Workbook Preview

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Grade 7 History Unit
A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

	Curriculum Expectations	Pages
A1.1	Analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800	39-43, 60-61, 67-68, 129-132, 137-141, 159
A1.2	Analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of people in present-day Canada	34-36, 60-61, 124-125, 131-132, 159
A1.3	Analyse the displacement experienced by various groups and c c b e	31-84, 7-100, 108-117, 0
A2.1	F d M d colonial Canada from France to Britain	134
A2.2	Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources	83-84, 133-135, 164-166
A2.3	Assess the credibility of sources and information relevant to their investigations	133-135
A2.4	Analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries	79-80, 97-98, 106-107
A2.5	Interpret and analyse information and evidence relevant to their investigations, using a variety of tools	83-84, 109, 112-118, 133-135, 164-166

Preview of 100 pages from this product that contains 247 pages total.

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	Curriculum Expectations	Pages
A2.6	Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain	112-118
A2.7	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	7, 14-16, 34-36
A3.1	Identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800, and describe the historical significance of some of these events for different individuals, groups, and/or communities, including Indigenous individuals and/or communities	72-73, 77-105, 108-117, 136
A3.2	Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada	8-16, 97-98, 108-117
A3.3	Identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	62-64, 69-76, 79-87, 94-100, 106-111, 118, 122-123, 136, 153-154, 164-166
A3.4	Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and/or Inuit individuals and communities	17-31, 33-36, 161
A3.5	Describe some significant aspects of daily life in various First Nations, Métis, and Inuit communities in Canada during this period	37-54, 131-132, 142-147
A3.6	Describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period	55-68, 74-76, 119-130, 137-147, 159
A3.7	Describe some significant events and developments, including, but not limited to, enslavement, that had an impact on the lived experiences and settlement of various Black individuals and communities in Canada up to and including this time.	34-36, 119-121, 142-147, 149-158, 160, 162-166
A3.8	Identify some significant individuals and groups in Canada during this period, and explain their contribution to Canadian heritage and/or Identities	8-9, 17-25, 27-38, 53-54, 65-66, 88-93, 101-105, 119-121, 124-125, 133-134, 142-147, 149-150, 155-156, 160-163

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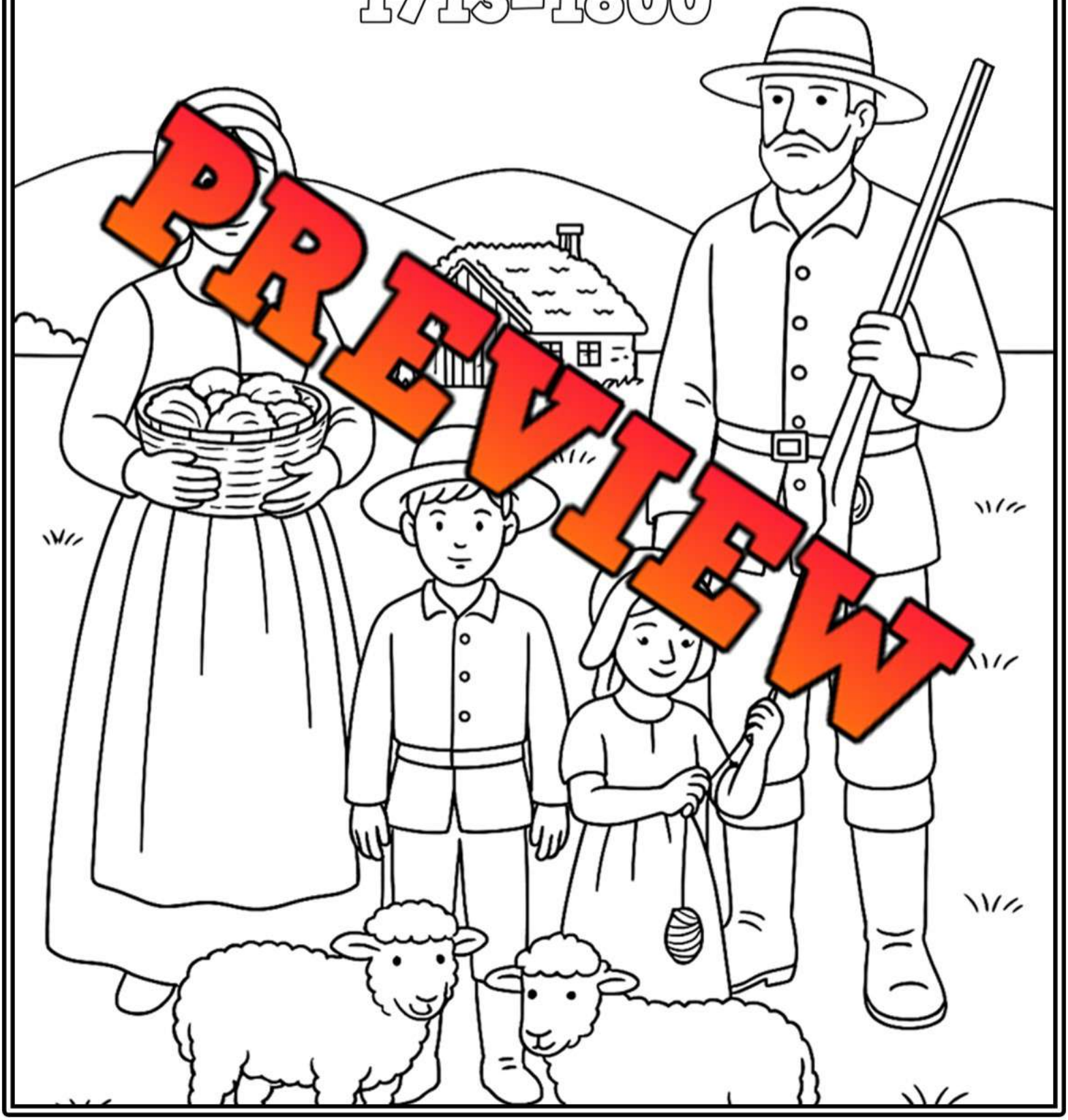
NEW FRANCE AND BRITISH NORTH AMERICA 1713–1800



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Curriculum Connection
A2.7

Key Terms

Define Research the meaning of each of the key terms

Loyalist	
Cana	
Habitants	
Seigneurial System	
Jesuits	
British North America	
New France	

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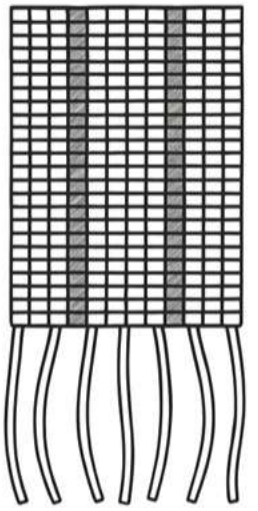
Curriculum Connection
A3.2, A3.8

First Nations: Treaties And Alliances

The Meaning of Treaties

A **treaty** is a formal agreement between two groups. In Canadian history, treaties were made between **First Nations**, **Inuit**, **Métis**, and Europeans. These agreements often focused on peace, trade, and land use. For many Indigenous peoples, treaties were seen as sacred promises that built relationships for generations, not just for individuals.



First Nations Treaties Before Contact

First Nations were making treaties with one another long before European contact. These agreements were not written down like today's contracts. Instead, they were sealed when both sides gave their word. In Indigenous cultures, a promise carried deep meaning and was considered binding. It helped build trust between whole nations.

Ceremonies were often part of the treaty. One common tradition was smoking a sacred pipe. A gift was given, such as **wampum belts**, which were made from beads of shell. Wampum belts recorded promises and were treated as living records. Since these agreements were not written, elders had the responsibility of remembering the treaty details. Elders passed on the history through storytelling, teaching each new generation about the importance of these promises.

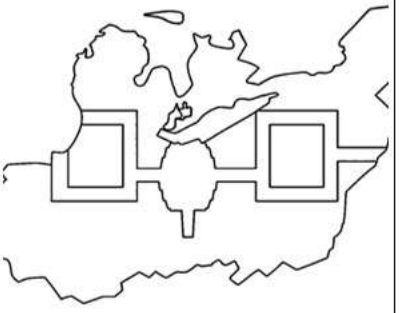
Alliances Between Nations

Some treaties were also alliances, which brought groups together for protection and cooperation.

- **Haudenosaunee Confederacy:** Five nations that worked together for peace, and trade.
- **Confederacy of the Three Fires:** The Ojibway, Odawa, and Potawatomi, united for protection and trade.

Treaty of Niagara (1764)

In 1764, the British and many First Nations met at Niagara to strengthen peace and cooperation. They exchanged wampum belts to show their promises. This treaty helped build diplomatic relationships after the Seven Years' War.



Examples of Treaty Practices

- Treaty-making often included:
- Ceremonies (e.g., sacred pipe smoking)
- Exchanging wampum belts
- Oral traditions carried by elders
- Meetings to discuss agreements

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Curriculum Connection
A3.2, A3.8

Questions
Use information from the text to support your answer.

1) How did treaties help Indigenous nations maintain peaceful relationships and protect their interests?

2) Why w[illegible]mportant to First Nations?

PREVIEW

True or False
Decide if the statement[illegible]) or [illegible]).

1) Treaties were signed by Chiefs on paper with [illegible] a fea[illegible]	T	F
2) After a treaty was made, both sides would some[illegible]elt.	T	F
3) A spoken promise in First Nations culture was consid[illegible]ng.	T	F
4) There are no more treaties in place today.	T	F
5) The Haudenosaunee Confederacy united five nations under the G[illegible]	T	F
6) Confederacy of the Three Fires controlled trade routes near the Great [illegible]s.	T	F

Questioning
Write 3 questions you have about treaties and/or alliances.

1)	
2)	
3)	

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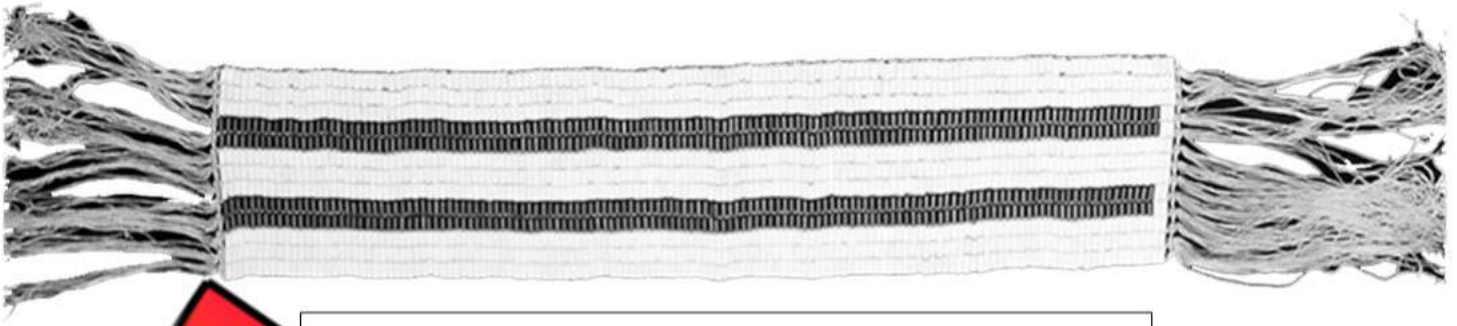
Curriculum Connection
A3.2

Two Row Wampum Belt



Two Row Wampum – Oldest Treaty Relationship

PREVIEW

Haud ch

In 161 Mohaw people coming into their territory. The visitors were **Dutch**, from the Nethe d) Mohawk and the rest of the **Haudenosaunee** met with the Dutch (Eur s.

The Dutch, wit lieved they should be called **"Father"** and the Haudenosaunee should b on" w met. The Haudenosaunee did not agree, and suggested they be **"Brot** w ey were equal.

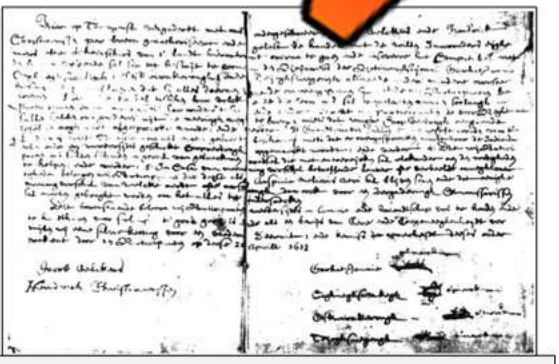
Two Row Wampum

After the two groups began to learn m but eac came to an agreement. The Haudenosaunee created the **Two Row Wampu** to s ze the agreement. The belt was is one of the earliest known treaty relat s bet nous peoples and Europeans. According to Haudenosaunee oral tradi epresents peace, friendship, equality, and mutual respect between nosa nd the Dutch.

It shows two lines that represent how they will proceed e li Dutch's ship, and the other represents the Haudenosaunee canoe. B avel down the river of life side by side, and neither will attempt to steer th oth ssel.

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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Curriculum Connection
A3.2

Questions Answer the questions below.

1) What happened when the Dutch landed on the Mohawks' territory?

2) Write o[illegible]-making practice and explain why it was important for maintaining trust between

PREVIEW

Draw Draw another wampum belt th[illegible] have [illegible]sed to represent the treaty.

True or False Decide if the statement is true or false.

1) The Two Row Wampum belt was the first treaty with Europeans.	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 Dutch thought they were above the Haudenosaunee at first.	True	False

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Curriculum Connection
A3.4, A3.8

The Fur Trade

What Was the Fur Trade

The **fur trade** was one of the most important businesses in North America from the 1500s to the 1800s. In 1534, French explorer **Jacques Cartier** came to North America looking for gold and spices. Instead, he found fish in great numbers, especially cod. While drying fish on the coast, Cartier and other Europeans met First Nations groups who became very interested in metal items and cloth brought from Europe. In return, the First Nations began trading animal furs, including mink, fox, and especially **beaver**. In Europe, beaver pelts were pressed to felt to make fashionable hats, which were in high demand. One high-quality beaver could be worth several days' wages in France.



French Explorer – Samuel de Champlain

The fur trade became more organized when **Samuel de Champlain** built a trading post at Quebec City in 1608, the first permanent French settlement in North America. This allowed trade year-round rather than returning to Europe each year. Champlain also made alliances with the Wendat and Algonquin, who controlled These alliances were crucial for survival and keeping trade profitable.

English Response

England wanted part of this wealth. Two French traders, **Pierre-Esprit Radisson** and **Médard des Groseilliers**, had access to thick beaver When France ignored them, they went to England. In 1670, King Charles created the **Hudson's Bay Company (HBC)** and gave it control over Rupert's Land, an enormous ing into Hudson Bay. The HBC traded items such as guns, beads, wool cloth, and iron pots in exchange for furs.



Items often traded for one "made beaver" (one prime pelt):

- 1 metal pot
- 1 wool blanket
- 2 knives
- A handful of glass beads

End of the Fur Trade

By the 1700s, competition between France and England for control of the fur trade turned into open war. After the Battle of the Plains of Abraham in 1759, the British took over New France and gained control of the fur trade. The business continued into the 1800s but declined in the early 1900s. Hats made of silk became more popular, and people grew concerned about the overhunting of animals, leading to the end of the fur trade era.

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Curriculum Connection
A3.4, A3.8

Questions
Answer the questions below.

1) What was the fur trade?

2) Which t untries fought over the fur trade, and who won?

3) Expla ow th hanged relationships between Europeans and First Nations.

PREVIEW

Visualization
What were you picturi you w ading? Describe your picture.

Multiple Choice
Circle the best answer.

1) Which country started the fur trade?	France	England
2) The furs were often made into...	Coats	Hats
3) The First Nations 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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Voyageurs – Northwest Trading Company

Life of the Voyageurs

A **voyageur** was usually a Frenchman hired by a fur trading company to travel across what is now Canada. Their main job was to trade with First Nations communities. Voyageurs were highly skilled canoers who could paddle for 14–16 hours a day, moving through strong rivers and dangerous rapids. They often faced storms, heavy winds, and swarms of mosquitoes, but their work kept the fur trade moving.



Hardships and Portages

The voyageurs were known for their strength and endurance. When ers did not connect, they had to do a **portage**, which meant g their canoes and cargo over land. Canoes were built of rk and light wood, but when loaded with furs and supplies ver mely heavy. Some voyageurs carried packs that ghed kilograms, equal to the weight of two grown men.

PREVIEW

Goods for Trade

Voyageurs carried Europea hat v valuable to the First Nations. T nclu

- Pots, pans, and cooking tools
- **Weapons** such as knives and mus
- **Cloth**, beads, and mirrors
- Tools like axes and hatchets

In return, they received beaver pelts, fox fur id which were in high demand in Europe for hats and coa



The Northwest Trading Company

The **Northwest Trading Company (NWTC)** was founded in Montreal in 1779. They hired many Francophone voyageurs to move farth . The company wanted not only to trade furs but also to explore and map new s. Their maps made travel across the continent easier for future settlers and traders.

Explorers and Expansion

One famous figure was **Alexander Mackenzie**, a fur trader and Scottish explorer sent by the NWTC. In 1793, he became the first European to cross North America overland, reaching the Pacific Ocean. His journey was over 3,700 km long.

Lasting Impact

Many voyageurs who travelled west stayed in places like present-day Alberta. They set up trading posts where Indigenous groups exchanged furs for European goods. These posts later grew into permanent communities. **Fort Edmonton** is one example, which eventually became the city of Edmonton.

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Curriculum Connection
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True or False

Decide if the statement is true or false.

1) Voyageurs had an easy time travelling across present-day Canada.	True	False
2) They had to portage to get from river to river.	True	False
3) Their canoes were made from really heavy wood material.	True	False
4) The Northwest Trading Company hired many Francophone voyageurs.	True	False
5) Many Francophones stayed in the west after they travelled there.	True	False
6) Canoes were built from birchbark and light wood for easy travel.	True	False

Question

Use information from the text to support your answer.

1) Who were the voyageurs? What did they bring to trade with the First Nations?

2) What was the Northwest Trading Company? Was it a British or French company?

3) How did voyageurs contribute to the growth of the fur trade in British North America?

PREVIEW

Summarize

Summarize the reading by writing the important information.

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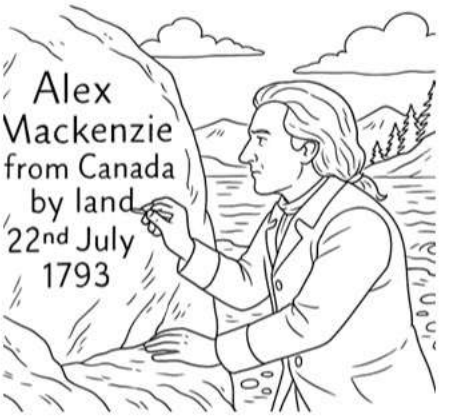
Explorer: Alexander Mackenzie

Early Life and Background

Alexander Mackenzie was born in Scotland in 1764. When he was young, his family moved to New York and later to Montreal, after the American Revolution. He began working for the **Northwest Trading Company**, which was a fur trading business competing with the **Hudson's Bay Company**. At only 25 years old, Mackenzie was already chosen to try and find a land route across North America. His goal was to find a path that would cross Canada to the Pacific Ocean.



Expa

By the 1700s, interest in western Canada was growing. Many fur traders and explorers hope Pa Ocean by land. Mackenzie wanted to find this route so furs could be tra faster per. He even dreamed that a path could one day link Canada to Alask n to a ally back to England.

Important reasons Europe red th included:

- Expanding the fur tra lar
- Mapping rivers and mou for
- Competing with other European for of territory



The Voyages

Mackenzie's first expedition in 1789 took him do river d the **Mackenzie River**. At 4,241 km long, it is the **lar riv** hoped it led to the Pacific Ocean, but instead it ended a ic Oce



In 1792–1793, Mackenzie ed a travelled through the Fraser Riv dvice from the **Shuswap First Nation**, he lef er and took overland trails that Indigenous p e had built and used for generations. These paths helped him cross the Rocky Mountains. On July 22, 1793, he finally reached the Pacific Ocean near Bella Coola, British Columbia. On a rock, he carved the famous words: *"Alex Mackenzie from Canada by land 22nd July 1793."*

A Famous Legacy

Mackenzie's 3,700 km journey across rivers, forests, and mountains made him the **first European** to cross North America by land north of Mexico. After returning, he became well known in Canada and was elected to the Legislative Assembly in Lower Canada. His journeys proved that an overland crossing of the continent was possible and influenced later explorations.

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Curriculum Connection
A3.4, A3.8

True or False

Decide if the statement is true or false.

1) Mackenzie was successful in his mission on his first voyage.	True	False
2) Mackenzie was the first to travel across North America by land.	True	False
3) Mackenzie was 32 when he travelled across North America.	True	False
4) The Mackenzie River is named after Alexander Mackenzie.	True	False
5) The year was 1793 when he made it across Canada by land.	True	False

Questions

Answer the questions below.

1) What did Mackenzie write from Canada by land on the rock?

2) How did Mackenzie benefit from First Nations in the [illegible]?

PREVIEW

Draw

You just made it across Canada by land. What would you inscribe on the rock?

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Curriculum Connection
A3.4

Trading Post 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 u items. Instead of using money to you would trade 1 unit o s. it for trade was call made 3), and it was equal to a er pe equivalent (perhaps mal

Beaver Pelt Units	Items
1 MB	0.5 kg of glass beads
1 MB	0.75 kg of gunpowder
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)

PREVIEW

Questions Answer the q s b

1) What stands out to you about the cos ems at st?

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

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

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Curriculum Connection
A3.4, A3.8

New France – Fur Traders

Runners of the Woods

The French called the **coureurs des bois** the "runners of the woods." These were French fur traders who left the towns of New France and travelled into the wilderness. Instead of waiting at trading posts, they paddled birchbark canoes inland to trade directly with **First Nations** hunters and trappers. They exchanged metal pots, knives, beads, and cloth for beaver pelts. This was against the law because only licensed traders from the king's company were allowed to do business. Still, many men were willing to risk punishment for the chance of profit. Two of the most famous were Médard Chouart des Groseilliers and Nicolas Perrot. Perrot once returned with 50 canoes filled with furs.

Growth of Numbers in New France

By the late 1600s, the number of coureurs des bois was growing fast. Beaver fur was extremely valuable because it was used to make fashionable hats that showed wealth. Many young Frenchmen wanted to escape farm life and join the fur trade. King **Louis XIV** worried that too many men were leaving the colony for months at a time. Out of a population of 11,500 in New France, nearly 800 men were gone, which left towns less protected from British enemies.



Life of the Coureurs des Bois

Being a coureur des bois was exciting but very dangerous. They spent weeks paddling through strong rapids and carried heavy canoes on their backs during portages. They often relied on First Nations for survival skills, food, and safe routes. Many also lived with Indigenous families for months, learning how to hunt and survive in Canada's harsh climate.



Other important facts about the coureurs des bois:

- They usually left in early spring and returned in late fall.
- A loaded canoe could carry up to 1,000 kilograms of goods and furs.
- Some coureurs des bois travelled as far as present-day Manitoba and beyond.
- Many built strong personal ties with First Nations, and some marriages led to the beginnings of the **Métis** people.

The King's Order of 1696

In 1696, King Louis XIV gave a strict instruction:

> *"Every person, regardless of rank or condition, to leave on a trading trip or to go inland for any reason, under pain of the galleys; and requires all Frenchmen settled with or visiting the Natives to take their leave and return, or they will be liable of the same punishment."*

Anyone caught faced punishment in the king's galleys, and the order ended most of the coureurs des bois' trade.

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Yes or No

Circle whether the statement is Yes or No.

1) Did coureurs des bois wait at trading posts for furs?	Yes	No
2) Were only licensed fur traders from the king's company considered legal?	Yes	No
3) Did King Louis XIV worry about men leaving colonies for months?	Yes	No
4) Were the coureurs des bois allowed to trade with First Nations?	Yes	No
5) Did anyone caught trading illegally face punishment by rowing in galleys?	Yes	No
6) Were the coureurs des bois allowed to leave New France?	Yes	No

Question

Answer the questions below.

1) Who were the coureurs des bois? What did they do?

2) Why didn't the King of France want the coureurs des bois trading with First Nations?

PREVIEW

Word Search

Find the words in the wordsearch.

Coureurs	Des
Bois	Beaver
Pelt	Canoe
Portage	Louis
Galleys	Survival
Wilderness	Colony

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

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Curriculum Connection
A3.8

Indigenous Contact With Europeans

Multiple Choice Circle the best answer.

1) Why did Indigenous peoples and Europeans develop trading relationships? a) To exchange useful goods b) To avoid [illegible]munication c) To end a[illegible]es d) To s[illegible]	2) European explorers explored the "New World" because... a) They wanted a new place to live b) To find gold to sell back home c) Trade furs to sell back home d) All of the above
3) Many [illegible]genous [illegible]lcomed Europeans bec[illegible] a) They wanted ne[illegible]ds b) They could trade for [illegible]ons c) They didn't want to fight ba[illegible] d) All of the above	4) First contact between the two groups often led to... a) Fighting b) Trade c) [illegible]e d) Non[illegible]e above

Reflect Based on what you learned about trad[illegible]allianc[illegible]ain why Indigenous peoples might have experienced the f[illegible]ng e[illegible]n[illegible]r interacting with Europeans.

Emotion	Why would the Indigenous perso[illegible]el th[illegible]
Excited	
Worried	
Shocked	
Angry	
Curious	

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Curriculum Connection
A3.4, A3.8

Trade: Europeans and Indigenous Groups

Trade between the Europeans and First Peoples 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 peoples if they traded the item.

Items for t	Traded by Indigenous peoples or Europeans
Guns – M bus	
Beav	
Steel Kni s, Axe	
Fox, Mink, Otte Furs	
Beads	
Blankets, Cloth, Handkerch	

PREVIEW

Questions Answer the questions bel

1) What do you notice about the trading that ha betw digenous peoples and the Europeans?



2) The beaver furs were often used to make hats. Why d plorers want to trade with the Indigenous peoples?

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

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Curriculum Connection
A3.5, A3.8

French and First Nations Relationships

Trade and Early Relationships

The French formed strong ties with the First Nations mainly through the **fur trade**. Beaver pelts were especially valuable, as they were used in Europe to make hats and coats. The French depended on First Nations hunters and trappers for these furs, since they knew the land and how to survive its challenges. Over time, many **coureurs des bois** lived with First Nations families. These men learned how to travel in birchbark canoes, make snowshoes, and prepare food like **pemmican**. Some even joined in hunting expeditions and seasonal movements. The longer they stayed, the more trust was built between the two groups.

Marri[illegible] Ch[illegible]

Some French traders married First Nation women, which created family bonds that strengthened the alliances. These marriages helped the French become part of First Nations communities. However, in New France, strict Catholic rules made this difficult. A French settler could only marry an Indigenous woman if she was baptized into the Catholic Church. Because this was uncommon, many marriages and partnerships existed outside the Church's rules but were accepted by the families themselves.

The Métis Identity

During the 1700s, some Indigenous women and European traders formed families. Over generations, distinct Métis communities developed their own culture, traditions, and identity. Métis people combined aspects of their Indigenous and European heritage while establishing their own way of life.



Growth of Métis Communities

During the late 1700s, Métis communities grew along fur-trading routes, especially in the Great Lakes region and the Northwest. Métis families contributed to the fur trade through hunting, transportation, and trade. Their communities continued to grow during the 1800s. Over time, they developed strong cultural traditions that helped shape their distinct identity.

Aspects of Métis Culture

- Music was central, with fiddles brought by French and Scottish trad
- A famous dance, the **Red River Jig**, became a cultural symbol.
- Bannock, a type of fried bread, became a staple food.
- Buffalo hunts provided meat, hides, and materials for tools and clot
- Clothing often combined European fabrics with Indigenous designs, sashes and beadwork.



PREVIEW

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Curriculum Connection
A3.5, A3.8

True or False

Circle whether the statement is true (T) or false (F).

1) The Métis are people with First Nation and European ancestry.	T	F
2) Many coureurs des bois men married First Nation women.	T	F
3) The Métis settled in communities west of Ontario, in Manitoba.	T	F
4) The Catholic Church never allowed Europeans to marry First Nation members.	T	F
5) The coureurs des bois learned survival skills from the First Nations.	T	F

Questions

Answer the questions below.

1) What relationship did the French have with the Indigenous?

2) Who are the Métis? Why did they have with First Nation women?

3) How did strict Catholic rules affect families in New France?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Beaver	Ojibwe	Bannock	Pemmican	Catholic
Manitoba	Coureurs	Marriage	Settlement	Conversion

EMAPCINM		ANBMOTAI	
ATICLOCH		ANCBKNO	
NRVSCIOONE		ETNSEETTML	

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Curriculum Connection
A1.1, A3.5

Story: Life With The Métis

Draw Draw pictures to illustrate the story.

Louis and Marie were Métis children growing up near the Red River in the 1800s. Their family loved music, dancing, and food, which were all important parts of [illegible] culture. Every evening, their cabin was filled with sounds of fiddles [illegible] the smell of bannock cooking over the fire.

PREVIEW

Louis had learned to play the fiddle from his father. The fiddle had been brought to Canada by Scottish and French-Canadian fur traders, and the Métis turned it into their own style of music. Marie loved to dance. Her favourite was the Red River Jig, which mixed Scottish, French, and First Nations step dancing. A jig was a lively dance with lots of hopping, kicking, and shuffling feet. The first recorded Métis jig was done in 1867 by a man named Alexander Begg, and soon it became famous across the Prairies.

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Curriculum Connection
A1.1, A3.5

The Métis were known as a social and festive people. They often held large gatherings where families came together to sing, dance, and share food. Jigging and fiddle playing became a way to celebrate community life and show pride in their mixed First Nations and European heritage.



One night, Louis's uncle explained to him how jigging connected cultures. The Scottish style gave the fast steps, the French added rhythm, and the First Nations gave the dance its energy. "This is who we are," he told Louis. "A mix of many traditions, but something new and unique at the same time."

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Curriculum Connection
A1.1, A3.5

Marie, meanwhile, helped her mother make bannock for the feast. Bannock was a type of fried bread that came to Canada with Scottish fur traders. At first, it was made from barley, oatmeal, or peameal. Later, wheat flour became common, and bannock was mixed with water and fat, then cooked in a pan. It was flat and biscuit-like, but filling and easy to make.



The Métis made bannock a big part of their daily diet. It was cheap, fast to prepare, and kept people from going hungry during long days of work. Indigenous groups across Canada also adopted bannock, and it became one of the most important staple foods of the 1800s.

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Curriculum Connection
A1.1, A3.5

Louis and Marie always looked forward to feasts. They knew the music and food were more than just fun—they were symbols of survival and identity. Fiddles, jigs, and bannock reminded the Métis of their roots and the strength of their culture.



That night, as the Red River Jig echoed across the settlement, the children danced proudly, knowing they were part of something special—something that mixed First Nations, French, and Scottish traditions into one unique culture.

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Curriculum Connection
A1.1, A3.5

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

1) Was jigging described as calm and gentle footwork?	Yes / No
2) Did bannock originally use wheat flour in recipes?	Yes / No
3) Was jigging only influenced by Scottish cultural traditions?	Yes / No
4) Did fur traders bring the fiddle to Canada?	Yes / No
5) Was Alexander Begg the first to record jigging?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Was jigging described as calm and gentle footwork? Yes / No
2) Did bannock originally use wheat flour in recipes? Yes / No
3) Was jigging only influenced by Scottish cultural traditions? Yes / No
4) Did fur traders bring the fiddle to Canada? Yes / No
5) Was Alexander Begg the first to record jigging? Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Was jigging described as calm and gentle footwork? Yes / No
2) Did bannock originally use wheat flour in recipes? Yes / No
3) Was jigging only influenced by Scottish cultural traditions? Yes / No
4) Did fur traders bring the fiddle to Canada? Yes / No
5) Was Alexander Begg the first to record jigging? Yes / No

PREVIEW

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Curriculum Connection
A3.5

Activity: Red River Jig Dance

Objective — What are we learning about?

Students will learn and present the Red River Jig, a traditional Métis dance that combines Indigenous and European influences. Through movement, students will explore how the Red River Jig reflects Métis culture, history, and traditions. They will connect with Canada's cultural diversity and express understanding of how dance can preserve identity and herita

Materi — ll you need for the activity?

- Music record Jig (fiddle tune)
- Space for da assro
- Costumes or props dance)
- Background information Red River Jig



Instructions — How will you complete the acti

1) Divide students into small groups.
2) Provide a recording of the Red River Jig fiddle music.
3) Watch a video or demonstration of the Red River Jig as a group.
4) Pay attention to the rhythm, footwork, and hopping/shuffling style.
5) Practise the dance together with your group until everyone knows the steps.
6) Decide if you want to add simple costumes or props to match tradition.
7) Take turns practicing in front of the class for feedback and improvement.
8) Perform the Red River Jig for the class.
9) After the performances, discuss how Métis music and dance reflect the blending of cultural traditions and help preserve Métis identity.

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Curriculum Connection
A3.5

Criteria Use the criteria below to complete the activity.

Criteria	Description
Dance Steps & Rhythm	The group danced with clear Red River Jig steps and stayed on the beat.
Understanding the Jig	The group showed they understood the dance and its cultural importance.
Teamwork in Danc	The group worked well together, supported each other, and danced in unison.
Energ Exp	The group danced with enthusiasm, confidence, and expression.
Pe ance Det ls	up added details like music, props, or costumes to make it g.

PREVIEW

Cultural Dance Exa " (Métis, Canada)

Description:

The Red River Jig is a famous Métis dan Canad ixes the step dancing of First Nations with European jig styles. Dancer ove qui o li ddle music, often hopping, shuffling, and kicking their feet in rhyt e Red performed at gatherings, celebrations, and community events, showing the pride and culture of the Métis people.



Steps to Dance the Red River Jig:

- Stand with your feet together.
- Step forward with your left foot and hop.
- Shuffle your right foot quickly beside the left.
- Step forward with your right foot and hop.
- Shuffle your left foot quickly beside the right.
- Repeat the steps with the music.

(You can add hops, kicks, and turns to make it exciting!)

Dance Tutorial Video Find and watch the video ***'How To Literally Tear Up the Floor Dancing the Red River Jig'*** *on YouTube.*

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Curriculum Connection
A3.5

Planning Answer the questions below.

1) What is the name of your dance?		
2) Did you watch the tutorial video of the Red River Jig?	Yes	No

3) What did your group learn about this dance?

4) What are the steps your group will use in the dance?

5) Who in your group will lead the practice?

6) How will your group divide the practice time?

7) Does your group need anything for your performance?

❑ Costumes		❑ Props	❑ Music
Anything else?			

PREVIEW

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Curriculum Connection
A3.5

Peer Assessment | Mark your group members using the checklist below.

My Name		Who I Am Assessing	

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Rhythm	The student kept time with the music during the dance.	☆☆☆☆☆
Learned the Steps	The student practised and remembered the dance movements.	☆☆☆☆☆
Worked [illegible]	The student cooperated and performed [illegible]well with others in the group.	☆☆☆☆☆
Sho[illegible] Creativity	[illegible]nt added expression, energy, or [illegible]stu[illegible]deas to the dance.	☆☆☆☆☆
Used Body Movement	[illegible]uden[illegible] whole body clearly [illegible]nce.	☆☆☆☆☆
Performed Confidently	The st[illegible]form[illegible]fidence and e[illegible]n fr[illegible]	☆☆☆☆☆
Contributed to Learning	The student helped[illegible] or sh[illegible] the dance links t[illegible]Métis cu[illegible]	☆☆☆☆☆
Reacted to Feedback	The student listened and in[illegible]d afte[illegible] practising or getting sugge[illegible]n	☆☆☆☆☆

PREVIEW

Learn and Question | **Learn**: Write two things you learned from the [illegible]Rive[illegible]
Question: Ask one question you still have about the Re[illegible]

Learn	_____ _____ _____
Learn	_____ _____ _____
Question	_____ _____ _____

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Curriculum Connection
A3.5

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Dance Steps & Rhythm	Steps unclear, off-beat	Some steps correct, rhythm not steady	Steps mostly correct, rhythm mostly steady	Steps very clear, strong rhythm and timing throughout
Understan the Ji	No cultural meaning shown	A little cultural meaning shown	Cultural meaning mostly shown	Cultural meaning clearly shown and explained in performance
Teamwo k in Dancing	ot ether	Group worked tle together	Group mostly worked well together	Group worked very well together, great teamwork and timing
Energy and Expression	Little ene no expressio	Som ex	Good energy and some pression	High energy, confident, expressive performance
Performance Details	No extra details included	Some detail (music, prop or costumes)	Many i	Many thoughtful details added that de performance exciting

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Curriculum Connection
A3.5

The Importance of the Buffalo

The **Métis** hunted the **buffalo** for more than just food. Look at all the things they could make from the buffalo.

Food – Meat, liver, heart, kidneys, tongue

Skin – cloth[illegible], bags, drums, tee[illegible]er

Sinew – [illegible] for b[illegible]

Hoofs – b[illegible]led fo[illegible] glue, rattles

Bones – saddle hor[illegible] needles, games

Horn – spoons, drinking cups, ladles

Rough tongue skin – combs

Stomach – cooking pots, water bucket



Beard – [illegible]corating [illegible]ing bows

Tail – brush to kill [illegible]s mosquitoes

Teeth – necklaces

Ribs – arrow shafts

Shinbones – knives

Shoulder Blades – digging tools, hammers

Skull – painted and used in sacred ceremonies

Bone marrow – fat, fuel for fires

Bone-ends – paint brushes

[illegible]ide from neck – [illegible]ds

Du[illegible]el

PREVIEW

Questions Answer the questions below.

1) Why do you think the Métis used every part of the buffalo?

_____

_____

2) How does this compare to how we use animals today?

_____

_____

3) What does this teach us about waste and sustainability today?

_____

_____

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Curriculum Connection
A3.5

Matching Write the correct letter beside each buffalo part to match its description.

	Hoofs
	Teeth
	Stomach
	Skull
	Ski
	Ho n
	Shoulder b
	Sinew
	Tail
	Bone marrow
	Bones
	Shinbones
	Beard
	Dung

A) Brush to kill flies and mosquitoes

B) Made into cooking pots and water buckets

C) Shaped into saddle horns, needles, and games

D) Provided fat and fuel for fires

E) Made into threads and strings for bows

F) Made into digging tools and hammers

G) Turned into spoons, drinking cups, and ladles

as arrow shafts

ing, bags, drums, teepee cover

hunting bows

as fuel

ttles

N) Carved into necklaces

O) Sharpened into knives

PREVIEW

Reaction What surprised you most about how the Métis used the buffalo? Explain.

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Curriculum Connection
A3.5, A3.8

Blog Post: Europeans Learning From The Indigenous

Top 5 Skills Europeans Learned from the Indigenous to Survive in Canada

Date: August 28, 2025 *Author: Daniel R.* *4-minute read*

When explorers and settlers first arrived in present-day Canada, life was harsh and unfamiliar. Cold winters, lack of food, and sickness made survival very difficult. Many would not have survived without the help of Indigenous peoples, who shared vital knowledge and skills. Here are 5 important things Europeans learned from the Indigenous that shaped their survival in Canada:

1) **Cedar tea helped prevent deadly scurvy.**
   Scurvy, caused by a lack of vitamin C, was a major threat. Indigenous groups taught Europeans how to make cedar tea, rich in vitamin C. This simple drink saved many lives and allowed explorers to continue their journeys.
2) **Fur clothing was warm and effective.**
   Winters in Canada are brutally cold. Indigenous people showed Europeans how to use furs to make mittens, coats, and hats. These clothes provided warmth that wool from Europe could not match.
3) **Finding and hunting food was essential.**
   The Indigenous showed newcomers where and how to gather food. They taught them to fish rivers, trap animals, and find berries and roots. Without these skills, many Europeans would have starved during the long winters.
4) **Building shelters from the land.**
   Europeans were unfamiliar with the forests and harsh climates. Indigenous people taught them to build shelters from wood, bark, and snow. These shelters provided protection from storms, wind, and freezing temperatures.
5) **Transportation methods made survival possible.**
   Canoes, snowshoes, and sleds were vital for travel. Indigenous people showed Europeans how to make and use them. Canoes allowed travel along rivers and lakes, while snowshoes and sleds made it possible to move through deep winter snow.

PREVIEW

Comments:



Emily J. – August 28, 2025

Without Indigenous knowledge, the Europeans might not have survived. It shows how important it was to share skills across cultures.

Like Reply 1d ago



Liam K. – August 29, 2025

I agree it was helpful, but Europeans also brought tools and weapons that changed life here. Both groups learned from each other.

Like Reply 35m ago

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Curriculum Connection
A3.5, A3.8

True or False

Decide if the statement is true or false.

1) Many Europeans got scurvy from not eating fruits or vegetables.	True	False
2) Early Canada was an easy place for Europeans to live.	True	False
3) The Indigenous helped the Europeans survive.	True	False
4) Cedar tea was made to cure scurvy.	True	False
5) The First Nations didn't get anything back for their teachings.	True	False

Questions

Answer the questions below using evidence from the text.

1) Imagine living in the woods of Canada. How difficult would it be to survive in the winter? What might help you survive?

2) List 5 ways in which the Indigenous people helped Europeans survive.

1)	
2)	
3)	
4)	
5)	

PREVIEW

Caption This!

Draw and write a caption showing Indigenous help.

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Curriculum Connection
A3.6

New France

Early Beginnings of New France

In the 1530s, France began sending **explorers** across the Atlantic Ocean to search for new land and valuable resources. Jacques Cartier was one of the first, arriving in the Atlantic regions of present-day Canada. By travelling inland through the **St. Lawrence River**, explorers reached deep into the interior. This river became the main route for ships and trade. Over the next two centuries, France attempted to build a permanent colony. Colonization meant sending French people to live in a new region still belonging to France. These overseas colonies supported French power. The colony was named **New France**, and its first permanent settlement was Quebec City, established in 1608 by Samuel de Champlain.



PREVIEW

Difficulties in Settling a New Land

Life in New France was very challenging for someone who moved to live in the colony. Settlers faced many struggles:

- Winters were extremely cold, with temperatures dropping below −20°C.
- Food was scarce, and settlers had to rely on the success of local farming or hunting.
- They did not know the **Indigenous** peoples well, and were uncertain whether relations would be friendly or hostile.

By 1666, the population of New France was only about 3,200 people. Many died from hunger, disease, or exposure.



Motivations for Exploration

The land Europeans called the **New World** was unknown to them. Explorers first hoped to find a shorter route to Asia. They wanted access to silk, spices, and other luxury goods. Gold and silver were also highly desired. In addition, the cod fishery along the Atlantic coast became a major source of wealth, as thousands of tons of cod were salted and shipped back to Europe. Later, the fur trade became even more profitable. Beaver pelts were in great demand in Europe to make hats.



The Role of Indigenous Peoples

The survival of New France depended on learning from the Indigenous nations. They taught settlers how to hunt animals, build canoes and snowshoes, and even how to cure deadly diseases like **scurvy** using cedar tea rich in **vitamin C**. Without this knowledge, many more French settlers would not have survived the first decades of the colony.

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Curriculum Connection
A3.6

True or False Decide if the statement is true or false.

1) The settlers used the Fraser River to get to inland Canada.	True	False
2) Colonize means to send settlers to a new place and control it.	True	False
3) Colonizing is a way for countries to expand their territory.	True	False
4) Settlers are people who stay in their country.	True	False
5) By 1666, New France's population was nearly 3,215 settlers.	True	False
6) Quebec C[illegible] was founded by Champlain in the year 1608.	True	False

Questions [illegible] questions below.

1) What [illegible]s it me[illegible]ize a new region? Why would countries want to colonize?

2) What challenges did settlers [illegible] whe[illegible] France?

3) Why was the St. Lawrence River so important for se[illegible]

PREVIEW

Questioning Write 3 questions you have about the reading.

1)	
2)	
3)	

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Curriculum Connection
A1.1, A1.2, A3.6

Childhood In New France & First Nations

Childhood in New France

Life in New France was challenging, as there weren't as many supports in place as we have now. The children in New France had to help out, to make life easier for everyone.

From a young age, **young girls** had the following chores:

- Helped their mothers make meals
- Learned how to sew from their mothers
- Weed[illegible] gardens and harvested plants
- Took [illegible] younger brothers and sisters



Young[illegible] [illegible]ing chores:

- [illegible] their father
- Cle[illegible] the lan[illegible] mo[illegible] area to plant crops
- Took care [illegible] anim[illegible]
- Boys who li[illegible]wn he[illegible] fathers in their shop or worked for an artisan

When boys and girls tu[illegible], they [illegible] to do the work their parents did. For many years in New France, child[illegible] have[illegible] cause there were no schools available. Children were needed to help t[illegible]ily.

Over time, **Catholic schools** were [illegible]ed bu[illegible] to be paid for. This meant only the wealthier families could send their c[illegible]en to s[illegible].

Childhood in a First Nation

A child was considered a gift from the **creator**. It is [illegible]bi[illegible]e[illegible]d to learn about the culture they were born into.

Children learned from an early age that there was alw[illegible] lot[illegible] their chores for elders in exchange for stories, which was an important pa[illegible]on.

The chores that children did depended on which First Nation or Indigenou[illegible] they belonged to. In general, a child in a First Nation would perform many of th[illegible]me chores as the children in New France. Here is a list of some of the chores they would do:



- Find firewood
- Gather food (roots, leaves, and berries) from the bush near their shelter
- Boys would go hunting and fishing with their fathers to learn those skills
- Carry water from a nearby lake or river
- Wash clothes

Although children didn't go to schools like the ones you know about, they learned a lot by listening to their elders tell stories. They learned about the history of their land and people.



PREVIEW

Name: _____ 61

Curriculum Connection
A1.1, A1.2, A3.6

True or False

Circle whether the statement is true (T) or false (F).

1) Only Indigenous children did chores, not the children in New France.	T	F
2) The First Nation children did more chores than the children in New France.	T	F
3) The Indigenous children didn't learn anything because they didn't go to school.	T	F
4) The children of New France always went to school.	T	F
5) Children were important in helping their families.	T	F
6) Catholic schools in New France were free for all children.	T	F

Questions

Answer the questions below using evidence from the text.

1) How was life similar between the children in New France and the First Nation children?

2) How was life different for New France children and First Nation children?

PREVIEW

Making Connections

Complete the chart by comparing the challenges children in New France with those faced by children in Canada today and how they responded.

	New France (1700s)	Canada Today
Challenge		
How children responded		

Name: _____ 69

Curriculum Connection
A3.3

Society In New France

People of New France

The King of France was the most powerful man in New France. He controlled both France and New France, but he hired a **viceroy**, who he put in charge of New France. The viceroy was the governor who made decisions on behalf of the King. Learn more about the other people of New France below.



Governor

The **governor** was the top government official in New France. His job was to make sure the king got what he wanted out of New France. He appointed people to the sovereign council, who were in charge of making laws and setting taxes that people needed to pay. The governor was also like the king of the colony in New France.

Intendant

The intendent was a high-ranking government official who was responsible for finance and justice in New France. The sovereign council followed the rules in determining laws and taxes. An intendant was often a **commoner**, who is someone not born into the upper class.

Members of the Sovereign Council

The members that were given the job to preside on law and trade were also part of the upper-class society. They had more power than the average



Captain of the Militia

The **captain of the militia** was in charge of the militia in New France. The **militia** are any able-bodied men between sixteen and sixty who could defend New France. They did not receive training to be a soldier. The captain of the militia had the job to organize them into squads and get them prepared with weapons to fight if needed.



Citizens

Most of the people that lived in New France were average citizens with jobs like farmers, bakers, merchants, and tailors. These people performed services for each other so that society could function.



Criminals

France sent some criminals to New France. Most of these criminals were thieves. They were given the option of serving out their prison sentence in France or be sent to New France. If they decided to be shipped to New France, they became indentured servants who could get their freedom after three years slave labour.

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Curriculum Connection
A3.3

True or False

Decide if the statement is true or false.

1) An indentured servant could get their freedom back after 2 years.	True	False
2) The governor of New France was like a king in the colony.	True	False
3) The Viceroy was second in command.	True	False
4) The intendant made sure the sovereign council did their jobs.	True	False
5) A commoner was born into a wealthy and powerful family.	True	False

Questions

Answer the questions below using evidence from the text.

1) Explain why the governor was considered almost like a king in New France.

2) How was the sovereign council different from average citizens?

3) Do you think the regular citizens had much say in how new laws were made? Did they have any involvement in the government?

PREVIEW

Fill in the Blanks

Fill in each blank with the correct word or number.

1) The _____ appointed people to the sovereign council.
2) The _____ was often a commoner, not born into the upper class.
3) Indentured servants could gain freedom after _____ years of labour.
4) The militia included men between the ages of _____ and _____.
5) The _____ organized men into squads to defend New France.
6) The _____ made laws and set taxes in New France.

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Curriculum Connection
A3.1

Seven Years' War

French and Indian War (7 Years' War)

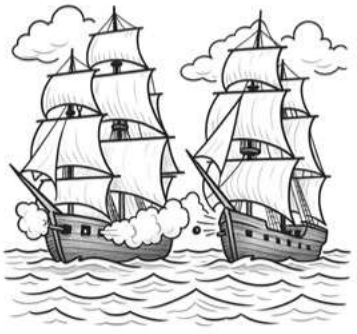
The title of the war would indicate that the French battled the First Nations, however that is untrue. The war was between France and Britain, although most of the First Nations allied with France as they had developed stronger trading relationships.

War began as the English also wanted control of the **fur trade**. This war between France and Britain was also called the **7 Years' War**, and it was happening in North America, as well as in Europe. With the French and First Nations being allies often fought together against British forces.



Major Battles of the 7 Years' War

The French and Indian War lasted 9 years with battles occurring all over northeastern North America. France won major battles at Lake George and Fort Ticonderoga, while Britain won battles at Louisbourg, Fort Niagara and Fort Duquesne. The final battle between the two sides was on the Plains of **Abraham**, outside France's largest and most powerful city, Quebec City.



Siege of Louisbourg

Louisbourg was a fortress built by the French in New France. It was the largest European style fortress in North America at the time and it was designed to defend New France from British attack. In 1745, the British launched their second siege of Louisbourg. The first siege was successful, but they had to return the fortress to the French after a peace treaty was signed.

The second siege was different! James Wolfe and General Jeffery Amherst brought naval warships and armies to Louisbourg and surrounded them. They attacked the fortress and took control of France's warships. They set one on fire and sailed the rest away to join the British fleet. The French citizens of Louisbourg were allowed to return to France while the French soldiers were brought to Britain as prisoners of war. British soldiers decided to burn down the fortress to make sure it couldn't be returned to the French.

Battle on the Plains of Abraham

The Battle on the Plains of Abraham was for control of Quebec City, which was France's first and largest settlement. Britain knew if they could take it over, they would end up defeating France. General James Wolfe brought 5000 well-trained troops to the battle against General Montcalm of France who had 4,500 troops (some First Nations and militia).

They met on the Plains of Abraham, where Montcalm ordered his men to fire. While they fired, the British troops waited and got 2 bullets ready. The disorganized French fire was mostly misses, while the British hit with both their shots, sending the French back in retreat. Britain won the battle and eventually took control of present-day Canada.

PREVIEW

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Curriculum Connection
A3.1

True or False

Decide if the statement is true or false.

1) Louisbourg was a fortress built by the French.	True	False
2) The 7 Years' War was actually 9 years.	True	False
3) The French had an alliance with the Iroquois.	True	False
4) The 7 Years' War was fought in North America only.	True	False
5) France won battles at Fort Henry and Fort Ticonderoga.	True	False
6) Most Fir tions supported Britain during the Seven Years' War.	True	False

Questio

uestions below using evidence from the text.

1) What were Fra ain inly fighting for in North America?

2) Who won the 7 Years' War? Wh did t

3) How did British soldiers make sure Louisbourg couldn ed?

PREVIEW

Ordering

Number the steps of the Seven Years' War events from 1 to 5.

	James Wolfe brings 5,000 British troops to Quebec City.
	Britain wins battles at Louisbourg, Fort Niagara, and Fort Duquesne.
	Britain defeats France and takes control of present-day Canada.
	France wins battles at Fort Henry and Fort Ticonderoga.
	The final battle takes place on the Plains of Abraham.



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Curriculum Connection
A2.4, A3.1, A3.3

Battle Of Plains Of Abraham



PREVIEW

Description

The English attacked the French from the west. The Engli ed e S Lawrence and came on to land at Anse Du Foulon.

They had more soldiers than the French as you can see with t representing the regular soldiers. Each rectangle is a battalion that was l captain. They only had one artillery compared to the French's 3. You can see the B 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, shooting from far distances, around 50 metres. The English lay down to avoid being shot. Most bullets missed. While the French reloaded, the English moved forward to 35 metres. They shot two bullets, enough to destroy the French lines. The French fled, losing the battle. Survivors became prisoners of war.



You can see 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 to Quebec. Montcalm, who led the French, was also shot and killed.

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Curriculum Connection
A2.4, A3.1, A3.3

True or False

Decide if the statement is true or false.

1) The English landed at Anse Du Foulon after sailing west.	True	False
2) The French had fewer battalions of soldiers than the English.	True	False
3) General Wolfe was injured but still pressed the attack on Quebec.	True	False
4) British artillery was greater in number than French artillery positions.	True	False
5) French gunfire at fifty metres caused heavy losses for the English.	True	False
6) Most Fre gunfire missed because the English lay on the ground.	True	False

Questions

questions below.

1) What the st he British in how they attacked Quebec? Why didn't they just attack it direct

2) How did the location and movements p them during the Battle of the Plains of Abraham?

3) Why would First Nations groups choose to fight with the Fr h?

PREVIEW

Summarize

Write a summary of what happened when the British attacked the French.

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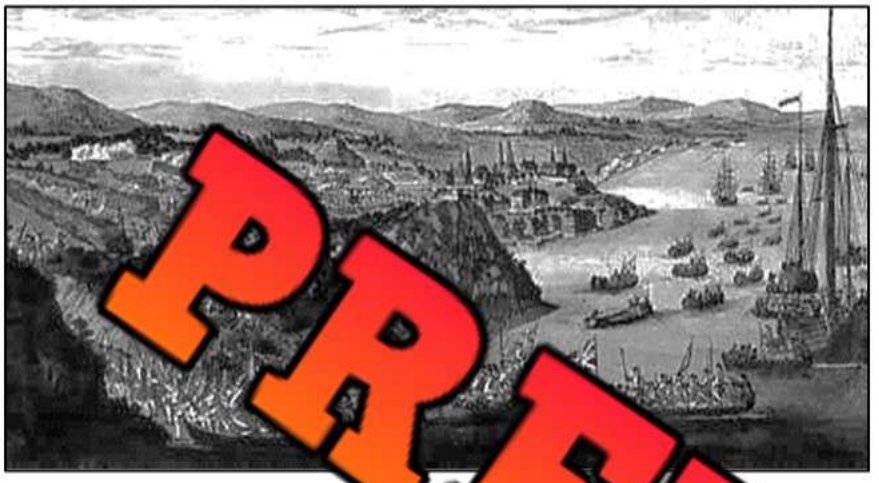
Curriculum Connection
A1.3, A3.1, A3.3

Questions 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.



1) What do you notice about how Quebec City was protected?

_____
_____
_____
_____
_____
_____

The battle between the two ted l minutes. Both leaders died in the battle. Their last words are wri elo

Montcalm



"I am happy that I shall not live to see the surrender of Quebec"

Wolfe



After hearing of victory w, God be praised, I die contented. ppy, at ease)

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

_____
_____
_____

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

_____
_____
_____

PREVIEW

Name: _____ 82

Curriculum Connection
A1.3, A3.1, A3.3

Colonial Wars

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.

Countrie[illegible]	Claim – Reason they should have the land
Fir[illegible]ions	[illegible]d on it first [illegible]ected the land and environment
England	[illegible]hn Ca[illegible]lian) was the first European to discover Canada Newf[illegible]d was sent by King Henry VII (England) [illegible]nd
France	- Firs[illegible]n ce[illegible]tablish a permanent settlement in Canada [illegible]uel[illegible] Quebec City) - Gave Canada its [illegible]acqu[illegible]ier)

PREVIEW

Definitions What do each of the terms mean?

Colony	
Colonize	
Colonial War	

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

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Curriculum Connection
A1.3, A2.2, A2.5, A3.1, A3.3

Assignment – The French and Iroquois Wars

Research Use reliable historical sources to answer the questions about the French and Iroquois Wars. Include one source and explain how these earlier conflicts influenced French–Indigenous relationships during the 1700s.

1) Who fought in the French and Iroquois Wars?

2) What a[illegible]ames of these wars?

3) What w[illegible]re they [illegible]er?

4) Who won the wars?

5) In which years did these wars take place?

6) How did alliances with other Indigenous nations affect the w[illegible]rs?

7) What role did trade play in the conflict?

8) What weapons did the French fight with?

PREVIEW

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Curriculum Connection
A1.3, A2.2, A2.5, A3.1, A3.3

Research Answer the questions by researching the French and Iroquois Wars.

9) What weapons did the Iroquois (Haudenosaunee) fight with?

10) What were the long-term effects of these wars on New France?

11) How [illegible] the G[illegible] of Montréal in 1701 influence relationships between the French and Ind[illegible]ns [illegible] the 1700s?

PREVIEW

Draw Draw a picture of a battle from the Fre[illegible]d Iroq[illegible]s

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Curriculum Connection
A3.1, A3.3

Newspaper Article: Treaty of Paris Signed

Treaty of Paris Signed: France Gives Up New France

Published: February 10, 1763

This morni[illegible]ris, France and Britain signed a h[illegible]ac treaty that will chang[illegible]ver. The Treaty of Pa[illegible]cially e[illegible]even Years' War, which had b[illegible]an spread across Europe[illegible]ean, A[illegible]cia, and North Americ[illegible]sever[illegible] fighting, both sides ha[illegible] war.

As part of the treaty, France has given up nearly all of its lands in North America. Britain will now control New France, including Quebec and the St. Lawrence River. France has chosen to keep some small islands near Newfoundland called Saint Pierre and Miquelon to use for fishing. Spain, which had fought alongside France, will give Florida to Britain but will gain Louisiana from France.

For the people of Quebec, life will now be under British rule. After the Battle of the Plains of Abraham in 1759, Quebec City fell to the British. The French governor had surrendered in 1760 and made a list of demands to protect the French people. These included allowing the Roman Catholic religion to continue and ensuring French merchants could keep trading. Most of these demands have been accepted, but the French population must now live as subjects of the British king.

Dr. Henry Ellis, a British historian, explained,

> *"This treaty marks the end of New France. From now on, Britain will dominate trade and territory in North America."*

Some French colonists worry about their future. One Quebec merchant, Jean Dupont, said,

> *"We fear losing our language and faith. But we [illegible]st now adapt to life under [illegible] English crown."*



The Seven Years' War was one of the most expensive conflicts in history. Britain has gained vast territory but also faces heavy debts. The Treaty of Paris, signed today, has reshaped the map of the world and set the course for Britain's growing empire.

PREVIEW

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Curriculum Connection
A3.1, A3.3

True or False

Decide if the statement is true or false.

1) The French surrendered after the Battle of the Plains of Abraham.	True	False
2) The French made a list of demands so French culture could continue.	True	False
3) New France was returned to France in the Treaty of Paris.	True	False
4) The French in Quebec would never have to fight against France.	True	False
5) The French were able to continue practicing the Catholic Religion.	True	False
6) Spain fo[illegible]n Britain's side during the Seven Years' War.	True	False

PREVIEW

Questio[illegible]

[illegible]uestions below.

1) What was the T[illegible]is? [illegible]y was it an important treaty in the history of Canada?

2) Why do you think Britain granted mo[illegible]e dem[illegible]or France after their surrender? Did any of them surprise you?

3) Explain how the Treaty of Paris reshaped the map of North Amer[illegible]

Reaction

If your land was taken over, what two demands would you ask for?

1)	
2)	

Name: _____ 88

Curriculum Connection
A1.3, A3.1, A3.8

Pontiac's War

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]ou have conquered the French you have not yet con[illegible]d We are not your slaves. These lakes, these woods, and mountains w[illegible]s[illegible]ur ancestors. They are our inheritance; and we will part with them [illegible]r F[illegible]e King of France, employed our young men to make war upon yo[illegible]nation[illegible]re, many of them have been killed; and it is our custom to retaliate [illegible]e a[illegible] spirits of the slain are satisfied. Your king has not sent us an[illegible]s, nor [illegible]nto any treaty with us, so, we are still at war."*

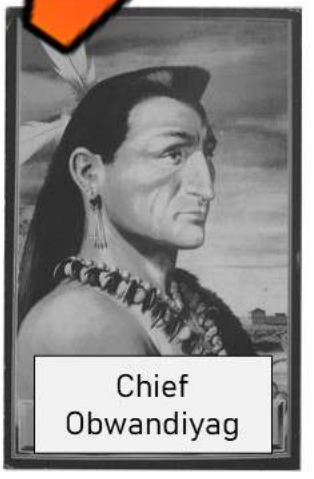
Chief Pontiac and the F[illegible]t [illegible]liac[illegible]ntiac's War

The chief of the Odawa Firs[illegible] **Chief[illegible]ag** was a great leader. He brought together an alliance of First Na[illegible]omm[illegible]ght against the British. His attacks against British forts was called **Pontiac'[illegible]** [illegible]ause[illegible]ritish called him **Chief Pontiac**.

- **Siege on Fort Detroit:** In May 1763, [illegible]awa, Oj[illegible]ot[illegible]watomie, and the Wendat attacked the British at Fort Detroit. The five-mo[illegible]ong [illegible]idn't end in the First Nations capturing the Fort, but it did send a[illegible]to th[illegible]t the First Nations were tough enemies.
- **More Sieges on Forts Around the Great Lakes:** Mor[illegible]Nations j[illegible]Obwandiyag (Pontiac) as they attacked more forts around the Grea[illegible]The [illegible]of Fort Sandusky, Fort St. Joseph, Fort Miami, Fort Ouiatenon, and[illegible]ort M[illegible]k

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.



Chief Obwandiyag

Impact on British Policies

The resistance from the First Nations, including Pontiac's War, showed the British that they could not simply take land without building agreements. These conflicts forced Britain to change its approach and eventually led to the **Royal Proclamation of 1763**. This proclamation promised to protect certain First Nations lands and made treaties the only legal way to take land. It was an important moment because it recognized First Nations as powerful groups with rights that had to be respected.

PREVIEW

Name: _____ 89

Curriculum Connection
A1.3, A3.1, A3.8

Questions

Answer the questions below.

1) Who was Chief Obwandiyag? What is he remembered for?

2) What did Ojibwe chief tell the British fur traders?

3) How did Pontiac chan[illegible]itudes toward First Nations?

PREVIEW

True or False

Decide if the statement is true[illegible]e.

1) Pontiac was the chief of the Odawa First Nation com[illegible]	True	False
2) Chief Pontiac didn't want to fight and was ready to give up [illegible]and	[illegible]	False
3) The British easily surrendered Fort Detroit during Pontiac's siege	[illegible]	False
4) The First Nations were sent peace treaties and gifts from the British.	[illegible]ue	False
5) Chief Obwandiyag was a legend in his First Nation and never left them.	True	False
6) Pontiac's alliance grew stronger after the Odawa banished him.	True	False

Questioning

Write 2 questions you have about the reading.

1)	
2)	

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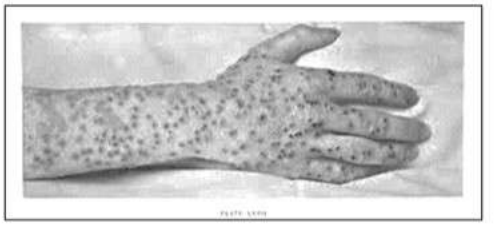
Curriculum Connection
A3.1, A3.8

Germ Warfare – Fort Pitt

The Spread of Smallpox

An **epidemic** is when an infectious disease spreads quickly through a community during a certain period of time. One of the most dangerous epidemics in North America was **smallpox**. This disease was extremely **contagious**, meaning it spread easily from one person to another. Infected people often showed symptoms within a few days. These included high fever, painful rash, headache, backache, vomiting, and severe diarrhea. Smallpox left scars on survivors' skin, but many people died from it.

Smallpox had been present in Europe for centuries, and Europeans had built up some resistance, also called **immunity**. In First Nations, however, the disease was new, and they had no protection against it. This made the effects far more deadly for communities.



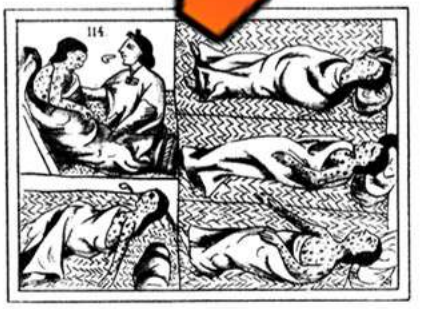
Germ Warfare at Fort Pitt

During conflicts in the 1700s, the British used a cruel tactic known as **germ warfare**. At **Fort Pitt**, in what is today Pittsburgh, British soldiers deliberately spread smallpox to First Nations. They cut infected blankets to pieces and placed them in small metal boxes, and told First Nations leaders that these boxes held **"healing powers."** The soldiers instructed them not to open the boxes until they returned home so everyone could share in the supposed powers.

When the blankets were passed around in villages, sickness soon followed. Even healers and doctors became ill and died.

Impact on First Nations

This act of germ warfare was devastating because smallpox spread quickly and there was no known cure. First Nations communities had no immunity, so the death rates were shockingly high. Historians estimate that up to 93% of some groups died from the disease. William Trent, captain of the Pennsylvania Militia, even wrote in his journal: *"we gave them two Blankets and a Handkerchief out of the Smallpox Hospital. I hope it will have the desired effect."*



Some historians argue about whether the epidemic spread mainly because of this act of germ warfare or through natural contact during trade. However, there is no doubt that smallpox wiped out huge parts of the population.

Additional Details

- Smallpox is believed to have existed for at least 3,000 years.
- It spread during the 18th century through trade routes and military contact.
- Survivors often had permanent scars and sometimes blindness.
- European settlers sometimes viewed smallpox as a "necessary tool" of conquest.
- The disease weakened First Nations' ability to resist European expansion.

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Curriculum Connection
A3.1, A3.8

Multiple Choice

Circle the correct answer.

1) An epidemic is the spread of...	Disease	Fire
2) A symptom of smallpox is...	Joint pain	Rash
3) Who gave the First Nations blankets infected with smallpox?	British	French
4) Historians aren't positive that germ warfare ever happened...	True	False
5) The percentage of First Nations killed by epidemics...	58%	93%

Questions

Answer the questions below using evidence from the text.

1) Wh[illegible] First Nations more than the Europeans?

2) What do you think of Wi[illegible]?

3) What lessons can modern societies learn from t[illegible]se[illegible]?

PREVIEW

Fill in the Blanks

Fill in the blanks from information in the reading.

1) The First Nations had no _____ to fight diseases.

2) Some Europeans used smallpox as a _____.

3) Smallpox was one of the worst _____ in history.

4) At Fort _____, the British are accused of using germ warfare.

5) Smallpox is a very _____ disease because it spreads easily.

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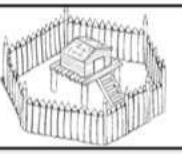
Curriculum Connection
A3.1, A3.8

Pontiac Wars – Fort Michilimackinac

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.



Research Answer the questions below.

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

2) Why was Fort M ackin was it protecting?

3) Draw a diagram of the fort. Label or use a legend to re our am.

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Curriculum Connection
A3.1, A3.8

Research Answer the questions below.

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

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

6) How many British soldiers died in th[illegible]? Did a[illegible]sh settlers lose their lives?

7) Now that you've learned more about Chief Obwandiya[illegible]ould [illegible]scribe him?

8) How did the use of the lacrosse game trick the British soldiers?

9) What resources or supplies did the First Nations gain after capturing the fort?

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Curriculum Connection
A3.1, A3.3

The Royal Proclamation Of 1763

Peace Between Britain and the First Nations
After the Seven Years' War and during Pontiac's Resistance, Britain sought to reduce conflicts with Indigenous nations. In 1763, King George III issued the Royal Proclamation, which restricted colonial settlement on designated Indigenous lands and established rules for future land purchases.



Royal Proclamation of 1763 Key Points

- Britain now had control of all of France's territories (New France and Acadia)
- Quebec was created by the proclamation. The leaders of Quebec were British
- Quebec boundaries were shrunk and were now confined to the region around the St. Lawrence
- All the French Canadians living in First Nations territory had to leave
- Lands beyond the established colonial boundaries were reserved for Indigenous nations.
- Only the British government could buy land from First Nations.
- This meant anyone moving west in Canada could not buy land from Indigenous people
- Anyone involved in the fur trade on First Nation territory needed to have a license from the government

The Quebec Boundary and New Settlements
One important change from the Royal Proclamation of 1763 was the creation of the colony of **Quebec**. Quebec's boundaries were made smaller, with its borders closer to the St. Lawrence River. The rest of the land to the west and south was reserved for First Nations. This upset many French settlers who wanted to farm and expand outside the St. Lawrence region. The proclamation also encouraged British soldiers who had fought in the **Seven Years' War** to settle in Quebec. They were offered land as a reward for their service. This brought new English-speaking communities into the area and slowly changed the population balance in Quebec.



Results for the First Nations
The Royal Proclamation of 1763 was positive for the First Nation communities as it secured land for them. It also made sure that smaller First Nation communities couldn't sell their land and be taken advantage of by wealthy British citizens.

Many British colonists were upset, as they had to leave the land they had already purchased. It also meant they couldn't move west until more treaties were signed. The Proclamation returned land and secured a future for the First Nations in North America.

PREVIEW

Name: _____ 95

Curriculum Connection
A3.1, A3.3

True or False Decide if the statement is true (T) or false (F).

1) The First Nations benefitted from the Royal Proclamation.	T	F
2) The British colonists did not like the Royal Proclamation.	T	F
3) Wealthy Europeans would buy land from the Indigenous for unfair prices.	T	F
4) The Proclamation gave the British government control of the fur trade.	T	F
5) The Quebec region expanded after the Proclamation.	T	F
6) British s were offered land in Quebec as a reward for service.	T	F

Questi questions below.

1) What was th am of 1763? Who did it benefit and who was upset by it?

2) Which key points of the Royal Proclamation d find m sting? Explain.

Inference What do you think happened eventually? Were colonists allowed to move west?

PREVIEW

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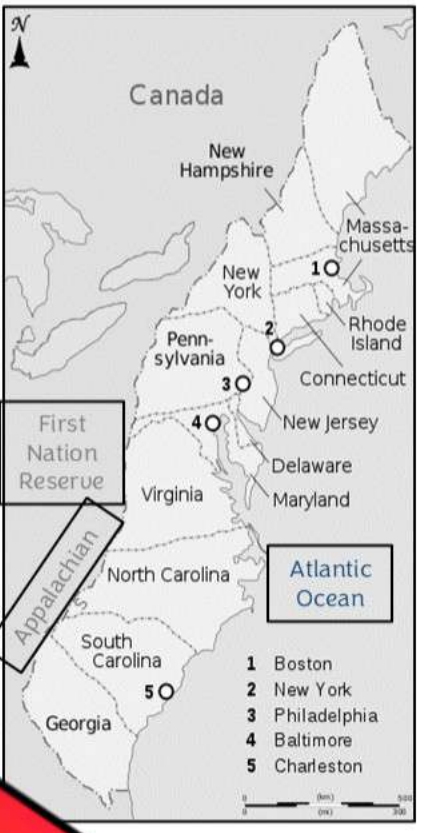
Curriculum Connection
A1.3, A2.4, A3.1, A3.2, A3.3

The American Revolution

What was the American Revolution?

The British colonists that landed in what is now the USA, set up lives of their own after leaving England. They left Britain because it was crowded, and they wanted to start families in a new place. Most settlers were hard working and motivated to make a better life for themselves and their families.

As th itish settlements in North America became larger and werful, they began to go against what British authority e en to do. The settlers wanted to govern thems y w fit, instead of how the British leader ted the broke out between Britain and the colonists in w alle the **American Revolution**.



The 13 Colonies

There were many Brit olo erica at the time, but not all of them wante agains Rule. Only 13 of the colonies fought the rmi pe in a war that lasted from 1775 to 178 Some included New York, New Jersey, Virginia are a ina.

Why Rebel Against Britain?

The main reason the 13 colonies rebelled was b the sentation in the British government. Britain made decisions that affe ut the ies had no say. The raising of taxes was the last straw that pushed the **The Years' War** had cost Britain almost $5 billion (today's money) to defeat end ions. After the war, the Thirteen Colonies were safer from attack, with few n believed the colonies should help pay for the costs through special s.

Some laws forced citizens to pay extra for certain goods. The Sugar of 1764 taxed items like sugar, cloth, wine, and coffee. The Stamp Act of 1765 made people buy government stamps for legal documents and printed materials like newspapers. **The Townshend Act** of 1767 added extra tax on glass, paper, lead, paint, and tea.

The War

Both sides argued over how to proceed, but nothing changed. Britain wanted to continue ruling the New World, while settlers wanted to govern themselves. As tensions grew worse, war broke out. Paul Revere, an American silversmith, was on lookout. He rode back to warn settlers the British were coming. The settlers were prepared and won battles like (1) Lexington and Concord, (2) Capture of Fort Ticonderoga, and (3) Bunker Hill. Britain finally signed the **Paris Treaty in 1783**, giving the settlers independence. All British troops had to leave the 13 colonies.

PREVIEW

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Curriculum Connection
A1.3, A2.4, A3.1, A3.2, A3.3

True or False Decide if the statement is true or false.

1) The Townshend Act put a tax on glass and tea.	True	False
2) Britain taxed the 13 colonies because they had spent so much on the 7 Years' War.	True	False
3) Britain believed they had spent almost $5 billion on the 7 Years' War.	True	False
4) Americans got their independence from Britain in 1775.	True	False
5) The Sugar Act forced people to pay extra tax on coffee and wine.	True	False

Questions Answer the questions below using evidence from the text.

1) Why [illegible] against Britain?

2) Do you think Britain had the right to t[illegible]? Explain using examples of some of the taxes.

PREVIEW

Visualization What were you picturing while you were reading? Explain it.

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Curriculum Connection
A3.1, A3.8

Interview With A United Empire Loyalist

Journalist: Good day. I'm reporting on the events of the American Revolution. Can you tell me why you chose to stay loyal to Britain instead of joining the Patriots?

Loyalist: Certainly. Many of us believed Britain was our true home. The Empire was powerful and gave us protection. Without Britain, the colonies would be weak and at risk of attack.

Journalist: How were Loyalists treated during the conflict?

Loyalist: Life became dangerous. Patriots often saw us as traitors. Some of us lost our homes, our property was stolen, and many families faced violence. We had no choice but to leave.

Journalist: Where did you go after leaving the Thirteen Colonies?

Loyalist: The British government gave us land in Quebec, Nova Scotia, and Prince Edward Island. We had to clear thick forests, build farms, and become pioneers.



Journalist: What challenges did you face during your new life?

Loyalist: Winters were long and cold. Many of us lacked proper tools, and food was scarce in the early years. Still, with hard work and support from neighbours, we survived.

Journalist: What was daily life like once you settled?

Loyalist: Each day was filled with work. Men cut trees and built cabins. Women cooked, cared for children, and tended small gardens. Everyone, even children, had chores to do.

Journalist: How many Loyalists resettled in British North America?

Loyalist: About 50,000 people moved north between 1775 and 1783. We built houses, roads, schools, and churches. It was difficult, but it gave us hope for a future.

Journalist: Did every Loyalist leave willingly?

Loyalist: Not always. Some wanted to stay but were forced out by Patriot pressure. Others left proudly, believing that loyalty to Britain was the right path.

Journalist: Why should future generations remember the Loyalists?

Loyalist: Our struggles helped shape Canada. By settling in British North America, we grew new communities that remain to this day. Our loyalty and hard work are part of Canada's foundation.

PREVIEW

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Name: _____ 102

Curriculum Connection
A3.1, A3.8

True or False

Decide if the statement is true (T) or false (F).

1) Loyalists believed Britain's protection made the colonies stronger and safer.	T	F
2) Patriots welcomed Loyalists peacefully and shared farmland with them.	T	F
3) Loyalists were sometimes attacked, losing homes, land, and property.	T	F
4) Loyalists worked like pioneers, clearing forests and building farms.	T	F
5) About 50,000 Loyalists resettled between 1775 and 1783.	T	F
6) Every Loyalist willingly left the Thirteen Colonies with no pressure.	T	F

Questions

Read the questions below using evidence from the text.

1) Who were the Loyalists? Why did they remain faithful to Britain?

2) What is the difference between a patriot and a loyalist?

3) How did Loyalists' settlement help shape Canadian identity?

PREVIEW

Questioning

If you were the reporter, write two questions you would ask the Loyalist.

1) _____

2) _____

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Curriculum Connection
A1.3, A3.1, A3.8

Social Media Post – Patriot or Loyalist?

JoshPonderer

Should colonists have stayed Loyal to the Crown during the American Revolution, or joined the Patriots in fighting for independence? This choice divided families, reshaped North America, and left lasting impacts on Canada and the United States.

11:30 AM – 31/08/2025 – 1,929 SHARES 4,721 LIKES

2 LIKES **Emm** Staying loyal made sense. Britain was strong, offered global trade, and prote colonies from enemies. Around 50,000 Loyalists fled north, settling in Que S tia, and New Brunswick to rebuild their lives under British rule.

5 LIKES ed freedom was worth the risk. British taxes like the Stamp Ac ushed d colonists had no say in government. By 1783, independence was won w c y with self-rule.

0 LIKES **SophiaM:** Bo ces ha valists lost homes, farms, and even neighbours' trust, while Pati fac and death. Still, their decisions created new futures that sha th Canad e United States.

9 LIKES **Emma12:** Britain had spe ons Years' War to protect colonists. Taxes were meant to recover costs. Loya sup g Britain as repayment for peace, safety, and stability in Nort rica.

6 LIKES **Liam_B:** Patriots saw British soldiers as tro akers iolence, and shootings grew worse. Many colonists felt unsafe in wn t rgued only independence could guarantee rights, freedo a afety milies.

12 LIKES **SophiaM:** Black Loyalists in Nova Scotia show how this wa Some gained freedom after fighting for Britain, but faced rac nd ter moved to Sierra Leone, searching for equality Britain promise

25 LIKES **Emma12:** Loyalists argued colonies were too weak to stand alone. W Britain's navy and global allies, America could collapse. They worried France ndigenous nations might attack again if British strength disappeared.

7 LIKES **Liam_B:** Patriots were inspired by Franklin's "Join, or Die" message. United, they won key battles like Yorktown. Their success proved independence was possible when colonies worked together instead of relying on Britain's distant government.

85 LIKES **SophiaM:** The revolution affected everyone. French Canadians gained rights through the Quebec Act, Indigenous nations faced pressure from British policies, and Loyalists helped grow new Canadian towns. The conflict shaped much more than just independence.

32 LIKES **Liam_B:** In the end, the Patriots' victory created the United States, while Loyalists built British North America. Both legacies remain important in understanding how North America's nations were formed and how they evolved.

PREVIEW

Name: _____ 105

Curriculum Connection
A1.3, A3.1, A3.8

Yes or No Circle whether the statement is Yes (Y) or No (N).

1) Did Loyalists believe Britain's navy and allies prevented colonial collapse?	Y	N
2) Did Patriots argue that British soldiers caused riots, violence, and deaths?	Y	N
3) Was "No taxation without representation" a rallying cry for Patriots?	Y	N
4) Did Black Loyalists in Nova Scotia later migrate to Sierra Leone?	Y	N
5) Was Franklin's "Join, or Die" cartoon used to inspire Patriot unity?	Y	N
6) Did Loya[illegible]gue colonies were too weak to survive without Britain?	Y	N

Opinion [illegible]hat you would add to this conversation.

Username: _____ Date: _____

Persuade Write a persuasive letter to a friend trying [illegible] to bec[illegible] patriot or a loyalist. Explain why they should join you!

PREVIEW

Name: _____ 106

Curriculum Connection
A2.4, A3.3

The Constitutional Act of 1791

Tensions in Quebec

After New France was taken over by the British, **the Quebec Act** was signed which expanded Quebec to stretch from present day Ontario to northern Quebec and Labrador. Before 1791, Quebec was a massive province that was divided with French settlers, Br[illegible]h settlers, and American Loyalists.



The [illegible]d American Loyalists living in Quebe[illegible] many of the French laws [illegible]**stem** and the French civil law. Th[illegible]viously [illegible]nflict as the British and American Loyal[illegible] li[illegible] English law.

The Constitutional [illegible] 1791

The British governmen[illegible] ivide[illegible]rge province of Quebec into **Upper Canada** and **Lower Canada**. Both th[illegible] and [illegible]ople living in Quebec at the time were happy as they would get a pro[illegible]hat [illegible]ulture. Most of the French lived in Lower Canada (present day Quebec) an[illegible]the[illegible]h lived in Upper Canada (present day southern Ontario).

The Constitutional Act is also known as the **Can[illegible]**. It h[illegible]bjectives:

1) Guarantee the same rights to all people living [illegible]riti[illegible]
2) Give the two provinces the right to set taxes and s[illegible]al admi[illegible]ion
3) Allow Upper and Lower Canada to create their own p[illegible] le[illegible]s t[illegible] represented their people and their culture
4) Give authority to new leaders in each colony – named the Lieut[illegible]ney would become representatives of the British government in the Cana[illegible]

PREVIEW

Life After the Constitutional Act

The Constitutional Act of 1791 created two different ways of life in Upper and Lower Canada. In Lower Canada, most people were French and kept the seigneurial system and Roman Catholic traditions. In Upper Canada, most people were English and followed freehold land ownership, where land could be bought and sold.



The Act also set up **legislative assemblies** in both provinces. Only men who owned property could vote, so many groups like women, Indigenous peoples, and poor settlers had no say. This was a small step toward democracy, but still very limited.

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Curriculum Connection
A2.4, A3.3

Questions Answer the questions below using evidence from the text.

1) What was the purpose of the Constitutional Act of 1791?

2) Why were the British and American Loyalists unhappy in Quebec before 1791?

PREVIEW

True or False Decide whether the statement is true (T) or false (F).

1) Most of the French lived in Upper Canada.	True	False
2) Today, most of the French speaking Canadians still live in Lower Canada.	True	False
3) The province of Quebec was split to make the English and French happy.	True	False
4) The English preferred the Seigneurial System.	True	False
5) The American Loyalists were mostly French.	True	False

Diagram Draw the boundary lines for Upper and Lower Canada. Explain and Label the colonies.



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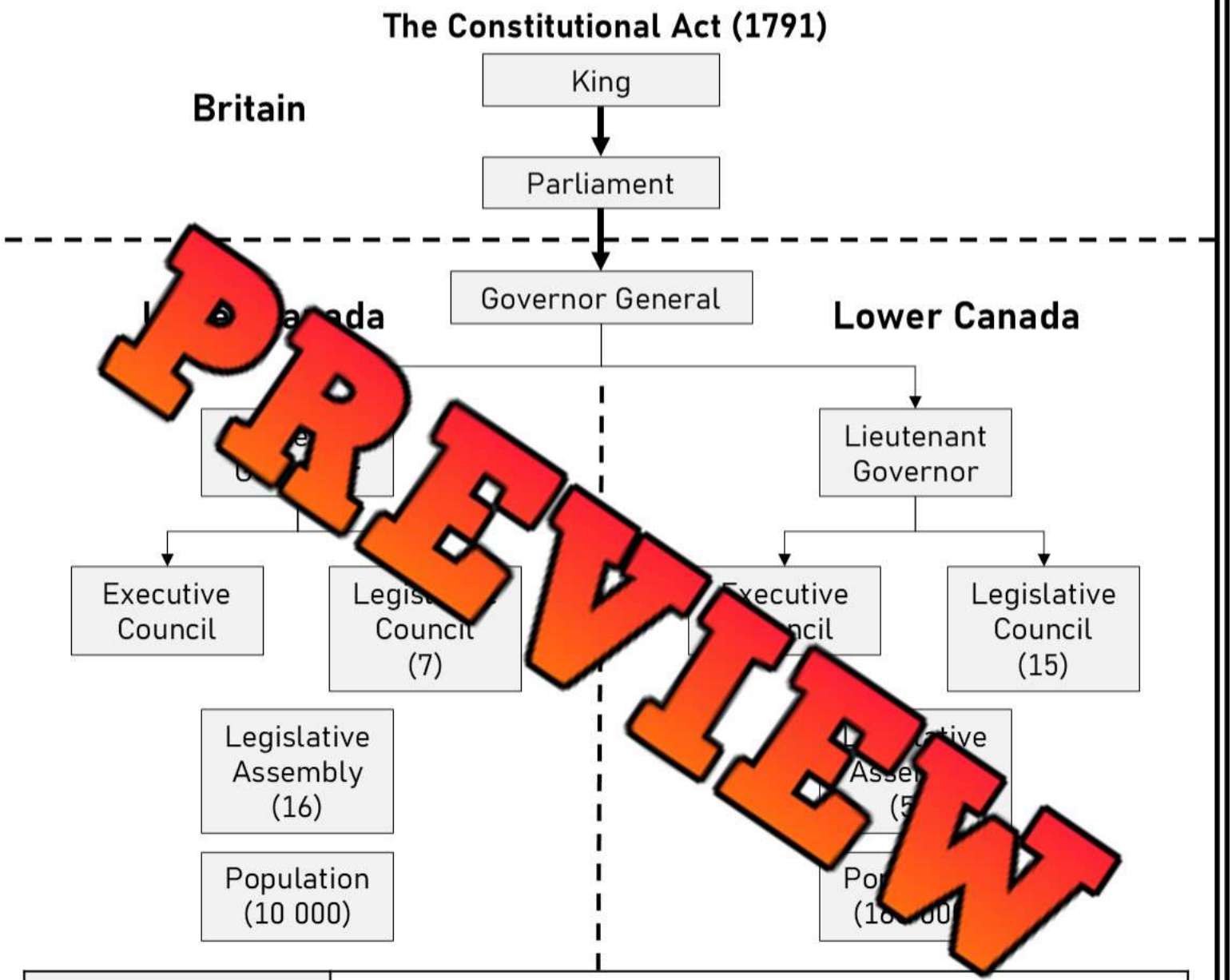
Curriculum Connection
A1.3, A3.1, A3.2, A3.3

Constitutional Act – Political System



PREVIEW

King	Most powerful person who lives in Britain
British Parliament	A council of elected officials in Britain were next in charge
Governor General	One person who represented the King in both Canadas
Lieutenant Governor	One person who represented the King in each of the Canadas
Executive Council	A group of powerful men chosen by the Governor General to make decisions for each province of Canada
Legislative Council	A group of powerful men chosen by the Governor General to pass bills that were made by the legislative assembly
Legislative Assembly	A group of elected people who make bills (potential laws)

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Curriculum Connection
A1.3, A3.1, A3.2, A3.3

True or False

Decide if the statement is true (T) or false (F).

1) The governor general represented the King of Britain in Canada.	True	False
2) The British parliament was in Canada.	True	False
3) The legislative council was a group of people who were voted in.	True	False
4) The legislative assembly made laws for Canadians to live by.	True	False
5) More people lived in Lower Canada, the French region of the Canadas.	True	False

Questions

r the questions below using evidence from the text.

1) Wh eo harge of the Canadas in 1791?

2) How was the political system ar t litical system?

3) How was the political system different from our current p al s

PREVIEW

One-Word Answer

Answer the following questions with only one word.

1) Who was the most powerful person in Britain?	
2) What council of elected officials was next in charge?	
3) Who represented the King in both Canadas?	
4) What group was chosen to pass bills?	
5) Who represented the King in each Canada?	

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Curriculum Connection
A3.6, A3.7, A3.8

Loyalists In Nova Scotia & New Brunswick

British North America

The term **British North America** (BNA) refers to the British Colonies in North America after the Americans achieved independence from Britain in 1783. These colonies included Upper and Lower Canada, New Brunswick, Nova Scotia, and Prince Edward Island.

Loyalists in BNA

The early years in BNA for the Loyalists were very difficult. They had received free land, but the land was undeveloped. Imagine going into a wooded area and having to setup your house, farm, and new life. It was a lot of work, and many Loyalists second guessed their decision to leave their previous home in the USA.



Loyalists in Nova Scotia and New Brunswick

In 1776, over 30,000 Loyalists settled in Nova Scotia and New Brunswick. Many of these people belonged to minority groups. These groups included the Huguenots (French Protestants) and the **Quakers**, who were people who opposed violence and war.

Many black Loyalists were free people fighting for the British moved to Nova Scotia and developed their own separate black communities. They formed Birchtown, a black community in Shelburne, Nova Scotia. They had to live in separate communities as they were not welcomed by the white society there.

Wealthy white Loyalists also moved to Nova Scotia and brought their property with them, including their slaves. These enslaved black people were forced to work as labourers, which upset some of the white people in the area because they were losing jobs. Many of these white Loyalists were frustrated that the slaves were taking their jobs, so they decided to attack all black people in the area.

This meant free black Loyalists in Birchtown as well as enslaved people were chased, beaten, and had their houses burned to the ground. Over time, many of these white Loyalists moved to other colonies like New Brunswick, PEI, and Quebec. The Black Loyalists didn't feel safe in any British North American provinces, which made some travelled to Africa (Sierra Leone), in hopes of a better life.

Profile - Rose Fortune

Rose Fortune was a Black Loyalist who struggled as one of more than 3,000 Black Loyalists who arrived in Nova Scotia in 1783-84. Rose defied the barriers and racism of the time as she became a respected member of the community. She was known for keeping peace and order on the waterfront where she worked for more than 20 years. She is remembered as an unofficial police officer who disciplined young boys who needed it, caught boats coming into the harbour, and kept order on the streets. She was respected by the white community as well as the black community in Nova Scotia.



PREVIEW

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Name: _____ 120

Curriculum Connection
A1.3, A3.6, A3.7, A3.8

Multiple Choice

Circle the correct answer.

1) Which was **not** a colony of British North America?	Ontario	Nova Scotia
2) Which year did the Loyalists settle in Nova Scotia?	1776	1767
3) How many Loyalists settled in Nova Scotia/New Brunswick?	3,000	30,000
4) Where did many of the Black Loyalists move to after they left Nova Scotia?	Sierra Leone	New Brunswick
5) The Black Loyalists created their own community called...	Halifax	Birchtown

Questions

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

1) Wh... ...rican Loyalists in Nova Scotia/New Brunswick?

2) How were the settlement challenges ... by Bla... ...ti... similar to or different from those faced by displaced people today?

PREVIEW

Visualization

What were you picturing while you were reading? Explain it.

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Curriculum Connection
A1.2, A3.6, A3.8

Migrant Fishers in Newfoundland

Migrant Fishers in Newfoundland

Migrant fisherman were Europeans who came to Newfoundland in early spring to fish massive amounts of cod. They left to return back to Europe in late summer or early fall.

The first migrant fisher was named Hugh Elliot from Bristol, England. He travelled to Newfoundland, caught 36 tons of cod fish and returned back to Europe to sell the cod.

Migratory fishery was a seasonal industry that required most workers to temporally live in New[illegible]land during the spring and summer while cod was plentiful. Spain, France, Portugal a[illegible] all sent migrant fishermen to Newfoundland.

[illegible] camps on the coast of the Atlantic Ocean in Newfoundland. Fisher[illegible] would u[illegible] boats that could hold up to 1000 cod. When their boat was full, they'd bring the fi[illegible]ore [illegible]be processed. The workers on shore would remove the fish head, guts, [illegible]one. T[illegible]uld also stack the fish in layers of salt to preserve it.

Resident or Permanen[illegible]sh

The migratory fisheries st[illegible]ng as by the late 1700s. This happen[illegible]use broke out between France and En[illegible]and. meant the two countries were too busy[illegible] to send fishermen to Newfoundland.

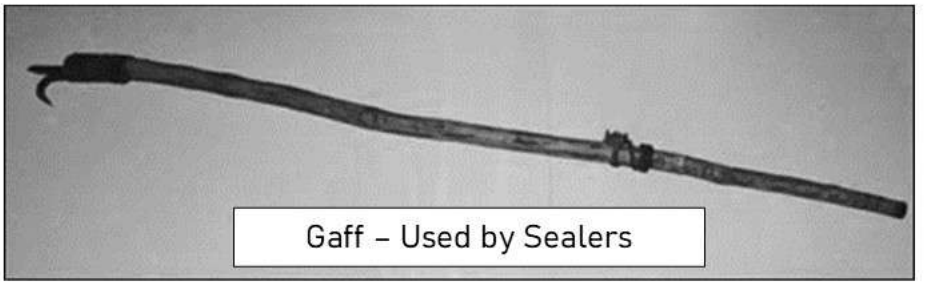


As war raged on, many settlers from European countries moved to Newfoundland to escape war in Europe. With the growing population in Newfoundland, permanent fisheries were established.

PREVIEW

Seal Hunt in Newfoundland

Cod could not be fished in the winter, so many fishermen caught seal inste[illegible] They used a gaff, which was a two-metre-long wooden pole with an iron hook and spike attached to one end. Seal hunting began in 1723 and grew rapidly with the setup of resident fisheries.



Gaff – Used by Sealers

The Inuit had been hunting seals for thousands of years in the northern parts of Newfoundland and Labrador. However, they hunted what they needed. The commercial hunting of seals was new, and it led to kill rates of 400,000 per year. This led to a sharp decline of the seal population, which affected the Inuit as it was a main source of food for them.

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Curriculum Connection
A1.2, A3.6, A3.8

Define

What do the terms below mean?

Migrant Fisher	
Resident Fisheries	
Seal	

Two Truths and a L

Rea[illegible]. Tick ✓ the two true ones. Mark ✗ the one lie.

	A gaff was used to hunt [illegible]		Hugh Elliot was the first migrant [illegible]sher from Bristol, England.
	Workers preserved cod by stackin[illegible] it in salt onshore.		[illegible]t fishers stayed in wro[illegible]nd to fish all year round.
	The seal hunt had no effects on other communities in Canada.		Perm[illegible]ies grew as settlers [illegible]urope.

Questions

Answer the questions below using evidence from [illegible]ext.

1) How did commercial sealing affect both the seal population and th[illegible]

2) Why did migratory fisheries become less popular by the late 1700s?

PREVIEW

Name: _____ 129

Curriculum Connection
A1.1, A3.6

Childhood – Settlers vs. Today

Compare Answer the questions below by researching or using your understanding.

1) What was life like as a child settler who lived in British North American (BNA)?

PREVIEW

2) What are the benefits of [illegible] child[illegible]ttler time period? What things do you think would be great?

3) What are the drawbacks of living as a child settler? What things would not be so good?

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Curriculum Connection
A1.1, A3.6

Compare Answer the questions below by researching or using your understanding.

4) Why do you think reading and writing wasn't as important for settlers as it is now?

5) How is your life different from a settler? List at least 3 differences.

6) Which life would you rather live – a settler or the life of a child in [illegible] Explain your opinion.

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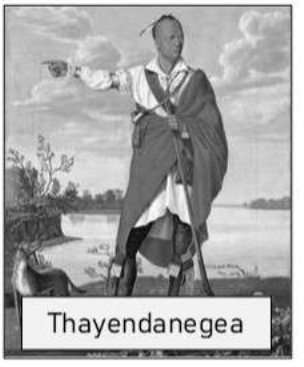
Curriculum Connection
A1.1, A1.2, A3.5

First Nations in BNA – Joseph Brant

The First Nations in BNA

During the **American Revolution**, the Mohawk and other Communities in the Haudenosaunee Confederacy fought with the British against the Americans in the American Revolution. The Mohawk's leader was named Thayendanegea, but also went by Joseph Brant. **Thayendanegea** wanted to take his Mohawk community back to BNA, but he wasn't sure where his lands had previously been given away in the Treaty of Paris in 17


Thayendanegea

The [illegible] commander in Quebec was named, Sir Frederick Haldi[illegible] lieved the First Nations that fought with him in the [illegible] nd. He created the **Haldimand Proclamation** in 1784 that gave 10 km of [illegible] d on e[illegible] Grand River, which is in southern Ontario (south of Hamilton). The [illegible] alle[illegible] **Haldimand Tract**.

The only p[illegible] as thi[illegible] already occupied by other First Nations. The British government [illegible] ed a[illegible] the communities living on this land in the form of the **Upper Canada** [illegible]es. These [illegible] transferred land from First Nations like the Ojibwe and Mississauga [illegible] tish [illegible] t so they could use the land as they saw fit.

The government then gave Thayer[illegible] a the [illegible] his people. The tract of land was called the [illegible] **Nations** [illegible] rve it was the largest reserve that had ever been given [illegible] t 2750



New Leadership

Haldimand was a fair leader who rewarded the Six Firs[illegible] ns with land for their war efforts. When Haldimand was no lo[illegible] commander, new governors began to take land away from the reserve and gave it to non-indigenous people.

Today, the Six Nations Reserve is less than 10 percent of what it was back when Haldimand gave it to them. In fact, in 2006, the government sold a 40-hectare plot of land from the reserve to a housing developer. The Six Nations took a stand against this land dispute in what is now called the **Caledonia Land Dispute.** Looking at the map, you can see how small the reserve is now compared to the entire Haldimand Tract they owned before.

Lasting Impacts on the Six Nations

The story of Joseph Brant shows how land and treaties shaped history.

- The **Six Nations Reserve** shrank from 2750 km² to less than 10% today.
- Promises in the **Haldimand Proclamation** were often broken by later governments.
- The **Caledonia Land Dispute** in 2006 showed land issues were never fully solved.
- Today, the Six Nations of the Grand River is Canada's **largest reserve**, with over 25,000 members.

PREVIEW

Name: _____ 132

Curriculum Connection
A1.1, A1.2, A3.5

True or False

Decide if the statement is true or false.

1) Haldimand was a British Commander who took land from the Six Nations.	True	False
2) The Six Nations include the Mohawk and Ojibwe.	True	False
3) The Six Nations Reserve was about 2750 square kilometres.	True	False
4) The Mohawk fought with the Americans in the American Revolution.	True	False
5) Land disputes over First Nation reserves still exist today.	True	False
6) The rese today is more than half its original land.	True	False

Questions

questions below using evidence from the text.

1) Whe the S ettle in BNA?

2) What is the Caledonia Land Dispute? Why are the mber Six Nations upset with the Canadian government?

PREVIEW

Opinion

Is it fair that the Canadian government takes land back for housing developments?

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New Black Canadians Activities

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Name: _____ 149

Curriculum Connection
A3.7, A3.8

Black People in Early Canada

Black History in Early Canada



Black people have been part of Canada's history since the early 1600s. Some arrived as free workers, while others were forcibly brought to the colonies and enslaved. They worked in different occupations and contributed to the development of early settlements. However, their experiences were shaped by their freedom, w[illegible] and treatment in colonial society. Many faced discrimina[illegible] unequal rights.

Mathieu [illegible] Early Interpreter

In th[illegible], M[illegible] Da Costa worked as an interpreter for Eur[illegible]an exp[illegible] as skilled in languages and helped Europeans communicate with Indigenou[illegible]lud[illegible]e Mi'kmaq. His work supported communication and trade between [illegible]omm[illegible] Costa is recognized as one of the earliest recorded Black indi[illegible]s co[illegible]e[illegible]adian history. His story highlights the important contributions o[illegible]eople [illegible] exploration and cultural exchange.

Olivier Le Jeune — An Enslave[illegible]d

In 1629, Olivier Le Jeune, a young Africa[illegible] as br[illegible] to Québec after being enslaved. He was forced to live under t[illegible]ntrol of [illegible]a[illegible] had little freedom to make decisions about his own life. He was later ba[illegible]d anc[illegible] the name Olivier Le Jeune. Although historical records provide limi[illegible]tails a[illegible]e, his story reveals that enslavement existed in New France long befo[illegible]e [illegible]

Black Life During the 1700s

Between 1713 and 1800, Black people lived in New France a[illegible]ritis[illegible]. Some were enslaved, while others lived in freedom. Enslaved peopl[illegible] households, farms, and businesses without control over their labour. Ens[illegible]t restricted people's rights and sometimes separated families. Despite disc[illegible]ination and difficult conditions, free Black people worked, formed families, and helped establish communities. Their experiences reflected both the challenges and contributions of Black people in colonial Canada.

Historical Significance

The experiences of Mathieu Da Costa and Olivier Le Jeune show that Black history in Canada began long before Confederation. Their stories help us understand the contributions, struggles, and unequal treatment of Black individuals in early Canadian history. During the late 1700s, the arrival of Black Loyalists also contributed to the growth of Black communities in British North America. Learning about these experiences helps us recognize how Black individuals shaped Canada's early history despite the barriers they faced.

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Name: _____ 150

Curriculum Connection
A3.7, A3.8

True or False

Decide if the statement is true or false.

1) Black people have been part of Canada's history since the early 1600s.	True	False
2) Mathieu Da Costa helped Europeans communicate with Indigenous peoples.	True	False
3) Olivier Le Jeune arrived in Québec as a free worker.	True	False
4) All Black people in early Canada experienced the same level of freedom.	True	False
5) Enslavement sometimes separated families and restricted people's rights.	True	False

Matching

Match each historical term with its correct description.

	Mathieu Da C	A) British-controlled territories in Canada.
	Olivier Le	B) labour without freedom.
	Interpreter	in the late 1700s.
	Enslavement	boy in Québec.
	Discrimination	E) ack uropean explorers.
	New France	F) Unfair t ent bas ity.
	Black Loyalists	G) A former Frenc y in C
	British North America	H) A person who trans

PREVIEW

Questions

Answer the questions below.

1) How were the experiences of Mathieu Da Costa and Olivier Le Jeune diff

2) How did Black individuals contribute to early Canadian history despite the challenges they faced?

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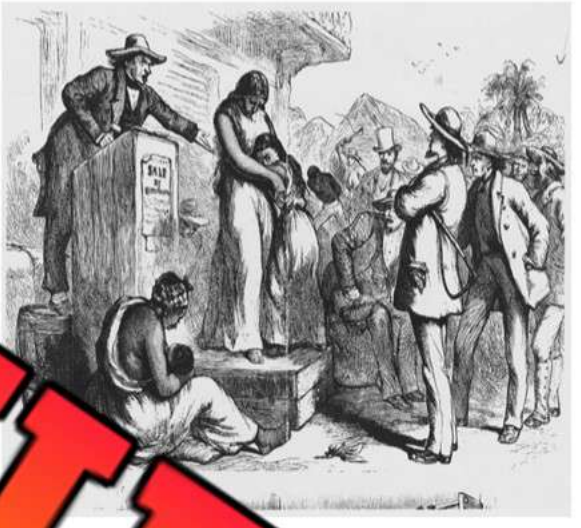
Curriculum Connection
A3.7

Enslavement in New France

The Beginning of Enslavement
During the 1600s and 1700s, enslavement became part of life in New France. Both African and Indigenous people were enslaved and forced to work without freedom. Many enslaved Africans were brought from other European colonies, while enslaved Indigenous people often came from territories farther west. Wealthy families, merchants, and government officials were among those who enslaved people. Enslaved individuals were treated as property rather than as people with equal rights.

The Law
In 170[illegible] a government official in New [illegible], issued [illegible]ance that formally recognized the [illegible] of African and Indigenous pe[illegible] enslavement had already existed f[illegible] years [illegible]nce strengthened enslav[illegible] ownership. Enslaved peo[illegible] to be bou[illegible] sold, or transferred to anoth[illegible]er. law helped maintain a system th[illegible] control over their own lives.



Life Under Enslavement
Enslaved people worked in homes, farms, works[illegible] and [illegible]ey cooked, cleaned, cared for children, and performed other de[illegible]ks. Un[illegible]e workers, they could not choose their jobs or leave their enslaver[illegible]ome[illegible]enced harsh treatment and separation from their families.

Resistance and the Search for Freedom
Despite these challenges, enslaved people found ways to resist. Some es[illegible], refused orders, or challenged unfair treatment. Others supported one another and maintained family connections. A few gained freedom through **manumission**, when an enslaver legally released an enslaved person. These actions showed their determination to seek freedom.

Enslavement Under British Rule
When Britain took control of New France in 1760, enslavement continued. During the late 1700s, some Loyalists arriving from the American colonies brought enslaved people with them. While some Black people lived freely and established communities, others remained enslaved. These experiences shaped the lives of Black individuals in British North America.



PREVIEW

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Curriculum Connection
A3.7

Questions

Use information from the text to support your answer.

1) How did the law of 1709 affect enslaved African and Indigenous people in New France?

2) How did enslaved people resist their treatment and seek freedom?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Both African and Indigenous people were enslaved in New France.	True	False
2) The law of 1709 officially ended enslavement in New France.	True	False
3) Enslaved people worked in homes, farms, and businesses.	True	False
4) Manumission was a process that allowed some enslaved people to gain freedom.	True	False
5) Enslavement ended when Britain took control of New France in 1760.	True	False

Questioning

What questions do you have after reading the information?

1)	
2)	
3)	

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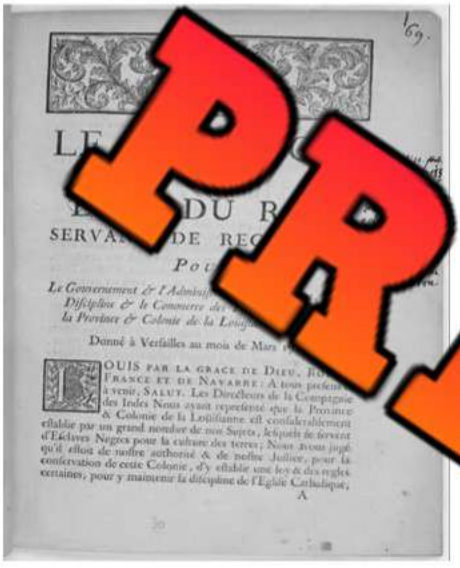
Name: _____ 153

Curriculum Connection
A3.3, A3.7

Colonial Laws and Enslavement

Laws and Enslavement in French Colonies

During the 1600s and 1700s, France controlled several colonies in North America and the Caribbean. Enslavement was practised in these colonies, where African and Indigenous people were denied freedom and treated as property. Colonial governments introduced laws that protected the interests of enslavers and controlled the lives of enslaved people.



The Code Noir of 1685

In 1685, King Louis XIV issued a decree later called the **Code Noir**, or Black Code. It regulated enslavement in certain French Caribbean colonies, including Martinique and Guadeloupe. The law controlled the work, religion, and treatment of enslaved people. Although it included some rules for [illegible] allowed people to be treated as [illegible]685 decree did not directly apply to [illegible] France.

The Raudot [illegible]709

In New [illegible] enslavement was officially recognized through the **Raudot [illegible]ance [illegible]709**. Jacques Raudot declared that enslaved African and Indigenous [illegible] purch[illegible] colonists were their property. This allowed enslavers to maintain con[illegible]ver[illegible] [illegible]aved. Although the ordinance was introduced in 1709, it continued to a[illegible]ople's li[illegible]ing the 1700s.

The Capitulation of Montréal (1760)

In 1760, French officials surrendered Montréal to British forces. The **Articles of Capitulation** outlined the conditions of surrender. Article 47 allowed French and Canadian enslavers to keep or sell the African and Indigenous people they enslaved. This meant that British control did not bring freedom to enslaved people in New France.



Continuing Enslavement Under British Rule

After the British takeover, enslavement continued in the colony. Enslaved people still faced restrictions on their movement, work, and family lives. Some colonists continued to buy and sell enslaved individuals. These developments show how colonial laws protected enslavement rather than ending it, affecting Black individuals and communities throughout the 1700s.

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Name: _____ 154

Curriculum Connection
A3.3, A3.7

Questions

Use information from the text to support your answer.

1) How did the Code Noir of 1685 and the Raudot Ordinance of 1709 regulate enslavement differently?

2) How did [illegible]cles of Capitulation of Montréal in 1760 affect enslaved people under British r[illegible]

PREVIEW

True or False

Circle whet[illegible]e s[illegible] or false.

1) The Code Noir was issued by King Lou[illegible]XIV in 16	True	False
2) The Code Noir of 1685 directly applied to Ne[illegible]ce	True	False
3) The Raudot Ordinance recognized enslavement in [illegible]e.	True	False
4) Article 47 of the Articles of Capitulation freed all enslav[illegible]le.	Tru[illegible]	False
5) Enslavement continued after Britain took control of New France.	[illegible]	alse

Compare

Compare the two colonial developments. Write what each me[illegible]or enslaved people.

Raudot Ordinance (1709)	Articles of Capitulation (1760)

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Curriculum Connection
A3.7, A3.8

Enslaved Women in Colonial Canada

Enslaved Women in Colonial Canada

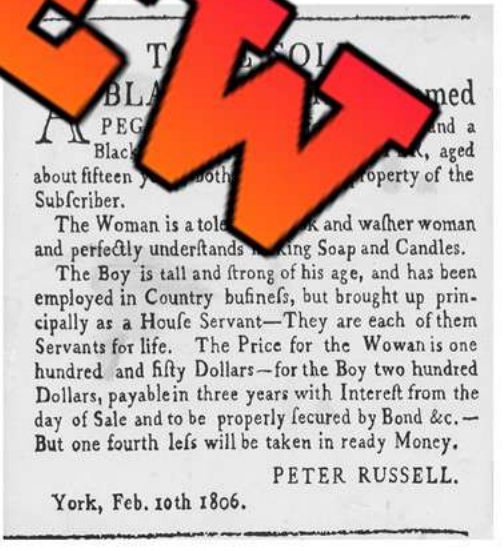
During the 1700s, some Black women in New France and British North America were enslaved and forced to work without freedom. They often performed household duties and faced restrictions on their personal lives. Two women whose experiences are recorded in Canadian history are Marie-Josèphe Angélique and Peggy. Their stories reveal the challenges of enslavement and different forms of resistance.



Marie-Josèphe Angélique

Marie-Josèphe Angélique was an enslaved Black woman who lived in Montréal, New France, during the 1730s. She worked in the household of a wealthy merchant family and h[illegible] little control over her life. In 1734, she attempted to e[illegible] with Claude Thibault, a white indentured servant, [illegible] captured. Her attempt showed her [illegible] to seek freedom from enslavement.

[illegible] destroyed many buildings in Montréal [illegible] used of starting the fire, arrested [illegible] placed [illegible] was found guilty and executed in June 17[illegible] thou[illegible] torians still debate whether she was responsible. Her story reveal[illegible] arsh t[illegible] enslaved Black women and the unequal justice system in New Fr[illegible]



T[illegible]
BLA[illegible]med
A PEG[illegible] and a
Black[illegible], aged
about fifteen y[illegible] both [illegible] property of the
Subſcriber.
The Woman is a tol[illegible] and waſher woman
and perfectly underſtands [illegible] Soap and Candles.
The Boy is tall and ſtrong of his age, and has been employed in Country buſineſs, but brought up principally as a Houſe Servant—They are each of them Servants for life. The Price for the Wowan is one hundred and fiſty Dollars—for the Boy two hundred Dollars, payable in three years with Intereſt from the day of Sale and to be properly ſecured by Bond &c.—But one fourth leſs will be taken in ready Money.
PETER RUSSELL.
York, Feb. 10th 1806.

Peggy Pompadour

Peggy was an enslaved Black woman who lived in Upper Canada during the late 1700s and early 1800s. She was enslaved by Peter Russell, a government official in York, now Toronto. Peggy had three children named Jupiter, Amy, and Milly, who were also enslaved. Her husband, Pompadour, was a free Black man, but his freedom did not protect Peggy or their children from enslavement.

Peggy faced restrictions on her freedom and the possibility of being separated from her family. Peter Russell attempted to sell her and had her imprisoned when she resisted his control. In 1803, Peggy temporarily escaped. Although this happened after 1800, her experience shows how enslavement continued under British rule. Her story highlights the struggles of enslaved Black families and their determination to seek freedom.

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Curriculum Connection
A3.7, A3.8

Questions

Use information from the text to support your answer.

1) How did Marie-Josèphe Angélique and Peggy Pompadour show resistance to enslavement?

2) What d[illegible]ords about Angélique and Peggy reveal about the lives of enslaved Black w[illegible] Canada?

PREVIEW

True or False

Circle whe[illegible]r th[illegible]rue or false.

1) Marie-Josèphe Angélique lived in Montréal duri[illegible] 173	True	False
2) Peggy Pompadour was enslaved by Peter Rus[illegible] Upp[illegible]n	True	False
3) Both Angélique and Peggy were born free.	[illegible]rue	False
4) Historians still debate whether Angélique was responsibl[illegible]he 1734 fire in Montréal.	[illegible]	[illegible]alse
5) Peggy's story shows that enslavement continued under British rul[illegible]		False

Explain

Describe each person's significance and define the word using information from the reading.

Marie-Josèphe Angélique	
Peggy Pompadour	
Enslavement	

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Curriculum Connection
A3.7

Writing a Story – What If They Were Free?

Planning Choose Marie-Josèphe Angélique or Peggy Pompadour and imagine how her life might have been different if she had never been enslaved.

1) Which woman will you choose? Where and when did she live?

2) What d[illegible]r experiences might she have had if she had lived freely?

3) How might her life and future have changed with[illegible]nsla[illegible]t?

4) Draw a picture showing your imagined version of her life as a free woman.

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Curriculum Connection
A3.7

Write Write your own story using your plan.



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Curriculum Connection
A1.1, A1.2, A3.6

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) Who was accused of starting the Montréal fire in 1734?	
2) What di ngélique attempt in 1734 to gain freedom?	
3) Who e eggy in Upper Canada?	
4) In yea did mporarily escape?	
5) What type o um Angélique's trial?	

Name: _____

Mark

Answer the questions below.

1) Who was accused of starting the Mo re in	
2) What did Angélique attempt in 1734 to gain fr ?	
3) Who enslaved Peggy in Upper Canada?	
4) In what year did Peggy temporarily escape?	
5) What type of records documented Angélique's trial?	

Name: _____

Mark

Answer the questions below.

1) Who was accused of starting the Montréal fire in 1734?	
2) What did Angélique attempt in 1734 to gain freedom?	
3) Who enslaved Peggy in Upper Canada?	
4) In what year did Peggy temporarily escape?	
5) What type of records documented Angélique's trial?	

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Curriculum Connection
A3.7, A3.8

Black Loyalists and Their Settlements

Black Loyalists Arrive in Canada
After the American Revolution ended in 1783, more than 3,000 Black Loyalists arrived in Nova Scotia. Many had escaped enslavement after the British promised freedom to certain enslaved people who supported them during the war. Black Loyalists hoped to gain land, safety, and better opportunities. However, not all Black newcomers were free, as some White Loyalists brought enslaved African people with them.

The Settle Birchtown
In 1783, established Birchtown near ia. It became one of the la free Bl ents in North America at the ti bu homes and worked in fish , and ccupations. They also establis urche ls to strengthen their com efforts, many received sm of la and fewer supplies than Whit s.



Discrimination and the Shelburne Riots
Black Loyalists faced racism, low wages, and unfair treatment. In 1784, violence broke out in Shelburne when groups of White workers attacke them for competition over jobs. During the **Shelburne Race Rio** people ssaulted, and some homes were damaged or destroyed. The violence re Black settlers faced despite their hopes for freedom.

Seeking a New Life in Sierra Leone
By the early 1790s, many Black Loyalists were disappointed by their treat nt in Nova Scotia. They struggled to obtain land, earn fair wages, and support their families. The Sierra Leone Company offered them an opportunity to resettle in West Africa. In 1792, approximately 1,200 Black Loyalists left Nova Scotia for Sierra Leone, hoping to build safer and more independent lives.

Building Black Communities
Despite these hardships, many Black Loyalists remained in Nova Scotia and New Brunswick. They continued working, raising families, and building communities. Their efforts helped establish lasting Black settlements in British North America. Their experiences show both the challenges of discrimination and the determination of Black people to create opportunities for future generations.

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Curriculum Connection
A3.4, A3.8

Yes or No

Circle whether the answer is Yes or No.

1) Did more than 3,000 Black Loyalists arrive in Nova Scotia after 1783?	Yes	No
2) Were all Black newcomers who arrived with Loyalists free?	Yes	No
3) Did Black Loyalists establish Birchtown in 1783?	Yes	No
4) Did Black Loyalists and White settlers receive equal land and supplies?	Yes	No
5) Did the Shelburne Race Riots occur in 1784?	Yes	No
6) Did som ck Loyalists move to Sierra Leone in 1792?	Yes	No

Question

e questions below.

1) What challenge Loyalists face when settling in Nova Scotia?

2) How did Black Loyalists respond to d nation build their communities?

PREVIEW

Word Search

Find the words in the wordsearch.

Loyalists	Birchtown
Shelburne	Freedom
Settlers	Discrimination
Sierra Leone	Migration
Community	Nova Scotia
Land	Jobs

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

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Curriculum Connection
A3.7, A3.8

Chloe Cooley and the Act to Limit Slavery

Enslavement in Upper Canada
During the late 1700s, enslavement continued in Upper Canada under British rule. Some Black people lived freely, while others were enslaved and treated as property. Enslaved individuals had little control over their work, movements, or families. One woman whose resistance helped bring attention to this injustice was Chloe Cooley.

Chloe Cooley's Resistance
Chloe Cooley was an enslaved Black woman living in Queenston, Upper Canada. In March 1793, her enslaver, Adam Vrooman, forced her onto a boat to be sold in New York State. Chloe struggled, and resisted being taken away, but she was unable to escape. Her actions showed determination to defend her freedom and dignity.

Witnesses Speak
Peter Martin, a Black Loyalist, and William Grisley witnessed Chloe's mistreatment. On March 21, 1793, they reported the incident to colonial officials. Lieutenant Governor John Graves Simcoe became alarmed by enslavement in Upper Canada. The incident helped encourage the government to introduce a law restricting enslavement.

The Act to Limit Slavery (1793)
On July 9, 1793, Upper Canada passed the Act to Limit Slavery. The law prohibited bringing additional enslaved people into the colony and also stated that children born to enslaved mothers after the law would gain freedom at age 25. However, people who were already enslaved were not immediately freed, and slavery continued. Chloe Cooley's resistance helped inspire one of the first laws limiting enslavement in the British Empire. Although the law did not completely end enslavement, it helped pave the way for actions that supported gradual abolition. Chloe's later life remains unknown, but she is remembered as an important part of Black Canadian history.



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Curriculum Connection
A3.7, A3.8

Yes or No Circle whether the statement is Yes (Y) or No (N).

1) Chloe Cooley resisted being sold and taken to New York State.	Y	N
2) Adam Vrooman helped Chloe Cooley escape from enslavement.	Y	N
3) Did Peter Martin and William Grisley report Chloe's mistreatment?	Y	N
4) Did the Act to Limit Slavery immediately free all enslaved people?	Y	N
5) Did the 1793 law restrict bringing additional enslaved people into Upper Canada?	Y	N

Questions r the questions below.

1) Ho Chloe Co sistance help bring about the Act to Limit Slavery in 1793?

2) How did the Act to Limit Slaver chan slaved people in Upper Canada?

PREVIEW

Agree or Disagree Circle Agree or Disagree, then explain your thi ence.

1) Chloe Cooley's resistance helped bring attention to the injustice of enslavement.	Agree	Disagree
2) The 1793 law was an important step towards ending enslavement, even though it did not free everyone.	Agree	Disagree
3) The actions of Peter Martin and William Grisley helped bring Chloe's mistreatment to the attention of colonial leaders.	Agree	Disagree

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Curriculum Connection
A2.2, A2.5, A3.3, A3.7

Activity: The Historical Justice Web

Learning Outcome What are we learning more about?

To investigate significant events and laws affecting enslaved Black individuals in colonial Canada and explain how resistance, discrimination, and legal changes were connected.

Materials What do we need for our activity?

- ✓ [illegible] research
- ✓ [illegible] and ma[illegible]
- ✓ Sti[illegible] notes
- ✓ String or [illegible]



Instructions How [illegible] ete th[illegible] ity?

1. Introduce the concept of his[illegible]rical [illegible] how enslavement, discrimination, and unequal laws [illegible] Black [illegible]uals and communities in colonial Canada. Encourage studen[illegible] to consi[illegible] ge people faced and their efforts to seek freedom.
2. Divide students into small groups and assign [illegible] opic related to enslavement, resistance, discrimination, settleme[illegible] al cha[illegible] xplain that each group will investigate how its assigned topic in[illegible] Bl[illegible] ves.
3. Have students research their assigned topic using reliable hist[illegible] ey should identify important people, events, dates, causes, and co[illegible] hile gathering evidence to support their findings.
4. On chart paper, each group writes its assigned topic in the centre and places related people, events, laws, and consequences around it. Students use string or yarn to connect ideas and briefly explain how each connection relates to their topic.
5. Each group presents its completed web to the class, explaining the historical connections they identified. Encourage students to support their explanations with evidence and describe how these developments affected Black individuals and communities.
6. Conclude with a class discussion about the relationships between enslavement, resistance, discrimination, and legal changes. Ask students to reflect on how these historical events shaped the lives, freedom, and settlement of Black communities in Canada before 1800.

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Curriculum Connection
A2.2, A2.5, A3.3, A3.7

Topics Assign one of the topics below to each group.

Enslavement in New France	Raudot Ordinance (1709)	Code Noir (1685)
Marie-Josèphe Angélique	Peggy Pompadour	Black Loyalists
Chloe Cooley's Resistance	Act to Limit Slavery (1793)	Peter Martin
Articles of Capitulation (1760)	Discrimination in Nova Scotia	Birchtown Settlement
Shelburne (1784)	Black Loyalists in Sierra Leone	Freedom and Resistance

PREVIEW

Research Write ... have researched below.

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Curriculum Connection
A2.2, A2.5, A3.3, A3.7

Reflection Answer the questions below.

1) What new information did you learn about your assigned historical topic?

2) How did [illegible]event or law you researched affect Black individuals and communities in colonial C[illegible]

3) What connections di[illegible]er bet[illegible]our topic and other historical events or laws?

4) How did Black individuals and communities respond to the [illegible]aller[illegible]uring this period?

5) Why is it important to study the experiences of Black people when learning about Canada's colonial history?

PREVIEW

Name: _____ Date: _____

Total
/

Unit Test: New France and British North America

Mark	/

1. Many Loyalists moved to... a) Upper Canada b) Lower Canada c) Nova Scotia/New Brunswick d) Quebec C[illegible]	2. The coureurs des bois were... a) Licensed French fur traders b) Unlicensed French fur traders c) Licensed British fur traders d) Unlicensed British fur traders
3. When a [illegible] and a First Nation member [illegible] the child is... a) Mé[illegible] b) Indigenous c) Aboriginal d) Native	4. Which religion was most popular in New France? a) Protestant b) Jesuit c) Catholic d) Indigenous
5. Migrant Fishers fished in wi[illegible]vin[illegible] a) Lower Canada b) Newfoundland c) Nova Scotia d) New Brunswick	[illegible]ich treaty gave Britain control of a) Trea[illegible]eace and Friendship b) T[illegible]of A[illegible]e c) [illegible]liaga[illegible]ea[illegible]764 d) Treat[illegible]reight
7. Alexander Mackenzie worked for which company? a) Hudson's Bay Company b) Northeast Trading Company c) Northwest Trading Company d) The British Parliament	8. Who resist[illegible]slav[illegible]ired the 1793 law? a) Marie-Josèphe Angeliqu[illegible] b) Rose Fortune c) Chloe Cooley d) Peggy Pompadour
9. Which was **not** a popular job in New France? a) Carpentry b) Soldier c) Manufacturer d) Miller	10. What did the Act to Limit Slavery (1793) prohibit? a) All forms of enslavement b) Importing enslaved people c) Black Loyalist settlements d) Trade with Indigenous peoples

PREVIEW

Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Seven Years' War	
Pontiac's Rebellio	
Act to t Slavery	

PREVIEW

Short Answer Answer th ns b

Mark /

1) Why did the British government divid c into and Lower Canada with the Constitutional Act?

2) How did the seigneurial system work? Why didn't the English want this

3) What challenges did Black Loyalists face when settling in Nova Scotia?

Long Answer | Answer the questions below.

Mark /

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

2) What were some of the methods and networks th[illegible]ped [illegible]ved Black people escape to Canada and then find communities in [illegible]o sett[illegible]d some of them later choose to leave Canada?

PREVIEW

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