



GRADE

11

1

CLUSTER

History of Canada

First Peoples and Nouvelle-France (to 1763)



Cluster 1 Overview



First Peoples and Nouvelle-France (to 1763)

11.1.0 *What is history, and why do we study it?*



11.1.1 *Who were the First Peoples, and how did they structure their world?*

11.1.2 *Why did the French and other Europeans come to North America, and how did they interact with First Peoples?*



11.1.3 *How did First Peoples and Europeans interact in the Northwest, and what were the results?*

EQ 11.1.0



Essential Question 11.1.0

What is history, and why do we study it?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

This learning experience is intended to provide students with a brief introduction to the discipline of history, including why it is important, methods of historical inquiry, and historical thinking concepts. Students will have opportunities throughout the course to use the historical thinking concepts in meaningful ways as they engage in historical inquiry.

The Purpose of Teaching and Learning History

Students learn best when they are interested and engaged in their learning. Too often, students regard history as unimportant and disconnected from their lives. A critical and often overlooked dimension of history education is helping students to see the importance of this subject. We study history to

- learn what it means to be a citizen of Canada
- develop awareness of Canada’s global interconnectedness
- understand the diversity and range of human experience
- enrich cultural literacy
- help deal with complex social and political problems
- understand how the discipline of history is constructed
- refine general competencies and skills
- encourage and enhance intellectual independence

NOTE

See “Planning for Teaching and Learning” on page II-46



EQ 11.1.0

Thinking Historically

Historians reconstruct the past on the basis of evidence. This evidence is often incomplete, sometimes contradictory, and always needs explaining. Like a detective, a historian must first uncover the facts and then explain what they mean. This means testing the accuracy of facts, judging their significance, and arranging them into an account or narrative.

Historians try to be as objective as possible. They cannot ignore or falsify evidence, and whatever they say must be based on the evidence available to them. Historians do not simply describe the past; they explain and interpret it. When we read a historical account we should always ask: What is this telling us? On what evidence is it based? Why should we believe it? How significant is it?

Historians also use particular historical concepts when they investigate the past. They adopt the perspective of the people they are studying in order to see the world as the people of the past saw it. They are interested in change and continuity, in what stays the same and what changes over time, and why. They look for the causes and origins of events, and their results and consequences. This means they have to judge and evaluate. Historians do not simply say that such-and-such a thing happened at such-and-such a time: they want to know why it happened and what results it produced.

The six historical thinking concepts listed on the previous page are adapted, with permission, from the work of Dr. Peter Seixas of the Centre for the Study of Historical Consciousness at the University of British Columbia. Dr. Seixas articulated the concepts in *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*, presented at UBC on August 16, 2006. The Historical Thinking Project is a Canada-wide initiative where history educators contribute and have access to a variety of teaching and learning exemplars and support materials related to the historical thinking concepts.

Questions to Guide Historical Inquiry

This course is based on the process of historical inquiry. Teachers are encouraged to use the six historical thinking concepts to engage students in the inquiry process. The following questions will assist students as they use the concepts to learn about the people and events of Canada's past.

**Establishing Historical Significance**

- Is this event/person/development historically significant and, if so, why?
- Who sees the event/person/development as significant and why?
- What do historians say about the significance of this person, event, or development? Do they agree or disagree? (cite sources)

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- What factors determine the historical significance of an event, person, or development or idea?
- What is the role of the media in establishing the historical significance of an event?
- Does an event need to be dramatic in order to be significant? Explain.
- Did this event have long-term consequences? Are the effects of this event evident today?
- Does this event uncover or reveal something surprising or unique about the past?
- Has this event/person been officially recognized by groups, organizations, or government as being significant? Describe various forms of recognition of the historical importance of an event/person (e.g., statues, street names, plaques, special days, museums...). Do you think these forms of recognition are valuable? Explain.
- Do you think that this person/event/idea should be officially recognized as having historical significance? Why or why not? How should this person/event be recognized?
- It has been said that history is written by the winners and that all other voices are silenced (e.g., Indigenous peoples, women, ethnocultural minorities, gay/lesbian/transgendered people...). Find examples of this way of determining significance. Find examples of how historians have succeeded in changing this approach.

E

Using Primary Source Evidence

- What are the sources of evidence that underpin this account or explanation?
- Are these primary or secondary sources? What types of sources are they (e.g., oral, artifacts, images, written documents, art...)?
- Who created this source and for what purpose? In what context (time, place circumstances) was it created?
- Is this an authentic source? How do you know?
- Why and by whom was this source conserved? (preserved?)
- How reliable is this source of information?
- What factors make sources more (or less) reliable?
- What does this source reveal about its intended message or purpose?
- What is missing or omitted from this source? Does this source conflict with evidence from other sources?
- Are there conflicts or gaps in these sources?
- How have historians interpreted and used this source?
- Are there differing interpretations and explanations of this event or development? If so, explain why.

EQ 11.1.0

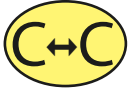
- Which interpretation/explanation do you find most persuasive? Why?
- Does this source reveal any bias or judgment?
- What values seem to underpin this source?



Identifying Continuity and Change

- Comparing this time period to an earlier period, what changed and what stayed the same?
- Why and for whom did conditions change?
- Could these changes be considered to be progress or decline? To whom? How would different groups see and explain these changes?
- What are the factors that ensure the continuity of certain elements or practices? Why were these elements preserved or transmitted over time? Were they preserved over a long period of time? By whom and why? How were they preserved? What is the value of preserving practices over time?
- Consider some practices and beliefs that have all but disappeared. Is this a negative or a positive thing? Explain.
- It is sometimes said that it would be advisable to return to “the good old days.” Why do you think people may believe this?
- What were some specific “turning points” that represent major change?
- Was this a dramatic and sudden change, or did it happen slowly and in stages?
- What human actions and decisions were instrumental in provoking or advancing this change?
- Have you observed some changes that seem to repeat earlier similar changes? How might they be explained?
- What are some ways in which people and groups strive to preserve continuity over time? What are the advantages and disadvantages of this?
- Do you believe that some things have changed so radically that it is no longer possible to understand what was in the past? Give an example and explain.
- Think of an example of a historical change that you wish had never happened. Explain.
- It has been said that human beings tend to resist or oppose change. Do you think this is true? Give some examples from Canadian history.

EQ 11.1.0



Analyzing Cause and Consequence

- What specifically triggered this event (immediate causes or catalyst)?
- What long-term factors or conditions made this event possible? Which factors combined to make the event more likely?
- What were the immediate consequences or results of this event? What groups or people were most affected by these immediate results?
- Did the immediate results of this event lead to further consequences? Which people or groups were involved?
- What were the long-term consequences of this event? Describe the nature of these consequences and assess whether they were negative or positive, and for whom.
- How did this event influence subsequent decisions and actions of the people or groups involved?
- Do historians differ in their explanations of the causes of this event? Explain their differing explanations.
- Which explanation of cause and consequence do you find most persuasive, and why?



Taking Historical Perspectives

- Why did this person/these people act the way she/he/they did?
- What was the historical context in which this decision was made?
- What were the prevailing beliefs/values of this society/people?
- Imagine yourself in that person's place. How would you have responded to the historical situation?
- Did this person or group have allies or supports at the time of this event? Explain.
- How did this person or group respond to this event? Explain why they responded as they did.
- What factors were considered to be the most important in making decisions at this time?
- Did this person act as an individual or as a representative of a group?
- Who were the leaders who had the most influence on this event or development? How did they exercise their leadership?
- If conflict was involved in this event, what were the factors that caused individuals or groups to respond to conflict? Did these responses escalate or defuse the conflict? What influences led them to respond in the way they did?

EQ 11.1.0

- Did this group or individual change their position with respect to this event? What led them to do so?
- What should we take into account when trying to explain/understand how people acted in the past?



Considering the Ethical Dimensions of History

- Does the event/action/development raise moral or ethical questions?
- How have historians evaluated this event/person?
- Do different historians' evaluations or judgments of this event or development differ from each other? Explain how and why.
- Which historical evaluation or judgment do you find most persuasive, and why?
- What are the underlying values or beliefs that influence this historical account?
- Should present-day citizens bear any ethical responsibility for the actions of the past?
- What can or should citizens do to make amends for injustices of the past?
- If this event were to take place today, how would citizens judge or evaluate it?
- What were the dominant influences and values that motivated this decision or event of the past?
- How are the values and beliefs of today different than (or similar to) the values and beliefs of this period?
- Did the mistake or the injustice of the past affect or leave a mark on the present? What can people/groups/governments do to address these mistakes?
- Is it advisable to avoid or simply deny controversial or sensitive issues of the past? Explain.

EQ 11.1.1



Essential Question 11.1.1

Who were the First Peoples, and how did they structure their world?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history

Description of the Learning Experience

Students explore the long history of the land that became Canada before the arrival of Europeans, including the diversity and complexity of First Nations and Inuit societies and cultures, and ways in which First Peoples both adapted the environment and adapted to it. Students investigate the nature and role of governance, social organization, and Indigenous world views, knowledge, and traditions in First Peoples societies.

(Note: This learning experience on the earliest history of what is now Canada serves as an introduction to First Peoples prior to the arrival of Europeans. It is crucial that the ongoing and changing role of the First Peoples in Canadian history be studied in every cluster throughout the course.)

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.



EQ 11.1.1

- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Background

First Peoples' histories date back thousands of years. According to oral traditions, First Peoples have lived in North America since time immemorial. Western history, archeology, anthropology, genetics, and linguistics present differing theories and evidence regarding First Peoples' origins.

First Peoples were self-governing nations with a wide variety of cultures and languages. They occupied all geographical regions in North, Central, and South America, and were intricately linked to their environments. First Peoples lived in societies ranging from small, informal nomadic family groupings to large, highly complex and densely populated permanent settlements. First Peoples were spiritually connected to all living things and to the natural world around them. (Note: In contrast to Western beliefs, First Peoples believed that living things included objects such as rocks and the land itself.) Their oral traditions taught the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.

The histories of First Peoples in the lands that later became known as the Americas include migration, settlement, development of economic systems, trade, invention of technologies, agriculture and plant science, animal domestication, animal husbandry and the creation of new breeds, ecology, land management, sophisticated systems of governance and decision making, military technologies and strategies, and engagement in war and the maintenance and negotiation of peace. First Peoples also developed or had knowledge of mathematics, astronomy, calendar systems, writing, engineering, architecture, city planning, textiles, metallurgy, painting, sculpture, ceramics, medicines and medical procedures, and intergenerational preservation of knowledge.

An essential element of Canada's history is the story of how First Peoples related to each other, understood and explained their world, and organized their lives. A central theme revisited throughout this course is that First Nations, Métis, and Inuit peoples have played and continue to play an important part in the history of Canada.

EQ 11.1.1



Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Diversity and origins of First Peoples

- Overview of First Nations cultures and traditional territories
- Oral traditions of First Peoples (e.g., Ininew [Cree], Anishinabe [Ojibwa], Dakota [Sioux], Inuit, Dene...)
- Archeological evidence of First Peoples (e.g., The Forks, Lockport, Brandon Stott Site, Duck Bay...); current scientific evidence (e.g., DNA analysis...)

2. World views and societies of First Peoples

- World views: spirituality and values; relationships to the land; oral tradition; Indigenous knowledge, arts, technology
- Governance: patriarchal and matriarchal organization, clan systems, role of Elders, collective decision making, leadership
- Social structures: family, clans, gender roles, holistic education, community responsibilities, and “justice”
- Relations between nations: alliances and confederacies (e.g., Haudenosaunee [Iroquois], Niitsitapi [Blackfoot]...) trade, war and peace

NOTE

See “Planning for Teaching and Learning” on page II-46



Learning Resources

- *Atlas of Canada (6th edition): First Nations in Early 17th Century*
This map shows the population distribution of First Nations people in 1630.
<http://geogratis.gc.ca/api/en/nrcan-rncan/ess-sst/c997e561-8893-11e0-a0fd-6cf049291510.html>
- *Iroquois Constitution (primary source): Gayanashagowa: The Great Law of Peace*
This site shows the Gayanashagowa or the Great Law of Peace of the Iroquois (or Haudenosaunee) Six Nations. This is an oral constitution that was the basis of the Iroquois Confederacy.
www.mohawktribe.com/constitution/iroquois_constitution_001.htm

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- *Four Directions Teachings*
This site provides an audio narrative about Indigenous knowledge and learning from five diverse First Nations: Blackfoot, Cree, Ojibwe, Mohawk, and Mi'kmaq.
www.fourdirectionsteachings.com
- *Canadian Museum of Civilization: Gateway to Aboriginal Heritage*
This resource shows a wide variety of historical and contemporary objects, images, and documents to illustrate the histories and cultures of First Nations, Métis, and Inuit people in Canada.
www.civilisations.ca/cmhc/exhibitions/tresors/ethno/index_e.shtml
- *Government of Canada: First Nations in Canada*
This educational resource illustrates the significant developments that have affected First Nations communities from the pre-Contact era (before the arrival of Europeans) up to the present.
www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523

11.1.1

Core Concept:
Citizenship

Essential Question

- Who were the First Peoples, and how did they structure their world?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Atlas of Canada (6th edition): First Nations in Early 17th Century*
- *Iroquois Constitution (primary source): Gayanashagowa: The Great Law of Peace*
- *Four Directions Teachings*
- *Canadian Museum of Civilization: Gateway to Aboriginal Heritage*
- *Government of Canada: First Nations in Canada*

EQ 11.1.2



Essential Question 11.1.2

Why did the French and other Europeans come to North America, and how did they interact with the First Peoples?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students investigate competing motivations for French and British colonization of North America, and acquire knowledge of the establishment of Nouvelle-France and early British colonies. Students also examine the European arrivals' adaptations to North American conditions and their interactions with First Peoples. Students develop an understanding of the role of European colonization of Canada within the broader context of European expansion and mercantilism of the 16th and 17th centuries.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

EQ 11.1.2

**Historical Background**

The long period of time when First Peoples were the only inhabitants of the Americas came to an end with the arrival of the Europeans. The Vikings are generally believed to be the first visitors to the Americas in the 10th century, when they landed in what is now Newfoundland and Labrador. By the latter part of the 15th century, the English, French, Portuguese, and Spanish had visited the Americas. In the 16th century, French explorers and speculators showed an interest in settlement. Some Europeans hoped to find gold and other precious metals, while others were looking for the Northwest Passage to Asia. Some wanted to spread Christianity, some wanted to expand the power of their home country, and some saw possibilities in the fur trade.

Whatever their reasons, the European explorers and settlers assumed the principle of *terra nullius* (Latin for “nobody’s land”). They believed that First Peoples did not own the land on which they lived, and therefore Europeans had the right to claim possession of it. In the 17th century, the French established settlements in what are now Québec, the Maritimes, the Great Lakes region, and the Mississippi valley. French explorers and traders travelled across much of the region, both north and south of what would eventually become the Canada–United States boundary. The French brought their language, culture, religion, and government to Nouvelle-France. As they adapted to North American conditions, they soon established a distinctive culture and a francophone presence that became a defining characteristic of Canada. For much of its existence (1608–1763), Nouvelle-France was involved in intermittent war with the British and their allies the Haudenosaunee (Iroquois). However, as a result of the Seven Years War (1756–1763), Britain gained possession of Nouvelle-France and made it a British colony. The Hudson Bay region, Acadia, and Newfoundland were also scenes of Anglo-French conflict during this time. The foundations of the French-English duality in Canada had been established.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. European exploration and colonization

- Reasons for exploration and colonization (e.g., seeking a trade route to Asia [Northwest Passage], mercantilism, Christianization, competition for power...). (Note: Consider examples of early European explorers in North America such as Cabot, Verrazano, Frobisher, Davis, Hudson...)
- Geographic overview of European colonial countries and their respective colonies in the Americas (France, Britain, Holland, Spain, and Portugal)

EQ 11.1.2



2. Nouvelle-France

- Early French exploration and colonization, Cartier and Champlain
- Political organization of Nouvelle-France, Royal Government (1663), militia and defence, extent of French territory (Acadia, Mississippi valley, Great Lakes–St. Lawrence)
- Social organization: role of church; Jesuits and religious orders, seigneurial system, role of women, *Filles du roi*, fur trade, *coureurs de bois*
- British-French hostilities: Treaty of Utrecht (1713); expulsion of Acadians (1755); Seven Years War (1756–1763), British conquest of Québec (1759–1760), Treaty of Paris (1763)

3. Relations with First Peoples

- Contact, the doctrine of *terra nullius*
- Christian missionaries, the fur trade
- Conflicts and alliances with First Nations (Wendat/Huron, Haudenosaunee/Iroquois), Great Peace of 1701
- Impact of contact (e.g., cooperation and alliances, conflict, disease, dependence...)

NOTE

See “Planning for Teaching and Learning” on page II-46



EQ 11.1.2



Learning Resources

- *Canada in the Making: Aboriginals: Treaties and Relations*
This resource focuses on the treaties and laws that were established between Canada and First Nations, and the events that preceded and followed them.
www.canadiana.ca/citm/themes/aboriginals/aboriginals2_e.html
- *The Life and Explorations of Champlain and the Meeting of Cultures*
This site depicts the life and explorations of Samuel de Champlain in Acadia, including the society that he lived in and the people he encountered.
www.histori.ca/champlain/index.do
- *Canadian Museum of Civilization: Virtual Museum of New France*
“Discover what drew the French to North America and follow missionaries, cartographers, soldiers, coureurs des bois, and Aboriginal allies as they explore and expand New France (Nouvelle-France). Join Canada’s first European inhabitants in their daily activities and learn about their culture and civilization.”
www.civilization.ca/virtual-museum-of-new-france
- *Acadian Deportation Order of September 3, 1755*
This French resource includes the original English proclamation of September 3, 1755, where Lieutenant-Colonel John Winslow deported 418 Acadian men and young boys.
www.tlfq.ulaval.ca/axl/amnord/acadiens-deportation.htm
- *The Jesuit Relations and Allied Documents, 1610 to 1791*
This site contains the complete Jesuit Relations and Allied Documents, which chronicle the Jesuit missions in Nouvelle-France from 1610 to 1791.
<http://puffin.creighton.edu/jesuit/relations>
- *Statistics Canada: Role-playing Jean Talon*
“Intermediate students review tables of census data collected in 1665 and 1666 by Jean Talon. Students role-play Jean Talon and prepare a presentation to convince the King of France to increase his investment in New France (Nouvelle-France). Technology may be incorporated, depending on the availability of resources and capabilities of the students.”
www.statcan.gc.ca/pub/98-187-x/4151283-eng.htm
- *McCord Museum: Our People, Our Stories*
This site allows students to explore Canada’s past with interesting, informative web-based resources such as thematic tours and collections of artifacts.
www.musee-mccord.qc.ca/en/keys

EQ 11.1.2



- *American History: From Revolution to Reconstruction and Beyond*
 This site includes the complete December 1750 memoirs of Marquis de la Galissoniere on the French Colonies in North America.
www.let.rug.nl/usa/documents/1701-1750/marquis-de-la-galissoniere-memoir-on-the-french-colonies-in-north-america-december-1750.php
- *Library and Archives Canada (electronic collection): Tracing the History of New France*
 This exhibition provides a number of documents from the Nouvelle-France era, as well as access to the “Colonial Archives” database, which provides descriptions of thousands of documents from this period in Canadian history.
http://epe.lac-bac.gc.ca/100/206/301/lac-bac/new_france-ef/0517/051702_e.html
- *Library and Archives Canada (electronic collection): Passageways: True Tales of Adventures for Young Explorers*
 This site, which is designed and written for 9- to 12-year-olds, features the published accounts of famous explorers during their travels.
<http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers-kids/www.collectionscanada.gc.ca/explorers/kids/h3-220-e.html>
- *Library and Archives Canada (cartographic material)*
 This site depicts an original 1720 map of the northern parts of North America claimed by France (Louisiana, Mississippi, Canada, and Nouvelle-France), with adjoining English and Spanish territories.
http://data2.archives.ca/e/e333/e008311015_a1-v8.jpg
- *The Champlain Society Digital Collection*
 “The collection contains 101 of the Champlain Society’s volumes (almost 50,000 printed pages) dealing with exploration and discovery over three centuries. It includes first-hand accounts of Samuel de Champlain’s voyages in New France (Nouvelle-France), as well as the diary from Sir John Franklin’s first land expedition to the Arctic, 1819-22.”
<http://eir.library.utoronto.ca/champlain/search.cfm>
- *Library and Archives Canada: The Jesuit Relations and the History of New France (digital text)*
 These missionary texts are a major source of information about the early years of French colonization in North America.
http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html
- *AMDOCS (Documents for the Study of American History): Memoir on English Aggression, October 1750*
 This memoir is included as part of the AMDOCS project, which posts original documents from early North America.
www.vlib.us/amdocs/texts/english_aggression.html

EQ 11.1.2



- *McGill Journal of Education Abstract: Two Myths in New France Education*
This is a PDF of the original 1985 article by Roger Magnuson, which analyzes and questions some traditional beliefs about education in Nouvelle-France.
<http://mje.mcgill.ca/article/view/7636/5566>

11.1.2

Core Concept:
Citizenship

Essential Question

- Why did the French and other Europeans come to North America, and how did they interact with First Peoples?

Enduring Understandings

- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Canada in the Making: Aboriginals: Treaties and Relations*
- *The Life and Explorations of Champlain and the Meeting of Cultures*
- *Canadian Museum of Civilization: Virtual Museum of New France*
- *Acadian Deportation Order of September 3, 1755*
- *The Jesuit Relations and Allied Documents, 1610 to 1791*
- *Statistics Canada: Role-playing Jean Talon*
- *McCord Museum: Our People, Our Stories*
- *American History: From Revolution to Reconstruction and Beyond*
- *Library and Archives Canada (electronic collection): Tracing the History of New France*
- *Library and Archives Canada (electronic collection): Passageways: True Tales of Adventures for Young Explorers*
- *Library and Archives Canada (cartographic material)*
- *The Champlain Society Digital Collection*
- *Library and Archives Canada: The Jesuit Relations and the History of New France (digital text)*
- *AMDOCS (Documents for the Study of American History): Memoir on English Aggression, October 1750*
- *McGill Journal of Education Abstract: Two Myths in New France Education*

EQ 11.1.3



Essential Question 11.1.3

How did First Peoples and Europeans interact in the Northwest, and what were the results?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students focus on the expansion of the European fur trade in the Northwest through the establishment of Rupert's Land, the creation of the Hudson's Bay Company, and British-French competition for resources and land. They explore ideas related to the early French presence in the region, European contact and interaction with First Nations, and the rise of the Métis nation. Students develop an understanding of the origins and impact of European colonial expansion in the northwest region of Canada.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to the present stage of *renegotiation and renewal*.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

EQ 11.1.3

**Historical Background**

While the British and French were colonizing Atlantic Canada and Québec, they first came to the West mainly as explorers and fur traders rather than as settlers. For the most part, the British entered the West through Hudson Bay and the rivers that flow into it, while the French travelled through the Great Lakes and the rivers and lakes of western Canada. The Europeans were a tiny minority of the population of the West and were dependent on First Peoples for many things, including geographic knowledge, survival skills, and the success of the fur trade. Even so, First Peoples had no resistance to many European diseases such as measles, whooping cough, and smallpox, and over the years they suffered many deaths from these and other diseases introduced by the newcomers.

In 1670, the King of England granted the Hudson's Bay Company a monopoly of trade in Rupert's Land, a vast region defined by the Hudson Bay drainage area. At first, both First Peoples and Europeans benefited from the resulting exchange of trade goods and technologies (e.g., guns, furs, metal goods, pemmican, canoes, snowshoes, etc.). From unions between First Nations women and European traders came a new nation of mixed First Nations and European ancestry called the Métis. The Métis played an important role in the fur trade in the West. Métis men and women made pemmican, moccasins, and other supplies. They hunted and fished, and helped build and work the canoes and boats used in the fur trade. The Métis helped maintain the trading posts, served as guides, acted as intermediaries between First Nations hunters and trappers and European traders, and became traders in their own right. As the Métis population grew, fur traders increasingly chose Métis women as partners in marriage.

Although geographically far removed from central Canada, the events and peoples of the Northwest were inextricably linked to the French-English struggle for territorial control and to the expansion of British North America and, later, of Canada.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Hudson's Bay Company (HBC)

- European interest in the fur trade; demand for beaver pelts
- Roles of Radisson and des Groseilliers (1668)
- Creation of HBC (HBC charter, 1670); Rupert's Land
- Relations of HBC with First Nations; terms and operation of fur trade; women in the fur trade

2. The western fur trade

- Role of HBC (contested ownership, governance, and monopoly)

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- Role of First Peoples in western fur trade
- French-English rivalry in Hudson Bay region in the 1690s and beyond
- Early European explorers of the West (e.g., La Vérendrye, Kelsey, Henday, Hearne, Pond, Mackenzie, Thompson, Fraser...)
- Establishment of the North West Company and expansion of HBC trading posts into the interior
- Voyageurs and the ethno-genesis of the Métis nation at Red River (circa 1750s)

(Note: The content of this learning experience is linked to the development of the Hudson's Bay and North West companies and the subsequent NWC/HBC rivalry, continuing until the merger of the two companies in 1821. See EQ 11.2.2 for a more detailed study of the fur trade rivalries and the role of the Métis. Teachers may wish to explore the fur trade as one study. EQ 11.3.1 includes detailed study of the Métis resistance to westward expansion in Manitoba and Saskatchewan.)

NOTE

See "Planning
for Teaching
and Learning"
on page II-46



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Learning Resources

- *Hudson's Bay Company Archives*
These archives “document the growth and expansion of the Hudson’s Bay Company in the vast territories of Rupert’s Land, through the fur trade and exploration and the later development of a retail empire.”
www.gov.mb.ca/chc/archives/hbca
- *McGill University Digital Library: In Pursuit of Adventure: The Fur Trade in Canada and the North West Company*
This resource “illustrates and documents, in part, the heroic age of the fur trade in Canada by examining the exploits of the North West Company and other Montreal-based fur trading companies at the end of the eighteenth and the beginning of the nineteenth century.”
http://digital.library.mcgill.ca/nwc/toolbar_1.htm

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Core Concept:
Citizenship

Essential Question

- How did First Peoples and Europeans interact in the Northwest, and what were the results?

Enduring Understandings

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Hudson's Bay Company Archives*
- *McGill University Digital Library: In Pursuit of Adventure: The Fur Trade in Canada and the North West Company*

