksheet #7.6.2b

The American War of Independence and the United Empire Loyalists

Directions: Give your opinion on each of the following. Be sure to support your opinion with details.

1. Was Britain right in raising the taxes in its colonies?

2. Should the Loyalists have joined the Patriots instead of choosing to stay loyal to Britain?

3. Was it right for the Patriots to torture the Loyalists?

4. Should Britain have increased the size of Québec without consulting the First Nations?
Lesson 6.3

Concept: Profiles of Four Loyalists

Resources/Materials: Our Canada, pages 175 – 180
Worksheet #7.6.3 (student copies) Student can do in notebooks instead.
Unlined white paper
Handout 6-4 (student copies)

Introduction: Review with students the circumstances in the Thirteen Colonies that led to the American War of Independence and then who the United Empire Loyalists were. Review also that the Loyalists can actually be divided into four groups:

- British citizens
- Black slaves
- Haudenosaunee First Nation
- German Mennonites

Emphasize that the migration of these four groups had greatly impacted the shaping of Canada today.

Procedure:

1. Have students turn to pages 175 – 180. Tell them that pages 175 – 178 are profiles of Loyalists from each of the four groups. Page 179 profiles one of the descendents of a Loyalist. Page 180 shows whereabouts the Loyalists migrated.

2. Distribute Worksheet #7.6.3 and tell students to use the information on pages 175 – 178 to complete it. **NOTE: Instead of photocopying the sheet students can draw the chart in their notebooks or use some other type of graphic organizer such as a semantic web.**

3. Tell students to trace, title, label, colour, and draw the arrows of the map on page 180.

4. Finally, tell students that there are hundreds of thousands of refugees around the world today, each trying to escape dangers in their own countries. Distribute Handout 6-4 and assign the exercise on this page.

Assignment:

1. Do Worksheet #7.6.3 **OR** Make own graphic organizer for pages 175 – 178.

2. Make map like the one on page 180.

3. Do Handout 6-4.
**Profiles of Four United Empire Loyalists**

**Directions:** Use the information on pages 175 – 178 of *Our Canada* to complete the profiles of four United Empire Loyalists.

<table>
<thead>
<tr>
<th>Name</th>
<th>Who He/She Was</th>
<th>Where He/She Migrated</th>
<th>Description of Life in the Thirteen Colonies</th>
<th>Description of Life in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah Ingraham</td>
<td>British citizen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thayendanegea (Joseph Brant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Slave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Profession of Four United Empire Loyalists

**Directions:** Use the information on pages 175 – 178 of *Our Canada* to complete the profiles of four United Empire Loyalists.

<table>
<thead>
<tr>
<th>Name</th>
<th>Who He/She Was</th>
<th>Where He/She Migrated</th>
<th>Description of Life in the Thirteen Colonies</th>
<th>Description of Life in Canada</th>
</tr>
</thead>
</table>
| Hannah Ingraham    | British citizen      | Nova Scotia           | • lost farm  
• family was harassed                                                        | • lived in tent  
• wet, cold winter  
• many starved to death                           |
| David George       | Black Slave          | Shelburne, Nova Scotia | • Britain offered slaves freedom and a farm if they joined the Loyalist cause  
• War of Independence split the Haudenosaunce  
• Britain offered those who supported it land in Grand River |
| Thayendaneega     | Haudenosaunce        | Grand River ON        | • remained enemy of the United States  
• worked to get Britain to recognize rights of his people |                                                                                               |
| Hans Winger        | German Mennonite     | Waterloo and Markham in Ontario | • did not take sides in War of Independence  
• storm destroyed first settlement  
• worked to get Britain to grant his people freedom from military service |                                                                                               |
Picturing Emergency Migrations

These refugees came from New Orleans, Louisiana after Hurricane Katrina in 2005.

These refugees fled the conflict in Darfur, Sudan in 2005.

What challenges do these refugees face?

- finding permanent home
- possibly finding lost relatives
- basic needs: adequate food, clothing, sanitation
- coping with uncertainty
- trying maintain a sense of family
- trying to build and maintain a sense of community

What challenges do those helping them face?

- trying to personalize care
- building morale
- distributing food, clothing
- medical problems
- funding
Lesson 6.4

Concept: Challenges Created by the Loyalist Migration

Resources/Materials: Our Canada, pages 181 – 187
*Worksheet 7.6.4 (student copies)
Handout 6-5 (one copy for each group of two or three) Cut the sentences into strips and place each set in an envelope prior to class.

Introduction: Ask students to speculate what it might be like if all of a sudden a group of two hundred people from India came to live at their colony. They would be used to a different lifestyle altogether with different clothes, different food, different language, different religion, and so on.

“What would be the impact on the people of your colony?”
“What would be the impact on the people from India?”

This situation is much like that faced by the people of the Canada colonies and the United Empire Loyalists.

Procedure:

1. Have students turn to textbook page 181. Go over the Get Ready section.

2. Emphasize that there were challenges for everyone concerned and many solutions to these challenges were proposed. These solutions had a big impact on how Canada is today.

3. Have students compare the maps on pages 180 and 186. Note that the map on page 186 shows some new colonies being made out of the old ones. These are some of the changes that resulted.

4. Have student flip through pages 181 – 187. Note the headings so students have a sense of the content prior to reading.

5. Tell students to read the pages. Distribute Worksheet #7.6.4, if you choose.

6. Distribute the envelopes containing the sentence strips from Handout 6-5. Divide the class into groups of two or three. Tell them that the envelopes contain sentences that describe events about the United Empire Loyalists. Their task is to arrange them in the order they happened. NOTE: There are a couple of events that happened simultaneously.

7. Finally, assign the Respond Questions from page 187 to be done in their notebooks.

Assignment:

1. Read textbook pages 181 – 187 and do Worksheet #7.6.4, if assigned

2. Rearrange the sentences from Handout 6-5.

3. Do the Respond questions on textbook page 187.
**Workbook #7.6.4  Challenges Created by the Loyalist Migration**

**Directions:** For each statement below write T for True and F for False. Make each false statement true by crossing out the incorrect word or phrase and writing the correct word or phrase above it.

**Impacts on the Canadiens**

____ 1. The arrival of the Loyalists greatly decreased the number of British people in Québec.

____ 2. The Loyalists thought they should have British laws and customs.

____ 3. The Canadiens were concerned the arrival of the Loyalists would endanger their rights to have French laws and customs.

**Impacts on First Nations**

____ 4. Britain now began to negotiate treaties with the First Nations for land because the Loyalists needed land for farming.

____ 5. The Royal Proclamation of 1763 recognized the First Nations’ rights to land. The British government always made sure that settlers could not move onto First Nations' land unless the First Nations agreed.

____ 6. The Loyalists in Nova Scotia and moved onto Mi’kmaw hunting and fishing grounds with the permission of the Mi’kmaq.

**The Loyalists Press for Changes**

____ 7. The Loyalists who settled along the St. John River felt they had different needs and priorities than those who settled in other parts of Nova Scotia.

____ 8. In Québec Loyalists wanted British laws and customs in place of French laws and customs. The Canadiens agreed with them.

**How Did Britain Respond to Loyalist Concerns?**

____ 9. It divided Nova Scotia into six separate colonies.

____ 10. Québec was divided into Upper Canada and Lower Canada.

____ 11. Upper Canada would have British laws and Lower Canada would keep some French laws.

____ 12. There could be both Catholic and Philadelphia churches.

____ 13. Both Upper and Lower Canada would have representative government.

____ 14. In a representative government citizens elect representatives to an assembly.
Challenges Created by the Loyalist Migration

Directions: For each statement below write T for True and F for False. Make each false statement true by crossing out the incorrect word or phrase and writing the correct word or phrase above it.

Impacts on the Canadiens

1. The arrival of the Loyalists greatly decreased the number of British people in Québec. F

2. The Loyalists thought they should have British laws and customs. T

3. The Canadiens were concerned the arrival of the Loyalists would endanger their rights to have French laws and customs. T

Impacts on First Nations

4. Britain now began to negotiate treaties with the First Nations for land because the Loyalists needed land for farming. T

5. The Royal Proclamation of 1763 recognized the First Nations’ rights to land. The British government always made sure that settlers could not move onto First Nations’ land unless the First Nations agreed. F

6. The Loyalists in Nova Scotia and moved onto Mi’kmaq hunting and fishing grounds without the permission of the Mi’kmaq. F

The Loyalists Press for Changes

7. The Loyalists who settled along the St. John River felt they had different needs and priorities than those who settled in other parts of Nova Scotia. T

8. In Québec Loyalists wanted British laws and customs in place of French laws and customs. The Canadiens agreed with them. F

How Did Britain Respond to Loyalist Concerns?

9. It divided Nova Scotia into separate colonies. F

10. Québec was divided into Upper Canada and Lower Canada. T

11. Upper Canada would have British laws and Lower Canada would keep some French laws. T

12. There could be both Catholic and Philadelphia churches. T

13. Both Upper and Lower Canada would have representative government. T

14. In a representative government citizens elect representatives to an assembly. T
Lesson 6.5

Concept: The War of 1812

Resources/Materials: Our Canada, pages 188 and 189
*Worksheet #7.6.5 (student copies)
Handout 6-6 (2 pages) (student copies)

Introduction: Write the word patriotism on the board. Tell students it means “pride of country”.
Brainstorm with students how we in Canada might express patriotism:

- The flag
- National anthem
- Uniforms worn by military or national sports teams
- Heroes like Terry Fox, Rick Hansen,

These are really unifying symbols. It took an attack by the United States of America in 1812 to really unite all the different groups in Canada. This was called the War of 1812.

Procedure:

1. Have students turn to textbook pages 188 and 189. Guide the reading of the Get Ready section to ensue students understand the focus of this section.

2. Tell students the United States attacking Britain’s colonies was the result of a chain of cause and effect events. Distribute Worksheet #7.6.5 (if you choose) and go over the directions.

3. Tell students to read pages 188 and 189. Refer to the History Happens article. Tell them it is an account of the British North America colonists attacking the capital of the United States!

4. Finally distribute Handout 6-6. The puzzles are words and phrases from textbook pages 188 and 189. Go over the directions.

Assignment:

1. Read textbook pages 188 and 189.

2. Do Worksheet #7.6.5, if assigned.

3. Do Handout 6-6 (2 pages)
Our Canada Teacher’s Resource
Grade 7 Social Studies

Worksheet #7.6.5  

**What Was the War of 1812?**

**Directions:** Number these events in the order they happened.

____ France had a revolution in 1789 in which it went from a monarchy to a republic.

____ European countries who had monarchs became worried that their citizens would want their countries to become republics too.

____ The United States thought that the colonists of British North America would join them against Britain. Instead, the colonists fought back.

____ Napoleon defended the French republics against those countries ruled by monarchs.

____ Countries ruled by monarchs – including Britain – went to war against France.

____ Britain shut down trade between France and the United States.

____ The United States declared war on the nearest piece of British territory, British North America.

---

**Presidential Mansion Set Ablaze**


<table>
<thead>
<tr>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did they do?</td>
</tr>
<tr>
<td>When?</td>
</tr>
<tr>
<td>Where?</td>
</tr>
<tr>
<td>Why?</td>
</tr>
<tr>
<td>How?</td>
</tr>
</tbody>
</table>
**What Was the War of 1812?**

**Directions:** Number these events in the order they happened.

1. France had a revolution in 1789 in which it went from a monarchy to a republic.

2. European countries who had monarchs became worried that their citizens would want their countries to become republics too.

3. The United States thought that the colonists of British North America would join them against Britain. Instead, the colonists fought back.

4. Napoleon defended the French republics against those countries ruled by monarchs.

5. Countries ruled by monarchs – including Britain – went to war against France.


7. The United States declared war on the nearest piece of British territory, British North America.

**Presidential Mansion Set Ablaze**


<table>
<thead>
<tr>
<th>Who?</th>
<th>British soldiers, Canadian militia, Mohawk soldiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did they do?</td>
<td>attacked Presidential Mansion in Washington</td>
</tr>
<tr>
<td>When?</td>
<td>August 25, 1814</td>
</tr>
<tr>
<td>Where?</td>
<td>Washington</td>
</tr>
<tr>
<td>Why?</td>
<td>were fighting back; Americans had burned Canadian parliament building</td>
</tr>
<tr>
<td>How?</td>
<td>overpowered Yankees; set fire to buildings</td>
</tr>
</tbody>
</table>
A Puzzling Message about the War of 1812

Name __________________ Date __________________

NOORETVILU  

ONHCRSMA  

POLOAENN  

NRCRE  

MOAWKH  

SORS  

IEAEIRSTNLDP ONASNM  

)  

COLCFTNIINRTHO RCIAAME  

AACNAC  

RASLNVD MORF HET OHTNR  

TNSNOGWHAI  

AEBQUTN  

PABYAKC  

WTEHI EUSHO  

Message: TOGETHER WE FOUGHT OUR ATTACKERS.
A Puzzling Message about the War of 1812 (continued)

Name ___________________ Date ___________________

Rewrite the message from the word scramble (page 1 of this handout).

As you work through pages 188 to 197, collect evidence that supports and contradicts this message.

<table>
<thead>
<tr>
<th>What evidence supports this message?</th>
<th>What evidence contradicts this message?</th>
</tr>
</thead>
<tbody>
<tr>
<td>British and Canadien militia</td>
<td>Some people in Upper Canada chose to support the U.S, others did not take sides.</td>
</tr>
<tr>
<td>fought together against Americans</td>
<td></td>
</tr>
<tr>
<td>at Montreal.</td>
<td></td>
</tr>
<tr>
<td>First Nations sided with Britain.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6.6

Concept: Multiple Perspectives on the War of 1812

Resources/Materials: Our Canada, pages 191 – 194
*Worksheet #7.6.6 (student copies)
Handout 6-7 (student copies)

Introduction: With every controversy there are differing opinions and situations. The War of 1812 was not different. Today’s lesson deals with the views of
- The Americans
- The Canadiens from Lower Canada
- The residents of Lower Canada
- The First Nations

Procedure:

1. Tell students to turn to pages 191 – 194. Note that the information is mostly secondary sources supported by some primary sources (in red).

2. Students should be able to read these pages independently. If you feel it is appropriate, distribute Worksheet #7.6.6 to focus their reading.

3. Distribute Handout 6-7 and go over the directions.

Assignment:

1. Read pages 191 – 194 and do Worksheet #7.6.6 if it is assigned.

2. Do Handout 6-7.
Worksheet #7.6.6

**Taking Sides in the War of 1812**

**Directions:** Unscramble the words to make a sentence that expresses a point of view on the War of 1812. Then tell whether this is the view of the Americans, the Canadiens of Lower Canada, the Residents of Upper Canada, or of Tecumseh.

are opposed to the We Americans because Catholic church opposes republican the government.

Viewpoint: __________________________

thought you would us not We fight against us join

Viewpoint: __________________________

We support the Americans and we do not trust the British.

Viewpoint: __________________________

We the war ends quickly hope and don’t take sides want to.

Viewpoint: __________________________
Worksheet #7.6.6

Taking Sides in the War of 1812

Directions: Unscramble the words to make a sentence that expresses a point of view on the War of 1812. Then tell whether this is the view of the Americans, the Canadiens of Lower Canada, the Residents of Upper Canada, or of Tecumseh.

are opposed to the We Americans because Catholic church opposes republican the government.

We are opposed to the Americans because the Catholic church opposes the republican government.

Viewpoint: Canadiens

thought you would us not We fight against us join

We thought you would join us, not fight against us.

Viewpoint: Americans

We support the Americans and we do not trust the British.

We support the British and we do not trust the Americans.

Viewpoint: First Nations (Tecumseh)

We the war ends quickly hope and don’t take sides want to.

We hope the war ends quickly and don’t want to take sides.

Viewpoint: Upper Canada
Who Says?

As you read pages 191 to 193 of the textbook, identify who might make statements such as the following. Link the statements to a region on the map.

**Americans**
Join us! Throw off British rule!

**Loyalists**
We came here because we were loyal to Britain. The Americans chased us out! We're still loyal to Britain.

**Catholic Church**
Republican ideas are dangerous ideas! They have already infected France and the United States! Don’t let the contagion spread!

**We came here for the land. Most of us don’t want to be the centre of a conflict.**

American settlement in Upper Canada.
Lesson 6.7

Concept: Perspectives on the War of 1812

Resources/Materials: Our Canada, pages 195 – 197
Worksheet #7.6.7 (student copies)

Introduction: Review that the War of 1812 seemed to unify the diverse people of British North America. To many historians this marked the beginning of the formation of the nation of Canada. However, not everyone agrees.

Procedure:

1. Tell students you will read a song about the War of 1812. Tell them to see if they can figure out whether this person support the Americans or the British.

2. Following the reading have students turn to textbook page 195. Tell them that not everyone feels that the War of 1812 helped Canada develop its unique identity. If possible, guide the reading. If time does not permit guided reading, then assign students to read pages 195 and 196 independently.

3. Distribute Worksheet #7.6.7 for students to do independently.

Assignment:

1. Read textbook pages 195 and 196.

2. Do Worksheet #7.6.7.
Worksheet #7.6.7

Perspectives on the War of 1812

Directions: Use pages 195 and 196 of Our Canada to answer the following questions.

1. Jeff said, “My brother Steve and I always seem to fight. We just seem to bug each other. However, if anyone ever picks on Steve, I’ll be right there for him.” How is this like the War of 1812?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

2. What does this mean? “The War of 1812 affirmed British identity in Canada, but not Canadien or First Nations identities.”

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

3. Look at the definition of the word assimilation in the top right-hand corner of pages 195. Do you think it was right for Britain to feel that non-British peoples like the First Nations and the Canadiens should try to assimilate into the British way of life? Tell why.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Perspectives on the War of 1812

Directions: Use pages 195 and 196 of Our Canada to answer the following questions.

1. Jeff said, “My brother Steve and I always seem to fight. We just seem to bug each other. However, if anyone ever picks on Steve, I'll be right there for him.” How is this like the War of 1812?

   The various groups who lived in British North America did not always get along. However, when they were attacked by the Americans, they united to defeat them.

2. What does this mean? “The War of 1812 affirmed British identity in Canada, but not Canadien or First Nations identities.”

   The Canadiens and First Nations were not of British ancestry. They felt the war and victory was a British war and a British victory.

3. Look at the definition of the word assimilation in the top right-hand corner of pages 195. Do you think it was right for Britain to feel that non-British peoples like the First Nations and the Canadiens should try to assimilate into the British way of life? Tell why.
Lesson 6.8

Concept: Chapter Six Review
   Chapter Six Task

Resources/Materials: Our Canada, page 198
   OR
      Worksheet #7.6.8a
      OR
      Worksheets #7.6.8b and #7.6.8c (student copies)
      OR
      Chapter Six Review Sheets

Introduction: Review with students that the American War of Independence was the reason that the Loyalists migrated to Canada. The presence of those Loyalists is still felt in Canada today.

Procedure:

1. Go over the Chapter Task, if you have not already assigned it.

2. If you want students to do a Chapter Six Review, there is one found on textbook page 198. Modified versions of the review are found on Worksheets #7.6.8a and #7.6.8b and #7.6.8c

3. Otherwise, you may have students do the Chapter Six Review Sheets

Assignment:

1. Complete the Chapter Task (optional)

2. Complete the Chapter Review (optional) by doing the questions on textbook page 198, Worksheet #7.6.8a or Worksheets #7.6.8b and #7.6.8c.

3. If you like, have the students do the Chapter Six Review Sheets.
Worksheet #7.6.8a

Chapter Six Review

CHECK FOR UNDERSTANDING

1. To what extent did the Loyalist migration include a diversity of peoples?

2. In what ways did the Loyalist migration pose challenges for peoples already living in British North America?

3. Identify and explain two impacts of the War of 1812 on the peoples of Canada, a positive one and a negative one.

DEMONSTRATE YOUR KNOWLEDGE

4. An American magazine plans to publish an article about the forming of the United States, and is seeking ideas from someone in Canada. As that Canadian, make a checklist of events and perspectives you would expect this article to include. Explain your choices.

Would you include the Québec Act of 1774 in your list of events? Why or why not?
CHECK FOR UNDERSTANDING

1. To what extent did the Loyalist migration include a diversity of peoples?

2. In what ways did the Loyalist migration pose challenges for peoples already living in British North America?

3. Identify and explain two impacts of the War of 1812 on the peoples of Canada, a positive one and a negative one.
DEMONSTRATE YOUR KNOWLEDGE

5. An American magazine plans to publish an article about the forming of the United States, and is seeking ideas from someone in Canada. As that Canadian, make a checklist of events and perspectives you would expect this article to include. Explain your choices.

Would you include the Québec Act of 1774 in your list of events? Why or why not?
1. Write T for true and F for false.

_____ After the Seven Years’ War Britain was deeply in debt.

_____ Britain decided to lower the taxes in the Thirteen Colonies.

_____ In the Thirteen Colonies the Rebels were those who wanted to stay loyal to Britain, and the Patriots were those who wanted to be independent.

_____ The Thirteen Colonies were unhappy when Britain made some of the lands south of the Great Lakes part of Québec instead of giving it to them.

_____ Tarring and feathering was a practice used by the Rebels to punish Patriots.

_____ The Loyalists endured many hardships when they first moved to Québec and Nova Scotia.

_____ Black Loyalists faced racism in Nova Scotia. Britain offered to resettle them in the African colony of Sierra Leone.

_____ The American War of Independence split the Haudenosaunee Confederacy.

_____ Thayendanegea was an ally of the United States.

_____ German Mennonites moved to Québec because the United States required them to perform military duties.

_____ Hans Winger petitioned the British government to grant his people freedom from military service.

_____ Surprisingly, the people of Québec were very happy when the Loyalists settled amongst them.

_____ After the Loyalists arrive, the British negotiated treaties with First Nations as a way to take over their lands.

_____ In Nova, a large group of Loyalists settled along the St. John River. The petitioned Britain for their own colony, separate from Nova Scotia.

_____ In Québec, Loyalists petitioned Britain to allow them to use British laws and customs, not French laws and customs.

_____ In response to the Loyalists’ concerns, Britain split Nova Scotia into the colonies of Nova Scotia and New Brunswick. It also split Québec into Upper Canada and Lower Canada.
The War of 1812 was between the United States and Britain and was triggered by the Napoleonic Wars in Europe.

The Americans invaded Canada thinking the Canadiens would support them against Britain.

The Catholic Church supported the Americans in the War of 1812.

All residents of Upper Canada supported Britain in the War of 1812.

2. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. Thayendanegea</th>
<th>b. immigration</th>
<th>c. in debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Hans Winger</td>
<td>e. migration</td>
<td>f. Patriot</td>
</tr>
<tr>
<td>g. petition</td>
<td>h. refugee</td>
<td>i. republic</td>
</tr>
<tr>
<td>j. reserve</td>
<td>k. revolution</td>
<td>l. United Empire Loyalists</td>
</tr>
</tbody>
</table>

_____ to owe money

_____ the name for those who wanted to remain loyal to Britain

_____ the name for those who supported the rebellion

_____ a person who seeks protection in another country to escape danger in their own country

_____ Joseph Brant

_____ a German Mennonite

_____ movement of people from one region of a territory to another

_____ to ask for something in a formal way

_____ a system of government that does not have a monarch (king or queen)

_____ a rapid, often violent change in a system of government

_____ the process of people establishing homes and citizenship in a country that is not their native country

_____ an area of land set aside by treaty (agreement) for the use of a First Nation
3. Fill the blanks with words and phrases from the box.

<table>
<thead>
<tr>
<th>1812</th>
<th>British</th>
<th>freedom and a farm</th>
<th>Mi’kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>Grand River</td>
<td>Nova Scotia</td>
<td>Patriots</td>
</tr>
<tr>
<td>Quebec</td>
<td>refugees</td>
<td>Seven Years’ War</td>
<td>St. John River</td>
</tr>
<tr>
<td>St. Lawrence River</td>
<td>tarred and feathered</td>
<td>taxes</td>
<td>Upper Canada</td>
</tr>
</tbody>
</table>

Yankee

After the _____________ that ended in 1763, Britain was in debt and was looking for ways to save money.

Britain decided to raise _____________ in the Thirteen Colonies, but the colonists refused to pay.

___________ took command of the soldiers who would fight against the British. He eventually became the president of the United States of America.

People who supported the rebellion called themselves ________________. Those who wanted to stay loyal to Britain called themselves the United Empire Loyalists.

The Loyalists were often persecuted. Many were _________________.

The Loyalists became ______________ and decided to move to other British colonies in North America.

Many Loyalists moved to ________________ while other moved to ________________.

Black Loyalists who had been slaves were promised _________________, but the land they got was very poor.

The Haudenosaunee people were given the _______________ area when Thayendanegea protested that they were left out of the Britain’s treaty with the United States.

Many Loyalists moved to Nova Scotia for the farmland. However, this put the ______________ Nation at a disadvantage because they were not within the “Indian Territory”.

Some Loyalists moved to the area around the ________________. They petitioned to Britain to make their area of Nova Scotia a new colony. Britain granted their wish, splitting Nova Scotia into the new colonies of Nova Scotia and New Brunswick.

The Constitutional Act of 1791 divided Quebec into ______________ and Lower Canada, gave each colony a governor, and set aside land for Protestant churches.
The terms Upper Canada and Lower Canada are related to the flow of the ___________________________.

The Americans declared war on British North America in __________ because they were upset with Britain for blocking their trade with France.

Tecumseh was an ally of the __________________________.

The term __________________________ refers to an American person.

**Short Answer**

To prepare for the short answer question, be sure to know and understand one of the following:

- Who the United Empire Loyalists were, how they were treated, and where they went.
- Explain the meaning of “representative government” and how its members are selected.
- The difference between a republic and a monarchy
1. Write T for true and F for false.

T After the Seven Years’ War Britain was deeply in debt.

F Britain decided to lower the taxes in the Thirteen Colonies.

F In the Thirteen Colonies the Rebels were those who wanted to stay loyal to Britain, and the Patriots were those who wanted to be independent.

T The Thirteen Colonies were unhappy when Britain made some of the lands south of the Great Lakes part of Québec instead of giving it to them.

F Tarring and feathering was a practice used by the Rebels to punish Patriots.

T The Loyalists endured many hardships when they first moved to Québec and Nova Scotia.

T Black Loyalists faced racism in Nova Scotia. Britain offered to resettle them in the African colony of Sierra Leone.

T The American War of Independence split the Haudenosaunee Conferacy.

F Thayendanegea was an ally of the United States.

T German Mennonites moved to Québec because the United States required them to perform military duties.

T Hans Winger petitioned the British government to grant his people freedom from military service.

F Surprisingly, the people of Québec were very happy when the Loyalists settled amongst them.

T After the Loyalists arrive, the British negotiated treaties with First Nations as a way to take over their lands.

T In Nova Scothia, a large group of Loyalists settled along the St. John River. The petitioned Britain for their own colony, separate from Nova Scotia.

T In Québec, Loyalists petitioned Britain to allow them to use British laws and customs, not French laws and customs.

T In response to the Loyalists’ concerns, Britain split Nova Scotia into the colonies of Nova Scotia and New Brunswick. It also split Québec into Upper Canada and Lower Canada.
The War of 1812 was between the United States and Britain and was triggered by the Napoleonic Wars in Europe.

The Americans invaded Canada thinking the Canadiens would support them against Britain.

The Catholic Church supported the Americans in the War of 1812.

All residents of Upper Canada supported Britain in the War of 1812.

2. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. Thayendanegea</th>
<th>b. immigration</th>
<th>c. in debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Hans Winger</td>
<td>e. migration</td>
<td>f. Patriot</td>
</tr>
<tr>
<td>g. petition</td>
<td>h. refugee</td>
<td>i. republic</td>
</tr>
<tr>
<td>j. reserve</td>
<td>k. revolution</td>
<td>l. United Empire Loyalists</td>
</tr>
</tbody>
</table>

c. to owe money

d. the name for those who wanted to remain loyal to Britain

f. the name for those who supported the rebellion

h. a person who seeks protection in another country to escape danger in their own country

q. Joseph Brant

d. a German Mennonite

e. movement of people from one region of a territory to another

j. to ask for something in a formal way

i. a system of government that does not have a monarch (king or queen)

k. a rapid, often violent change in a system of government

b. the process of people establishing homes and citizenship in a country that is not their native country

j. an area of land set aside by treaty (agreement) for the use of a First Nation
3. Fill the blanks with words and phrases from the box.

<table>
<thead>
<tr>
<th>1812</th>
<th>British</th>
<th>freedom and a farm</th>
<th>Mi'kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>Grand River</td>
<td>Nova Scotia</td>
<td>Patriots</td>
</tr>
<tr>
<td>Quebec</td>
<td>refugees</td>
<td>Seven Years’ War</td>
<td>St. John River</td>
</tr>
<tr>
<td>St. Lawrence River</td>
<td>tarred and feathered</td>
<td>taxes</td>
<td>Upper Canada</td>
</tr>
<tr>
<td>Yankee</td>
<td></td>
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<td></td>
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</tbody>
</table>

After the **Seven Years’ War** that ended in 1763, Britain was in debt and was looking for ways to save money.

Britain decided to raise **taxes** in the Thirteen Colonies, but the colonists refused to pay.

George Washington took command of the soldiers who would fight against the British. He eventually became the president of the United States of America.

People who supported the rebellion called themselves **Patriots**. Those who wanted to stay loyal to Britain called themselves the United Empire Loyalists.

The Loyalists were often persecuted. Many were **tarred and feathered**.

The Loyalists became **refugees** and decided to move to other British colonies in North America.

Many Loyalists moved to **Nova Scotia** while other moved to **Québec**.

Black Loyalists who had been slaves were promised **freedom and a farm**, but the land they got was very poor.

The Haudenosaunee people were given the **Grand River** area when Thayendanegea protested that they were left out of the Britain’s treaty with the United States.

Many Loyalists moved to Nova Scotia for the farmland. However, this put the **Mi’kmaq** Nation at a disadvantage because they were not within the “Indian Territory”.

Some Loyalists moved to the area around the **St. John River**. They petitioned to Britain to make their area of Nova Scotia a new colony. Britain granted their wish, splitting Nova Scotia into the new colonies of Nova Scotia and New Brunswick.

The Constitutional Act of 1791 divided Quebec into **Upper Canada** and Lower Canada, gave each colony a governor, and set aside land for Protestant churches.
The terms Upper Canada and Lower Canada are related to the flow of the St. Lawrence River.

The Americans declared war on British North America in 1812 because they were upset with Britain for blocking their trade with France.

Tecumseh was an ally of the British.

The term Yankee refers to an American person.

**Short Answer**

To prepare for the short answer question, be sure to know and understand one of the following:

- Who the United Empire Loyalists were, how they were treated, and where they went.
- Explain the meaning of “representative government” and how its members are selected.
- The difference between a republic and a monarchy
Lesson 6.9

Concept: Chapter Six Assessment

A test is included if teachers would like to have students take a chapter test.

Rubrics can be found in the Teacher’s Resource Manual.
The American War of Independence and the United Empire Loyalists

Directions: Below are parts of some notes about pages 171 – 174 of Our Canada. Fill in the missing parts. The numbers in parentheses tell the page numbers that will help.

The American War of Independence

A. Why the Thirteen Colonies Were Unhappy

1. ________________________________________________
   ________________________________________________ (171)

2. ________________________________________________
   ________________________________________________ (172)

B. The American War of Independence

1. The rebellion started in the year ________________. (171)

2. United States declared itself independent of Britain in the year ________________ (171)

3. The war ended in the year ________________ (171)

4. The American’s leader was ______________________________________ (171)

C. Two Different Groups

1. __________________________ were people who supported the rebellion. (171)

2. __________________________ were the people who wanted to remain loyal to Britain. (171)

D. The United Empire Loyalists

1. Many were tortured with tar and __________________________. (173)

2. Many Loyalists moved to __________________________ and __________________________ (174)

3. The Loyalists can be divided into four groups: __________________________,
   __________________________, __________________________ and
   __________________________. (174)
Chapter Six
The United States Breaks Away
Test

Write your answers on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Indicate whether the sentence or statement is true (T) or (F).

1. _____ Loyalists were people who were not loyal to Britain and its laws.

2. _____ Patriots were people who were loyal to the King of England.

3. _____ Tarring and feathering was a practice used by the British to punish traitors who were not loyal to them.

4. _____ The Loyalists endured many hardships when they first moved to New Brunswick as refugees from the Thirteen Colonies.

5. _____ Many Black Loyalists were encouraged by the government to abandon Sierra Leone because they were discriminated against.

6. _____ The American War of Independence united the Haudenosaunee Confederacy.

7. _____ The arrival of the Loyalists in Québec threatened the Canadien identity and the First Nations peoples’ rights to land.

8. _____ The Napoleonic Wars in Europe triggered the War of 1812 in North America.

Multiple Choice
Identify the letter of the choice that best completes the statement or answers the question.

9. _____ The war against British rule was the result of
   a. Britain’s greed for land.                     c. hunger in Britain.

10. _____ American soldiers attacked Québec in 1775 in hopes of
    a. ending British rule.                      c. reducing taxation.
    b. having the Canadiens join them.            d. both a and b.

11. _____ George Washington
    a. was the first president of the United States.
    b. began the War of Independence.
    c. signed a treaty with Britain.
    d. a. and b.
12. _____ Which of the following moved to Québec and Nova Scotia during the Loyalist migration?
   a. Black Loyalists                      c. Mennonites
   b. the Haudenosaunee people            d. all of the above

13. _____ “Freedom and a farm” was something offered to
   a. First Nations peoples.                c. slaves.

14. _____ Many Loyalists from the St. John River area petitioned Britain. What did they want?
   a. a more developed Québec Act          c. to move to Sierra Leone
   b. a new colony                         d. representative government

15. _____ The Constitutional Acato of 1791 did all the following except
   a. divide Québec into Upper and Lower Canada.
   b. give each colony a governor.
   c. set aside lands for Protestant churches.
   d. move the Mi’kmaq people into “Indian Territory”.

16. _____ The main reason the people of Upper Canada did not support the Americans was because
   a. they were happy with their land and farms.
   b. they did not like George Washington.
   c. they were afraid of their refugee status.
   d. they wanted to be a republic.

17. _____ Chief Tecumseh was an ally of the

18. _____ The boundary between Canada and the United States was set
   a. by the king and George Washington.
   b. by debates among the First Nations.
   c. through a series of treaties.
   d. by the Canadiens.

19. _____ The term “Yankee” refers to a(n) _________ person.
   a. Canadien                            c. American
   b. British                            d. Aboriginal
Completion
Use a word or phrase from the box to complete each sentence or statement.

| a. freedom | b. friendship | c. Lower Canada | d. military service |
| e. Nova Scotia | f. Patriots | g. peace | h. Québec |
| i. Seven Years' War | j. St. Lawrence River | k. United Empire Loyalists | l. Upper Canada |

20. The colonies of ___________ and (21.) ___________ did not join the war against British rule.

22. After the ___________ War, Britain was deeply in debt.

23. The American War of Independence divided the people of the Thirteen Colonies into two groups, the ___________ who supported the rebellion, and the (24.) ___________ who opposed the rebellion.

25. German Mennonites asked to be exempt from _____ due to their religious beliefs.

26. Before the Loyalists came to Canada, Britain negotiated treaties of _______ and (27.) ________ with First Nations people.

28. The Constitutional Act divided Québec into ___________ and (29.) ___________.

30. General Ross and his troops burned the ___________.

31. The terms Upper Canada and Lower Canada are related to the flow of the ___________.
Matching
*Match the following words or terms to their correct descriptions below.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a. refugee</td>
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<tr>
<td>b. republic</td>
<td>f. migration</td>
</tr>
<tr>
<td>c. immigration</td>
<td>g. petition</td>
</tr>
<tr>
<td>d. assimilation</td>
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</tbody>
</table>

32. _____ A rapid, violent change in a system of government
33. _____ The process of people moving into a new country and becoming citizens there
34. _____ The process of becoming part of a different cultural group
35. _____ A person who seeks protection in another country to escape danger in his or her own country
36. _____ To ask for something in a formal way
37. _____ A government system that does not have a queen or king
38. _____ The movement of people from one region to another
<p>| | | | |</p>
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<td>26</td>
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</table>
Chapter Six
The United States Breaks Away
Test

Answer Sheet

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. b
10. d
11. a
12. d
13. c
14. b
15. d
16. a
17. c
18. c
19. c
20. (h)(e)
21. (e)(h)
22. i
23. f
24. k
25. d
26. (a)(g)
27. (g)(a)
28. (c)(l)
29. (l)(c)
30. m
31. j
32. e
33. c
34. d
35. a
36. g
37. b
38. f
Write your answers to the short answer and essay questions on a separate sheet.

**Short Answer**
*Answer one of the following in a paragraph or two.*

a. Explain who the United Empire Loyalists were.

b. What is a “representative government”?

c. What is a republic. How is it different from a monarchy?

**Essay**
*Write an essay to answer one of the following.*

a. When the Loyalists arrived in Nova Scotia and Québec, Britain did not consult First Nations peoples. Do you think this was acceptable? Use some examples in your answer to support your opinion. Explain your answer in a few well written paragraphs.

b. Historians today have different points of view about how the War of 1812 shaped Canada. Do you think the war was good or bad for Canada’s development and identity? Discuss your perspective. Make sure to use examples wherever possible.
Chapter 6

Short Answer Questions – Main Ideas

a. The United Empire Loyalists
   - People who lived in the Thirteen Colonies who wanted to remain loyal to Britain, and did not want independence from Britain
   - Many moved to British North America – were often persecuted in Thirteen Colonies

b. Representative Democracy
   - System of government where citizens elect representatives to an assembly.
   - Assembly represents and makes decisions on behalf of the citizens

c. Republic Vs. Monarchy
   - Monarchy is country led by king or queen where republic does not
   - In republic there is more likely to be religious and economic freedom with more emphasis on the rights of the individual

Essay Questions – Main ideas

a. Loyalists and First Nations
   - Britain did not consider First Nations’ rights, identities, culture and land
   - Before Loyalists, Britain negotiated treaties of “peace and friendship” with First Nations; after Loyalists, Britain negotiated treaties with First Nations to take over land for settlement.

b. How War of 1812 shaped Canada
   Pros
   - The War united diverse peoples for the first time
   - Canada may not exist if Americans had won the war
   - Treaty that ended the war set boundaries that are still respected today

   Cons
   - The War did not affirm Canadien or First Nations identities
   - Britain ignored First Nations when making decisions about future of Canada
   - Britain placed First Nations on reserves, freeing up lands for settlement
   - War set stage for assimilation of First Nations