

New France & British North America

— Grade 7 —

Written by Ruth Solski & Eleanor M. Summers

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. **The content covers key topics required for seventh grade history and supports the updated 2013 Ontario Curriculum: History Grade 7.** Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people and historic events that were important to **Canadian history between 1713 and 1800**, giving students a good overall understanding of this time period.



Eleanor Summers is a retired elementary teacher who continues to be involved in various levels of education. Her goal is to write creative and practical resources for teachers to use in their literacy programs.

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Title: New France & British North America 1713 – 1800

Each student activity worksheet meets one or more of the following expectations from the Ontario Curriculum: History Grade 7

LEARNING EXPECTATIONS	
I. APPLICATION	
Analyse aspects of colonial life (1713 – 1800); compare and contrast with present day life.	
1	Analyse, compare, and contrast social values and related aspects
2	Analyse some of the main challenges facing individuals or groups
3	Analyse the displacement of various groups: native and newcomers to Canada
II. INQUIRY	
Investigate perspectives of different groups on significant issues, events and developments related to the shift in power in colonial Canada.	
1	Investigate the shift in power and its effects on different groups.
2	Organize information and evidence related to the shift in power using a variety of sources
3	Analyse and construct maps and timelines of events or issues related to the shift in power.
4	Analyse information and interpret evidence related to the shift in power using a variety of tools
5	Evaluate evidence and state conclusions about perspectives of different groups
6	Communicate the results of the investigations using suitable vocabulary and formats.
III. UNDERSTANDING	
Describe significant developments, events, and people in colonial Canada and their impact.	
1	Identify leading factors that resulted in key events happening in colonial Canada
2	Identify key legal and political changes that occurred in this period and its effect on Canada
3	Identify key social and economical changes that occurred in this period and its effect on Canada
4	Describe important aspects of daily life among different groups living in Canada during this period. Describe important aspects of daily life among different groups living in Canada during this period
5	Describe important interactions between different individuals, groups and institutions in Canada during this period
6	Identify important individuals and groups and explain their impact and contribution to Canada's identity.

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To the Teacher

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for seventh grade history and supports the updated **2013 Ontario Curriculum: History Grade 7**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people and historic events that were important to Canadian history between 1713 and 1800, giving students a good overall understanding of this time period.

The premise of this series is that if students can first “master the facts” of history – know what happened when, where, and why – a foundation for historical and critical thinking has been created. There are two levels of questions for each topic. The questions on the Activity Pages test basic comprehension and will help to assess whether students have “mastered the facts.” Once it has been determined that students have a good basic understanding of the information, they can move on to the Think About It question pages. These pages give students an opportunity for critical thinking as they compare life in Canada during different time periods and contrast that life with present day society. A variety of applications can be used to express their opinions and ideas.

Sprinkled throughout this book are **Word Power** and **Fast Fact** boxes. The Word Power boxes provide definitions of words that may not be familiar to students. The Fast Fact boxes feature an interesting fact related to the content on the page.

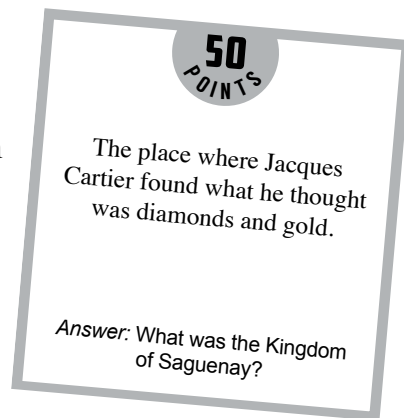
The reading passages and question pages for each topic form a complete lesson that can be integrated into your existing history curriculum. The material allows for flexibility and can be used in whatever way best supports your curriculum needs.

This resource contains three pages for teacher information and use. **At a Glance** lists expectations from the 2013 Ontario Curriculum: History Grade 7. **Teacher Assessment Rubric** allows the teacher to assess student understanding and performance based on a four level scale. The **Student Self-Assessment Rubric** gives the student an opportunity to evaluate their strengths and identify areas that require improvement.

Master the Facts Review Game

Once the students have completed all the lessons in this book, the review game is a very effective tool for determining each student's mastery of the facts. This is a Jeopardy-style game that will entertain students while reinforcing important history facts.

There are 48 game cards, and each card has a clue and an answer in the form of a question. There is also a point value assigned to each card – 20, 50, or 100 points. The point value represents the difficulty of the clue. Use the cut marks as a guide to cut out the cards with a paper cutter. Once the cards have been cut, they can be stored in a zip-lock bag for future use.



Playing the Game

This game can be played with three to five players and will need a clue giver as well as a scorekeeper. The clue giver will shuffle the cards before play begins. After a clue is read, the student who raises his/her hand first gives the answer in the form of a question. If the answer is correct, the scorekeeper records the point value shown on the game card and assigns it to that player. If the answer is incorrect, another player may try answering the question. Once the clue has been given, a timer can be used to add an extra element of excitement and urgency to the play. That card is then placed in a discard pile.

Play can continue until all of the clues have been answered or can be confined to a specific amount of time or until a student reaches a particular number of points. After play is completed, the student with the highest score may then receive a predetermined special classroom privilege.

Play Options

There are clues from each topic covered in the book. To test students on a particular section of the material, organize the game cards accordingly. This option can provide more immediate feedback on how a student is progressing through the material.

Expanded Uses

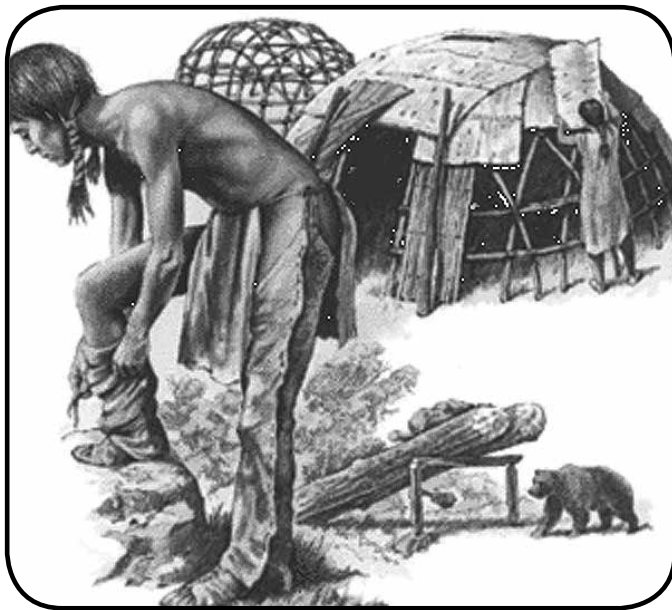
Shuffle the cards and ask a student to pick one of the cards and read the clue and the answer. At this point, the student can then be assigned to do further research on that topic, or, depending on the clue/answer, be asked to create a map, graph, or comparison chart relating to that topic. Another option is to ask the student to tell what else they already know about that clue/answer or to give an opinion about the person, place, or event. Again, the cards can be organized in specific groupings – people, events, sections of the book. And the expanded activity can be customized to fit that grouping.



The Algonquians

Role of Women

Algonquian women planted and tended the crops on their farms. They gathered wild plants and berries. They prepared the animal skins. The women made all the clothes and the wigwam covers and wove baskets out of bark, reeds, and grasses. They also took care of the children.



Clothing

Most of the women wore long tunics over leggings. The men wore short tunics over breechcloths and leggings. Everyone wore moccasins and fur robes in the winter. All of the clothes were made from animal skins. Some clothing was decorated with dyed porcupine quills, moose hair, seashells, feathers, and clamshells.

Tribal Culture

The Algonquians lived in villages for part of the year. Each village had a chief. The Chief was not elected, but inherited his title from his father. The Chief was more of a spokesperson than someone who dictated the rules. The decision-making process was very democratic. All the villagers, men and women, were allowed to express their opinions, and the final decision on any issue was

based on a **consensus**. Most villages had war chiefs to lead them into battle if necessary.

WORD POWER

Consensus – a general agreement about something; an idea or opinion shared by the whole group

Spiritual Beliefs

The Algonquian People believed in supernatural powers and beings. They believed all animals had spirits and that they should be treated with respect. If an animal was offended it would not allow itself to be caught for food. The northern tribes of Algonquian People used vision quests as an important part of their religious ceremonies.



Religious ceremony

Friends & Enemies

Originally, the Algonquian were friendly with the French. They happily traded their furs with them. But soon they found the French to be greedy and untrustworthy. So they changed their alignment to the British traders. In the early 1700s, ongoing conflicts with the Iroquois developed. The French and the Iroquois became their enemies.

Name _____



The Algonquians

Answer the following questions with a complete sentence.

1. Who made most of the tribal decisions for the Algonquians?

2. Where did the Algonquian People live?

3. Name two ways the Algonquians used birch bark.

4. Describe what a wigwam looked like.

5. How did the Algonquians decorate their clothing?

6. Who were the enemies of the Algonquians?





The Algonquians

Choose a word from the word box to fill in the blanks and complete each sentence.

Not all of the words will be used.

tunics	farming	supernatural	spirits	wigwam
powers	yams	dresses	fishing	rice

1. The Algonquian People believed in _____ powers and beings.
2. Most of the women wore long _____ over leggings.
3. Some of the Algonquian tribes practiced simple _____.
4. The Algonquian People believed all animals had _____ and that they should be treated with respect.
5. The women made all the clothes and the _____ covers and wove baskets.
6. The Algonquians ate beans, squash, corn, wild plants, berries, and wild _____.



Name _____



The Algonquians

Use the information pages, library resources, and the internet to help you complete your answers.

- Describe where the Algonquians lived. Draw, colour, and label a map in the space below. Show the location in relation to the rest of Canada. Write a brief description.

	•	
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	•	_____
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	•	_____
	•	
	•	_____
	•	
	•	_____
	•	
	•	_____
	•	
	•	_____

- Compare and contrast the roles of Algonquian men and women to the roles of men and women today. Complete the chart with your information.

Algonquian Men	•	Men Today	•	Algonquian Women	•	Women Today
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____
_____	•	_____	•	_____	•	_____





**MASTER
THE FACTS**

REVIEW GAME

New France &
British North
America
1713-1800



**MASTER
THE FACTS**

REVIEW GAME

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British North
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1713-1800



**MASTER
THE FACTS**

REVIEW GAME

New France &
British North
America
1713-1800

50
POINTS

They were the first missionaries in New France.

Answer: Who were the Catholic Recollects?

100
POINTS

A rounded dome shape, temporary structure made of bent poles covered with animal skins or brush, mats, grass, and bark.

Answer: What is a wigwam?

100
POINTS

They wanted to live close to forests with birch trees, which they used to make canoes.

Answer: Who were the Algonquians?

50
POINTS

He was the person who brought the tribes of the Iroquois Confederacy together with his message of peace and unity.

Answer: Who was the Peacemaker?

100
POINTS

This type of tribe traced their ancestors through their fathers.

Answer: What is patrilineal?

20
POINTS

A confederacy of five Iroquoian-speaking bands named by the French.

Answer: Who are the Huron?

50
POINTS

The place where Jacques Cartier found what he thought was diamonds and gold.

Answer: What was the Kingdom of Saguenay?

20
POINTS

The French explorer who sailed into the Gulf of St. Lawrence in 1534.

Answer: Who was Jacques Cartier?

20
POINTS

He was known as the “Father of New France.”

Answer: Who was Samuel de Champlain?

20
POINTS

The first permanent European settlement founded by Samuel de Champlain.

Answer: What was Québec City?

20
POINTS

The name the Aboriginals gave the Jesuits.

Answer: Who were the Black Robes?

100
POINTS

The nun who led the building of the Ursuline mission in Québec.

Answer: Who was Marie de l’ Incarnation?