

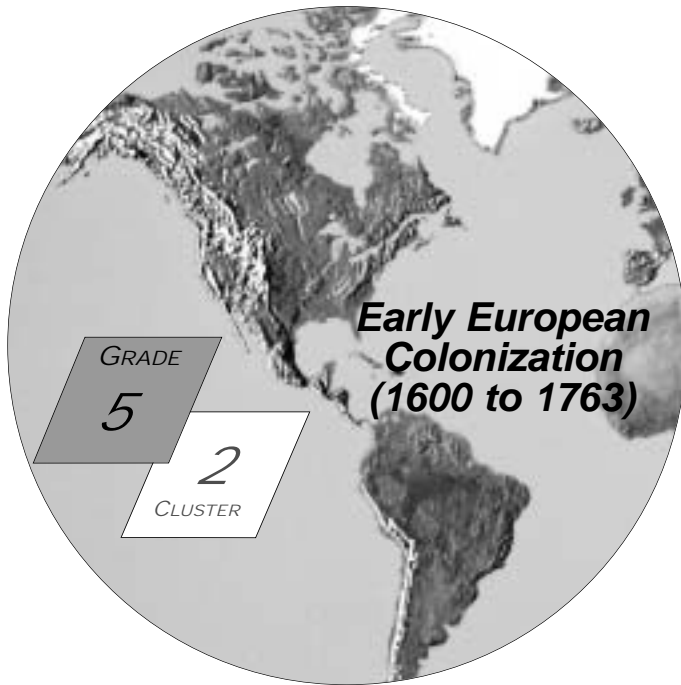
Peoples and Stories of Canada to 1867

Early European Colonization (1600 to 1763)

2
CLUSTER

GRADE
5





Cluster 2

Learning Experiences: Overview

5.2.1 Early European Exploration and Colonization

KH-025 Relate stories of European explorers and traders in their search for new lands or the Northwest Passage.

Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...

KG-043 Identify European countries that established colonial empires and locate on a world map their areas of colonization.

Include: Portugal, Spain, France, England, Holland.

KL-018 Locate on a map of Canada places of historical significance during early European colonization.

Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.

KP-047 Identify reasons why Europeans expanded their territories to include North America.

Examples: international competition, resources, religion, trade...

5.2.2 Nouvelle-France

KI-008 Describe the organization and daily life of Nouvelle-France.

Examples: seigneurial system, agriculture, religion, les Filles du Roi...

KH-033 Describe contributions of individuals in the settlement of Nouvelle-France.

Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.

KL-018 Locate on a map of Canada places of historical significance during early European colonization.

Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.

KL-019 Identify factors that influenced the movement and settlement of Europeans in early Canada.

Include: natural environment, fur trade, military posts.

KP-048 Describe the organization of the royal government in Nouvelle-France.

5.2.3 Cultural Interaction in Early Canada

KH-026 Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.

Examples: shared technologies, trade, spread of disease...

KE-051 Compare First Peoples' and European approaches to natural resource use in early Canada.

Examples: hunting and fishing, agriculture, trade, landholding and ownership...

VH-009 Appreciate the contributions of First Peoples to the development of Canada.

VE-015 Be willing to consider diverse approaches to resource and land use.

5.2.4 French–British Colonial Rivalry

KI-007 Describe daily life in early French and British settlements in Atlantic Canada.

KH-027 Describe the impact of European wars on First Peoples and French and British colonies in early Canada.

Include: First Peoples alliances.

KH-028 Describe the reasons for and the impact of the Acadian deportation.



KH-029 Describe the major events and impact of the British conquest of Nouvelle-France.

Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.

VH-011 Appreciate the Aboriginal, French, and British heritage of Canada.

VH-012 Demonstrate empathy for the struggles of the peoples of early Canada.

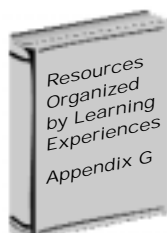
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description



Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life of French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.



Engaging Students in the Cluster

- Students label a wall-sized world map with the countries of origins and routes of various explorers and traders.
- Create a display of reproductions or images of artifacts used in daily life from this time period.
- Students create a bulletin board display with pictures of explorers and sailing vessels.
- Students view videos of various explorers or other people who played a significant role in the early settlement of Canada (e.g., Heritage Minutes video from Historica and CBC's *Canada: A Peoples History*).
- Create a display of books about early exploration and settlement.
- Display maps showing the changing locations of French and British territories, include Acadian deportation.
- Create a timeline with significant events identified.
- Students listen to songs and read poetry telling of exploration and settlement.

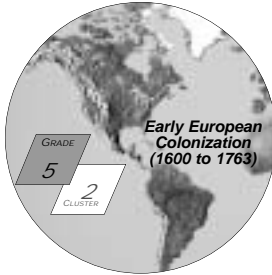
Learning Experiences Summary

5.2.1 Early European Exploration and Colonization

5.2.2 Nouvelle-France

5.2.3 Cultural Interaction in Early Canada

5.2.4 French–British Colonial Rivalry



Learning Experience: 5.2.1 Early European Exploration and Colonization

- KH-025 Relate stories of European explorers and traders in their search for new lands or the Northwest Passage.
Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...
- KG-043 Identify European countries that established colonial empires and locate on a world map their areas of colonization.
Include: Portugal, Spain, France, England, Holland.
- KL-018 Locate on a map of Canada places of historical significance during early European colonization.
Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.
- KP-047 Identify reasons why Europeans expanded their territories to include North America.
Examples: international competition, resources, religion, trade...


Description of the Learning Experience

European explorers and navigators expanded the influence of their empires as they ventured across the Atlantic Ocean in search of territories to colonize.






Students work in collaborative groups to research the reasons for European exploration of the Western hemisphere and to describe the voyages of early European explorers.

Vocabulary: Northwest Passage, colonization, colonial empires (See Appendix D for Vocabulary Strategies.)





5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	<p>KG-043 KP-047</p>	<p>Activate</p> <p>Using a world map, students locate the major European colonizing countries (i.e., Portugal, Spain, France, England, and Netherlands). Collaborative groups of students brainstorm reasons why people in these countries would have wanted to come to North America (e.g., natural features of the land, wealth of natural resources...).</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>_____ or _____</p>		
<p>Teacher Reflections</p>		





5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KG-043 KP-047	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students observe an outline map of the world and pictures of early ocean-going ships. Students discuss how Europeans might have perceived the world prior to the fifteenth century, motivations to explore the Atlantic Ocean, and what Europeans would need in their explorations (e.g., ships, equipment and navigational tools such as maps, compass, and supplies, crew, food...). Students choose a country to depart from and describe an exploratory voyage.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		<p>Using Think-Pair-Share, students respond to the question: “<i>Who was the first European to visit North America and when did this take place?</i>” Students post questions about early European exploration of North America on a bulletin board as the figurative “departure point” of their study of exploration.</p> <p>TIP: Elicit students’ assumptions and beliefs about European exploration of North America, encouraging students to focus on what they believe to be true. Students may record their beliefs in a learning journal and revisit them later in their inquiry into European exploration.</p>
	KH-025 KG-043 KL-018 KP-047	<p>Students listen to “The Northwest Passage” by Stan Rogers and record the names of places and people mentioned in the song. Students discuss the meaning of the term “Northwest Passage” and why Europeans were interested in discovering this route.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p> BLM: Northwest Passage (2 pages)</p>
		<i>(continued)</i>
or		
<p>Teacher Reflections</p>		




5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KL-018	<p>Activate <i>(continued)</i></p> <p>Students read excerpts from Jacques Cartier’s journals and record descriptive details about the land, initial opinions and impressions, and interactions with the people. Using a map of Canada, students locate places that Cartier may have been describing.</p> <p>TIP: This activity offers the opportunity to introduce the distinction between primary and secondary sources. This may be elicited from students by asking them: “Who wrote this piece?” “When was it written?” “How is it different from a textbook?” “Does it contain facts only, or facts and opinions?”</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Jacques Cartier’s Journals</p>
		<p>or</p>
	KH-025 KG-043 KL-018 KP-047	<p>Collaborative groups of students simulate a European exploration across the Atlantic Ocean in search of unknown lands. Students discuss the skills and tools they would need to cross the Atlantic and record information for later trips (e.g., observation of the natural landscape, orientation using the sun, moon, and stars, recording of details about landmarks and directions, map drawing and map interpretation skills...). Students simulate the exploration by taking a walk through a local natural area using navigation, observation, recording, and map-making skills. Students share their maps and information with peers who attempt to recreate the exploration and discuss the challenges that early European explorers may have encountered.</p>
		<p><i>(continued)</i></p>
<p>or</p>		
<p>Teacher Reflections</p>		





5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KG-043 KL-018 KP-047	<p>Acquire</p> <p>Using print and electronic resources, students research the voyages of the Norse (Vikings) to North America. Students record archaeological evidence of the Viking presence at l’Anse aux Meadows in Newfoundland and other details of their voyages, and prepare a persuasive argument to the King and Queen of Spain proving that Christopher Columbus was not the first European to set foot in North America.</p> <p>TIP: Encourage students to relate this research to their original hypothesis or beliefs about the first Europeans in America and to reflect in their learning journals about whether or not they wish to revise their original ideas on the subject. It may also be helpful to point out that, prior to the large European voyages and expeditions to the Americas, there is evidence that groups of Basque fishers from France, Portugal, and Spain also made regular trips to Newfoundland as they fished for codfish in the Grand Banks region.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.2.1 c BLM: Note-Taking-Frame: The Norse in America (2 pages)</p>
		or
		<p>Students read primary sources and reflect in their journals on life in this time period.</p> <p>5.2.1 d BLM: Famous Letters in Canadian History—Vancouver</p>
	KH-025 KG-043 KL-018 KP-047	<p>Using print and electronic resources, students research the period of early European colonial exploration (fifteenth – sixteenth centuries). Students record information related to the European social conditions, sailing ships and navigation, European expansion and influence, trade in Europe and Asia, colonies and colonization, religion and missionaries, health and disease, and the search for the Northwest Passage. Students create posters profiling highlights of early European exploration.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		(continued)

5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KG-043 KL-018 KP-047	<p>Acquire <i>(continued)</i></p> <p>Students view segments from Canada, A People’s History: When the World Began (Episode 1) and Adventurers and Mystics (Episode 2). Students record information related to the Northwest Passage, the voyages of Jacques Cartier and Henry Hudson, and reasons why Europeans were eager to come to the “New Land” (e.g., Northwest Passage to India and China, search for gold and other riches, competition with Spain for world influence and domination of the seas, codfish in Newfoundland...). Students discuss and record the main ideas presented in the videos.</p> <p>TIP: Provide students with a specific task prior to viewing (e.g., “Write down one quote by Cartier describing the New World.”; “Note what Cartier did to convince the First Peoples that he did not want war with them.”; “Trace Humphrey Gilbert’s voyage on a map.”; “Note the importance of Martin Frobisher’s voyages.”...). Documentary films are best viewed in short sessions of ten to fifteen minutes, with discussion of key points after each session.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
	KH-025 KG-043 KL-018 KP-047	<p>Using print and electronic resources students research the explorations and colonial expansion of a specific country (e.g., Portugal, Spain, France, England, or Netherlands). Students record information related to the motivations for exploration of the selected country, its areas of colonial influence, and the importance of these colonies to the empire. Using a world map, students present their country’s accomplishments in colonial exploration.</p> <p>NOTE: Review the meaning of the concepts “empire” and “colony”. Although the main focus of this Learning Experience is on exploration of Canada, it may be useful to have students highlight certain explorers who did not necessarily visit Canada, but who were important in the European quest for world influence (e.g., Spain – Christopher Columbus; Portugal – Vasco da Gama, Ferdinand Magellan; England – Sir Frances Drake). Provide students with historical maps or historical atlases to help them see general patterns of expansion and change in European colonial influence in Africa, South America, and Asia through the fifteenth and sixteenth centuries.</p>
		<i>(continued)</i>
or		
Teacher Reflections		

5.2.1 Early European Exploration and Colonization


Assessment	Outcomes	Strategies
	KH-025 KG-043 KL-018 KP-047	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research the life, voyages, hardships encountered, and historical accomplishments of a selected explorer. Students record information on an Explorers' Identity Card and present their chosen explorer to the class, using a world map to trace their voyages, and to answer questions about their life and voyages.</p> <p>TIP: The Explorers' Identity Cards may be used by students to play "Who Am I" games in small groups to help review and consolidate information.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Explorers' Identity Card</p>
	KH-025 KG-043 KL-018 KP-047	<p>Apply</p> <p>Collaborative groups of students extend the wall timeline that was begun in Cluster 1. Using paper from a large roll of craft paper, students create a background outline for the illustrated timeline, extending from the year 1000 (the approximate time of the beginning of the Iroquois Confederacy, and the Norse voyages to America) to 1900. Students mark off the timeline in increments of 100 years, up to the year 1500, then in increments of 25 years, to allow space for more detailed information.</p> <p>Collaborative groups are given identical sets of pre-made explorer name tags that identify explorers from different time periods (one for each student in the group). Given a fixed time limit, each group places themselves in chronological order, choosing an approximate position along the wall timeline. Once the allotted time is up, students verify that they are all at the right spot and in the right order. All the students with the same explorer name tag now become a new collaborative group. The groups create an illustrated station on the wall timeline, summarizing the main achievements of their explorer.</p> <p>TIP: This timeline may be used as the basis for a continuing activity to the end of the year. For consistency of presentation, the class may design a template to use for each station on the wall timeline.</p>

(continued)






Teacher Reflections

or




5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KG-043 KL-018 KP-047	Apply <i>(continued)</i> Students compose a ship’s log written by a selected European explorer, describing the details of a voyage, and include a map of the voyage drawn by that explorer. In small groups, students read aloud their ship’s log. TIP: Integrate art by creating illustrated “period” logs. Stain paper with moistened tea bags and let it dry, to create the look of aged paper.
		or
		KH-025 KP-047
or	KH-025 KL-018	Students write a proposal for UNESCO, detailing the reasons why l’Anse aux Meadows should be declared a World Heritage Site (as was done in 1977).
		<i>(continued)</i>
<p>Teacher Reflections</p>		



5.2.1 Early European Exploration and Colonization

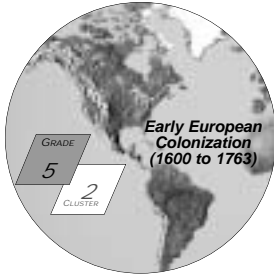
Assessment	Outcomes	Strategies
	KH-025	<p>Apply <i>(continued)</i></p> <p>Students develop a list of health measures informing European crew members of practices to follow when sailing from Europe to North America (e.g., prevention or treatment of scurvy, fresh air, sanitary measures...). Students use examples of actual health problems encountered by European sailors to stress the importance of following safe practices.</p>
	or	
	KH-025 KG-043 KL-018 KP-047	<p>Students assume the role of a European explorer who has travelled to North America and write a description of their travels in Canada (e.g., the land, people they encountered, places visited...). Students share their passage with peers who attempt to guess the location in Canada described in the account.</p>
	or	
	KH-025 KG-043 KP-047	<p>Using a Concept Frame, students define the concept of colonization. Students share their frames and discuss the advantages and disadvantages of colonization for both the empire and the colony.</p> <p style="text-align: center;">  BLM: Concept Frame: Colonization </p>
	or	
	KH-025 KG-043 KP-047	<p>Collaborative groups of students dramatize an Awards Ceremony in which they present posthumous commendations to early European explorers (e.g., Most Courageous, Most Tenacious, Most Persuasive, Best Negotiator with First Peoples...). Students include descriptive criteria for historical accuracy in presenting the awards and acceptance speeches.</p>
	<i>(continued)</i>	
Teacher Reflections		or

5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	KH-025 KG-043 KL-018 KP-047	Apply <i>(continued)</i> Students assume the role of a European explorer and present a speech or travelogue describing their voyages. Students include the reasons for their explorations, maps outlining their routes, and people and places they visited.
		or
	KH-025 KG-043 KL-018 KP-047	Collaborative groups of students create an “In Search of the Northwest Passage” board game. Using a world map as the game board, students trace the routes of European explorer’s voyages and design game cards identifying their motivations, the country represented, challenges and accomplishments, and places they visited. Players advance in their voyages as they correctly answer questions.
		or
	KH-025 KG-043 KL-018 KP-047	Collaborative groups of students create a multimedia presentation to convince the King or Queen of a European country to sponsor an expedition to North America. Students include in their presentations expected accomplishments, a supply list (including images), maps outlining the route and duration, and the ship(s) and crew specifications. Students share their presentations with the class and answer questions about whether the proposed voyage merits financing.
		<i>(continued)</i>
or		
Teacher Reflections		

5.2.1 Early European Exploration and Colonization

Assessment	Outcomes	Strategies
	<p>KH-025 KG-043 KL-018 KP-047</p>	<p>Apply <i>(continued)</i></p> <p>Using keywords describing why the Northwest Passage held such a strong appeal for European explorers, students create illustrated posters promoting its exploration.</p> <p> BLM: Northwest Passage Keywords</p>
<p>Teacher Reflections</p>		



Learning Experience: 5.2.2 Nouvelle-France

- KI-008 Describe the organization and daily life of Nouvelle-France.
Examples: seigneurial system, agriculture, religion, les Filles du Roi...
- KH-033 Describe contributions of individuals in the settlement of Nouvelle-France.
Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.
- KL-018 Locate on a map of Canada places of historical significance during early European colonization.
Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.
- KL-019 Identify factors that influenced the movement and settlement of Europeans in early Canada.
Include: natural environment, fur trade, military posts.
- KP-048 Describe the organization of the royal government in Nouvelle-France.



Description of the Learning Experience

At the time of early European colonization of the continent, the agricultural and trading settlements in the east and along the St. Lawrence were called Nouvelle-France, a part of the French Empire in North America.





Students will engage in research and role plays to depict daily life and important figures in the Nouvelle-France period of Canadian history.

Vocabulary: monopoly, missionaries, seigneurial system, habitant, seigneur, intendant, royal decree (See Appendix D for Vocabulary Strategies.)



5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	KL-018	<p>Activate</p> <p>Students view historical maps of Nouvelle-France and note the location of the principal settlements and forts of the period. Students compare the territory with present-day Canada and discuss reasons for the locations of past and present settlements.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;">(continued)</p>
	KL-019	
Teacher Reflections		or







5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies		
	KI-008 KH-033 KL-019 KP-048	<p>Activate <i>(continued)</i></p> <p>Using a Sort-and-Predict strategy, students categorize words related to life in Nouvelle-France. Students use the words to compose a narrative describing daily life in Nouvelle-France and share their stories with peers. Students review their narratives after they have studied Nouvelle-France and identify any misconceptions.</p> <p>5.2.2 a BLM: Sort and Predict: Life in Nouvelle-France</p> <hr/> <p style="text-align: center;">or</p>		
			KI-008 KH-033 KL-019	<p>Students view video clips describing daily life in Nouvelle-France and discuss their observations.</p> <p>TIP: Possible video clips of Nouvelle-France include: <i>A Scattering of Seeds: Episode 12: The First Seeding</i> (possible segments from “Louis Hébert, A Legacy of Tenacity” and “Les Filles du Roi”) and CBC’s <i>Canada, A People’s History</i> (Episode 2—Adventurers and Mystics—1540 to 1670) (possible segments from “A Precarious Colony” and “The Daughters of the King”).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.2.2 b BLM: Nouvelle-France Video Response (2 pages)</p> <hr/> <p style="text-align: center;">or</p>
			KI-008 KH-033 KL-019 KP-048	<p>Collaborative groups of students imagine that the King of France has given them a monopoly to the land that Jacques Cartier claimed for France in North America. Students discuss an action plan for</p> <ol style="list-style-type: none"> 1) enticing colonists to Nouvelle-France 2) establishing a governance style to provide security of life and trade 3) developing alliances with the indigenous peoples of the land (Mi’kmaqs, Hurons, Algonquins, Montagnais, and Iroquois) 4) retaining French control of the territory <p>Students share their plans with each other and discuss the requirements for establishing a colony.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>				





5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	<p>KI-008 KL-019</p>	<p>Activate <i>(continued)</i></p> <p>Students brainstorm qualities required to be a successful colonist in Nouvelle-France in the early seventeenth century. Students may write out words and illustrate them on a poster to create a collective collage of the “Qualities of the Habitants”.</p> <p>NOTE: The word <i>habitant</i> was used in Nouvelle-France to designate the people who came to settle the land, as opposed to the merchants or traders, missionaries and politicians or representatives of the royal government. Students may be able to guess the meaning of the word from its similarity to the English word <i>inhabitant</i>.</p>
	<p>KH-033</p>	<p>Acquire</p> <p>Students read primary sources and reflect in their journals on life in this time period.</p> <ul style="list-style-type: none"> 5.2.2 _c BLM: Famous Letters in Canadian History—La Salle 5.2.2 _d BLM: Famous Letters in Canadian History—Champlain 5.2.2 _e BLM: Famous Letters in Canadian History—Talon
		<i>(continued)</i>
<p>Teacher Reflections _____ or _____</p>		





5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	KI-008 KH-033 KL-018 KL-019 KP-048	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research contributions of individuals in the settlement of Nouvelle-France, including Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, and Marguerite Bourgeoys, as well as places of historical significance, and organization and daily life of Nouvelle-France. Students record information and describe how life in Nouvelle-France was influenced by the environment, trade, and interactions between peoples.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
	KI-008 KH-033 KL-018 KP-048	<p>Using print and electronic resources students research the life and accomplishments of Samuel de Champlain to determine whether they think that Champlain is deserving of the title of “Father of Nouvelle-France”. They list the reasons why he deserves, or does not deserve, this title and share their observations with peers.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
	KI-008 KH-033 KP-048	<p>Using print and electronic resources, students research royal government in Nouvelle-France and record the roles and responsibilities of each part of the government. Students discuss how life under this form of royal government would have been different from life in Canada today.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Government in Nouvelle-France</p> <p> BLM: Government in Nouvelle-France—Key</p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		








5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	KI-008 KH-033 KL-019 KP-048	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic primary resources (e.g., digital images of original artifacts, documents, diaries and journals...), students research the organization and daily life of Nouvelle-France and the contributions of individuals. Students prepare an electronic portfolio of the selected primary sources and a description of what they learned about individuals and life of Nouvelle-France. Students share their portfolios and discuss ways in which primary sources help them interpret and understand the past.</p> <p>NOTE: Encourage students to examine a variety of primary sources (e.g., written materials, pictorials, dance, oral traditions, art and artifacts...) and to distinguish primary from secondary sources.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p>5.2.2 h BLM: Selecting and Using Primary Sources (2 pages)</p>
or		
	KI-008 KH-033 KL-019	<p>Using print and electronic resources, students research various aspects of daily life in Nouvelle-France. Students record images, key vocabulary, and details of the following aspects of daily life:</p> <ol style="list-style-type: none"> 1. agriculture 2. the seigneurial system 3. religion and education 4. the fur trade 5. forts and military protection 6. alliances and relations with First Nations 7. influence of the natural environment <p>TIP: This activity may be carried out as a Carousel format, with collaborative groups choosing different topics and sharing their research with each other.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<i>(continued)</i>
or		
Teacher Reflections		



5.2.2 Nouvelle-France

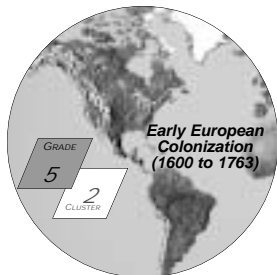
Assessment	Outcomes	Strategies
	KL-018 KL-019	<p>Acquire <i>(continued)</i></p> <p>Using an outline map of Canada, students locate</p> <ol style="list-style-type: none"> 1. The voyages of exploration of Samuel de Champlain and Étienne Brûlé 2. The traditional territories of the Huron (Wendat) and their allies and the Iroquois nations 3. French settlements in Acadie and Nouvelle-France (e.g., Ville-Marie (Montréal), Québec, Tadoussac, Port-Royal, Trois-Rivières, Grand-Pré, Fort Saint-Louis, Louisbourg...) 4. Seigneuries and agricultural areas of Nouvelle-France and Acadie 5. Principal rivers and lakes used as trade routes (e.g., St. Lawrence, Outaouais River, Rivière des Prairies, Richelieu River, Lac Champlain, Lake Huron, Lake Superior) <p>Students discuss factors that influenced the movement and settlement of Europeans in early Canada and post locations on a wall map of Canada.</p> <p>5.1.2 b BLM: Outline Map of Canada</p>
	or	
	KI-008 KH-033 KP-048	<p>Students select one individual or group from Nouvelle-France (e.g., Samuel de Champlain, Jean Talon, Comte de Frontenac, Louis de Buade, Marguerite Bourgeoys, Jeanne Mance, Cardinal Richelieu, Paul de Maisonneuve, Étienne Brûlé, Marie de l'Incarnation, Father Brébeuf, Louis Hébert, Marie Rollet; Missionaries such as Récollets, Jésuites, Ursulines, Seigneurs, Habitants, Hurons, Iroquois, Acadiens, Filles du Roi...) and research their life. Students prepare a point-form biography and share their research with the class.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.2.2 i BLM: People in Nouvelle-France: Role Card (2 pages)</p>
	or	
	KI-008 KP-048	<p>Apply</p> <p>Collaborative groups of students prepare and present a dramatization of daily life in the seigneurial system in Nouvelle-France. Students discuss the advantages and disadvantages of life for individuals and the colony as a whole within the seigneurial system.</p>
	or	

5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	KI-008 KH-033 KL-019 KP-048	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students assume roles of individuals belonging to one of the main groups of people living in or near Nouvelle-France. Using consensus decision making, students determine the two most important events in this period of Canadian history from the perspective of the group they represent. Students record their events on a wall timeline and share their decision with peers justifying their choices.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Main Groups during the Nouvelle-France Period</p> <p> BLM: Main Events during Early Nouvelle-France (2 pages)</p> <p style="text-align: center;">or</p>
	KI-008 KH-033 KL-019	<p>Collaborative groups of students plan and prepare an <i>Ordre du bon temps</i> celebration. Students assume the roles of individuals in Nouvelle-France (e.g., governor, intendant, bishop, habitant, or an important individual such as Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys...). Students plan the entertainment, menu, décor, and seating to represent life in Nouvelle-France, and invite parents or community members to attend.</p> <p style="text-align: center;">or</p>
	KI-008 KH-033 KL-018 KL-019	<p>Students assume the role of an <i>habitant</i> in Nouvelle-France and write a journal describing their daily life. Students include illustrated maps showing their travels and places of historical significance.</p> <p>TIP: The look of an aged historical map can be reproduced by staining the paper with moistened tea bags and letting it dry before adding details.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
Teacher Reflections		

5.2.2 Nouvelle-France

Assessment	Outcomes	Strategies
	KI-008 KP-048	<p>Apply <i>(continued)</i></p> <p>Using a diagram of the organization of government in Nouvelle-France, students compose a RAFT describing the advantages and disadvantages of this form of centralized government under an absolute monarchy from the point of view of an early habitant.</p> <p>5.2.2 BLM: Government in Nouvelle-France—Diagram</p>
	or	
	KI-008 KH-033 KL-019	<p>Students create a multimedia presentation depicting daily life in each of the four seasons in Nouvelle-France. Students include images and descriptions illustrating ways in which the natural environment influenced the activities of individuals living in Nouvelle-France, as well as strategies used by individuals to cope with the natural environment.</p>
or		
	KI-008 KH-033 KP-048	<p>Students assume roles representing the organization of the royal government of Nouvelle-France and simulate the transmission of a royal decree from the King of France through the representatives of the Royal Government down to the men, women, and children living in the colony. Using a realistic example of a royal decree, students discuss the effects that this decree may have on the various members of the colony.</p>
<p>Teacher Reflections</p>		



Learning Experience: 5.2.3 Cultural Interaction in Early Canada

- KH-026 Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.
Examples: shared technologies, trade, spread of disease...
- KE-051 Compare First Peoples' and European approaches to natural resource use in early Canada.
Examples: hunting and fishing, agriculture, trade, landholding and ownership...
- VH-009 Appreciate the contributions of First Peoples to the development of Canada.
- VE-015 Be willing to consider diverse approaches to resource and land use.

Description of the Learning Experience



Interaction between First Peoples and Europeans were a significant force in early Canadian history with lasting effects on the cultures and development of our country.

Students will research and reflect on examples of interaction, exchange, conflict, cooperation, and mutual influence between the cultures of First Peoples and Europeans in early Canada.






NOTE: Many of these activities may be integrated in other Learning Experiences of Cluster 2, as students explore particular historical events in the history of early Canada. The strategies are presented here as a distinct Learning Experience to permit a more thorough focus on the concept of cultural interaction.

Vocabulary: absolute monarchy, treaties, world view (See Appendix D for Vocabulary Strategies.)






5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
Activate		
	<p>KH-026 KE-051 VH-009 VE-015</p>	<p>Students brainstorm Canadian place names and, using print and electronic resources, research the origins of various place names in Canada. Students discuss ways in which various place names reflect the Aboriginal, French, and British cultural heritage of Canada.</p> <p style="text-align: center;">  Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss> </p> <p style="text-align: right;"><i>(continued)</i></p>
<hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <p style="text-align: center;">Teacher Reflections or _____</p>		





5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
	KH-026 KE-051 VH-009 VE-015	<p>Activate <i>(continued)</i></p> <p>Students discuss the origins of the name “Indian” for the indigenous peoples of the western hemisphere, and why it continues to be used today, even though it originated due to an error by the European explorer, Christopher Columbus.</p> <p>NOTE: Encourage students to recognize that all Aboriginal peoples have their own names for themselves, and that often these names mean, simply, “the people”. Over time, there came to be several different names for Aboriginal peoples, one based on the original Aboriginal language, and other versions based on how various European explorers described or identified the people in French or in English.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		
or		
	KH-026 KE-051 VH-009 VE-015	<p>Collaborative groups of students prepare and present a skit describing the impact of interactions between First Peoples and European explorers from the perspective of “Turtle Island” (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans) or the “Old World”. Students discuss ways in which point of view or perspective (world view) can create a view of history that needs to be complemented by other views.</p> <p>TIP: It may be helpful to carry out a preliminary exercise to make the idea of world view or perspective more concrete, in which groups of students “sketch what they see” when they are placed at different angles to a three-dimensional object. Students will quickly realize that a perspective or point of view can limit what is seen and often needs to be complemented by a description from another vantage point.</p> <p> BLM: Differing Perspectives of the World</p>
		<i>(continued)</i>
or		
<p>Teacher Reflections</p>		









5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
 Skill 6g	KH-026 KE-051 VH-009 VE-015	Activate <i>(continued)</i> Using print and electronic resources, students view images of First Peoples and early European explorers. Students identify examples of intercultural contact (e.g., presence of First Peoples, canoes, snowshoes, trade ceremonies, peace pipes, Europeans wearing deerskin clothing, Aboriginal people wearing woven cloths...), and discuss what may happen when two cultural groups meet. TIP: Encourage students to note the source of the images, and to pose questions about how the source may be biased and influence the portrayal of First Peoples and Europeans.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		<hr/> Acquire Students view segments from CBC's <i>Canada, A People's History</i> (Episode 2—Adventurers and Mystics). Students record information related to the cultural interactions between early European settlers and First Peoples. Students discuss the results of these cultural interactions, both positive and negative, considering the types of misunderstandings that arose because of the profound cultural differences between the Europeans and the First Peoples.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<hr/>  Skill 11a	KH-026 KE-051 VH-009 VE-015	<hr/> or Using print and electronic resources, students research the life of Chief Donnacona, his interactions with the French, his conversion to Christianity, and his death in France. Students write a biography, describing how Donnacona may have felt when his sons were taken to France, when Cartier planted the French flag on the traditional territory of the St. Lawrence Iroquians, and how he felt about being taken to France, where he died.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		<i>(continued)</i>
<hr/> Teacher Reflections		



5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
	KH-026 KE-051 VH-009 VE-015	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research the interactions between cultures of First Peoples and Europeans, and record examples of what each had to learn from and to offer one another (e.g., exploring the land, survival, technologies, ways of life...), as well as when they came into contact in early Canadian history.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.2.3 b BLM: Cultural Exchange</p> <p>5.2.3 c BLM: Cultural Exchange—Key</p>
		<p>or</p>
	KH-026 KE-051 VH-009 VE-015	<p>Using print and electronic resources, students research the interactions between Jesuit missionaries (e.g., Jean de Brébeuf, Gabriel Lalemant), and the Huron-Wendat people, many of whom became converted to Christianity. Students record examples illustrating how cultural change results as a consequence of contact.</p> <p>NOTE: Brébeuf and Lalemant were later killed by the Iroquois during their wars against the Huron-Wendat people. These Jesuit priests believed that it was possible to combine the traditional spiritual beliefs of the First Peoples with the beliefs of Christianity. As with some other missionaries, the Jesuits often took on the ways of life of the First Peoples and lived among them. Brébeuf is credited with the creation of the Huron Carol, a combination of the Algonquian language and beliefs and European Christian tradition. It would be very complex to study and compare in depth the differing spiritual beliefs of the two groups; the main concepts are that both believed in a Creator and in a world beyond physical life.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p><i>(continued)</i></p>
<p>or</p>		
<p>Teacher Reflections</p>		









5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
  Appendix A Skill 11a	KH-026 KE-051 VH-009 VE-015	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research the differing world views of the early Europeans and the First Peoples with whom they first came into contact. Students record information to compare how each felt related to governance, the land, religion, history, wealth and power, trade, and settlement. TIP: Review and discuss these concepts as needed with the students prior to their research:</p> <ol style="list-style-type: none"> 1) royal power in an absolute monarchy (i.e., the King or Queen has all decision-making power, appoints all government officials, owns all the land, and is not limited by laws or elected bodies) 2) treaties as agreements negotiated between self-governing groups or nations 3) trade as bartering goods for survival as opposed to trade for profit 4) world view as a way of seeing the world, a collection of beliefs and values. <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Cultural Dialogue</p> <p> BLM: Cultural Dialogue—Key</p>
		<p>or</p>
  Appendix A Skill 9c	KH-026 KE-051 VH-009 VE-015	<p>Students read a passage written by a First Nations Elder about the importance of the land to the Aboriginal people. Students assume the role of a member of a First Nation and counter the European belief that land was available to be claimed as the possession of their kings or queens.</p> <p> BLM: First Peoples and the Land</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		<p>or</p>






5.2.3 Cultural Interaction in Early Canada

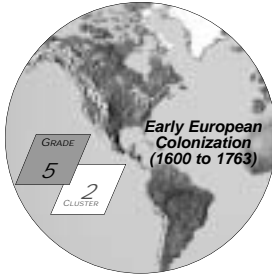
Assessment	Outcomes	Strategies
	KH-026 KE-051 VH-009 VE-015	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research examples of negative consequences to the First Peoples resulting from interactions with Europeans (e.g., spread of disease, treatment of the Beothuk...). Students assume the role of a member of a First Peoples nation and compose a journal entry describing the short- and long-term effects of interactions with Europeans.</p> <p>BACKGROUND NOTE: Students may ask why it is that First Peoples were often decimated by diseases brought across the Atlantic Ocean unknowingly by Europeans. Many contagious diseases originate in domesticated animals, and there were no domesticated animals in North America – only in Europe. The First Peoples had never been exposed to these illnesses and they had little resistance to them when they came into contact with Europeans who may have been carrying them. They did have natural remedies for certain nutritional diseases, such as scurvy, with which they were familiar. (Read the book <i>Guns, Germs, and Steel</i> by Jared Diamond for an engaging and thorough discussion of this topic.)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p>Apply</p> <p>Using concept mapping, students illustrate examples of positive and negative impacts of interactions between First Peoples and Europeans, and different approaches to natural resource use. Students include examples of sharing knowledge (e.g., First Peoples knowledge of the land, natural remedies for scurvy...) technologies, culture, and ways of life, and discuss their concept maps with peers.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections _____ or _____</p>		

5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies
 	KH-026 KE-051 VH-009 VE-015	Apply <i>(continued)</i> Collaborative groups of students plan and present a dialogue between a member of a First Peoples nation and a European and discuss differing perspectives regarding natural resource use and the impact on each group resulting from interactions between First Peoples and Europeans. Students discuss the consequences of interactions when two different cultures come into contact.
		or
		 
or		
 	KH-026 KE-051 VH-009 VE-015	
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 BLM: This Land is Your Land
or		<i>(continued)</i>
Teacher Reflections		

5.2.3 Cultural Interaction in Early Canada

Assessment	Outcomes	Strategies		
	KH-026 KE-051 VH-009 VE-015	<p>Apply <i>(continued)</i></p> <p>Students compose a letter to the editor, explaining why they believe Canada should officially change the use of the word “Indian” in their government departments and documents (e.g., the use is based on a historical error, reflects the world view of Europeans seeking the Northwest Passage to India, cultures should not impose names on other cultures, obligation to correct errors of the past...).</p> <p>TIP: Encourage students to make the connection between this idea and the return to the original names of many First Peoples and many regions or places in their traditional territories (e.g., Frobisher Bay is now Iqaluit). In examining a map of Canada, students may also wish to reflect on how many places have been named for European explorers.</p>		
		or		
			KH-026 KE-051 VH-009 VE-015	<p>Using a graphic organizer, students illustrate the sources of competition or conflict between the English, the French, and the First Nations in early Canada (e.g., the fur trade, fisheries, control of ocean and river access, protection and expansion of territories, cultural differences, protection or diffusion of culture, power and influence, security...). Students share and discuss completed concept maps with each other.</p>
			or	
	KH-026 KE-051 VH-009 VE-015	<p>Using Think-Pair-Share, students read and respond to a contemporary quotation regarding Canada’s complex historical identity as a country based on three different nations. Students reflect on the quotation and record in their journals examples of events in history that support their reflections. Students share journal entries with peers.</p>		
		 BLM: A Complex Country		
	KH-026 KE-051 VH-009 VE-015	<p>Students prepare and present a role play between a member of a First Peoples nation and a European, illustrating the sharing of knowledge and culture, and describing differing perspectives regarding approaches to land and natural resource use in early Canada.</p>		



Learning Experience: 5.2.4 French–British Colonial Rivalry

- KI-007 Describe daily life in early French and British settlements in Atlantic Canada.
- KH-027 Describe the impact of European wars on First Peoples and French and British colonies in early Canada.
Include: First Peoples alliances.
- KH-028 Describe the reasons for and the impact of the Acadian deportation.
- KH-029 Describe the major events and impact of the British conquest of Nouvelle-France.
Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.
- VH-011 Appreciate the Aboriginal, French, and British heritage of Canada.
- VH-012 Demonstrate empathy for the struggles of the peoples of early Canada.

Description of the Learning Experience

The daily lives of the colonists and First Peoples in eastern Canada and the St. Lawrence/Great Lakes region were greatly influenced by the rivalry between France and England for power and territory.




Students conduct inquiry and present simulations to explore how life changed for people in Canada as a result of French and British colonial rivalry, the Acadian deportation, and the British conquest of Nouvelle-France.

Vocabulary: alliance, allegiance, treaty, deportation (See Appendix D for Vocabulary Strategies.)



5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	<p style="text-align: center;">Activate</p> <p>KI-007 KH-027 VH-011 VH-012</p>	<p>Students view a short video clip that sets the stage for the French–British conflict in North America. In response to the video clip, students discuss reasons why these two countries were at war in North America.</p> <p>TIP: Selected short segment from the Episode Beginning of <i>Battle for a Continent</i> (Canada, a People’s History).</p> <p>TIP: Preview this video before student viewing and choose segments carefully, as the content is violent and depicts many of the difficult aspects of war.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		<p>or</p>





5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	KI-007 KH-027 KH-028 KH-029 VH-011 VH-012	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students view a map of the colonized areas of North America, the location of forts of the English and the French, and contested regions prior to the Seven Years’ War. Students discuss reasons why the British and the French competed for these regions of the continent (in particular, the northern Atlantic Coast and the western fur region, including the Ohio Valley); and the possible consequences of one or the other colonial empire taking control of the continent. Collaborative groups share ideas with each other.</p> <p>TIP: Encourage students to consider the possible consequences for various groups of people, including the <i>Acadiens</i>, the <i>Canadiens</i> of the St. Lawrence valley, the First Nations who were allies of the French, the First Nations who were allies of the British, the fur traders, and the residents of the New England colonies. The class may be divided into groups to represent these various groups.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
	KI-007 KH-027 KH-029 VH-012	<p>Students read a short informational text on the status and development of the Thirteen Colonies in New England in the early 1700s. Students respond to the text as residents of Canada (e.g., “How do they feel about the colonies to the south becoming rich and powerful, developing industries, shipping, and cities, and carving out alliances with the Iroquois peoples around the Great Lakes?” “How do they feel about the fact that the population of these colonies is rapidly growing, far more rapidly than in Canada?”) Students brainstorm what may have been some of the concerns of the peoples living in Canada with respect to their neighbours to the South at that time.</p> <p>NOTE: Students may also read an example of a primary source as included in the BLM Description of New England, and discuss the suggested questions with a partner.</p> <p style="text-align: center;">  BLM: A Description of New England </p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		






5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	KH-028 KH-029 VH-012	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students simulate events of the Acadian deportation. Students gather in a small crowded space and are “ordered by the army” to leave their homes to be moved by ship to unknown places. They will be allowed to bring only one small box of belongings, and the voyage in the ship may last from one week to three months. They will be fed, but they will not be allowed to have fresh air as there is no space on the ship for this. Collaborative groups of students discuss and decide what belongings to take, how they will feel during the voyage, and how they will start their lives all over again. Students formulate questions for inquiry into the Acadian deportation.</p> <p>TIP: Explain that these events simulate what happened to the Acadians during the deportation, after the British gained control of the area and eventually decided that the people, since they refused to pledge allegiance to England, should be sent away to French colonies.</p>
		<p style="text-align: center;">or</p> <p>Students read an excerpt from the poem <i>Evangeline</i>, by Henry Wadsworth Longfellow and summarize what it tells about life in l’Acadie prior to the deportation.</p> <p>TIP: Encourage students to identify this as a secondary source and as a piece of historical fiction rather than as a piece of historical evidence, and to think critically about the accuracy of historical details. They may wish to discuss the value of historical fiction or art as a means of empathizing with people from the past.</p> <p style="text-align: center;">5.2.4 b BLM: <i>Evangeline</i> (2 pages)</p>
	KI-007 KH-027 VH-012	<p>Acquire</p> <p>Collaborative groups of students generate questions about what daily life was like in the 1700s in the colonial settlements of Canada. Using print and electronic resources, students research daily life in l’Acadie, the British settlement of Halifax, in Annapolis Royal (Port-Royal), or in a fishing settlement in Newfoundland. Students record information, including images, and share researched information with peers.</p> <p style="text-align: center;">5.2.4 c BLM: <i>Daily Life in the Colonies</i> (2 pages)</p>
		<p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p> <p>Teacher Reflections</p>




5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	KI-007 KH-027 KH-029 VH-011 VH-012	Acquire <i>(continued)</i> Students read primary sources and reflect in their journals on life in this time period. 5.2.4 d BLM: Famous Letters in Canadian History—Wolfe 5.2.4 e BLM: Famous Letters in Canadian History—Montcalm
		or
	KH-027 KH-028 KH-029 VH-011 VH-012	Using print and electronic resources, students research the 1713 Treaty of Utrecht and, using an outline map of North America, draw a map of the areas controlled by France and England according to the terms of this treaty. Students verify their maps with a partner and predict what might be some of the possible consequences of this division of territory for the various groups of people living in these territories. 5.2.4 f BLM: Treaty of Utrecht 5.1.1 d BLM: Outline Map of North America
		or
	KI-007 KH-027 KH-028 KH-029 VH-012	Using print and electronic resources, students research one of the major forts of the fur-trade era (e.g., Louisbourg, Halifax, the Habitation at Québec, Fort Beauséjour, Fort William Henry, or Fort Frontenac). Students record information about the fort and create a sketch of the fort. They share their researched information with the class. TIP: If time permits, students may choose to construct a small model of the fort rather than drawing a sketch.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		or
Teacher Reflections		<i>(continued)</i>


5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	KI-007 KH-027 KH-028 KH-029 VH-011 VH-012	<p>Acquire <i>(continued)</i></p> <p>Students watch a video segment depicting selected events in the English–French competition for North America. Following the viewing, students discuss the impact of the events on the daily lives of the people living in Canada at that time.</p> <p>TIP: Consider using these videos: CBC <i>Canada, a People’s History</i> Episode 3: <i>Claiming the Wilderness</i> (segments “The Oath” and “The Great Dispersal” about 15 minutes: the construction of Halifax, the deportation of the Acadians) CBC <i>Canada, a People’s History</i> Episode 4: <i>Battle for a Continent</i> (segments “The Plains of Abraham”, “The Battle”, “The Winter”, “Carving the Spoils”, “The World Turned Upside Down”, The Québec Act” – each segment is from 8 to 12 minutes)</p>
		<p>or</p>
	KH-027 KH-028 KH-029 VH-011 VH-012	<p>Collaborative groups of students use a timeline of the major events of Nouvelle-France and select (through consensus decision making) their “Top Ten” most significant events. Students research and record the consequences of their chosen events, including the impact on First Peoples, <i>Canadiens</i>, <i>Acadiens</i>, and British colonists and merchants in Canada. They share their research with the class.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Timeline of Events: English–French Rivalry (2 pages)</p>
		<p>or</p>
	KI-007 KH-029	<p>Collaborative groups of students select an individual from the period of English–French conflict and design a plaque commemorating the life of that person (e.g., Guy Carleton, Edward Cornwallis, General Montcalm, General Wolfe, Marquis de Vaudreuil).</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		<p>or</p>



5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 7b</p>	KH-027 KH-029 VH-011 VH-012	<p>Acquire <i>(continued)</i></p> <p>Students compare maps of colonial territories at the time of the Treaty of Utrecht (1713) and the Treaty of Paris (1763), and discuss the consequences of these territorial changes to the groups living in the regions affected (i.e., l’Acadie, Québec, Newfoundland, Iroquois traditional territories).</p> <p>TIP: Encourage students to ask questions about how the inhabitants of Canada would have felt about the influence of European wars and decisions on their lives, their lands, and their security.</p> <p>5.2.4 i BLM: Comparing Two Treaties</p> <p>5.2.4 j BLM: Comparing Two Treaties—Key</p> <hr/> <p style="text-align: center;">or</p>
		 <p>Appendix A Skill 11a</p>
 <p>Appendix A Skill 10a</p>	KI-007 KH-027 KH-028 KH-029 VH-012	<p>Apply</p> <p>Collaborative groups of students prepare and present a short skit illustrating the story of the expulsion of the Acadians. Students assume the roles of the people involved and re-enact the events surrounding the deportation of the Acadians.</p> <p>TIP: Encourage students to pose questions about the aftermath of the deportation and the eventual return of many Acadians to their homeland.</p> <p>5.2.4 l BLM: Acadian Deportation Role Play (2 pages)</p>
		<i>(continued)</i>
or		
Teacher Reflections		

5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
	KI-007 KH-027 KH-029 VH-011 VH-012	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students create and present a Readers’ Theatre, re-enacting the Royal Proclamation of 1763. Students assume roles as members of different groups responding to the Proclamation (e.g., King George III; Guy Carleton, Governor of British colonies in Canada; First Nations representatives; Québec representatives; British settlers and military representatives; representatives from the Thirteen Colonies)</p> <p>5.2.4 k BLM: The Royal Proclamation of 1763</p>
	KI-007 KH-028 KH-029 VH-011 VH-012	<p>Collaborative groups of students select and represent diverse groups of people in Canada at the time of the British Conquest (e.g., Acadians, First Nations trading partners and allies of the French, British fur traders and fishers, French clergy, seigneurs and habitants). Each group prepares a petition to the King of England, proposing what they would like England to do with Canada now that it has been “conquered”. One group of students acts as British military advisors to the King in making his decisions. As students present their petitions, one student (or teacher) in the role of the King issues decisions, which are based on both how persuasive the petitions have been, and on the need to protect British interests in North America. After the presentations, students debrief the activity and compare the King’s conclusions to the actual historical events (e.g., Royal Proclamation, Act of Québec, Indian Treaties).</p> <p>TIP: This activity offers the opportunity to introduce the concepts of assimilation—the fostering of cultural unity and “sameness”—and of cultural pluralism—the acceptance and promotion of the co-existence of diverse cultures.</p> <p>5.2.4 m BLM: After the British Conquest (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
or		
Teacher Reflections		

5.2.4 French–British Colonial Rivalry

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 7d</p>	<p>KI-007 KH-027 KH-028 KH-029 VH-011 VH-012</p>	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students select one or two important events in this time period to illustrate for a classroom wall timeline. Students discuss the impact of each event before they decide on their illustration for the wall timeline. Each group presents their illustrated summary as they add it to the timeline, explaining to the class the importance of their particular event.</p> <p>TIP: Suggested principal events are indicated in bold characters in the BLM 5.2.4h <i>Timeline of Events: English–French Rivalry</i>.</p> <p>5.2.4 h BLM: <i>Timeline of Events: English–French Rivalry</i></p>
or		
 <p>Appendix A Skill 9d</p>	<p>KI-007 KH-027 KH-029</p>	<p>Collaborative groups of students create a poster and newspaper campaign to convince British colonists to settle in Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students are instructed to imagine that</p> <p><i>“they represent the government of Britain after the Conquest of Nouvelle-France. They are organizing British Military Rule, and they are worried that the English are a very small minority compared to the Canadiens in the conquered province of Québec. This worry is aggravated by the fact that there is great conflict in the New England Thirteen Colonies. The British government is afraid that Québec may decide to take the side of these colonies and seek independence from Britain. They are also concerned about how the First Nations allies of the French will react to the British Conquest.”</i></p> <p>Assuming the role of the British military, student groups plan a course of action that will make their foothold in Canada more secure, by designing a poster and newspaper campaign to convince more loyal British colonists to come to settle in Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students post and share their displays. The class discusses whether this strategy would be the most effective way to ensure the loyalty of the residents of Québec.</p>
<p>Teacher Reflections</p>		

Cluster 2—Connecting and Reflecting

Using their “Early European Colonization (1600 to 1763)” portfolio students reflect on what we can learn from experiences of people from the past and describe ways in which they can collaborate with others in their community.



5.2.4 BLM: Early European Colonization (1600 to 1763)—Connecting and Reflecting

Teacher Reflections