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BC Social Studies Curriculum

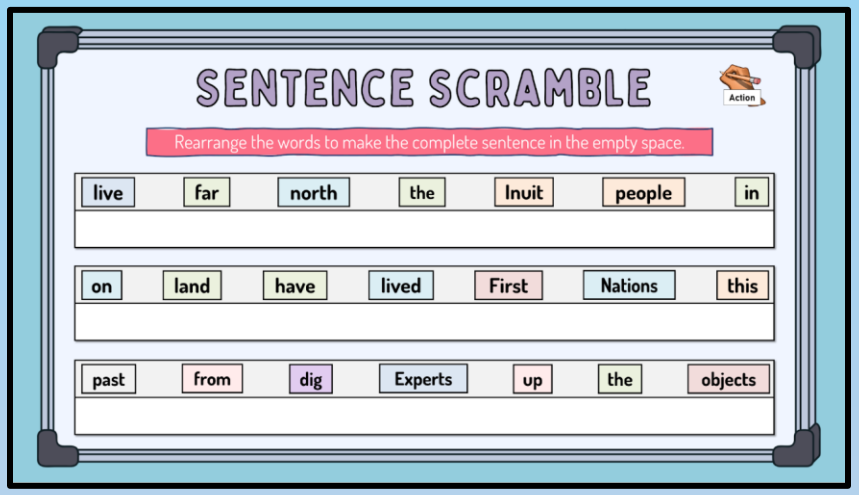
First Peoples & European Contact– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



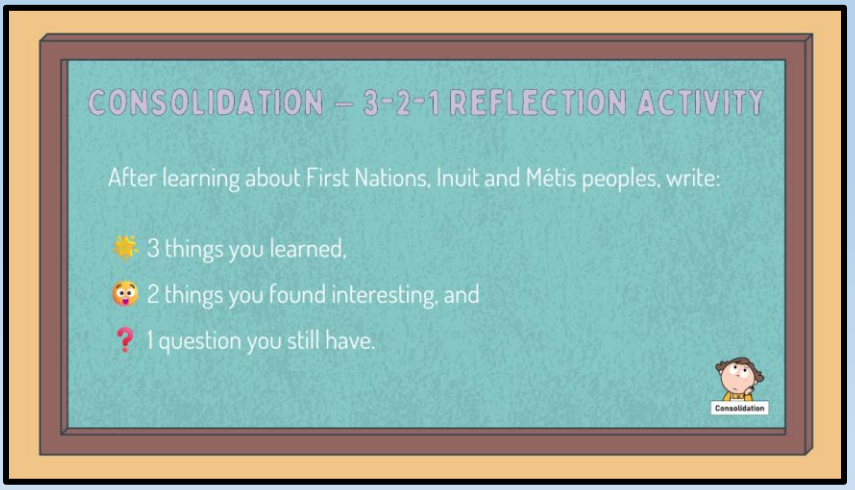


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

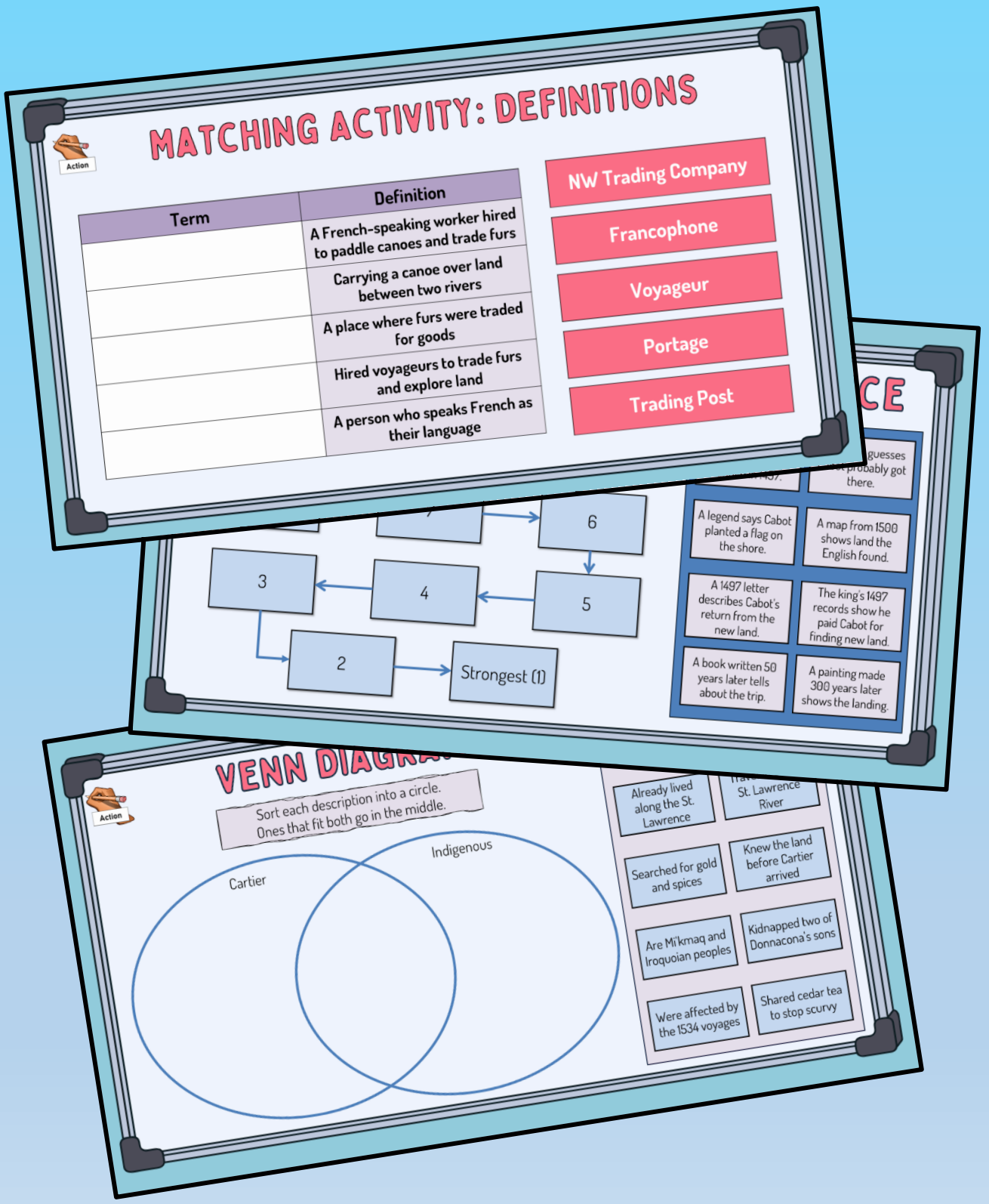
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



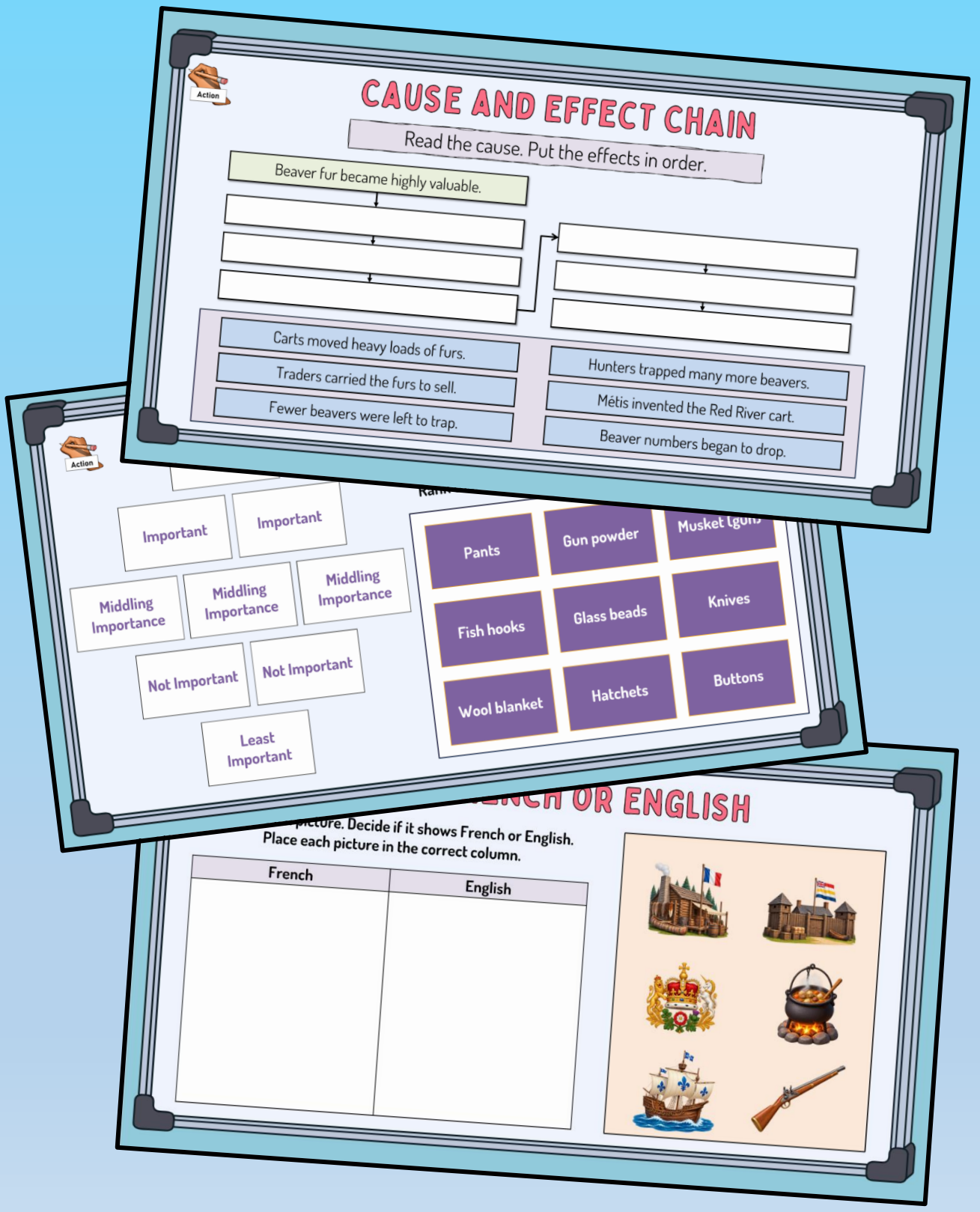
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First Peoples & European Contact– Grade 4



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First Peoples & European Contact– Grade 4



Workbook Preview

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Grade 4 – Social Studies Unit

First Peoples and European Contact

Big Idea 1: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Big Idea 2: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

Big Idea 3: Demographic changes in North America created shifts in economic and political power.

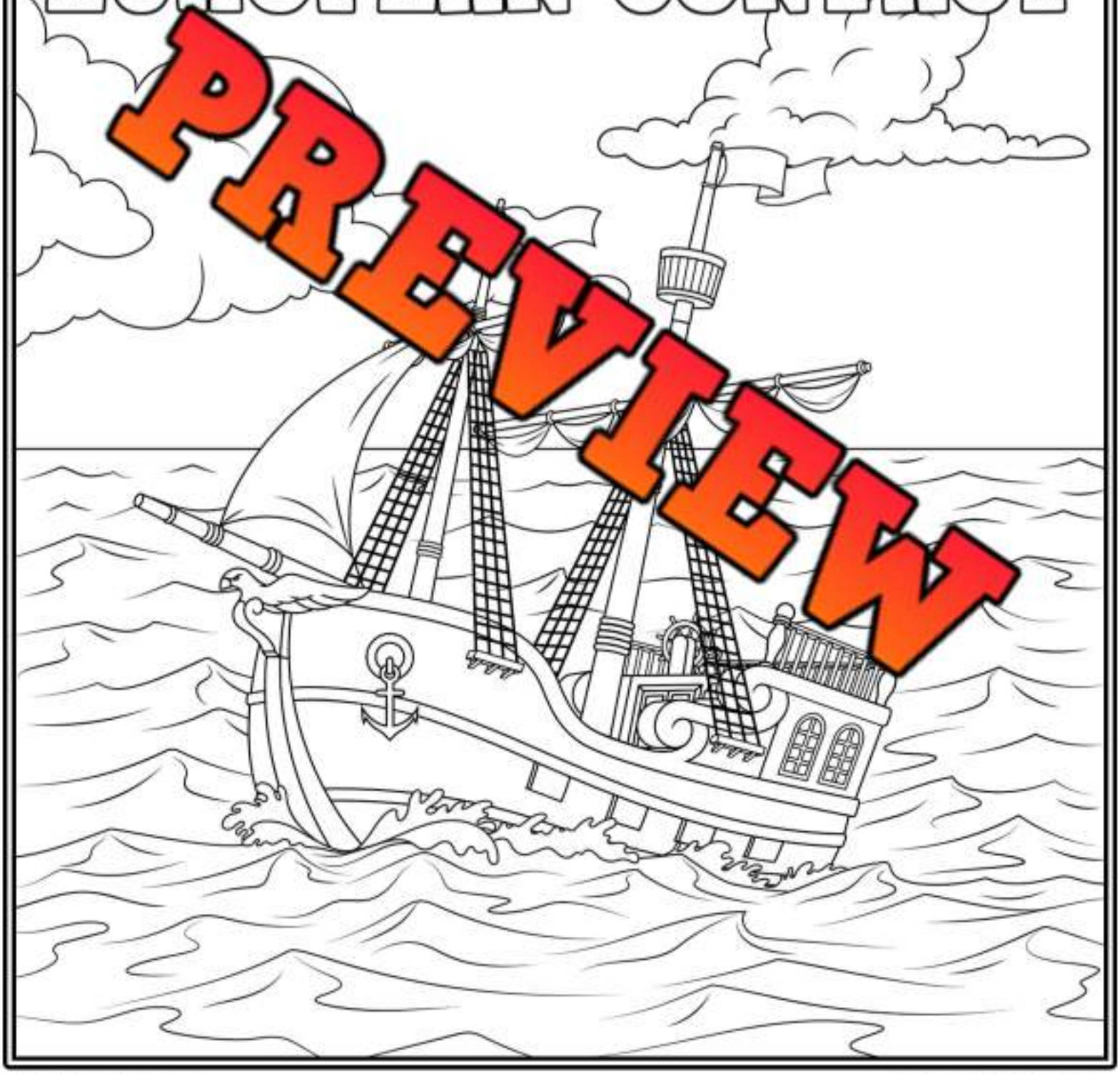
Big Idea 4: British Columbia followed a unique path in becoming a part of Canada.

	Curriculum Expectations	Pages
4.1		34-47, 73, 100
4.2		48-68
4.3	Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	96-97, 101-110, 120-124
4.4	Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	125-147
4.5	The impact of colonization on First Peoples societies in British Columbia and Canada	74-77, 101-119
4.6	The history of the local community and of local First Peoples communities	148-151
4.7	Physiographic features and natural resources of Canada	155-184

Preview of 110 pages from this product that contains 298 pages total.

NAME: _____

FIRST PEOPLES AND EUROPEAN CONTACT



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Name: _____ 6

Curriculum Connection
4.1

Indigenous Groups Before 1713

Indigenous People in Canada



The term **indigenous** describes anyone who lived in an area first. In 1713, Canada was not yet a country. There were 3 indigenous groups that lived on the land that we now call Canada - First Nations, M[illegible] and Inuit. These groups still live in Canada today.

First Nati[illegible]

[illegible]**n** is a general term to describe anyone who is indigenous to Cana[illegible]but is [illegible] Métis. But, saying someone is First Nation is very general, like c[illegible]eone [illegible]es in Toronto a Canadian.

As of now, the[illegible] First Nations in Canada. A member of a First Nation may prefer t[illegible]d by [illegible] Nation they belong to or the community they belong to with[illegible] that [illegible] example, a Mohawk person from Akwesasne who is a member of [illegible] Bear c[illegible]ay [illegible]se any one of those titles, which would be more accurate than c[illegible]hem[illegible].

PREVIEW

Inuit

Another group of indigenous people are the Inuit. Most Inuit live in the northern parts of Canada. More than half of Inuit communities live in Nunavut. Other communities live in northern Quebec, the North west Territories And the Yukon.



Métis

Although using the [illegible] complicated, in gener[illegible]s to indigenous people who have European and First Nation ancestry. This means someone is Métis if they have one parent who is European and another that is First Nation.



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Name: _____ 7

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) There are 3 indigenous groups in Canada	True	False
2) The 3 indigenous groups no longer live in Canada	True	False
3) A Métis has one parent who is European and one who is First Nation	True	False
4) There are only 8 First Nations in Canada	True	False
5) Most Inuit live in Nunavut	True	False

Questio

Write three questions you have after reading the text

1) Do all First Na g to the same nation? Explain.
2) Define what the term ean.

First Nation	
Inuit	
Métis	

PREVIEW

Visualization

What were you picturing while you were reading?

	What words from the text made you draw this picture?

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Name: _____ 8

Curriculum Connection
4.1

Identify Decide which Indigenous group the fact describes:

Fact	First Nations	Inuit	Métis
1) Many live in northern Canada.			
2) Has First Nation and European ancestry.			
3) There ar[illegible]ver 630 groups in Canada.			
4) Som[illegible]long to clans.			
5) Adapte[illegible] to Ar[illegible]s.			
6) Combines diffe[illegible]aditi[illegible]			
7) Many communities ar[illegible]ss Canada.			
8) Many people live in Nunavut.			
9) One of the three Indigenous groups in Canada.			
10) Some people travel by snowmobile and boat.			
11) Culture includes both Indigenous and European roots.			
12) Many communities lived near forests, rivers, or oceans.			
13) Inuit communities are often in the Arctic.			
14) Métis people developed their own unique culture.			
15) Some First Nations communities use totem poles.			

PREVIEW

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Curriculum Connection
4.1

European Explorer: John Cabot

Background

John Cabot was an Italian explorer who was born in 1450. Not much is known about Cabot from 1450-1497. Cabot was the second European after **Christopher Columbus** to explore North America. Although Cabot was Italian, he was hired by the King of England t[illegible]arch for unknown lands to find gold, spices, and anything else that might be valuab[illegible]ing was desperate to find new land after hearing about Columbus' recen[illegible]

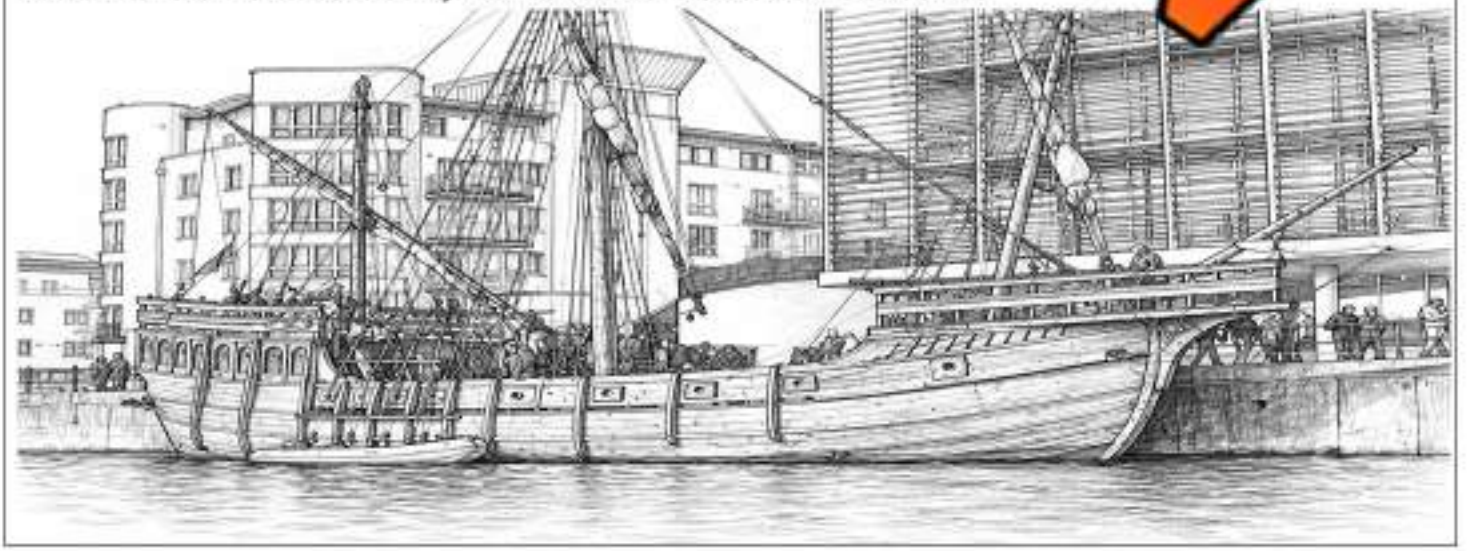
Voyage

In 1497, Cabot [illegible] his s[illegible]ed **"Matthew"** with 18 other men as part of his crew. They travelled [illegible]oss[illegible]an and landed in what is now known as Newfoundland. He cla[illegible]and [illegible]d and **King Henry VII**. The King was so happy with Cabot, that he re[illegible]rded [illegible] and a $30.00 pension. He was also given funds for another trip.

Voyage 2

In 1498, Cabot sailed west with five ships to searc[illegible] and its[illegible]able spices and gems. Historians are unsure what happened, but so[illegible]ve[illegible]he[illegible]the east coast of Canada, while others think his ship was lost in a storm. O[illegible] returned to Ireland, and by 1499, Cabot was declared dead.

PREVIEW



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Name: _____ 10

Curriculum Connection
4.1

Questions
Answer the questions below.

1) Why did the King of England send Cabot to search for unknown land?

2) What pa[illegible]of Cabot's life are unknown? Why do you think it is difficult to know what happ[illegible] Cabot?

PREVIEW

True or False
Circle [illegible] the st[illegible]t is true or false.

1) John Cabot was the second Eur[illegible]pean [illegible]e [illegible]merica.	True	False
2) Cabot's first voyage was in 1498.	True	False
3) Cabot sailed on a ship called "Matthew" in his [illegible]oyag[illegible]	True	False
4) Cabot was given five ships for his second voyage.	[illegible]e	False
5) By 1499, Cabot was declared dead.	[illegible]lse	

Identify
Circle the correct option.

1) John Cabot was from...	England
	Italy
	Spain

2) Cabot was hired by the King of...	England
	France
	Portugal

3) Cabot's ship on his first voyage was called...	Matthew
	Adventure
	Discovery

4) Cabot was searching for...	Japan and spices
	Gold and silver
	New cities

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Name: _____ 11

Curriculum Connection
4.1

Fill in the Blanks

Fill in the blanks using words from the word bank.

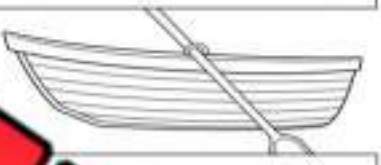
Word Bank			
Explore	Cabot	England	Italian
North America	35	Money	Poor

John _____ was an _____ explorer who sailed for King Henry of _____. He is known for his discovery of _____ _____ in 14[illegible] ed [illegible]oundland with merchandise to trade with the First Nations. Cabot was _____ rly [illegible]hich motivated him to _____ so he could earn _____ [illegible]ck i[illegible] [illegible]is trades. The voyage from England to Newfoundland took him _____.

PREVIEW

Word Search

Find the words in [illegible] words [illegible].



Cabot	Canada
Explorer	Land
Italy	Spices
England	Gems
Columbus	Storm
Matthew	Ireland
Voyage	Crew
Atlantic	Ships

V B C Y J [illegible] I T Q B T
G E M S O H [illegible] O [illegible] M T E X
U S P I C E S I [illegible] R [illegible] N S
Z K E A T C M D R [illegible] G T
U Y X B R Y A V E D Y [illegible] H L O
A O P O C U T O L O B O E J A R
T M L T E I T C A N A D A V N M
H P O O A Y H Y N K B N Q S D S
C O R C K C E I D P K Q I C G Z
C R E W N E W F O U N D L A N D
D R R A T L A N T I C X B T Y G
C O L U M B U S V O Y A G E H O
S H I P S T S P T E D M C E T X
U O H K I C M X Z V U U U Y K X

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Name: _____ 16

Curriculum Connection
4.1

European Explorer: Samuel de Champlain

1 BACKGROUND

Samuel de Champlain was a French navigator, cartographer, and explorer. He is remembered as being the first European to set up a permanent settlement in Canada – named **Quebec City.**

2 VOYAGE 1 & 2

Champlain's first voyage in 1603 was to check out the land the French had claimed in what is now known as Canada. At the time, they called it **"New France".**

On the second voyage in 1604, Champlain brought settlers to New France – now known as **Nova Scotia** – to colonize the area. Although this voyage was unsuccessful, Champlain explored the area to learn about the land.

They called Canada "New France" then!

3 VOYAGE 3

In 1608, still determined to colonize [illegible], Champlain travelled further into Canada [illegible] the **St. Lawrence River.**

He stopped in what is now Quebec City, and set up a trading post there.

He explored so much of Canada!

TRADING & ALLIANCES

[illegible]in made alliances with the **Wendat** people to [illegible] furs for guns, metal items (pots, pans, [illegible]ds.

Champ[illegible] wou[illegible] France.

This was the first [illegible]ade[illegible]etween the First Nations and E[illegible] explorers.

5 CONFLICTS

Champlain became friends with the **Wendat/Huron** and even battled the **Iroquois** with them.

The Iroquois had no match for the European guns and were defeated.

6 THE END OF CHAMPLAIN'S LIFE

During the France and England war for New France, Champlain was captured by the English. After the war, he was released and went back to Quebec, where he eventually died on **December 25, 1635.**

Wow! Champlain's life was so important to Canada's history!

PREVIEW

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Name: _____ 17

Curriculum Connection
4.1

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank				
Colony	Weapons	Tools	de	9
Quebec City	Champlain	Settlers	French	Winter

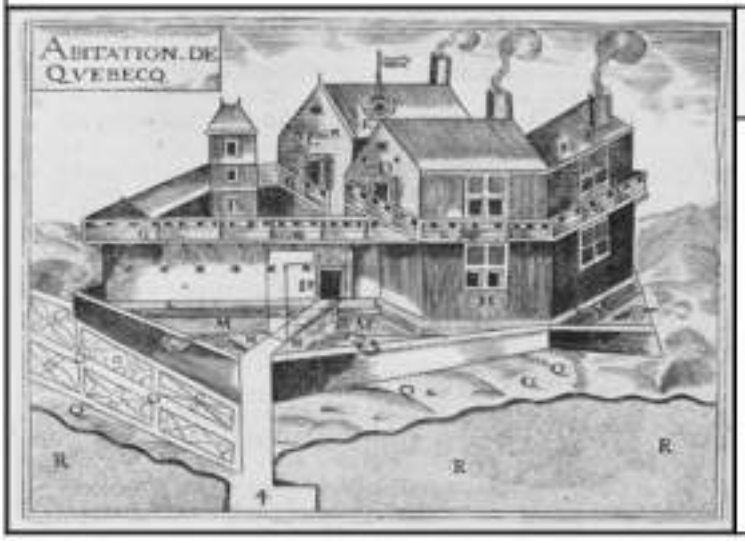
Samuel ___ Champlain was a _____ explorer who was the first to establish a French in the "New World". He took 32 _____ to _____ _____ to begin setting up a _____ trading post in the "New World". He would trade _____ and _____ to the First Nations for furs. Then he would send [illegible] back to France to sell for a profit. Unfortunately, the bitterly cold _____ in Qu[illegible]y led to only _____ of the 33 settlers surviving. France would send [illegible] set[illegible] _____ spent the rest of his life managing settlements for [illegible] Que[illegible]

PREVIEW

Questions

Answer the que[illegible]elow.

1) Since Champlain traded with the First Nati[illegible] you t[illegible]ated them with respect?



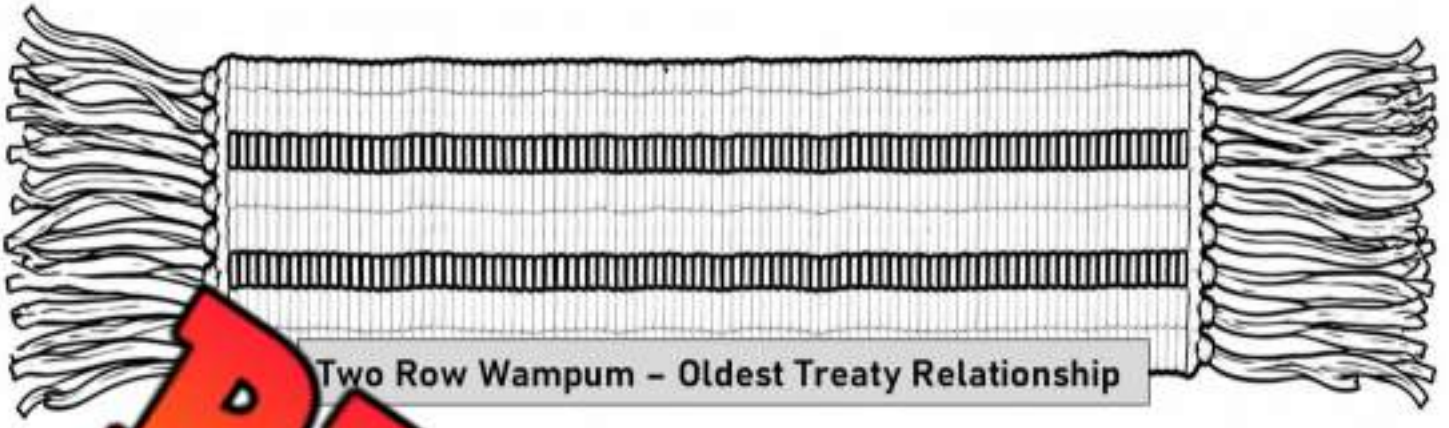
2) Describe what you see in Quebec City's first settlement?

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Name: _____ 23

Curriculum Connection
4.1

Two Row Wampum Belt



Two Row Wampum – Oldest Treaty Relationship

PREVIEW

Haude[illegible]nee an[illegible]ch

In 1613, the Moha[illegible]d people coming into their territory. The visitors were Dutch, from th[illegible]nds ([illegible]d). The Mohawk and the rest of the Haudenosaunee [illegible]n the [illegible]opeans).

The Dutch, with [illegible] believed they should be called "Father" and the Haudenosaunee shou[illegible]ed, "[illegible]n they met. The Haudenosaunee did not agree, and suggested the[illegible] would show they were equal.

Two Row Wampum

After the two groups began to learn more abou[illegible]n oth[illegible] came to an agreement. The Haudenosaunee created the [illegible]ow W[illegible] to symbolize the agreement. The belt was the first treaty between [illegible] and t[illegible]ligenous.

It shows two lines that represent how they wil[illegible]. One [illegible]epresents the Dutch's ship and the other represents the Haudenosaune[illegible]oe[illegible]will travel down the river of life side by side, and neither will attemp[illegible]er's vessel.

Treaty - Silver Covenant Chain of Friendship

The Dutch recorded this agreement on paper with 3 silver chains. The 3 chains represented 3 principles that the two groups would live by. First, friendship between the Haudenosaunee and the Dutch. Second, peace between their groups. Third, that the agreement would last forever.



Tawagonshi Document – Written Agreement of the Two Row Wampum Treaty

The silver chains represented the friendship between the two. The silver symbolized that the chains would rust, but that they could be polished when the brothers met again. The agreement was called the Silver Covenant Chain of Friendship.

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Name: _____ 24

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) The Two Row Wampum belt was the first treaty between Europeans and the Indigenous.	True	False
2) The relationship between the two groups was peaceful.	True	False
3) The Haudenosaunee used large sail boats to get down river.	True	False
4) The Dutch also recorded the treaty on paper.	True	False
5) The Dut[illegible]ought they were above the Haudenosaunee at first.	True	False

Questi[illegible]

[illegible]swer the questions below.

1) What happen[illegible] Du[illegible] landed on the Mohawk's territory?

2) What is the Two-Row Wampum Bel[illegible]s it im[illegible]t?

PREVIEW

Draw

Draw another wampum belt that could have been used to rep[illegible]t the treaty.

Explain the wampum belt.

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Name: _____ 25

Curriculum Connection
4.1

Activity – Making a Wampum Belt



Background

What is the activity about?

Students will learn about treaty wampum belts, their significance in Indigenous cultures, and how they were used to record and commemorate treaties and agreements.

Material

What you will need to complete the activity

- Long [illegible] construction paper or felt (about 2 inches wide and 24 inches long)
- [illegible], or small pieces of colored paper
- [illegible]
- Scissors
- Markers
- Yarn or string [illegible]hal, fo[illegible]mpleted wampum belts)

Procedure

How [illegible] activity

1) Explain that wampum belts were [illegible]ing be[illegible]de from shells, and they were used to record important events, ag[illegible]ements, [illegible]reat[illegible]tween Indigenous peoples and other nations.
2) Show students pictures or examples of real w[illegible]p[illegible]p[illegible]ut the intricate patterns and designs. Explain that each pattern a[illegible]o had a[illegible]t meaning, and the arrangement of the beads could tell a story e[illegible]sen[illegible]m[illegible]a treaty.
3) Hand out the long strips of construction paper or felt to each s[illegible]en[illegible] will serve as the base for their wampum belts.
4) Instruct the students to think about an important event, agreement, or treaty in their own lives (such as a promise with a friend or a rule in their classroom). They will create a wampum belt to represent this event or agreement.
5) Have the students use the colored beads, buttons, or pieces of colored paper to create a design on their wampum belt that represents their chosen event or agreement. They can glue the beads, buttons, or paper onto their wampum belt base.
6) Allow the students to share their wampum belts with the class, explaining the event or agreement they chose and the meaning behind their design.
7) Optional: Punch holes at each end of the completed wampum belts and attach yarn or string for hanging.

PREVIEW

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Name: _____ 26

Curriculum Connection
4.1

Plan Answer the questions below

1) What is the agreement you want to represent with your wampum belt?

2) How w[illegible]ent this agreement? Brainstorm some ideas. You don't have to use all of [illegible] anything that comes to mind (e.g., people holding hands)

PREVIEW

Sketch Sketch two different options for your wampum belt[illegible]

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Name: _____ 27

Curriculum Connection 4.2

Newspaper Article: The Fur Trade

First Nations and the Fur Trade

Publish Date: During the Fur Trade Era

The fur trade became an important business in North America from the 1500s to t[illegible]00s. European explorers first cam[illegible] f[illegible] gold and spices but inste[illegible] s of fish and valuable anim[illegible]

First Nations pe[illegible] ecam[illegible] d in European goods su[illegible] tools pots, cloth, and beads. In re[illegible] ey traded beaver, mink, and fox furs to t[illegible] Europeans. These furs were shipped to Europe and made into fashionable hats and clothing.

Samuel de Champlain helped grow the fur trade by building a trading post in Quebec City. This became one of the first permanent European settlements in North America. Europeans began staying in Canada all year instead of only visiting for trade.

As the fur trade grew, England became jealous of France's success. Two French fur traders, Pierre Esprit de Radisson and Médard des Groseilliers, later helped England trade furs from the Hudson's Bay area.

The King of England created the Hudson's Bay Company in 1670 to control the fur trade business. Trading posts exchanged goods like guns, metal pots, cloth, utensils, and beads for valuable beaver furs.

Professor Daniel White, a local historian, [illegible]ed:

"The [illegible]rade changed the lives [illegible]th F[illegible]ions peoples and E[illegible]eans i[illegible]th America."

Today, the fur trade [illegible] important part of Canadian history because it helped shape trade, exploration, and relationships between different groups.



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Name: _____ 28

Curriculum Connection
4.2

Questions

Answer the questions below using evidence from the text

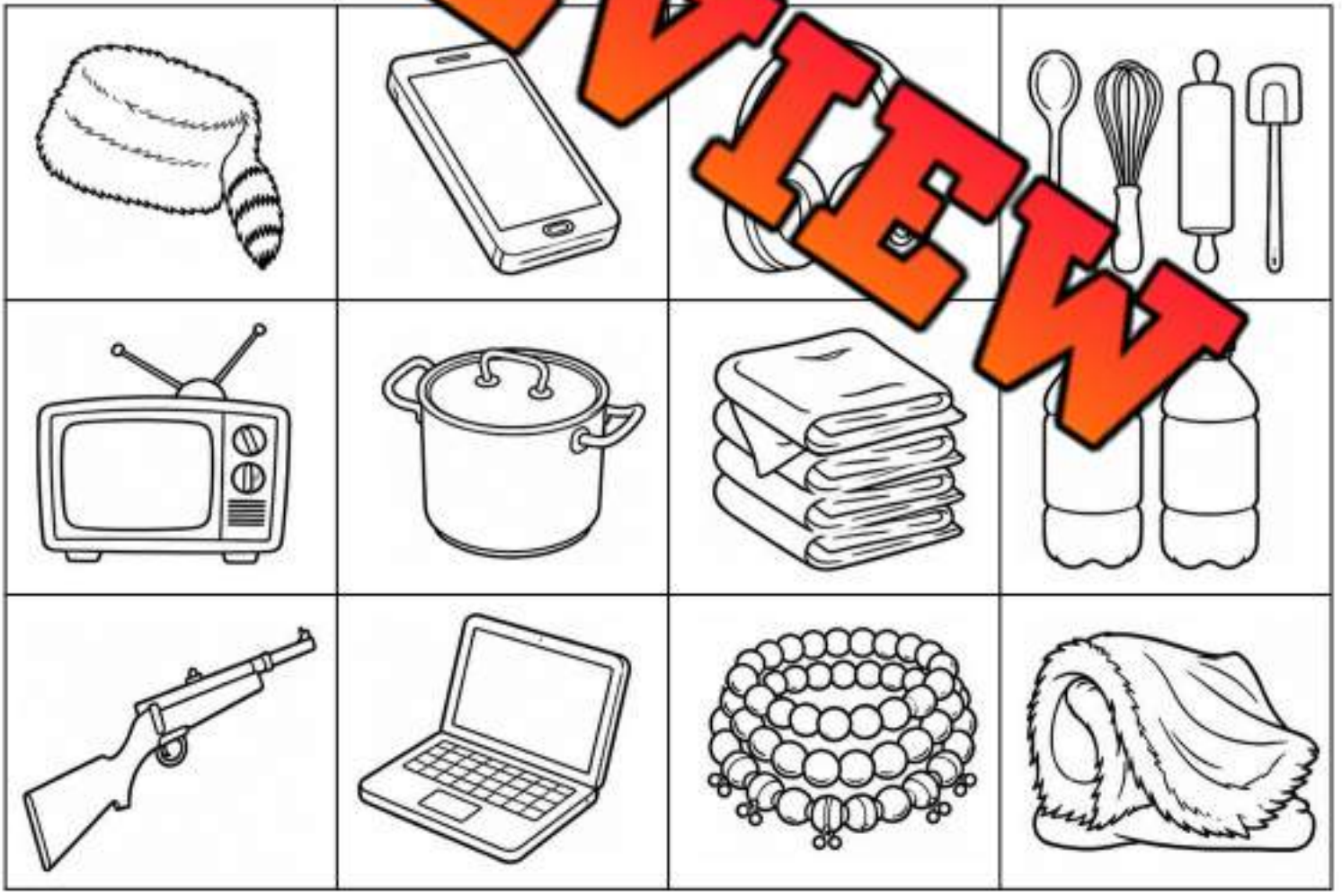
1. What was the fur trade?

2. How did [illegible]uel de Champlain help grow the fur trade?

PREVIEW

Circle

Circle [illegible] [illegible]aded during the Fur Trade.



Name: _____ 30 Curriculum Connection 4.2

Voyageurs and the Northwest Trading Company

Life of the Voyageurs

- **Who Were the Voyageurs?** Voyageurs were usually Frenchmen hired by fur trading companies to travel across Canada and trade with First Nations peoples. They were skilled canoe paddlers who travelled through rivers with strong rapids.
- **Hardworking Travellers:** Voyageurs carried heavy packs and portaged canoes through forests and mountains. Portage means carrying a canoe from one river to another.

Food and Trading

- **Trading Items:** Voyageurs traded European goods such as blankets, weapons, tools, and cloth with First Nations peoples.
- **Heavy Loads:** Voyageurs carried packs that sometimes weighed up to 150 pounds while travelling long distances.



Explorers and Expansion

Alexander Mackenzie: Alexander Mackenzie was a Scottish explorer sent by the [illegible] to find a route across North America from east to west [illegible] Columbia.

- **Travel to the West:** Many voyageurs travelled to areas such as present-day Alberta and stayed there to build trading posts.

Northwest Trading Company

- **NWTC Beginnings (1779–1821):** The Northwest Trading Company (NWTC) began in Montreal and hired many Francophone voyageurs to travel west.
- **Exploration and Trade:** The company focused on both exploration and fur trading. Explorers mapped routes across western Canada to help people travel and trade more easily.

Lasting Impact on Canada

- **Trading Posts:** Voyageurs helped create trading posts where Indigenous peoples traded furs for European goods.
- **Growing Communities:** Many Canadian communities, such as Fort Edmonton, began as trading posts during the fur trade era.

PREVIEW

Name: _____ 31

Curriculum Connection
4.2

True or False

Is the statement true or false?

1. Voyageurs were skilled canoe paddlers.	True	False
2. Portage means carrying a canoe from one river to another.	True	False
3. Voyageurs travelled mainly by airplane.	True	False
4. The Northwest Trading Company began in Montreal.	True	False
5. Alexander Mackenzie mapped routes across North America.	True	False

Define

e meanings of the terms below.

Voyag	
Portage	
Trading Post	
Northwest Trading Company	
Francophone	

PREVIEW

Think

Put a ✓ if the statement shows facts about Voyageurs and the Northwest Trading Company, and an X if it does not.

Scenarios	☑	☒
1) Voyageurs traded goods with First Nations peoples.		
2) Voyageurs travelled through rivers with rapids.		
3) The NWTC focused on fur trading and exploration.		
4) Voyageurs travelled only in cities.		
5) Some Canadian communities began as trading posts.		

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Curriculum Connection
4.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Tick the box if the decision was based on knowledge.

1) Voyageurs travelled by canoe to trade with First Nations.	
2) Voyageurs paddled through rivers with strong rapids.	
3) Portage means carrying a canoe over land.	
4) The Northwest Trading Company began in Montreal.	
5) Voyageurs traded furs for goods from Europe..	

Name: _____ Mark

Tick the box if the decision was based on knowledge.

1) Voyageurs travelled by canoe to trade with First Nations.	
2) Voyageurs paddled through rivers with strong rapids.	
3) Portage means carrying a canoe over land.	
4) The Northwest Trading Company began in Montreal.	
5) Voyageurs traded furs for goods from Europe..	

Name: _____ Mark

Tick the box if the decision was based on knowledge.

1) Voyageurs travelled by canoe to trade with First Nations.	
2) Voyageurs paddled through rivers with strong rapids.	
3) Portage means carrying a canoe over land.	
4) The Northwest Trading Company began in Montreal.	
5) Voyageurs traded furs for goods from Europe..	

PREVIEW

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Story: Learning About Alexander Mackenzie

Draw Draw pictures to illustrate the story.

Liam sat quietly at his desk as his teacher began the lesson about Alexander Mackenzie. A large map of Canada was displayed at the front of the classroom while the teacher explained how Mackenzie travelled across rivers, forests, and mountains searching for a route to the Pacific Ocean.

Alexander Mackenzie was a Scottish explorer who travelled thousands of kilometres across Canada," the teacher explained. "His journey was long, dangerous, and full of challenges."

Liam looked closely at the map. "It must have taken a very long time," he whispered to his friend Noah.

The teacher nodded. "It did. Mackenzie and his crew travelled through terrible weather and rough rivers, but they kept going because they wanted to explore new lands and find a trade route."

PREVIEW

At the end of the lesson, the teacher showed the class a picture of the famous rock near the Pacific Ocean. The message carved into the rock read: "Alex Mackenzie from Canada by land 22d July 1793."
"When Mackenzie finally reached the Pacific Ocean, he was very proud of completing his journey across Canada," the teacher explained.



"Imagine travelling that far without cars, trains, or airplanes," Noah said. Liam smiled while closing his notebook. "I think Alexander Mackenzie was very brave. His journey helped people learn more about western Canada and the land beyond the rivers and mountains."

As the bell rang, the students continued talking about the explorer and the difficult journey he completed many years ago.

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Name: _____ 38

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) Liam learned about Alexander Mackenzie during class.	True	False
2) Mackenzie travelled across Canada using airplanes.	True	False
3) Portage means carrying a canoe across land.	True	False
4) First Nations guides helped Mackenzie travel safely.	True	False
5) Mackenzie wrote on a rock after reaching the Pacific Ocean.	True	False

Questions

r the questions below.

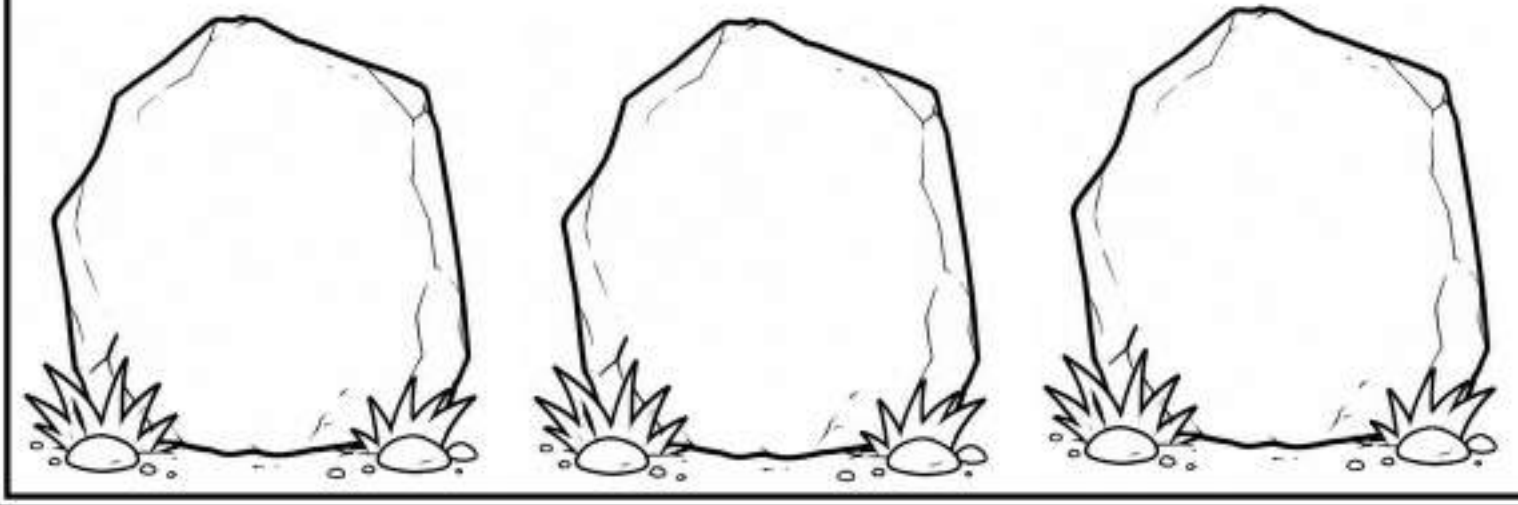
1) Why he stu k Mackenzie's journey was difficult?

2) How did First Nations peoples hel kenzie journey?

PREVIEW

Draw

You just made it across Canada by land. What would you inscri n the rocks?

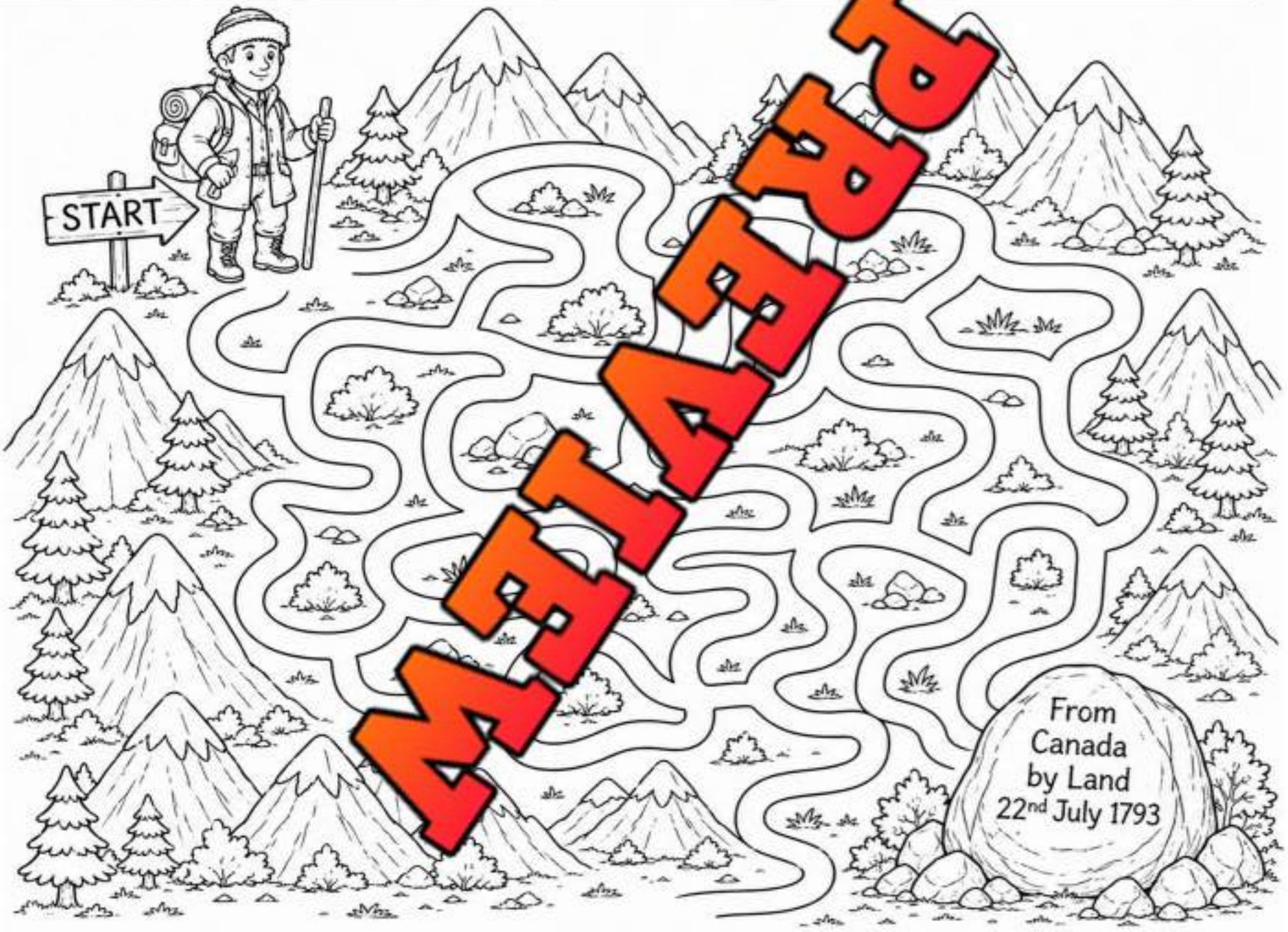


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Name: _____ 39

Instruction	Colour the maze and help Alexander Mackenzie reach the finish line by tracing one of the correct paths to the stone.



PREVIEW

Curriculum Connection
4.1

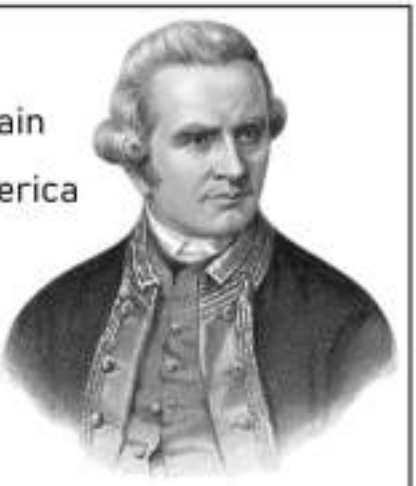
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Curriculum Connection
4.1

Explorer: James Cook

Background



James Cook was a British explorer, navigator, and naval captain born in 1728. Instead of sailing to the east coast of North America like many explorers, Cook travelled around Europe, Africa, Australia, South America to reach the west coast of Canada, and British Columbia.

Voya

During his first k lored and mapped New Zealand and Australia. Because of his King llowed him to lead a second voyage. From 1772–1775, Cook sai e explored icy Antarctica.

Voyage 3

Cook's final voyage took him to the w st of North America. He searched for a passage aro Alaska back to Europe but did not find one. r travelled to the Hawaiian Islands and traded with First Peoples. After a conflict with Indigenous people, Cook was killed in a fight.



PREVIEW

Yes/No Circle Yes if the statement is correct and No if it is not correct.

1) James Cook was a British explorer and naval captain.	Yes	No
2) Cook travelled to the east coast of Canada first.	Yes	No
3) During his first voyage, Cook explored New Zealand and Australia.	Yes	No
4) King George allowed Cook to lead a second voyage because of success.	Yes	No
5) Cook explored Antarctica during his second voyage.	Yes	No
6) Cook found a passage around Alaska back to Europe.	Yes	No
7) Cook travelled to Hawaii and traded with First Peoples.	Yes	No

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Name: _____ 43

Curriculum Connection
4.1

Explorer: George Vancouver

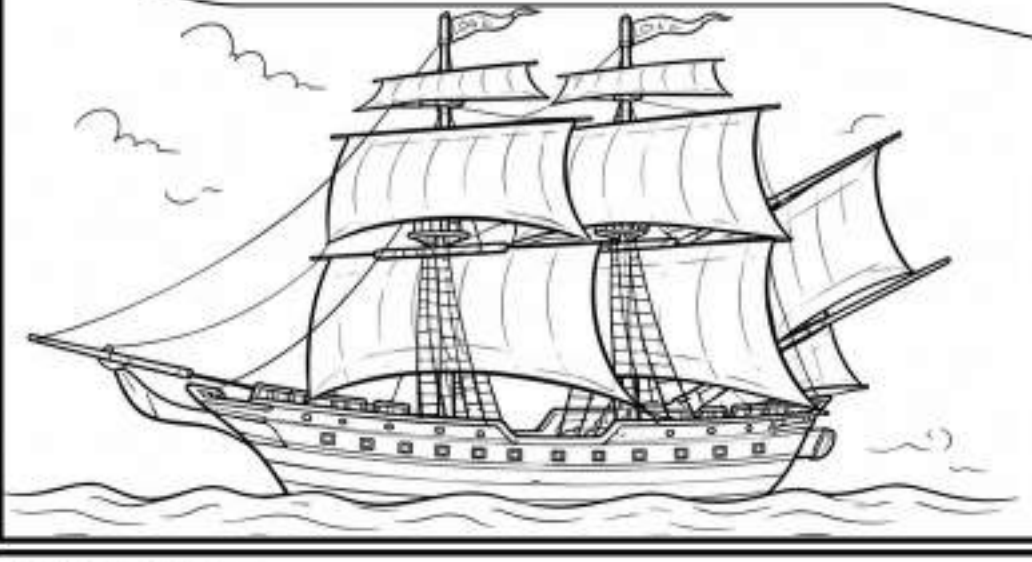
"Hi! My name is George Vancouver, and I was born in England in 1757. I became a naval officer and travelled across the Pacific Ocean to explore new lands. I explored the coasts of British Columbia, Oregon, and Washington and helped [illegible] these areas for future explorers and settlers.

In 17[illegible] along the west coast of North America. I wanted to map e[illegible] i[illegible]uld find. Sometimes my ships were too large, so I used smaller [illegible]xplore narrow waterways. During the warmer months, I ex[illegible]nd m[illegible]otka and Vancouver Island.

When winter [illegible]ts froze, so I travelled to the Sandwich Islands, now [illegible]aw[illegible]ter, I returned to the Pacific coast to continue mapping more [illegible].

When I finally returned to England, I fa[illegible] prob[illegible] with some officers on my ship, and my exploring career end[illegible]en t[illegible]ot greatly honoured in England, many places on the Pacif[illegible]st were l[illegible]amed after me, including Vancouver, Vancouver Island, an[illegible]co[illegible] Washington.

PREVIEW





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Name: _____ 44

Word Search Find the words from the word bank.

Word Bank: Indigenous Community Related Words				
George	Inlet	Ship	Pacific	Hawaii
Voyage	Map	Coast	Canada	Explorer

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

PREVIEW

Matching Draw a line to match each Indigenous ter wor describe it.

George Vancouver ○	○ A narrow water pas coast
Pacific Ocean ○	○ A person who travels to di over new places
Hawaii ○	○ A long journey by sea
Inlet ○	○ The ocean Vancouver explored
Explorer ○	○ An island place Vancouver visited during winter
Voyage ○	○ A British explorer who mapped the Pacific Coast

Hudson's Bay Company

What is the Hudson's Bay Company?

The Hudson's Bay Company (HBC) is the oldest business in Canada. It began in 1670 as a group of trading posts across British North America, now called Canada. People traded animal furs for European goods such as tools, blankets, cooking pots, bea weapons.

hunted animals for fur, but First Nations peoples were the most ed hun appers because they knew the land well. They traded furs to get u from ding posts.

PREVIEW



Rupert's Land

In 1670, King Charles II gave the HBC control of Rupert's Land, a larg area connected to Hudson Bay. The company had special trading rights there.

HBC and the Northwest Trading Company

The Northwest Trading Company (NWTC) began in 1779 in Montreal. The HBC used large ships, while the NWTC travelled by land with voyageurs.

The two companies competed in the fur trade and fought during the Battle of Seven Oaks in 1816. In 1821, the NWTC joined the HBC after years of conflict.

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Curriculum Connection
4.1

Questions Answer the questions below.

1) Why did First Nations peoples trade furs with the Hudson's Bay Company?

2) How [illegible]'s Bay Company and the Northwest Trading Company differ[illegible]

PREVIEW

True or False Circle whether the statement is [illegible] fal[illegible]

1) The Hudson's Bay Company began in 1670.	[illegible]	False
2) People traded animal furs for European goods.	[illegible]	[illegible]alse
3) First Nations peoples were poor hunters and trappers.	[illegible]	False
4) Rupert's Land was connected to Hudson Bay.	True	False
5) King Charles II gave the HBC control of Rupert's Land.	True	False
6) The Northwest Trading Company began in Montreal.	True	False
7) The HBC travelled mostly by large ships.	True	False
8) The NWTC and HBC never competed with each other.	True	False
9) The Battle of Seven Oaks happened in 1816.	True	False
10) The NWTC joined the HBC in 1821 after years of conflict.	True	False

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Curriculum Connection
4.2

Trading Posts Prices

Trading Beaver Furs

When you entered a Hudson's Bay or Northwest Trading Company's trading post, you could exchange beaver pelts for different useful items. Instead of using money to buy things, you would trade 1 unit of beaver pelts. The unit for trade was called, the beaver pelt, and it was equal to a prime adult or excellent (perhaps two small pelts).

Beaver Pelt Units	Items
1 MB	0.5 kg of glass beads
1 MB	0.75 kg of gun powder
1 MB	8 knives
1 MB	1 pair of pants
1 MB	2 hatchets
1 MB	1 blanket
1 MB	20 fish hooks
1 MB	12 dozen buttons
11 MB	1 musket (gun)



Questions	Answer Section

1) What stands out to you about the cost of items at the trading post?

2) With these prices, do you think people took care of their items?

3) If you moved to a new area and had nothing but 20 pelts, what items would you buy? Explain.

PREVIEW

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct answer.

1) The Hudson's Bay Company began in:	1779
	1670
2) The Hudson's Bay Company traded animal furs for:	European goods
	Gold coins
3) Rupert's Land was land that drained into:	Pacific Ocean
	Hudson Bay
4) The HBC and NWTC merged in:	1816
	1821

Name: _____ Mark

Circle the correct answer.

1) The Hudson's Bay Company began in:	1779
	1670
2) The Hudson's Bay Company traded animal furs for:	European goods
	Gold coins
3) Rupert's Land was land that drained into:	Pacific Ocean
	Hudson Bay
4) The HBC and NWTC merged in:	1816
	1821

Name: _____ Mark

Circle the correct answer.

1) The Hudson's Bay Company began in:	1779
	1670
2) The Hudson's Bay Company traded animal furs for:	European goods
	Gold coins
3) Rupert's Land was land that drained into:	Pacific Ocean
	Hudson Bay
4) The HBC and NWTC merged in:	1816
	1821

PREVIEW

Name: _____ 51

Curriculum Connection
4.2

Trading Posts in British Columbia

What Was Fur Trading?

Fur trading was a big business many years ago. European settlers, like those from the Hudson's Bay Company, wanted to buy furs from Indigenous people. The furs came from animals like beaver, otters, and foxes.



Fort Victoria

Fort Victoria was a trading post built by the Hudson's Bay Company in 1843 on Vancouver Island. This fort was like a little village with houses, a store, and a big wall. People traded furs and other things at Fort Victoria, and it was an important place for people to meet and do business.

Fort Victoria eventually became the city of Victoria, which is the capital city of British Columbia today! It was named after Queen Victoria of the United Kingdom

Fort Langley

Another famous fur trading post was Fort Langley. It was built in 1827 on the Fraser River. Just like Fort Victoria, Fort Langley was built by the Hudson's Bay Company to trade furs with Indigenous people. It was named after Thomas Langley, a high-up member of the company



At Fort Langley, people not only traded furs, but they also grew crops, raised animals, and made things like barrels and tools. Fort Langley was a busy place, and many people came to visit, trade, and work there.

Fort Langley's location near the Fraser River played a significant role in the discovery of gold in the region in the 1850s. The fort became a supply center for miners during the Fraser Canyon Gold Rush.

PREVIEW

Name: _____ 52

Curriculum Connection
4.2

True or False

Is the statement true or false?

1) Fort Victoria was built by the Northwest Trading Company	True	False
2) Both fort communities became big cities	True	False
3) Fort Langley was used by gold miners	True	False
4) Fort Langley was named after the Queen	True	False
5) Forts were only one building that looked like a tree fort	True	False

Paraph

What happened at each fort?

Fort Victoria	
Fort Langley	

PREVIEW

Questioning

Write 3 questions you have after reading the text

1)	
2)	
3)	

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Curriculum Connection
4.2

Locate Research the location of the forts below. Label them on the map.

Fort George	Fort Kamloops	Fort Fraser
Fort St. James	Fort Babine	Fort Yale
Fort Rupert	Fort Victoria	Fort Barkerville
Fort Alexandria	Fort Nelson	Fort St. John



PREVIEW

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Name: _____ 54

Curriculum Connection
4.2

Populations

Research the latest populations of the cities below.

Prince George	
Fort St. James	
Fort [illegible]	
Kam[illegible]oops	

Victoria	
Fort Nelson	
Fort Fraser	
Yale	
Fort St. John	

PREVIEW

Questions

Answ[illegible] question[illegible]

1) Write the top 5 cities with the high[illegible]pulati[illegible]ow

2) What do these cities have in common? Are they in [illegible]h or [illegible]? Did they have a train station in the 1800s?

3) Why would having a train station impact the growth of a city in the 1800s?

Name: _____ 59

Curriculum Connection
4.1, 4.2

Fur Trade – French Alliances

What was the Fur Trade?

The fur trade was a booming business from the 1500s to the 1800s. In 1534, Jacques Cartier was looking for gold and spices but instead found fish - and a lot of them!

While [illegible]s in North America cleaning and drying fish, the First Nations people [illegible]ted in the European metal items and cloth. They began trading [illegible]ir mink [illegible]and fox furs to the Europeans to be sold back in France as fashionable [illegible]s.

French Explorer - S[illegible]

The fur trade became very [illegible]le [illegible]el de Champlain saw the opportunity to keep the trade flowing [illegible]ear. He built a trading post in Quebec City, which was the first European settl[illegible]t in [illegible]h America.

Europeans began living in North Amer[illegible]ar-[illegible] the fur trade very profitable for France. The French traded tools [illegible]ives, [illegible]ns with First Nations peoples in exchange for animal furs.



PREVIEW

Name: _____ 60

Curriculum Connection
4.1, 4.2

Questions

Answer the questions below using evidence from the text.

1) Who was Jacques Cartier and what did he find in North America?

2) What di[illegible]ench and the First Nations people each get in the fur trade?

[illegible] People	French

PREVIEW

Yes or No

Is the state[illegible]Yes

1) Did Samuel de Champlain build the[illegible]t Euro[illegible]set[illegible]ent?	Yes	No
2) Did the French live in North America only[illegible]g the	Yes	No
3) Did the Europeans come to North America for[illegible]e?	Yes	No
4) Was Samuel de Champlain the first to build a tradi[illegible]n C[illegible]?	[illegible]s	No
5) Did the First Nations teach the Europeans how to trap anima[illegible]	[illegible]	No

Word Search

Find the words in the wordsearch.

French	First
Nations	Cartier
Fur	Trapping
Hunting	Beaver
European	Metal

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

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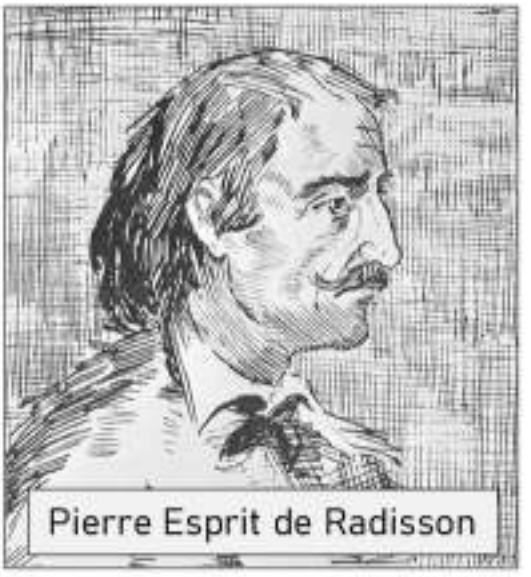
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Curriculum Connection
4.1, 4.2

The Fur Trade: English vs. French

English Fur Trade

The King of England became jealous of the money made on the fur trade by the French. He was offered a deal by two French fur traders who had access to [illegible]kest beaver furs from where is now Hu[illegible]re Esprit de Radisson and Méda[illegible]s Gros[illegible]gan selling these furs to England.



Pierre Esprit de Radisson

The King set [illegible]e Hu[illegible]Company in 1670 and gave the tw[illegible]men [illegible]f the business. These trading posts traded guns, metal pots, uten[illegible]bea[illegible]ther things for mainly beaver furs.



Beaver Hat

End of the Fur T[illegible]

With the fur trade flou[illegible]the [illegible]competition between the English and Fre[illegible]h le[illegible] control of the fur trade and the la[illegible]a[illegible] Canada. The English ended up winning t[illegible]war and getting control of the fur trade business.

Fur trading continued to be popular until the 1900s when fur hats went out of style. People began to feel bad for what was happening to the animals.

The fur trade brought many Indigenous communities and European settler groups together. In fact, the Métis community is a result of First Nation and Europeans starting families together.

PREVIEW

Name: _____ 62

Curriculum Connection
4.1, 4.2

Questions

Answer the questions below using evidence from the text.

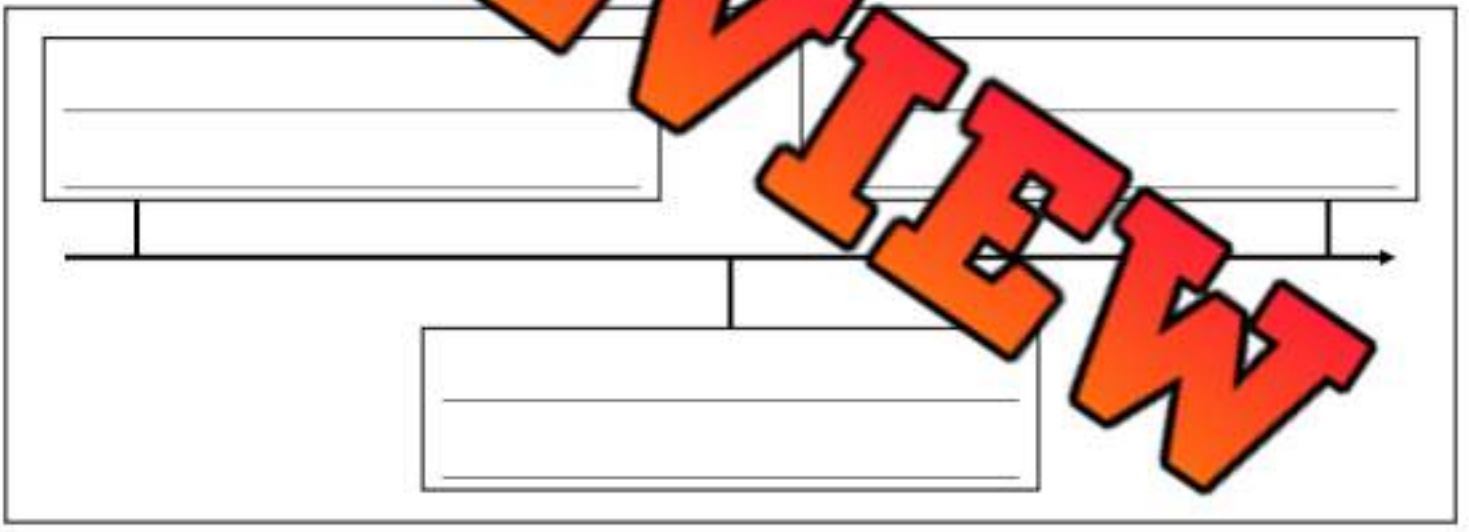
1) Why did the English want to join the fur trade? How did they join?

2) When d[illegible] fur trade end? Why did it end?

PREVIEW

Timeline

List three e[illegible]m the [illegible]de story in order.



Multiple Choice

Circle the correct answer.

1) Which country started the fur trade?	France	England
2) The furs were often made into...	Coats	Hats
3) The First Nations people wanted...	Metal	Food
4) Who set up the first trading post?	Champlain	Cartier
5) Which bay had the thickest furs?	James	Hudson's

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Curriculum Connection
4.1, 4.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____ Mark

Put the major events of the fur trade in the correct order. Number them 1-5.

	The English won and took control of the fur trade.
	The Hudson's Bay Company started trading furs.
	Two French traders sold beaver furs to England.
	Beaver hats became unpopular, and the fur trade slowed down.
	The English and French fought over the fur trade.

Name: _____ Mark

Put the major events of the fur trade in the correct order. Number them 1-5.

	The English won and took control of the fur trade.
	The Hudson's Bay Company started trading furs.
	Two French traders sold beaver furs to England.
	Beaver hats became unpopular, and the fur trade slowed down.
	The English and French fought over the fur trade.

Name: _____ Mark

Put the major events of the fur trade in the correct order. Number them 1-5.

	The English won and took control of the fur trade.
	The Hudson's Bay Company started trading furs.
	Two French traders sold beaver furs to England.
	Beaver hats became unpopular, and the fur trade slowed down.
	The English and French fought over the fur trade.

PREVIEW

Name: _____ 67

Curriculum Connection
4.1, 4.2

Trade – Europeans and Indigenous Groups

Trade between the Europeans and First People shaped the history of Canada. The profit made from these trades was the main reason Europeans came back to North America and fought over the land.

Directions: Read over the items traded and write Europeans if they traded the item or Indigenous if they traded the item.

Items for	Traded by Indigenous or Europeans
Guns – M bus	
Beav	
Steel Knives, A s	
Fox, Mink, Otter, t Fur	
Beads	
Blankets, Cloth, Handkerch	

PREVIEW

Questions Answer the questio ow usi e from the text

1) What do you notice about the trading that ned e Indigenous and the Europeans?



2) The beaver furs were often used to mak s. Why did explorers want to trade with the Indigenous?

3) Why do you think the Indigenous wanted most things made of steel? What do you think they used before steel?

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Name: _____ 68

Curriculum Connection
4.1, 4.2

Europeans Learning From The Indigenous

Difficulties Living in Present-Day Canada

When explorers like Champlain came to present-day Canada, life was very difficult. Cold winters made it hard to find food, and many Europeans did not know how to hunt or su[illegible] in the land. Many explorers also became sick with [illegible] because they did not have enough vitam[illegible] fruits and vegetables.



Learning from th[illegible]us

First Nations pe[illegible]elped [illegible]s survive by teaching them important skills. They showed them ho[illegible] warm clothing, build shelters, and find food. They also taught them how [illegible] ca[illegible]hoes, and sleds for travel. Indigenous peoples even made cedar [illegible]ich h[illegible]cure scurvy because it was rich in vitamin C.

PREVIEW

Multiple Choice Circle the correct answer.

1) Europeans became sick from lack of _____.	Vit[illegible]	[illegible]ter
2) Who helped Europeans survive?	Firs[illegible]	Sailors
3) Warm clothing was made from _____.	Paper	Furs
4) Indigenous peoples built canoes.	Yes	No
5) Cedar tea helped cure _____.	Colds	Scurvy

Question Why did the settlers and First Nations people sometimes fight over land?

_____

_____

_____

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Name: _____ 69

Curriculum Connection
4.1

Crossword

Write the words across and down in the correct spaces. Use the numbered clues to help you place each answer correctly.



PREVIEW

Across	Down
4. Warm hand coverings made from fur.	1. People who taught settle[illegible]ival skills.
6. Something Europeans needed to find in winter.	2. Animals used in many ways for food and supplies.
7. Canoes and snowshoes helped people move.	3. Something used to help sick people get better.
10. Footwear used for walking on deep snow.	5. A disease caused by lack of vitamin C.
12. A boat used for travel on rivers and lakes.	8. Homes built from natural materials for protection.
	9. A hot drink made from cedar that helped cure scurvy.
	11. The opposite of cold.

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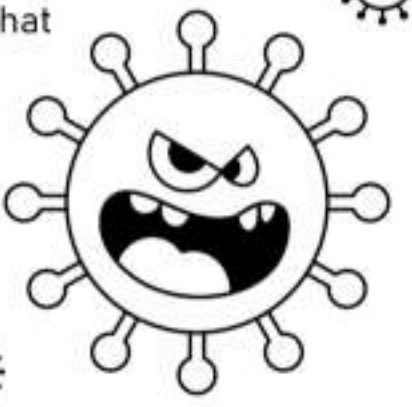
Name: _____ 74

Curriculum Connection
4.3, 4.5

Smallpox – Challenge for the First Nations

Epidemic

An **epidemic** is a disease that spreads throughout a community at a particular time. **Smallpox** is a very contagious disease that is easily spread from person to person.



Th[illegible] of smallpox were high fever, skin rash[illegible]ache, b[illegible] vomiting, and diarrhea.

First Contact – [illegible]ssion[illegible]s

When European explor[illegible] to No[illegible]erica, they travelled in ships that had unhealthy living conditions. [illegible]ck [illegible] these ships led to sailors developing [illegible]gious diseases, such as **smallpox**, **measles**, **typhus**, a[illegible] **influenza**.



When they landed in North America, the sick passengers spread their diseases to people they contacted. Since smallpox, measles, typhus, and influenza did not exist in North America before Europeans came, the First Nations had never been exposed to them. This meant they had no antibodies that could fight off the diseases.

This led to one of the largest epidemics in history. Historians estimate that these diseases killed up to 93% of all Indigenous people. Smallpox was the most devastating disease.

PREVIEW

Name: _____ 75

Curriculum Connection
4.3, 4.5

Questions

Answer the questions below using evidence from the text.

1) Why did smallpox hurt First Nations people more than the Europeans?

2) What a[illegible] symptoms of smallpox?

PREVIEW

Fill In The Blanks

W[illegible] missin[illegible]

1) First Nations people had no _____ to fight diseases.
2) Smallpox was one of the worst _____ in history.
3) Diseases were caused by poor hygiene on _____.
4) Smallpox is a very _____ disease [illegible]ily.
5) It is estimated that diseases killed up to _____% of Indig[illegible] people.

Multiple Choice

Circle the correct answer

1) An epidemic is the spread of...	Fire	Disease
2) A symptom of smallpox is...	Joint pain	Rash
3) Disease is spread more because of poor...	Hygiene	Sleep
4) Which disease was the worst?	Typhus	Smallpox
5) What percentage of First Nations people died?	58%	93%

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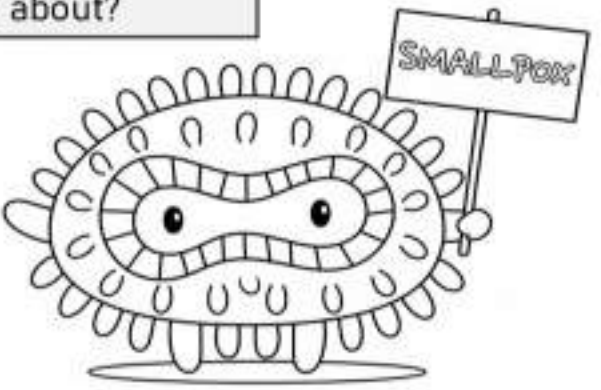
Name: _____ 76

Curriculum Connection
4.3, 4.5

Activity – Effects of Smallpox

Objective | What are we learning more about?

Students will learn about the devastating effects of smallpox on Indigenous populations during the colonization of the Americas by participating in a simulation game that illustrates the rapid spread and impact of the disease.



PREVIEW

Method | How do we complete the activity?

1) Have students put their heads down on their desk so they cannot see who the teacher will choose. Then, touch the head of one student who will start as infected with smallpox.

2) Instruct students to stand up and walk around the room, interacting with each other by shaking hands. When the person who is infected shakes someone's hand, they should scratch the other person's palm gently. To play this without shaking hands, you could have students touch each other's shoulder to interact with them, and then have them whisper either "I think they are not infected and "smallpox" if they are.

3) When a player has interacted with someone who has smallpox, they are now infected with smallpox. They should scratch the next person they interact with.

4) After 1 minute, stop the game and ask whoever is infected to raise their hand.

5) Restart the game but allow 2 minutes this time. Keep restarting the game and adding time.

6) Discuss the results of the simulation with the class. How many students became infected? How quickly did the infection spread?

7) Relate the simulation back to the historical context, emphasizing how easily the smallpox virus could spread through Indigenous communities and the devastating impact it had on their populations.

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Curriculum Connection
4.3, 4.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the diseases brought by European explorers.

Malaria	Influenza	Cholera
Yellow Fever	Smallpox	Typhus
Measles	Common Cold	Plague

Name: _____ Mark

Circle the diseases brought by European explorers.

Malaria	Influenza	Cholera
Yellow Fever	Smallpox	Typhus
Measles	Common Cold	Plague

Name: _____ Mark

Circle the diseases brought by European explorers.

Malaria	Influenza	Cholera
Yellow Fever	Smallpox	Typhus
Measles	Common Cold	Plague

Name: _____ Mark

Circle the diseases brought by European explorers.

Malaria	Influenza	Cholera
Yellow Fever	Smallpox	Typhus
Measles	Common Cold	Plague

PREVIEW

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Name: _____ 78

Curriculum Connection
4.1

Seven Years' War



PREVIEW

Britain and France Battl[illegible]trol o[illegible]America

The French and Indian War wa[illegible]ugh[illegible]ce and Britain, not between the French and First Nations peoples. M[illegible]st Na[illegible]s supported France because of their strong trading partnerships[illegible]fur t[illegible]ain wanted control of the fur trade, which caused fighting in both N[illegible]a[illegible]e.

Major Battles Across North America

The war lasted for several years and included many impor[illegible]on battles at Fort Henry and Fort Ticonderoga, while Britain won at Lou[illegible], Fort Niagara, and Fort Duquesne. The final and most important battle took place on the Plains of Abraham near Quebec City.

Battle on the Plains of Abraham

Britain wanted to capture Quebec City because it was France's largest settlement in Canada. British General James Wolfe led about 5,000 soldiers against French General Montcalm and about 4,500 troops. The French attacked first, but the British waited carefully before firing back. Britain won the battle and later gained control of present-day Canada.

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Name: _____ 79

Curriculum Connection
4.1



PREVIEW

Questions Answer th… below… evidence from the picture and what you learned a… Ye…

1) Which countries were fighting in the battle shown in the picture?	
2) What weapons can you see the soldiers using in the battle?	
3) How do you think the soldiers in the picture were feeling during the battle? Why?	
4) Why was the Battle on the Plains of Abraham important in Canadian history?	

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Curriculum Connection
4.1

Battle of the Plains of Abraham



PREVIEW

Description

The English attacked the French from the west. The English tra[illegible]led [illegible]ence and came on to land at Anse Du Foulon.

They had more soldiers than the French as you can see with the rect[illegible] representing the regular soldiers. Each rectangle is a battalion that was le[illegible]y a captain. They only one had artillery compared to the French's 3. You can see the British had setup camp across from Quebec, where they also attacked from.

As you can see, the two sides formed battle lines. The French attacked first by shooting from far distances, around 50 metres. The English lay down on the ground to avoid being shot. Most of the bullets missed. While the French reloaded, the English moved forward to 35 metres away. They shot two bullets, which were enough to destroy the French lines. The French fled the field, losing the battle. French survivors became prisoners of war.

You can see that the First Nations fought with the French against the British. On the British side, the Fraser Highlanders fought with the English. They were a battalion from Scotland.

General James Wolfe fought with the 28th battalion. He was shot in the attack, but still advanced with them to Quebec. Montcalm, who led the French, was also shot and killed.

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Name: _____ 81

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) The French army were well trained, with only soldiers	True	False
2) The British army had militia, who were regular people with limited training	True	False
3) Both generals died in the fight	True	False
4) The British had more cannons (artillery)	True	False
5) The British advanced on the French	True	False

Questions

Answer the questions below.

1) Wh[illegible] s[illegible]? Explain why.

2) What was the strategy for [illegible]h i[illegible] ttacked Quebec? Why didn't they just attack it directly?

PREVIEW

Matching

Draw a line from the word to the explanation.

Plains of Abraham	French general who defe[illegible]uebec and was killed in battle.
James Wolfe	The battlefield where the final and most important battle took place.
Louis-Joseph de Montcalm	France's largest settlement in Canada and the British war goal.
British Strategy	British general who led the attack and was killed in battle.
Quebec City	The British waited for the French to fire first, then advanced carefully.

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Name: _____ 82

Curriculum Connection
4.1

Direction Read the text and pictures carefully, then answer the questions below.

The **Battle of the Plains of Abraham** was fought between France and England. England had been taking over land with their powerful army all over Atlantic Canada and had their sights on France's strongest village – Quebec City.



What do you notice about how Quebec City was protected?

_____

_____

_____

_____

_____

The battle between the [illegible] lasted [illegible] than 30 minutes. Both leaders died in the battle. Their last words [illegible]

Montcalm		W[illegible]	
	"I am happy that I shall not live to see the surrender of Quebec"		After hearing of [illegible]ictory – "Now, [illegible] praised, I di[illegible]ntented." ([illegible]e)

1) Why was this battle so important to control of "The New World"?

_____

_____

_____

2) What are your thoughts of both generals last words?

_____

_____

_____

PREVIEW

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Name: _____ 83

Curriculum Connection
4.1

With the "New World" (modern day Canada) proving profitable for European countries, war began to breakout for control of the land. There were 3 main groups fighting over the land and everything it had to offer.

A **colony** is when a country takes control of another area, usually far away. To **colonize** means you send people from your country to live on the new land you want to claim for your country. **Colonial wars** were fought in present-day Canada for control of far away land.

Countries/Groups	Claim – Reason they should have the land
First N	- Lived on it first - Respected the land and environment
and	John Cabot (Italian) was the first European to discover Canada ewfoundland) and was sent by King Henry (England) n the war for the land
France	First an country to establish a permanent settlement in Can De Champlain – Quebec City) e (Jacques Cartier)

PREVIEW

Definitions	What do f th

Colony	
Colonize	
Colonial War	

Question	Who do you think should have won the land that is present-day Canada?

Name: _____ 84

Curriculum Connection
4.1

Reflection Questionnaire

Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) The British and French fought at the Plains of Abraham.	✔	✘
2) The battle happened near Quebec City.	✔	✘
3) The French won the battle.	✔	✘
4) First Nations allies fought with the French.	✔	✘

Name: _____

Circle the box of your choice.

1) The British and French fought at the Plains of Abraham.	✔	✘
2) The battle happened near Quebec City.	✔	✘
3) The French won the battle.	✔	✘
4) First Nations allies fought with the French.	✔	✘

Name: _____

Circle the box of your choice.

1) The British and French fought at the Plains of Abraham.	✔	✘
2) The battle happened near Quebec City.	✔	✘
3) The French won the battle.	✔	✘
4) First Nations allies fought with the French.	✔	✘

Name: _____

Circle the box of your choice.

1) The British and French fought at the Plains of Abraham.	✔	✘
2) The battle happened near Quebec City.	✔	✘
3) The French won the battle.	✔	✘
4) First Nations allies fought with the French.	✔	✘

PREVIEW

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Name: _____ 85

Curriculum Connection
4.1

Colonies and Home Countries

What is a Colony?

A **colony** is a place that is controlled by another country, called the home country. The **home country** often sends people to live in the colony.



Fur traders in Canada, trading with First Nations, 1777

Resources from Colonies

Colonies p[illegible] important **resources** to their home countri[illegible]vers, new crops like corn, and t[illegible] for bui[illegible] key resources.

Influence of Ho[illegible]tries

Home countries set [illegible] leaders and making laws. [illegible]ght [illegible]age, **religion**, and **customs**. They also controlled **trade**, limiting colonies to t[illegible]em.

Case Study: The British and the First Nations

During the 17th and 18th centuries, the British [illegible] Canada had a complicated relationship. At first, the British needed [illegible] Nation[illegible] to survive and find resources. The fur trade was a big part of their re[illegible]nsh[illegible]on's **Bay Company** being very important. The First Nations were skille[illegible]nd trading furs. They gave these furs to the British and got things like met[illegible]ols, guns, and blankets in return.

As more British people came and settled, they started to take control of the land and how things were run. In 1763, the British made a rule called the **Royal Proclamation**, which said that First Nations had rights to their land.

- Treaties were often unfairly made.
- First Nations lost a lot of land.
- First Nations were pressured to adopt British customs, language, and religion.

PREVIEW

Name: _____ 86

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) A colony is controlled by its home country.	True	False
2) Colonies could trade freely with any country.	True	False
3) The British needed the First Nations' help to survive.	True	False
4) The Royal Proclamation said First Nations had land rights.	True	False
5) Treaties were always fair to the First Nations.	True	False

Letter Wri

ite a letter as a British settler to someone back home.

PREVIEW

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Name: _____ 90

Curriculum Connection
4.1

Shifting Control: From France to Britain in Canada

Fighting for Control of Canada

Long ago, the area we now call Canada changed leaders from French to British. This didn't happen all at once; it took many years and had many important moments. Let's look at some big events that happened during this time.

- **Treaty ... cht (1713)**: This agreement ended a big war over who would be the nex... ecause of it, France gave Britain some land in North America, li... ts of A... Newfoundland, but they kept New France, which includes Quebec.
- **Seven Years' Wa... 56)**: ... a huge war that happened all over the world, with many cou... ting, ... France and Britain. In North America, they called it the **French an... dian** ... fighting over land near the Ohio River and other places. A big battl... pened ... e... City in 1759, and Britain won, taking control of the city the next yea...
- **Treaty of Paris (1763)**: This treaty ended the **Seve... Years' War**. France had to give almost all its land in North America to Britain. This is when Britain officially started to rule over Canada.



- **Royal Proclamation of 1763:** The British government made new rules because they got new lands, like Canada. This document was made to help British people and the Indigenous Peoples live together peacefully and set a border for where new settlers could go.
- **Quebec Act (1774):** Britain made a new law to make the French-speaking people in Quebec happy. It let them keep their French laws and their Catholic religion, which helped keep peace and made them want to stay loyal to Britain.

PREVIEW

Name: _____ 91

Curriculum Connection
4.1

True or False

Is the statement true or false?

1) The Treaty of Utrecht ended the War of Spanish Succession.	True	False
2) The Seven Years' War is also known as the French and Indian War.	True	False
3) The Treaty of Paris was signed in 1760.	True	False
4) The Quebec Act made French Canadians unhappy.	True	False
5) The Treaty of Paris gave almost all French land to Spain.	True	False

Create

Create a timeline of the events from French to British rule.



PREVIEW

Multiple Choice

Circle the correct answer.

1) The Seven Years' War started in:	1756	1763
2) The Royal Proclamation of 1763 was issued by the ...	French	British
3) The Quebec Act was passed in which year?	1763	1774
4) The Treaty of Utrecht was signed in:	1713	1763
5) The French kept which area after the Treaty of Utrecht?	Acadia	New France

Name: _____ 93

Curriculum Connection
4.1

The British and the First Nations

Britain and the First Nations

The British won the land of New France from the French, but they still had to make peace with the First Nations communities in this region. The Ojibwe were a strong First Nation community that lived in the area of New France. The Ojibwe chief, named Minweweh told a group of British fur traders:

> *"Alth[illegible]nquered the French you have not yet conquered us! We are n[illegible]slaves. [illegible]es, these woods, and mountains were left to us by our ancestors. T[illegible]ne[illegible]ce; and we will part with them to none. Our Father the king of Fra[illegible]ploye[illegible]men to make war upon your nation. In his warfare, many of th[illegible]it is our custom to retaliate, until such time as the spirits of the [illegible]ng has not sent us any presents, nor entered into any treaty with us, s[illegible]"*

PREVIEW

Chief Pontiac and the First Nation Alliance - Po[illegible]War



The chief of the Odawa First Nation, Chief Obwandiy[illegible]t w[illegible]
He brought together an alliance of First Nation communit[illegible]t against the British. His attacks against British forts was called Pontiac's War because the British called him Chief Pontiac.

Siege on Fort Detroit

In May 1763, the Odawa, Ojibwe, Pottawatomie, and the Wendat attacked the British at Fort Detroit. The five-month long siege didn't end in the First Nations capturing the Fort, but it did send a signal to the British that the First Nations were tough enemies.

Fall of Obwandiyag (Pontiac)

Over time, his alliance between First Nations fell. The other nations didn't want to fight any longer, so they went back to their territories. Even Obwandiyag's own nation, the Odawa banished him from their nation as they felt he was becoming too powerful.

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Name: _____ 94

True or False

Is the statement true or false?

1. The British gained respect for the First Nations after they attacked Fort Detroit	True	False
2. Chief Pontiac didn't want to fight and was ready to give up his land	True	False
3. Pontiac was a good leader who made an alliance between First Nations	True	False
4. The First Nations were sent peace treaties and gifts from the British	True	False
5. Chief Obwandiyag was a legend in his First Nation and never left them	True	False

Questio

er the questions below.

1) Who Chief ? What is he remembered for?

2) What did the Ojibwe Chief tell the Br ur trad

PREVIEW

Think

Check ✓ the facts about The British and the First Nations.

☐	1) First Nations made treaties with the British.
☐	2) Chief Pontiac helped lead First Nations groups.
☐	3) Some First Nations fought to protect their land.
☐	4) The British and First Nations always agreed on everything.
☐	5) First Nations worked to defend their communities.

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Name: _____ 96

Curriculum Connection
4.1, 4.3

Newspaper Article: Germ Warfare – Fort Pitt

Germ Warfare at Fort Pitt

Publish Date: During Pontiac's Rebellion

During the conflict between the British and First Nations peoples, the British used a cruel tactic called germ warfare at Fort Pitt, today Pittsburgh. British soldiers gave First Nations people blankets and [illegible] had been exposed to smallpox.

The soldiers told the First Nations that the blankets were special gifts. However, the blankets came from a hospital where smallpox patients were being treated.

Smallpox was a deadly disease that many First Nations peoples had no immunity against.

After the blankets were shared in villages, many people became sick. The disease spread quickly, causing the deaths of thousands of First Nations men, women, and children.

William Trent, a British militia captain, later wrote that blankets and a handkerchief from the smallpox hospital had been given to the First Nations.

Historians still debate how much this action helped spread the disease, but the event became one of the most well-known examples of germ warfare in North American history.

Historian Sarah Brown explained:

> *"The spread of smallpox had a devastating effect on many First Nations communities."*

Today, visitors at Fort Pitt are reminded of this important and tragic part of Canada's and America's history because they show the harmful effects of war, disease, and colonization.



PREVIEW

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Name: _____ 97

Curriculum Connection
4.1, 4.3

True or False

Circle whether the statement is true or false.

1) British soldiers gave blankets to First Nations people.	True	False
2) The blankets came from a smallpox hospital.	True	False
3) Smallpox was harmless to First Nations communities.	True	False
4) Fort Pitt was located in present-day Pittsburgh.	True	False
5) Historians agree on exactly how smallpox spread.	True	False
6) Many F tions became sick after sharing the blankets.	True	False
7) Germ used during the conflict.	True	False
8) W sh militia captain.	True	False

Opinion

Do e ac Fort Pitt were fair or unfair? Explain your answer.

Word Scramble

Unscramble the words from the word bank.

Word Bank			
Smallpox	Blankets	British	Disease
Hospital	Fort Pitt	Germ	Nations
Village	Soldiers	Conflict	Immunity

XPLLAMOS		SADEESI	
TESBLANK		PITHASOL	
HITBSRI		ROTT FIPT	

PREVIEW

Name: _____ 98

Curriculum Connection
4.1

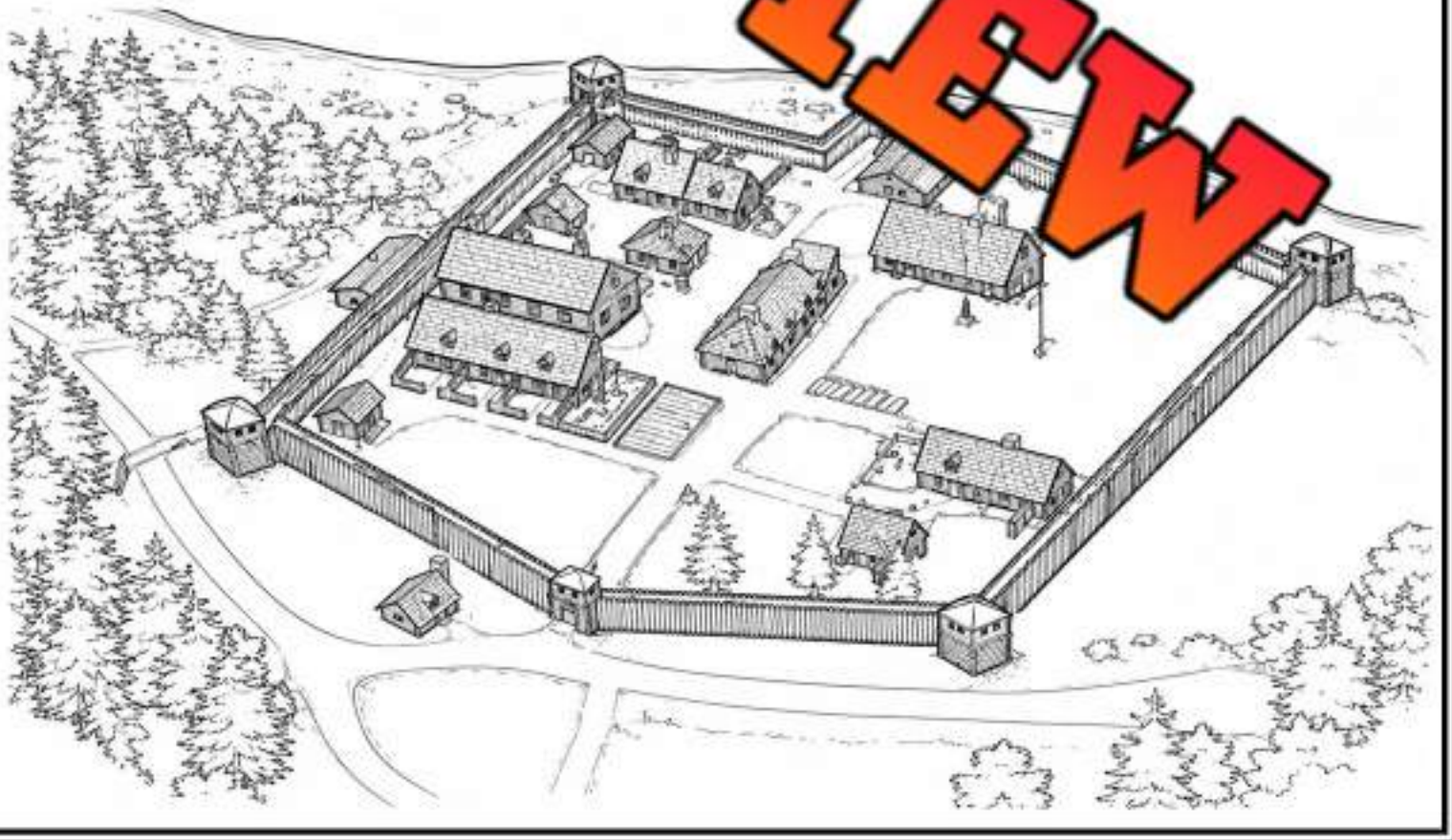
Research | Answer the questions below

Pontiac's attack on Fort Michilimackinac was clever and well thought out. Learn more about Fort Michilimackinac and Pontiac's attack on it by answering the questions below.

1) Where was Fort Michilimackinac? Describe its location. Was it near water?

2) Why was Fort Michilimackinac built? Who was it protecting?

PREVIEW



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Curriculum Connection
4.1

Research | Answer the questions below

3) Why did Obwandiyag (Pontiac) decide to attack Fort Michilimackinac?

4) What w[illegible]diyag's plan for attacking Fort Michilimackinac? How did the battle go?

5) How many British soldiers died in the attack? Did any [illegible]ttler[illegible] their lives?

6) Now that you've learn more about Chief Obwandiyag, how would you d[illegible]be him?



PREVIEW

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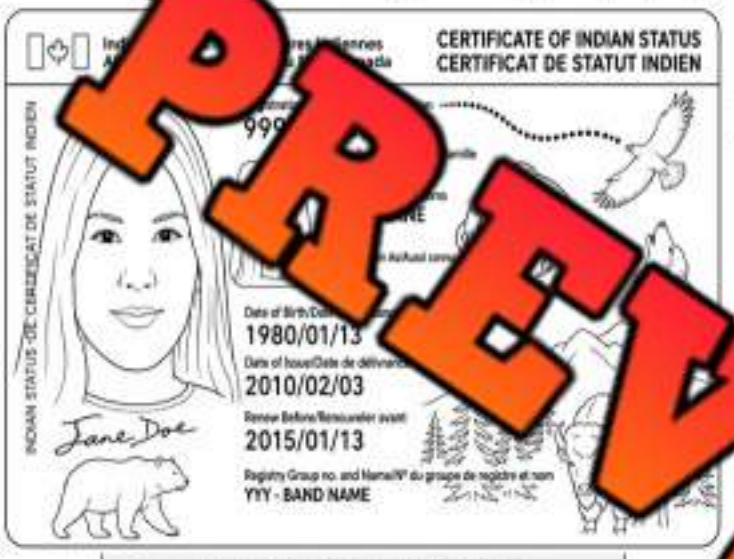
Name: _____ 103

Curriculum Connection
4.3, 4.5

Indian Act

Background

The Indian Act was made in 1876 to let the Canadian government control First Nations' land, resources, and education. In return, First Nations got small pieces of land called reserves. On reserves, First Nations people could live their own way without r[illegible]on hunting, fishing, or paying taxes.



Indian Status Card

Status Indians

The Indian Act said only "Status Indians" could live on reserves. The Canadian government thought this [illegible]uld protect the reserves for First [illegible]members. A "Status Indian" wa[illegible]control of the federal [illegible]nme[illegible]da.

Indian Act Laws

The Indian Act outline some important laws.

- First Nations could live on a reserve and not pay tax
- First Nations could hunt and fish without limits
- First Nations children had to go to residential schools
- First Nations couldn't practise their religious ceremonies



White Paper

In 1969, Prime Minister Pierre Trudeau proposed the White Paper, which wanted First Nations people to lose their Indian Status and assimilate into Canadian society. Many First Nations communities strongly opposed the idea and wanted to keep their traditional way of life on reserves.

PREVIEW

Name: _____ 104

Curriculum Connection
4.3, 4.5

Multiple Choice

Circle the correct answer.

1. The Indian Act was enacted in...	1976	1876
2. A reserve is a small amount of	Land	Money
3. First Nations became wards of the...	Crown	State
4. Trudeau wanted more/less rights for First Nations	More	Less
5. Trudeau [illegible]ted First Nations to change/keep their way of life	Change	Keep

Questio[illegible]

[illegible]e questions below using evidence from the text.

1) What is the [illegible] Wh[illegible]es it mean for First Nations?

2) What does it mean that Trudeau wanted Fi[illegible]ions [illegible]ilate to Canadian Society?

PREVIEW

True or False

Is the statement true or false?

1) The Indian Act created reserves.	True	False
2) First Nations children could avoid residential schools.	True	False
3) Some First Nations could hunt and fish.	True	False
4) The White Paper wanted to remove Indian Status.	True	False
5) First Nations agreed with the White Paper.	True	False

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Name: _____ 105

Curriculum Connection
4.3, 4.5

Fill in the Blanks

Fill in the blanks using words from the word bank

Word Bank				
Treaties	Canada	Money	Europeans	Reserve
World	First	Indian	Colonize	Culture

The indigenous people were the _____ people living in what is now known as _____. When _____ 'discovered' the New _____ tried to _____ the land. Over time, the British took [illegible] and they **expanded** further into present-day Canada. After years of conflict [illegible] signed agreements called _____. These treaties have been referred [illegible] the Indigenous gave up land for _____, tools, and education. [illegible] gave the government the right to identify First Nations as "status Indians" and gave the ability to live on a _____. A reserve is land designated for status Indians [illegible] preserve their _____.

PREVIEW

The Numbered Treaties

The government negotiated the trade of land [illegible] education with each of the regions on the map.



1. How might the region [illegible] gone if all the nations that [illegible] areas had negotiated [illegible]

_____

_____

_____

_____

2. Do you think the First Nations got a good deal? Explain.

_____

_____

_____

Curriculum Connection
4.3, 4.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Put a checkmark (✓) on the correct meaning you learned.

What is a **reserve**?	
○ Land set aside for Indigenous Peoples	○ Land set aside for endangered animals

What is a **Band**?	
○ People who play music together	○ People governed by the Indian Act

Name: _____ | Mark

Put a checkmark (✓) on the correct meaning you learned.

What is a **reserve**?	
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What is a **Band**?	
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Name: _____ | Mark

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Name: _____ | Mark

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What is a **Band**?	
○ People who play music together	○ People governed by the Indian Act

PREVIEW

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Name: _____ 107

Curriculum Connection
4.3, 4.5

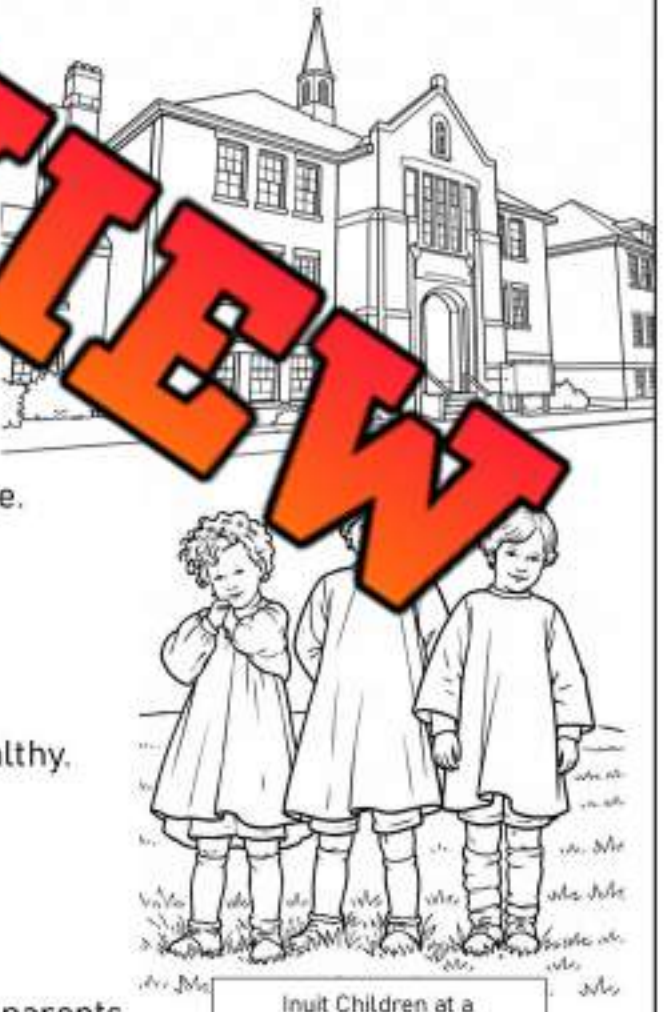
Residential Schools

Residential Schools

The Indian Act affected Indigenous education. The Canadian government controlled the Indigenous and wanted them to learn the Canadian way of life. So, they made "Residential Schools" for Indigenous children to learn English, the Roman Catholic religion, and farming. These children were taken away from their families and didn't have a choice.

Residential Schools Education

- About 150,000 Indigenous children went to residential schools in Canada.
- Schools were run by provincial and territory, except PEI, New Brunswick, and Newfoundland.
- The schools were open from 1870 to 1996.
- Children aged 4 to 16 went to the schools.
- In 2008, Prime Minister Steven Harper apologized for the residential schools.



Inuit Children at a Residential School

What Happened At The Schools?

The children were exposed to the following:

- They couldn't speak their Indigenous language.
- They had to speak English or French.
- They got haircuts or shaved heads.
- They wore uniforms.
- They didn't get enough food, and it wasn't healthy.
- They were separated from their siblings.
- They were hurt and sometimes killed.
- They didn't get medical help.
- They didn't get presents or letters from their parents.
- They had to work hard in unsafe conditions.

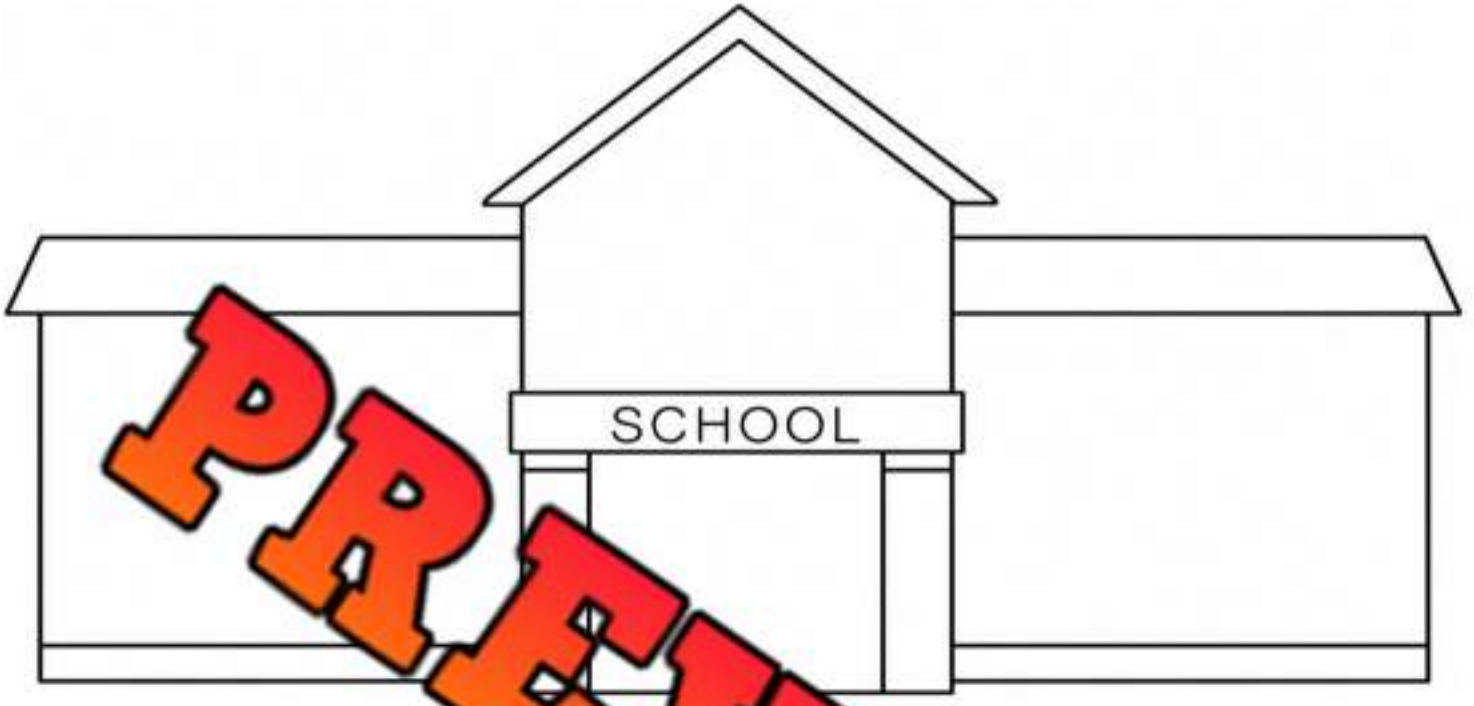
PREVIEW

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Name: _____ 108

Curriculum Connection
4.3, 4.5

School Design Design and colour your own residential school below.



PREVIEW

True or False Circle whether the statement is true or false.

1) BC didn't have residential schools.	True	False
2) Indigenous kids could choose whether to attend or not.	True	False
3) Children were kept safe and always made it home to their families.	True	False
4) The last residential school closed in 1996.	True	False
5) The Canadian government has admitted that residential schools were wrong.	True	False

Question Why do you think they cut the Indigenous hair, gave them uniforms, and didn't let them speak in their Indigenous language?

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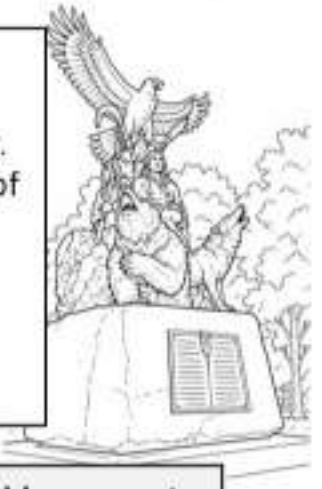
Name: _____ 110

Curriculum Connection
4.3, 4.5

National Aboriginal Veterans Monument

National Indigenous Peoples Day
On June 21, 2001, a national monument to the Indigenous Veterans was unveiled in Ottawa. June 21 is known as National Indigenous Peoples Day. It is a day that recognizes and celebrates the cultures and contributions of the First Nations, Inuit, and Métis Indigenous peoples of Canada.

Monuments are created to display a message about events or individuals. The **National Aboriginal Veterans Monument** was created to recognize the contributions of all indigenous people in war and peacekeeping operations from World War I to the present.



Research Learn about the National Aboriginal Veterans Monument

1) Why are monuments important for remembering the value of communities in Canada's history?

2) Describe what each part of the monument symbolizes.

The Four Warriors	
The Elk	
The Buffalo	
The Bear	
The Wolf	
The Eagle	

3) Read the inscription found on the memorial. What did you learn from it? List at least 3 things.

PREVIEW

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Curriculum Connection
4.5

Potlatch Ceremony

What Does Potlatch Mean?

The **potlatch** is a ceremony that many of the First Nations of the Northwest region participated in. These First Nations include the Tlingit, Haida, Coast Salish, and the Chinook and Dene.



Families from all along the west coast would come together to celebrate births, give names, conduct marriages, mourn the loss of loved ones, or pass rights from a Chief to his eldest son.

The word potlatch in the Chinook language, means "to give". At the end of the potlatch, the host gives gifts to all the families in attendance. A host can achieve high status and respect in their community giv ifts. In exchange for the gifts, the people in attendance must rem nbe s o knowledge of the events they witnessed.

PREVIEW

The End of the Potlatch

In 1885, the Canadian government banned pot overnment believed that the potlatch promoted anti-capitalist ere g were spread for no reason.

Canada was trying to promote capitalism, which is the ide that hard work leads to wealth. In a capitalist society, you wor and are paid based on the work you do. The Canadian Superintendent General of Indian Affairs, John A. Macdonald, called the potlatch,



"the useless and degrading custom in vogue among the Indians ... at which an immense amount of personal property is squandered in gifts by one Band to another, and at which much valuable time is lost"

Potlatch Now Legal

In 1951, the government changed the Canadian law, making potlatch ceremonies legal again. The removal of potlatch ceremonies to this point was clearly discriminatory and unfair.

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Curriculum Connection
4.5

True or False

Circle whether the statement is true or false.

1. A potlatch ceremony was used to celebrate births and mourn losses	True	False
2. The host of a potlatch gave out gifts at the end of the ceremony	True	False
3. John A. Macdonald supported the Indigenous and their potlatch ceremonies	True	False
4. Potlatch ceremonies became illegal in 1951	True	False
5. Banning of potlatch ceremonies by the government was discriminatory	True	False

Reaction

...de you think of John A. Macdonald's quote? Explain.

Find The Difference

Look carefully at the t...tures ...re are 10 differences.
Can you find them all? Circle all ...iffer... you find.



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Curriculum Connection
4.3

Story - Population Changes in British Columbia



Long ago, before British Columbia became a province and before Canada became a country, most of the people living in the area were Indigenous Peoples. Historians believe that around 100,000 people lived across the land in the 1700s. Communities hunted, fished, traded, and lived closely with the land.

In 1843, Fort Victoria was built, and more European fur traders began travelling west. At first, only a small number of settlers lived there. British Columbia was difficult to reach. There were few roads, towns, or stores for newcomers.

Everything changed in 1858 when gold was discovered in the Fraser Canyon. News of the gold spread quickly, and thousands of people travelled to British Columbia hoping to become rich. Many settlers and miners came from California and other places. Towns became busier, and the population grew very quickly during the gold rush.

Life became difficult for the First Peoples when settlers brought diseases such as smallpox, measles, and influenza. Indigenous communities had no immunity, and many people died, especially from smallpox. As more settlers arrived, conflicts over land and resources increased. By 1871, the population of British Columbia was around 40,000 people, but it later grew to about 178,000 by the late 1890s.

PREVIEW

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Curriculum Connection
4.3

True or False

Is the statement true or false?

1) Most people living in BC in the early 1800s were Indigenous Peoples.	True	False
2) British Columbia was already a province in the early 1800s.	True	False
3) Gold was discovered in the Fraser River in 1858.	True	False
4) The gold rush caused many people to travel to British Columbia.	True	False
5) Smallpox was one of the deadliest diseases brought by settlers.	True	False

Questions

...swer the questions below.

1) Why ...many ... ...ve to British Columbia in 1858?

2) Why did many Indigenous commun... ...tose po... ...the 1800s?

PREVIEW

Research

Research about the population of BC in the time periods below.

Early 1800s	
1843	
1858	
Late 1890s	

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Curriculum Connection
4.3

Fraser River Gold Rush – Boom/Bust

The Gold Rush Begins

In 1858, some people found gold in the Fraser River in British Columbia. When others heard about it, they thought, "Wow, I want to find gold too!" So, people from all over, especially California, came to British Columbia to look for gold. They hoped they would find some.



Boom Time

As more people came to look for gold, the number of people living in British Columbia increased very fast. This was the "boom" time. Towns grew bigger, and new businesses were opened to help the people who were searching for gold.

They needed food, tools, and places to sleep. Other people came to provide these things. Everyone was excited, and the towns were very busy.

Bust Time

After a while, the easy-to-find gold started to run out. Many people didn't find gold anymore, and they became sad and disappointed.

They realized that they wouldn't become rich, so they decided to leave British Columbia and go back to their homes or look for new opportunities somewhere else.

Population Estimates of Yale and Hope (Towns Along the Fraser River)

Town	1857	1858	1859	1860	1861
Yale	<100	5 000 - 10 000	3 000 - 5 000	1 500 - 3 000	1 000 - 2 000
Hope	<100	500 - 1 000	300 – 500	200 – 300	150 – 250

PREVIEW

Name: _____ 124

True or False

Is the statement true or false?

1) Everyone moved away from the Fraser River after the Gold Rush ended.	True	False
2) Yale's population before the gold rush was less than 100.	True	False
3) Yale's population went from less than 100 to between 5 000 – 10 000.	True	False
4) Hope became the biggest town during the gold rush.	True	False
5) The gold rush lasted 10 years with the population growing each year.	True	False

Questions

nswer the questions below.

1) Wh boom when talking about the Fraser Go Rush?	2) Colour the picture below.
	

PREVIEW

Fill In The Blanks

Fill the blanks using the words from the .

Boom	Gold	Tools	California	Bust

1) Many people came to British Columbia to search for _____.

2) A _____ happens when towns and populations grow very quickly.

3) Many miners travelled from _____ to join the gold rush.

4) During the gold rush, miners needed food, shelters, and _____.

5) A _____ happened when the easy-to-find gold started to run out.

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Curriculum Connection
4.4

Oregon Boundary Dispute

The **Oregon Country** was a large area in North America. This land was very beautiful, with tall mountains, green forests, and sparkling rivers. It was so lovely that two countries, the United States and Britain, both wanted it.

Why They Disagreed

Britain an[illegible]nited States [illegible]ey had a[illegible]to the[illegible] Country. They[illegible] land because of [illegible] natural resources, such as trees, fish, and fur. Both countries also wanted more land for people to settle on. Since they could not agree on who should control the area, the conflict became known as the Oregon Boundary Dispute.

How They Tried to Share

In 1818, Britain and the United States signed the Treaty of 1818. This [illegible]ment allowed [illegible]n both [illegible]ntrie[illegible]and [illegible]k in[illegible] Count[illegible]a whi[illegible] tried to share[illegible]d peacefully. Howe[illegible], more settlers arrived, the disagreement continued and sharing became more difficult.

The Solution

In 1846, Britain and the United States finally reached an agreement by signing the Oregon Treaty. The treaty divided the land along the 49th parallel, an imaginary line on the [illegible]. The land south of [illegible]longed to the [illegible]nite[illegible]es, while the lan[illegible]e stayed w[illegible]tain and later became part of Canada.

PREVIEW



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Name: _____ 126

Curriculum Connection
4.4

True or False

Is the statement true or false?

1) Oregon Country was owned by both Britain and the United States.	True	False
2) In the end, the United States took all of the Oregon Country.	True	False
3) Britain and the US ended up splitting Oregon Country.	True	False
4) Britain and the US shared Oregon Country for awhile.	True	False
5) The best solution was sharing Oregon Country.	True	False

Questions

Answer the questions below.

1) Why did both the United States and Britain want the Oregon Country?

2) Do you think the solution was fair? Explain.

PREVIEW

Check

Check ✓ if it shows cooperation during the Oregon Boundary Dispute.

	U.S. and Britain tried to share Oregon.		Both countries worked to avoid war.
	Refusing to share showed cooperation.		Leaders used compromise to share land.
	Fighting kept the dispute going.		A treaty helped solve the dispute.
	The Oregon Treaty brought peace.		The agreement prevented conflict.
	A treaty helped solve the dispute.		Ignoring treaties solved the dispute.

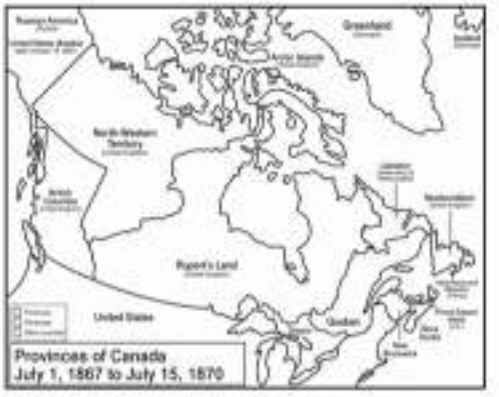
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Curriculum Connection
4.4

Purchase of Rupert's Land - Expansion

The Purchase of Rupert's Land



Rupert's Land was a very large area in North America controlled by the Hudson's Bay Company for many years. In 1869, after Canada became a country, the Canadian [illegible]nment bought Rupert's Land for £300,00[illegible] [illegible]se allowed Canada to expand fart[illegible] [illegible]ed more people to settle in the new territory.

Westward Ex[illegible] Brit[illegible] Columbia

After buying Ru[illegible]and, [illegible]couraged settlers to move west to build towns, farms, and rai[illegible]h Co[illegible] was still a British colony at the time, but it wanted to join Canada[illegible]lw[illegible]nect it to the rest of the country. Canada agreed to this condition, and [illegible]Colu[illegible]fficially became a province in 1871. Later, the Canadian Pacific Railway wa[illegible]nple[illegible]1885, making travel and trade across Canada much easier.

PREVIEW

True or False

Is the statement true or false?

1) Rupert's Land was controlled by the Hudson's Bay Company.	[illegible]rue	False
2) Canada bought Rupert's Land in 1869.	True	False
3) British Columbia joined Canada before a railway was promised.	True	False
4) The Canadian Pacific Railway made travel easier across Canada.	True	False

Question

Who owned Rupert's Land? Why did Canada want to buy it?

_____

_____

_____

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Curriculum Connection
4.4

Word Search Find the words from the word bank.

Word Bank: Words Related to Global Communities					
Confederation	Railway	Province	Colony	Canada	Government
Settlement	Rupert	Treaty	Expansion	West	Union

B Z T B B C M E Z U N I O N V D Z S
C O [illegible] E D E R A T I O N X C I P Y
P [illegible] N C E X P A N S I O N E W
V [illegible] L E M E N T Y Q L T W E
Y I C [illegible] A T Z Z C S P W R C S
L L O W [illegible] O V E R N M E N T
F W P V U [illegible] Y U S U A Q C
K A F I G R C O [illegible] R Z A T G W
B Y R U P E R T J A [illegible] W Z Y Y L

PREVIEW

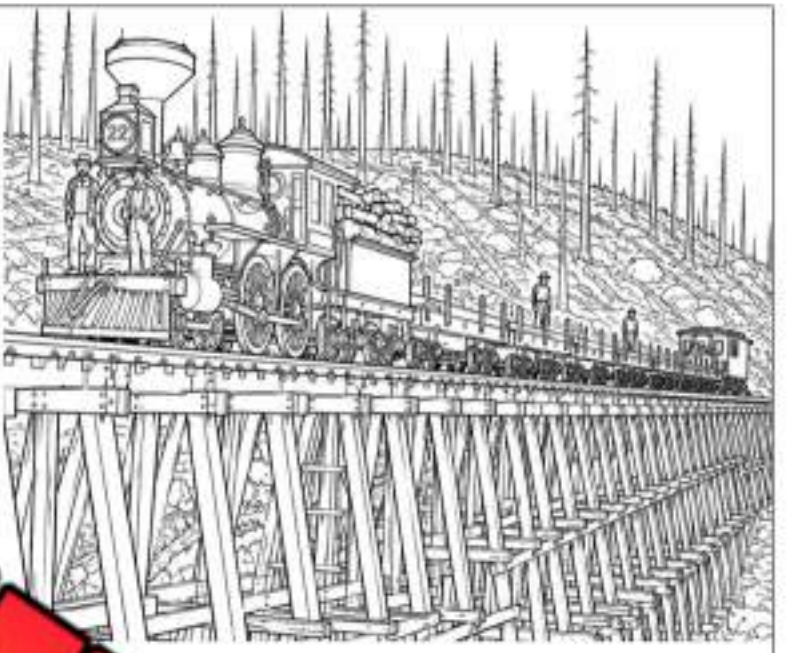
Direction Circle 👍 if the statement shows cooperat[illegible]fed[illegible]n or 👎 if not.

1	Canada bought Rupert's Land to expand west.		
2	British Columbia wanted a railway connection.		
3	The Canadian Pacific Railway connected parts of Canada.		
4	British Columbia became a province in 1871.		
5	Canada refused to expand westward.		
6	Settlers moved west to build towns and farms.		
7	Railways made travel and trade easier across Canada.		

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Curriculum Connection
4.4

Canadian Pacific Railway



Building the Railway

In 1881, a big project started in Canada to build a super long train track called the Canadian Pacific Railway. Stretching over 4,80[illegible]eters, it took 4 years to finish. B[illegible]lway connected the [illegible] Atlantic Ocean to the P[illegible].

Why It Was Importan[illegible]

The railway was very impo[illegible]Brit[illegible]ia. Having this train track made it easier for people in British Columbia t[illegible] make friends with other Canadians. It also helped increase the p[illegible]ulation [illegible] with thousands of people moving to British Columbia after the railway [illegible]mple[illegible].

The Workers

Over 15,000 strong and brave people worked together to bu[illegible] th[illegible] Railway. They came from different places like China, Europe, and Cana[illegible]. These workers faced big challenges like mountains and rivers but never gave up. Sadly, around 1,000 workers lost their lives during the construction due to accidents and harsh conditions.

The Cost

Building the Canadian Pacific Railway was expensive! It cost about $25 million to finish, which is more than $600 million in today's money. This money was used to buy materials, tools, and pay the workers for their hard work.

PREVIEW

Name: _____ 138

Curriculum Connection
4.4

True or False

Is the statement true or false?

1) The CPR was finished in 1881.	True	False
2) The CPR cost about 600 million dollars of today's money.	True	False
3) Around 1000 workers lost their lives working on the railway.	True	False
4) Working on the railway was an easy job.	True	False
5) Many people could finally move to BC when the CPR was finished.	True	False

Questions

Answer the questions below.

1) What is the Canadian Pacific Railway?

2) Why was the CPR important for British Columbia?

PREVIEW

Caption

Write captions for the pictures of the Canadian Pacific Railway.



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Curriculum Connection
4.4

Eye Spy! Find each hidden object from the list, then encircle the object in the picture once you find it.



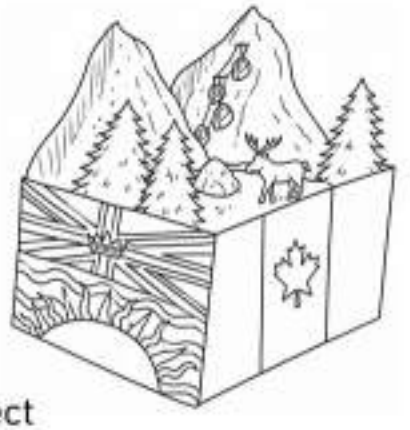
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Curriculum Connection
4.4

British Columbia Joining Canada

Joining Confederation



Canada became a country in 1867, but British Columbia didn't join at that time. They joined 4 years later, in 1871. Check out the reasons for BC joining below:

1) Railway Promise: Canada said they would build a long Canadian Pacific Railway to connect British Columbia to the rest of Canada. With this railway, people could visit their family living far away, and businesses could send their goods to parts of the country easily.

2) Money Problems: British Columbia was having a tough time with money. They needed to pay for important things like schools, roads, and hospitals, but they didn't have enough money to do it all. When they joined Canada, they started getting financial help from the Canadian government. This meant that they could take care of their people better and make their living experience to live.

3) Safety: British Columbia wanted to feel safe from the United States as they might want to take their land. Canada had a stronger army and more resources to protect British Columbia.

4) Better Together: By becoming part of Canada, British Columbia could work with other provinces to become better places to live. They instantly had more trading partners as there was free trade in Canada. They'd also have help from other provinces in the case of an emergency.

PREVIEW

Name: _____ 142

Curriculum Connection
4.4

True or False

Is the statement true or false?

1) British Columbia joined Confederation in 1867	True	False
2) BC needed a railway to connect them to the rest of Canada	True	False
3) BC was having problems paying for things they needed	True	False
4) BC was worried that Mexico would try to take their land	True	False
5) BC knew that they'd be better with other provinces as teammates	True	False

Question

Answer the questions below

1) How did Canada help BC if they joined?

2) Do you think BC made a good decision in joining Canada? Explain.

PREVIEW

Questioning

Write 3 questions you have after reading the text

1)	
2)	
3)	

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Curriculum Connection
4.4

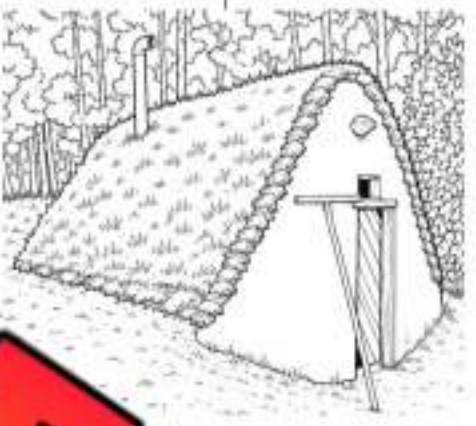
Activity – Making a Soddie

Objective What are we learning more about?

Students will learn about soddies (sod houses) and their historical significance in the lives of pioneers and settlers on the Great Plains by creating their own miniature versions.

Materials What do we need?

- ✓ [illegible]ardboard boxes (one per student or group)
- ✓ S[illegible]rs
- ✓ Green an[illegible]tion paper
- ✓ Ruler
- ✓ Pencil
- ✓ Glue or tape
- ✓ Markers, crayons, or [illegible]
- ✓ Optional: twigs, grass, an[illegible]



Method How do we complete the activity?

1) Begin by discussing the history and significa[illegible] house[illegible]e lives of pioneers and settlers on the Great Plains. Expla[illegible]oddi[illegible]re built using sod (blocks of soil held together by grass roots) be[illegible]e ti[illegible] building materials were scarce in the region. Discuss the b[illegible]s, such as insulation and sturdiness, as well as the challenges the[illegible]nted, like water leaks and insects.

2) Hand out a shoebox or small cardboard box to each student or group. This will serve as the base for their mini sod house.

3) Instruct students to measure and cut strips of green or brown construction paper to represent sod bricks. Each strip should be about 1 inch wide and the length of the shoebox or cardboard box's side.

4) Have students glue or tape the strips of construction paper onto their shoebox or cardboard box to create the walls of their sod house. They should layer the strips, just like real sod bricks, leaving a small space for a door and windows.

PREVIEW

5) Once the walls are complete, students can create a simple roof by cutting two triangles from construction paper and gluing or taping them onto the top of the box, forming a peak. Encourage them to add additional layers of "sod" on the roof to make it more realistic.

6) Students can use markers, crayons, or colored pencils to add details to their mini sod house, such as a door, windows, and grass on the roof.

7) Optional: If natural materials are available, students can incorporate twigs, gras other items to make their mini sod house more authentic and tact

8) mini sod houses, students can share their creations wi he cl us what they learned about the construction, benefits, and cha ing d house.

PREVIEW

Questions	Answ estio w

1) What are the benefits of using a S

2) What would be the drawbacks to using a Soddie?

3) Why do you think soddies were used during this time?

Name: _____ 152

Unit Test – First Peoples and Europeans

Multiple Choice Circle the best answer. Only choose 1 answer!

1. The first treaty signed between Europeans and Indigenous was... a) The Numbered Treaties b) Two Row Wampum c) The Royal [illegible]mation d) Treaty [illegible]	2. Samuel de Champlain was an explorer from which country? a) France b) Britain c) Spain d) Italy
3. Wh[illegible] c[illegible]th naming Canada? a) Champlain b) Cabot c) Cartier d) Fraser	4. The French made an alliance with which First Nation? a) Haudenosaunee (Iroquois) b) Wendat (Huron) and Algonquin [illegible] Ojibway [illegible]the above
5. Which animal was the most valuable in t[illegible] trade? a) Beaver b) Fox c) Mink d) Buffalo	6. Ma[illegible]ch fur traders married Indigenous wo[illegible] [illegible]hei[illegible]s are... [illegible]geno[illegible] b) [illegible] c) Métis d) Canadian
7. British Columbia would only join Confederation if... a) They were given money b) They built a railway across the country c) Vancouver became the capital of Canada d) All of the above	8. The First Nations tra[illegible]ed f[illegible] a) Weapons (guns, axes, kniv[illegible] b) Blankets c) Metal pots and pans d) All of the above
9. Which disease was deadly to the Indigenous? a) Scurvy b) Smallpox c) Measles d) All of the above	10) Which explorer travelled to BC by land? a) James Cook b) Simon Fraser c) Jacques Cartier d) Alexander Mackenzie

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Confederation	
Smallpox	
Treaty	

PREVIEW

Short Answer Answer the questions. Each question is worth 3 marks

1) Why did European explorers come to the "New World"?

2) What did the Europeans learn from the Indigenous people?

3) What was the Fraser River Gold Rush? How did it change the population in British Columbia?

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Long Answer Answer the questions below – Each question is worth 5 marks

1) What was the fur trade? What was traded? Who traded what? Who were the coureurs de bois? How did the Indigenous benefit? How did the Europeans benefit?

PREVIEW

2) Who do you think benefitted more [illegible] between the Indigenous and Europeans? Make sure to include [illegible] your [illegible].

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Name: _____ 155

Curriculum Connection
4.7

Regions Of Canada Map

Word Bank
Western Cordillera
Appalachian Mountains
Interior [illegible]
Canadian Shield
Great Lakes St. Lawrence Lowlands
[illegible] lands
[illegible]

PREVIEW

Directions: Label the physical regions of Canada on the map using The word bank provided.

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Curriculum Connection
4.7

Appalachian Mountains



Landscape
- The Appalachian Mountains are on the east coast of Canada and extend south into the USA.
- It contains many different mountain ranges that have elevations from 180m in Newfoundland to 1230m in Quebec!
- There are many rivers and fertile plateaus between the mountains
- These rivers are often used as forms of transportation
- Coal, oil, and gas can be found in the rock layers of the rivers

PREVIEW

Provinces/Territories
- This region is home to th… pr… …ova Scotia, New Brunswick, Prince Edward Island, and Newfou…
- Approximately 2,700,000 people live i… …ada

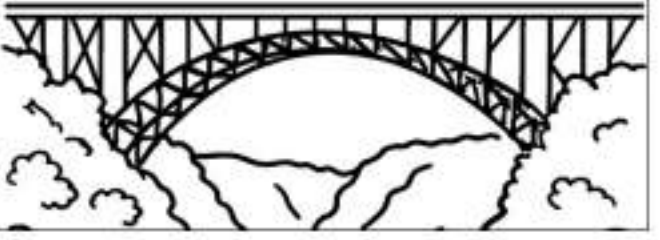
Climate
- In the southern regions, the winters are cool … sum… …arm and dry.
- In the northern regions, the winters are long & … …e short & cool.

Vegetation
- This region is heavily forested with coniferous and deciduo… …ees
- The trees on the mountains can survive in poor mountain soil, but the areas in the river valleys and on the plateaus have rich soil that contain over 6,000 different species of plant life



Economic Activities
- Farming on the plateaus produces mainly potatoes, corn, fruits, wheat and tobacco
- The mountains have many natural resources which are sold worldwide. They include iron, coal, copper, oil, lead, limestone, zinc, nickel, and natural gas.
- Popular jobs in this area include fishing, mining, farming and forestry

Interesting Facts
- This region is home to the largest single-span arch bridge in the world at 924m
- This region stretches far into the USA and is approximately 2 million square kilometers



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Name: _____ 157

Curriculum Connection
4.7

True or False

Circle whether the statement is true or false.

1) The Appalachian mountains are on the west coast of Canada.	True	False
2) The Appalachian mountains are only in Canada.	True	False
3) This region has rivers that are good for transportation.	True	False
4) Natural resources like zinc, cooper, and lead are found there.	True	False
5) This regi is mostly flat with good farming.	True	False

Questions

e the questions below using evidence from the text.

1) What s are p is area?

2) If you visit this area, what might you s List as thi you can.

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) The climate in the northern parts has _____ winters and short summers.

2) Farming on the plateaus produces potatoes, corn, and _____.

3) There are many _____ in this area which are good for transportation.

4) This region is heavily _____ with coniferous and deciduous trees.

5) The soil on the plateaus is rich and contains over _____ species.

Name: _____ 158

Curriculum Connection
4.7

Directions Judging by the picture, how would you describe the features below?



PREVIEW

Features	Describe Each Feature
Climate	
Landscape (What it looks like)	
Vegetation (Plants)	
Economic Activities	

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Curriculum Connection
4.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Answer the questions below?

1) Appalachian Mountains found in...	
East	West Coast
2) The	wn here...
	niferous
3) The soil on	...
Rich	P
4) A natural resourc	
Salt	
5) Northern winters are usually...	
Long and cold	Short and hot

Name: _____ Mark

Answer the questions below?

1) Appalachian Mountains found in...	
East Coast	West Coast
2) The type of tree grown here...	
Palm	Coniferous
3) The soil on mountains is...	
Rich	Poor
4) A natural resource here...	
Salt	Coal
5) Northern winters are usually...	
Long and cold	Short and hot

Name: _____ Mark

Answer the questions below?

1) Appalachian Mountains found in...	
East Coast	West Coast
2) The type of tree grown here...	
Palm	Coniferous
3) The soil on mountains is...	
Rich	Poor
4) A natural resource here...	
Salt	Coal
5) Northern winters are usually...	
Long and cold	Short and hot

Name: _____ Mark

Answer the questions below?

1) Appalachian Mountains found in...	
East Coast	West Coast
2) The type of tree grown here...	
Palm	Coniferous
3) The soil on mountains is...	
Rich	Poor
4) A natural resource here...	
Salt	Coal
5) Northern winters are usually...	
Long and cold	Short and hot

PREVIEW

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Name: _____ 163

Curriculum Connection
4.7

Canadian Shield



Landscape

- The Canadian Shield is an exposed part of the earth's crust
- It is made up of some of the oldest rocks to be found on Earth, some formed over 1 billion years ago!
- It is also home to thousands of small lakes
- It is located from the east coast of Labrador and extends through Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and the Northwest Territories.



dian Shield is a large region that covers parts of
southern Canada.
s have seasonal weather with average
C in winter and 25 °C in summer.
cold all year. Winter averages
-31 °C
15 °C.

Natural Resources and Economic Activities

- The Canadian Shield is rich in natural resources,
forests, and freshwater.
- Mining in the Canadian Shield is a leading industry as the
such a variety of rocks in the Earth's crust.
- Fishing and forestry are other natural resources that are extract
from the Canadian Shield.
- Various minerals and precious stones like gold, silver, copper, zinc, nickel, iron, and diamonds continue to be mined on the Shield.



Vegetation

- The vegetation in the Canadian Shield has mostly deciduous and coniferous trees.
- Common coniferous trees in this area are white and black spruce, pine, and cedar.
- There is tundra in the northern parts of the Canadian Shield, which means not many trees grow there.
- The tundra vegetation is made up of dwarf shrubs, mosses, grasses, and lichens. There are scattered trees that grow in some regions in the tundra.



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True or False Circle whether the statement is true or false.

1) The Canadian Shield contains rocks that are over 1 billion years old.	True	False
2) The climate is seasonal, meaning it changes drastically by season.	True	False
3) The Canadian Shield lacks natural resources.	True	False
4) Mining, fishing, and forestry are the three largest economic sectors.	True	False
5) The Canadian Shield has only coniferous trees like pine and cedar.	True	False

Questions Answer the questions below using evidence from the text.

1) Describe the physical features in the Canadian Shield region.

2) What are the three main economic sectors in the Canadian Shield? Why are these sectors booming in this region?

Sector	Why It's Booming

Questioning What is one question you have after reading the information?

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4.7

Directions Judging by the picture, how would you describe the features below?



PREVIEW

Features	Describe Each Feature
Climate	
Landscape (What it looks like)	
Vegetation (Plants)	
Economic Activities	

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle Yes or No for each question.

1) Is the Canadian Shield mostly found in western Canada only?	Yes / No
2) Do most trees in the tundra grow very tall and wide?	Yes / No
3) Is mining common in the Canadian Shield?	Yes / No
4) Does the Canadian Shield have many small lakes?	Yes / No
5) Is the Canadian Shield known for farming and growing crops?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Is the Canadian Shield mostly found in western Canada only?	Yes / No
2) Do most trees in the tundra grow very tall and wide?	Yes / No
3) Is mining common in the Canadian Shield?	Yes / No
4) Does the Canadian Shield have many small lakes?	Yes / No
5) Is the Canadian Shield known for farming and growing crops?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Is the Canadian Shield mostly found in western Canada only?	Yes / No
2) Do most trees in the tundra grow very tall and wide?	Yes / No
3) Is mining common in the Canadian Shield?	Yes / No
4) Does the Canadian Shield have many small lakes?	Yes / No
5) Is the Canadian Shield known for farming and growing crops?	Yes / No

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Curriculum Connection
4.7

Western Cordillera



Location
- The provinces and territories in the Western Cordillera are mainly British Columbia and the Yukon.
- The southwest part of Alberta and a part of the Northwest Territories also belong to the Western Cordillera.

Landscape
- The Western Cordillera is 16% forest.
- It is home to many different landforms, such as the Carcross desert, Arctic and Pacific Ocean, high rugged mountains, and many different forests

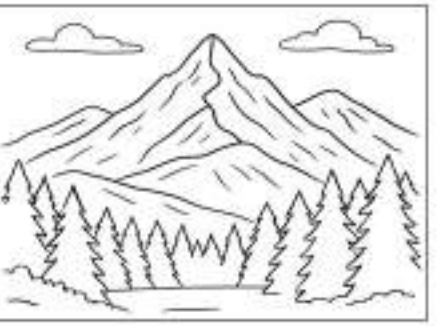
Climate
- The climate in the Cordiller de location.
- In the northern parts that are inland, old ry with large amounts of snow.
- Along the coast of the Cordillera, the ss sno t isn't as cold as it is in the interior
- The summers along the coast are warm and n lot
- The summers in the interior are warm, althoug nor have cooler summers with less rainfall.



Natural Resources and Economic Activity
- The biggest industry in this region is forestry because of the larg rests
- Fisheries along the west coast are famous around the world for their s
- The mining of iron, lead, zinc, silver, copper, and nickel are also importa to the economy in the Cordillera
- Skiing, snowboarding and hiking are popular tourist attractions that bring people to the Western Cordillera.



Interesting Facts about the Western Cordillera
- The Rocky Mountains are part of the Western Cordillera.
- Vancouver Island receives an exceptional amount of rainfall, making it a temperate rain forest climate.
- The southwest coastal region of Vancouver Island has the most moderate climate in Canada. This means it does not experience the huge differences in seasonal weather.



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True or False

Circle whether the statement is true or false.

1) The land in the Western Cordillera is 36% forests.	True	False
2) Most of Alberta is part of the Western Cordillera.	True	False
3) The weather in Vancouver Island resembles a temperate rain forest.	True	False
4) Forestry is the number one industry in the Western Cordillera.	True	False
5) It rains more in the interior parts than on the coastal regions.	True	False

Questions

...wer the questions below using evidence from the text.

1) Wh... if you explored the Western Cordillera?

2) Which industries are the most import... Wes... ordillera?

PREVIEW

Making Connections

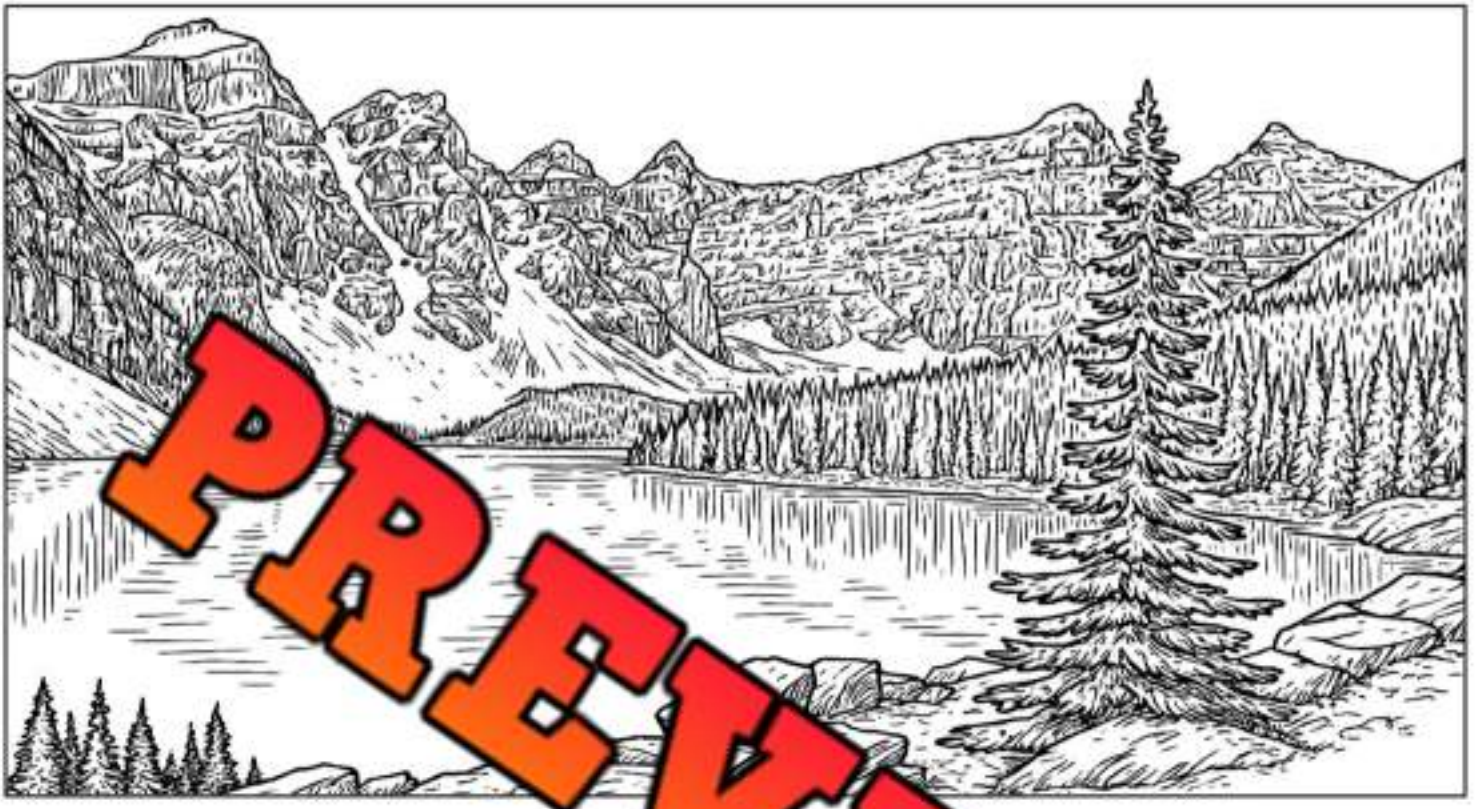
What did this reading remind you of? Draw and ... about it.

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Directions Judging by the picture, how would you describe the features below?



PREVIEW

Features	Describe Each Feature
Climate	
Landscape (What it looks like)	
Vegetation (Plants)	
Economic Activities	

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Interior Plains



Location
- The plains region is in between the Western Cordillera and the Canadian Shield
- It includes the Yukon, Northwest Territories, parts of British Columbia, Alberta, Manitoba, and Saskatchewan
- The Interior Plains is commonly referred as the Prairies, but it is much more than that!

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Clima
- The te in th Plains is different depending on how far north or south you are.
- In the south g wher of the population lives, there are cold winters that can go as low a egree ummers reach above 30 degrees Celsius.
- The further north y a ll become. That is why not as many people live in est T
- The Interior Plains can get On eceives precipitation only 94 days of the year. Toron gets days of the year.





Vegetation
- In the northern parts, the a he c rubs, herbs, and sedges.
- The southern parts of the Interior a som e best farming soil in the world. Spruce, pine tre in s region

Natural Resources and Economic Activity
- The major economic sector in the Interior Plains is agriculture. Farmin pular because of the flat lands, rich soil, and huge landscape.
- The plants grown here are mainly wheat, barley, oats, flax, canola, mustard, potatoes, corn, and beets.
- Livestock is also raised on the plains. Cattle, pigs, poultry are the most popular livestock.
- The Interior Plains is well known for its mining due to the large amount of land and minerals available.



Interesting Facts
- Saskatchewan is the largest producer of wheat in Canada
- Alberta produces nearly half of all Canadian beef
- Alberta is one of the best places to find dinosaur fossils in the world



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True or False Circle whether the statement is true or false.

1) The Interior Plains are often referred to as the Prairies.	True	False
2) Mining is the top industry in the Interior Plains.	True	False
3) The Interior Plains includes parts of the Arctic.	True	False
4) Ontario is part of the Interior Plains.	True	False
5) Saskatchewan is the leading producer of beef in Canada.	True	False

Questions ...wer the questions below using evidence from the text.

1) Wh... so... ...on the Interior Plains?

2) What is the climate like in the Interio... ...egion...

Summarize What is the main idea and the supporting details of the ...g?

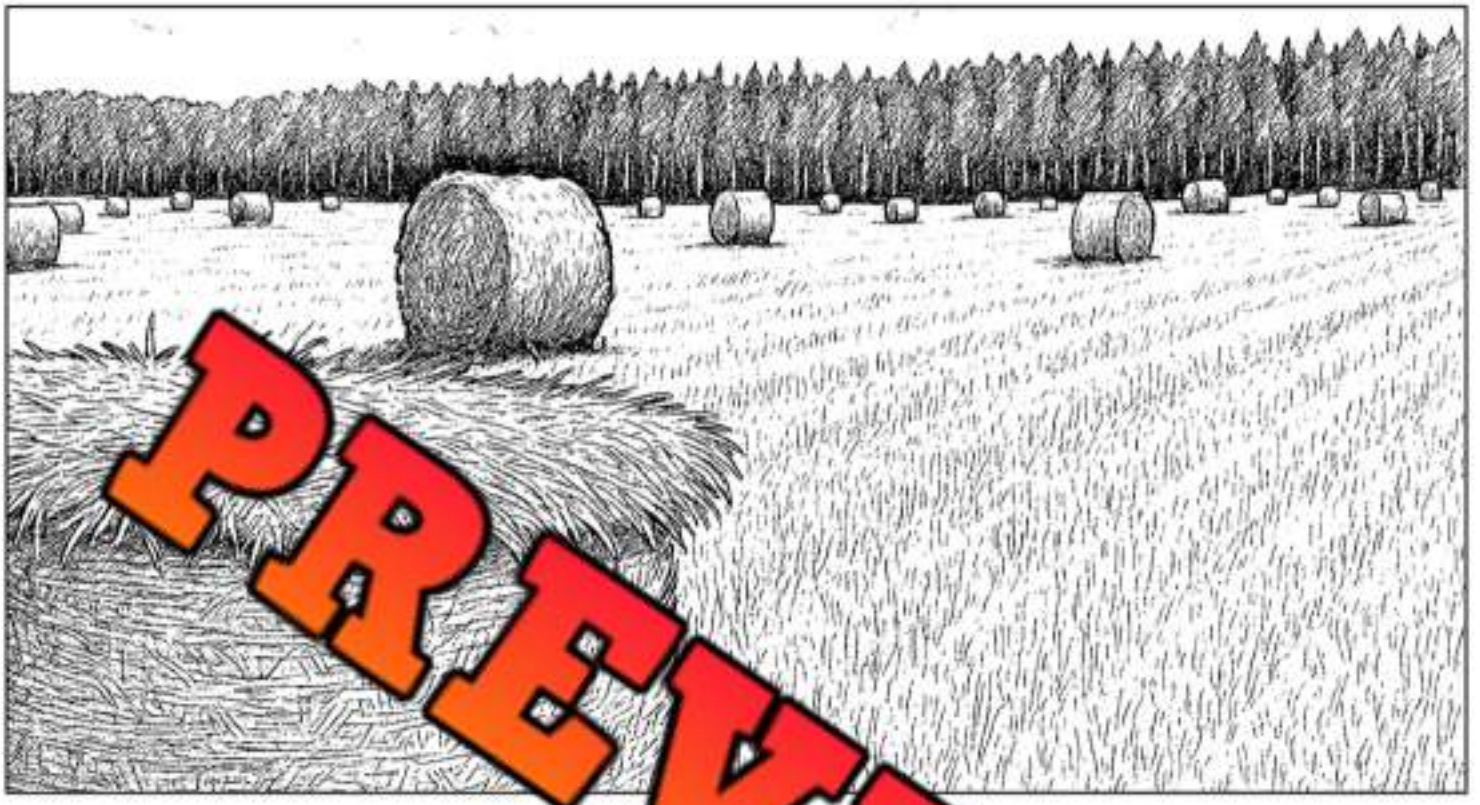
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Directions Judging by the picture, how would you describe the features below?



PREVIEW

Features	Describe Features
Climate	
Landscape (What it looks like)	
Vegetation (Plants)	
Economic Activities	

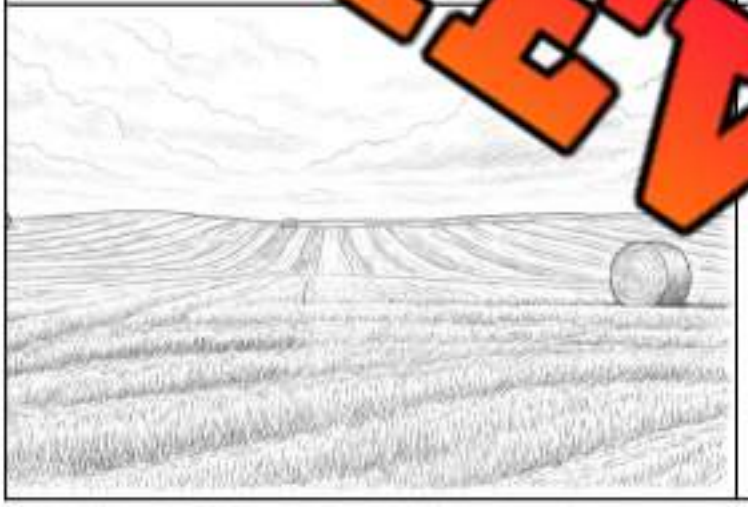
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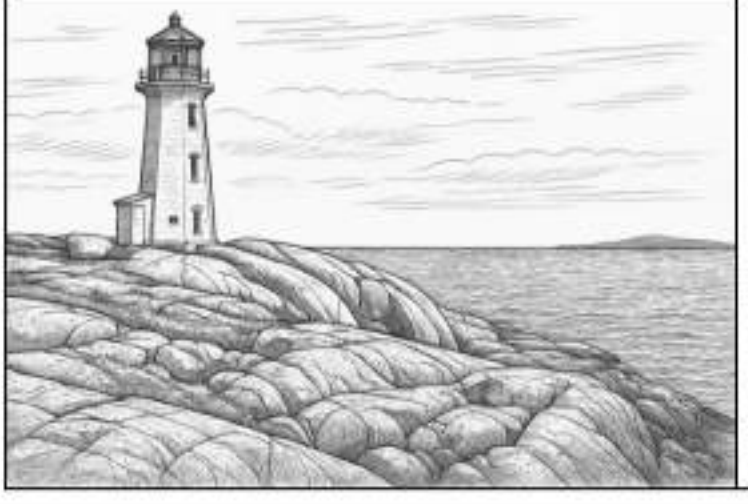
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Explain Explain which region the picture could be. There can be more than one answer.

Picture	Which Region Could It Be? Explain.
	

	Which Region Could It Be? Explain.
	

Picture	Which Region Could It Be? Explain.
	

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Curriculum Connection 4.7

Multiple Choice Circle the correct answer about Canada's physical regions.

Mark

1) Top economic sector is mining in the...
a) Canadian Shield
b) Western Cordillera
c) Great Lakes-St. Lawrence Lowlands
d) Hudson Bay Lowlands

2) Tundra – treeless land...
a) Interior Plains
b) Appalachian Mountains
c) Arctic Lowlands
d) Canadian Shield

3) Has the ...shwater lakes...
a) Ca...
b) West... Cordil...
c) Great Lakes ...ice Lo...
d) Hudson Bay Lowla...

4) Best farmland in Canada...
a) Interior Plains
b) Appalachian Mountains
c) Arctic Lowlands
d) Canadian Shield

5) Cold wetlands...
a) Hudson Bay Lowlands
b) Appalachian Mountains
c) Great Lakes-St. Lawrence Lowlands
d) Canadian Shield

...Pacific Ocean is in this region...
...ains
b) We... Co...
c) ... Low...
d) Canad...

7) Fishing is one of the main industries....
a) Canadian Shield
b) Appalachian Mountains
c) Arctic Lowlands
d) Hudson Bay Lowlands

8) Largest reg... Ca...
a) Interior Plains
b) Appalachian Mountains
c) Great Lakes-St. Lawrence Lowlands
d) Canadian Shield

9) The Rocky Mountains are in this region...
a) Canadian Shield
b) Western Cordillera
c) Great Lakes-St. Lawrence Lowlands
d) Hudson Bay Lowlands

10) The maritime provinces are in this region
a) Interior Plains
b) Appalachian Mountains
c) Arctic Lowlands
d) Western Cordillera

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Definitions	What does the term mean (1 mark each	/3

Term	Definition (what does it mean)
Natural Resources	
Clima	
Landforms	

PREVIEW

Short Answer	Answer the ques s be	Mark	/

1) How do the natural resources in a region help th ple that region?

2) What natural resources are in British Columbia?

3) How do the jobs in an area reflect the natural resources in that area?

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Long Answer Answer the long answer questions. Each question is 5 marks

1) Describe the Western Cordillera physiographic region. Describe its climate, economic activity, landforms, and natural resources.

2) Choose one region and describe its [illegible] ic activities, and landscape? Regions: Appalachian, Interior Plains, [illegible] dian S[illegible] Great Lakes/St. Lawrence Lowlands, Hudson Bay Lowlands, and Artic Lo[illegible]s

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