Social Studies
Grade Seven

Voices and Visions
Part A
Social Studies
Grade Seven

Based on

Voices and Visions
(Oxford Canada)
Resources

Required: *Voices and Visions*, Student Text (Oxford Canada)
Recommended: *Voices and Visions*, Teacher’s Resource (Oxford Canada)

Curriculum

All student outcomes have been addressed in the lesson plans, with the exceptions of those having to do with Internet searches, computer graphics, and extensive library searches.

There are a few activities that your colony may or may not wish the students to do. These are noted. If you are unsure of whether a particular activity is consistent with the beliefs and values of your colony, you are strongly urged to consult with the German teacher before going ahead with it.

Program Implementation

Each of the fourteen chapters in the program is designed to take two to three weeks. There are independent activities prescribed for each lesson, usually in the form of worksheets. There are more activities suggested than can possibly be completed by students. All lessons have optional activities, which can be done in addition to the worksheets or in place of them.

The *Think It Through* questions/activities are found at the end of each section of any particular chapter. The answers to these questions are found in the Teacher’s Resource and are not included in these lesson plans.

Assessment

Formal Tests. There is a chapter test for each of the fourteen chapters. There is also a review that can be done by students in preparation for each chapter test. Since chapters are designed to be done within a two or three week time period, some teachers may find that it is not necessary to have students do the review.

Final Examination. There is a final examination found immediately following the Chapter 14 test. It covers content spanning the entire grade seven social studies program.
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:
Social Studies Grade 7 Voices and Visions
Outcomes

- 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?
7.2 Following Confederation: Canadian Expansions

General Outcome
Students will demonstrate an 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)?
Social Studies Grade 7 Voices and Visions
Outcomes

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

Comprehension (showing understanding). Question-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.
Part 1

Canada Before Confederation

Chapter 1: Aboriginal Societies
Chapter 2: The French in North America
Chapter 3: The British in North America
Chapter 4: Competition for Trade
Chapter 5: War and Peace
Chapter 6: Becoming Canada
Chapter 7: Creating a New Country
Chapter 1

Aboriginal Societies

Key Concept: Culture

Chapter Inquiry: Who are the diverse Aboriginal peoples who have contributed to the building of the country we now call Canada?
# Social Studies Grade Seven

## Chapter 1

### Aboriginal Societies

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</table>
Lesson 1.1

Concept: Introduction

Resources/Materials: Voices and Visions, pages 2 and 3
Worksheet #7.1.1a (student copies)
Worksheet #7.1.1b (optional, student copies)
atlas encyclopaedias other reference materials

Introduction: Briefly, have students tell you what they know about Hutterite history. Then discuss how their history has influenced their lives today. (dress, customs, attitudes, religion, etc.). Conclude that history is a major influence on how a country views itself, on its values, and on its customs. For example, unlike many countries, Canada is multicultural. It is the reason that Hutterites are allowed to maintain their distinct culture. This way of thinking has its roots in historical events.

Procedure:

1. Distribute the textbooks. Give students a moment or two to flip through the book.

2. Have students turn to textbook, page 2. Guide the reading of the page 2. Then direct students to the timeline on pages 2 and 3. If necessary, go over how timelines work and how we can use them to get information.

3. Explain that the timeline on pages 2 and 3 actually continues on pages 166 and 167. Explain that the textbook is divided into two main parts. The first part covers Canada’s history up to the time it became a country in 1867 and the second part covers Canada’s history since it became a country.

4. Distribute Worksheet #7.1.1. Explain that as a multi-cultural country, Canada’s people can be divided into two main groups: Aboriginals, who have always been here, and immigrants, who move here from other countries. This worksheet requires that students try to name a country or a cultural group for every letter of the alphabet. Students should use atlases, encyclopaedias, etc. for information. Note: It may not be possible for all students to find a country or cultural group for every letter, but they should try.

5. OPTIONAL. Have students colour Canada’s Coat of Arms on Worksheet #7.1.1b.

Assignments:

1. Read Voices and Visions, pages 2 and 3.
2. Do Worksheet #7.1.1a.
3. OPTIONAL. Do Worksheet #7.1.1b.
### Canadian Cultural Groups

**Directions:** Try to find at least one cultural group (or country) for each letter of the alphabet. Atlases, encyclopaedias, almanacs, and other reference materials will help you.

<table>
<thead>
<tr>
<th>A</th>
<th>N</th>
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<td>B</td>
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<td>Y</td>
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<tr>
<td>M</td>
<td>Z</td>
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</tbody>
</table>
Directions: A coat of arms is a symbol of a province or a country. Try to find a coloured picture of Canada’s Coat of Arms in an encyclopaedia or other reference book. Use the picture to colour our coat of arms.

Canada’s Coat of Arms
Lesson 1.2

Concept: Pluralistic Societies

Resources/Materials: Voices and Visions, pages 4 – 9 (top)  
Worksheets #7.1.2a, #7.1.2b, #7.1.2c, #7.1.2d, and #7.1.2e (student copies)

Introduction: Recall from Lesson 1.1 that Canada is a multicultural country. Explain that another way of expressing this is to say that Canada is a pluralistic society. People who live in a pluralistic society have many things in common, but at the same time, different groups within the country can still have their own cultures. Culture describes a way of life. Hutterites have a culture. Explain that all cultures in Canada are some kind of blend of what was brought from the “old country” and new things that have been adopted. Explain that although we tend to think of First Nations peoples as having one culture, they really are made up of many different cultures. Just as there is no European culture or Far East Asian culture, there is no single Aboriginal culture.

Procedure:

1. Explain that Aboriginal groups lived in what is known today as Canada for tens of thousands of years before the first Europeans came to this land over 1000 years. This chapter focuses on three of the Aboriginal groups that interacted with the Europeans.

2. Have students turn to textbook, page 4. With students scan pages 4 to 9 (top) to become familiar with their layout and the headings.

3. Guide the reading of as many of the pages as you have time for. Then ask students to read the remaining pages independently.

4. Distribute Worksheets #7.1.2a, #7.1.2b, #7.1.2c, #7.1.2d, and #7.1.2e. Go over the directions, if necessary.

Assignments:

1. Read Voices and Visions, pages 4 – 9 (top).
2. Do Worksheets #7.1.2a, #7.1.2b, #7.1.2c, #7.1.2d, and #7.1.2e.
Directions: Use *Voices and Visions*, pages 4 – 9 to help you with the questions.

1. What is culture?

2. What would you say are the two most important aspects of your culture?

3. What makes Canada a pluralistic society?

4. Besides your own, name three cultural groups that live close to your community.

5. Write P for primary source and S for secondary source.
   
   _____ Jim used his cell phone to photograph the men combining.
   
   _____ Bill interviewed the man who saw the thieves running from the bank.
   
   _____ Susie told her children about how her grandparents first came to Canada.
   
   _____ Miranda sat outside and drew pictures of the deer playing in the field.
   
   _____ Carl painted a picture of how he imagined a Kainai teepee looked.
   
   _____ Julia read several books on the Woodland Cree before she wrote an article about them.
   
   _____ Joey found his grandfather’s journal telling about his childhood.
6. Examine the old photograph on Worksheet #7.1.2c. Then complete the chart below.

<table>
<thead>
<tr>
<th>What are the people doing?</th>
<th>Observations</th>
<th>Inferences</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Where is this?</th>
<th>Observations</th>
<th>Inferences</th>
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<table>
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<tr>
<th>Who are these people?</th>
<th>Observations</th>
<th>Inferences</th>
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<tr>
<th>When is this happening?</th>
<th>Observations</th>
<th>Inferences</th>
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<table>
<thead>
<tr>
<th>Why are these people doing it?</th>
<th>Observations</th>
<th>Inferences</th>
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</tbody>
</table>
Making Inferences from a Photograph
7. What four core values did First Nations cultures in Canada share?
   a. 
   b. 
   c. 
   d. 

8. The picture and caption at the bottom of textbook, page 8 have to do with how the Haudenosaunee explain how people first came to live on Earth. The story at the top of page 9 is the way that the Mi’kmaq explain it. Which of the two is more like how you believe the first person on Earth was created? Give reasons for your answer.
   
   
   
   

9. Use the map on textbook, page 7 to colour the map of Worksheet #7.1.2e. Be sure to make a legend for your map.
Early First Nations Groups
Directions: Use *Voices and Visions*, pages 4 – 9 to help you with the questions.

1. What is culture? *way of life that is shared by a group of people*

2. What would you say are the two most important aspects of your culture?
   
   *Answers will vary:*
   
   *religion*
   
   *communal living*

3. What makes Canada a pluralistic society?
   
   *made of a diverse group of population with a variety of*
   
   *histories, traditions, etc.*

4. Besides your own, name three cultural groups that live close to your community.

5. Write **P** for primary source and **S** for secondary source.

   **P** Jim used his cell phone to photograph the men combining.

   **P** Bill interviewed the man who saw the thieves running from the bank.

   **S** Susie told her children about how her grandparents first came to Canada.

   **P** Miranda sat outside and drew pictures of the deer playing in the field.

   **S** Carl painted a picture of how he imagined a Kainai teepee looked.

   **S** Julia read several books on the Woodland Cree before she wrote an article about them.

   **P** Joey found his grandfather’s journal telling about his childhood.
6. Examine the old photograph on Worksheet #7.1.2c. Then complete the chart below.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the people doing?</strong></td>
<td>* posing for a photograph in front of a building</td>
</tr>
<tr>
<td></td>
<td>* standing in a row without any apparent tools or equipment</td>
</tr>
<tr>
<td><strong>Where is this?</strong></td>
<td>* wanted to be photographed (smiles, poses, standing in a row)</td>
</tr>
<tr>
<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 the plains</td>
</tr>
<tr>
<td>* looks like flat terrain; no evidence of hills/mountains</td>
<td></td>
</tr>
<tr>
<td>* some vegetation</td>
<td></td>
</tr>
<tr>
<td><strong>Who are these people?</strong></td>
<td>* dressed uniformly</td>
</tr>
<tr>
<td>* all relatively slim</td>
<td>* man with tie is a white-collar worker; others are Hutterites</td>
</tr>
<tr>
<td>* one has on a tie; others do not</td>
<td>* slimness of men suggests they do physical work</td>
</tr>
<tr>
<td>* all have hats</td>
<td></td>
</tr>
<tr>
<td>* black pants/jackets</td>
<td></td>
</tr>
<tr>
<td><strong>When is this happening?</strong></td>
<td>* bushes are in full leaf</td>
</tr>
<tr>
<td>* no snow</td>
<td>* late spring or summer</td>
</tr>
<tr>
<td>* one man is in shirt sleeves</td>
<td>* not modern times</td>
</tr>
<tr>
<td><strong>Why are these people doing it?</strong></td>
<td>* men posing for photographs</td>
</tr>
<tr>
<td>* everyone smiling</td>
<td>* perhaps want to recognize a special occasion</td>
</tr>
<tr>
<td>* photo includes man with tie</td>
<td>* man with tie may be hosting the others</td>
</tr>
</tbody>
</table>

Answers may vary.
7. What four core values did First Nations cultures in Canada share?
   a. People are not separate from nature or from the non-living world.
   b. The wisdom and experiences of the Elders is highly valued.
   c. A spiritual world exists.
   d. People must live in harmony with each other and in balance with nature.

8. The picture and caption at the bottom of textbook, page 8 have to do with how the Haudenosaunee explain how people first came to live on Earth. The story at the top of page 9 is the way that the Mi’kmaq explain it. Which of the two is more like how you believe the first person on Earth was created? Give reasons for your answer. 
   Answers will vary. 

9. Use the map on textbook, page 7 to colour the map of Worksheet #7.1.2e. Be sure to make a legend for your map.
Lesson 1.3

Concept: Oral Traditions

Resources/Materials: Voices and Visions, pages 9 – 13
Worksheets #7.1.3a (teacher copy)
Worksheets #7.1.3b and #7.1.3c (student copies)
Worksheet #7.1.3d (optional, student copies)

Introduction: Begin the lesson by reading the fable “The Ant and the Grasshopper”. With students discuss the moral of the story. Explain “The Ant and the Grasshopper” not teaches us a lesson, but it also reflects values: hard work, honesty, not putting off work, etc. Explain that First Nations groups have a culture that is rich in stories. Some have more to do with values and beliefs; others have to do with relating history.

Recall from the last lesson that First Nations groups before contact with Europeans had some cultural similarities, but also many differences. Explain that like many cultures, most First Nations had a strong oral tradition. This means that they passed values, traditions, and information on from one generation to the next by telling about them in one form or another.

Many of the traditional First Nations languages are either no longer in use or are in danger of dying. Fortunately, many of the stories have been written down.

Procedure:

1. Have students turn to textbook, page 9. With students examine the pie chart at the bottom of the page. (If you think it is necessary, explain that a pie chart or circle graph is appropriate to display this information because it shows how a “whole” is divided up. In this case how all the indigenous people of the world are divided up according to location.)

2. Explain that pages 10 – 12 are about some of the stories passed from one generation to the next. Note that the term “story” is not used as a synonym for fiction. These stories give us information about some of the beliefs of some of the Aboriginal peoples.

3. Then explain that in the past, Aboriginal groups were given names by European explorers. Since that time, Canadians have come to understand that it is more appropriate to refer to any Aboriginal group by the name it has for itself. Page 13 tells a little about this.

4. Guide as much of pages 10 – 13 as you have the time for. Then have students read the rest independently.

5. Distribute Worksheets #7.1.3b and #7.1.3c. Go the directions, if necessary.

6. OPTIONAL. Have students do Worksheet #7.1.3d. In activity students read a passage about Hutterite history and infer Hutterite values and beliefs.

Assignments:

2. Do Worksheet #9.1.3b and #9.1.3c.
3. OPTIONAL. Do Worksheet #7.1.3d.
The Ant and the Grasshopper

In a field one summer's day, a grasshopper was hopping around, 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.
Directions: Use *Voices and Visions*, pages 10 – 13 to help you with the questions.

1. How are roles of elders in your community similar to the roles of elders in traditional Aboriginal communities?

2. Do the **Reading Strategy** activity on page 10.

3. Explain why wampum belts were important to the Haudenosaunee.
4. What is the meaning of the term ethnocentric?

5. Complete the chart about three First Nations groups.

<table>
<thead>
<tr>
<th>First Nations Name for Themselves</th>
<th>European Names for First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iroquois</td>
<td></td>
</tr>
<tr>
<td>Cree</td>
<td></td>
</tr>
<tr>
<td>Huron</td>
<td></td>
</tr>
</tbody>
</table>

6. The Canadian government has put all Canadian Aboriginal peoples into three groups. What are they?
   a. ________________________________
   b. ________________________________
   c. ________________________________

7. **EXPRESS YOUR OPINION**

   Many First Nations elders feel that it is important for young people to know their traditional language. Do you feel it is important? Explain why.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
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 the 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 half a 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 removed 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: Use Voices and Visions, pages 10 – 13 to help you with the questions.

1. How are roles of elders in your community similar to the roles of elders in traditional Aboriginal communities? Answers may vary.
   - Elders respected
   - Positions of authority
   - Viewed as wise

2. Do the Reading Strategy activity on page 10.
   This legend starts when two people came to earth.
   After that a spider came to them and asked them if they wanted to go ____________________________
   and see and live on land.
   Next, the spider said he would lower them down on a thread, but warned them not to look down. The people agreed.
   Then the people got close to the land. They could not resist looking down.
   The story ends when the spider let the people fall forcefully to the ground because they disobeyed.

3. Explain why wampum belts were important to the Haudenosaunee.
   - Were a record of treaties and agreements
4. What is the meaning of the term ethnocentric?

A viewpoint that judges other cultures and ideas according to personal values and standards, believing one’s own ethnic group to be superior.

5. Complete the chart about three First Nations groups.

<table>
<thead>
<tr>
<th>First Nations Name for Themselves</th>
<th>European Names for First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haundenosaunee</td>
<td>Iroquois</td>
</tr>
<tr>
<td>Nehiyawak</td>
<td>Cree</td>
</tr>
<tr>
<td>Wendat</td>
<td>Huron</td>
</tr>
</tbody>
</table>

6. The Canadian government has put all Canadian Aboriginal peoples into three groups. What are they?

a. First Nations

b. Inuit

c. Métis

7. EXPRESS YOUR OPINION

Many First Nations elders feel that it is important for young people to know their traditional language. Do you feel it is important? Explain why. Answers will vary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #7.1.3c
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 the 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 half a 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 removed 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.


Answers may vary.

• 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 1.4

Concept: The Mi’kmaq of the East Coast

Resources/Materials: Voices and Visions, pages 14 – 16
                     Worksheet #7.1.4 (student copies)
                     Wall Map of Canada

Introduction: Explain that in the next three lessons, students will examine more closely the three First Nations groups that European explorers interacted with.
              On the map of Canada, point out the provinces of Prince Edward Island, Nova Scotia, and New Brunswick. Explain that these area a generally the regions where the Mi’kmaq lived. Discuss the possible influence that their proximity the ocean might have on their lifestyle.
              Then write the word consensus on the board. Explain that consensus is a way of making decisions so that everyone concerned agrees on the decision. Explain that in most cases we vote on issues and the majority wins. In consensus, those involved discuss the issue and keep discussing until a solution agreeable to everyone is made. This requires that people be willing to compromise, but in the end it is a win-win situation. It also takes a lot of time, however. This is the way that the Mi’kmaq made decisions.

Procedure:

1. Remind students of these concepts:
   Economy – the way that a group obtains, uses, and distributes resources
   Clans – most First Nations societies were organized into clans, which were extended families.
   Each clan usually performed specific functions within as society (teachers, police, leaders, spiritual leader, etc.).
   Government – the way people organize themselves to choose leaders to make decisions
   Decision Making Process – the procedures that people use to decide what to do

2. Have students turn to textbook, page 14. If you have the time, guide as much of pages 14 – 16 as you can.

3. Distribute Worksheet #7.1.4. Go over the directions, if necessary.

4. OPTIONAL. Have students make a Hutterite Seasonal Cycle like the one on textbook, page 14.

5. OPTIONAL. Do the Think It Through questions on textbook, page 16.

Assignments:

1. Read Visions and Voices, pages 14 – 16.
2. Do Worksheet #7.1.4.
3. OPTIONAL. Make a Hutterite Seasonal Cycle.
4. OPTIONAL. Do the Think It Through questions.
Directions: Use *Voices and Visions*, pages 14 – 16 to help you complete the chart about the Mi'kmaq.

<table>
<thead>
<tr>
<th>Where They Lived</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>(how they meet their basic needs)</td>
<td></td>
</tr>
<tr>
<td>Connection to Nature</td>
<td></td>
</tr>
<tr>
<td>How Society Was Organized</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>(how they selected leaders)</td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
</tr>
<tr>
<td>(how government decided what to do about issues.)</td>
<td></td>
</tr>
<tr>
<td>Role of Women</td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Use *Voices and Visions*, pages 14 – 16 to help you complete the chart about the Mi'kmaq.

<table>
<thead>
<tr>
<th>Where They Lived</th>
<th>Maritime provinces, Gaspé</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy (how they meet their basic needs)</td>
<td>• hunting, gathering, fishing, game, seafood, berries</td>
</tr>
</tbody>
</table>
| Connection to Nature | • relied on nature for basic needs  
• believe one must respect nature; not waste  
• humans are equal to things in nature and part of nature |
| How Society Was Organized | • clans |
| Government (how they selected leaders) | • Each clan had a leader called a sagamaw  
• Seven districts, each with a leader and council  
• Grand Council made up of district leaders to make decisions that affect all. |
| Decision Making (how government decided what to do about issues.) | • councils listened to all the men and women  
• made decisions by consensus |
| Role of Women | • raised children  
• took care of homes  
• collected and prepared food  
• voiced opinions and concerns |
Lesson 1.5

**Concept:** The Haudenosaunee of the Northeastern Woodlands

**Resources/Materials:** Voices and Visions, pages 17 – 21
Worksheet #7.1.5a and #7.1.5b (student copies)
Wall Map of Canada

**Introduction:** Recall with students that the Mi’kmaq by the Atlantic Ocean. Discuss how their economy was related to the climate and resources available to them. Explain that in today’s lesson they will find out more about the Haudenosaunee culture. Point out the areas where the Haudenosaunee lived on the map of Canada (generally the south shore of the St. Lawrence River and Lake Ontario).

Explain that today the land where the Haudenosaunee lived is prime farmland. Explain that the Haudenosaunee farmed and as well. Unlike many First Nations groups, they set up permanent villages. Discuss how the rich soil enabled them to set up permanent villages as opposed to other groups who had to move regularly.

**Procedure:**

1. On the board write **The Three Sisters.** Have students speculate as what this might have to do with the Haudenosaunee lifestyle.

2. Explain that **World View** refers to the beliefs and values shared by a group of people.

3. Have students read textbook, pages 17 – 21. If you can, guide the reading.

4. Distribute Worksheet #7.1.5. Go over the directions, if necessary.

5. **OPTIONAL.** Have students make a model of a Haudenosaunee village. They can use the picture on textbook, page 18 and any other reference materials you may have.

6. **OPTIONAL.** Have students do the **Think It Through** questions on textbook, page 21.

**Assignments:**

2. Do Worksheet #7.1.5a and #7.1.5b.
3. **OPTIONAL.** Make a model of a Haudenosaunee village
4. **OPTIONAL.** Do the **Think It Through** questions 2 and 3, page 21.
**The Haudenosaunee**

**Directions:** Use *Visions and Voices*, page 17 – 21 to help you with the questions.

1. Complete the chart about the Haudenosaunee.

<table>
<thead>
<tr>
<th>Where They Lived</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World View</strong> (beliefs and values)</td>
<td></td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How Society Was Organized</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Role of Women</strong></td>
<td></td>
</tr>
</tbody>
</table>
2. Use the Venn Diagram to compare and contrast the roles of women in the Mi’kmaq culture with the roles of women in the Haudenosaunee culture.

Mi’kmaq

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Haudenosaunee

3. In what ways does your community follow the “Seventh Generation” rule?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use *Visions and Voices*, page 17 – 21 to help you with the questions.

1. Complete the chart about the Haudenosaunee.

| Where They Lived | southeast shore of Lake Ontario  
|                 | south shore of St. Lawrence River |
| World View (beliefs and values) | collective thinking and considering future generations  
|                               | decision making by consensus  
|                               | sharing labour and the benefits of that labour  
|                               | duty to family, clan, nation, and the Iroquois Confederacy  
|                               | equality |
| Economy | hunting, fishing, gathering  
|         | farming (Three Sisters were corn, beans, squash) |
| How Society Was Organized | clans |
| Government | Iroquois Confederacy - alliance among the five Haudenosaunee nations  
|             | Men were leaders, usually chosen by Clan Mothers  
|             | Central Council consisted of 50 leaders |
| Decision Making | consensus  
|                  | decisions made looking seven generations into future |
| Role of Women | matrilineal society  
|               | decided on location of a new village  
|               | decided on crops to plant  
|               | decided if men should go to war  
|               | controlled immigration  
|               | played central role in ceremonies  
|               | helped troubled people |
2. Use the Venn Diagram to compare and contrast the roles of women in the Mi'kmaq culture with the roles of women in the Haudenosaunee culture.

Mi'kmaq
- saw to the needs of family
- raised children
- looked after home
- collected, hunted, prepared food
- made clothing
- had a say in government
- opinion important and respected

Haudenosaunee
- responsible for crops
- head of family
- clan mother owned all possessions in longhouse
- respected as women and mothers
- equal to men
- decision makers
- teachers
- chose leaders

3. In what ways does your community follow the “Seventh Generation” rule?
Answers will vary

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 1.6

Concept: The Anishinabe

Resources/Materials: Visions and Voices, pages 22 – 25
Worksheet #7.1.6a (student copies)
Worksheet #7.1.6b (optional, studies copies)
Wall Map of Canada

Introduction: Point out the area where the Anishinabe lived on the wall map of Canada. Then have students turn to textbook, page 22. Direct them to examine the map at the bottom of the page. Using the information from the map, have students speculate as to whether the Anishinabe economy will be more similar to the Mi’kmaq or to the Haudenosaunee.

Procedure:

1. Next, have students examine the Anishinabe Seasonal Cycle on page 22. Compare it with the Mi’kmaq Seasonal Cycle on page 14.

2. Guide as much of the reading of page 22 – 25 as you have the time for.

3. Distribute Worksheet #7.1.6a. Go over the directions, if necessary.

4. OPTIONAL. If you like, have students complete a chart about Hutterite culture on Worksheet #7.1.6b.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 25.

Assignments:

2. Do Worksheet #7.1.6a.
3. OPTIONAL. Do Worksheet #7.1.6b.
4. OPTIONAL. Do the Think It Through questions, pages 25.
Directions: Use *Voices and Visions*, pages 22 – 25 to help you complete the chart.

<table>
<thead>
<tr>
<th>Where They Lived</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Society Was Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Complete the chart about the Hutterites.

<table>
<thead>
<tr>
<th>Where They Live</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>World View</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How Society Is Organized</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Government</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Decision Making</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Role of Women</th>
</tr>
</thead>
</table>
### Directions:
Use *Voices and Visions*, pages 22 – 25 to help you complete the chart.

<table>
<thead>
<tr>
<th>Where They Lived</th>
<th>northern shores of Lake Huron, Lake Superior to forested areas close to Lake Winnipeg</th>
</tr>
</thead>
</table>
| World View       | 1. Wisdom  
                    2. Love  
                    3. Respect  
                    4. Bravery  
                    5. Honesty  
                    6. Humility  
                    7. Truth  |
| Economy          | Hunting/gathering/fishing  
                    Some farming |
| How Society Was Organized | clans. Each clan responsible for different part of society |
| Government       | Organized into seven clans  
                    Leaders of Crane clan leaders in matters outside the community  
                    Leaders of Loon clan leaders in matters within community  
                    Fish clan leaders helped settle disputes between Crane and Loon clans |
| Decision Making  |                                                                                         |
| Role of Women    | equal to men  
                    looked after home and children  
                    prepared food |

Worksheet #7.1.69
Lesson Seven

Concept: Economies and Resources; Chapter 1 Project

Resources/Materials: Voices and Visions, pages 26 – 28
Worksheet #7.1.7 (student copies)

Introduction: Review how the influence of the environment on the cultures of the Mi’kmaq, Haudenosaunee, and Anishinabe. Then discuss briefly how environment influences the ways of life of people who live in rural Alberta.

   Explain that for rural people, economy and natural resources are very closely linked.

Procedure:

1. Explain that the most important resource for First Nations people living on the grasslands of the prairies was the bison (or buffalo). Any particular band of people basically followed the bison herds as they depended on the bison to meet all their basic needs. The Plains First Nations, like the Anishinabe and Mi’kmaq were hunters and gatherers.


3. Distribute Worksheet #7.1.7. Go over the directions, if necessary.

4. HIGHLY RECOMMENDED. Chapter 1 Project. Have students turn to textbook, page 29. Have students do one or more of the parts of the Chapter 1 Project. It is important that you go over each of the questions beforehand to ensure that students understand what to do.

Assignments:

2. Do Worksheet #7.1.7.
3. HIGHLY RECOMMENDED. Do one or more parts of the Chapter 1 Project.
Directions: Use *Voices and Visions*, pages 26 – 28 to help you answer the questions.

1. For traditional First Nations, what was the relationship between economy and natural resources?

2. Traditional Plains First Nations were hunters and gatherers. Today very few people who live on the Plains are hunters and gatherers. Why is this?

3. According to the case study on page 27, how did the Plains First Nations demonstrate wise use of natural resources?

4. According to the case study on page 27, what is it that threatened the lives of the Plains First Nations?

5. Why is it that groups whose economies were based on agriculture spend more time with developing arts and recreation?

6. Why was trade important to traditional First Nations?
Economies and Resources

Directions: Use Voices and Visions, pages 26 – 28 to help you answer the questions.

1. For traditional First Nations, what was the relationship between economy and natural resources?
   
   economy was based on natural resources

2. Traditional Plains First Nations were hunters and gatherers. Today very few people who live on the Plains are hunters and gatherers. Why is this?
   
   technology has meant more areas devoted to agriculture; varieties of crops developed to suit soils/climate

3. According to the case study on page 27, how did the Plains First Nations demonstrate wise use of natural resources?
   
   used every part of bison; did not waste; did not take from nature what they could not use

4. According to the case study on page 27, what is it that threatened the lives of the Plains First Nations?
   
   overhunting, putting up barbed-wire fences, guns, trains

5. Why is it that groups whose economies were based on agriculture spend more time with developing arts and recreation?
   
   agriculture provides more reliable food sources and requires less time spent on getting resources to satisfy basic needs

6. Why was trade important to traditional First Nations?
   
   able to obtain goods they did not have.
Lesson 1.8 (Optional)

Concept:  Chapter 1: Aboriginal Societies – Review

Resources/Materials:  Chapter 1: Aboriginal Societies – Review Sheets (student copies)

Introduction:  Discuss that modern Canadian society is multicultural. The main reason why minority groups like Hutterites can exist in Canada it is officially multicultural. In many countries in the world, minority groups are not allowed to practise their traditional ways of life.

   Explain that for multiculturalism to work, it is important for everyone to respect other peoples’ ways of life. Chapter 1 introduced us to some Aboriginal cultures.

Procedure:

1. If you have the time, briefly go over some of the main concepts covered in Chapter 1:
   - Culture
   - Pluralistic society/diversity
   - World Views (Values/beliefs)
   - The role of history
   - The Mi’kmak
   - The Haudenosaunee
   - The Anishinabe
   - Making decision by consensus
   - Ethnocentrism

2. Distribute the Chapter 1 Review Sheets. Have students do them independently.

3. If possible, check the review sheets as a group.

Assignment:

Do the Chapter 1: Aboriginal Societies – Review Sheets.
1. Who are Canada’s three Aboriginal groups?
   a. 
   b. 
   c. 

2. Match the terms in the box with their meanings.

<table>
<thead>
<tr>
<th>a. culture</th>
<th>b. pluralistic society</th>
<th>c. indigenous</th>
<th>d. world view</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. ethnocentric</td>
<td>f. Elder</td>
<td>g. clan</td>
<td>h. alliance</td>
</tr>
<tr>
<td>i. stereotype</td>
<td>j. government</td>
<td>k. economy</td>
<td></td>
</tr>
</tbody>
</table>

_____ an overgeneralized portrayal of people from one group

_____ society made up of many different groups, each with its own identity, ideas, perspectives, and culture

_____ the way of life of a group of people

_____ how people meet their basic needs

_____ an extended family

_____ a way of looking at the world that reflects one's core values

_____ a respected older member of an Aboriginal community

_____ judging other cultures and ideas according to personal values and standards and believing one's own ethnic group is superior

_____ a union in which groups agree to trade and help each other solve disputes

_____ the original people of a land

_____ the way people organize themselves to choose leaders and make decisions.
3. Write P for primary source and S for secondary source.

   _____ historical fiction  _____ journal entries
   _____ photographs
   _____ letters written by a person involved in an event
   _____ interviews
   _____ drawings done by witnesses to an event

4. 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?

5. Examine the photograph. Write two observations about the photograph. For each observation, make at least one inference.

![Photograph](image.jpg)

<table>
<thead>
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<th>Inferences</th>
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</tbody>
</table>
6. Write T for true and F for false.

_______ The social structures of the Mi'kmaq, Anishinabe, and Haudenosaunee were exactly the same.

_______ In First Nations cultures, men and women usually had different roles.

_______ The Mi'kmaq, Anishinabe, and Haudenosaunee all hunted.

_______ The Mi'kmaq, Anishinabe, and Haudenosaunee all farmed.

_______ The Mi'kmaq, Anishinabe, and Haudenosaunee all moved from place to place at some time during the year.

_______ The Haudenosaunee and Anishinabe women played an important role in decision making.

_______ Today First Nations' lands are used in much the same way as they were a thousand years ago.

_______ The Mi'kmaq lived in coastal areas in summer and moved inland in winter.

7. Read these facts; then write A for Anishinabe, M for Mi'kmaq, and H for Haudenosaunee. 
NOTE: You may write more than one letter for each statement.

_______ Local leaders were called Sagamaws.

_______ There were seven districts and a Grand Council.

_______ They lived in what today are New Brunswick, Prince Edward Island, Nova Scotia, and the Gaspé Peninsula.

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

_______ They were organized into clans.

_______ Decisions were made by consensus.

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

_______ They farmed.

_______ They lived in longhouses in which as many as a hundred people lived.

_______ 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 south of the St. Lawrence River.

The Great Law of Peace guided them in how to make decisions.

Wild rice was an important food.

They were mainly hunters and gatherers.

Women influenced decisions that were made.

They harvested wild rice.

They spent summers near the coast, and then moved inland during the winter.
1. Who are Canada’s three Aboriginal groups?
   a. **First Nations**
   b. **Inuit**
   c. **Métis**

2. Match the terms in the box with their meanings.

<table>
<thead>
<tr>
<th>a. culture</th>
<th>b. pluralistic society</th>
<th>c. indigenous</th>
<th>d. worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. ethnocentric</td>
<td>f. Elder</td>
<td>g. clan</td>
<td>h. alliance</td>
</tr>
<tr>
<td>i. stereotype</td>
<td>j. government</td>
<td>k. economy</td>
<td></td>
</tr>
</tbody>
</table>

_ an overgeneralized portrayal of people from one group
_ society made up of many different groups, each with its own identity, ideas, perspectives, and culture
_ the way of life of a group of people
_ how people meet their basic needs
_ an extended family
_ a way of looking at the world that reflects one’s core values
_ a respected older member of an Aboriginal community
_ judging other cultures and ideas according to personal values and standards and believing one’s own ethnic group is superior
_ a union in which groups agree to trade and help each other solve disputes
_ the original people of a land
_ the way people organize themselves to choose leaders and make decisions.
3. Write P for primary source and S for secondary source.

<table>
<thead>
<tr>
<th>S</th>
<th>historical fiction</th>
<th>P</th>
<th>journal entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>photographs</td>
<td>S or P</td>
<td>interviews</td>
</tr>
<tr>
<td>P</td>
<td>letters written by a person involved in an event</td>
<td>P</td>
<td>drawings done by witnesses to an event</td>
</tr>
</tbody>
</table>

4. 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.
   - Should recognize people’s individual strengths
   - Process and product are both important
   - “Slow and steady wins the race.”

5. Examine the photograph. Write two observations about the photograph. For each observation, make at least one inference.

   ![Photograph](image)

   **Answers may vary**

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man has a number on his singlet.</td>
<td>Man has been in a race.</td>
</tr>
<tr>
<td>Man is sitting against a tree.</td>
<td>Man is tired</td>
</tr>
<tr>
<td>Man’s eyes are closed</td>
<td></td>
</tr>
</tbody>
</table>
6. 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 all 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’ lands are used in much the same way as they were a thousand years ago.

   T The Mi’kmaq lived in coastal areas in summer and moved inland in winter.

7. Read these facts; then write A for Anishinabe, M for Mi’kmaq, and H for Haudenosaunee.
   **NOTE:** You may write more than one letter for each statement.

   M Local leaders were called Sagamaws.

   M There were seven districts and a Grand Council.

   M They lived in what today are New Brunswick, Prince Edward Island, Nova Scotia, and the Gaspé Peninsula.

   A M H They believed they should respect nature and take only what they need from the land.

   A M H They were organized into clans.

   A M H Decisions were made by consensus.

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

   H They farmed.

   H They lived in longhouses in which as many as a hundred people lived.

   A M H Connections to the past played an important role in their identity.

   H 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 south of the St. Lawrence River.

The Great Law of Peace guided them in how to make decisions.

Wild rice was an important food.

They were mainly hunters and gatherers.

Women influenced decisions that were made.

They harvested wild rice.

They spent summers near the coast, and then moved inland during the winter.
Lesson 1.9

Concept: Chapter 1: Aboriginal Societies – Test

Resources/Materials: Chapter 1: Aboriginal Societies – Test (student copies)

NOTE: Teachers may elect to have students do Part A, Part B, or both Parts A and B.
Social Studies Grade 7 Visions and Voices – Chapter 1
Test

Chapter 1
Aboriginal Societies
Test

Part A

1. Canada’s Aboriginal peoples can be divided into three main groups. What are they?
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

2. Write P for primary resource and S for secondary resource.
   _____ journal entry of an explorer
   _____ a painting done by an artist who has read about an historical event.
   _____ an arrowhead found by an archaeologist
   _____ a myth that has been passed down from father to son
   _____ a letter written by someone who participated in an event
   _____ an historical fiction written by an author who has done a lot of research about an even that took place a hundred years ago

3. 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 world view of the cultures that believe this saying to be true?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
4. Write T for true and F for false.

   ____ The name Anishinabe means “the people”.

   ____ The Haudenosaunee moved yearly to find new soil to grow crops.

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

   ____ The Mi’kmaq inhabited the land along the Atlantic Ocean in what we now call New Brunswick, Prince Edward Island, the Gaspé Peninsula, and Nova Scotia.

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

   ____ Wild rice was an important food in the traditional Mi’kmaq diet.

   ____ In the Anishinabe society, a person became a member of his or her mother’s clan.

   ____ The Mi’kmaq moved seasonally and traditionally lived in the forests in the summer and near the coast in the winter.

   ____ The Anishinabe lived near the Great Lakes.

Write the letter of the best answer to each question.

5. ____ Clans are

   a. clubs.
   b. extended families.
   c. talking circles.
   d. spiritual leaders.

6. ____ In which way are the Mi’kmaq, Anishinabe, and Haudenosaunee not similar?

   a. They all had strong connections to the land.
   b. They are 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.

7. ____ Oral histories are

   a. representations of historical events.
   b. a “telling of incidents”.
   c. a way to record information.
   d. all of the above.
8. ______ The Haudenosaunee lived
   a. in the area around Hudson Bay.
   b. along the south shore of the St. Lawrence River.
   c. in the areas around the Gulf of St. Lawrence.
   d. in the area around the Great Lakes.

9. ______ Indigenous people
   a. are the original people of a land.
   b. are the people of a land with the greatest population.
   c. are any small groups.
   d. is a name that applies only to the Aboriginal people of Canada.

10. ______ Core values are
    a. important ideas or beliefs about how people should live.
    b. things that people do that make them generous and kind.
    c. things that Elders do.
    d. ideas that tell about Creation.

11. ______ In an oral culture, teachings and traditional stories are
    a. written down so that they will not be forgotten.
    b. created by children and told to their grandparents.
    c. recorded by parents on special papers.
    d. memorized and passed down from one generation to the next.

12. ______ A group’s economy refers to
    a. how it makes decisions.
    b. how it is organized.
    c. the way its people meet their basic needs.
    d. its government.

13. ______ The Plains First Nations
    a. lived in the area just off the Pacific Ocean coast.
    b. relied on the buffalo to meet most of their basic needs.
    c. were an example of a people who were not affected by the Europeans.
    d. moved from South America to the Plains regions of North America.
Write the letter of the word that goes in each space.

<table>
<thead>
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<th>a. squash</th>
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<td>j. First Nations</td>
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14. The Canada we know today comes from the contributions of many different cultures. This is an example of _____.

15. The leader of the Mi'kmaq society was known as the _____.

16. Connections with the _____ are important to the identity of the Mi'kmaq, Anishnabe, and the Haudenosaunee.

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

18. The “Three Sisters” refers to the staple food of the Haudenosaunee and consists of corn, beans, and _____.

19. An overwhelming agreement and respect for everyone involved is called a _____.

20. An agreement among a group of nations to act together and support each other’s interests is a(n) _____.

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

22. The Mi'kmaq, Haudenosaunee, and Anishinabe were three _____ based in eastern Canada and were among the first to encounter the French and British explorers.

23. Traditional Mi'kmaq, Anishinabe, and Haudenosaunee societies emphasized making decisions as _____.
Part B

Answer each of the following questions in a paragraph or two.

1. Explain how the land influenced a First Nation’s way of life. Be sure to give specific examples that support your ideas.

2. Explain how a culture’s world view affects its way of life. Be sure to give specific examples of support your ideas.

3. Compare the role of Elders in First Nations cultures with the role of elders in your culture.

4. Think about the role of women in the Mi’kmaq, Haudenosaunee, and Anishinabe cultures. In which culture is the role of women most like the role of women in your culture? Give reasons for your answer.
Social Studies Grade 7 Visions and Voices – Chapter 1
Test
Chapter 1
Aboriginal Societies
Test

Part A

1. Canada’s Aboriginal peoples can be divided into three main groups. What are they?
   a. **First Nations**
   b. **Inuit**
   c. **Métis**

2. Write **P** for primary resource and **S** for secondary resource.
   - **P** journal entry of an explorer
   - **S** a painting done by an artist who has read about an historical event.
   - **P** an arrowhead found by an archaeologist
   - **S** a myth that has been passed down from father to son
   - **P** a letter written by someone who participated in an event
   - **S** an historical fiction written by an author who has done a lot of research about an even that took place a hundred years ago

3. 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 world view of the cultures that believe this saying to be true?
   **Examples**
   - the importance of the group and functioning within the group
   - children must learn the values and accepted behaviours of the community
   - children learn from others
   - everyone is responsible for his/her fellow community members
4. Write **T** for true and **F** for false.

   **T** The name Anishinabe means “the people”.
   **F** The Haudenosaunee moved yearly to find new soil to grow crops.
   **F** The Grand Council was a group of Haudenosaunee clan mothers who made decisions of the confederacy.
   **T** The Mi'kmaq inhabited the land along the Atlantic Ocean in what we now call New Brunswick, Prince Edward Island, the Gaspé Peninsula, and Nova Scotia.
   **T** The Haudenosaunee were an agricultural people who relied heavily on farming.
   **F** Wild rice was an important food in the traditional Mi'kmaq diet.
   **F** In the Anishinabe society, a person became a member of his or her mother's clan.
   **F** The Mi'kmaq moved seasonally and traditionally lived in the forests in the summer and near the coast in the winter.
   **T** The Anishinabe lived near the Great Lakes.

*Write the letter of the best answer to each question.*

5. **b** Clans are
   a. clubs.
   b. extended families.
   c. talking circles.
   d. spiritual leaders.

6. **c** In which way are the Mi'kmaq, Anishinabe, and Haudenosaunee **not** similar?
   a. They all had strong connections to the land.
   b. They are 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.

7. **d** Oral histories are
   a. representations of historical events.
   b. a “telling of incidents”.
   c. a way to record information.
   d. all of the above.
8. **b** The Haudenosaunee lived
   a. in the area around Hudson Bay.
   b. along the south shore of the St. Lawrence River.
   c. in the areas around the Gulf of St. Lawrence.
   d. in the area around the Great Lakes.

9. **a** Indigenous people
   a. are the original people of a land.
   b. are the people of a land with the greatest population.
   c. are any small groups.
   d. is a name that applies only to the Aboriginal people of Canada.

10. **a** Core values are
    a. important ideas or beliefs about how people should live.
    b. things that people do that make them generous and kind.
    c. things that Elders do.
    d. ideas that tell about Creation.

11. **d** In an oral culture, teachings and traditional stories are
    a. written down so that they will not be forgotten.
    b. created by children and told to their grandparents.
    c. recorded by parents on special papers.
    d. memorized and passed down from one generation to the next.

12. **c** A group’s economy refers to
    a. how it makes decisions.
    b. how it is organized.
    c. the way its people meet their basic needs.
    d. its government.

13. **b** The Plains First Nations
    a. lived in the area just off the Pacific Ocean coast.
    b. relied on the buffalo to meet most of their basic needs.
    c. were an example of a people who were not affected by the Europeans.
    d. moved from South America to the Plains regions of North America.
Write the letter of the word that goes in each space.

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14. The Canada we know today comes from the contributions of many different cultures. This is an example of   __b__.

15. The leader of the Mi'kmaq society was known as the   __d__.

16. Connections with the   __j__ are important to the identity of the Mi'kmaq, Anishnabe, and the Haudenosaunee.

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

18. The “Three Sisters” refers to the staple food of the Haudenosaunee and consists of corn, beans, and   __a__.

19. An overwhelming agreement and respect for everyone involved is called a   __e__.

20. An agreement among a group of nations to act together and support each other’s interests is a(n)   __h__.

21. The   __f__ is a group of fifty chiefs who were chosen and advised by the Clan Mothers.

22. The Mi'kmaq, Haudenosaunee, and Anishinabe were three   __j__ based in eastern Canada and were among the first to encounter the French and British explorers.

23. Traditional Mi’kmaq, Anishinabe, and Haudenosaunee societies emphasized making decisions as   __g__.
1. Explain how the land influenced a First Nation’s way of life. Be sure to give specific examples support your ideas.

First Nations groups used the resources from the land to meet their basic needs. The types of food, clothing, and shelter depended on the natural resources the land provided. The land also determined whether a particular group set up permanent villages or whether their homes needed to be more portable (e.g. rich soil meant that the Haudenosaunee could farm). The availability of food also influenced travel patterns (e.g., Mi’kmaq moved to coastal areas in warm months to fish and then to forested areas in cold months to hunt game).

2. Explain how a culture’s world view affects its way of life. Be sure to give specific examples of support your ideas.

A culture’s world view reflects its core values. These core values determine how a culture views nature and its relationship with nature. Core values also influence the type of hierarchy within society. First Nations groups valued the knowledge and wisdom of Elders, for example; thus, they were highly respected. Other core values are such things as respect and harmony, which are respected in such practices as making decisions by consensus. Finally, the belief in a spiritual world affects how a group explains the unexplainable by normal cognitive means.

3. Compare the role of Elders in First Nations cultures with the role of elders in your culture. ANSWERS MAY VARY. Generally, in the Hutterite culture, elders are very respected. Elders serve on governing bodies of any colony and in intercolony affairs. Roles within the Hutterite colony are very much determined by age.

4. Think about the role of women in the Mi’kmaq, Haudenosaunee, and Anishinabe cultures. In which culture is the role of women most like the role of women in your culture. Give reasons for your answer.

   ANSWERS MAY VARY. Most students will probably say that the role of women in the Anishnabe culture is most like their own culture.

   • Look after children and keep house
   • Play major role in harvesting/gathering food
   • Play major role in preserving food for winter
   • Influenced men in their decision making
Chapter 2

The French in North America

Key Concept: Imperialism

Chapter Inquiry: What kind of society did the French colonists create in their North American colonies?
Social Studies Grade Seven
Chapter 2
The French in North America

Contents

Lesson 2.1 European Imperialism 2
Lesson 2.2 France Takes an Interest in North America 3
Lesson 2.3 France Expands Its Empire 4
Lesson 2.4 Exploring Deeper Into the Continent 5
Lesson 2.5 Economy and Government in New France 6
Lesson 2.6 Chapter 2 Project: Drama and History 7
Lesson 2.7 Chapter 2: The French in North America - Review 8
Lesson 2.8 Chapter 2: The French in North America - Test 9
Lesson 2.1

Concept: European Imperialism

Resources/Materials: Voices and Visions, pages 30 – 35
Worksheets #7.2.1a, #7.2.1b, and #7.2.1c (student copies)
Worksheet #7.2.1d (optional, student copies)
Wall Map of the World

Introduction: Discuss the reasons why a colony splits (population too big, need more land, etc.)
Conclude that a colony splits because it needs more resources to support the residents.
Explain that in the mid-nineteenth century, countries all over the world were trying to expand their territories in order to get more resources. This is called imperialism. Most of the time, they used military force to take over new lands.
Use the wall map of the World to show students how the countries over Europe used to send caravans of merchants across land to Asia to get spices, silk cloth, precious stones, and tea. This proved to be dangerous and costly because the rulers of these lands would charge huge fees for allowing European traders to cross on their territories. Many times, the caravans were attacked. The European nations were looking for an alternate route to Asia.

Procedure:

1. Remind students that in the 1500s technology was much simpler than it is today. The airplane had not yet been invented. In fact, the motor hadn’t been invented.

2. Explain that as powerful countries around the world took over new territories, they established colonies. If a country had several colonies, it had an empire.

3. Refer students textbook, page 35. Explain that the map is called a thematic map. A thematic map shows a specific type of information – in this case, the different empires in the world in the 1500s to 1700s.

4. Have students read textbook, pages 30 – 35.

5. Distribute Worksheets #7.2.1a, #7.2.1b, and #7.2.1c. Go over the directions, if necessary.

6. OPTIONAL. Have students make a map similar to the one on pages 35 on the map on Worksheet #7.2.1d.

7. OPTIONAL. Have students do the Think It Through questions on textbook, page 35.

Assignments:

1. Read Voices and Visions, pages 30 – 35.
2. Do Worksheets #7.2.1a, #7.2.1b, and #7.2.1c.
3. OPTIONAL. Do Worksheet #7.2.1d.
4. OPTIONAL. Do the Think It Through questions, page 35.
European Imperialism

Directions: Use Voices and Visions, pages 30 – 35 to help you with the questions.

1. Define the terms.
   a. colony
   b. empire
   c. imperialism

2. Complete the sentences.
   a. The first Europeans to arrive in the land we called Canada were
   b. In the 1400s sailors from Spain, Portugal, and possibly England crossed the Atlantic Ocean to
   c. For centuries, the countries of Europe looked to India, China, Japan, and Indonesia to obtain
   d. To get to Asia and bring home these goods, the European traders travelled a route known as
   e. The route was dangerous because
   f. By the 1400s, the Europeans were looking for
   f. Portugal led the search for a water route to the Far East by

Worksheet #7.2.1a
g. In 1492, Spain was the first European country to send an explorer across the Atlantic Ocean. The explorer’s name was ________________________________

3. Complete the web to tell about the main reasons that the imperial countries of Europe wanted to expand their empires.

REASONS FOR EUROPEAN EXPANSION

Worksheet #7.2.1b
4. On the map below, show the trade routes from Europe to Asia in the mid-fifteenth century. (Use the map on page 33 of your textbook to help you.) Include a title for the map and a legend. In addition, label all the continents and oceans.

5. How do you think the people felt when more powerful countries took over their lands to make colonies? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
European Imperialism

Directions: Use Voices and Visions, pages 30 – 35 to help you with the questions.

1. Define the terms.
   a. colony: territory of land that is controlled by another country
   b. empire: networks of colonies controlled by a single country
   c. imperialism: a country extending its control over other countries, often using economic or military means

2. Complete the sentences.
   a. The first Europeans to arrive in the land we called Canada were the Norse, who sailed from Scandinavia 1000 years ago.
   b. In the 1400s sailors from Spain, Portugal, and possibly England crossed the Atlantic Ocean to catch fish off the coast of Newfoundland and Labrador.
   c. For centuries, the countries of Europe looked to India, China, Japan, and Indonesia to obtain spices, tea, silk, porcelain, and precious gems.
   d. To get to Asia and bring home these goods, the European traders travelled a route known as the Silk Road.
   e. The route was dangerous because ambush parties would often attack the traders.
   f. By the 1400s, the Europeans were looking for another route to Asia, preferably a water route.
   f. Portugal led the search for a water route to the Far East by sending ships around the tip of Africa as far as India.
g. In 1492, Spain was the first European country to send an explorer across the Atlantic Ocean. The explorer’s name was Christopher Columbus.

3. Complete the web to tell about the main reasons that the imperial countries of Europe wanted to expand their empires.

- Economics:
  - European countries set up colonies so they could claim the resources of the land for themselves.

- Competition:
  - European countries competed with each other for land and resources. The more land they controlled, the more resources they had, and the more wealth and prestige they had.

- Religion:
  - Most Europeans were Christians. There was competition between Protestant and Catholic countries.

- Curiosity:
  - The Europeans wanted to know what lay beyond the horizon. New technologies and improvements in navigation helped them to travel farther.
4. On the map below, show the trade routes from Europe to Asia in the mid-fifteenth century. (Use the map on page 33 of your textbook to help you.) Include a title for the map and a legend. In addition, label all the continents and oceans.

5. How do you think the people felt when more powerful countries took over their lands to make colonies? Explain.

- most likely angry → hostility would result
- perhaps felt hopeless and homeless
- resentment
Lesson 2.2

Concept: France Takes an Interest in North America

Resources/Materials: Voices and Visions, pages 36 – 38
- Worksheets #7.2.2a and #7.2.2b (student copies)
- Globe
- Wall Map of the World
- Wall Map of Canada
- Any grocery item that has French and English labels/ingredient lists, etc.

Introduction: Hold up the grocery item. Point out the French and English print. Explain that the reason why items sold in Canada have directions and ingredient lists in French as well as in English goes back more than 500 years. It all started with French imperialism.

Procedure:

1. Display the map of the world. Point out France. Remind students that Europeans wanted to find an alternate route to Asia. As it turns out, the route around Africa was dangerous because in some places the waters were very rough and ships could capsize or get wrecked.

2. Explain further that at that time, the common thought was that the world was flat and if you sailed too far, you would drop off the edge. Some, like Columbus did think that the world was round and that if you sailed far enough west you would eventually end up in Asia. (Show students on the globe how this works.)

3. Explain that the king of France sent a sailor named Jacques Cartier to find a new way to Asia by the “western” route. Have students speculate how he and the First Nations of North America might interact.


5. Distribute Worksheets #7.2.2a and #7.2.2b. Go over the directions, if necessary.

6. OPTIONAL. Have students role play the interaction between Cartier and Donnacona OR write a short play about their meeting.

Assignments:

2. Do Worksheets #7.2.2a and #7.2.2b.
3. OPTIONAL. Role play or write a play about the interaction between Cartier and Donnacona.
Directions: Use *Voices and Visions*, pages 35 – 38 to help you with the questions.

1. Interactions between groups is sometime characterized as competition, conflict, or sometimes as cooperation. For each statement below write *competition*, *conflict*, or *cooperation*.

_____________ King François I of France wanted to find an alternate route to Asia before the other countries of Europe.

_____________ Cartier traded knives and other iron goods with the Mi'kmaq for furs and skins.

_____________ In 1534 Cartier erected a large wooden cross on Haudenosaunee lands, claiming the land for France.

_____________ Cartier kidnapped two of Donnacoma's sons and took them back to France to prove to the kind what he had found.

_____________ When Cartier returned from France in 1535, the Haudenosaunee showed Cartier and his men how to survive in this new land.

_____________ The Haudenosaunee told Cartier about a land northeast of their village where there were fruit trees, metals, and gems.

_____________ In 1536, Cartier forcibly took Donnacoma and nine other villagers back to Europe, where they later died.

_____________ In 1542, Cartier returned to the Haudenosaunee, telling them that Donnacoma and the others were living well in Europe. The Haudenosaunee did not believe Cartier and were hostile toward him.

2. In what ways were Cartier's voyages to Canada successful? In what ways were they unsuccessful?

<table>
<thead>
<tr>
<th>Successful</th>
<th>Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.2.2a
3. In what ways does Cartier's interactions with First Nations people demonstrate ethnocentric behaviour?

4. How would you describe the behaviour of the Haudenosaunee toward Cartier and his men?

5. Use the map below to show the three routes travelled by Cartier during his voyages. Give the map a title and make legend.
Directions: Use Voices and Visions, pages 35 – 38 to help you with the questions.

1. Interactions between groups is sometime characterized as competition, conflict, or sometimes as cooperation. For each statement below write competition, conflict, or cooperation.

   competition  King François I of France wanted to find an alternate route to Asia before the other countries of Europe.

   cooperation  Cartier traded knives and other iron goods with the Mi’kmaq for furs and skins.

   conflict  In 1534 Cartier erected a large wooden cross on Haudenosaunee lands, claiming the land for France.

   conflict  Cartier kidnapped two of Donnacona’s sons and took them back to France to prove to the kind what he had found.

   cooperation  When Cartier returned from France in 1535, the Haudenosaunee showed Cartier and his men how to survive in this new land.

   cooperation  The Haudenosaunee told Cartier about a land northeast of their village where there were fruit trees, metals, and gems.

   conflict  In 1536, Cartier forcibly took Donnacona and nine other villagers back to Europe, where they later died.

   conflict  In 1542, Cartier returned to the Haudenosaunee, telling them that Donnacona and the others were living well in Europe. The Haudenosaunee did not believe Cartier and were hostile toward him.

2. In what ways were Cartier’s voyages to Canada successful? In what ways were they unsuccessful?

<table>
<thead>
<tr>
<th>Successful</th>
<th>Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>• claimed new territory for France</td>
<td>• did not find route to Asia</td>
</tr>
<tr>
<td>• found new resources (furs, fish)</td>
<td>• did not find gold or diamonds</td>
</tr>
<tr>
<td>• learned more about surviving in the new territory</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.2.2a
3. In what ways does Cartier's interactions with First Nations people demonstrate ethnocentric behaviour?

- Cartier thought it was his right to claim the land for France.
- Cartier took Donnacona and his sons to France against their will.

4. How would you describe the behaviour of the Haudenosaunee toward Cartier and his men?

- At first, Haudenosaunee tried to help Cartier and his men survive.
- Later, they were hostile toward him.

5. Use the map below to show the three routes travelled by Cartier during his voyages. Give the map a title and make a legend.
Lesson 2.3

Concept: France Expands Its Empire

Resources/Materials: Voices and Visions, pages 39 – 41
Worksheet #7.2.3a (transparency)
Worksheets #7.2.3b and #7.2.3c (student copies)
Wall Map of Canada

Introduction: Review that the king of France sent Jacques Cartier across the Atlantic to look for a new route to Asia. Cartier did not find the new route, but he did discover a new land. Remind students that Cartier tried to establish a settlement in Canada, but the climate was too harsh and the territory unfamiliar. Explain that almost sixty years later, the French once again showed interest in Canada. They were after one thing — furs, and specifically beaver furs. Put up the transparency of the beaver. Then explain further that the furs of the beaver were primarily used to make felt hats made from beaver furs. (Point out the different hat styles.) In Europe, felt hats were all the rage. The beaver had been trapped to near extinction in Europe and the merchants had to find a new source. That was Canada!

Procedure:

1. Explain that the French decided to build a colony in the new world. They decided that the territory inhabited by the Mi’kmaq was the best location. They called the colony Acadia. (Point out on the map of Canada.) A French nobleman named Pierre La Monts was in charge of setting up that colony.

2. Shortly after, France decided to establish a second colony around the St. Lawrence River. (Point out on the map of Canada.) Discuss reasons why these locations were chosen for colonies (closeness to major bodies of water, had already been “claimed” by France, closer to France). A map maker and explorer named Samuel de Champlain was in charge.

3. Have students turn to textbook, page 39. Have students read pages 39 – 41 to find out more about these two colonies and more about Samuel de Champlain.

4. Distribute Worksheets #7.2.3b and #7.2.3c. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 41.

Assignments:

1. Read Voices and Visions, pages 39 – 41.
2. Do Worksheets #7.2.3b and #7.2.3c.
3. OPTIONAL. Do the Think It Through questions, page 41.
Felt Hats Made from Beaver Fur

"CONTINENTAL" HAT

NAVAL COCKED HAT

A CLERICAL TYPE

THE PARIS BEAU

THE WELLINGTON

THE D'ORSAY

THE REGENT

ARMY HAT
France Expands Its Empire

Directions: Use Voices and Visions, pages 39 – 41 to help you answer the questions.

1. Answer T for true and F for false.

   _____ After Cartier left North America, the French were no longer concerned with this part of the world.

   _____ The French returned to Canada in the early 1600s.

   _____ The French wanted access to an abundant fur supply.

   _____ The king of France, Louis XIII no longer cared about expanding the French Empire.

   _____ One of the reasons that the king of France was anxious to establish a colony in Canada was he wanted to be more powerful.

   _____ Louis XIII decided he would pay for establishing a new colony by granting a group of merchants a monopoly on the fur trade in exchange for building settlements in North America.

2. Write A if the statement is about Acadia and Q if it is about Québec.

   _____ It was established by Pierre La Monts.

   _____ It was established on Haudenosaunee, Algonquin, and Montagnais lands.

   _____ It was established on traditional Mi'kmaq lands.

   _____ At first, the Aboriginal people did not object to the newcomers.

   _____ The French did not interfere with the fishing and hunting activities of the Aboriginal people.

   _____ It was established by Samuel de Champlain.

   _____ It was established where Jacques Cartier had built a fort.

   _____ It was named after an Algonquin word meaning “where the river narrows”.

   _____ Most of the newcomers died during the first winter.

   _____ The colonists spread out along the shores of the Bay of Fundy and survived by farming, fishing, and hunting.

   _____ The first settlement was called Port Royal.
3. Write two or three sentences telling about how the First Nations treated the colonists in Acadia and Québec.

4. The activities of Samuel de Champlain were positive for some and negative for others. For each action, tell for whom it was positive and for whom it was negative.

<table>
<thead>
<tr>
<th>Activity/Action</th>
<th>Was Positive For</th>
<th>Was Negative For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decided to build a settlement at Stadacona.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuaded the king of France to send more French colonists to Québec.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established an alliance with the Wendat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. On the map below label the locations of three French settlements and the five routes Champlain took. Give your map a title. Make a legend.
Directions: Use *Voices and Visions*, pages 39 – 41 to help you answer the questions.

1. Answer T for true and F for false.

   F  After Cartier left North America, the French were no longer concerned with this part of the world.

   T  The French returned to Canada in the early 1600s.

   T  The French wanted access to an abundant fur supply.

   F  The king of France, Louis XIII no longer cared about expanding the French Empire.

   T  One of the reasons that the king of France was anxious to establish a colony in Canada was he wanted to be more powerful.

   T  Louis XIII decided he would pay for establishing a new colony by granting a group of merchants a monopoly on the fur trade in exchange for building settlements in North America.

2. Write A if the statement is about Acadia and Q if it is about Québec.

   A  It was established by Pierre La Monts.

   Q  It was established on Haudenosaunee, Algonquin, and Montagnais lands.

   A  It was established on traditional Mi’kmaq lands.

   A  Q  At first, the Aboriginal people did not object to the newcomers.

   A  The French did not interfere with the fishing and hunting activities of the Aboriginal people.

   Q  It was established by Samuel de Champlain.

   Q  It was established where Jacques Cartier had built a fort.

   Q  It was named after an Algonquin word meaning “where the river narrows”.

   Q  Most of the newcomers died during the first winter.

   A  The colonists spread out along the shores of the Bay of Fundy and survived by farming, fishing, and hunting.

   A  The first settlement was called Port Royal.
3. Write two or three sentences telling about how the First Nations treated the colonists in Acadia and Québec.

- tried to help them survive by sharing knowledge, food, supplies
- became suspicious and hostile after realizing colonists in Québec intended to take over. The Acadians had a more positive relationship with First Nations.

4. The activities of Samuel de Champlain were positive for some and negative for others. For each action, tell for whom it was positive and for whom it was negative.

<table>
<thead>
<tr>
<th>Activity/Action</th>
<th>Was Positive For</th>
<th>Was Negative For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decided to build a settlement at Stadacona.</td>
<td>colonists</td>
<td>First Nations</td>
</tr>
<tr>
<td>Persuaded the king of France to send more French colonists to Québec.</td>
<td>France/Québec</td>
<td>First Nations</td>
</tr>
<tr>
<td>Established an alliance with the Wendat</td>
<td>Quèbec/Wendat</td>
<td>Haudenosaunee</td>
</tr>
</tbody>
</table>

6. On the map below label the locations of three French settlements and the five routes Champlain took. Give your map a title. Make a legend.
Lesson 2.4

Concept: Exploring Deeper into the Continent

Resources/Materials: Voices and Visions, pages 42 – 44
Worksheets #7.2.4a and #7.2.4b (student copies)
Wall Map of the World
Wall Map of North America

Introduction: Recall with students that one of the most valuable resources to European countries were furs. Beaver furs were the most prized, but furs from other animals were also in demand. It was the furs that made France decided to establish settlements in Acadia and Québec.

Display the map of North America. Point out that so many animals were being trapped for their furs in the area immediately around the St. Lawrence River and in the Maritimes, that the number of beaver in those areas was declining rapidly. France had to find a new source of furs. They decided to go further north and west. The trouble was that the locations where the beavers were trapped and the fur trading posts in Montréal were quite a distance apart. The solution – hire young men to go out north and west to where the First Nations trapped the beavers, trade for the furs, and bring them back to the trading posts. These young men were called coureurs de bois – runner of the woods.

Procedure:

1. Discuss with students what kind of person would decide to be a coureur de bois.

2. Then discuss the fact that many of the First Nations people had come to rely on the fur trade. When the fur-bearing animal populations in their own territories decreased, they went into the territories of other First Nations. Discuss the consequences of this action.

3. Have students turn to textbook, page 42. Point out the map of New France on page 43. If necessary, use the wall map of the world to point out the locations of the European countries that had claim territories in North, Central, and northern South America.

4. Guide the reading of pages 42 – 44, if you have the time; otherwise, tell students to read the pages independently.

5. Distribute Worksheets #7.2.4a and #7.2.4b. Go over the directions, if necessary.

6. OPTIONAL. Have the students write a wanted ad for a coureur de bois.

7. OPTIONAL. Have students do the Think It Through questions on textbook, page 44.

Assignments:

1. Read Voices and Visions, pages 42 – 44.
2. Do Worksheets #7.2.4a and #7.2.4b.
3. OPTIONAL. Write a wanted ad for a coureur de bois.
4. OPTIONAL. Do the Think It Through questions, page 44.
Directions: Use *Voices and Visions*, pages 42 – 44 to help you with the questions.

1. Complete the web about the coureurs de bois.

   - **COUREURS DE BOIS**
     - Job Description
     - Character Traits
     - Skills Needed
     - Who They Were

2. Complete the chart to tell about the activities of three coureurs de bois.

<table>
<thead>
<tr>
<th>Coureur de Bois</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Étienne Brûlé</td>
<td></td>
</tr>
<tr>
<td>Pierre Radisson and Sieur des Groseilliers</td>
<td></td>
</tr>
</tbody>
</table>
3. Examine the map at the bottom of page 43. How do you feel First Nations groups might feel about it? Tell why.


4. Both the fur merchants and First Nations benefited from the fur trade. Complete the chart to show how.

<table>
<thead>
<tr>
<th>How Fur Merchants Benefited</th>
<th>How First Nations Benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Why do you think the king of France sent Louis Jolliet and Jacques Marquette to explore the Mississippi River?


6. What did René Robert Cavelier de la Salle do and why was it important to France?


7. How did Europeans’ and First Nations’ perspective of land ownership differ?

<table>
<thead>
<tr>
<th>European Perspective</th>
<th>First Nations Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.2.4b
Exploring Deeper into the Continent

Directions: Use Voices and Visions, pages 42 – 44 to help you with the questions.

1. Complete the web about the coureurs de bois.

   **COUREURS DE BOIS**

   - **Job Description**
     - travel to remote locations and trade for furs
     - bring furs to merchants in Québec
   
   - **Character Traits**
     - strong
     - determined
     - persuasive
     - brave
     - adventurous

   - **Skills Needed**
     - paddle canoe
     - know First Nation language(s)

   - **Who They Were**
     - French or Métis
     - young

2. Complete the chart to tell about the activities of three coureurs de bois.

<table>
<thead>
<tr>
<th>Coureur de Bois</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Étienne Brûlé</td>
<td>• one of the first coureurs de bois</td>
</tr>
<tr>
<td></td>
<td>• lived with Wendat</td>
</tr>
<tr>
<td>Pierre Radisson and Sieur des</td>
<td>• Radisson lived with Mohawk for two years → learned to speak Mohawk,</td>
</tr>
<tr>
<td>Groseilliers</td>
<td>survive in woods</td>
</tr>
<tr>
<td></td>
<td>• Radisson and Groseilliers became coureurs de bois travelling to the</td>
</tr>
<tr>
<td></td>
<td>far end of Lake Superior</td>
</tr>
<tr>
<td></td>
<td>• through travels came to know country well</td>
</tr>
<tr>
<td></td>
<td>• travelled to Hudson Bay</td>
</tr>
</tbody>
</table>
3. Examine the map at the bottom of page 43. How do you feel First Nations groups might feel about it? Tell why. *Answers may vary.*

- disturbed that so much of their land has been claimed by *European countries*
- indignant that European countries has claimed their traditional lands without any consultation

4. Both the fur merchants and First Nations benefited from the fur trade. Complete the chart to show how.

<table>
<thead>
<tr>
<th>How Fur Merchants Benefited</th>
<th>How First Nations Benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>got furs</em></td>
<td><em>got knives, kettles, mirrors, guns</em></td>
</tr>
</tbody>
</table>

5. Why do you think the king of France sent Louis Jolliet and Jacques Marquette to explore the Mississippi River?

- wanted to claim these lands for France and use the resources
- wanted another access point in North America

6. What did René Robert Cavelier de la Salle do and why was it important to France?

- reached the mouth of the Mississippi River, giving France a claim to all the land around the river

7. How did Europeans' and First Nations' perspective of land ownership differ?

<table>
<thead>
<tr>
<th>European Perspective</th>
<th>First Nations Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>once you owned land, you had complete control over it</em></td>
<td><em>Land cannot belong to a particular person or group; it can only be used</em></td>
</tr>
<tr>
<td><em>you own land until you decide to give it up</em></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2.5

Concept: Economy and Government in New France

Resources/Materials: Voices and Visions, pages 45 – 50
Worksheets #7.2.5a, #7.5.2b, #7.5.2c, and #7.5.2d (student copies)
Wall Map of Canada

Introduction: Explain that all of France’s territories in North America were together referred to as New France. New France was divided into five territories: Acadia, Hudson Bay, Newfoundland, Louisiana, and Canada.

Explain also that the authors of Visions and Voices refer to the territory along the St. Lawrence River as New France (and not Canada). When the authors of the textbook talk about New France, they are not referring to all of France’s territories in North America, they only refer to the territory along the St. Lawrence. Today’s lesson is about the development of the lands along the St. Lawrence – New France.

Review that France wanted its territories because it could provide resources to France. The king of France wanted to maintain control over New France so he appointed wealthy and powerful friends to govern the colony.

Procedure:

1. Seigneurial System. Explain that because France’s claim in North America were so large, the king felt he needed to increase the population. If he didn’t, some other country might try to take over. He decided to divide up the best lands along the St. Lawrence River and give or sell it cheaply to wealthy French citizens. This person was called a seigneur and the area of land he controlled was called a seigneury. The seigneur divided up his large parcel of land into strips. And each strip was farmed by a man called a habitant and his family. In return for being allowed to farm, the habitant had to give some of his harvest to the seigneur and also do work for the seigneur.

2. Have students turn to textbook, page 45. Then have them turn over to page 46. Use the graphic to briefly show students how the government of New France was structured.

3. Explain that today students will learn about the government of New France and more about the people who lived there.


5. Distribute Worksheets #7.2.5a, #7.2.5b, #7.2.5c, and #7.5.2d.

6. OPTIONAL. Have students do the Think It Through questions on textbook, page 50.

Assignments:

2. Do Worksheets #7.2.5a, #7.2.5b, #7.2.5c, and #7.2.5d.
3. OPTIONAL. Do the Think It Through questions, page 50.
Economy and Government in New France

Directions: Use Voices and Visions, pages 45 – 50 to help you with the questions.

1. Complete the graphic below to show how the Government of New France was organized.

The Government of New France

KING OF FRANCE

GOVERNMENT OF FRANCE

Minister of Marine

SOVEREIGN COUNCIL

LESSTER OFFICIALS

CITIZENS OF NEW FRANCE

2. Explain the role of these members of the Sovereign Council.

<table>
<thead>
<tr>
<th>Member of Sovereign Council</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td></td>
</tr>
<tr>
<td>Intendant</td>
<td></td>
</tr>
<tr>
<td>Bishop</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.2.5a
3. The interaction between the First Nations and the colonists was sometimes positive and sometimes negative. Complete the chart about these interactions.

<table>
<thead>
<tr>
<th>INTERACTIONS BETWEEN FIRST NATIONS AND COLONISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Interactions</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

4. The Catholic Church played a major role in the colonization and development of New France. Complete the chart to tell about some of its activities and accomplishments.

<table>
<thead>
<tr>
<th>THE CATHOLIC CHURCH IN NEW FRANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
</tr>
<tr>
<td>priests</td>
</tr>
<tr>
<td>missionaries</td>
</tr>
<tr>
<td>nuns</td>
</tr>
</tbody>
</table>
5. Who were the filles de roi?

6. In the seigneurial system, what were the roles/responsibilities of each of the following?
   a. king
   b. seigneur
   c. habitants

7. There are advantages and disadvantages to the seigneurial system. What would they be?

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seigneur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habitants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. The illustration shows the typical layout of a seigneury. The dark wavy band at the bottom is the St. Lawrence River.

a. What would be the advantage of being a habitant with a strip of land in the First Row?

b. Would there be any disadvantages to having a strip of land in the First Row?

c. The habitants would divide their land for their children once they had families of their own. This sometimes became problematic. Why?
Directions: Use *Voices and Visions*, pages 45 – 50 to help you with the questions.

1. Complete the graphic below to show how the Government of New France was organized.

**The Government of New France**

- King of France → Government of France → Minister of Marine → Sovereign Council → Governor, Intendant, Bishop, Appointed Councillors → Lesser Officials → Governors of Montreal and Trois Rivieres, Captain of the Militia, Seigneurs, Priests → Citizens of New France

2. Explain the role of these members of the Sovereign Council.

<table>
<thead>
<tr>
<th>Member of Sovereign Council</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td>Most powerful member of Sovereign Council, took charge of defence of the colony and relations with allies and enemies.</td>
</tr>
<tr>
<td>Intendant</td>
<td>Second most important official, in charge of the day-to-day affairs of the colony.</td>
</tr>
<tr>
<td>Bishop</td>
<td>Head of the church in the colony, also played role in politics.</td>
</tr>
</tbody>
</table>
3. The interaction between the First Nations and the colonists was sometimes positive and sometimes negative. Complete the chart about these interactions.

<table>
<thead>
<tr>
<th>INTERACTIONS BETWEEN FIRST NATIONS AND COLONISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Interactions</td>
</tr>
<tr>
<td>· Habitants adopted many skills and technologies of the First Nations</td>
</tr>
<tr>
<td>· French and Wendat were allies during the early days</td>
</tr>
<tr>
<td>Negative Interactions</td>
</tr>
<tr>
<td>· Haudenosaunee sometimes attacked colonists</td>
</tr>
<tr>
<td>· French soldiers burned homes and villages of Haudenosaunee</td>
</tr>
</tbody>
</table>

4. The Catholic Church played a major role in the colonization and development of New France. Complete the chart to tell about some of its activities and accomplishments.

<table>
<thead>
<tr>
<th>THE CATHOLIC CHURCH IN NEW FRANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: spread the Catholic faith</td>
</tr>
<tr>
<td>priests</td>
</tr>
<tr>
<td>· preached to the colonists</td>
</tr>
<tr>
<td>· wrote about the work and travels</td>
</tr>
<tr>
<td>missionaries</td>
</tr>
<tr>
<td>· pioneered canoe routes into interior of continent</td>
</tr>
<tr>
<td>· wrote accounts of their travels</td>
</tr>
<tr>
<td>nuns</td>
</tr>
<tr>
<td>· set up schools to teach girls cooking, sewing, reading, writing</td>
</tr>
<tr>
<td>· set up hospitals</td>
</tr>
</tbody>
</table>
5. Who were the filles de roi?

young single girls sent to New France to marry men and start families

6. In the seigneurial system, what were the roles/responsibilities of each of the following?

a. king
- grant large tracts of land to seigneurs

b. seigneur
- find colonists to settle the land
- build a mill and a church

c. habitants
- farm the land
- give portion of harvest to the seigneur

7. There are advantages and disadvantages to the seigneurial system. What would they be?

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seigneur</td>
<td>could become wealthy if crops were good</td>
<td>- if crops were poor, he would not do well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- had to supervise the habitants</td>
</tr>
<tr>
<td>Habitants</td>
<td>could make a living and be somewhat independent</td>
<td>could not own the land</td>
</tr>
</tbody>
</table>

Worksheet #7.2.5c
8. The illustration shows the typical layout of a seigneur. The dark wavy band at the bottom is the St. Lawrence River.

a. What would be the advantage of being a habitant with a strip of land in the First Row?
   - could use the river for transportation
   - could use the river for irrigation

b. Would there be any disadvantages to having a strip of land in the First Row?
   - possibly flooding

—
c. The habitants would divide their land for their children once they had families of their own. This sometimes became problematic. Why?
   - strips would become increasingly narrow
   - if a habitant had several children, he could have to divide up his land into several pieces. The pieces could end up being too small to support a family.
Lesson 2.6

Concept: Chapter 2 Project: Drama and History

Resources/Materials: Voices and Visions, page 51

Introduction: Explain that the French explorers, missionaries, and colonists have all played a significant role in the history of Canada. We think about French Canadians, we often think about their lives today and the issues that are important to them. Just like we can appreciate the lives of Hutterites today by knowing about the past, we can appreciate the lives of French Canadians by knowing about their past.

Procedure:

1. Explain that it is now time to wrap-up Chapter 2.

2. NOTE: The Chapter 2 Project may be more suited to a larger group of students than you have and to a group that has access to more resources. As an alternative to the suggested project, you may want to consider having your students do one of the following or another activity of your choosing:

   • Write a summary of the events having to do with the French in North America, starting with their desire to find a new route to Asia and ending with the establishment of seigneuries in New France.

   • Illustrate and write a caption for what you perceive is the most interesting event Chapter 2.

   • Make chart summarizing the benefits and harmful consequences to the First Nations of the French presence in North America.

Assignment:

Do one of the activities above or one of your choosing.
Lesson 2.7 (Optional)

Concept: Chapter 2: The French in North America – Review

Resources/Materials: Chapter 2: The French in North America – Review Sheets (student copies)

Introduction: Explain that today the Province of Québec is a French-speaking province, as are many other parts of Canada, including Alberta. This is because of the contributions made by early French explorers, fur traders, and colonists. Explain that it is now time to review.

Procedure:

1. If you have the time, briefly go over the main concepts covered in Chapter 2.
   - Imperialism
   - France’s search for an alternate route to Asia
   - Jacques Cartier
   - Fur trade
   - Samuel de Champlain
   - Coureurs de bois
   - New France
   - Effect of French exploration and settlement on First Nations

2. Distribute the Chapter 2 review sheets. Have students complete them independently.

3. If possible, check the answers as a group, in class.

Assignment:

Do the Chapter 3 Review Sheets.
1. Write 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.

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

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

_____ Jacques Cartier was British sailor.

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

_____ Samuel de Champlain made friends with the Montagnais, Algonquin, and Wendat First Nations.

_____ Champlain was respectful of the First Nations he encountered in every way.

_____ Pierre de Monts established a settlement at Port Royal in Acadia, which became the first settlement in New France.

2. Write 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 kidnapped two 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.
3. Match the words in the box to the phrases and sentences.

<table>
<thead>
<tr>
<th>a. colony</th>
<th>b. imperialism</th>
<th>c. empire</th>
<th>d. scurvy</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Donnacona</td>
<td>f. barter</td>
<td>g. monopoly</td>
<td>h. Québec</td>
</tr>
</tbody>
</table>

_____ an Algonquin word meaning “the place where the river narrows”

_____ trade

_____ disease caused by not having enough vitamin C in the diet

_____ a territory controlled by another country

_____ when only one company or group is allowed to sell or trade a product in an area

_____ a network of colonies controlled by a single country

_____ a Haudenosaunee leader

_____ a country extending its control over other countries, often using economic or military force

4. What are four reasons that imperial countries of Europe wanted to expand their empires?

   a. 

   b. 

   c. 

   b. 

For each question write the letter of the best answer.

5. _____ Which of the following was not a French territory in North America in the 1700s?

   a. Louisiana
   b. Acadia
   c. Québec
   d. Rupert’s Land
6. ______ After Cartier’s voyages, what is the main reason that French explorers returned to North America?

   a. They were looking for gold.
   b. There was big demand for furs in Europe.
   c. The French wanted to make friends with the First Nations peoples.
   d. The king was thinking of building a palace in the new world.

7. ______ From the perspective of the Europeans, the greatest benefit of trading with the Mi’kmaq was

   a. relationship building.
   b. accumulating wealth.
   c. dominating a weaker nation.
   d. goodwill and respect.

8. ______ Which of the following was not part of Acadia?

   a. Prince Edward Island
   b. Nova Scotia
   c. Newfoundland
   d. Gaspé Peninsula

9. ______ Which part of Acadia had the largest numbers of French settlers in the 1600s?

   a. along the shores of the Bay of Fundy
   b. the eastern coast of Nova Scotia
   c. the interior of New Brunswick
   d. north of the St. Lawrence River

10. ______ What was the main role of the coureurs de bois?

    a. interpreter
    b. guide
    c. fur trader
    d. merchant

11. ______ What was the main reason that the fur trade expanded farther west?

    a. The furs were better in the west.
    b. The areas around the St. Lawrence River were becoming trapped out.
    c. The First Nations people were friendlier in the west.
    d. The coureurs de bois needed work.

12. ______ What was the main reason that the king of France wanted Jolliet and Marquette to explore territories to the south?

    a. He wanted to expand the French Empire.
    b. There was promise of better fishing in the south.
    c. First Nations were more likely to be helpful in the south.
    d. First Nations were willing to sell land to the French.
13. Match these people in New France with their descriptions.

| a. governor | b. intendant | c. bishop | d. habitant |
| e. seigneur | f. priest | g. filles de roi | h. nuns |

_____ They were sent by the king of France to marry colonists in New France.

_____ He was given land to farm in return for a portion of his harvest.

_____ He was in charge of the day-to-day affairs of the colony.

_____ He role was to look after the spiritual needs of the colonists.

_____ They built hospitals and taught girls how to read, write, sew, and cook.

_____ He took charge of the defence of the colony and of its relations with allies and enemies.

_____ He was granted a large tract of land by the king. In return, he found people to farm the land.

_____ He was the head of the Catholic Church in New France.

14. In what way was the habitants’ interaction with First Nations positive?

________________________________________________________________________

________________________________________________________________________

In what way was it negative?

________________________________________________________________________

________________________________________________________________________
1. Write **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** Most European explorers were looking for a route to Asia by sailing west.

   **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 Mi'kmaq viewed trading as a way to establish good relations with other people.

   **F** Jacques Cartier was British sailor.

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

   **T** Samuel de Champlain made friends with the Montagnais, Algonquin, and Wendat First Nations.

   **F** Champlain was respectful of the First Nations he encountered in every way.

   **T** Pierre de Monts established a settlement at Port Royal in Acadia, which became the first settlement in New France.

2. Write **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.

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

   **CA** **CH** He and his sailors brought diseases that killed huge numbers of First Nations people.
3. Match the words in the box to the phrases and sentences.

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- h an Algonquin word meaning “the place where the river narrows”
- f trade
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- c a network of colonies controlled by a single country
- e a Haudenosaunee leader
- b a country extending its control over other countries, often using economic or military force

4. What are four reasons that imperial countries of Europe wanted to expand their empires?

a. economics
b. competition
c. religion
d. curiosity

For each question write the letter of the best answer.

5. d Which of the following was not a French territory in North America in the 1700s?

a. Louisiana
b. Acadia
c. Québec
d. Rupert’s Land
6. **b** After Cartier’s voyages, what is the main reason that French explorers returned to North America?
   a. They were looking for gold.
   b. There was big demand for furs in Europe.
   c. The French wanted to make friends with the First Nations peoples.
   d. The king was thinking of building a palace in the new world.

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

8. **c** Which of the following was not part of Acadia?
   a. Prince Edward Island
   b. Nova Scotia
   c. Newfoundland
   d. Gaspé Peninsula

9. **a** Which part of Acadia had the largest numbers of French settlers in the 1600s?
   a. along the shores of the Bay of Fundy
   b. the eastern coast of Nova Scotia
   c. the interior of New Brunswick
   d. north of the St. Lawrence River

10. **c** What was the main role of the coureurs de bois?
    a. interpreter
    b. guide
    c. fur trader
    d. merchant

11. **b** What was the main reason that the fur trade expanded farther west?
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    d. The coureurs de bois needed work.

12. **c** What was the main reason that the king of France wanted Jolliet and Marquette to explore territories to the south?
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<th>b. intendant</th>
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<th>d. habitant</th>
<th>e. seigneur</th>
<th>f. priest</th>
<th>g. filles de roi</th>
<th>h. nuns</th>
</tr>
</thead>
</table>

   
   g. They were sent by the king of France to marry colonists in New France.

d. He was given land to farm in return for a portion of his harvest.

b. He was in charge of the day-to-day affairs of the colony.

f. He role was to look after the spiritual needs of the colonists.

h. They built hospitals and taught girls how to read, write, sew, and cook.

a. He took charge of the defence of the colony and of its relations with allies and enemies.

e. He was granted a large tract of land by the king. In return, he found people to farm the land.

c. He was the head of the Catholic Church in New France.

14. In what way was the habitants' interaction with First Nations positive?

   taught habitants how to survive in New France

   (allies with the Wendat)

In what way was it negative?

   Haudenssonee often attacked habitant as they worked in the fields
Lesson 2.8

Concept: Chapter 2: The French in North America – Test

Resources/Materials: Chapter 2: The French in North America – Test (student copies)

NOTE: You may choose to have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

True/False

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

1. In the 1600s the demand for furs in Europe was increasing. **T**

2. The Mi‘kmaq people did not benefit from their trade with the French. **F**

3. Explorers kidnapped and took First Nations people back to Europe with them to show their kings to prove the value of their expeditions. **F**

4. European explorers were looking for a sea route to Asia by sailing west. **T**

5. Samuel de Champlain followed Jacques Cartier’s path into the new world, exploring the St. Lawrence River and establishing a settlement in Québec. **T**

6. Jacques Cartier was the first European to land in North America. **T**

7. From the beginning the Haudenosaunee were not friendly with the French explorers. **T**

8. Jacques Cartier returned to France and became rich because he had found diamonds and gold. **F**

9. After Cartier’s settlement on the St. Lawrence River failed, the French completely ignored North America. **F**

10. The First Nations’ traditional way of life began to change as a result of interaction with European explorers. **T**
Multiple Choice

Write the letter of the choice that best completes each sentence or answers the question.

11. The idea of claiming and controlling new land and territories for one’s homeland is best known as

a. durability.  b. manoevring.  
c. colonization. d. imperialism.

12. The first European people ever to set foot on what is today known as North America were the

c. Vikings  d. Spanish.

13. Which of the following was the main reason for European exploration across the Atlantic Ocean?

a. curiosity of young adventurers  
b. disruption of trade routes to Asia  
c. desire to spread religion  
d. European population explosion

14. Christopher Columbus did not find Asia, but instead landed in

a. France.  b. the Caribbean.  
c. the Middle East. d. South America.

15. 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. dominating weaker nations.  
c. trading and accumulating wealth d. goodwill and respect.

16. 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 for France.  
c. peace sign with the Stadacona people.  
d. worshipping idol.
17. Who is know and the “Father of New France”?

a. Christopher Columbus  
b. Samuel de Champlain  
c. Pierre Radisson  
d. Jacques Cartier

*Use the information below to answer questions 18 and 19.*

18. From the information in the map, you can tell that

a. Cartier’s travels took him far into western Canada.  
b. Cartier explored the Bay of Fundy.  
c. Cartier established many settlements all over North America.  
d. Cartier explored many different regions of the areas off Atlantic east coast.

19. From the information in the map, you can infer that

a. Cartier was not very adventurous.  
b. Cartier wanted to become familiar with many different parts of the new land.  
c. Cartier’s interactions with First Nations were usually hostile.  
d. Cartier and his men never went on land as they sailed around eastern Canada.
20. Which of the following would not be considered as part of Acadia?

a. Prince Edward Island  
b. Montréal  
c. Gaspé Peninsula  
d. Nova Scotia

21. Which of the following best tells about the relationship between the Mi’kmaq and the French settlers in Acadia?

a. They were bitter enemies.  
b. They lived in relative peace and harmony.  
c. The Mi’kmaq were constantly attacking the French settlers.  
d. The French settlers were constantly attacking the Mi’kmaq.

22. The main reason that Samuel de Champlain was sent to North America was to

a. develop the fur trade.  
b. claim Acadia for France.  
c. sell French goods to First Nations.  
d. learn First Nations languages.

23. The result of Champlain siding with the Wendat against the Haudenosaunee was

a. the fuelling of a conflict that lasted for over a hundred years.  
b. the Haudenosaunee gave up and moved further south.  
c. the Wendat became so powerful that they eventually absorbed the Haudenosaunee.  
d. the Wendat and Haudenosaunee secretly united against the French.

24. The coureurs de bois became important because

a. they were appointed by the king of France.  
b. the fur trade area grew to the north and west of the St. Lawrence region.  
c. the demand for furs was declining.  
d. the construction of canoes improved.
25. Which of the following best describes First Nations’ perspective on land ownership?
   a. Land was to be shared by everyone.
   b. The land belonged only to First Nations peoples.
   c. Once you owned land, you could do what you wanted with it.
   d. If you occupied a piece of land, you owned it and could sell it to others for profit.

Completion

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

<table>
<thead>
<tr>
<th>a. intendant</th>
<th>b. seigneur</th>
<th>c. governor</th>
<th>d. imperialism</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. missionaries</td>
<td>f. filles de roi</td>
<td>g. habitants</td>
<td>h. soldiers</td>
</tr>
</tbody>
</table>

26. As a colony, New France made France richer and more powerful, which were the aims of ______.

27. The ______ were people who were given strips of land to farm.

28. The ______ was responsible for looking after the day-to-day affairs of the colony.

29. A ______ was granted a large tract of land. He found people to farm the land in return for part of their crop.

30. Nuns, priests, and ______ from the Catholic Church held religious services, taught school, ran hospitals, and cared for the poor.

31. The king sent girls called ______ to marry men in New France so that they would have families and make the population grow.

32. French ______ burned Haudenosaunee homes and villages because the Haudenosaunee were attacking habitants.

33. The most powerful member of the Sovereign Council of New France was the ______, whose responsibilities included the defence of the colony and its relations with allies and enemies.
Part B

Directions: Answer these questions on a separate sheet of paper.

1. From the reading Chapter 2, how would you describe the French world view?

2. Why did the imperial countries of Europe want to expand their empires?

3. How did the Europeans differ from the First Nations in their perspectives on land ownership?

4. Describe the relationship between the Mi'kmaq and the French settlers in Acadia.

5. Explain why the fur trade expanded further west.
Social Studies Grade 7 Voices and Visions Chapter 2
Test
Chapter 2
The French in North America
Part A

Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
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<tbody>
<tr>
<td>1.</td>
<td>T</td>
<td></td>
<td>12.</td>
<td>C</td>
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<tr>
<td>2.</td>
<td>F</td>
<td></td>
<td>13.</td>
<td>b</td>
</tr>
<tr>
<td>3.</td>
<td>T</td>
<td></td>
<td>14.</td>
<td>b</td>
</tr>
<tr>
<td>4.</td>
<td>T</td>
<td></td>
<td>15.</td>
<td>c</td>
</tr>
<tr>
<td>5.</td>
<td>T</td>
<td></td>
<td>16.</td>
<td>b</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td></td>
<td>17.</td>
<td>b</td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
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<td>18.</td>
<td>d</td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
<td></td>
<td>19.</td>
<td>b</td>
</tr>
<tr>
<td>9.</td>
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<td>22.</td>
<td>a</td>
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<tr>
<td>23.</td>
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<td></td>
<td>24.</td>
<td>b</td>
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<td></td>
<td></td>
<td>26.</td>
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<tr>
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<td>31.</td>
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<td>32.</td>
<td>h</td>
</tr>
<tr>
<td>33.</td>
<td></td>
<td></td>
<td>34.</td>
<td>c</td>
</tr>
</tbody>
</table>
Part B

1. From the reading Chapter 2, how would you describe the French world view?
   - Man can and should control nature and use its resources.
   - The French culture is superior to others.
   - More powerful nations have the right to dominate weaker ones.
   - Religion is important in guiding our behaviour.

2. Why did the imperial countries of Europe want to expand their empires?
   - Economics – set up colonies and use their resources
   - Competition – European countries competed for land and resources to increase wealth and prestige.
   - Religion – both Protestant and Catholic countries wanted to spread their religion to non-Christian peoples.
   - Curiosity – improvements in technology made it increasingly possible to explore regions farther away.

3. How did the Europeans differ from the First Nations in their perspectives on land ownership?
   - Europeans – thought land could be owned by an individual or group. Once claimed, a person or group had control over how the land was to be used.
   - First Nations – land could be used by certain groups, but the land was shared by everyone. Land was to be used wisely and respected.

4. Describe the relationship between the Mi’kmaq and the French settlers in Acadia.
   - For the most part, the Mi’kmaq and French settlers co-existed peacefully. The French did not interfere with Mi’kmaq fishing and hunting activities and the Mi’kmaq welcomed the chance to trade their furs for metal goods and blankets. The Mi’kmaq were willing to share the land as long as they had access to it.

5. Explain why the fur trade expanded further west.
   - The demand for furs in Europe remained strong.
   - The areas immediately around the St. Lawrence Rivers were becoming trapped out.
   - First Nations told the French that the land further west were rich in fur-bearing animals.
Chapter 3

The British in North America

Key Concept: Mercantilism

Chapter Inquiry: What kind of society did the British colonists create in North America?
Lesson 3.1

Concept: The Thirteen Colonies

Resources/Materials: Voices and Visions, pages 52 – 58
Worksheets #7.3.1a, #7.3.1b, #7.3.1c, and #7.3.1d (student copies)
Wall Map of the World

Introduction: Review that France’s interests in North America were imperialistic in nature. But France was not the only country with imperialistic goals in North America – Russia, Spain, and Britain were also looking to expand their empires.

On the map of the world, point out Britain. At this time, explain that Britain and England are sometimes used interchangeably. In actuality, the term Britain is also sometimes used to refer to the island of Great Britain, which includes England, Scotland, and Wales. At other times, it is used to refer to the country of United Kingdom, which includes England, Scotland, Wales, Northern Ireland, and many islands surrounding. **Which ever way Britain is used, it always includes England.**

Explain that for Britain and other imperialistic countries, colonies were great. That is because the colonies provided the home countries with resources and the settlers in the colonies were a good market for finished goods. The home country really benefited. This system of selling resources obtained from colonies is called **mercantilism.**

Procedure:

1. Explain that while France was setting up colonies in northern North America, Britain was busy setting up colonies in eastern North America. There were thirteen of them and they were called The Thirteen Colonies. (Point out the general area on the map.)

2. Explain that while furs were the main reason that France was so interested in North America, Britain was interested in eastern North America because it had good farmland, forests, and was a good source of fish.

3. Have students turn to textbook, page 52. With students scan pages 52 – 58, using the headings, maps, and graphic organizers to give students an idea of the content of the pages.

4. Have students read pages 52 – 58 independently. If you have the time, guide the reading of the first two or three pages.

5. Distribute Worksheets #7.3.1a, #7.3.1b, #7.3.1c, and #7.3.1d. Go over the directions, if necessary.

6. **OPTIONAL.** Do the **Think It Through** questions on textbook, page 58.

Assignments:

1. Read **Voices and Visions**, pages 52 – 58.
2. Do Worksheets #7.3.1a, #7.3.1b, #7.3.1c, and #7.3.1d.
3. **OPTIONAL.** Do the **Think It Through** questions, page 58.
The British Cross the Atlantic

Directions: Use *Visions and Voices*, pages 52 – 58 to help you with the questions.

1. Define the term *mercantilism*.

2. Complete the web to show different perspectives on mercantilism.

   ![Diagram of perspectives on mercantilism]

3. What are four reasons why it was important for Britain to build colonies in America?
   
a. __________________________________________________________
   
   __________________________________________________________
   
b. __________________________________________________________
   
   __________________________________________________________
   
c. __________________________________________________________
   
   __________________________________________________________
   
d. __________________________________________________________
4. On the map below, label the names of the Thirteen Colonies.

The 13 British Colonies
5. Use the information on pages 56 and 57 to compare and contrast New France and The Thirteen British Colonies. Do not use sentences; instead, use point form. Write only the main ideas.

<table>
<thead>
<tr>
<th>Population</th>
<th>The Thirteen Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

6. Now use the information from the chart to complete the Venn diagram on Worksheet #7.3.1d.

7. Examine the map on textbook, page 58.

a. What does the map show? 

b. What is the relationship between the locations of New France and the Thirteen Colonies of the 1600s and 1700s and the population densities in North America in 2003?

Worksheet #7.3.1c
A Comparison of New France and the Thirteen Colonies

New France

The Thirteen Colonies
Directions: Use Visions and Voices, pages 52 – 58 to help you with the questions.

1. Define the term *mercantilism*.

   *an economic system that allowed an imperial country to become rich by selling the resources taken from its colonies.*

2. Complete the web to show different perspectives on mercantilism.

   ![Perspectives on Mercantilism Diagram](image)

3. What are four reasons why it was important for Britain to build colonies in America?

   a. *The economy. Britain hoped to make a lot of money from its colonies.*

   b. *Competition. Britain wanted to expand its empire and become more powerful than other European countries.*

   c. *Quality of Life. Britain was overcrowded. It needed space to resettle some of its citizens.*

   d. *Religious Freedom. In Europe, some groups could not practise their religions. In America, they could practise their religions without persecution.*
4. On the map below, label the names of the Thirteen Colonies.

**The 13 British Colonies**
5. Use the information on pages 56 and 57 to compare and contrast New France and The Thirteen British Colonies. Do not use sentences; instead, use point form. Write only the main ideas.

<table>
<thead>
<tr>
<th></th>
<th>New France</th>
<th>The Thirteen Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>• steady increased from 1660-1760</td>
<td>• steadily increased from 1660-1760</td>
</tr>
<tr>
<td></td>
<td>• smaller</td>
<td>• larger</td>
</tr>
<tr>
<td>Goals</td>
<td>• collect furs and other natural resources</td>
<td>• establish large settlements to gain military and economic advantages</td>
</tr>
<tr>
<td>Climate</td>
<td>• extreme winters</td>
<td>• mostly mild</td>
</tr>
<tr>
<td></td>
<td>• difficult for farming</td>
<td>• southern colonies has warm weather year-round</td>
</tr>
<tr>
<td></td>
<td>• good because better furs</td>
<td></td>
</tr>
<tr>
<td>Economies</td>
<td>• based mainly on fur trade</td>
<td>• based on farming, fishing, and logging</td>
</tr>
<tr>
<td>Religion</td>
<td>• only French Catholics encouraged</td>
<td>• people of many faiths allowed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• people from different countries permitted</td>
</tr>
<tr>
<td>Trade</td>
<td>• only trade with France allowed</td>
<td>• colonists allowed to trade with other countries besides Britain</td>
</tr>
</tbody>
</table>

6. Now use the information from the chart to complete the Venn diagram on Worksheet #7.3.1d.

7. Examine the map on textbook, page 58.


   b. What is the relationship between the locations of New France and the Thirteen Colonies of the 1600s and 1700s and the population densities in North America in 2003?

   Generally, areas around New France and Thirteen Colonies are still most densely populated today.
A Comparison of New France and the Thirteen Colonies

New France

- smaller total population
- goal was to collect furs and other natural resources
- climate was relatively extreme, especially winters
- economy based mostly on fur trade
- only French Catholics encouraged
- only trade with France was allowed
- First Nations not always treated with respect
- population increased steadily from 1660-1760

The Thirteen Colonies

- larger total population
- goal was to gain military and economic strength
- climate was relatively mild
- economy more varied: farming, fishing, logging
- people of many different faiths
- colonists traded with other places besides Britain
Lesson 3.2

Concept: The British Colonies in Atlantic Canada

Resources/Materials: Visions and Voices, pages 59 - 63
Worksheets #7.3.2a and #7.3.2b (student copies)

Introduction: Recall with students that the Vikings from Scandinavia were the first Europeans to come to North America. Explain that after the Vikings it was the British who sent their first explorer to what is now Canada in 1497 – five hundred years later!

Explain that sailors from Italy were famous for their navigational skills. The king of England hired an Italian sailor, Giovanni Caboto to the new world. Giovanni Caboto’s English name is John Cabot. Caboto’s exploration was the beginning of Britain’s presence in Canada today, and one of the factors that makes Canadian society predominantly British, even today.

Procedure:

1. Have students turn to textbook, page 59. Explain that pages 59 and 60 have to do with Caboto’s visit to Canada.

2. Explain that Britain and France were fierce competitors and seemed always be at war trying to gain the upper hand. To them their colonies were simple possessions that could be won or lost in a game. Their North American colonies were no exception.

3. Have students read textbook, pages 59 – 63.

4. Then distribute Worksheets #7.3.2a and #7.3.2b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 63.

6. OPTIONAL. Write a diary entry that might have been written by Shawnadithit. You can choose the time in her life that you want it to be about.

Assignments:

2. Do Worksheets #7.3.2a and #7.3.2b.
3. OPTIONAL. Do the Think It Through questions, page 63.
4. OPTIONAL. Write a diary entry that might have been written by Shawnadithit.
Directions: Use Visions and Voices, pages 59 – 63 to help you with the questions.

1. Make a flow chart about the development of the fisheries off the coast of Newfoundland. (You must choose exactly four more events, so be careful.)

In 1497, Giovanni Caboto reached the waters off Newfoundland and claimed the land for Britain.

1. Examine the drawing at the top of page 60 that illustrates a fishing station in Newfoundland. From the information in the picture what can you infer about

a. how fish were preserved 

b. equipment that was used 

c. the types of fishing vessels 

d. what happened to the fish after they were caught 

e. the number of people employed at a fishing station
2. Read the case study “Extinction of a Nation” to get information about the Beothuk. Then complete the chart.

<table>
<thead>
<tr>
<th>THE BEOTHUK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where they lived</td>
</tr>
<tr>
<td>Movement in summer and winter</td>
</tr>
<tr>
<td>Houses</td>
</tr>
<tr>
<td>Clothing</td>
</tr>
<tr>
<td>Hunting/Fishing equipment</td>
</tr>
<tr>
<td>Recreation</td>
</tr>
<tr>
<td>Interaction with the British</td>
</tr>
<tr>
<td>Shanawdithit</td>
</tr>
</tbody>
</table>

3. For each cause, tell about the effects.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain and France signed the Treaty of Utrecht in 1713</td>
<td></td>
</tr>
<tr>
<td>Britain became concerned about the strong presence of the French in Nova Scotia and at Louisbourg.</td>
<td></td>
</tr>
<tr>
<td>Britain insisted that an election be held in Halifax.</td>
<td></td>
</tr>
</tbody>
</table>

4. How did the Mi'kmaq's interaction with the British differ from their interaction with the French settlers?

---

Worksheet #7.3.2b
Directions: Use Visions and Voices, pages 59 – 63 to help you with the questions.

1. Make a flow chart about the development of the fisheries off the coast of Newfoundland. (You must choose exactly four more events, so be careful.)

   - In 1497, Giovanni Caboto reached the waters off Newfoundland and claimed the land for Britain.
   - Caboto returned to England and reported seeing lots of fish.
   - Fishers from Britain regularly went to Newfoundland, but stayed on their ships.
   - Newfoundland became a British colony.
   - Over time, Britain establishing fishing stations.

1. Examine the drawing at the top of page 60 that illustrates a fishing station in Newfoundland. From the information in the picture what can you infer about
   a. how fish were preserved ___________________________
      cut up and dried

   b. equipment that was used ___________________________
      gaffs, boats, hooks on ropes

   c. the types of fishing vessels ___________________________
      small boats, larger masted ships

   d. what happened to the fish after they were caught ___________________________
      processed by several people (gutted, scaled, filleted)

   e. the number of people employed at a fishing station ___________________________
      many
3. Read the case study “Extinction of a Nation” to get information about the Beothuk. Then complete the chart.

### THE BEOTHUK

<table>
<thead>
<tr>
<th>Where they lived</th>
<th>Newfoundland</th>
</tr>
</thead>
</table>
| Movement in summer and winter | Summer: lived along coast & fished, gathered shellfish  
Winter: moved inland & hunted caribou |
| Houses | stone house |
| Clothing | made of furs and skins |
| Hunting/Fishing equipment | spears |
| Recreation | dancing |
| Interaction with the British | British cut off Beothuk’s access to the sea.  
Beothuk avoided British  
Beothuk sometimes took British fishermen’s equipment when they left  
British hunted and killed Beothuk; also gave them diseases |
| Shawnadithit | last living Beothuk  
lived with an English family during final years |

4. For each cause, tell about the effects.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain and France signed the Treaty of Utrecht in 1713</td>
<td>Most of Acadia, all of Newfoundland, and area around Hudson Bay came under British control</td>
</tr>
<tr>
<td>Britain became concerned about the strong presence of the French in Nova Scotia and at Louisbourg.</td>
<td>built a settlement and military fort at Halifax</td>
</tr>
<tr>
<td>Britain insisted that an election be held in Halifax.</td>
<td>Halifax had first elected assembly in British North America</td>
</tr>
</tbody>
</table>

5. How did the Mi’kmaq’s interaction with the British differ from their interaction with the French settlers?

Mikmaq lived in relative harmony with French settlers.

There were hostile relations between British and Mi’kmaq.
Lesson 3.3

Concept: The Hudson’s Bay Company

Resources/Materials: Visions and Voices, pages 64 – 66
Worksheet #7.3.3 (student copies)
Wall Map of Canada

Introduction: Recall with students that by signing the Treaty of Utrecht, France gave up Acadia to Britain except for Île Royale where the French had built a fortress named Louisbourg. Explain further that in the Treaty of Utrecht, France gave up any claims to Newfoundland and the area drained by Hudson Bay to Britain.

Recall also that France’s main interest was the fur trade. Explain that Britain also wanted to get in on the fur trade action, but did so in a slightly different way. That is the main focus of today’s lesson.

Procedure:

1. On the map of Canada, point out that France still has control over its colonies centred around the St. Lawrence River and the Great lakes.

2. Recall with students the two brothers-in-law, Pierre Radisson and the Sieur des Groseilliers. They were coureurs de bois. Explain that First Nations had told them about a large body of water. They went to the governor of New France with this information, believing that there would be many furs around this area. The governor put them off. The brothers-in-law were not happy! They took their idea to some British merchants who gladly sponsored their expedition. The brothers-in-law found the large sea, which we now called Hudson Bay. This discovery eventually led to Britain getting heavily into the fur trade and founding the Hudson’s Bay Company. After more than 340 years, many stores in Canada still bear that name. Today we call it The Bay.

3. Have students turn to textbook, page 64. Have them read pages 64 – 66.

4. Distribute Worksheet #7.3.3. Go over the directions.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 66.

Assignments:

1. Read Visions and Voices, pages 64 – 66.
2. Do Worksheet #7.3.3.
3. OPTIONAL. Do the Think It Through questions on textbook, page 66.
Directions: Use *Voices and Visions*, pages 64 – 66 to help you with the questions.

1. Fill the spaces with words and phrases that make sense.

   The coureurs de bois had travelled with the First Nations into the interior. They heard stories about a vast _____ that lay far to the north. Pierre Radisson and the Sieur des Grosseilliers thought that if they found this sea, they would find an abundant new supply of _______ too.

   Radisson and Grosseilliers took their idea to the _________________ of New France, who showed not interest in their plan. So they took their idea to Britain. A group of British ________________ decided they would pay for their expedition.

   In 1668, _________________ and his crew reached the body of water spoken of by the First Nations. They dropped anchor and build a small _________ at the mouth of the Rupert River. During that first winter, they traded with the local Cree and Innu. When summer came, they returned to _________________ with a shipload of furs. Radisson and Grosseilliers had been right.

   In 1670, King Charles II of England granted a _________________ to the Hudson’s Bay Company. It covered all the lands ________________ by the rivers that flowed into Hudson Bay. The British called this area _________________. The Hudson’s Bay Company was not interested in building a _________________. It was only interested in the fur trade. They built trading posts at the _________________ of the important rivers. First Nations and Inuit hunters brought the furs to these posts.

   The French ________________ decided they could not stand by while the British got all the furs in Rupert’s Land. In 1686, a French soldier named Pierre de Troyes led an ________________ on the British forts along the bay. They took the British forts by surprise by travelling from the ________________ by canoe, instead of arriving in the bay by ship. In the end, de Troyes and his troops easily ________________ several British forts. Later another soldier, Pierre Le Moyne d’Iberville captured another trading fort, _________________, in 1697.

   The French ________________ in Rupert’s Land did not last. With signing of the _________________, the lands around Hudson Bay, along with most of Acadia and Newfoundland returned to _________________.

Worksheet #7.3.3
Directions: Use Voices and Visions, pages 64 – 66 to help you with the questions.

1. Fill the spaces with words and phrases that make sense.

   The coureurs de bois had travelled with the First Nations into the interior. They heard stories about a vast sea that lay far to the north. Pierre Radisson and the Sieur des Grosseilliers thought that if they found this sea, they would find an abundant new supply of furs too.

   Radisson and Grosseilliers took their idea to the governor of New France, who showed no interest in their plan. So they took their idea to Britain. A group of British merchants decided they would pay for their expedition.

   In 1668, Grosseilliers and his crew reached the body of water spoken of by the First Nations. They dropped anchor and build a small fort at the mouth of the Rupert River. During that first winter, they traded with the local Cree and Innu. When summer came, they returned to England with a shipload of furs. Radisson and Grosseilliers had been right.

   In 1670, King Charles II of England granted a monopoly to the Hudson’s Bay Company. It covered all the lands drained by the rivers that flowed into Hudson Bay. The British called this area Rupert’s Land. The Hudson’s Bay Company was not interested in building a colony. It was only interested in the fur trade. They built trading posts at the mouths of the important rivers. First Nations and Inuit hunters brought the furs to these posts.

   The French fur traders decided they could not stand by while the British got all the furs in Rupert’s Land. In 1686, a French soldier named Pierre de Troyes led an attack on the British forts along the bay. They took the British forts by surprise by travelling from the interior by canoe, instead of arriving in the bay by ship. In the end, de Troyes and his troops captured several British forts. Later another soldier, Pierre Le Moyne d’Iberville captured another trading fort, Moose Factory, in 1697.

   The French victories in Rupert’s Land did not last. With signing of the Treaty of Utrecht, the lands around Hudson Bay, along with most of Acadia and Newfoundland returned to Britain.
Lesson 3.4

Concept: The British Continue to Explore

Resources/Materials: Voices and Visions, pages 67 – 72
Worksheets #7.3.4a, #7.3.4b, and #7.3.4c (student copies)

Introduction: Recall that the Treaty of Utrecht returned all the lands around Hudson Bay back to the British. Explain that the British fur traders basically stayed in their forts, while First Nations trappers brought their furs to the trading forts. This was alright, except for the fact that the French fur traders had another plan. They went out to where the First Nations trappers were and traded for the furs. This made the First Nations trappers happy, but it upset the British because many of the furs never made it to their forts. The French had beat them to the furs.

The British decided they had better start establishing better relations with the First Nations. The Hudson’s Bay Company sent several explorers farther west to establish new fur trading areas.

Procedure:

1. Explain that the Hudson’s Bay Company actually sent out many explorers. They learned the First Nations ways and learned their languages. All of this proved to be quite useful.

2. Have students turn to textbook, page 67. Guide as much of pages 67 – 72 as you have time for. Then have the students read the rest independently.

3. Distribute Worksheets #7.3.4a, #7.3.4b, and #7.3.4c. Go over the directions, if necessary.

4. OPTIONAL/RECOMMENDED. Do the Think It Through questions on textbook, page 72.

Assignments:

1. Read Visions and Voices, pages 68 – 72.
2. Do Worksheets #7.3.4a, #7.3.4b, and #7.3.4c.
3. OPTIONAL/RECOMMENDED. Do the Think It Through questions, page 72.
Directions: Use *Voices and Visions*, pages 67 – 72 to help you with the questions.

1. Complete the chart about these explorers to Canada’s west and north.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When He Travelled</th>
<th>Why He Travelled</th>
<th>Interaction with First Nations</th>
<th>What He Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Kelsey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Henday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel Hearne</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the information about Matonabbee on page 69. Then explain how Matonabbee showed these character traits.

   a. intelligence ________________________________
   b. flexible ________________________________
   c. sensitive ________________________________
   e. successful ________________________________
6. On the map, show the dates and travels of Henry Kelsey, Anthony Henday, Samuel Hearne, and Roald Amundsen. Be sure to give the map a title and include a legend.
Directions: Use Voices and Visions, pages 67 – 72 to help you with the questions.

1. Complete the chart about these explorers to Canada’s west and north.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When He Travelled</th>
<th>Why He Travelled</th>
<th>Interaction with First Nations</th>
<th>What He Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Kelsey</td>
<td>1690 - 1692</td>
<td>convince First Nations to trade with British</td>
<td>• First Nations welcomed him</td>
<td>• went as far as present-day Saskatchewan, first to see grasslands</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• lived among First Nations and learned their languages and customs</td>
<td></td>
</tr>
<tr>
<td>Anthony Henday</td>
<td>1745 - 1755</td>
<td>convince First Nations to take furs to Hudson’s Bay Company</td>
<td>• Cree guides led him to Siksika camp</td>
<td>• reached Red Deer, Alberta</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• tried to convince Siksika to adopt economy based on profit, but Siksika refused</td>
<td></td>
</tr>
<tr>
<td>Samuel Hearne</td>
<td>1770 - 1772</td>
<td>• wanted to find a large river with gold and copper along its shores</td>
<td>• travelled with Dene</td>
<td>• Arctic Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dene showed him how to use toboggans, snowshoes, canoes</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the information about Matonabbee on page 69. Then explain how Matonabbee showed these character traits.

   a. intelligence: learned several languages; successful fur trader

   b. flexible: knew both European and Dene ways of life

   c. sensitive: killed himself when smallpox killed most of his people

   d. successful: knew how to help settle disputes; showed Hearne how to survive in wilderness; successful fur trader
3. Complete the chart about the explorers looking for the Northwest Passage.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When He Travelled</th>
<th>Information about His Expedition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir John Franklin</td>
<td>1845</td>
<td>British</td>
</tr>
<tr>
<td></td>
<td></td>
<td>his two ships disappeared while searching for Northwest Passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inuit helped to find the missing ships - all were dead</td>
</tr>
<tr>
<td>Roald Amundsen</td>
<td>1906, 1908</td>
<td>Norwegian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>first to sail Northwest Passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>took three years to sail through</td>
</tr>
</tbody>
</table>

4. Read the section, “The Issue of Ownership” on page 71.

   a. What was the issue? *Who really owns the Northwest Passage and the islands nearby?*

   b. How did the Americans do that upset Canada? *Travelled through Northwest Passage without permission from Canada*

   c. How did Canada respond? *Warned U.S. that failure to recognize Canada’s sovereignty in the Arctic would be considered an unfriendly act.*

   d. Why do you suppose the United States did what they did? *Wanted to see how Canada would react. U.S. feels there might be resources in the Arctic that it can use.*

5. Complete the chart about British explorers to Canada's west coast.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When He Travelled</th>
<th>Why He Travelled</th>
<th>Activities/Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Cook</td>
<td>1778</td>
<td>looking for Pacific entrance to Northwest Passage</td>
<td><em>Interacted with west coast First Nations</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Found otter skins were valuable.</em></td>
</tr>
<tr>
<td>George Vancouver</td>
<td>1791-1796</td>
<td>looking for Pacific entrance to Northwest Passage</td>
<td><em>Explored Pacific coast</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Drew first accurate map of Pacific shoreline</em></td>
</tr>
</tbody>
</table>

Worksheet #7.3.4b
Lesson 3.5

Concept: Chapter 3 Project

Resources/Materials: Voices and Visions, page 73.

Introduction: Explain that each of Chapters 1, 2, and 3 focused on a different group of people. They are similar in ways, but different in many others. The Chapter 3 Project focuses on comparing First Nations, French Colonists, and English Colonists.

Procedure:

1. Have students turn to textbook, page 73. With students go over the Chapter 3 Project.

2. Explain to students that you can either do the project as it is written, or modify it to suit the class. For example: After deciding on the criteria for comparing the three groups, you could

   • Make three large wall charts outlining characteristics of each group.
   • Make a large three-circle Venn Diagram.
   • Make a web for each group.
   • Make a web for each category.

   ![Diagram showing First Nations, French Colonists, and British Colonists with Economy at the center]

   • Make three detailed illustrations depicting the life and culture of each group.

Assignments:

Do the Chapter 3 Project.
Lesson 3.6 (Optional)

Concept: Chapter 3: The British in North America – Review

Resources/Materials: Chapter 3: The British in North America – Review Sheets (student copies)

Introduction: Explain that from Chapter 3 students learned about why the British came to North America and a bit about the colonies they established. It is now time to review the main ideas in the chapter.

Procedure:

1. If you have the time, briefly go over the main concepts covered in Chapter 3 with students:
   - Mercantilism
   - Reasons why Britain was interested in North America
   - The Thirteen Colonies
   - Giovanni Caboto’s discovery of Newfoundland
   - Most of Acadia, Newfoundland, and the area around Hudson’s Bay transferring from the French to the British.
   - The Hudson’s Bay Company
   - Explorations to the west and to the north

2. Distribute the Chapter 3: The British in North America – Review Sheets. Have students complete them independently.

3. If possible, check the reviews as a class.

Assignment:

Do the Chapter 3: The British in North America – Review Sheets.
1. What is *mercantilism*?

________________________________________________________________________

________________________________________________________________________

In what two ways does mercantilism help to make the mother country wealthy?

a. ______________________________________________________________________

b. ______________________________________________________________________

2. Explain more about each of these reasons that Britain wanted to colonize America.

   a. The Economy. ______________________________________________________________________

   b. Competition ______________________________________________________________________

   c. Quality of Life. _____________________________________________________________________

   d. Religious Freedom _____________________________________________________________________

3. Write F if the statement tells about the French colonies in North America and B if it tells about the British colonies in North America. (Some statements might tell about both.)

   _____ They were established because the home country wanted to become richer.

   _____ They were allowed to trade with other countries besides the mother country.

   _____ The winters were very cold and summers were mild or hot.

   _____ Only French Catholics were encouraged to settle here.

   _____ There was conflict with First Nations.
The mother country was mostly interested in getting furs.

Many different religions were practised here.

The climate was mild, especially in the southern parts.

Most employment centred around the fur trade, although farming was important in some areas.

The economy was more diversified with fishing, farming, logging, and many other activities.

The colonies were only allowed to trade with mother country.

The populations grew steadily.

4. Underline all the statements that describe Giovanni Caboto, his activities, and the activities of the British in Newfoundland.

He was an Italian sailor hired by the king of England.
He found the waters off the coast of Newfoundland teeming with fish.
His discovery led to hundreds of fishing ships sailing to Newfoundland.
He claimed Newfoundland for England.
He found that the soil and climate were perfect for farming.
His discoveries eventually led to the establishment of fishing stations and villages on Newfoundland’s coast.

The British fishers disrupted the way of life of the Beothuk.
The British were quick to make friends and establish trade with the Beothuk.
The British used guns to hunt down and kill the Beothuk.
The Beothuk died of diseases the British brought to Newfoundland.

5. Write T for true and F for false.

With the signing of the Treaty of Utrecht, all of Acadia except for the Fortress of Louisbourg became British land.

The British renamed Acadia Nova Scotia.

The British built the settlement and fort at Halifax because they feared the French presence at Louisbourg was becoming too strong.

The citizens of Halifax were allowed to elect many government officials.
The British treated the Mi'kmaq much more respectfully than did the French settlers.

French fur trading companies sponsored Radisson and Groseillier's expedition to Hudson Bay.

The king of England granted the Hudson's Bay Company a fur trade monopoly covering all the lands that drained into Hudson Bay. This area was called Rupert's Land.

The Hudson's Bay Company built trading forts called factories at the mouths of all the major rivers that drained into Hudson Bay.

First Nations hunters and trappers brought their furs to the trading forts, which made the Hudson's Bay Company very successful.

French fur traders did not care about the Hudson's Bay Company because the French fur traders had their own territory.

The Treaty of Utrecht returned the Hudson Bay lands to the British.

6. Match the explorer with his description.

|---|-----------------|-------------------|-----------------|---------------------|---------------|------------------|

_____ He was looking for a Pacific entrance to the Northwest Passage. He explored the coast of Vancouver Island, then sailed to China. There he found that the skins of the sea otter, which was so plentiful off the coast of British Columbia were worth a lot of money.

_____ He went in search of a northern river on whose banks could be found copper and gold. He was the first European to reach the Arctic Ocean.

_____ He was sent by the Hudson's Bay Company to convince the First Nations of the prairies to trade their furs with the British. The First Nations welcomed him. He travelled as far west as present-day Saskatchewan.

_____ He and his crew died trying to sail through the Northwest Passage.

_____ He was an explorer hired by the Hudson's Bay Company. He went as far west as present-day Red Deer, Alberta. His goal was to get the First Nations of the area to trade their furs with the Hudson's Bay Company.

_____ This Norwegian sea captain was the first to sail through the Northwest Passage.

_____ He drew the first accurate map of the shorelines of present-day British Columbia.
1. What is mercantilism?

An economic system that allowed the imperial country to become rich by selling the resources taken from its colonies.

In what two ways does mercantilism help to make the mother country wealthy?

a. sell extra resources taken from colonies to other countries

b. sell finished goods back to colonists

2. Explain more about each of these reasons that Britain wanted to colonize America.

a. The Economy. make money from resources provided by colonies

b. Competition. wanted to gain more territory to become wealthier and more powerful than other European nations

c. Quality of Life. Britain was becoming overcrowded. Colonies were a good place to resettle people

d. Religious Freedom. Some religious groups were persecuted. They would be allowed to practice their religions in British colonies

3. Write F if the statement tells about the French colonies in North America and B if it tells about the British colonies in North America. (Some statements might tell about both.)

F B They were established because the home country wanted to become richer.

B They were allowed to trade with other countries besides the mother country.

F The winters were very cold and summers were mild or hot.

F Only French Catholics were encouraged to settle here.

F B There was conflict with First Nations.
The mother country was mostly interested in getting furs.
Many different religions were practised here.
The climate was mild, especially in the southern parts.
Most employment centred around the fur trade, although farming was important in some areas.
The economy was more diversified with fishing, farming, logging, and many other activities.
The colonies were only allowed to trade with mother country.
The populations grew steadily.

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The British used guns to hunt down and kill the Beothuk.
The Beothuk died of diseases the British brought to Newfoundland.

5. Write T for true and F for false.
With the signing of the Treaty of Utrecht, all of Acadia except for the Fortress of Louisbourg became British land.
The British renamed Acadia Nova Scotia.
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The Treaty of Utrecht returned the Hudson Bay lands to the British.

6. Match the explorer with his description.

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>d. George Vancouver</td>
<td>e. James Cook</td>
<td>f. Roald Amundsen</td>
</tr>
<tr>
<td>g. John Franklin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. He was looking for a Pacific entrance to the Northwest Passage. He explored the coast of Vancouver Island, then sailed to China. There he found that the skins of the sea otter, which was so plentiful off the coast of British Columbia were worth a lot of money.

c. He went in search of a northern river on whose banks could be found copper and gold. He was the first European to reach the Arctic Ocean.

a. He was sent by the Hudson's Bay Company to convince the First Nations of the prairies to trade their furs with the British. The First Nations welcomed him. He travelled as far west as present-day Saskatchewan.

b. He and his crew died trying to sail through the Northwest Passage.

f. He was an explorer hired by the Hudson's Bay Company. He went as far west as present-day Red Deer, Alberta. His goal was to get the First Nations of the area to trade their furs with the Hudson's Bay Company.

d. This Norwegian sea captain was the first to sail through the Northwest Passage.

d. He drew the first accurate map of the shorelines of present-day British Columbia.
Lesson 3.7

Concept: Chapter 3: The British in North America – Test

Resources/Materials: Chapter 3: The British in North America – Test (student copies)

NOTE: You may choose to have students do Part A, Part B, or Both Parts A and B of the test.
Part A

**Directions:** Choose the letter of the best answer to each question. Write your answers on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

**True/False**
Write T for true and F for false.

1. Shanawdithit, the last Beothuk, died of tuberculosis.  
   - T

2. The Northwest Passage was a sea route through Arctic waters to Asia, that Giovanni Caboto followed.  
   - F

3. The idea of claiming and controlling new land and territories for one’s homeland is called mercantilism.  
   - T

4. The First Nations did not benefit from the fur trade in any way.  
   - F

5. The Thirteen Colonies were all found off the western coast of North America.  
   - F

6. Giovanni Caboto’s discovery of rich fishing waters off the coast of Newfoundland was ignored by Europeans for hundreds of years.  
   - T

7. The Beothuk of Newfoundland and the British became friends. The Beothuk helped the British survive.  
   - F

8. Britain decided to establish Halifax because it was concerned about the strong presence of the French at Louisbourg.  
   - T

9. The Mi’kmaq and the British did not get along very well.  
   - T

10. France’s and Britain’s treatment of their colonies was almost identical.  
    - F
Multiple Choice
Choose the best answer to each question.

Use the following information to answer questions 11 and 12.

| Person 1: | We are becoming rich selling the resources from the colonies to other countries and then selling finished goods back to the colonists. |
| Person 2: | We get goods we have never had before, but I am afraid our lands will soon be lost. |
| Person 3: | The mother country makes us pay high taxes and yet we don’t get much from the mother country in return. That’s not fair. |
| Person 4: | We get the materials like timber and cotton from the colonists at a cheap price. Then we sell finished goods made from those same materials back to the colonists at a high price. We are getting rich. |

11. The person who is most likely a British colonist is
   a. Person 1.
   b. Person 2.
   c. Person 3.
   d. Person 4.

12. The people who least benefit from mercantilism are
   a. Person 1 and Person 2.
   b. Person 2 and Person 3.
   c. Person 1 and Person 3.
   d. Person 3 and Person 4.

13. Which of the following is not a primary reason that Britain wanted to establish colonies in America?
   a. The colonies would expand the British Empire.
   b. The colonies would be a good place to resettle people from overcrowded cities.
   c. Britain would gain economically.
   d. The Church of England could convert the First Nations to Christianity.
14. Which of the following describes a difference between French and British colonies in North America?

   a. The economy of British colonies was more varied than the economy of French colonies.
   b. Britain expected its colonists to practise the same religion, whereas France encouraged many different religions.
   c. Britain expected its colonies to trade only with the mother country, while France allowed its colonies to trade with many different countries.
   d. Britain established the Thirteen Colonies mainly to establish good relations with First Nations, while France wanted to take over First Nations land.

15. The main reason that Radisson and Groseilliers ended up working for the Hudson’s Bay Company was

   a. The Hudson’s Bay Company came to Radisson and Groseilliers and asked them to explore new fur territories.
   b. None of the French fur merchants was interested in Radisson and Groseilliers idea of exploring the area around Hudson Bay.
   c. The king of England secretly asked Radisson and Groseilliers to convince First Nations hunters and trappers to trade with Britain.
   d. Radisson and Groseilliers could communicate better with British merchants than with French merchants.

16. Which of the following did not come under British control with the signing of the Treaty of Utrecht in 1713?

   a. Newfoundland
   b. Acadia
   c. Québec
   d. the land around Hudson’s Bay

17. What is similar about the expeditions of Henry Kelsey, Anthony Henday, and Samuel Hearne?

   a. The Hudson’s Bay Company sent them to try to convince First Nations to trade furs with them.
   b. The First Nations groups they met were very hostile towards them.
   c. They were sponsored by French fur merchants from Montréal.
   d. The expeditions led them to the prairies of Alberta.
Sentence Completion
Choose the words and phrases from the box that best complete the sentences.

| a. Vancouver | b. Acadia | c. Samuel Hearne | d. sovereignty |
| e. John Franklin | f. factories | g. technologies | h. James Cook |
| i. Victoria | j. Roald Amundsen | k. mutinyed |

18. Britain decided to build a settlement and military fort at Halifax to show its _____ over Nova Scotia.

19. With the signing of the Treaty of Utrecht, most of _____ came under British rule. Britain decided that the French settlers in Acadia could continue their lives in their traditional ways.

20. The French reacted to the Hudson’s Bay Company establishing _____ all along the shores of Hudson Bay by attacking their fur trading forts.

21. In their travels, explorers sent by the Hudson’s Bay Company used many traditional First Nations ways and _____ to survive.

22. Matonabee was a Dene leader who helped _____ successfully travel to the Arctic Ocean.

23. A Norwegian sailor, _____, successfully navigated the Northwest Passage in 1906.

24. In 1778, an English explorer, _____ sailed along the coast of present-day British Columbia searching for a Pacific entrance to the Northwest Passage.

25. Captain George _____ drew the first accurate maps of the shoreline of present-day British Columbia.

26. The cities of _____ and Vancouver were established by the British in the 1700s.

27. _____’s expedition to find the Northwest Passage was unsuccessful and ended in his and his crew’s death.

28. While he was searching for the Northwest Passage, Henry Hudson came across the large body of water that bears his name. However, he failed to keep control of his crew, and they _____.
Part B

Directions: Write your answers to these questions on a separate sheet of paper.

1. In paragraph form or using some kind of graphic organizer, compare the economies of the French colonies in North America with the Thirteen Colonies.

2. Describe the interactions between the Beothuk and the British in Newfoundland.

3. What character traits would describe Radisson and Grosseilliers? Support your answers by telling about some of the actions.

4. The British were not always kind to First Nations. However, when they sent Kelsey, Henday, and Hearne on their expeditions, the three explorers were very kind and respectful to the First Nations. Why?
Social Studies Grade 7 Voices and Visions Chapter 3
Test

Chapter 3
The British in North America
Test

Part A – Answer Sheet

<p>| | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>11.</td>
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<td>2.</td>
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<td>12.</td>
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<td>8.</td>
<td></td>
<td>18.</td>
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<td></td>
<td>19.</td>
</tr>
<tr>
<td>10.</td>
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<td>20.</td>
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<tbody>
<tr>
<td>21.</td>
<td></td>
<td>22.</td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td>24.</td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td>28.</td>
</tr>
</tbody>
</table>

10.
Part B

ANSWERS

1. In paragraph form or using some kind of graphic organizer, compare the economies of the French colonies in North America with the Thirteen Colonies.
   *Similarities*: both based on mercantile system; designed to make mother country rich, powerful, and more prestigious
   *French Colonies*: based mainly on fur trade and to a lesser degree agriculture; trade restricted to France
   *Thirteen Colonies*: based on a variety of commodities; trade open to other countries beside Britain

2. Describe the interactions between the Beothuk and the British in Newfoundland.
   Beothuk were frightened of British and avoided direct contact. British exploited the resources used by the Beothuk. When the Beothuk took materials left behind by British fishers and processors, the British reacted by hunting down and killing the Beothuk. This led to the eventual extinction of the Beothuk.

3. What character traits would describe Radisson and Grosseilliers? Support your answers by telling about some of the actions.
   *Examples:*
   Determined: Did not give up when French merchants turned them down.
   Adventurous: Liked to explore unfamiliar territories
   Brave: Took on the challenges of surviving in extreme conditions

4. The British were not always kind to First Nations. However, when they sent Kelsey, Henday, and Hearne on their expeditions, the three explorers were very kind and respectful to the First Nations. Why?
   Their goal was to get the First Nations to trade with the Hudson’s Bay Company. This required that they show respect and appreciation to the First Nations. They did this by being friendly, learning their languages, and following their customs.
Chapter 4

Competition for Trade

Key Concept: *Cultures in Contact*

Chapter Inquiry: How did the various peoples in North America both work together in the fur trade and compete to control it?
Social Studies Grade Seven
Chapter 4
Competition for Trade

Contents

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Lesson 4.2 The French Fur Trade 3
Lesson 4.3 The English Fur Trade 4
Lesson 4.4 Converging in the West: The Competition Heats Up 5
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Lesson 4.1

Concept: How the Fur Trade Worked

Resources/Materials: Voices and Visions, pages 74 – 80

Introduction: On the board write:

| First Nations | British | Canadiens | Métis |

Explain that in Canada, these were the key players in the fur trade. Clarify that the term “Canadiens” referred to the French colonists. Today it is used to describe French Canadians. Also explain that the Métis are the descendants of children whose fathers are European and whose mothers are First Nations. Explain that Chapter 4 is about how the fur trade actually worked.

Procedure:

1. Set up a simple bartering role-playing situation. Explain that in its most basic form, bartering does not involve the use of money, but only the exchange of goods. In bartering, prices are not always fixed; they are often negotiated. For the most part, fur trading was done on a barter system.

2. Next explain any personal experiences you may have had dealing with people of a different culture. Relate how there are sometimes doubts because people of different cultures have different customs, expectations, and traditions. This was the situation when the Europeans were interacting with First Nations. There were a lot of misunderstandings.

3. Have students turn to textbook, page 74. Guide the reading of pages 74 – 76. Then have students read to the end of page 80.

4. Distribute Worksheets #7.4.1a and #7.4.1b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 80.

Assignments:

2. Do Worksheets #7.4.1a and #7.4.1b.
3. OPTIONAL. Do the Think It Through questions, page 80.
The Fur Trade: The Foundation of an Economy

Directions: Use Voices and Visions, pages 74 – 80 to help you with the questions.

1. Define the term ethnocentric.

2. There are positive and negative aspects of being ethnocentric. In what way(s) do you think being ethnocentric could be
   a. positive?
   b. negative?

3. Read the section called “Perspectives on First Contacts” at the bottom of page 74. Why do you suppose the First Nations man compared Captain Cook and his men to fish?

4. Complete the chart about the benefits of the fur trade.

<table>
<thead>
<tr>
<th>How Fur Traders Benefited</th>
<th>How First Nations Benefited</th>
</tr>
</thead>
</table>

5. Briefly explain how the barter system works.
6. Briefly tell about roles of the three major groups involved in the fur trade.

**KEY PLAYERS IN THE FUR TRADE**

- First Nations
- Merchants
- Coureurs de Bois and Voyageurs

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 

8. What roles did First Nations women play in the fur trade?
   a. 
   b. 
   c. 
   d. 

Worksheet #7.4.1b
The Fur Trade: The Foundation of an Economy

Directions: Use Voices and Visions, pages 74 – 80 to help you with the questions.

1. Define the term ethnocentric.

A viewpoint that judges other global cultures and ideas according to personal values and standards, believing one’s own ethnic group is superior.

2. There are positive and negative aspects of being ethnocentric. In what way(s) do you think being ethnocentric could be

a. positive? You have pride in your ethnic group and believe its values and traditions are valid.

b. negative? It can lead to one group feeling other groups should adopt its values and way of life. One group judges others.

3. Read the section called “Perspectives on First Contacts” at the bottom of page 74. Why do you suppose the First Nations man compared Captain Cook and his men to fish?

First Nations of the area compared Cook and his men to something with which they were familiar.

4. Complete the chart about the benefits of the fur trade.

<table>
<thead>
<tr>
<th>How Fur Traders Benefited</th>
<th>How First Nations Benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘got furs; made money</td>
<td>‘got items they thought were useful: pots, knives, axes, copper wire, guns, blankets, cloth, etc.</td>
</tr>
</tbody>
</table>

5. Briefly explain how the barter system works.

In the barter system goods are traded for other goods. "Prices" are subject to negotiation.
6. Briefly tell about roles of the three major groups involved in the fur trade.

**KEY PLAYERS IN THE FUR TRADE**

**First Nations**
- Men hunted/trapped animals
- Women skinned and prepared pelts
- Pelts transported to trading posts

**Merchants**
- Financed and organized trade
- Purchased goods to be traded for furs
- Shipped furs to Europe to sell

**Coureurs de Bois and Voyageurs**
- Travelled to First Nations to trade for furs
- Transported furs back to trading posts


a. showed them how to find food
b. taught them how to make medicines
c. taught them how to dress for winter
d. provided toboggans, snowshoes, canoes
e. shared their knowledge of the region
f. translated trade deals
g. helped with negotiations
h. provided workforce for cooking/making food, sewing, etc

8. What roles did First Nations women play in the fur trade?

a. preparing furs b. working in forts
c. working on the road d. sharing language/geography skills
Lesson 4.2

Concept: The French Fur Trade

Resources/Materials: Voices and Visions, pages 81 – 85
Worksheets #7.4.2a and #7.4.2b (student copies)

Introduction: Remind students that all the First Nations groups did not necessarily get along with the French colonists. Those immediately next to the French colonists felt the French were taking over their lands. But there was often conflict among First Nations groups over fur trapping territories.

Explain that an event took place in Montréal in 1701 called La Grande Paix – The Great Peace that showed that diverse groups of people can agree and live in peace along side each other. This event is one of the foundations for Canada being the multicultural nation it is today.

Explain that in this section of Chapter 3, students will find out more about what caused the people of Canada to agree on La Grand Paix and the positive consequences of it.

Procedure:

1. Remind students that the king of France still controls the French colonies in North America. One way he exerts this control is by appointing people to key positions who will do things in a certain way.

2. Have students turn to textbook, page 81. Explain that at this time, the fur trade was the foundation of the economy in New France. But La Grande Paix enabled other parts of the economy grow too.

3. Guide as much of the reading of pages 80 – 85 as you have time for. Then have students read the rest independently.

4. Distribute Worksheets #7.4.2a and #7.4.2b. Go over the directions, if necessary.

5. OPTIONAL. Pretend you were a news reporter. Write a news article about La Grande Paix.

6. OPTIONAL. Do the Think It Through questions on textbook, page 85.

Assignments:

2. Do Worksheets #7.4.2a and #7.4.2b.
3. OPTIONAL. Write a news article about the La Grande Paix.
4. OPTIONAL. Do the Think It Through questions, page 85.
The French Fur Trade

Directions: Use Voices and Visions, pages 80 – 85 to help you with the questions.

1. The events in the French fur trade occurred because of many cause-and-effect relationships. Complete the cause-effect flow chart centred around *La Grand Paix*.

The king of France appointed certain key officials.

Jean-Baptiste Colbert

Jean Talon

Marquis de Frontenac

Because of the expansion of the French colonies, there was conflict between some First Nations and the colonists. Because of the fur trade, there was conflict between different First Nations groups. Soon everyone was growing weary with all the fighting.

La Grande Paix

Effects
2. Explain why transportation was crucial in the fur trade.

3. Explain why the birchbark canoe was especially suited to the fur trade. You must use the word *portage* in your explanation.

4. Complete the web below about Pierre La Vérendrye.

   - Pierre La Vérendrye
   - When He Travelled
   - Where He Travelled
   - Interaction with First Nations
   - Contribution to the Fur Trade
Directions: Use Voices and Visions, pages 80 – 85 to help you with the questions.

1. The events in the French fur trade occurred because of many cause-and-effect relationships. Complete the cause-effect flow chart centred around La Grand Paix.

The king of France appointed certain key officials.

- Jean-Baptiste Colbert
  - fur trade should be part of mercantile system
  - Wendat should be the middlemen in the fur trade

- Jean Talon
  - attracted colonists to live in New France

- Marquis de Frontenac
  - When the Wendat population declined, he wanted to expand the fur trading system by having coureurs de bois go out to get furs

Because of the expansion of the French colonies, there was conflict between some First Nations and the colonists. Because of the fur trade, there was conflict between different First Nations groups. Soon everyone was growing weary of all the fighting.

La Grande Paix

- 1300 delegates from 40 First Nations agreed to sign a peace treaty and live in harmony with each other and with the French colonists and traders

It was an agreement that set the tone for multiculturalism in Canada

Effects

- Coureurs de bois could travel safely
- As beaver populations declined, the fur trade expanded north and west
- The growing fur trade helped other parts of the economy grow
2. Explain why transportation was crucial in the fur trade.

needed to get trade good to First Nations and furs back to Europe

3. Explain why the birchbark canoe was especially suited to the fur trade. You must use the word *portage* in your explanation.

lightweight, yet strong
moved through water quickly
sturdy
could easily be carried by one or two men when portage was necessary

4. Complete the web below about Pierre La Vérendrye.

- **When He Travelled**
  - 1731 - 1943

- **Where He Travelled**
  - Lake Superior to Lake Winnipeg
  - Saskatchewan River
  - went as far as Rockies
  - south into United States

- **Interaction with First Nations**
  - made alliances with First Nations

- **Contribution to the Fur Trade**
  - took charge of a trading fort on Lake Superior
  - claimed much of Northern Ontario for France
  - his “discovery of the Saskatchewan River made it a major route for fur traders.”
Lesson 4.3

Concept: The English Fur Trade

Resources/Materials: Visions and Voices, pages 86 and 87
Worksheets #7.4.3a and #7.4.3b (student copies)

Introduction: With students recall that the French fur merchants sent coureurs de bois out to where the First Nations were to trade for furs. Then have students refer back to the map on textbook, page 65 to remind them that the British-owned Hudson’s Bay Company had established fur trading forts at the mouths of the main rivers that drained into Hudson Bay. Explain that today’s lesson is about the English fur trade. Explain that the English did things a little differently than the French.

Procedure:

1. Have students turn to textbook, page 86. Explain that English fur trading posts were often built like forts with a high wall around it. Discuss possible reasons. (Fur trading posts were usually in relatively isolated areas. Stockades were built around them to protect the people inside.)

2. Note also that the man in charge of a fur trading post was called a factor and the fur trading post was called a factory – the residence of the factory.

3. Have students read pages 86 and 87 of their text. As they are reading about the English system, have them think about how it is similar and how it is different from the French system.

4. Distribute Worksheets #7.4.3a and #7.4.3b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 87.

Assignments:

1. Read Visions and Voices, pages 86 and 87.
2. Do Worksheets #7.4.3a and #7.4.3b.
3. OPTIONAL. Do the Think It Through questions, page 87.
Directions: Use Voices and Visions, pages 86 and 87 to help you with the questions.

1. On the map below, label Hudson Bay, the Atlantic Ocean, Montréal, and York Factory. Then draw in and label the main fur-trading routes of the British and French.

2. What were the advantages of building fur trading forts along the shores of Hudson Bay? Can you think of any disadvantages?

<table>
<thead>
<tr>
<th>Advantages of Fur Trading Forts on Hudson Bay</th>
<th>Disadvantage(s) of Fur Trading Forts on Hudson Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.4.3a
3. Use the chart below to compare and contrast the French and English fur trading systems. You may find the maps on pages 65 and 83 helpful.

<table>
<thead>
<tr>
<th></th>
<th>French Fur Trade</th>
<th>English Fur Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locations on the fur trading posts and forts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the furs got to the fur trading posts and forts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who owned the fur trading companies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the furs got back to the mother country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with First Nations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. If you were a First Nations hunter and trapper, which fur trading system would you prefer? Give reasons for your answer.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Worksheet #7.4.3b
The English Fur Trade

Directions: Use Voices and Visions, pages 86 and 87 to help you with the questions.

1. On the map below, label Hudson Bay, the Atlantic Ocean, Montréal, and York Factory. Then draw in and label the main fur-trading routes of the British and French.

2. What were the advantages of building fur trading forts along the shores of Hudson Bay? Can you think of any disadvantages?

<table>
<thead>
<tr>
<th>Advantages of Fur Trading Forts on Hudson Bay</th>
<th>Disadvantage(s) of Fur Trading Forts on Hudson Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>close to an abundant, good-quality supply of furs</td>
<td>Hudson Bay is free of ice for less than half of the year.</td>
</tr>
<tr>
<td>many rivers flow into Hudson Bay</td>
<td></td>
</tr>
<tr>
<td>large ships can deliver heavy supplies directly to trading forts</td>
<td></td>
</tr>
</tbody>
</table>
3. Use the chart below to compare and contrast the French and English fur trading systems. You may find the maps on pages 65 and 83 helpful.

<table>
<thead>
<tr>
<th>French Fur Trade</th>
<th>English Fur Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locations on the fur trading posts and forts.</td>
<td>- along St.-Lawrence R., Great Lakes, and further inland</td>
</tr>
<tr>
<td>How the furs got to the fur trading posts and forts.</td>
<td>- coureurs de bois went out to First Nations to get them</td>
</tr>
<tr>
<td>Who owned the fur trading companies?</td>
<td>- independent fur trading companies</td>
</tr>
<tr>
<td>How the furs got back to the mother country.</td>
<td>- across land, then up St. Lawrence R.</td>
</tr>
<tr>
<td>Relationship with First Nations</td>
<td>- mostly positive</td>
</tr>
</tbody>
</table>

4. If you were a First Nations hunter and trapper, which fur trading system would you prefer? Give reasons for your answer. **Answers may vary**

Most students will say they prefer the French system because coureurs de bois went to First Nations to get the furs
Lesson 4.4

Concept: Converging in the West: The Competition Heats Up

Resources/Materials: Voices and Visions, pages 88 – 93  
Worksheets #7.4.4a and #7.4.4b (student copies)

Introduction: Review that for several years, the French and English competed in the fur trade. Then in 1760 and event happened that changed the fur trading scene in North America. New France came under the control of Britain. This event did not eliminate competition; in fact, it actually intensified it.

Explain that up to this point, the Hudson’s Bay Company had a fur trade monopoly for lands controlled by Britain.

Procedure:

1. Explain that a group of new fur trading merchants from Britain decided to blend the French and British way of doing business and formed a new, large fur trading company – The North West Company. They would be competing directly with the Hudson’s Bay Company. The North West Company built posts in locations where the First Nations hunted and trapped. They were popular with the First Nations.

2. The Hudson’s Bay reacted by doing the same. Often the North West and Hudson’s Bay Companies had fur trading posts right beside each other. The competition was on!

3. Have students turn to textbook, page 88. Have them read about the competition between the Hudson’s Bay Company and the North West Company on pages 88 – 93.

4. Distribute Worksheets #7.4.4a and #7.4.4b. Go over the directions, if necessary.

5. OPTIONAL. Have students create their own songs or poems about the life of someone associated with the fur trade (voyageur, merchant, First Nations man working in the trading post, etc.).

6. OPTIONAL. Do the Think It Through questions, page 93.

Assignments:

1. Read Voices and Visions, pages 88 – 93.
2. Do Worksheets #7.4.4a and #7.4.4b.
3. OPTIONAL. Make up a poem or song as if it were written by someone associated with the fur trade.
4. OPTIONAL. Do the Think It Through questions, page 93.
Directions: Use *Voices and Visions*, pages 88 – 93 to help you with the questions.

1. Complete the sentences.
   a. Competition between the French and English fur traders came to an end when
      ____________________________

   b. The North West Company was formed when ____________________________

   c. The North West Company was successful because ____________________________

   d. The Hudson’s Bay Company built more trading posts away from the shores of Hudson Bay because ____________________________

   e. Alexander Mackenzie reached the Arctic Ocean by ____________________________

   f. Alexander Mackenzie finally reach the Pacific Ocean by ____________________________

2. Who were the Métis? ____________________________

3. What are four different roles that Métis played in the fur trade?
   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
4. What role did the voyageurs play in the fur trade?

5. What role would each of the following play in the life of a voyageur?

<table>
<thead>
<tr>
<th>Bravery</th>
<th>Knowledge of the wilderness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of First Nations language and customs</td>
<td>Hard work</td>
</tr>
<tr>
<td>Singing songs</td>
<td>Strength</td>
</tr>
</tbody>
</table>

6. What caused the competition in the fur trade in Alberta? What were the effects?

[Diagram showing causes leading to event (Fierce competition in the fur trade in Alberta) leading to effects]
Social Studies Grade 7 Voices and Visions Chapter 4
Worksheets

Fur Trade Competition in the West

Directions: Use Voices and Visions, pages 88 – 93 to help you with the questions.

1. Complete the sentences.

   a. Competition between the French and English fur traders came to an end when
      New France came under British control

   b. The North West Company was formed when
      a new group of traders decided to form a company

   c. The North West Company was successful because
      the new traders blended
      the French and English systems

   d. The Hudson’s Bay Company built more trading posts away from the shores of Hudson
      Bay because
      the North West Company was taking much of
      their business. The HBC needed to build trading posts in the
      interior to compete with the NW Company

   e. Alexander Mackenzie reached the Arctic Ocean by
      travelling from
      Great Slave Lake up the Mackenzie River

   f. Alexander Mackenzie finally reach the Pacific Ocean by
      travelling up the
      Peace River and down the Bella Coola River.

2. Who were the Métis? descendants of the children of European
   fathers and First Nations mothers.

3. What are four different roles that Métis played in the fur trade?

   a. interpreters
   b. suppliers of provisions/food
   c. voyageurs
   d. workers at forts
4. What role did the voyageurs play in the fur trade?

*travelled from trading forts to First Nations with goods to trade for furs; travelled back to trading forts with furs.*

5. What role would each of the following play in the life of a voyageur?

<table>
<thead>
<tr>
<th>bravery</th>
<th>be prepared for dangers both living and nonliving</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of the wilderness</td>
<td>need to know how to navigate waters and how to survive</td>
</tr>
<tr>
<td>singing songs</td>
<td>help pass time, keep up spirits</td>
</tr>
<tr>
<td>hard work</td>
<td>must be able to travel for long periods of time with little rest</td>
</tr>
<tr>
<td>knowledge of First Nations language and customs</td>
<td>communicate effectively with First Nations, build trust</td>
</tr>
<tr>
<td>strength</td>
<td>must be able to walk and paddle large loads</td>
</tr>
</tbody>
</table>

6. What caused the competition in the fur trade in Alberta? What were the effects?

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>North West Company and Hudson's Bay Company built forts close to First Nations → Both companies wanted First Nation furs</td>
<td>prices for furs went up</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fierce competition in the fur trade in Alberta

Worksheet #7.4.4b
Lesson 4.5

Concept: The Impact on First Nations – European Contact

Resources/Materials: Voices and Visions, pages 93 – 96
Worksheets #7.4.5a and #7.4.5b (student copies)

Introduction: Explain that when two groups interact, change occurs. Each group is influenced by the other. The fur trade brought the First Nations and the Europeans into close contact with each other. This led to changes in culture on both sides.

Procedure:

1. Explain that the next section of Chapter 4 focuses on the impact that interaction with Europeans had on First Nations.

2. Have students turn to textbook, page 93. If at all possible, guide the reading of pages 93 – 95. Then have the students read page 96 independently.

3. Distribute Worksheets #7.4.5a and #7.4.5b. Go over the directions, if necessary.

4. ALTERNATELY. Have students make illustrated posters showing how First Nations were impacted by contact with Europeans.

5. OPTIONAL. Have students do the Think It Through questions, on textbook, page 96.

Assignments:

1. Read Voices and Visions, pages 93 – 96.
2. Do Worksheets #7.4.5a and #7.5.4b.
3. ALTERNATELY. Make illustrated posters or displays showing how First Nations were impacted by European contact.
4. OPTIONAL. Do the Think It Through questions, page 96.
Directions: Use *Voices and Visions*, pages 93 – 96 to help you with the questions.

1. What are some things that the Europeans copied from First Nations?

2. Tell about the negative impacts that Europeans had on First Nations.

<table>
<thead>
<tr>
<th>TYPE OF IMPACT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homelands</td>
<td></td>
</tr>
<tr>
<td>Ways of Life</td>
<td>Working for the fur trade:</td>
</tr>
<tr>
<td></td>
<td>Following the fur:</td>
</tr>
<tr>
<td></td>
<td>Depending on European goods:</td>
</tr>
<tr>
<td></td>
<td>Hunting the buffalo:</td>
</tr>
<tr>
<td></td>
<td>Loss of language:</td>
</tr>
<tr>
<td>Health</td>
<td>European diseases:</td>
</tr>
<tr>
<td></td>
<td>Alcohol:</td>
</tr>
</tbody>
</table>
3. What makes the Mètis a unique group of people?

4. Many people today feel that First Nations youth should make every attempt to learn more about their traditional cultures. These people feel this will give them a sense of identity and better equip them to take on the challenges of living in a modern society. Others feel that this is a waste of time, that First Nations should spend their all time and effort on trying to be good Canadian citizens. How do you feel about this issue? Give reasons for your answer.
The Impact on First Nations of Contact with the Europeans

Directions: Use *Voices and Visions*, pages 93 – 96 to help you with the questions.

1. What are some things that the Europeans copied from First Nations?
   - technologies, such as canoes, snowshoes, toboggans
   - use of tobacco, corn, squash, beans
   - some clothing

2. Tell about the negative impacts that Europeans had on First Nations.

<table>
<thead>
<tr>
<th>TYPE OF IMPACT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homelands</td>
<td>Europeans took over much of First Nations' lands</td>
</tr>
<tr>
<td>Ways of Life</td>
<td>Working for the fur trade: First Nations adapted their traditional way of life to suit the fur trade; i.e. focused on trapping furs</td>
</tr>
<tr>
<td></td>
<td>Following the fur: As furs in their own territories declined, they began trapping in the First Nations' territories, leading to conflict</td>
</tr>
<tr>
<td></td>
<td>Depending on European goods: Became more reliant on European goods a less self-sufficient</td>
</tr>
<tr>
<td></td>
<td>Hunting the buffalo: Plains First Nations traditionally used all parts of the buffalo. With fur trade they used only the hide and discarded the rest</td>
</tr>
<tr>
<td></td>
<td>Loss of language: English and French became dominant languages Traditional languages began to die down</td>
</tr>
<tr>
<td>Health</td>
<td>European diseases: Europeans brought diseases to which First Nations were not immune, causing serious illness and death</td>
</tr>
<tr>
<td></td>
<td>Alcohol: Europeans introduced First Nations to alcoholic drinks First Nations peoples' bodies have little or no way of dealing with alcohol, causing addictions</td>
</tr>
</tbody>
</table>
3. What makes the Métis a unique group of people?

blend of European and First Nations cultures.

4. Many people today feel that First Nations youth should make every attempt to learn more about their traditional cultures. These people feel this will give them a sense of identity and better equip them to take on the challenges of living in a modern society. Others feel that this is a waste of time, that First Nations should spend their all time and effort on trying to be good Canadian citizens. How do you feel about this issue? Give reasons for your answer. Answers will vary.
Lesson 4.6

Concept: Chapter 4 Project: Understanding Point of View and Perspective

Resources/Materials: Voices and Visions, page 97

Introduction: Review that the fur trade had an impact on First Nations, on the French, and on the British. Then on the board write these terms:

point of view               perspective

Elicit from students the meanings of these terms.

Procedure:

1. Explain that in everyday language, these terms are often used interchangeably. Explain that in Social Studies, they mean two different, but related ideas.

   A point of view about sometime is the way a person sees things as an individual.

   For example, you might think that more time should be spent in phys. ed.

   A perspective is the generally shared point of view of a group.

   For example, a First Nation might feel that the British were unfair in taking over their lands.

2. With class, go over more examples of point of view and perspective. You might find it necessary to discuss some Hutterite perspectives on such issues as the leaving age for school, mandatory military service, etc.

3. Have students turn to textbook, page 97. Read the entire page with the students.

4. Assign one or more of the questions 1, 2, and 3 on the page. Depending on the number of students in the group, you might want different students to work on different questions.

Assignments:

1. Read Voices and Visions, page 97.
2. Do one or more of the questions.
Lesson 4.7 (Optional)

Concept: Chapter 4: Competition for Trade – Review

Resources/Materials: Chapter 4: Competition for Trade – Review Sheets (student copies)

Introduction: Explain that the fur trade had a significant impact on the First Nations, the British, and the French. These impacts are part of led to Canadians society as we know it today.

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 4.
   - Events in history are a series of cause and effect relationships.
   - The barter system
   - Key players in the fur trade: First Nations, merchants, voyageurs
   - The French fur trade
   - La Grande Paix
   - The English fur trade
   - The North West Company – Hudson’s Bay Company competition
   - Impact of contact on the Europeans and on the First Nations

2. Distribute the Chapter 4: Competition for Trade – Review Sheets. Have students complete them independently.

3. Check the review sheets as a group, if possible.

Assignment:

Do the Chapter 4: Competition for Trade – Review Sheets.
1. Answer T for true and F for false.

______ Economic competition shaped the fur trade.

______ In a barter system, goods are exchanged for other goods.

______ In New France the fur trade helped other areas of the economy grow.

______ Conflict between First Nations groups arose when one group began hunting and trapping in other groups’ territories.

______ The Wendat became middlemen between the French fur trading merchants and First Nations hunters and trappers.

______ La Grande Paix was an agreement of peace between the French and two First Nations, the Haudenosaunee and the Wendat.

______ The Hudson’s Bay Company was given a monopoly on the fur trade in an area called Rupert’s Land.

______ From the beginning, the Hudson’s Bay Company built trading posts on the shores of Hudson Bay and in the interior.

______ At first the Hudson’s Bay Company expected First Nations to bring their furs to the trading forts located on the shores of Hudson’s Bay.

______ Britain established the Hudson’s Bay Company to compete directly with the French fur trading companies.

______ French fur trading posts were found only in Montréal and Trois Rivières.

______ First Nations and Europeans both benefited from their early trade and both continued to benefit equally as the fur trade developed.

______ The Métis were people whose fathers were European and whose mothers were First Nations.

______ The North West Company was formed to compete with the Hudson’s Bay Company.

______ The voyageurs did the same type of work that the coureurs de bois once did.

______ Alexander Mackenzie followed the Mackenzie River to the Arctic Ocean.

______ First Nations only benefited from interaction with Europeans.
2. Tell about at least one cause for each event.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>France set up the fur trade in New France.</td>
</tr>
<tr>
<td>b</td>
<td>The French fur traders used the furs supplied by First Nations trappers.</td>
</tr>
<tr>
<td>c</td>
<td>Governor Frontenac organized the signing of La Grande Paix.</td>
</tr>
<tr>
<td>d</td>
<td>The coureurs de bois could travel farther inland in search of furs.</td>
</tr>
<tr>
<td>e</td>
<td>Other parts of New France’s economy, such as flour milling, shipbuilding, and fishing began to grow.</td>
</tr>
<tr>
<td>f</td>
<td>La Vérendrye explored lands to the east and south of the Great Lakes.</td>
</tr>
<tr>
<td>g</td>
<td>The Hudson’s Bay Company set up fur trading forts at the mouths of major rivers draining into Hudson Bay.</td>
</tr>
<tr>
<td>h</td>
<td>A group of fur traders from Montréal formed the North West Company.</td>
</tr>
<tr>
<td>i</td>
<td>The North West Company made extensive use of the Métis.</td>
</tr>
<tr>
<td>j</td>
<td>The Hudson’s Bay Company built trading forts in the interior.</td>
</tr>
<tr>
<td>k</td>
<td>Alexander Mackenzie referred to the Mackenzie River the &quot;river of disappointment&quot;.</td>
</tr>
</tbody>
</table>
3. In what ways did Europeans benefit from interaction with First Nations?

4. In what ways did First Nations benefit from interaction with Europeans?

5. Correct each statement to tell about a negative impact on First Nations of their interaction with Europeans.
   
   a. Many abandoned their traditional ways and centred their activities on getting food for the fur trade.
   
   b. Conflicts between First Nations arose when one group would begin trapping for furs in another group’s tent.
   
   c. First Nations began to rely on goods obtained from Europeans rather than satisfying their basic needs from stores and shops.
   
   d. Plains First Nations began to hunt buffalo only for their horns, without using the entire buffalo as they once did.
   
   e. Russian and Chinese became the dominant languages, and many began losing the ability to speak their traditional languages.
   
   f. A significant number of First Nations people died of droughts brought to North America by Europeans, because First Nations people did not have any immunity to those diseases.
   
   g. American traders introduced coffee to First Nations, which made sick or even caused them to die.
Chapter 4
Competition for Trade
Review

1. Answer T for true and F for false.

T Economic competition shaped the fur trade.
T In a barter system, goods are exchanged for other goods.
T In New France the fur trade helped other areas of the economy grow.
T Conflict between First Nations groups arose when one group began hunting and trapping in other groups' territories.
T The Wendat became middlemen between the French fur trading merchants and First Nations hunters and trappers.
F La Grande Paix was an agreement of peace between the French and two First Nations, the Haudenosaunee and the Wendat.
T The Hudson's Bay Company was given a monopoly on the fur trade in an area called Rupert's Land.
F From the beginning, the Hudson's Bay Company built trading posts on the shores of Hudson Bay and in the interior.
T At first the Hudson's Bay Company expected First Nations to bring their furs to the trading forts located on the shores of Hudson's Bay.
T Britain established the Hudson's Bay Company to compete directly with the French fur trading companies.
F French fur tradings posts were found only in Montréal and Trois Rivières.
F First Nations and Europeans both benefited from their early trade and both continued to benefit equally as the fur trade developed.
T The Métis were people whose fathers were European and whose mothers were First Nations.
T The North West Company was formed to compete with the Hudson's Bay Company.
T The voyageurs did the same type of work that the coureurs de bois once did.
T Alexander Mackenzie followed the Mackenzie River to the Arctic Ocean.
F First Nations only benefited from interaction with Europeans.
2. Tell about at least one cause for each event. Some answers may vary.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. There was a demand for furs in Europe. Fun supplies in Europe were declining.</td>
<td>France set up the fur trade in New France.</td>
</tr>
<tr>
<td>b. First Nations hunters and trappers were skillful and knew their territories.</td>
<td>The French fur traders used the furs supplied by First Nations trappers.</td>
</tr>
<tr>
<td>c. Ongoing conflict among some First Nations and between the French and Haudenosaunee was making the fur supply uncertain.</td>
<td>Governor Frontenac organized the signing of La Grande Paix.</td>
</tr>
<tr>
<td>d. The signing of La Grande Paix made it safe for coureurs de bois.</td>
<td>The coureurs de bois could travel farther inland in search of furs.</td>
</tr>
<tr>
<td>e. Those involved in the fur trade and the fur trade itself increased demand for other products and services.</td>
<td>Other parts of New France's economy, such as flour milling, shipbuilding, and fishing began to grow.</td>
</tr>
<tr>
<td>f. France wanted to expand its fur trading territory.</td>
<td>La Vérendrye explored lands to the east and south of the Great Lakes.</td>
</tr>
<tr>
<td>g. Close to abundant supply of furs. First Nations trappers could use the rivers to bring furs. Large ships could navigate Hudson Bay.</td>
<td>The Hudson's Bay Company set up fur trading forts at the mouths of major rivers draining into Hudson Bay.</td>
</tr>
<tr>
<td>h. The North West Company was large enough to compete with the Hudson's Bay Company.</td>
<td>A group of fur traders from Montréal formed the North West Company.</td>
</tr>
<tr>
<td>i. Métis had skills and knowledge from both European and First Nations cultures.</td>
<td>The North West Company made extensive use of the Métis.</td>
</tr>
<tr>
<td>j. This was necessary if they wanted to compete with the North West Company that had inland trading posts.</td>
<td>The Hudson's Bay Company built trading forts in the interior.</td>
</tr>
<tr>
<td>k. When he travelled up the Mackenzie River, he was actually hoping it would lead to the Pacific Ocean.</td>
<td>Alexander Mackenzie referred to the Mackenzie River the &quot;river of disappointment&quot;.</td>
</tr>
</tbody>
</table>
3. In what ways did Europeans benefit from interaction with First Nations?

- got furs
- learned how to survive in the New World
- used First Nations knowledge and technology

4. In what ways did First Nations benefit from interaction with Europeans?

- introduced to new items, such as metal goods, blankets, and clothing which made life easier in many ways

5. Correct each statement to tell about a negative impact on First Nations of their interaction with Europeans.

a. Many abandoned their traditional ways and centred their activities on getting food for the fur trade.

b. Conflicts between First Nations arose when one group would begin trapping for furs in another group’s territory.

c. First Nations began to rely on goods obtained from Europeans rather than satisfying their basic needs from stores and shops.

furs

English

French

d. Plains First Nations began to hunt buffalo only for their pelts, without using the entire buffalo as they once did.

furs / hides

e. Russian and Chinese became the dominant languages, and many began losing the ability to speak their traditional languages.

f. A significant number of First Nations people died of diseases brought to North America by Europeans, because First Nations people did not have any immunity to those diseases.

diseases

whiskey

g. American traders introduced coffee to First Nations, which made sick or even caused them to die.
Part A

**Directions:** Write the letter of the best answer to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

**Vocabulary and Names**

<table>
<thead>
<tr>
<th>a. ethnocentric</th>
<th>b. barter</th>
<th>c. voyageur</th>
<th>d. factory</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Wendat</td>
<td>f. North West Company</td>
<td>g. portage</td>
<td>h. stockade</td>
</tr>
<tr>
<td>i. Métis</td>
<td>j. Hudson’s Bay Company</td>
<td>k. Frontenac</td>
<td>l. Mackenzie</td>
</tr>
</tbody>
</table>

1. acted as middlemen between French fur traders and other First Nations

2. explorer who sailed down the Peace and Bella Coola Rivers to reach the Pacific Ocean

3. a wooden barrier made up of upright posts

4. a Canadien or Métis employee of the North West Company who paddled between the trading posts in the west and Montréal

5. believing one’s own group is superior

6. a British fur trading company

7. fur trading business that was formed by fur traders from Montréal

8. carrying boats or goods overland between waterways

9. descendants of people with Europeans fathers and First Nations mothers

10. English fur trading post

11. trade goods for goods

12. governor of New France who organized the signing of La Grande Paix.
True/False
Write T for true and F for false.

13. Before interacting with Europeans, First Nations used nature to satisfy their basic needs.
14. The fur trade was the foundation of the economy in New France.
15. First Nations women were not involved in the fur trade in any way.
16. Disputes arose between First Nations when they began hunting on each other’s lands.
17. La Vérendrye travelled to the far north in search of more fur trading land.
18. The Hudson’s Bay Company was formed so that Britain could compete with the French in the fur trade.
19. Fur trading forts were built on the shores of Hudson Bay because the ships could travel to these forts year round.
20. The North West Company was the first to set up trading posts in the west.
21. The fur trade resulted in only negative consequences for First Nations.
22. The voyageurs hired by the North West Company did the same types of work as the coureurs de bois.

Multiple Choice
Choose the best answer to each question.

23. Why did French fur trading companies use First Nations hunters and trappers instead of using their own men?
   a. First Nations knew the land and were skilled at hunting and trapping animals and preparing the furs.
   b. No French men wanted to go out into the wilderness.
   c. All the French men in New France were needed to farm the land.
   d. The king of France did not allow French men to hunt in New France.

24. Which of the following were not key players in the fur trade?
   a. First Nations
   b. merchants
   c. coureurs de bois
   d. mill workers
25. Which of the following was not a way that First Nations people helped European fur traders?

   a. showed them how to find food  
   b. shared knowledge about the land and weather  
   c. made aluminum canoes  
   d. served as translators

*Use the following information to answer question 26.*

- Prepared furs  
- Worked in the forts  
- Shared language and geography skills  
- Prepared food, paddled canoes, helped set up camp

26. What would be the best heading for the list above?

   a. The Work of a Voyageur  
   b. The Role of First Nations Women in the Fur Trade  
   c. Duties of a Factor  
   d. Work Without Pay

27. Why did La Grande Paix lead to more economic development in New France?

   a. Coureurs de bois could conduct their business without fear and fur trading companies could expand their trading territories, leading to bigger profits.  
   b. First Nations groups kept hunting and trapping activities close to the lands around the St. Lawrence River.  
   c. Merchants now had a set price for each type of fur.  
   d. The intendant, Jean Talon, now made more money for himself.

28. The canoe was an important part of the fur trade because

   a. it was introduced to First Nations by the Europeans.  
   b. it was perfect for transporting finished goods and furs across the wilderness.  
   c. First Nations people were given canoes by the Europeans, if they promised to work for them.  
   d. they could be folded up when there was a need to portage.
29. Which of the following is not a reason that the Hudson’s Bay Company built its trading forts at the mouths of the main rivers that drained into Hudson Bay?

a. They were close to an abundant and high quality supply of furs.
b. The rivers provided good transportation routes for First Nations trappers.
c. Large supply ships could deliver heavy supplies directly to the trading posts.
d. The waters of Hudson Bay never froze, so ships could get to the trading forts all year long.

30. Who were the Nor’westers?

a. people who worked for the North West Company
b. the Métis
c. First Nations people who lived in what is present-day Alberta, Saskatchewan, and the Northwest Territories.
d. explorers who travelled through Rupert’s Land

31. Which of the following describes a way that the North West Company was different from the Hudson Bay Company when the North West Company first started up?

a. The North West Company was given a monopoly by the French king and the Hudson Bay Company was granted a monopoly by the English king.
b. The North West Company relied on First Nations to bring their furs to trading posts along the St. Lawrence River, while the Hudson’s Bay Company relied on First Nations to bring their furs to trading posts along Hudson Bay.
c. The North West Company employed First Nations interpreters and the Hudson’s Bay Company used on Métis interpreters.
d. The North West Company send voyageurs and traders to the First Nations, while the Hudson’s Bay Company expected First Nations to travel to its trading forts.

32. Why is it that the Hudson’s Bay Company ended up building trading posts away from the shores of Hudson Bay?

a. There were not more furs around Hudson Bay.
b. Furs farther west were of a more desirable colour.
c. In order to compete, it had to build trading posts close to where First Nations were trapping them like the North West Company did.
d. The king of England ordered the Hudson’s Bay Company to build inland posts.
To the right is an engraving of a soldier of New France, made in 1722.

33. Which of the following are customs or technologies the soldier adopted from First Nations?

a. using snowshoes and smoking tobacco
b. carrying a gun on his shoulder and smoking tobacco
c. using waist pouches and a wide-brimmed hat
d. using snowshoes and a shoulder bag
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. Explain how the fur trade was the foundation of the economy of New France.

2. Explain why cooperation between First Nations and the Europeans was important in the fur trade.

Do either question #3a OR #3b.

3. a. What were the events that led to the signing of La Grande Paix (The Great Peace)?

   b. In what way was the signing of La Grande Paix a foundation for multiculturalism in Canada today?

4. What were the negatives impacts on the First Nations of contact with Europeans during the fur trade?
Part A – Answer Sheet

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
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24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
Part A – Answer Sheet

1. c
2. l
3. h
4. c
5. a
6. j
7. f
8. g
9. i
10. d
11. b
12. k
13. T
14. T
15. F
16. T
17. F
18. T
19. F
20. T
21. F
22. T
23. a
24. d
25. c
26. b
27. a
28. b
29. d
30. a
31. d
32. c
33. a
1. Explain how the fur trade was the foundation of the economy of New France.
   As the fur trade grew, so did the rest of the economy. There was more demand for goods to trade to First Nations. This resulted in more people employed in shipping and distributing these goods, as well as more people employed to handle and ship the furs. As employment increased, so did demand for other goods and services.

2. Explain why cooperation between First Nations and the Europeans was important in the fur trade.
   The fur trade only worked because these groups worked together and understood each other’s roles. First Nations were expected to hunt or trap and prepare the furs, while the Europeans were expected to provide finished goods to First Nations in return. Europeans also distributed the furs to merchants Europe.

   Do either question #3a OR #3b.

3. a. What were the events that led to the signing of La Grande Paix (The Great Peace)?
   The French along the St. Lawrence were in conflict with the Haudenosaunee because the French were gradually assuming more and more Haudenosaunee land. When the beaver populations started declining, First Nations began hunting/trapping on other First Nations’ territories. This also led to conflicts. The French fur traders used the Wendat as middlemen. When their population declined, other First Nations tried to assume the role, but unsuccessfully. This led to more conflicts. This also negatively affected the fur trade. First Nations realized that expending so much energy on conflicts was counterproductive.

c. In what way was the signing of La Grande Paix a foundation for multiculturalism in Canada today?
   The signing of La Grande Paix involved an agreement of 40 different nations, each with their own culture. The group also represented many different language group. It was the first multicultural agreement in Canadian history.
4. What were the negatives impacts on the First Nations of contact with Europeans during the fur trade?

- **First Nations efforts focused on the fur trade.** They began to neglect other duties and changed their ways to facilitate trapping and preparing furs.
- **First Nations came into conflict with each other over fur trapping territories.** When the fur-bearing animal populations decline in one area, they needed to use the lands of other peoples.
- **First Nations began to rely heavily on European-made goods instead of satisfying basic needs through nature.**
- **Buffalo were hunted for their hides only.** Traditional wisdom said that all parts of the buffalo should be used; there should be no waste.
- **French and English gradually replaced many traditional languages.**
- **Europeans introduced diseases to which First Nations had no immunity.** This decimated many populations.
- **Europeans introduced alcoholic drinks to First Nations, whose bodies could not process alcohol.** This led to alcohol dependencies, unruly behaviours, and neglect of traditional roles and duties.
Lesson 4.8

Concept: Chapter 4: Competition for Trade – Test

Resources/Materials: Chapter 4: Competition for Trade – Test (student copies)

NOTE: You may choose to have students do Part A, Part B, or Parts A and B of the test. If students did the Chapter 4 Project, you may want to omit the test.
Chapter 5

War and Peace

Key Concept: Conquest and Consequences

Chapter Inquiry: How did military events and their consequences contribute to the foundation of Canada?
Social Studies Grade Seven
Chapter 5
War and Peace

Contents

Lesson 5.1 The Seven Years’ War 2
Lesson 5.2 Prelude to War: Acadia 3
Lesson 5.3 The Struggle for Canada 4
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Lesson 5.8 Chapter 5: War and Peace – Test 9
Lesson 5.1

Concept: The Seven Years’ War

Resources/Materials: Voices and Visions, pages 98 – 105
Worksheets #7.5.1a, #7.5.1b, #7.5.1c, and #7.5.1d (student copies)

Introduction: Read (or write on the board) the following statements:

That poor sweet little boy dropped the cup on floor and it broke.....
That bratty little boy dropped the cup on the floor and it shattered!

Discuss that both sentences express basically the same action. Then discuss the sentiment or bias in each.

Explain that when people report on an event, you have to be alert for any bias. When artists make pictures about historical events or when people write about them, there is often bias. Bias is often influenced by perspective. If necessary, review that perspective refers to a collective point of view. Chapter 5 is about a war between France and England that lasted for seven years, and its effects on Canada.

Procedure:

1. Recall with students that Britain and France were powerful, empire-building countries who competed for prestige and power in Europe. Because each had colonies around the world, the colonies were sometimes the scene of great battles. At other times, they were possessions that were won or lost.

2. Have students turn to textbook, page 98. Give students a moment or two to flip through Chapter 5. Then with students scan pages 98 – 105, looking at the headings and graphic organizers.

3. Direct students to read pages 98 – 105 independently. However, if you have the time, guide some of the reading.

4. Distribute Worksheets #7.5.1a, #7.5.1b, #7.5.1c, and #7.5.1d. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through question on page 105.

Assignments:

2. Do Worksheets #7.5.1a, #7.5.1b, #7.5.1c, and #7.5.1d.
3. OPTIONAL. Do the Think It Through question, page 105.
The Seven Years' War

**Directions:** Use *Voices and Visions*, pages 98 – 105 to help you with the questions.

1. What are the reasons that Britain and France were in conflict with each other?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. Each of the following groups had its own perspective on war between France and Britain. Match the groups with their perspectives.

   a. Halifax merchants          b. Acadian farmers          c. Canadien habitant
   d. Mi’kmaq women             e. Mohawk trapper

   _____ We would rather stay neutral.

   _____ We are fearful that we will have to give up our culture.

   _____ What effect will the war have on the fur trade?

   _____ We hope it makes our businesses grow and prosper.

   _____ In the past the British have treated us poorly, whereas the French have treated us well.

3. What is *bias*?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. When is bias harmful?

   ____________________________________________________________

   ____________________________________________________________
5. What are five questions to ask when looking for bias?
   a. 
   b. 
   c. 
   d. 
   e. 

6. Use the map of page 101 to do the following.

   On the map of eastern North America (mid-1700s), draw in, label and colour:
   - French possessions
   - English possessions
   - Haudenosaunee territory
   - Rupert's Land
   - Louisiana
   - New France
   - Acadia
   - The Thirteen Colonies
   - Newfoundland

   Give the map a title and make a legend.

   Hint: When colouring a section on a map, outline the section, pressing quite hard. Then shade the section in lightly. This way you will still be able to read the label.
7. Write F if the statement tells about the French perspective and B if it tells about the British perspective.

_____ The heart of our colony in North America is the area along the St. Lawrence River.

_____ They wanted to trade with the First Nations to the west.

_____ Colonists lived in many areas: Louisiana, Île Saint-Jean, Cape Breton, and Québec.

_____ Its colonies did not always get along with each other.

_____ The citizens felt secure because the fortresses at Louisbourg and Québec were well-built, well-armed and hundreds of soldiers were stationed there.

_____ Their population was far greater.

_____ The colonies wanted to expand because they needed more farmland.

_____ They wanted full control of the Atlantic fisheries.

_____ Acadia no longer belonged to them, but it was populated by French-speaking people.

_____ They wanted to control the St. Lawrence River as it was the gateway to the continent.

_____ Its navy was one of the most powerful in the world.

_____ Several of the First Nations were its allies.

_____ Its North American colonies covered a large area, but had relatively small populations, which made them hard to defend.

_____ Its colonies were prosperous and could supply it with military supplies.

_____ The Haudenosaunee were its ally.

_____ Its army was one of the most powerful in the world.

_____ Its army was not used to fighting in the forests like those in North America.

_____ The St. Lawrence River was the single entry to the colony.

_____ Almost all of its population had been born in North America. They saw themselves as Canadien, not European.
8. Examine the information about the fortresses at Québec and Louisbourg. In what ways are they similar?

9. The Seven Year’s War took place between 1756 and 1763. However, the British “tested the waters” twice before. Briefly tell about each of these times.
   a. ____________________________________________________________
   b. ____________________________________________________________

10. The fortress at Louisbourg has now been restored to look like it would have looked in the 1700s. Visitors to the Louisbourg today can tour the fortress. People who work at the fortress wear the same styles of clothing that would have been worn in the 1700s.

The restoration of Louisbourg took a great deal of time, effort, and money. In your opinion is this a good use of time, effort, and money? Give reasons for your opinion.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Directions: Use Voices and Visions, pages 98 – 105 to help you with the questions.

1. What are the reasons that Britain and France were in conflict with each other?
   - wanted to expand their empires by acquiring more territories
   - wanted more resources
   - wanted more power and prestige

2. Each of the following groups had its own perspective on war between France and Britain. Match the groups with their perspectives.
   - a. Halifax merchants
   - b. Acadian farmers
   - c. Canadien habitant
   - d. Mi’kmaq women
   - e. Mohawk trapper

   b  We would rather stay neutral.
   c  We are fearful that we will have to give up our culture.
   e  What effect will the war have on the fur trade?
   a  We hope it makes our businesses grow and prosper.
   d  In the past the British have treated us poorly, whereas the French have treated us well.

3. What is bias?
   - a personal like or dislike of something or someone that is not necessarily based on fact

4. When is bias harmful?
   - when or if it leaves out important information or presents information inaccurately
5. What are five questions to ask when looking for bias?
   a. **What is the source?**
   b. **When was the source created?**
   c. **Are strongly positive or negative words or phrases used?**
   d. **Are opinions supported by facts?**
   e. **Is important information left out?**

6. Use the map of page 101 to do the following.

   On the map of eastern North America (mid-1700s), draw in, label and colour:
   - French possessions
   - English possessions
   - Haudenosaunee territory
   - Rupert’s Land
   - Louisiana
   - New France
   - Acadia
   - The Thirteen Colonies
   - Newfoundland

   Give the map a title and make a legend.

   **Hint:** When colouring a section on a map, outline the section, pressing quite hard. Then shade the section in lightly. This way you will still be able to read the label.
7. Write F if the statement tells about the French perspective and B if it tells about the British perspective.

F  The heart of our colony in North America is the area along the St. Lawrence River.

B  They wanted to trade with the First Nations to the west.

F  Colonists lived in many areas: Louisiana, Île Saint-Jean, Cape Breton, and Québec.

B  Its colonies did not always get along with each other.

F  The citizens felt secure because the fortresses at Louisbourg and Québec were well-built, well-armed and hundreds of soldiers were stationed there.

B  Their population was far greater.

B  The colonies wanted to expand because they needed more farmland.

B  They wanted full control of the Atlantic fisheries.

F  Acadia no longer belonged to them, but it was populated by French-speaking people.

F B  They wanted to control the St. Lawrence River as it was the gateway to the continent.

B  Its navy was one of the most powerful in the world.

F  Several of the First Nations were its allies.

F  Its North American colonies covered a large area, but had relatively small populations, which made them hard to defend.

B  Its colonies were prosperous and could supply it with military supplies.

B  The Haudenosaunee were its ally.

F  Its army was one of the most powerful in the world.

B  Its army was not used to fighting in the forests like those in North America.

F  The St. Lawrence River was the single entry to the colony.

F  Almost all of its population had been born in North America. They saw themselves as Canadien, not European.
8. Examine the information about the fortresses at Québec and Louisbourg. In what ways are they similar?
  
  - heavily fortified / walled
  - extensive use of stone
  - on the water / access by ships
  - many buildings

9. The Seven Year’s War took place between 1756 and 1763. However, the British “tested the waters” twice before. Briefly tell about each of these times.

a. 1754 General George Washington tried to take over a part of the Ohio valley – failed

b. 1755 Tried to invade again with a larger force, but was defeated by French

10. The fortress at Louisbourg has now been restored to look like it would have looked in the 1700s. Visitors to the Louisbourg today can tour the fortress. People who work at the fortress wear the same styles of clothing that would have been worn in the 1700s.

The restoration of Louisbourg took a great deal of time, effort, and money. In your opinion is this a good use of time, effort, and money? Give reasons for your opinion.

   Answers will vary.
Lesson 5.2

**Concept:** Prelude to War: Acadia

**Resources/Materials:** Voices and Visions, pages 106 – 109
Worksheets #7.5.2a and #7.5.2b (student copies)
Wall Map of Canada

**Introduction:** Recall with students that there seemed to be ongoing conflict between Britain and France. In North America, each wanted control over more territory.

Using the wall map of Canada, review with students that area known as Acadia. Remind students that this area was populated mostly with French speaking people who farmed and fished. The Mi’kmaq and the Acadians had developed a peaceful, cooperative relationship. Remind students that in the Treaty of Utrecht, Acadia came under British control, except for Cape Breton.

Explain that Britain also wanted Cape Breton. It was concerned about Louisbourg. It was also unsure about the where the loyalties of the Acadians truly lay.

**Procedure:**

1. Explain that when a person swears allegiance to a particular country, it means that he or she will be loyal to that country and will not go against it for any reason.

2. Explain that the Acadian perspective was that they did not want to take sides. The British wanted them to swear allegiance to Britain. In the minds of Acadians, this meant they would have to take up arms against France if war broke out between France and Britain. They did not want to do this. They wanted to stay neutral.

3. Explained that this made Britain suspicious, but a particular event led to Britain not only mistrusting the Acadians, but kicking them out of Acadia altogether.

4. Have students turn to textbook, page 106. Tell students to read pages 106 – 109 to find out what it was that led to them being **deported**.

5. Distribute Worksheets #7.5.2a and #7.5.2b. Go over the directions, if necessary.

6. **OPTIONAL.** Have students (as a group or individually) make three illustrations depicting:
   a. the life of an Acadian
   b. Acadians being confronted by the British governor
   c. Acadians being deported

7. **OPTIONAL.** Do the *Think It Through* question on page 109.

**Assignments:**

2. Do Worksheets #7.5.2a and #7.5.2b.
3. **OPTIONAL.** Illustrate Acadian life, Acadians being confronted by the British governor, and the deportation of the Acadians.
4. **OPTIONAL.** Do the *Think It Through* question, page 109.
Directions: Use *Voices and Visions*, pages 105 – 109 to help you with the questions.

1. Complete the web about the Acadians.

   Where They Lived
   
   THE ACADIANS
   
   Way of Life
   
   Relations with First Nations
   
   Relations with Britain

2. In the space below, make a flow chart that tells about the events that led to the deportation of the Acadians.
3. Read the excerpt from the journal of Colonel John Winslow at the top of page 108. What are some words and phrases he uses to show that he is biased towards Acadians; that is, that he feels some sympathy for them?


4. Pretend you were a person who strongly supports the king’s decision to deport the Acadians. Write a short journal entry that illustrates your bias against the Acadians.


5. Pretend you were an Acadian who felt the British were treating the Acadians unfairly. Write a short journal entry that illustrates the Acadian perspective.


6. In what ways are Acadian history and Hutterite history similar? How does history affect identity?

<table>
<thead>
<tr>
<th>Acadian History/Effect on Identity</th>
<th>Hutterite History/Effect on Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices and Visions*, pages 105 – 109 to help you with the questions.

1. Complete the web about the Acadians.

   **Where They Lived**
   - Île Saint John
   - Nova Scotia
   - in small farms/villages

   **Way of Life**
   - farmed
   - fished

   **THE ACADIANS**

   **Relations with First Nations**
   - traded with Mi'kmaq/Maliseet
   - intermarried with Mi'kmaq

   **Relations with Britain**
   - under British control
   - did not want to swear allegiance to Britain / wanted to stay neutral

2. In the space below, make a flow chart that tells about the events that led to the deportation of the Acadians.

   1. Acadians refused to swear allegiance to Britain; want to be neutral
   2. Britain suspects Acadians are still loyal to France
   3. When Britain captured Fort Beauséjour from the French, they found 300 Acadians inside defending the fort
   4. The governor ordered the Acadians deported
   5. Acadians were deported to New England colonies, Caribbean, France, or England
3. Read the excerpt from the journal of Colonel John Winslow at the top of page 108. What are some words and phrases he uses to show that he is biased towards to Acadians; that is, that he feels some sympathy for them?

- King’s command had to be obeyed
- women (children praying/crying
- did not want to use harsh language
- men praying, singing, crying

4. Pretend you were a person who strongly supports the king’s decision to deport the Acadians. Write a short journal entry that illustrates your bias against the Acadians.

Answers will vary.

5. Pretend you were an Acadian who felt the British were treating the Acadians unfairly. Write a short journal entry that illustrates the Acadian perspective.

Answers will vary.

6. In what ways are Acadian history and Hutterite history similar? How does history affect identity?

<table>
<thead>
<tr>
<th>Acadian History/Effect on Identity</th>
<th>Hutterite History/Effect on Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordered to leave Acadia</td>
<td>ordered to leave Tyrol</td>
</tr>
<tr>
<td>the historical event made them</td>
<td>persecuted and left Russia, U.S.</td>
</tr>
<tr>
<td>want to preserve culture and way of life</td>
<td>Hutterite history is part of their identity</td>
</tr>
</tbody>
</table>
Lesson 5.3

Concept: The Struggle for Canada

Resources/Materials: Voices and Visions, pages 110 – 113
Worksheets #7.5.3a and #7.5.3b (student copies)
Wall Map of Canada

Introduction: Write the word tactics on the board. Explain that tactics are the strategies you use to accomplish a particularly difficult task. Recall that Britain very much would like to take over New France, and that Britain realized that in order to do this, they had to take over its two main fortresses: Louisbourg and Québec. (Point out the two locations on the map and show how Louisbourg guards the entrance to the St. Lawrence River and Québec is strategically placed where the river narrows – it guards the entrance to the interior.

Recall that in 1753 and 1754, the British tried to take over part of Louisiana, but failed. But they did not give up. The next section of Chapter 5 is about how the British successfully captured Louisbourg and Québec.

Procedure:

1. Have students turn to textbook, page 110. With students examine the painting done by a British soldier of Louisbourg before the siege began. Then examine the painting done by a British soldier of the British preparing the siege on Québec. Discuss the likely biases.


3. Distribute Worksheets #7.5.3a and #7.5.3b. Go over the directions, if necessary.

4. OPTIONAL. Have students do one or more of the Think It Through questions on textbook, page 113.

Assignments:

2. Do Worksheets #7.5.3a and #7.5.3b.
3. OPTIONAL. Do one or more of the Think It Through questions, page 113.
The Struggle for Canada

Directions: Use Voices and Visions, pages 110 – 113 to help you with the questions.

1. Name New France’s centres of power. Tell why the location of each was important for protecting the colony.
   a. 
   b. 

Capturing Louisbourg

2. Briefly explain the tactics the British used to capture Louisbourg.

By sea:

By land:

The British successfully capture Louisbourg.
3. For each heading, tell about the situations for the British (Wolfe) and the French (Montcalm).

### Onward to Canada (page 110)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
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### Points of View before the Battle (page 111)

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<th>British</th>
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### A Standoff (page 111)

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<th>French</th>
<th>British</th>
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### The Battle on the Plains of Abraham (pages 111 – 113)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
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<tr>
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</tbody>
</table>
Directions: Use *Voices and Visions*, pages 110 – 113 to help you with the questions.

1. Name New France’s centres of power. Tell why the location of each was important for protecting the colony.
   a. *Louisbourg—guards entrance to Gulf of St. Lawrence*
   b. *Québec—guards entrance to narrow part of St. Lawrence River and the interior*

**Capturing Louisbourg**

2. Briefly explain the tactics the British used to capture Louisbourg.

**By sea:**
- Ships block the entrance to Louisbourg harbour, cutting French from supplies and reinforcements
- Ships in harbour sunk by British ships

**By land:**
- Soldiers went ashore with cannons and settled into fields around the fortress.
- Fired cannonballs onto the fortress

The British successfully capture Louisbourg.
Capturing Québec

3. For each heading, tell about the situations for the British (Wolfe) and the French (Montcalm).

### Onward to Canada (page 110)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marquis de Montcalm</td>
<td>Major-General James Wolfe</td>
</tr>
<tr>
<td>16,000 troops</td>
<td>9,000 soldiers</td>
</tr>
<tr>
<td>Inside Québec</td>
<td>18,000 sailors</td>
</tr>
<tr>
<td></td>
<td>200 ships</td>
</tr>
</tbody>
</table>

### Points of View before the Battle (page 111)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the defense</td>
<td>Faced a well-designed fortress (on a cliff)</td>
</tr>
<tr>
<td>Believed they were safe behind</td>
<td>Cannot surround fortress</td>
</tr>
<tr>
<td>the walls of the fortress</td>
<td>Winter nearing</td>
</tr>
<tr>
<td>Could see enemy below and treat it</td>
<td></td>
</tr>
<tr>
<td>Believed that help was on the way</td>
<td></td>
</tr>
</tbody>
</table>

### A Standoff (page 111)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fired on British for nine weeks</td>
<td>Fired on French for nine weeks</td>
</tr>
<tr>
<td>City suffered major damage</td>
<td>Destroyed villages and farms around the fortress</td>
</tr>
<tr>
<td>Habitants fled to the protection of the fortress</td>
<td></td>
</tr>
</tbody>
</table>

### The Battle on the Plains of Abraham (pages 111 – 113)

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montcalm had 6,000 soldiers, including 300 Odawa</td>
<td>Soldiers secretly made their way to a field high above the fortress during the night and got organized</td>
</tr>
<tr>
<td>Reinforcements had not arrived</td>
<td>4,400 soldiers on Plains of Abraham</td>
</tr>
<tr>
<td>Attacked British with 4,000 soldiers</td>
<td>Defeated French</td>
</tr>
<tr>
<td>After 15 minutes, French retreated</td>
<td>Wolfe killed</td>
</tr>
<tr>
<td>Montcalm killed</td>
<td></td>
</tr>
<tr>
<td>Québec left in ruins</td>
<td></td>
</tr>
<tr>
<td>Remaining soldiers fled to Montreal</td>
<td></td>
</tr>
<tr>
<td>September 1760 French surrendered</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5.4

Concept: The First Nations and War

Resources/Materials: Voices and Visions, pages 114 and 115
Worksheet #7.5.4a (student copies)
Worksheet #7.5.4b (optional, student copies)

Introduction: Discuss with students how the war between England and France in North America demonstrated ethnocentric attitudes. Completely ignored First Nations when it came to transferring control of land.

Discuss how members of the students’ colony would feel if there was a fight between two of their neighbours and the winner was given control of their colony. Discuss further what they think colony members would do if this happened.

Procedure:

1. Explain that First Nations were upset and they decided to take action.

2. Have students turn to textbook, page 114. Guide the reading of pages 114 and 115, if you have the time.

3. Distribute Worksheet #7.5.4a. Go over the directions, if necessary.

4. OPTIONAL. Distribute Worksheet #7.5.4b. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through questions on textbook, page 115.

Assignments:

1. Read Voices and Visions, pages 114 and 115.
2. Do Worksheet #7.5.4a.
3. OPTIONAL. Do Worksheet #7.5.4b.
4. OPTIONAL. Do the Think It Through questions, page 115.
Directions: Use *Voices and Visions*, pages 114 and 115 to help you with the questions.

1. Complete the web below to tell about the perspectives of the First Nations, French, and British with regard to the situation of First Nations.

   - French
   - British

   **PERSPECTIVES**

   - First Nations

   **Actions First Nations Took**

2. In the case study, how did Pontiac demonstrate that tactics could win out over physical strength?

   _____________________________________________________

   _____________________________________________________
Directions: Read the tale of the Trojan War below. Then answer the question.

The Greeks had been at war with the walled city of Troy for well over ten years. They tried many
different times using different strategies to break into the city. Each time the Trojans (citizens of Troy)
fought them off. The gates to the city remained closed and locked.

A Greek by the name of Odysseus came up with the idea of building a great wooden horse. (The
horse was the emblem of Troy.) Once the horse had been constructed, they wheeled it up to the gates of
Troy and then all the Greeks left, all except for one man named Sinon. He remained outside the horse.
He acted as though the Greeks had abandoned him, leaving the horse as a gift for the Trojans.
Meanwhile, the Greeks pretended to sail away.

Sinon successfully convinced the Trojans that the horse was a gift to the goddess Athena and was
meant to make up for all the damage the Greeks had done to Troy. The Trojans pulled the horse into their
city as a victory trophy.

The Trojans did not realize that inside the horse was a select group of Greek warriors. That night,
as the Trojans lay sleeping, the Greek force crept out of the horse and opened the gates for the rest of the
Greek army, which had sailed back under the cover of night. The Greeks entered and destroyed the city of
Troy, decisively ending the war.

Compare the story about the Trojan horse with Pontiac’s capturing of Fort Michilimackinac.

<table>
<thead>
<tr>
<th>Pontiac Captures Fort Machilimackinac</th>
<th>The Greeks Capture Troy</th>
</tr>
</thead>
</table>

Worksheet #7.5.4b
Directions: Use *Voices and Visions*, pages 114 and 115 to help you with the questions.

1. Complete the web below to tell about the perspectives of the First Nations, French, and British with regard to the situation of First Nations.

   **French**
   
   French governor made the English promise not to take revenge against the First Nations, who had sided with the French.

   **British**
   
   - took over French fur trade but did not follow same trading practices with First Nations

   **First Nations**
   
   - most had supported the French
   - continued to fight English after French surrendered
   - not consulted when peace process was being discussed
   - British had not understood First Nations customs
   - worried about British

   **Actions First Nations Took**
   
   Several First Nations, led by Pontiac, joined together to drive the British out of the Ohio Valley.

2. In the case study, how did Pontiac demonstrate that tactics could win out over physical strength?

   British forces would have had more sophisticated technology and more soldiers, yet Pontiac’s use of deception and surprise led First Nations to victory.
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Compare the story about the Trojan horse with Pontiac’s capturing of Fort Michilimackinac.

<table>
<thead>
<tr>
<th>Pontiac Captures Fort Machilimackinac</th>
<th>The Greeks Capture Troy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• wanted to capture a stockaded establishment</td>
<td>• wanted to capture a walled city</td>
</tr>
<tr>
<td>• used deception</td>
<td>• used deception</td>
</tr>
<tr>
<td>• lured enemy into complacency by playing lacrosse</td>
<td>• lured enemy into complacency by presenting the Trojans with a gift</td>
</tr>
<tr>
<td>• women hid weapons</td>
<td>• horse hid men</td>
</tr>
</tbody>
</table>
Lesson 5.5

Concept: After the War

Resources/Materials: Voices and Visions, pages 116 – 121
Worksheets #7.5.5a, #7.5.5b, #7.5.5c, and #7.5.5d (student copies)

Introduction: Explain that the capture of Louisbourg and Québec were all part of the Seven Years’ War between France and Britain. The Seven Years’ War had started in 1756. The Battle on the Plains of Abraham had been fought in 1759. By 1763, the Seven Years’ War ended. Britain had come out victorious. The Treaty of Paris was signed by Britain and France to officially end the war. France had lost all of its North American claims, except for a few tiny islands.

Explain that Britain now had to decide how to handle the situation. It basically had three choices about how to govern the colony and how to handle the French colonists. Write on the board:
Eviction (deport the French)
Assimilation (force the French to adopt British ways)
Accommodation (allow the French to maintain their way of life)

Procedure:

1. Explain that Britain decided that the best way to handle the situation was assimilation. It made it official when the King George III of England signed the Royal Proclamation in 1763.

2. Making the French colonists adopt British ways was not well-accepted by the French. At the same time, the Thirteen Colonies were talking about rebelling against Britain. Britain felt it could not handle trouble in the Thirteen Colonies as well as in Québec.

3. Have students turn to textbook, page 116. Direct them to read pages 116 – 121 to find out more about the Royal Proclamation and about how they tried to make the French colonists happy.

4. Distribute Worksheets #7.5.5a, #7.5.5b, #7.5.5c, and #7.5.5d. Go over the directions, if necessary.

5. OPTIONAL. Students may be finding it difficult to get the “big picture”, especially because the textbook does not present the historical events in chronological order. It may be helpful for them to create a timeline like the one of textbook, pages 2 and 3. If you want to make the timeline constantly visible, cut large strips (from roll paper or large sheets) and piece them together. The timeline can then be taped to the wall, perhaps following the perimeter of the classroom.

6. OPTIONAL. Do the Think It Through questions #1 and #3 on textbook, page 121.

Assignments:

1. Read Voices and Visions, pages 116 – 121.
2. Do Worksheets #7.5.5a, #7.5.5b, #7.5.5c, and #7.5.5d.
3. OPTIONAL. Make a timeline showing Canadian history.
4. OPTIONAL. Do the Think It Through questions #1 and #3, page 121.
Directions: Use *Visions and Voices*, pages 116 – 121 to help you with the questions.

1. What were the perspectives of each of these groups regarding the future once the war in Canada had ended in 1759?

- First Nations Perspective
- Canadien Perspective
- British Perspective

2. What was the Treaty of Paris of 1763?

____________________________________________________________

How did it affect Britain?

____________________________________________________________

How did it affect France?

____________________________________________________________

3. Britain had three choices as to how to govern the new colony. Explain each of them.

- eviction ____________________________________________
- assimilation __________________________________________
- accommodation ________________________________________
4. Complete the chart to show what happened to each of the five regions of New France once the war was over.

<table>
<thead>
<tr>
<th>Region of New France</th>
<th>Before 1763</th>
<th>After 1763</th>
</tr>
</thead>
<tbody>
<tr>
<td>Québec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia (Acadia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cape Breton</td>
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<td></td>
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<tr>
<td>Prince Edward Island (île Saint-Jean)</td>
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<tr>
<td>Newfoundland</td>
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</table>

5. Look back to question #3 on Worksheet #7.5.5a. Which of the three ways of dealing with the new colony did king of England choose by signing the Royal Proclamation? How do you know?

6. Tell how the Royal Proclamation affected each of these aspects of life for the new colony.

   **Governing the colony**
Laws


First Nations


Religion


Language


Size of the Colony


7. The Royal Proclamation did not have the desired outcome. What caused the British government to pass the Québec Act in 1774?

Causes:

Effect: The British government passes the Québec Act in 1774.
8. How did the Québec Act affect each of the following?

**Governing the colony**

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**Laws**

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**First Nations**

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**Religion**

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**Language**

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**Size of the Colony**

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9. What is *bilingualism*? Explain why the Québec Act is considered to be one of the foundations of bilingualism in Canada today.

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</tbody>
</table>

Worksheet #7.5.5d
Directions: Use *Visions and Voices*, pages 116 – 121 to help you with the questions.

1. What were the perspectives of each of these groups regarding the future once the war in Canada had ended in 1759?

<table>
<thead>
<tr>
<th>First Nations Perspective</th>
<th>Canadien Perspective</th>
<th>British Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted to return to normal life</td>
<td>wondered if they would be allowed to retain their culture</td>
<td>wondered how to successfully rule a colony of 70,000 who had a different culture</td>
</tr>
<tr>
<td>feared that the British would take over their lands</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What was the Treaty of Paris of 1763?

*agreement that ended the conflict between Britain and France (Seven Years’ War)*

How did it affect Britain?

*got almost all of France’s claims in North America*

How did it affect France?

*gave up territories in North America except for the tiny islands of Saint-Pierre and Miquelon*

3. Britain had three choices as to how to govern the new colony. Explain each of them.

*eviction* deportation of French colonists

*assimilation* pressure French colonists to adopt British ways

*accommodation* allow French colonists to keep their ways
4. Complete the chart to show what happened to each of the five regions of New France once the war was over.

<table>
<thead>
<tr>
<th>Region of New France</th>
<th>Before 1763</th>
<th>After 1763</th>
</tr>
</thead>
<tbody>
<tr>
<td>Québec</td>
<td>most heavily settled part of New France</td>
<td>became a British colony</td>
</tr>
<tr>
<td>Nova Scotia (Acadia)</td>
<td>all but Cape Breton became British in 1713, Acadians expelled in 1755</td>
<td>Cape Breton was added</td>
</tr>
<tr>
<td>Cape Breton</td>
<td>controlled by France, called Île Royale</td>
<td>controlled by British as part of Nova Scotia</td>
</tr>
<tr>
<td>Prince Edward Island (Île Saint-Jean)</td>
<td>controlled by France</td>
<td>came under British control</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>the British won possession of the island in 1763, the French kept a small portion of the shoreline for fishing</td>
<td>the island came under total British control except the offshore islands of Saint-Pierre and Miquelon</td>
</tr>
</tbody>
</table>

5. Look back to question #3 on Worksheet #7.5.5a. Which of the three ways of dealing with the new colony did king of England choose by signing the Royal Proclamation? How do you know?

Assimilation. Colonists would have to abandon culture, including laws, language, and religion.

6. Tell how the Royal Proclamation affected each of these aspects of life for the new colony.

**Government**
- governor and council of advisors appointed by Britain
- civil government
- Catholic church could not be part of government
Laws

British laws and courts replaced French laws/courts

First Nations

- First Nation allowed to use interior lands
- No one could purchase the land set aside for First Nations

Religion

- Catholic church could not tithe (raise money)
- Catholic church could not be part of government

Language

- Official language was English

Size of the Colony

- Québec decreased in size

7. The Royal Proclamation did not have the desired outcome. What caused the British government to pass the Québec Act in 1774?

Causes:
- Canadiens could not be forced to be British
- Few British could be convinced to settle in Québec
- Thirteen Colonies were giving Britain trouble and Britain did not want trouble in Québec as well

Effect: The British government passes the Québec Act in 1774.
8. How did the Québec Act affect each of the following?

**Governing the colony**
- unchanged

**Laws**
- French civil law would be used in matters of property, inheritance, and to settle disputes

**First Nations**
- much of land set aside for First Nations became part of Québec

**Religion**
- People could practise Catholic religion
- Catholics could hold government jobs
- Catholic Church could tithe and own property

**Language**
- French language rights recognized

**Size of the Colony**
- Expanded size of Québec to what it was before

9. What is *bilingualism*? Explain why the Québec Act is considered to be one of the foundations of bilingualism in Canada today.

- Even though Québec was a British colony, the citizens were allowed to speak French. English was language of government, so both languages were allowed.
Lesson 5.6

Concept: Chapter 5 Project

Resources/Materials: Voices and Visions, page 121

Introduction: Discuss the idea of a turning point in a person’s life. Explain that turning points are events that significantly change the course of your life. For example, learning how to read might be a turning point because you can how get information on your own.

Explain that similarly, nations experience turning points. Many people feel that the passing of the Québec Act was a turning point in Canadian history because it was the origin of bilingualism.

Procedure:

1. Have students turn to textbook, page 121. Go through the Chapter 5 Project with students. Most will need guidance.

2. You may need to brainstorm possible turning points in personal life as well as those in Canadian history.

Examples:
- Giovanni Caboto “discovering” Newfoundland
- Jacques Cartier landing on Gaspé Peninsula
- Signing of La Grande Paix
- Battle at Louisbourg
- Battle on the Plains of Abraham
- Treaty of Paris
- Royal Proclamation
- Québec Act

3. It is important that you tailor the project to suit your particular situation.

Assignment:

Do the Chapter 5 Project (or some form of it).
Lesson 5.7 (Optional)

Concept: Chapter 5: War and Peace – Review

Resources/Materials: Chapter 5: War and Peace – Review Sheets (student copies)

Introduction: Discuss that the war between Britain and France had a profound impact on New France and on Canada today.

Procedure:

1. If you have the time, briefly go over the main concepts in Chapter 5:
   - Reasons for the war
   - English, French, and First Nations perspectives on war
   - The deportation of the Acadians
   - The capture of Louisbourg
   - The Battle of the Plains of Abraham
   - The Treaty of Paris
   - The Royal Proclamation
   - The Québec Act

2. Distribute the Chapter 5: War and Peace – Review Sheets. Have students complete them independently.

3. If you have the time, check the review sheets as a class.

Assignment:

Do the Chapter 5: War and Peace – Review Sheets.
1. Answer T for true and F for false.

______ In the end it was France that 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 and the French settlers in Acadia got along well because the French settlers farmed the land that the Mi'kmaq did not use.

______ 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 base called Halifax.

______ The British were not successful in capturing Louisbourg.

______ The British captured Québec in the Battle of the Plains of Abraham.

______ 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 completely ignored the needs of First Nations.

______ 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.

______ The Québec Act was a foundation for official bilingualism in Canada.
2. Match the words and phrases in the box to the sentences and descriptions.

<table>
<thead>
<tr>
<th>a. Treaty of Paris</th>
<th>b. adopt</th>
<th>c. Louisbourg</th>
<th>d. rebelling</th>
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<td>g. Pontiac</td>
<td>h. Acadians</td>
</tr>
<tr>
<td>i. identity</td>
<td>j. supply</td>
<td>k. assimilation</td>
<td>l. Great Deportment</td>
</tr>
</tbody>
</table>

_____ This agreement gave Britain control of most of Acadia.

The French built _____ on Cape Breton Island.

The Mi’kmaq and Acadians had a history of _____

The British assumed they could not trust the _____ because they were French.

The _____ was a way to remove the Acadians.

One reason that the British won the Battle of the Plains of Abraham is because its _____ ships arrived before those of the French.

The agreement that gave Britain control of all French lands in North America with the exception of Saint-Pierre and Miquelon was the _____.

_____ He was a leader of the Odawa Nation and organized an alliance of First Nations opposed to Britain’s takeover.

_____ This means “to become part of a different cultural group”.

The Royal Proclamation was an attempt by Britain to force the Canadiens to _____ British ways.

The attempt to turn Québec into a colony with a British _____ failed.

The Thirteen Colonies were _____ against Britain. Britain did not feel it could handle the trouble in the Thirteen Colonies as well as unhappy Canadiens, so it passed the Québec Act in 1774.
1. Answer T for true and F for false.

   F  In the end it was France that 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 and the French settlers in Acadia got along well because the French settlers farmed the land that the Mi'kmaq did not use.

   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 base called Halifax.

   F  The British were not successful in capturing Louisbourg.

   T  The British captured Québec in the Battle of the Plains of Abraham.

   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 completely ignored the needs of First Nations.

   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.

   T  The Québec Act was a foundation for official bilingualism in Canada.
2. Match the words and phrases in the box to the sentences and descriptions.

<table>
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<td>l. Great Deportment</td>
</tr>
</tbody>
</table>

_**e**_ This agreement gave Britain control of most of Acadia.

The French built _**c**_ on Cape Breton Island.

The Mi'kmaq and Acadians had a history of _**f**_.

The British assumed they could not trust the _**h**_ because they were French.

The _**j**_ was a way to remove the Acadians.

One reason that the British won the Battle of the Plains of Abraham is because its _**j**_ ships arrived before those of the French.

The agreement that gave Britain control of all French lands in North America with the exception of Saint-Pierre and Miquelon was the _**a**_.

_**q**_ He was a leader of the Odawa Nation and organized an alliance of First Nations opposed to Britain’s takeover.

_**k**_ This means “to become part of a different cultural group”.

The Royal Proclamation was an attempt by Britain to force the Canadiens to _**b**_ British ways.

The attempt to turn Québec into a colony with a British _**i**_ failed.

The Thirteen Colonies were _**d**_ against Britain. Britain did not feel it could handle the trouble in the Thirteen Colonies as well as unhappy Canadiens, so it passed the Québec Act in 1774.
Lesson 5.8

Concept: Chapter 5: War and Peace – Test

Resources/Materials: Chapter 5: War and Peace – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Indicate whether each statement is true (T) or false (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 had formed a peaceful relationship with the British, but a hostile relationship with the French.
4. Acadia was a centre of conflict between France and Britain because it was an area where supply ships and military ships passed.
5. Before the Treaty of Utrecht, Acadia was considered to be French territory.
6. The British forced the Acadians to leave Acadia because the British believed the Acadians broke their oath of allegiance to Britain.
7. The Treaty of Paris, which was signed in 1763, gave the British control of all France’s lands in North America, including First Nations’ land.
8. By 1763, France claimed only two tiny islands off the coast of Newfoundland and the island of Guadeloupe in the Caribbean.

Multiple Choice
Choose the best answer to each question.

9. Which of the following was 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. Canadiens could now be appointed to serve in the government.
   d. French civil law was reinstated.
10. The Great Deporment affected the Mi'kmaq people because they had history of alliance, friendship, and ____ with the Acadians.

   a. neutrality       b. settlements
   c. protection       d. intermarriage

11. Britain took control of Acadia through which agreement?

   c. The Royal Proclamation d. Treaty of Utrecht

12. Who was a leader of the Odawa Nation who organized an alliance of First Nations to oppose Britain’s takeover?

   a. Pontiac          b. Menweweh
   c. Noondam         d. Vaudreuil

13. 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 unable to live peacefully.

14. Louisbourg was built on what is today

   c. Cape Breton Island. d. Grand Pré.

15. The Royal Proclamation of 1763 made it clear that the British expected the Canadiens to

   a. leave.         b. coexist.
   c. assimilate     d. pay tithes.

16. With the Québec Act of 1774, Britain decided it would try to _____ the French settlers.

   a. accommodate    b. assimilate
   c. deport         d. enslave
Completion
Use the word and phrases in the box to complete the sentences.

<table>
<thead>
<tr>
<th>a. Haudenosaunee</th>
<th>b. British</th>
<th>c. consequences</th>
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</thead>
<tbody>
<tr>
<td>d. Creation</td>
<td>e. coexistence</td>
<td>f. Acadians</td>
</tr>
</tbody>
</table>

25. One of the challenges that the French, British, and First Nations peoples faced was _____.

26. Britain eventually won the struggle to gain control over North America. This had important _____ for the people already living there.

27. The Battle of the Plains of Abraham ended because it was the _____ who arrived first with more supplies and troops.

28. The _____ had been in conflict with the French for many years.

29. First Nations considered the land as part of _____, without owners.

30. The _____ had formed a close relationship with the Mi'kmaq.
Part B

Directions: Answer these questions on a separate sheet of paper.

1. Describe the relationship between the French and the Mi'kmaq in Acadia. How was this different from the relationship between the British and the Haudenosaunee?

2. Give a detailed example from Chapter 5 of the importance of tactics in winning a battle.

3. How did the Royal Proclamation of 1763 try to assimilate the French settlers in Québec?

4. Think about the Great Deporment of the Acadians. In your opinion, was Britain justified in expelling the Acadians?
Chapter 5
War and Peace
Test

Part A – 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. ________
Part A – Answer Sheet

1. F
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. C
10. D
11. D
12. A
13. C
14. C
15. C
16. A
17. F
18. A
19. B
20. G
21. C
22. E
23. H
24. D
25. E
26. C
27. B
28. A
29. D
30. F
Part B

1. Describe the relationship between the French and the Mi’kmaq in Acadia. How was this different from the relationship between the British and the Haudenosaunee?
   - French and Mi’kmaq able to coexist relatively peacefully – were allies
   - Mi’kmaq allowed French to settle on their lands
   - Mi’kmaq and French traded and intermarried
   - British and Haudenosaunee – once had been allies, but Haudenosaunee treated as insignificant after Britain won the war with France
   - Britain allowed farmers from Thirteen Colonies to push into Haudenosaunee lands in the Ohio Valley

2. Give a detailed example from Chapter 5 of the importance of tactics in winning a battle. *Only one example required.*
   - **Louisbourg.** French blockaded entrance to Louisbourg harbour and also set up troops on land behind the Fortress in the cover of darkness. They then sunk French ships in the harbour and launched cannons into the fortress.
   - **Québec.** In cover of darkness, thousands of British troops climbed the steep hills to the Plains of Abraham behind the fort, launching a surprise attack on the fortress in the morning.
   - **Fort Michilimackinac.** Pontiac and his followers pretended to be playing a game of lacrosse in front of the fort. The British soldiers were amused and became complacent. Then the women watching pulled out weapons from under their dresses. Pontiac’s men took the British by surprise and overpowered them.

3. How did the Royal Proclamation of 1763 try to assimilate the French settlers in Québec?
   - Made Canadiens adopt English language, did not allow Catholic Church to raise funds through tithing, and instituted British laws.

4. Think about the Great Depортment of the Acadians. In your opinion, was Britain justified in expelling the Acadians?
   - **Yes.** The Acadians were French, spoke French, practised the Catholic faith. When the British overcame Fort Beausejour, there were Acadians inside defending the fort.
   - **No.** Most Acadians just wanted to be left alone to live their lives. They did not want to take sides – wanted to remain neutral. They had developed their own identity. Swearing an oath of allegiance to Britain meant they would have to be prepared to take up arms against France, which they did not want to do.
Chapter 6

Becoming Canada

Key Concept: A Complex Identity

Chapter Inquiry: How did the War of 1812 and its political consequences affect the developing Canadian identity?
# Social Studies Grade Seven

## Chapter 6

### Becoming Canada

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</tbody>
</table>
Lesson 6.1

Concept: The United Empire Loyalists

Resources/Materials: Voices and Visions, pages 122 – 130
Worksheets #7.6.1a, #7.6.1b, #7.6.1c, and #7.6.1d (student copies)

Introduction: Write the following on the board or read them aloud.

“Loyalists with the 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:
- 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 6, we will learn about them, why they ended up in Canada, and what impact they have had in forming the Canadian identity.

Procedure:

1. Remind students that identity is a group of characteristics that describes the essence of a person or group. A country can also have an identity. An identity forms over time and continues to evolve.
2. Explain that events in the Thirteen Colonies had a profound effect on Canada and its identity.
3. Have students turn to textbook, page 122. Explain that the Thirteen Colonies felt that Britain only used them for resources. Britain taxed them for everything it sold to the colonies and the colonies got little in return. These frustrations increased to the point that the American decided to rebel. They wanted to form their own country, independent from Britain. They were prepared to go to war with Britain to get their independence. In 1775, war broke out – The War of Independence had begun.

   Not everyone was in agreement, however; some wanted to stay loyal to Britain. When the American won the War of Independence, the Loyalists felt they had to move. Thousands came to Canada.
4. Have students read textbook, page 122 – 130.
5. Distribute Worksheets #7.6.1a, #7.6.1b, #7.6.1c, and #7.6.1d. Go over the directions, if necessary.
6. OPTIONAL. Have students do the Think It Through questions on textbook, page 130.

Assignment:

1. Read Voices and Visions, pages 122 – 130.
2. Do Worksheets #7.6.1a, #7.6.1b, #7.6.1c, and #7.6.1d.
3. OPTIONAL. Do the Think It Through questions, page 130.
The United Empire Loyalists

Directions: Use Voices and Visions, pages 122 – 130 to help you with the questions.

1. What is identity?

2. What are some characteristics that form your identity?

3. What are some characteristics that form the Hutterite identity?

Graphs

4. When would you use each of these types of graphs to represent information?
   a. line graph ________________
   b. bar graph ________________
   c. circle graph ________________

5. What kind of graph is most appropriate to represent the following information?
   a. the populations of the schools in your school division in 2012 ________________
   b. how the population has changed in your school between 2006 and 2012 ________________
   c. the portions of students in your school in each of the grades ________________
The Loyalists

6. There are always causes for major events in history. For each event, make a list of the causes.

- 1775 – 1776
  - The American War of Independence
  - What happened?

- 1775
  - The Americans invade Québec
  - What happened?

- The United Empire Loyalists were against the War of Independence.
  - What happened?
1776
Many United Empire Loyalists move to Nova Scotia and Québec.

The Loyalists in Nova Scotia

7. Complete the web about the life of the Loyalists in Nova Scotia.

THE LOYALISTS IN NOVA SCOTIA

Life for White Loyalists

Life for Black Loyalists

How the Loyalists Changed Nova Scotia
The Loyalists in Québec

8. Complete the web about the life of the Loyalists in Québec.

THE LOYALISTS IN QUÉBEC

White Loyalists

Mohawk Loyalists

Affect on the Anishinabe

How the Loyalists Changed Québec

9. What action by Britain helped to ensure that both English and French could be spoken in Canada?
The United Empire Loyalists

Directions: Use *Voices and Visions*, pages 122 – 130 to help you with the questions.

1. What is *identity*?
   - a set of characteristics and values that describes the essence of a person or group.

2. What are some characteristics that form your identity?
   - Answers will vary

3. What are some characteristics that form the Hutterite identity?
   - Answers will vary
   - religion is centre of life
   - hardworking
   - able to overcome obstacles
   - all people are equal
   - determined
   - successful farmers

Graphs

4. When would you use each of these types of graphs to represent information?
   a. line graph showing trends over time
   - ...
   b. bar graph compare two or more sets of data
   - ...
   c. circle graph compare size of parts to a whole
   - ...

5. What kind of graph is most appropriate to represent the following information?
   a. the populations of the schools in your school division in 2012 bar
   - ...
   b. how the population has changed in your school between 2006 and 2012 line
   - ...
   c. the portions of students in your school in each of the grades circle
   - ...
The Loyalists

6. There are always causes for major events in history. For each event, make a list of the causes.

1775 – 1776
The American War of Independence

What happened?
Americans won.
In 1783 Britain recognized the United States of America.

1775
The Americans invade Québec

What happened?
The British and Canadiens successfully defended Québec.

The Loyalists: Some
- did not believe in using violence to settled disputes
- had business ties with the British
- were in military regiments that had fought on the British side
- were enslaved African Americans seeking freedom or a more welcoming society
- were First Nations people who had lost their land to Americans

The United Empire Loyalists were against the War of Independence.

What happened?
American rebels viewed them as traitors and persecuted them.

Causes
- Thirteen Colonies were prosperous.
- Thirteen Colonies could only trade with Britain. They had to pay high taxes on British imports.
- Thirteen Colonies wanted more control of their own affairs.
- Thirteen Colonies were upset because the Quebec Act gave Québec the Ohio Valley, a territory the Thirteen Colonies wanted.

Causes
- Americans hoped Canadiens would join their revolt.
- Americans thought Canadiens would see an invasion as a liberation.
Causes

- American took away Loyalists’ property and possessions.
- Americans beat and jailed Loyalists.
- Loyalists were turned and feathered.

1776
Many United Empire Loyalists move to Nova Scotia and Québec.

The Loyalists in Nova Scotia

7. Complete the web about the life of the Loyalists in Nova Scotia.

THE LOYALISTS IN NOVA SCOTIA

Life for White Loyalists
- Doubled the population
- Britain promised them free land and supplies, but few received it
- Life was difficult

Life for Black Loyalists
- Received even less land than other Loyalists
- Land that was received was not suitable for farming
- Many worked as tenant farmers
- Faced racism and discrimination

How the Loyalists Changed Nova Scotia
- Britain agreed to divide Nova Scotia into two parts; western portion became New Brunswick.
- Cape Breton became separate colony
- Île Saint-John renamed Prince Edward Island
The Loyalists in Québec

8. Complete the web about the life of the Loyalists in Québec.

**THE LOYALISTS IN QUÉBEC**

**White Loyalists**
- First crowded into temporary camps
- Most did not want to settle in Québec because of French language and Catholic traditions
- Agreed to give them land farther west

**Mohawk Loyalists**
- Britain had promised them land for helping in the war with Americans
- Instead Britain gave the land promised to Mohawks away
- Mohawk demanded they be given land → Britain gave them land along the Grand River

**Affect on the Anishinabe**
- Land given to Loyalists belonged to Anishinabe. Anishinabe gave up the land for very little → unsure if this transfer of land was a misunderstanding or if it was taken by force by Britain

**How the Loyalists Changed Québec**
- Loyalists were able set up communities away from Québec City
- 1791 - Constitutional Act divided Québec into Upper Canada and Lower Canada. Upper Canada, where Loyalists lived, would have English laws and language. Lower Canada would keep the rights as in the Quebec Act

9. What action by Britain helped to ensure that both English and French could be spoken in Canada?

**Constitutional Act, 1791, allowed both English and French cultures and languages to co-exist**
Lesson 6.2

Concept: The War of 1812

Resources/Materials: Visions and Voices, pages 131 – 134
Worksheets #7.6.2a, #7.6.2b, #7.6.2c, and #7.6.2d (student copies)

Introduction: Review that the American War of Independence had significant consequences for Canada. Thousands of Loyalists moved to Canada, resulting in the splitting of Nova Scotia into Nova Scotia and New Brunswick and the splitting of Québec into Upper Canada and Lower Canada.

Remind students that the United States was now a country that was independent. Britain had no control over it. However, Britain was now at war with France again. A series of events made the United States upset with Britain and soon Britain was also at war with the United States. This had a profound effect on Canada.

Procedure:

1. The war between Britain and United States is called the War of 1812. It lasted three years: 1812 to 1814.

2. Have students turn to textbook, page 131. Guide the reading of the top part of the page. Then have students read pages 131 – 133.

3. Distribute Worksheets #7.6.2a #7.6.2b, and #7.6.2c. Go over the directions, if necessary.

4. Have students do Think It Through, question #2 on textbook, page 134. (Use Worksheet #7.6.2d for graph paper.)

5. OPTIONAL. Do Think It Through, questions #1 and #3 on textbook, page 134.

Assignments:

1. Read Voices and Visions, pages 131 – 133.
2. Do Worksheets #7.6.2a, #7.6.2b, and #7.6.2b.
3. Do Think It Through, question #2, page 134.
4. OPTIONAL. Do Think It Through, questions #1 and #3, pages 134.
Directions: Use Voices and Visions, pages 131 – 133 to help you with the questions.

1. Who was involved in the War of 1812?

Where did the War of 1812 take place?

2. Complete the web to tell about the causes of the War of 1812.

WHAT CAUSED THE WAR OF 1812?

3. Match the perspectives with the statements.

American: ____________________

First Nations: “We stuck by Britain before and we’ll continue to do so. We are hardworking and will unite to stand up to the enemy!”

Loyalists: “Britain is used to kicking others around, but they won’t get away with it this time. We’ve been independent from her for thirty years and she is still trying to mess with us.”

American: ____________________

Loyalists: “They have not been good to us in the past. Why should we ever trust them again? They only want to take more of our lands away.”
4. What three things caused Britain to question the loyalty of British North America?

a. 

b. 

c. 

5. What do you think are Tecumseh’s three most outstanding character traits?

a. 

b. 

d. 

6. What happened and what was the result of each of the following?

<table>
<thead>
<tr>
<th>Event</th>
<th>What Happened?</th>
<th>What Was the Result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Queenston Heights</td>
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<tr>
<td>Invasion of York (1813)</td>
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<td>Battle at Moraviantown (1813)</td>
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<td>Laura Secord’s Activity (1813)</td>
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<td>Battle of Châteauguay (1813)</td>
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<tr>
<td>Invasion of Washington (1814)</td>
<td></td>
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</tbody>
</table>
7. What was the outcome of the War of 1812?

8. How did each of the following view the outcome of the War of 1812?

<table>
<thead>
<tr>
<th>Group</th>
<th>How They Viewed the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americans</td>
<td></td>
</tr>
<tr>
<td>British North Americans</td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
</tr>
</tbody>
</table>
The War of 1812

Directions: Use Voices and Visions, pages 131 – 133 to help you with the questions.

1. Who was involved in the War of 1812?
   Britain and United States

Where did the War of 1812 take place?
   British North America

2. Complete the web to tell about the causes of the War of 1812.

   Britain was at war with France.
   It stopped Americans from trading with France.

   The British were kidnapping Americans to serve in the British navy.

   The British were supporting the First Nations in their struggle for land.

   Some Americans wanted to take over Britain’s colonies.

   WHAT CAUSED THE WAR OF 1812?

3. Match the perspectives with the statements.

   American  First Nations  Loyalists
   Loyalists   “We stuck by Britain before and we’ll continue to do so. We are hardworking and will unite to stand up to the enemy!”
   American   “Britain is used to kicking others around, but they won’t get away with it this time. We’ve been independent from her for thirty years and she is still trying to mess with us.”
   First Nations  “They have not been good to us in the past. Why should we ever trust them again? They only want to take more of our lands away.”
4. What three things caused Britain to question the loyalty of British North America?
   a. Many English colonists were Americans who had arrived after the Loyalists. They had come for the cheap land and outnumbered Loyalists two to one.
   b. Atlantic colonies depended on trade with the Americans living along the Atlantic coast.
   c. It had only been 50 years since the French had lost New France. The Canadians may not yet be loyal to Britain.

5. What do you think are Tecumseh’s three most outstanding character traits?
   Examples
   a. courageous determined noble
   b. loyal intelligent leader
   d. trustworthy gallant

6. What happened and what was the result of each of the following?

<table>
<thead>
<tr>
<th>Event</th>
<th>What Happened?</th>
<th>What Was the Result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Queenston Heights</td>
<td>General Isaac Brock leads British forces up the heights.</td>
<td>Brock was killed. His death rallied Canadians to fight against Americans.</td>
</tr>
<tr>
<td>Laura Secord's Activity (1813)</td>
<td>Overheard Americans planning an attack.</td>
<td>Hiked 32 km to warn Canadians.</td>
</tr>
<tr>
<td>Battle of Châteauguay (1813)</td>
<td>4000 American troops advanced on Montreal.</td>
<td>Canadians had only 800 soldiers, but fought Americans nonetheless.</td>
</tr>
</tbody>
</table>
7. What was the outcome of the War of 1812?

deadlock. The Treaty of Ghent required both sides to returned any
territory gained. 49th parallel became political boundary from Great
Lakes to Rocky Mountains

8. How did each of the following view the outcome of the War of 1812?

<table>
<thead>
<tr>
<th>Group</th>
<th>How They Viewed the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americans</td>
<td>triumph over Britain</td>
</tr>
<tr>
<td>British North Americans</td>
<td>had stopped another attack</td>
</tr>
<tr>
<td>First Nations</td>
<td>no victory</td>
</tr>
<tr>
<td></td>
<td>15 000 died</td>
</tr>
<tr>
<td></td>
<td>Americans refused to create a First Nations state.</td>
</tr>
</tbody>
</table>
Lesson 6.3

Concept: The Great Migration

Resources/Materials: Voices and Visions, pages 134 – 139
Worksheets #7.6.3a and #7.6.3b (student copies)

Introduction: Review that the British North American colonies were successful in preventing the United States from taking over the colonies in the War of 1812. Remind students that there was no clear winner in that war. However, the war did cause Britain to think that it had better increase the population of its North American colonies so that the Americans wouldn’t be tempted to try taking them over again. It just so happens that there were hundreds of thousand of Britons who needed a chance of a better life. Canada held the promise of this better life.

Procedure:

1. Explain that when it comes to moving from one country to another, there are usually two forces at work. **Push factors are reasons why you want to leave your country. Pull factors are the reasons that would choose a particular place to move to.**

2. In Britain poverty, overcrowding, and crop failures were push factors.

3. The reasons these people chose Canada are the pull factors – free land, safer ocean travel, and new opportunities attracted these people to Canada.

4. Have students turn to textbook, page 134. Explain that the “Great Migration” was the first large wave of immigrants to Canada – larger than the immigration of the Loyalists.

5. Explain that the Great Migration involved almost exclusively people from Britain. Discuss what effect this might have on the cultures of the various colonies (make them very British). Be sure to discuss how this might affect Lower Canada (Québec).


7. Distribute Worksheets #7.6.3a and #7.6.3b. Go over the directions, if necessary.

8. **OPTIONAL.** Have students select and make a graph(s) representing the information about the populations of the British North American colonies as shown in the table on page 137. (A triple bar graph would be suitable, but so would three circle graphs.)

9. **OPTIONAL.** Do the Think It Through questions on textbook, page 139.

Assignments:

2. Do Worksheets #7.6.3a and #7.6.3b.
3. **OPTIONAL.** Make a graph(s) representing the populations of the British North American colonies using the information from page 137.
4. **OPTIONAL.** Do the Think It Through questions, page 139.
Directions: Use *Voices and Visions*, pages 134 – 139 to help you with the questions.

1. Define the terms.
   
   immigrant ____________________________

   emigrant ____________________________

2. Why did people want to leave Britain to live in the colonies?

   Why People Wanted to Leave Britain to Live in the Colonies

   [Diagram with five circles forming a cycle]
3. Describe life for the colonists during each of the following:

<table>
<thead>
<tr>
<th>The Voyage from Britain to the Colonies</th>
<th>1847</th>
<th>Life as a Pioneer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How might the arrival of a large number of immigrants from Britain affect the life and identity of each of the colonies in the chart?

<table>
<thead>
<tr>
<th>Upper Canada</th>
<th>Lower Canada</th>
<th>Nova Scotia/New Brunswick</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What was the underground railroad?

__________________________________________________________________________

__________________________________________________________________________

7. How might the existence of the underground railroad affect Canada’s identity?

__________________________________________________________________________

__________________________________________________________________________

Worksheet #7.6.3b
Directions: Use *Voices and Visions*, pages 134 – 139 to help you with the questions.

1. Define the terms.

   **immigrant** a person who moves to a new country

   **emigrant** a person who leaves his or her homeland permanently

2. Why did people want to leave Britain to live in the colonies?

   - The colonies offered free land, new opportunities, and a chance for a better life.
   - Rapidly growing population in Britain, but jobs are scarce.
   - Farmers were being forced off their fields.
   - Poverty and hunger common.
   - Ocean travel is safer as England no longer at war.

   Why People Wanted to Leave Britain to Live in the Colonies
3. Describe life for the colonists during each of the following:

<table>
<thead>
<tr>
<th>The Voyage from Britain to the Colonies</th>
<th>1847</th>
<th>Life as a Pioneer</th>
</tr>
</thead>
<tbody>
<tr>
<td>lasted several weeks</td>
<td>10 000 arrived from Ireland because of potato crop failure</td>
<td>had to clear forested land</td>
</tr>
<tr>
<td>most crowded into the dark, filthy holds below deck</td>
<td>typhus outbreak → people quarantined on Grosse-Île</td>
<td>harsh climate</td>
</tr>
<tr>
<td>diseases rampant</td>
<td></td>
<td>few domestic comforts</td>
</tr>
</tbody>
</table>

4. How might the arrival of a large number of immigrants from Britain affect the life and identity of each of the colonies in the chart?

<table>
<thead>
<tr>
<th>Upper Canada</th>
<th>Lower Canada</th>
<th>Nova Scotia/New Brunswick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people were British, so immigrants reinforced the British identity</td>
<td>Most people were Canadien. The influx of several British people brought a British flavour. Canadiens might feel &quot;second class.&quot;</td>
<td>Most people were British or Loyalists. The influx of more British people reinforced the British identity</td>
</tr>
</tbody>
</table>

5. What was the underground railroad?

- secret network that transported enslaved African American escapees to the British colonies where they would be free

7. How might the existence of the underground railroad affect Canada's identity?

- Canadians see themselves as group of people who considered all to be equal.
Lesson 6.4

Concept: Divided Society

Resources/Materials: Voices and Visions, pages 139 – 143
                      Worksheets #7.6.4a, #7.6.4b, and #7.6.4c (student copies)

Introduction: Recall that in the Constitutional Act of 1791, Québec was divided in two: Upper Canada and Lower Canada. Upper Canada was populated largely with Loyalists, while Lower Canada was populated largely with Canadiens. The structure of government in both colonies was similar, however. The governor of the colony was appointed by the king of England. Then the governor appointed people to two other bodies: The Executive Council and the Legislative Council. It was the right and privilege of the governor to appoint wealthy and powerful people to these councils. Most often they were his friends and business associates.

              The governments in Upper and Lower Canada also included a Legislative Assembly that was elected by property owners. The Legislative Assembly could advise the other two government bodies. The Executive Council and Legislative Council did not have to listen to them, however. This caused trouble in both Upper and Lower Canada.

Procedure:

1. Explain that the members of the Executive and Legislative Assemblies were always Anglophones (English-speaking). Discuss problems this might present in Lower Canada.

2. Discuss also that most members of the appointed assemblies did not find it inappropriate to make decisions that benefited them personally. For example, they might use taxpayers’ money to pave a road in front of wealthy people’s houses and leave the roads in poor neighbourhoods and in the country barely passable.

3. Have students turn to textbook, page 139. If you have the time, examine the graphic showing the structure of government.

4. Have students read textbook, pages 139 – 142.

5. Distribute Worksheet #7.6.4a, #7.6.4b, and #7.6.4c. Go over the directions, if necessary.

6. OPTIONAL. Set up a short and informal debate. One side could represent the appointed members of government and the other side could represent the elected members.

7. OPTIONAL. Do the Think It Through questions on textbook, page 143.

Assignments:

1. Read Voices and Visions, pages 139 – 142.
2. Do Worksheets #7.6.4a, #7.6.4b, and #7.6.4c.
3. OPTIONAL. Set up an informal debate: Appointed vs. Elected member of government.
4. OPTIONAL. Do the Think It Through questions, page 143.
Directions: Use *Voices and Visions*, pages 139 – 142 to help you with the questions.

**Lower Canada**

1. Complete the chart about the government of Lower Canada.

<table>
<thead>
<tr>
<th>Part of Government</th>
<th>How Member(s) Got the Position</th>
<th>Language Spoken by Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Who was the Château Clique? ____________________________________________

3. Who were the Patriots?

   - What They Wanted
   - Patriotes
   - Leader

4. What was the rebellion of 1834 – 1837?

   - What the Patriots Did
   - Rebellion
   - The Outcome of the Rebellion
5. Match the person with the perspective he or she represents.

<table>
<thead>
<tr>
<th>Habitant</th>
<th>Merchant</th>
<th>Canadien Professional</th>
<th>Château Clique Member</th>
<th>Patriote</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
<td><strong>What He or She Might Say</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Canada is a British colony and so people should accept that we British have a right to look after our own needs. The governor appointed me because I know what is best.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am educated and have good skills. The government taxes me, yet my taxes go to making the rich English people get richer and more powerful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The taxes I pay are used to help just the rich. I have a business and I need our taxes to pay for better roads and canals so people and supplies can get to may store easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We cannot just sit around and complain. It is time to take action. It is time we put an end to the members of the Château Clique just looking after themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am just a poor farmer. What influence would I have over the rich British council members? I have lived here all my life. Yet the immigrant council members get what they want and I can’t get what I need.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Upper Canada**

6. Complete the chart about the government of Upper Canada

<table>
<thead>
<tr>
<th>Part of Government</th>
<th>How Member(s) Got the Position</th>
<th>Language Spoken by Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.6.4b
7. Who was the Family Compact?

8. Who were the Reformers?

What They Wanted  Reformers  Leader

9. What was the rebellion of 1834 – 1837?

What the Reformers Did  Rebellion  The Outcome of the Rebellion

10. Match the person with the perspective he or she represents.

<table>
<thead>
<tr>
<th>Farmer</th>
<th>Loyalist</th>
<th>Merchant</th>
<th>Reformer</th>
<th>Family Compact Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>What He or She Might Say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was appointed by the governor because he trusts me. I work hard and deserve to get a few perks from doing the job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It’s hard to see that all the good farmland is not available to ordinary people like me. Why should the members of the Family Compact get the best of everything?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I moved here because I wanted to stay loyal to Britain. I pay taxes and yet the Family Compact does things only for themselves. They forget about the rest.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Legislative Assembly must have more power. What is the good of electing people if the Executive and Legislative Councils ignore the recommendations of the elected people? We need change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Family Compact is too strong. I can get things cheaper and faster from the Americans, yet the Family Compact insists we trade more with Britain. My business is suffering.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices and Visions*, pages 139 – 142 to help you with the questions.

**Lower Canada**

1. Complete the chart about the government of Lower Canada.

<table>
<thead>
<tr>
<th>Part of Government</th>
<th>How Member(s) Got the Position</th>
<th>Language Spoken by Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td>appointed by Britain</td>
<td>English</td>
</tr>
<tr>
<td>Executive Council</td>
<td>appointed by governor</td>
<td>English</td>
</tr>
<tr>
<td>Legislative Council</td>
<td>appointed by governor</td>
<td>English</td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td>elected by voters</td>
<td>French</td>
</tr>
</tbody>
</table>

2. Who was the Château Clique?  **Anglophone friends and relatives** of the governor and members of the Executive and Legislative Councils.

3. Who were the Patriotes?

   **What They Wanted**  
   - group of Canadiens who wanted governmental reform

   **What the Patriotes Did**  
   - won 75% of votes in an election  
   - urged Canadiens to take up arms  
   - won battle at Saint-Denis  
   - lost battles at Saint-Charles and Saint-Eustache

   **Patriotes**

   **Leader**  
   - Louis-Joseph Papineau

4. What was the rebellion of 1834 – 1837?

   **Rebellion**  
   - British government rejected demands  
   - Patriote uprising defeated

   **The Outcome of the Rebellion**  
   - British government rejected demands  
   - Patriote uprising defeated.
5. Match the person with the perspective he or she represents.

<table>
<thead>
<tr>
<th>Habitant</th>
<th>Merchant</th>
<th>Canadien professional</th>
<th>Château Clique Member</th>
<th>Patriote</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
<td><strong>What He or She Might Say</strong></td>
<td><strong>Person</strong></td>
<td><strong>What He or She Might Say</strong></td>
<td><strong>Person</strong></td>
</tr>
<tr>
<td>Château Clique Member</td>
<td>Lower Canada is a British colony and so people should accept that we British have a right to look after our own needs. The governor appointed me because I know what is best.</td>
<td>Canadien professional</td>
<td>I am educated and have good skills. The government taxes me, yet my taxes go to making the rich English people get richer and more powerful.</td>
<td>Merchant</td>
</tr>
</tbody>
</table>

---

**Upper Canada**

6. Complete the chart about the government of Upper Canada

<table>
<thead>
<tr>
<th>Part of Government</th>
<th>How Member(s) Got the Position</th>
<th>Language Spoken by Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td>appointed by Britain</td>
<td>English</td>
</tr>
<tr>
<td>Executive Council</td>
<td>appointed by governor</td>
<td>English</td>
</tr>
<tr>
<td>Legislative Council</td>
<td>appointed by governor</td>
<td>English</td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td>elected by voters</td>
<td>English</td>
</tr>
</tbody>
</table>
Social Studies Grade 7 Voices and Visions Chapter 6
Worksheets

7. Who was the Family Compact? Anglophone friends and relatives of the governor of Upper Canada who became Executive and Legislative Council members.

8. Who were the Reformers?

- What They Wanted: group who wanted governmental reform in Upper Canada
- Reformers
- Leader: William Lyon Mackenzie

9. What was the rebellion of 1834 – 1837?

- What the Reformers Did: took up arms to try to overthrow government
- Rebellion
- The Outcome of the Rebellion: quickly put down by British soldiers

10. Match the person with the perspective he or she represents.

<table>
<thead>
<tr>
<th>Person</th>
<th>What He or She Might Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Compact Member</td>
<td>I was appointed by the governor because he trusts me. I work hard and deserve to get a few perks from doing the job.</td>
</tr>
<tr>
<td>Farmer</td>
<td>It’s hard to see that all the good farmland is not available to ordinary people like me. Why should the members of the Family Compact get the best of everything?</td>
</tr>
<tr>
<td>Loyalist</td>
<td>I moved here because I wanted to stay loyal to Britain. I pay taxes and yet the Family Compact does things only for themselves. They forget about the rest.</td>
</tr>
<tr>
<td>Reformer</td>
<td>The Legislative Assembly must have more power. What is the good of electing people if the Executive and Legislative Councils ignore the recommendations of the elected people? We need change.</td>
</tr>
<tr>
<td>Merchant</td>
<td>The Family Compact is too strong. I can get things cheaper and faster from the Americans, yet the Family Compact insists we trade more with Britain. My business is suffering.</td>
</tr>
</tbody>
</table>

Worksheet #7.6.4c
Lesson 6.5

Concept: The Road to Responsible Government

Resources/Materials: Voices and Visions, pages 143 and 144
Worksheet #7.6.5 (student copies)

Introduction: Recall that in Upper and Lower Canada, the most powerful members of government were appointed. There were also elected members of a Legislative Assembly, but they could only make recommendations. The appointed members had no obligation to accept the recommendations.

On the board write the term

responsible government

Explain that in a responsible government the people who make the laws must answer to elected representatives. The elected representatives, then have the power.

Procedure:

1. Explain that the rebellions of 1834 – 37 in Canada were a concern to Britain. They sent a nobleman, Lord Durham, to Canada to analyze the situation and make recommendations. Lord Durham’s view of the situation was very ethnocentric.

2. The last section of Chapter 6 tells about the events after the rebellions that led to Canada adopting a responsible government.

3. Have students turn to textbook, page 143. If possible, guide the reading of pages 143 and 144.

4. Distribute Worksheet #7.6.5. Go over the directions, if necessary.

5. OPTIONAL. Have students do question #1 and/or question #3 of the Think It Through questions on textbook, page 144.

Assignments:

1. Read Voices and Visions, pages 143 and 144.
2. Do Worksheet #7.6.5.
3. OPTIONAL. Do question #1 and/or #3 of the Think It Through questions, page 144.
**The Road to Responsible Government**

**Directions:** Use *Voices and Visions*, pages 143 and 144 to help you with the questions.

1. Fill in the causes or the effects.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord Durham blamed the troubles in Lower Canada on the conflict between the Canadiens and the English colonists. He wanted the Canadiens to assimilate more into the English culture by making English the only official language.</td>
<td>The British government sent Lord Durham to Canada.</td>
</tr>
<tr>
<td>Lord Durham felt that if the majority of people in Canada were English, they could vote for, and therefore, influence the government to make decisions good for an English majority.</td>
<td></td>
</tr>
<tr>
<td>In 1848, the Reformers won a huge election victory.</td>
<td></td>
</tr>
<tr>
<td>In 1849, Lord Elgin passed the Rebellion Losses Bill, which gave the Reformers and Patriotes money they lost due to the rebellion.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices and Visions*, pages 143 and 144 to help you with the questions.

1. Fill in the causes or the effects.

**CAUSE**

- Rebellions in Upper and Lower Canada

- Lord Durham blamed the troubles in Lower Canada on the conflict between the Canadiens and the English colonists. He wanted the Canadiens to assimilate more into the English culture by making English the only official language.

- Lord Durham felt that if the majority of people in Canada were English, they could vote for, and therefore, influence the government to make decisions good for an English majority.

- In 1848, the Reformers won a huge election victory.

- Robert Baldwin and Louis-Hippolyte La Fontaine recommended that Lord Elgin pass the Rebellion Losses Bill

**EFFECT**

- The British government sent Lord Durham to Canada.

- Recommended Upper Canada and Lower Canada be united into one colony

- Recommend the colonies be granted responsible government

- The governor, Lord Elgin, chose two Reformers to lead a new government.

- In 1849, Lord Elgin passed the Rebellion Losses Bill, which gave the Reformers and Patriotes money they lost due to the rebellion.
Lesson 6.6

Concept: Chapter 6 Project

Resources/Materials: Voices and Visions, page 145

Introduction: Go over the concept of identity and review that a group can have an identity just like an individual can.

   Discuss that our experiences greatly influence the development of our identities.

Procedure:

1. Have students turn to textbook, page 145. With students go over the Chapter 6 Project.

2. Have students work as a group or individually on development a visual presentation on the development of one of the major groups: First Nations, French, or English.

Assignment:

Do the Chapter 6 Project.
Lesson 6.7 (Optional)

Concept: Chapter 6: Becoming Canada – Review

Resources/Materials: Chapter 6: Becoming Canada – Review Sheets (student copies)

Introduction: Review that Chapter 6 covered the events that took place after the American War of Independence until the introduction of responsible government in 1848.

Procedure:

1. If time permits, go over briefly the main ideas covered in Chapter 6:
   - The influence of the Loyalists in Québec
   - The influence of the Loyalists in Nova Scotia
   - How the War of 1812 affected our identity
   - The influence of the Great Migration on identity
   - The government of the colonies/ the rebellions
   - Impact of Lord Durham’s Report

2. Distribute the Chapter 6: Becoming Canada – Review Sheets. Have students complete them independently.

3. If possible, check the reviews with the students in class.

Assignment:

Do the Chapter 6: Becoming Canada – Review Sheets.
The Loyalists

Answer T for true and F for false.

1. _____ The Americans felt their taxes were too high and that they got little in return for

2. _____ The Americans thought they should have more control over their own affairs.

3. _____ The Americans were satisfied that with the Québec Act of 1774; the Ohio Valley
   would be part of Québec.

4. _____ The Americans wanted to become independent of Britain.

5. _____ When American forces entered Québec City in 1775, they thought they were
   liberating the people of the colony.

6. _____ The United Empire Loyalists were Americans who wanted to stay loyal to the king
   of England. They did not want independence.

7. _____ During and after the War of Independence, about 4 000 Loyalists migrated to the
   British colonies.

8. _____ The Loyalists that moved to Nova Scotia found life was easy and soon they
   became very rich.

9. _____ Several years after the arrival of the Loyalists in Nova Scotia, Britain divided Nova
   Scotia into two colonies, Nova Scotia and New Brunswick.

10. _____ The Loyalists that moved to Québec did not want to speak French and adopt
    the Canadien way of life.

11. _____ After the War of Independence, the British treated First Nations fairly.

12. _____ Several years after the Loyalists moved to Québec, Britain divided Québec into
    Upper Canada and Lower Canada so that the Loyalists could keep their British
    way of life.
Choose the best answer to each question.

13. Which of the following is not a reason why the Loyalists were opposed to the War of Independence?
   a. Some did not believe that disputes should be settled using violence.
   b. Some had business ties with Britain.
   c. Some were First Nations peoples who had lost their lands to Americans.
   d. Some did not believe in paying taxes to anyone.

14. Which of the following best describes the life of Loyalists in Nova Scotia.
   a. Shortly after they arrived, they built large homes and became wealthy.
   b. Many received the free land Britain promised, but others received nothing at all.
   c. They went to live with the Mi'kmaq.
   d. They soon gave up and returned to the United States.

15. The Loyalists in Nova Scotia wanted their own colony because
   a. they had an identity that was different from those already living there.
   b. they were greedy and did not like it when others did well.
   c. they did not know how to sail ships.
   d. they wanted land that was more suitable for farming.

16. The Loyalists who went to Québec were unhappy living in the Lower St. Lawrence River area because
   a. the land was not good for farming.
   b. it was too far from Britain.
   c. in this area most people spoke French and following French customs.
   d. they felt the winters were too cold and the summers were too hot.

17. The governor of Québec agreed to give them
   a. land in Prince Edward Island.
   b. land along the upper St. Lawrence River and north of Lake Ontario.
   c. land in the Ohio Valley.
   d. land in the Gaspé Peninsula.

18. The land that Governor Haldiman gave to the Loyalists
   a. belonged to the Anishinabe.
   b. also belonged to the Haudenosaunee.
   c. belonged to the Canadiens.
   d. was part of Rupert’s Land.
The War of 1812

19. Tell why the War of 1812 began, what happened during the war, and how it ended.

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<tr>
<th>Why the War Began</th>
<th>What Happened During the War</th>
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20. How did each of the following view the War of 1812?

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<th>Americans</th>
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The Great Migration

21. Why did so many people want to leave Britain to live in the colonies?

a. ____________________________________________
b. ____________________________________________
c. ____________________________________________
d. ____________________________________________
e. ____________________________________________
22. On the map above label
- Upper Canada
- Lower Canada

Then outline in **green**, the area that had the greater population in 1831. Outline the in **red**, the area that had the greater population in 1851.

22. How did the Great Migration influence Canada’s identity?
Government in the Colonies

23. Fill the spaces with words that make sense.

a. The Constitutional Act of 1791 gave the British colonies a new form of government. Each colony had its own ___________ and an elected assembly.

b. In Lower Canada, the governor was appointed by ____________________.

c. In Lower Canada, the members of the Executive Council and Legislative Council were appointed by the ________________.

d. In Lower Canada, the members of the Legislative Assembly were ________________.

e. In Lower Canada, all member of the government spoke English except for most of the members of the ________________, who spoke French.

f. In Upper Canada, the ________________ and the members of the ________________ and the ________________ were appointed.

g. In Upper Canada, the members of the ________________ were elected.

h. In Upper Canada, all member of the government spoke ____________________.

i. In both Upper Canada and Lower Canada, the members of the ________________ had no real power.

24. Complete the sentences with words and phrases that make sense.

a. The Château Clique and the Family Compact were similar because ____________________

b. The people of Lower Canada were upset because ____________________

c. The people who wanted to change the structure of government in Lower Canada were called the _________________. Their leader was ____________________.

d. The people of Upper Canada were upset because ____________________

e. The people who wanted to change the structure of government in Upper Canada were called the _________________. Their leader was ____________________
The Road to Responsible Government

Answer T for true and F for false.

25. _____ Both the reformers of Lower Canada and Upper Canada felt they had been treated poorly.

26. _____ After the rebellions, the British government sent Lord Durham to Canada to find out more about the causes of the rebellions.

27. _____ Lord Durham felt that it should be possible for Francophones and Anglophones to coexist.

28. _____ Lord Durham felt that the solution to the problem was to set up a system where the Canadiens would be assimilated into a British way of life.

29. _____ Lord Durham recommended that Upper and Lower Canada be combined into a single colony.

30. _____ Lord Durham recommended that the colonies have responsible government.

31. _____ The Canadiens were happy with Lord Durham’s recommendations.

32. _____ In responsible government, elected representatives in the Assembly express the wishes of the citizens, and in turn, the governor follows the wishes of the Assembly.

33. _____ The British rulers accepted the idea of responsible government right away.

34. _____ In the end, the governor appointed two Reformers to lead a new government. They were Robert Baldwin and Louis-Hippolyte LaFontaine.

35. _____ In 1849, the new government passed the Rebellion Losses Bill, which the governor accepted and passed into law.
The Loyalists

Answer T for true and F for false.

1. T The Americans felt their taxes were too high and that they got little in return for
2. T The Americans thought they should have more control over their own affairs.
3. F The Americans were satisfied that with the Québec Act of 1774; the Ohio Valley
   would be part of Québec.
4. T The Americans wanted to become independent of Britain.
5. T When American forces entered Québec City in 1775, they thought they were
   liberating the people of the colony.
6. T The United Empire Loyalists were Americans who wanted to stay loyal to the king
   of England. They did not want independence.
7. F During and after the War of Independence, about 4 000 Loyalists migrated to the
   British colonies.
8. F The Loyalists that moved to Nova Scotia found life was easy and soon they
   became very rich.
9. T Several years after the arrival of the Loyalists in Nova Scotia, Britain divided Nova
   Scotia into two colonies, Nova Scotia and New Brunswick.
10. T The Loyalists that moved to Québec did not want to speak French and adopt
    the Canadien way of life.
11. F After the War of Independence, the British treated First Nations fairly.
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    Upper Canada and Lower Canada so that the Loyalists could keep their British
    way of life.
Choose the best answer to each question.

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14. Which of the following best describes the life of Loyalists in Nova Scotia?
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| Britain stopped the Americans from trading with the French. | *Several battles on Canadian soil*  
* Some battles were won by British; others by the Americans | Deadlock: Ended with Treaty of Ghent  
Both sides required to return any territory gained  
49th parallel to be the political boundary west from Great Lakes to Rockies |

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</table>
| Britain was kidnapping American sailors to serve in the British navy.  
The British were supporting the Native Nations in their struggle for land.  
Some Americans wanted to take over British colonies | | |

20. How did each of the following view the War of 1812?

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<tr>
<td>Triumph over Britain</td>
<td><em>had stopped Americans for a second time</em></td>
<td>No victory</td>
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The Great Migration

21. Why did so many people want to leave Britain to live in the colonies?

a. In Britain, the population was growing rapidly, but jobs were scarce
b. Farmers were being forced off their land
c. Poverty and hunger were common
d. With peace, ocean travel was now safer
e. The colonies offered freeload, new opportunities, and a chance for a better life
22. On the map above label
   • Upper Canada
   • Lower Canada

Then outline in green, the area that had the greater population in 1831. Outline the in red, the area that had the greater population in 1851.

22. How did the Great Migration influence Canada's identity?

   Influx of British people made British ways dominant. However, ______________

   Canadien preferred to keep traditional Canadien ways.
Government in the Colonies

23. Fill the spaces with words that make sense.

a. The Constitutional Act of 1791 gave the British colonies a new form of government. Each colony had its own governor and an elected assembly.

b. In Lower Canada, the governor was appointed by Britain.

c. In Lower Canada, the members of the Executive Council and Legislative Council were appointed by the governor.

d. In Lower Canada, the members of the Legislative Assembly were elected.

e. In Lower Canada, all member of the government spoke English except for most of the members of the Legislative Assembly who spoke French.

f. In Upper Canada, the governor and the members of the Executive Council and the Legislative Council were appointed.

g. In Upper Canada, the members of the Legislative Assembly were elected.

h. In Upper Canada, all member of the government spoke English.

i. In both Upper Canada and Lower Canada, the members of the Legislative Assembly had no real power.

24. Complete the sentences with words and phrases that make sense.

a. The Château Clique and the Family Compact were similar because they were friends and relatives of the governor or appointed members of gov’t.

b. The people of Lower Canada were upset because the British government rejected all of their demands.

c. The people who wanted to change the structure of government in Lower Canada were called the Patriotes. Their leader was Louis-Joseph Papineau.

d. The people of Upper Canada were upset because they issued a list of grievances, which were ignored. They took up arms against British.

e. The people who wanted to change the structure of government in Upper Canada were called the Reformers. Their leader was William Lyon Mackenzie.
The Road to Responsible Government

Answer T for true and F for false.

25. T  Both the reformers of Lower Canada and Upper Canada felt they had been treated poorly.

26. T  After the rebellions, the British government sent Lord Durham to Canada to find out more about the causes of the rebellions.

27. F  Lord Durham felt that it should be possible for Francophones and Anglophones to coexist.

28. T  Lord Durham felt that the solution to the problem was to set up a system where the Canadiens would be assimilated into a British way of life.

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30. T  Lord Durham recommended that the colonies have responsible government.

31. F  The Canadiens were happy with Lord Durham’s recommendations.

32. T  In responsible government, elected representatives in the Assembly express the wishes of the citizens, and in turn, the governor follows the wishes of the Assembly.

33. F  The British rulers accepted the idea of responsible government right away.

34. T  In the end, the governor appointed two Reformers to lead a new government. They were Robert Baldwin and Louis-Hippolyte LaFontaine.

35. T  In 1849, the new government passed the Rebellion Losses Bill, which the governor accepted and passed into law.
Lesson 6.8

Concept: Chapter 6: Becoming Canada – Test

Resources/Materials: Chapter 6: Becoming Canada – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The Thirteen Colonies wanted independence from Britain because they wanted more control over their own affairs.

2. When the Americans invaded Québec in 1775, the Canadiens joined them against the British.

3. The United Empire Loyalists were Americans who wanted to remain under British rule.

4. Most Americans were Loyalists.

5. After the American War of Independence, the Loyalists who moved to Nova Scotia found life very easy compared to those who moved to Québec.

6. The influence of the Loyalists was the reason that Nova Scotia and Québec were both split into two separate colonies.

7. Between the years 1815 and 1850, few immigrants from Britain arrived in British North America.

8. The ocean voyage between Britain and North America was usually crowded, dangerous, and long.

9. The colonies in British North America had colonial governments. That is, Britain had the power to appoint people who made decision for the colonies.

10. In British North America, reformers wanted voters to have more power.

11. In Lower Canada, the Château Clique held power in the councils appointed by the governor.

12. Louis-Joseph Papineau was a reformer from Upper Canada.

13. The reformers won a few battles, but in the end British soldiers and volunteers loyal to Britain won out over the reformers.
14. Lord Durham was sent to British North America to investigate the reasons the rebellions had taken place.

15. Lord Durham’s Report resulted in Britain passing the Act of Onions.

16. The Rebellion Losses Bill was important because it was one of the first times that the wishes of the elected assembly were respected.

**Multiple Choice**
Choose the best answer to each question.

17. A person who intends to establish a home and citizenship in a country that is not their native country is called a(n)

   a. native.
   b. immigrant.
   c. colonist.
   d. visitor.

*Use the following information to answer questions 18, 19, and 20.*

Hannah Ingraham, a Loyalist, wrote the following in her journal.

“...It was a sad, sick time after we landed in Saint John. We had to live in tents. The government gave them to us, and food too. It was just at the first snow then. The melting snow and rain would soak into our beds as we lay. We lived in a tent at St. Annes [Ste. Anne’s Point, which later became Fredericton] until father got a house ready. He went up through our lot till he found a nice fresh spring of water. He stooped down and pulled away the fallen leaves and tasted it. It was very good so there he built his house.”

18. The above would be considered a

   a. news article.
   b. primary source.
   c. secondary source.
   d. work of fiction.

19. From the information above, you can infer that Hannah Ingraham and her family moved from the United States to

   b. Québec.
   c. the Ohio Valley.
   d. Île Saint-Jean.
20. The passages would be considered
   a. the Loyalist perspective.
   b. the British government perspective.
   c. a Loyalist’s point of view.
   d. a First Nations perspective.

21. The main reason that Québec was divided into Lower Canada and Upper Canada was because
   a. the colony of Québec was too large to govern.
   b. Lower Canada had no First Nations, but Upper Canada was home to many First Nations.
   c. Lower Canada was mostly factories, but Upper Canada was mostly farmland.
   d. The Loyalists did not want to settle where the people spoke French and followed a Canadien way of life.

22. The governor of Québec
   a. gave land to the Anishinabe in exchange for other territory in Rupert’s Land.
   b. gave land to the Loyalists that once belonged to habitants.
   c. gave land to the Loyalists that once belonged to the Anishinabe.
   d. was elected by the Loyalists.

23. In what way did the dividing of Québec in the Constitutional Act serve as a foundation for bilingualism in Canada today?
   a. Citizens of Upper Canada and Lower Canada were both required to speak English.
   b. Citizens of Upper Canada and Lower Canada were both required to speak French.
   c. Citizens of Upper Canada could speak French and the citizens of Lower Canada could speak English.
   d. Citizens of Upper Canada could speak English and the citizens of Lower Canada could speak French.

24. Which of the following is not true about the War of 1812?
   a. The British and Americans were at war.
   b. The war ended in a deadlock.
   c. The Treaty of Ghent officially ended the war and required that both sides return any territory they had gained.
   d. First Nations were not involved in the war.
25. Which of the following was not a cause of the Great Migration?

a. Events in Britain left many without jobs.
b. Large landowners bought the land of smaller farmers, leaving them without work.
c. In Ireland the potato crops were so good that people sold all their extra potatoes to buy a ticket to British North America.
d. Britain encouraged people to emigrate from Britain to its colonies.

26. Which of the following describes an impact that the Great Migration had on Upper Canada and Lower Canada?

a. The First Nations people had more land on which to farm.
b. Colonists established more and more farms and First Nations were being pushed off their own lands.
c. The number of Canadiens in Upper Canada was now far greater than the number of English-speaking colonists.
d. The government of Britain decided to let the colonists govern themselves.

Use the information below to answer question 27.

Grosse Île is connected to the Great Migration as a place of hope and tragedy.

27. Which of the following best explains the statement in the box?

a. Immigrants from Britain first landed at Grosse Île. They wanted to start a new and better life; however, many died of disease, starvation, and hard work.
b. Immigrants from Britain went to Grosse Île as a vacation spot. There they hoped to relax, but many died from swimming accidents.
c. Immigrants from Britain first landed at Grosse Île. They looked forward to a better life in the United States.
d. Immigrants from Britain first landed at Grosse Île. Many died on the voyage, and those who survived died in their first year in British North America.

28. What type of government did the colonies in British North America have?

a. democratic
b. colonial
c. republican
d. majority
Use the following information to answer question 29.

Following are four important events in Canadian history:

I. Act of Union  
II. Rebellion Losses Bill  
III. Lord Durham’s Report  
IV. Québec Act

29. Which of the following lists the events in the order in which they occurred?

a. I, II, III, IV.  
b. IV, III, II, I.  
c. II, III, I, IV  
d. IV, III, I, II

30. The group of wealthy English Canadian families that held power in the councils in Upper Canada were known as

a. Canadiens.  
b. Loyalists.  
c. the Château Clique.  
d. the Family Compact.

31. Which of the following best tells the cause of the rebellions of 1837 and 1838?

a. The citizens of Upper Canada and Lower Canada wanted the elected Assembly to have more say in the decisions made by the government.  
b. Lower Canada had experienced a cholera epidemic in 1832.  
c. In 1837 there were widespread crop failures in Upper Canada.  
d. The governors of Upper Canada and Lower Canada supported the reformers.
Use the information below to answer question 32.

People should elect their governments. Then, if the people do not elect good governments, it will be their own will. But if they elect good ones, everyone benefits.

- William Lyon Mackenzie

32. From the information above, you can infer that William Lyon Mackenzie

   a. does not feel that everyday citizens should elect their own government.
   b. feels that governments should be appointed and not elected.
   c. feels that when governments are elected and not appointed, there is a greater chance that government decisions will benefit all the people.
   d. citizens should elect governments and that there should be no such person as a king or a queen.

33. Louis-Joseph Papineau felt that in Lower Canada,

   a. the members of the English-speaking minority not represent the views of the Canadiens.
   b. there should be only Canadiens on the Council, and that there was no need for an elected assembly.
   c. all people should be required to learn the English language and practise English traditions.
   d. the seigneurial system should be done away with.

34. Louis-Joseph Papineau stated, "We must speak with one voice." Which of the following was he?

   a. farmer
   b. governor
   c. reformer
   d. council member
Part B

Directions: Answer the questions on a separate sheet of paper.

1. In what ways did the coming of the Loyalists change the British North American colonies?

2. In what ways did the War of 1812 help shape the Canadian identity?

3. Today Canada welcomes people from other countries who want a better life. In what ways did the Great Migration lay the foundation for this idea?

4. How did the settlement of British North America affect First Nations?

5. Do you think the reformers should have used more peaceful or more violent ways to get what they wanted? Give reasons for your opinion.
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<tr>
<td>22.</td>
<td>c</td>
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<tr>
<td>23.</td>
<td>d</td>
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<tr>
<td>24.</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>c</td>
<td></td>
</tr>
</tbody>
</table>
Part B

ANSWERS

1. In what ways did the coming of the Loyalists change the British North American colonies?
   - Number of British vastly outnumbered Canadiens, making the Canadiens a minority and British ways more dominant.
   - Nova Scotia and Québec were both split into two separate colonies due to the demands of the Loyalists.
   - Required that more First Nations land be used for Loyalist settlements.

2. In what ways did the War of 1812 help shape the Canadian identity?
   - The colonies were once again successful in defeating American attempts to invade.
   - The colonies realized that they were stronger when united, even though there were many differences amongst the colonies.

3. Today Canada welcomes people from other countries who want a better life. In what ways did the Great Migration lay the foundation for this idea?
   - The Great Migration was made up of Britons whose life in Britain was dreadful. There was poverty, crowdedness, and vast unemployment.
   - The British North American colonies provided a chance to start fresh. With hard work and determination, a person’s quality of life could improve.

4. How did the settlement of British North America affect First Nations?
   - Settlement occurred at the First Nations’ expense. Settlers gradually took over traditional First Nations’ land.
   - First Nations groups realized that they had to strike a balance between standing up to the Europeans and cooperating with them.
   - BONUS: Some of the mistrust that First Nations have of governments today has its roots in events in history.

5. Do you think the reformers should have used more peaceful or more violent ways to get what they wanted? Give reasons for your opinion.
   - Answers will vary.
   - Look for opinions that are supported
Chapter 7

Creating a New Country

Key Concept:

People and Government

Chapter Inquiry: To what extent was Confederation an attempt to solve existing problems and lay a foundation for a country?
Social Studies Grade Seven
Chapter 7
Creating a New Country

Contents

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Lesson 7.2 Confederation and the Maritime Colonies 3
Lesson 7.3 Confederation Discussions 4
Lesson 7.4 The Structure of Canadian Government 5
Lesson 7.5 Chapter 7: Creating a New Country - Review 6
Lesson 7.6 Chapter 7: Creating a New Country – Test 7
Lesson 7.1

Concept: Conditions for Confederation

Resources/Materials: Visions and Voices, pages 146 – 155
Worksheets #7.7.1a, #7.7.1b, #7.7.1c, #7.7.1d, and #7.7.1e (student copies)

Introduction: Explain that Chapter 7 describe the events that led some of the British North American colonies to join together to form the country, Canada. Recall that the Thirteen Colonies fought a war with Britain to attain their independence. Explain that Canada achieved its independence in a non-violent way. On the board write these terms and go over their meanings, if necessary:
Democraticy – form of government in which the people are involved in decision making
Representative Democracy – form of democracy in which elected members make decisions on behalf of the people. Canada has a representative democracy.
Responsible Government – the government must answer to the people

Explain that Canada has democracy that is both representative and responsible.

Procedure:

1. Have students turn to textbook, page 146. Point out the graphic at the bottom of the page and use it to explain the different parts of government in Canada. Explain that Canada’s government is based on the British system. (If you like, you might want to explain that the graphic does not show the Senate, which must approve all bills passed by the House of Commons before it goes to the Governor General for final approval.)

2. Then have students focus on the photograph on page 147. Explain that this person is a very important person to Canadians. His name is John A. Macdonald. He was Canada’s first prime minister.

3. Then have students turn to textbook, page 149. Explain that pages 149 – 155 tell about the situations in the British North American colonies the years just prior to the decision for some of colonies to unite and form a country.


5. Distribute Worksheets #7.7.1a, #7.7.1b, #7.7.1c, #7.7.1d, and #7.7.1e. Advise students to do the worksheet as they read the textbook pages; that is, read a section, then do the questions pertaining that section.

6. OPTIONAL. Do question #2 of the Think It Through questions on textbook, page 155.

Assignments:

2. Do Worksheets #7.7.1a, #7.7.1b, #7.7.1c, #7.7.1d, and #7.7.1e.
3. OPTIONAL. Do question #2 of the Think It Through questions, page 155.
Directions: Use Voices and Visions, pages 146 – 154 to help you with the questions.

People and Government

1. Define the terms:
   - government
   - democracy
   - representative democracy
   - responsible government

2. Match the following parts of our federal government with their descriptions.

<table>
<thead>
<tr>
<th>Governor General</th>
<th>Cabinet</th>
<th>House of Commons</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This group of men and women are elected by the citizens of Canada who are 18 years old or over. The role is to represent the people of Canada.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This person represents the king or queen of Britain. He or she acts on the advice of the House of Commons. This person must sign all bills before they become laws.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are the individuals who live in Canada or who are Canadian citizens living in other countries. If they are of voting age, they elect the people they want to represent them in government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a group of individuals selected from the members of the House of Commons by the prime minister and led by the prime Minister. They are in charge of the various departments of the government. They are called ministers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conditions for Confederation

3. By 1858 there were seven colonies that made up British North America. What were they and how many people lived in each? Some of the table if filled in for you

<table>
<thead>
<tr>
<th>Name of Colony</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Canada</td>
<td></td>
</tr>
<tr>
<td>Canada West</td>
<td></td>
</tr>
<tr>
<td>Canada East</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td>Uncertain</td>
</tr>
</tbody>
</table>

4. Complete the web to show what the colonies had in common.
Three main factors led the colonies to think about union:
- Political deadlock in the Province of Canada
- Shifting trade relations
- Defending British North America

5. The Political Deadlock in the Province of Canada

Put a check mark in front of all the sentences that are true about the Province of Canada and tell why the political deadlock occurred.

______ The Province of Canada was made up of two regions: Canada East and Canada West.

______ Canada East and Canada West had just one Assembly between them.

______ The Canadiens in the Assembly were often outvoted on matters very important to them by the English, who had the majority of seats in the Assembly.

______ Canada East and Canada West had the same number of seats in the Assembly.

______ At first, there were more people living in Canada West than in Canada East.

______ One of the issues that divided the assembly was representation by population.

______ Later, the population of Canada West grew to be more than the population of Canada East.

______ The Canadiens were concerned about the idea of representation by population because that would mean that Canada West would have more representatives than Canada East in the Assembly of the Province of Canada.

______ The fight over representation lead to deadlocks in the Assembly. This means that rivalries between groups was so strong that none wanted to compromise and work with the others. The result was that no bills would pass into law.

Worksheet #7.7.1c
6. **Shifting Trade Partners**

Rearrange each set of words to make sentences that tell about how changes in Canada’s trade partners led some to consider uniting to form a country.

a. Britain began free trade so the colonies with other countries no longer had an assured market for their goods.

b. the colonies for trade and wanted them to pay for their own governments and defence Britain no longer needed.

c. The United States cancelled with the colonies its reciprocity agreement.

d. If the colonies, they could trade were united more among themselves.

e. for the colonies It made good business sense to trade with each other.

f. Building a railway would cost a lot of money, but would keep the colonies united between Canada West and Halifax.
7. **Defending British North America**

Finish the sentences with the phrases and clauses from the box.

- for supporting the South in the American Civil War.
- attacking border towns in the British colonies.
- between the colonies and the United States.
- against the United States if they united.
- to control all of North America.

a. The end of reciprocity soured relations

b. Some Americans wanted to punish Britain

c. Some Americans thought it was the natural right of the United States

d. The colonists thought they could better defend themselves

e. The Fenians wanted to pressure Britain into freeing Ireland from British rule by

8. **Choosing a Capital**

What are three reasons why Bytown (Ottawa) was selected by Queen Victoria to be the capital of Canada?

a. ________________________________

b. ________________________________

c. ________________________________
Condition for Confederation

Directions: Use Voices and Visions, pages 146 – 154 to help you with the questions.

People and Government

1. Define the terms:
   - government: the way a society organizes itself to make decisions and get things done.
   - democracy: a system of government in which the people of a nation are involved in decision making.
   - representative democracy: a form of government in which citizens elect people to make decisions for them.
   - responsible government: a government that must answer to elected representatives.

2. Match the following parts of our federal government with their descriptions.

<table>
<thead>
<tr>
<th>Governor General</th>
<th>Cabinet</th>
<th>House of Commons</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Commons</td>
<td>This group of men and women are elected by the citizens of Canada who are 18 years old or over. The role is to represent the people of Canada.</td>
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<td></td>
<td></td>
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<tr>
<td>People</td>
<td>These are the individuals who live in Canada or who are Canadian citizens living in other countries. If they are of voting age, they elect the people they want to represent them in government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet</td>
<td>This is a group of individuals selected from the members of the House of Commons by the prime minister and led by the prime Minister. They are in charge of the various departments of the government. They are called ministers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conditions for Confederation

3. By 1858 there were seven colonies that made up British North America. What were they and how many people lived in each? Some of the table is filled in for you.

<table>
<thead>
<tr>
<th>Name of Colony</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Canada</td>
<td></td>
</tr>
<tr>
<td>Canada West</td>
<td>1396000</td>
</tr>
<tr>
<td>Canada East</td>
<td>1112000</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>331000</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>252000</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>122000</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>80000</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Uncertain</td>
</tr>
<tr>
<td>Vancouver Island</td>
<td>51524</td>
</tr>
</tbody>
</table>

4. Complete the web to show what the colonies had in common.

- part of the British Empire
- had parliaments like the one in Britain
- First Nations lived in every colony
- most people of British origin

Worksheet #7.7.1b
Three main factors led the colonies to think about union:
- Political deadlock in the Province of Canada
- Shifting trade relations
- Defending British North America

5. **The Political Deadlock in the Province of Canada**

Put a check mark in front of all the sentences that are true about the Province of Canada and tell why the political deadlock occurred.

- ✔️ The Province of Canada was made up of two regions: Canada East and Canada West.
- ✔️ Canada East and Canada West had just one Assembly between them.
- ✔️ The Canadiens in the Assembly were often outvoted on matters very important to them by the English, who had the majority of seats in the Assembly.
- ✔️ Canada East and Canada West had the same number of seats in the Assembly.
- _____ At first, there were more people living in Canada West than in Canada East.
- ✔️ One of the issues that divided the assembly was representation by population.
- ✔️ Later, the population of Canada West grew to be more than the population of Canada East.
- ✔️ The Canadiens were concerned about the idea of representation by population because that would mean that Canada West would have more representatives than Canada East in the Assembly of the Province of Canada.
- ✔️ The fight over representation lead to deadlocks in the Assembly. This means that rivalries between groups was so strong that none wanted to compromise and work with the others. The result was that no bills would pass into law.
6. **Shifting Trade Partners**

Rearrange each set of words to make sentences that tell about how changes in Canada’s trade partners led some to consider uniting to form a country.

a. Britain began free trade so the colonies with other countries no longer had an assured market for their goods.

   Britain began free trade with other countries so the colonies no longer had an assured market for their goods.

b. the colonies for trade and wanted them to pay for their own governments and defence Britain no longer needed.

   Britain no longer needed the colonies for trade and wanted them to pay for their own governments and defence.

c. The United States cancelled with the colonies its reciprocity agreement.

   The United States cancelled its reciprocity agreement with the colonies.

d. If the colonies, they could trade were united more among themselves.

   If the colonies were united, they could trade more among themselves.

e. for the colonies It made good business sense to trade with each other.

   It made good business sense for the colonies to trade with each other.

f. Building a railway would cost a lot of money, but would keep the colonies united between Canada West and Halifax.

   Building a railway between Canada West and Halifax would cost a lot of money, but would keep the colonies united.
7. **Defending British North America**

Finish the sentences with the phrases and clauses from the box.

- for supporting the South in the American Civil War.
- attacking border towns in the British colonies.
- between the colonies and the United States.
- against the United States if they united.
- to control all of North America.

a. The end of reciprocity soured relations **between the colonies and** ______ the United States.

b. Some Americans wanted to punish Britain **for supporting the South** ______ in the American Civil War.

c. Some Americans thought it was the natural right of the United States **to control** ______ all of North America.

d. The colonists thought they could better defend themselves **against the** ______ United States if they united.

e. The Fenians wanted to pressure Britain into freeing Ireland from British rule by ______ **attacking border towns in the British colonies**

8. **Choosing a Capital**

What are three reasons why Bytown (Ottawa) was selected by Queen Victoria to be the capital of Canada?

a. **Ottawa was located where three rivers met → could get to it easily by water.**

b. **Ottawa was well away from U.S. border → less vulnerable to attack.**

c. **Ottawa was between Canada East and Canada West → good choice for both French and English Canadians.**
Lesson 7.2

Concept: Confederation and the Maritime Colonies

Resources/Materials: Voices and Visions, pages 155 – 157
Worksheets #7.7.2a and #7.7.2b (student copies)
Wall Map of Canada

Introduction: Recall with students that some of the colonies are considering confederation; that is, uniting to form a country that is independent of Britain. In the last class, students learned about the situation in the Province of Canada. Today’s lesson focuses on the Maritime provinces.

Procedure:

1. On the map of Canada, point out the Maritime Provinces. (NOTE: Depending on the reference, some people refer to only N.S., N.B., and P.E.I. as the Maritime provinces. When Newfoundland is added, they form the Atlantic provinces. You might also explain that the word “maritime” means “by the sea”.)

2. Point out the physical distance from the Province of Canada. Discuss how their location might determine the types of issues they would have compared to those in Canada.

3. Explain that the years between 1840 and 1870 are sometimes referred to as the “Golden Age” for the Maritime colonies. Explain that those years may have been “golden” for some, but not for all.

4. Explain that in each of the colonies the idea of whether or not to join a confederation was hotly debated.


6. Distribute Worksheets #7.7.2a and #7.7.2b. Go over the directions, if necessary.

7. OPTIONAL. Have students make a poster for or against a particular colony joining confederation.

Assignments:

2. Do Worksheets #7.7.2a and #7.7.2b.
3. OPTIONAL. Make a poster for or against a particular colony joining confederation.
Confederation and the Maritime Colonies

Directions: Use Voices and Visions, pages 155 – 157 to help you with the questions.

1. Tell what the Maritime colonies had in common in these areas. Use the chart at the bottom of page 155 as well as what you learned in other parts of the textbook.

   a. location

   b. economy

   c. history

   d. political system

   e. people

2. Complete the chart to tell about the “Golden Age” in the Maritime provinces.

   1840 – 1870: WAS THIS THE GOLDEN AGE IN THE MARITIME PROVINCES?

<table>
<thead>
<tr>
<th>Reasons It Was the Golden Age</th>
<th>Reasons It Was Not the Golden Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. The following statements are either reasons that the Maritimes should join Confederation or reasons they should not join Confederation. Write them in the correct place on the webs below.

- The building of a railway would link the new provinces to Canada and increase trade.
- They already had responsible government.
- Britain would support them if they were attacked by the United States.
- It would create a bigger and stronger Parliament.
- It would increase their military strength if they were attacked by the United States.
- They already had a successful industry: shipbuilding. Their ships were sold all over the world.
Directions: Use Voices and Visions, pages 155 – 157 to help you with the questions.

1. Tell what the Maritime colonies had in common in these areas. Use the chart at the bottom of page 155 as well as what you learned in other parts of the textbook.
   a. location on Atlantic coast; relatively far from the Province of Canada, which had large populations
   b. economy most based on fishing and things to do with the sea
   c. history were the first places that European explorers visited
   d. political system had responsible governments
   e. people mostly people of British ancestry

2. Complete the chart to tell about the “Golden Age” in the Maritime provinces.

<table>
<thead>
<tr>
<th>1840 – 1870: WAS THIS THE GOLDEN AGE IN THE MARITIME PROVINCES?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons It Was the Golden Age</td>
</tr>
<tr>
<td>* vibrant shipbuilding industry</td>
</tr>
<tr>
<td>* fish, lumber, grain were major exports</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3. The following statements are either reasons that the Maritimes should join Confederation or reasons they should not join Confederation. Write them in the correct place on the webs below.

- The building of a railway would link the new provinces to Canada and increase trade.
- They already had responsible government.
- Britain would support them if they were attacked by the United States
- It would create a bigger and stronger Parliament.
- It would increase their military strength if they were attacked by the United States
- They already had a successful industry: shipbuilding. Their ships were sold all over the world.

- Political
  - It would create a bigger and stronger Parliament.

- Economic
  - The building of a railway would link the new provinces to Canada and increase trade.

- Military
  - It would increase their military strength if they were attacked by the United States

- Political
  - They already had responsible government

- Economic
  - They already had a successful industry: shipbuilding. Their ships were sold all over the world.

- Military
  - Britain would support them if they were attacked by the United States.
Lesson 7.3

Concept: Confederation Discussions

Resources/Materials: Voices and Visions, pages 158 – 162
Worksheets #7.7.3a and #7.7.3b (student copies)

Introduction: Review that the idea to unite under Confederation was by no means an easy one. For each colony there were pros and cons. Explain that this section of Chapter 7 tells about the issues concerning each colony in the eastern part of British North America and whether they decided to join Confederation or not.

Procedure:

1. Have students turn to textbook, page 158. Have them scan pages 158 – 162, noting the headings.

2. If possible guide the reading of page 158 and the top of page 159. Then have the students read the rest of page 159 to 162.

3. Distribute Worksheets #7.7.3a and #7.7.3b. Go over the directions, if necessary.

4. OPTIONAL. Do Think It Through question #1, page 162.

Assignments:

1. Read Voices and Visions, pages 158 – 162.
2. Do Worksheets #7.7.3a and #7.7.3b.
3. OPTIONAL. Do Think It Through, question #1, page 162.
Confederation Discussions

Directions: Use Voices and Visions, pages 158 – 162 to help you with the questions.

1. What is federalism?

_______________________________________________________________________

_______________________________________________________________________

2. Why did the coalition support the idea of forming a union with a federal system?

_______________________________________________________________________

_______________________________________________________________________

3. Delegates from each of the colonies met two times to discuss the possibility of uniting. For each meeting tell what they discussed and the outcome.

<table>
<thead>
<tr>
<th>Where They Met</th>
<th>What They Discussed</th>
<th>Outcome of the Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlottetown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Québec City</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Some politicians supported the idea of union; others did not. Read the sentences below. Use the “Voices” section of page 150 to determine which politician had each of the opinions.

a. ____________________ We are such a small colony with a small population. Our voice would never be heard amidst the shouts of the larger provinces.

b. ____________________ It will never work. There will be all kinds of problems that come up because there are going to be both local and federal governments.

c. ____________________ If we form a union, we would all just be Canadians. It would not matter whether a person was French or English.
d. __________________________ We have to have a strong central government to unite us strongly. We do not want a system like the Americans people identify with their state before their country.

e. __________________________ The people in the Province of Canada want us to join them to help them solve their problems. They are always in some kind of trouble. Let them solve their own problems.

5. For most colonies, there were pros and cons to joining Confederation. Tell what those were. Then tell whether each decided to join Confederation or not. (For some colonies, there might not be both a pro and a con.)

<table>
<thead>
<tr>
<th>Colony</th>
<th>Reasons to Join Confederation</th>
<th>Reasons for Not Joining Confederation</th>
<th>Did It Join?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Why did John A. Macdonald form an alliance with George-Étienne Cartier?
   ____________________________________________________________
   ____________________________________________________________

7. The passing of the British North America Act created the Dominion of Canada.
   a. When did Canada become a country? __________________________
   b. Who became Canada’s first prime minister? __________________
   c. What were Canada’s first four provinces? ____________________
Confederation Discussions

Directions: Use Voices and Visions, pages 158 – 162 to help you with the questions.

1. What is federalism?

   "system of government in which a central government has power over matters affecting the whole country and provincial governments have power over local and regional matters."

2. Why did the coalition support the idea of forming a union with a federal system?

   "reduce concerns in the Maritimes that central Canada would control their affairs."
   "would break the deadlocks in Canada East/Canada West."
   "good because it would suit governing a country whose provinces were scattered."

3. Delegates from each of the colonies met two times to discuss the possibility of uniting. For each meeting tell what they discussed and the outcome.

<table>
<thead>
<tr>
<th>Where They Met</th>
<th>What They Discussed</th>
<th>Outcome of the Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlottetown</td>
<td>Maritime colony leaders listened to Canada’s plans to unite all four colonies.</td>
<td>They agreed to meet again.</td>
</tr>
<tr>
<td>Québec City</td>
<td>The politicians argued for and against Confederation.</td>
<td>They comprised and reached a consensus. They drafted 72 resolutions which formed the foundations of a new country.</td>
</tr>
</tbody>
</table>

4. Some politicians supported the idea of union; others did not. Read the sentences below. Use the “Voices” section of page 150 to determine which politician had each of the opinions.

   a. **Cornelius Howatt**  We are such a small colony with a small population. Our voice would never be heard amidst the shouts of the larger provinces.

   b. **Jean-Baptiste-Éric Dorian**  It will never work. There will be all kinds of problems that come up because there are going to be both local and federal governments.

   c. **George-Étienne Cartier**  If we form a union, we would all just be Canadians. It would not matter whether a person was French or English.
d. John A. Macdonald  We have to have a strong central government to unite us strongly. We do not want a system like the Americans people identify with their state before their country.

e. Joseph Howe  The people in the Province of Canada want us to join them to help them solve their problems. They are always in some kind of trouble. Let them solve their own problems.

5. For most colonies, there were pros and cons to joining Confederation. Tell what those were. Then tell whether each decided to join Confederation or not. (For some colonies, there might not be both a pro and a con.)

<table>
<thead>
<tr>
<th>Colony</th>
<th>Reasons to Join Confederation</th>
<th>Reasons for Not Joining Confederation</th>
<th>Did It Join?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Canada</td>
<td>Cartier believed federalism would give Canadians control over matters that affected them directly</td>
<td>Canadiens worried English Canadians would control the new country</td>
<td>yes</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Promise of a railway</td>
<td>The larger Canadian colonies would dominate the union</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>Pressure from Britain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Nova Scotians would get a railway</td>
<td>Nova Scotia would have little influence. They would pay taxes, but see few benefits</td>
<td>yes</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>It was isolated from the rest</td>
<td>It was too small</td>
<td>no</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>It had little in common with the other. They would have little influence.</td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>

6. Why did John A. Macdonald form an alliance with George-Étienne Cartier?

He believed Canada had to be a partnership between Canadiens and English Canadians. Cartier was a Canadien leader.

7. The passing of the British North America Act created the Dominion of Canada.

a. When did Canada become a country? July 1, 1867

b. Who became Canada’s first prime minister? John A. Macdonald

c. What were Canada’s first four provinces? Ontario, Québec, Nova Scotia, New Brunswick
Lesson 7.4

Concept: The Structure of Canadian Government

Resources/Materials: Voices and Visions, pages 162 – 164
Worksheets #7.7.4a and #7.7.4b (student copies)

Introduction: Review that on July 1, 1867 the colonies of Nova Scotia, New Brunswick and Canada joined to form the Dominion of Canada. The Dominion of Canada was made up of four provinces: Nova Scotia, New Brunswick, Québec, and Ontario. John A. Macdonald became Canada’s first prime minister. In today’s lesson, students will learn more about how a federal government is organized.

Procedure:

1. Have students refer back to graphic illustrating the federal government on textbook, page 146. Explain that an important part of the federal government is missing. It is a group of people that form the Senate. Explain that while the members of the House of Commons, called Members of Parliament, are elected, the members of the Senate are appointed.

2. In the House of Commons there is representation by population. The members of the Senate, on the other hand, are chosen to represent particular regions. Explain that this is important for regions with smaller populations. They need people to speak up for them, so that the more populated areas will not have all the say.

3. Have students turn to textbook, page 162. Have students read pages 162 – 164.

4. Distribute Worksheets #7.7.4a and #7.7.4b. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through questions on textbook, page 164.

Assignments:

1. Read Visions and Voices, pages 162 – 164.
2. Do Worksheets #7.7.4a and #7.74b.
3. OPTIONAL. Do the Think It Through questions, page 164.
The Structure of the Canadian Government

Directions: Use Voices and Visions, pages 146 and 162 – 164 to help you with the questions.

1. Fill in the spaces about Confederation.
   a. When did Canada become a country? ____________________________
   b. What law made Canada a country? ____________________________
   c. Who passed the law? ________________________________________
   d. Who was Canada’s first prime minister ________________________
   e. What were the names of the four provinces that made up Canada? _____________
      __________________________________________________________
   f. What kinds of things remained the responsibility of Britain? ________________
      __________________________________________________________

2. Complete the chart to tell about the parts of the federal government.

<table>
<thead>
<tr>
<th>Part of the Federal Government</th>
<th>Roles/Responsibilities</th>
<th>How They Are Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of the House of Commons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of the Senate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What is a federal system of government?
   ___________________________________________________________________
   ___________________________________________________________________

Worksheet #7.7.4a
4. In 1867, Canada was a limited democracy. This means that not all citizens could vote. Who could vote? Who could not?

<table>
<thead>
<tr>
<th>Who could vote?</th>
<th>Who could not vote?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. In Canada, the role of government is to create peace, order, and good government. Explain in a few sentences what this means.

6. Beside each of following write F for federal and P for provincial, depending on whose responsibility it is.

   _____ printing money and making coins   _____ health care
   _____ the military                      _____ roads between towns
   _____ banking                          _____ collecting income tax
   _____ First Nations affairs            _____ property rights
   _____ trade with other countries       _____ immigration
   _____ post office                      _____ convicting criminals

7. What are residual powers? Who is responsible for them?

   _____________________________________________________________
The Structure of the Canadian Government

Directions: Use Voices and Visions, pages 146 and 162 – 164 to help you with the questions.

1. Fill in the spaces about Confederation.
   a. When did Canada become a country? July 1, 1867
   b. What law made Canada a country? British North America Act
   c. Who passed the law? British Parliament
   d. Who was Canada’s first prime minister? John A. Macdonald
   e. What were the names of the four provinces that made up Canada? Ontario,
      Québec, Nova Scotia, New Brunswick
   f. What kinds of things remained the responsibility of Britain? Defence,
      foreign affairs

2. Complete the chart to tell about the parts of the federal government.

<table>
<thead>
<tr>
<th>Part of the Federal Government</th>
<th>Roles/Responsibilities</th>
<th>How They Are Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor General</td>
<td>represent the British monarch in Canada</td>
<td>chosen by prime minister</td>
</tr>
<tr>
<td>Members of the House of Commons</td>
<td>represent people who chose them</td>
<td>elected by people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>representation by population</td>
</tr>
<tr>
<td>Members of the Senate</td>
<td>give voice to less populated provinces, protect rights of minorities</td>
<td>appointed by prime minister based on region</td>
</tr>
</tbody>
</table>

3. What is a federal system of government?

   A central government has power over matters affecting the whole country and provincial governments have power over local and regional matters.
4. In 1867, Canada was a limited democracy. This means that not all citizens could vote. Who could vote? Who could not?

<table>
<thead>
<tr>
<th>Who could vote?</th>
<th>Who could not vote?</th>
</tr>
</thead>
<tbody>
<tr>
<td>citizens over the age of 18 who owned property or rented large amounts of property</td>
<td>married women</td>
</tr>
<tr>
<td></td>
<td>most single women</td>
</tr>
<tr>
<td></td>
<td>visible minorities</td>
</tr>
<tr>
<td></td>
<td>farm labourers</td>
</tr>
<tr>
<td></td>
<td>unskilled labourers</td>
</tr>
<tr>
<td></td>
<td>First Nations</td>
</tr>
</tbody>
</table>

5. In Canada, the role of government is to create peace, order, and good government. Explain in a few sentences what this means.

create laws that help us get along
use military to protect us and our ideals
ensure that all Canadians’ basic needs are looked after

6. Beside each of following write F for federal and P for provincial, depending on whose responsibility it is.

- F printing money and making coins
- F the military
- F banking
- F First Nations affairs
- F trade with other countries
- F post office
- P health care
- P roads between towns
- P collecting income tax
- P property rights
- F P immigration
- F convicting criminals

7. What are residual powers? Who is responsible for them?

legal powers over things no one knew about in 1867

Federal government is responsible for them
Lesson 7.5

Concept: Chapter 7: Creating a New Country – Review

Resources/Materials: Chapter 7: Creating a New Country – Review Sheets (student copies)

Introduction: Discuss that the decision to become a country was not an easy one. It was a matter of hot debate in all the British North American colonies. In the end, not all colonies decided they wanted to join Confederation.

Procedure:

1. If you have the time, go over the main ideas covered in Chapter 7:
   - Issues that led to Confederation in the various colonies, such as the political deadlock in the Province of Canada, shifting trade patterns, concern about American takeover, the promise of a railway
   - The Charlottetown and Québec Conferences
   - Structure of the Canadian government


3. If at all possible, check the review as a class.

Assignments:

Do the Chapter 7: Creating a New Country – Review Sheets.
Lesson 7.6

Concept: Chapter 7: Creating a New Country – Test

Resources/Materials: Chapter 7: Creating a New Country – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B.
1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>government</th>
<th>democracy</th>
<th>representative democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsible government</td>
<td>federal system</td>
<td>manufacturing</td>
</tr>
<tr>
<td>free trade</td>
<td>reciprocity</td>
<td>representation by population</td>
</tr>
<tr>
<td>residual powers</td>
<td>Manifest Destiny</td>
<td></td>
</tr>
</tbody>
</table>

- **government**
  - tax-free trade between countries

- **democracy**
  - system of government in which the people of a nation are involved in decision making

- **representative democracy**
  - the way people organize themselves to choose their leaders and make decisions

- **manufacturing**
  - the feeling by many Americans that it was their natural right to control all of North America

- **representation by population**
  - to make or process goods, especially in large quantities and by means of industrial machines

- **federal system**
  - system of government in which a central government has power over matters affecting the whole country and provincial governments have power over local and regional matters

- **reciprocity**
  - a trade agreement between Canada and the United States by which natural resources could flow both ways across the border free of any import taxes

- **Manifest Destiny**
  - a system in which elected members all represent the same number of people

- **representation by population**
  - a form of government in which citizens elect people to make decisions for them

- **manufacturing**
  - a government that must answer to elected representatives

- **tax-free trade between countries**
  - the legal power of things that no one knew about in 1867 when Canada was first formed
2. Fill in these facts about Confederation.
   a. date of Confederation
   b. law that set down the structure and rules of Confederation
   c. Canada's first prime minister
   d. the original provinces
   e. Canada's capital city

3. Answer T for true and F for false.
   _____ At the time of Confederation Canada East had a population larger than Canada West or any other colony in British North America.
   _____ First Nations were never consulted about Confederation.
   _____ The politicians in the Province of Canada felt that Confederation was necessary because of a political deadlock in Canada.
   _____ The British North American colonies felt that if they united, they would better be to protect themselves from another invasion by the Americans.
   _____ Britain wanted its colonies in North America to trade strictly with Britain.
   _____ The United States cancelled its reciprocity agreement with the colonies.
   _____ Business leaders felt that unifying to form one country would make their businesses work more effectively and efficiently.
   _____ The promise of a railway joining Nova Scotia and New Brunswick to Canada East and Canada West would be a good reason to unite.
   _____ No one thought that one of the goals of the Americans was to make the British North American colonies part of the United States.
   _____ It was the British Parliament that passed the BNA Act.
   _____ Canada was considered to be a democracy, even though not all citizens had the right to vote.
Underline the best answer to each question.

4. Which statement best tells about the view of the person who created the political cartoon below?

   a. Confederation would be good for the people of Canada East.
   b. In Canada East too many people make up stories about things that could never happen.
   c. Confederation threatens the way of life of the people of Canada East.
   d. Confederation will happen one way or another, so we may as well support it.

5. Which statement best tells why the smaller colonies were concerned about joining Confederation?

   a. They felt that Canada East and Canada West would dominate the country because they had larger populations.
   b. Most of the people in the smaller colonies were poor and would not know how to vote.
   c. They did not want any more responsibilities.
   d. They were concerned that First Nations people would not approve of Confederation.

6. The phrase “peace, order, and good government” means that

   a. Canadians do not want government to interfere with their lives in any way.
   b. Canadians expect government to play an important role in ensuring that they can live a good life and making sure that all Canadians’ basic needs are looked after.
   c. It is up to each individual person whether or not he or she cares about the other people in the country.
   d. Canadians want the military to form the government.
Examine the chart below. Then answer questions 7, 8, and 9.

<table>
<thead>
<tr>
<th>Issues About Joining Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canada West</strong></td>
</tr>
<tr>
<td>• Political deadlock</td>
</tr>
<tr>
<td>• Trade challenges</td>
</tr>
<tr>
<td>• Western expansion</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>New Brunswick</strong></td>
</tr>
<tr>
<td>• Independent identity</td>
</tr>
<tr>
<td>• Trade challenges</td>
</tr>
<tr>
<td>• Fear of American annexation</td>
</tr>
<tr>
<td>• Concerns about the cost of</td>
</tr>
<tr>
<td>government</td>
</tr>
<tr>
<td>• Lack of transportation links to</td>
</tr>
<tr>
<td>Central Canada</td>
</tr>
<tr>
<td><strong>British Columbia</strong></td>
</tr>
<tr>
<td>• Lack of transportation links to</td>
</tr>
<tr>
<td>Central Canada</td>
</tr>
<tr>
<td>• Economic problems</td>
</tr>
<tr>
<td>• Fear of American annexation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
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</table>

7. From the information in the chart you can infer that

   a. all colonies were concerned about possible American annexation.
   b. none of the colonies wanted to stayed tied to Britain.
   c. colonies were concerned about their economic situations.
   d. most colonies wanted a government similar to that of the United States.

8. From the information in the chart you can infer that

   a. colonies outside Central Canada were concerned about how they would travel to other parts of the country.
   b. political deadlocks were preventing governments from making decisions at all colonies.
   c. many settlers had established friendships with First Nations peoples.
   d. trade with Britain’s Caribbean colonies was threatened.

9. From the information in the chart you can infer that

   a. Newfoundland was the only colony that had actually made peace agreements with First Nations.
   b. the First Nations were surviving because they decided to assimilate.
   c. the Europeans treated the First Nations well because the First Nations had welcomed the European explorers and colonists when they had first arrived.
   d. the colonists felt they were superior to the First Nations.
10. Which of the following was not a reason why Ottawa was selected to be the capital city of Canada?

a. Ottawa was located where three rivers met, making it easy for people to get there by boat.
b. It was between Canada East and Canada West, making it a good choice for both French and English Canadians.
c. Ottawa was a fair distance from the United States border, which made it less vulnerable to attack by the Americans.
d. Ottawa was the largest city in the British North American colonies.

11. Match the people with their feelings about Confederation.

<table>
<thead>
<tr>
<th>Joseph Howe</th>
<th>First Nations chief</th>
<th>Jean-Baptiste-Éric Dorion</th>
</tr>
</thead>
<tbody>
<tr>
<td>George-Étienne Cartier</td>
<td>John A. Macdonald</td>
<td>Cornelius Howatt</td>
</tr>
</tbody>
</table>

__________________________ He wondered why his people were never consulted about Confederation, even though they were a part of every Colony.

__________________________ He feared that Nova Scotia’s voice would take a back seat to those of Canada East and Canada West.

__________________________ He felt that a country could be formed where people of different religions, country of origin, and language could work together.

__________________________ Because his colony was the tiniest, it would lose its identity and the citizens of his colony would never be heard.

__________________________ He felt a federal system of government would never work because there would always be trouble over who is in charge of what.

__________________________ He felt the union needed a strong central government. He wanted everyone to feel he or she is Canadian first.
1. Match the words and phrases with their meanings.

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<thead>
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<td>free trade</td>
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</tr>
<tr>
<td>residual powers</td>
<td>Manifest Destiny</td>
<td></td>
</tr>
</tbody>
</table>

**free trade**
tax-free trade between countries

**democracy**
system of government in which the people of a nation are involved in decision making

**government**
the way people organize themselves to choose their leaders and make decisions

**Manifest Destiny**
the feeling by many Americans that it was their natural right to control all of North America

**manufacturing**
to make or process goods, especially in large quantities and by means of industrial machines

**federal system**
system of government in which a central government has power over matters affecting the whole country and provincial governments have power over local and regional matters

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a trade agreement between Canada and the United States by which natural resources could flow both ways across the border free of any import taxes

**representation by population**
a system in which elected members all represent the same number of people

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a form of government in which citizens elect people to make decisions for them

**responsible government**
a government that must answer to elected representatives

**residual powers**
the legal power of things that no one knew about in 1867 when Canada was first formed
2. Fill in these facts about Confederation.
   a. date of Confederation ____________________________
      July 1, 1867
   b. law that set down the structure and rules of Confederation
      British North America Act
   c. Canada's first prime minister ____________________________
      John A. Macdonald
   d. the original provinces ____________________________
      New Brunswick, Nova Scotia, Québec, Ontario
   e. Canada's capital city ____________________________
      Ottawa

3. Answer T for true and F for false.

   F At the time of Confederation Canada East had a population larger than Canada West or any other colony in British North America.

   T First Nations were never consulted about Confederation.

   T The politicians in the Province of Canada felt that Confederation was necessary because of a political deadlock in Canada.

   T The British North American colonies felt that if they united, they would better be to protect themselves from another invasion by the Americans.

   F Britain wanted its colonies in North America to trade strictly with Britain.

   T The United States cancelled its reciprocity agreement with the colonies.

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   T The promise of a railway joining Nova Scotia and New Brunswick to Canada East and Canada West would be a good reason to unite.

   F No one thought that one of the goals of the Americans was to make the British North American colonies part of the United States.

   T It was the British Parliament that passed the BNA Act.

   T Canada was considered to be a democracy, even though not all citizens had the right to vote.
4. Which statement best tells about the view of the person who created the political cartoon below?

**LA CONFEDERATION!!!**

a. Confederation would be good for the people of Canada East.
b. In Canada East too many people make up stories about things that could never happen.
c. Confederation threatens the way of life of the people of Canada East.
d. Confederation will happen one way or another, so we may as well support it.

5. Which statement best tells why the smaller colonies were concerned about joining Confederation?

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b. Most of the people in the smaller colonies were poor and would not know how to vote.
c. They did not want any more responsibilities.
d. They were concerned that First Nations people would not approve of Confederation.

6. The phrase “peace, order, and good government” means that

a. Canadians do not want government to interfere with their lives in any way.
b. Canadians expect government to play an important role in ensuring that they can live a good life and making sure that all Canadians’ basic needs are looked after.
c. It is up to each individual person whether or not he or she cares about the other people in the country.
d. Canadians want the military to form the government.
### Issues About Joining Confederation

<table>
<thead>
<tr>
<th>Canada West</th>
<th>Canada East</th>
<th>Nova Scotia</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Political deadlock</td>
<td>• Political deadlock</td>
<td>• Independent identity</td>
</tr>
<tr>
<td>• Trade challenges</td>
<td>• Trade challenges</td>
<td>• Trade challenges</td>
</tr>
<tr>
<td>• Western expansion</td>
<td>• Canadien rights and rights for the Protestant minority in Québec</td>
<td>• Fear of American annexation</td>
</tr>
<tr>
<td></td>
<td>• Concerns about republicanism</td>
<td>• Lack of transportation links to Central Canada</td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td>• Concerns about the cost of government</td>
</tr>
<tr>
<td>• Independent identity</td>
<td>• Independent identity</td>
<td>• Needed ferry service to the mainland</td>
</tr>
<tr>
<td>• Trade challenges</td>
<td>• Economic problems</td>
<td></td>
</tr>
<tr>
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<tr>
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</table>

**British Columbia**

- Lack of transportation links to Central Canada
- Economic problems
- Fear of American annexation

**First Nations**

- Not consulted in Confederation discussions
- Were being forced off their lands by settlers
- Traditional lifestyle threatened, sometimes leading to starvation

### Questions

7. From the information in the chart you can infer that

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   b. none of the colonies wanted to stayed tied to Britain.
   c. colonies were concerned about their economic situations.
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</tbody>
</table>

**First Nations chief**
He wondered why his people were never consulted about Confederation, even though they were a part of every Colony.

**Joseph Howe**
He feared that Nova Scotia’s voice would take a back seat to those of Canada East and Canada West.

**George-Étienne Cartier**
He felt that a country could be formed where people of different religions, country of origin, and language could work together.

**Cornelius Howatt**
Because his colony was the tiniest, it would lose its identity and the citizens of his colony would never be heard.

**Jean-Baptiste-Éric Dorion**
He felt a federal system of government would never work because there would always be trouble over who is in charge of what.

**John A. Macdonald**
He felt the union needed a strong central government. He wanted everyone to feel he or she is Canadian first.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The four original colonies that joined together to form Confederation were Québec, New Brunswick, Newfoundland, and Ontario.  
   T/F:

2. John A. Macdonald was Canada’s first prime minister.  
   T/F:

3. A political deadlock occurs when there is a disagreement among equally powerful decision makers.  
   T/F:

4. Canadien leaders such as George Étienne Cartier believed Confederation was a way to secure the rights they needed to keep their distinct identity.  
   T/F:

5. The Maritime colonies feared they would lose their identities if they joined Confederation.  
   T/F:

6. Instead of forming Confederation, most colonies hoped for annexation by the Americans.  
   T/F:

7. It was in Charlottetown that the British North America Act was written and adopted.  
   T/F:

8. The British North America Act gave certain responsibilities to the federal government and others to the provincial governments.  
   T/F:

9. Unlike in many of Britain’s colonies, the First Nations of British North America were consulted during the Confederation negotiations.  
   T/F:

10. One of the main reasons that colonies decided to join Confederation was because it would help them economically.  
    T/F:
Multiple Choice
Choose the best answer to each question.

11. Which of the following groups were not part of the Confederation negotiations?
   a. leaders from Nova Scotia
   b. women and First Nations peoples
   c. leaders from Canada East
   d. leaders from Canada West

12. Confederation is important because
   a. it established a central government.
   b. it established bilingualism and biculturalism.
   c. it provided people with a national identity.
   d. of all of the above.

13. Four key Confederation leaders were
   b. Étienne-Paschal Taché, George-Étienne Cartier, Chief Tecumseh, and John A. Macdonald.
   c. John A. Macdonald, George-Étienne Cartier, Jacob Hutter, and Étienne-Paschal Taché.
   d. Étienne-Paschal Taché, Charles Tupper, Laura Secord, and John A. Macdonald.

14. Many in the Maritime provinces did not want to join Confederation because they
   a. did not want to lose their independence.
   b. felt Canada should give their land to the First Nations.
   c. knew their taxes would increase.
   d. did not need a railway or money to build better roads.

15. Confederation originally acknowledged Canada’s two founding nations:
   a. the British and the Americans.
   b. the English and the French.
   c. the English and the Americans.
   d. the First Nations and the French.
Use the information below to answer questions 18 and 19.

<table>
<thead>
<tr>
<th>Edward:</th>
<th>If we don’t join Confederation, the United States will try to annex us. I want to stay loyal to Britain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin:</td>
<td>What about the First Nations? They were part of this land long before we came. Shouldn’t we consult them?</td>
</tr>
<tr>
<td>Henry:</td>
<td>I have heard that the Canadian government will pay off all our loans and a railway to link us with Central Canada.</td>
</tr>
<tr>
<td>Joseph:</td>
<td>If we join Confederation, will Halifax be our provincial capital?</td>
</tr>
</tbody>
</table>

18. These men are most likely from

   a. Newfoundland.
   b. Manitoba.
   d. British Columbia.

19. From the information you can infer that

   a. Edward favours annexation by the United States.
   b. Martin feels that the English are superior to the First Nations.
   c. Henry feels that a transportation link with the rest of the country will help with trade and the economy.
   d. Joseph thinks that Halifax should be the capital city of the country.

20. One of the main reasons Prince Edward Island did not join Confederation was

   a. its citizens thought that the other provinces would dominate it because Prince Edward Island is small in population and in area.
   b. the other colonies would not promise to link Prince Edward Island to Central Canada with a railway link.
   c. because it felt women should have the right to vote in elections.
   d. because it did not want any plant diseases to enter the island.
Use the following information to answer questions 16 and 17.

16. From the information above you can conclude that

a. the federal government’s responsibilities were much more important than those of the provincial governments.
b. the federal and provincial governments did not share any responsibilities.
c. the Canadians and English-speaking peoples were allowed to keep their cultures.
d. there are some responsibilities that were shared by the federal and provincial governments.

17. From the information above, you can infer that

a. the federal government would one day have to use its residual powers to regulate such things as computer technology and the Internet.
b. neither the federal nor provincial governments had the responsibility for the military.
c. both federal and provincial governments would be responsible for matters concerning Aboriginal peoples.
d. the Trans Canada Highway is a federal responsibility.
Matching
Match the words and phrases with spaces in the sentences.

<table>
<thead>
<tr>
<th>a. Confederation</th>
<th>b. Anglophone</th>
<th>c. Ottawa</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. territories</td>
<td>e. Charlottetown</td>
<td>f. annexation</td>
</tr>
<tr>
<td>g. constitution</td>
<td>h. John A. Macdonald</td>
<td>i. First Nations</td>
</tr>
<tr>
<td>j. British North America Act</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. It was at _____ that it was first proposed that the colonies of British North America unite into one political unit.

22. Queen Victoria decided that the capital city of the new country should be located at _____.

23. The official set of rules about how a country is to be governed is called its _____.

24. A person whose first language is English is referred to as an _____.

25. _____ wanted to create a nation that stretched “from sea to sea”. He became Canada’s first prime minister.

26. The _____ created the Dominion of Canada, formed from the former colonies of Canada East, Canada West, Nova Scotia, and New Brunswick.

27. _____ was an agreement among some of the colonies of British North America to join together.

28. _____ had few settlers and no elected assemblies so they were not invited to join Confederation.

29. Some colonies joined Confederation because they feared _____ by the United States.

30. Since Confederation, many have worked to ensure that _____ peoples were recognized as equal to other Canadians under the law.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. How did the promise of building a railway influence some colonies’ decision to join Confederation?

2. How did fear of annexation by the Americans influence some colonies’ decision to join Confederation?

3. The British North America Act acknowledged that Canada has two founding nations: the English and the French. How does this affect Canada in modern times?

4. What role did identity play in a colony’s decision whether or not to join Confederation?
Chapter 7
Creating a New Country
Test

Part A – Answer Sheet

1. ________   11. ________   21. ________
2. ________   12. ________   22. ________
3. ________   13. ________   23. ________
4. ________   14. ________   24. ________
5. ________   15. ________   25. ________
6. ________   16. ________   26. ________
7. ________   17. ________   27. ________
8. ________   18. ________   28. ________
9. ________   19. ________   29. ________
10. ________  20. ________  30. ________
Social Studies Grade 7 Voices and Visions Chapter 7
Test
Chapter 7
Creating a New Country
Test

Part A – Answer Sheet

1. F
   11. b
   21. e

2. T
   12. d
   22. c

3. T
   13. a
   23. g

4. T
   14. a
   24. b

5. T
   15. b
   25. h

6. F
   16. d
   26. j

7. F
   17. a
   27. a

8. T
   18. c
   28. d

9. F
   19. c
   29. f

10. T
    20. a
    30. i
1. How did the promise of building a railway influence some colonies’ decision to join Confederation?
   - Colonies outside Central Canada wanted a railway in order to feel connected to Central Canada, which was the centre of power.
   - Colonies saw the railway as a way to improve trade among provinces and economies, in general.
   - Could be open year-round, as opposed to waterways, which could not be used in winter.

2. How did fear of annexation by the Americans influence some colonies’ decision to join Confederation?
   - Majority of colonists feel loyalty to Britain
   - Colonists realize that the United States was looking to expand
   - Many recall the War of 1812 when the Americans tried to invade Canada.
   - There was genuine fear that colonies bordering the United States would be takeover targets unless Canada had a strong country of united colonies

3. The British North America Act acknowledged that Canada has two founding nations: the English and the French. How does this affect Canada in modern times?
   - Have two official languages
   - French culture, in general, is very prevalent in Québec and in Francophone communities throughout Canada.
   - French is the most commonly taught second language outside Québec.
   - Québécois are very aware and vigilant about their traditional language and culture being overtaken by the English culture.

4. What role did identity play in a colony’s decision whether or not to join Confederation?
   - Colonies had built up a certain amount of pride and identity.
   - Identity is what unified the people of a colony.
   - Identity was built up because people of a colony shared common issues and history in addition to a common geographic area
   - Joining Confederation threatened these identities. Ordinary citizens felt they would lose some of their cohesiveness if they became part of a large country.