
CHAPTER 2

EUROPEANS ARRIVE

CHAPTER 2 OVERVIEW

Chapter Focus

Students will

- examine reasons for European exploration and colonization of North America
- investigate the political and social organization of Nouvelle-France
- examine British-French hostilities
- determine the effects of exploration and colonization on First Peoples, including
 - first contact
 - the doctrine of *terra nullius*
 - the fur trade
 - conflicts and alliances with Europeans
 - disease and dependence

Essential Question

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

Enduring Understandings

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

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 2 questions can be found following the last lesson for this chapter on page 111.

HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

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

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

LESSON 1

EUROPEAN EXPLORATION AND COLONIZATION

In this lesson, students will examine the different reasons for European exploration and colonization of North America.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 2.1.1, Planning Your RAFT

RESOURCES

Shaping Canada, pages 48–54

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

Canada: A People's History (DVD), Canadian Broadcasting Corporation, 2003.

Episode 2: *Adventurers and Mystics 1540 to 1670*

Episode 3: *Claiming the Wilderness 1670 to 1755*

Episode 4: *Battle for a Continent 1754 to 1775*

CBC Doc Zone: *The Mystery of Champlain*, (DVD), 2008.

<http://www.champlain2004.org>

New France, New Horizons This is an online exhibition that houses 350 archival documents relating to French exploration and settlement, and interactions with the First Nations and the English in North America.

<http://www.civilization.ca/cmc/explore/virtual-museum-of-new-france>

The Virtual Museum of New France

<http://www.heritage.nf.ca/exploration/soncino.html>

The Soncino Letters—Letters written by a Milanese diplomat about Cabot and his journeys.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing the RAFT assignment
- Participating in class discussions and activities

PRIOR LEARNING

Students should draw on their understanding of First Nations ways of life before European exploration from Chapter 1.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Display on the projector or board the word *risk*. Ask students to offer reasons why they or someone else might embark on an activity that could be very risky in terms of physical danger or possible financial loss. Students may suggest reasons such as thrill-seeking, hope for financial gain, desire to help someone else (e.g., saving someone from a fire), and so on. Record their responses on the projector or board.

With students, read the Essential Question on page 49 in *Shaping Canada*, “Why did the French and other Europeans come to North America and how did they interact with the First Peoples?” Explain to students that this first lesson is going to explore answers to the first part of the question. Ask students to refer to the ideas they offered at the beginning of the lesson and predict which ones might be connected to the motives of the European explorers. Let students know that at the end of the lesson, they will be completing an assignment based on their understanding of the different factors that motivated explorers during this time period.

2. Read through the bullet points at the top of page 49 with students.
3. Draw students' attention to the Key Terms located on the side of page 49. Make this a classroom activity in vocabulary building by beginning a word wall (see page 31). You may also wish to ask students to begin compiling a point-form glossary of definitions in their notebooks, or you may wish to direct students' attention to the glossary on page 560 and discuss with the class how to use it.
4. Draw students' attention to the heading, “Getting Started,” and read through the instructions and questions that follow. Ask students to respond to the questions about the painting on page 48, and guide the class through a discussion.
5. With students, briefly review the concepts that appear on page 50 in the margin feature “Thinking Historically,” then read aloud the section titled “To Discover and Conquer” (including “The Vikings Arrive” and “Unearthing L'Anse aux Meadows”) pausing after each paragraph to ask volunteers to summarize the key information they just read.
6. Ask two volunteers to read the quotes in “Voices” on pages 51 and 52. What do these two statements reveal about how each group viewed the other? What possible outcomes might there be of interaction between people who hold these perspectives?
7. Ask student volunteers to read aloud the sections on pages 51 and 52 titled “First Contact” and “Reasons for Exploration and Colonization,” pausing to review key information after each paragraph. Draw students' attention to the HTC Continuity and Change question at the end of the reading on page 52, and guide the class through a discussion.
8. Continue reading this section on pages 53 and 54. Read through the section with students, checking for comprehension after each paragraph. At the end of the section, draw students' attention back to the reasons they offered at the beginning of the lesson for taking risks. Have students identify which of their reasons were reflected in this reading, and add any more general reasons that might be missing.

9. Ask students to work independently on responding to the questions in “Recall...Reflect...Respond” on page 54 of *Shaping Canada* as homework. At the beginning of the next class, ask volunteers to share their responses and record their answers on the board or projector if you wish.

Part II

10. Inform students that at this point in the lesson, they are going to apply what they have been learning about the motives of the explorers and first colonizers in a RAFT (Role Audience Format Topic) writing assignment. (In a RAFT, students assume a role, and write for a specific audience, in an appropriate format, on a particular topic.)
11. Have students brainstorm possible roles. They may offer suggestions such as French or English sailors or navigators, Viking settlers, or members or leaders of First Nations who encountered the first Europeans to arrive. Record their ideas on the board.
12. Next, have students brainstorm possible audiences. They may suggest audiences such as the French or English monarch, a family member of the writer, or a fellow member of the writer’s community. Record students’ ideas on the board.
13. Now instruct students to brainstorm possible formats. They may suggest personal forms such as letters and diaries, or forms such as editorials, reports, how-to manuals, or requests for funding. Oral formats such as addresses and speeches may also be suggested. Record students’ suggestions on the board.
14. Finally, have students brainstorm possible topics. They may suggest ideas such as the conditions of an exploration voyage, responses of the writer to a first meeting with a people new to him or her, plans for the future, and so on. Record the ideas on the board.
15. After students have generated ideas about the many approaches they may take, distribute BLM 2.1.1, Planning Your RAFT. Instruct students to choose from the ideas generated (or use another idea they may have), and begin to plan their written piece using the organizer. The organizer will help students ensure that their text not only demonstrates evidence of historical perspective, but also answers the first part of the Essential Question, “Why did the French and other Europeans come to North America?”
16. When students have planned and composed their RAFTs, invite volunteers to share their finished pieces. Discuss with the class the different perspectives, realities of the time, and emotions that the RAFTs reveal.

DIFFERENTIATING INSTRUCTION

1. Instead of providing the option of writing a RAFT from an imaginary perspective, have students conduct research on one of the individuals in this section of *Shaping Canada* (such as Leif Ericson, John Cabot, and Henry Hudson), and create a RAFT based on the specific information they are able to find about that person.
2. Instead of having students write their own RAFT, you may provide students with a primary source document, and ask students to analyze it to identify the role of the individual, the audience, the format, and the topic. Depending on the students’ strengths, you may also ask them to make inferences about the writer’s purpose.

LESSON 2

NOUVELLE-FRANCE

This lesson focuses on the development of the first permanent French colony in North America, and its government, population growth, social organization, and eventual defeat by Britain.

ESTIMATED TIME: 210 minutes (3 class periods)

GETTING READY

Photocopy blackline masters.

- BLM 2.2.1, Timeline: Toward Colonization
- BLM 2.2.2, Continuity and Change: Government Then and Now
- BLM C, 5Ws + H Chart

Create a transparency or slide of:

- BLM 2.2.1, Timeline: Toward Colonization
- BLM 2.2.2, Continuity and Change: Government Then and Now
- BLM 2.2.3, Brief Timeline of Acadian History

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 55–69

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.fordham.edu/halsall/mod/1608champlain.html>

Modern History Sourcebook: Samuel de Champlain: The Foundation of Québec, 1608—A translation of Champlain's account of the founding of Québec.

<http://1759.cbn-nbc.gc.ca/index.html>

1759: From the Warpath to the Plains of Abraham—A web site from the Virtual Museum of Canada that explores the Battle of the Plains of Abraham.

http://www.civilization.ca/cmc/index_e.aspx?DetailID=4808

The Fur Trade in New France: Voyageurs and Hired Men

<http://www.lib.uwaterloo.ca/discipline/SpecColl/archives/holmes/holmes.html>

Letter written from the Plains of Abraham by British Rear-Admiral Charles Holmes, September 18, 1759.

<http://www.militaryheritage.com/quebec1.htm>

A British soldier's account of the Battle of the Plains of Abraham.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 2.2.1, Timeline: Toward Colonization, BLM 2.2.2, Continuity and Change: Government Then and Now, and BLM C, 5Ws + H Chart
- Participating in class discussions and activities

PRIOR LEARNING

Students may be able to draw upon their knowledge of the structure and responsibilities of Canadian government gained in previous Social Studies courses.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Write the word *colonialism* on the board and ask students to recall what this term means from the previous readings and lesson. They should recall the key elements, including that it is the building and maintaining of colonies in one territory by people from another country, and that it was a way for the European country to increase its wealth and power.

Let students know that the first part of this lesson will be focusing on the process of how colonialism began in what is now Canada, and how the French interacted with First Nations during this process.

2. Distribute BLM 2.2.1, Timeline: Toward Colonization, and instruct students that in the earliest days of French exploration of North America, there were five key events. Have students read the section, “Early French Exploration and Colonization” (pages 55–56, 58), and identify the significance of what happened at each of the dates listed on the chart. Students may do this individually, or you may have students work together in pairs or small groups.
3. When students have completed the chart, ask volunteers to share the responses they have recorded. Write student responses on the board, transparency, or slide. Possible answers are provided in the chart below.

Event	Significance
1534—Jacques Cartier meets Donnacona and his two sons Domagaya and Taignoagny.	<ul style="list-style-type: none"> • Cartier gets important information about the resources in the area, which he uses to gain funding for another voyage.
1535—Cartier and his men spend the winter at Stadacona.	<ul style="list-style-type: none"> • The harsh winter and scurvy kill twenty-five of his men; without the help of Domagaya, many more would have died. • Stadaconians start to die from diseases brought by the French.
1541—Cartier returns to Stadacona, without any of the captives he had taken with him to France.	<ul style="list-style-type: none"> • Cartier's actions cause the Haudenosaunee (Iroquois) to mistrust him, and they retaliate against the French for the loss of their leader, Donnacona, and the others. As a result, the French were forced to abandon their plan for colonization at that time.
1605—Pierre Gue de Monts and Samuel de Champlain establish a colony in Port Royal.	<ul style="list-style-type: none"> • Champlain used the idea of communal living and established the Order of Good Cheer to encourage settlers to work together to ensure their survival. • Port Royal had to be abandoned when de Monts lost his trade monopoly.
1608—Champlain establishes the colony of Québec.	<ul style="list-style-type: none"> • The founding of Québec established a base for French colonial power in North America. It was also the beginning of a permanent French presence and culture in North America.

4. With the whole class, lead a discussion to answer the question at the bottom of BLM 2.2.1: “These five early events contain the first signs of colonialism that will become patterns in Nouvelle-France. Predict what some of these patterns might be.” Student answers will vary, but may include ideas such as:
 - European dependence on First Nations peoples’ wisdom to make progress in their exploration and for survival
 - Diseases brought by the Europeans that had a devastating impact on the First Nations
 - Open conflict between the First Nations and French
 - The challenge of surviving in the colonies
 - The dependence of the colonists on the fur trade to justify their ventures
5. Draw students’ attention to the Viewpoints on History feature “The Right to Own Land” on page 57. Have students read through the feature either independently or as a class, and lead a discussion of Explorations question 1. If you wish, assign Explorations question 2 as an extension question to be handed in at a later time.

Part II

6. Have students read the section “Political Organization of Nouvelle-France” (pages 59–61) individually or as a small group activity, and distribute BLM 2.2.2, Continuity and Change: Government Then and Now.

Individually, or in their groups, students should fill in the first column in the chart, using the *Shaping Canada* reading to identify relevant information about the government of Nouvelle-France for each of the headings on the left side of the chart. When students have completed the first column, invite volunteers to share the information they have identified. Record these details on a transparency or slide of the chart. Students’ completed chart may look like the one shown in step 8.
7. Ask students to return to their groups (or form new ones if they have been working independently) and identify parallel information that they know about the government of Canada today. Once students have completed the second column, invite volunteers to share the information they identified. Record these details on the transparency or slide of the chart. If students cannot offer answers for some of the sections, provide the answers for them.

8. In a whole class discussion, or in small groups, have students identify patterns of similarity that they can see between the governments of Nouvelle-France and Canada today. Students' completed charts may contain details such as these:

	Nouvelle-France	Canada Today	Patterns of Similarity
Main role of the government	To achieve a certain number of settlers and income from trade and goods. It also wanted to increase safety of colonists.	Student answers will vary, but they may suggest ideas such as to establish and maintain order, safety, rights, and freedoms.	Student answers will vary, but they may suggest ideas such as that both are concerned with organization of society, defence of territory.
Responsibilities	They focused on defence (militia), the Church, courts, police, external policy, finances. A key aspect of the government's job was to ensure the colony benefitted France.	Students can identify a number of issues, such as defence, justice, economy, foreign affairs. Notable items that are different today would be the omission of religion in government and the addition of responsibilities like health care, education, foreign affairs, currency and banking, etc.	Student answers will vary, but they may suggest ideas such as that government is still concerned with the courts, policing, and defence.
Structure/ Hierarchy	<ul style="list-style-type: none"> • King • Minister of the marine • Sovereign council • Captains of the militia • Habitants 	<p>Amount of detail will vary, but elements students will possibly include are:</p> <ul style="list-style-type: none"> • Monarch • Prime Minister • Cabinet • Parliament • Provincial government • Municipal government • Citizens 	<p>Students may suggest answers such as:</p> <ul style="list-style-type: none"> • We still have a monarch, though that role is much less powerful now. • The military is still reflected in government, in the cabinet role of Minister of National Defence.
Special Challenges	<ul style="list-style-type: none"> • Building and maintaining alliances with First Nations • Resolving hostilities with First Nations such as the Haudenosaunee (Iroquois) • Contact with France being cut off in winter • Distance from ultimate authority in the system 	<p>Students may suggest answers such as:</p> <ul style="list-style-type: none"> • Balancing/meeting needs of people of great geographical and cultural diversity • Dealing with other levels of government, including relationship with First Nations 	<p>Students may identify answers such as:</p> <ul style="list-style-type: none"> • Federal government is still concerned with its relationship with First Nations • Federal government is still responsible for defence

9. Once students have completed the charts, ask them to answer the question at the bottom of the sheet. Invite volunteers to share their conclusions.
10. Ask volunteers to read the section titled "Social Organization of Nouvelle-France" on pages 62–63 aloud, pausing to review key points after each paragraph. Lead discussions at each Historical Thinking Concept question so that students can explore the implications of the preceding information.

11. Point out to students that much of the actions of the Church in Nouvelle-France not only reflected the worldview of the French at that time—that it seemed appropriate to try to convert people away from their traditional religion—but was also the source of services we would now expect our government to provide, such as health care and education. These would have been of increasing importance once the population began to increase in Nouvelle-France.
12. Draw students' attention to the Exploring the Ethical Dimensions of History feature "*Les Filles du Roi*" on page 64. Have students read through the passages on that page, and lead them through a discussion of the Exploration questions. You may wish to display a transparency or presentation slide of Figures 2–20 and 2–21 (page 64).

Part III

13. Instruct students to read the sections "British-French Hostilities" and "The British Conquest of Québec" (on pages 65–68). Distribute BLM C, 5Ws + H Chart, and tell students that as they read, they should record the key information relating to the defeat of Québec by the British. Once students have completed the chart, have them share responses with a partner or with the class.
14. At this point in the class you may want to discuss the importance of Acadians in Canadian history. Their history is one of struggle, survival, and resurgence. Display a transparency or slide of BLM 2.2.3, Brief Timeline of Acadian History and share with the class.
15. Draw students' attention to the Profile feature "Roméo LeBlanc" on page 66. As a class, discuss the Explorations questions.
16. Ask students to complete the activities in "Recall...Reflect...Respond" on page 68 of *Shaping Canada* and for the Continuity and Change feature on page 69 "The Plains of Abraham 250 Years Later," as homework. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. Instead of having students complete BLM 2.2.1, Timeline: Toward Colonization, individually or in small groups, you may do this as a whole class activity, with volunteers reading paragraphs in the book aloud. As the relevant events are described in the text, facilitate discussion to establish the significance of each event, and record the ideas on the transparency or slide.
2. Instead of having students in small groups generate information to fill in the present-day government column (Canada Today) on BLM 2.2.2, Continuity and Change: Government Then and Now, you may wish to lead the whole class to generate thoughts on that topic, which could then be recorded on the transparency or slide of BLM 2.2.2.
3. Have students find a diagram of a seigneurie and compare it to a map of their neighbourhood. They should consider similarities and differences in what are the focal, central and/or communal spots within each community.

LESSON 3

RELATIONS WITH FIRST NATIONS

This lesson focuses on the impacts (both intended and unintended) of European exploration and colonization on First Nations.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 2.3.1, Impact of Colonization on First Nations

Create a transparency or slide of:

- BLM 2.3.1, Impact of Colonization on First Nations (optional)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 70–73

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

http://www.civilization.ca/cmc/VMNF/premieres_nations/en/index.shtml

The First Nations of New France

<http://www.multiculturalcanada.ca/Encyclopedia/A-Z/a1/7>

Aboriginal-European Contacts

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 2.3.1, Impact of Colonization on First Nations
- Participating in class discussions and activities

PRIOR LEARNING

In this lesson, students will draw upon their earlier reading in the chapter of the European world-view, which affected how the Europeans treated the First Nations peoples they encountered. They should also draw upon earlier learning from Chapter 1 to understand how tremendously First Nations were affected by the Europeans' values and technology.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Write the following quotation on the board: “The evil that is in this world almost always comes of ignorance, and good intentions may do as much harm as malevolence if they lack understanding.” (Albert Camus)
Ask students to take a couple minutes to write down in their notebooks what they think this quotation may mean, and to predict how this statement may apply to Canada’s history. Ask volunteers to share their ideas and record them on the board. Students may need a definition of *malevolence* (wishing harm on others) in order to complete this task.
2. Inform students that this lesson will be focusing on the impact of European colonization upon First Nations, and that they will be considering the ethical dimension of the Europeans’ actions. They will examine the reasons behind European actions, and both the intended and unintended consequences of these actions. If necessary, briefly review with students what is meant by considering the ethical dimension.
3. Instruct students to independently read the section “Relations with First Nations” on pages 70 to 73. Draw their attention to the “Recall...Reflect...Respond” questions at the bottom of page 73, so that they read the section with purpose. After they have completed the section, instruct students to respond to those questions. Invite volunteers to share responses to questions once everyone has finished.
4. Distribute BLM 2.3.1, Effects of Early Colonization on First Nations to students. Students should now review their reading and record details for each section on BLM 2.3.1. As they have discussed the “Recall...Reflect...Respond” questions, this BLM will help synthesize what they have just learned.
5. After the students have completed BLM 2.3.1, point out to students that while some actions in history can certainly be identified as *malevolent* as Camus’ quote says, some actions are intended to be *benevolent* (desire to help others), while others may not have any specific desired impact. Whatever the intention, the impact can be negative, as seen in the reading of this section of *Shaping Canada*. Write the following question on the board: “Can we evaluate the different actions that contributed to the overall negative effect on First Nations? If so, what criteria must we use to evaluate these actions?”
6. Place students into groups of four. Ask each group to brainstorm a list of three to four criteria that a historian would need to use to evaluate the actions of Europeans at the time of colonization in North America. Emphasize that in establishing criteria, it does not nullify the negative impact on First Nations, but merely helps the historian *understand* why the actions took place.
7. When groups are finished, ask a representative from each group to describe the criteria they chose, and why they picked each one. Write their answers on the board. Students may offer responses such as: European worldview of the time period (including *terra nullius*); the belief of Christian missionaries that they were doing a service to humankind by trying to convert First Nations to Christianity; the fight between empires at the time for control of land and resources; and the European desire to find a Northwest Passage.
8. To close the lesson, ask students to revisit the original quotation written on the board in Step 1, and lead a discussion of what application that statement would have in understanding the events of Canadian history that were examined today. Did the reading and discussion activity confirm or challenge their original thoughts?

DIFFERENTIATING INSTRUCTION

1. Instead of leading a discussion of the quotation at the end of class, you may wish to assign it as an extension question for handing in either at the end of class or at a later time.

CHAPTER 2 QUESTIONS AND ACTIVITIES (PAGES 74 AND 75)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

STEPS TO YOUR CHALLENGE (page 75)

Direct students' attention back to the Cluster One Challenge they were introduced to on page 17 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. In the Challenge, groups of four to five students were arranged when they were introduced to the Cluster Challenge; have each Challenge group read the Steps To Your Challenge on page 75, and complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 2 QUESTIONS

Page 50

HTC Continuity and Change

Students' answers will vary, depending on their prior knowledge of Vikings and space shuttle missions. Students may assume that both Vikings and space shuttle missions have as their purpose a desire to learn more about unknown places. They may believe that Viking technology was primarily ships and simple tools, and that space shuttle missions technology is highly sophisticated. Characteristics the adventurers have in common might include answers such as risk taking, thrill-seeking, and a high degree of physical fitness.

Page 52

HTC Continuity and Change

Students may need to be prompted that Iqaluit was changed to Frobisher Bay after Sir Martin Frobisher explored the area in 1578. The name was officially changed back to Iqaluit in 1987. Students may suggest that names have changed over time because it reflects the worldviews of Europeans and Canadians. By 1987, Canada was slowly starting to recognize the importance of First Peoples and their place in Canadian society. Thus, the rightful place names were used instead of the European versions.

Page 54**Recall...Reflect...Respond**

1. There are many causes students may identify, but they should all explain the three basic reasons: mercantilism, competition, and the desire to spread Christianity. Specific points they may mention:
 - Aside from a general human tendency to seek to discover new frontiers, Europeans explored North America because there was a specific desire to find a new trade route to Asia to replace the blocked former route through Constantinople.
 - Eventually, people began to recognize that North America itself was a potential source of immense wealth, and Britain and France began to explore and establish settlements to exploit these possibilities.
 - Settlements increased as competition increased between empires; each country desired to secure its investments.
 - The economic theory of mercantilism influenced colonization, as European countries saw colonies as a good source of raw materials and as a market for their own manufactured products.
 - To many Europeans, colonization also provided opportunities to convert the Indigenous populations to Christianity.
2. *Terra nullius* is a phrase meaning “land belonging to no one.” When Europeans labelled North America *terra nullius*, it was the basis for Europeans seizing land that was not rightfully theirs.
3. Students’ answers will vary. Students opposed to the title “The Age of Discovery” may point out that *discovery* suggests that the knowledge of people who already lived here did not count, or that it reflects Eurocentrism. Students in favour of the title “The Age of Discovery” may argue that people often use the word *discovery* to refer to finding things that are new to them, even if other people already know about it.

Page 57**Viewpoints on History: The Right to Own Land**

1. Students may suggest that if First Nations believed the land could not be owned and must be shared collectively, then they would not have been able to justify, to themselves or others, their right to refuse European territory claims. They may also suggest that as their worldview held that land was to be shared, that they may not have fully realized that the European intention was to own the land and not share it with First Nations.
2. There are many examples students may find in their research, such as the disputes at Caledonia, James Bay, Oka, Ipperwash, and Sun Peaks. Students may notice that problems often arise when there is a proposal for resource development, and the situation escalates when development goes ahead before a legal resolution of the dispute is reached. It should be noted to students that the Crown has a duty to consult meaningfully with Aboriginal peoples when proposals may impact their communities.

Page 58**HTC Cause and Consequence**

Answers will vary, depending on what students feel the causes for the colony’s success were, but may include ideas such as his cooperation with First Nations, his creation of a structure that fostered mutual support (the Order of Good Cheer), or his effective choice of a location, Québec.

Page 62**HTC Cause and Consequence**

Students who say the government had more consequences on the everyday lives of Nouvelle-France colonists may focus on its role in determining the local economy and establishing the defence of the colony. Those who feel that the church had more consequences on the everyday lives of Nouvelle-France colonists may focus on its role in providing education, health care, and spiritual guidance.

Page 63**HTC Cause and Consequence**

Students answers will vary, but they should recognize that it is unlikely there would have been a successful or sustained colony without this financial incentive.

Page 64**Considering the Ethical Dimensions of History: *Les Filles du Roi***

1. Students' opinions will vary. Students may argue that the decision to send the girls to North America in that manner was ultimately not only for the benefit of the colony, but that the girls were not forced, and would have opportunities in Nouvelle-France that were unobtainable in France. Students who oppose the policy may point out that the government of France could have taken other actions to help the girls without sending them to such a distant and different place, and that the girls were probably not fully informed about the conditions they were facing in their new homes.
2. Students may pose a variety of questions regarding a number of possibilities, such as the conditions and length of the voyage, the response of the women to the colony's weather and/or housing, the reactions of the men to the arrival of the women, and what marriage was like to a near stranger.

Page 65**HTC Ethical Dimension**

Student questions will vary.

Page 66**Profile: Roméo LeBlanc—Acadians Reconciled**

1. The significance of LeBlanc's appointment to the position of Governor General is that it signalled a renewed appreciation of the role of his ancestors, the early Acadians, in the development of Canada, where previously they had been treated harshly by the British government in 1755 and 1764.
2. Answers will vary depending on the depth and sources of student research.

Page 68**Recall...Reflect...Respond**

1. The fur trade is considered historically significant for Canada because the beaver pelts that were needed for fashionable hats were plentiful in Canada. Not only did it become more financially profitable for European countries to hold on to what they already claimed, but the demand for beaver pelts encouraged greater exploration into the interior, and further development of trade relationships between the French and First Nations.

2. Students' answers will vary. Some may suggest that it is simply because it was a long battle fought by a large number of men, impacting many families catastrophically. Some will answer that it is because it was the turning point at which Canada's development changed direction significantly; French culture and customs would no longer be the only major European influence. Some students will focus on the impact it had on First Nations because as the hostilities settled between French and English in North America, First Nations lost the strategic bargaining position that had benefited them in trading. First Nations were also affected by the increase in population that led to loss of land.

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Identifying Continuity and Change: The Plains of Abraham 250 Years Later

1. Student answers will vary. Students may point out that the re-enactment would have seemed like a celebration of an event that was only positive to one side. Other students may argue that the organizers' connection to the federal government would have created the feeling that the federal government was insensitive to the impact the Conquest had on Québécois.
2. Student responses will vary. Be sure that students provide reasons to support their decision on whether or not they would have gone ahead with the re-enactment if they were in charge of the National Battlefields Commission. Encourage students to also approach this question considering the ethical dimensions of their decision.
3. Students will have different opinions about whether commemorating a significant moment in Canada's history is more important than taking into account the various feelings of groups affected by the event. Other events that could cause similar opposition that students might suggest will vary, but based on the course so far, they may identify the first arrival of Cartier, or the establishment of the colony at Québec; prior knowledge may lead them to identify events such as the North-West Resistance, or the world wars. Encourage students to also approach this question from an ethical dimensions standpoint.

Page 72

HTC Historical Perspective

Taking the perspective of a First Nations community member, students may suggest that the fur trade brought benefits of European goods such as metal pots, tools, and knives that made cooking, hunting, and other traditional ways easier. Possible problems that students may suggest include that the European goods may have resulted in a lack of equality among community members, European influences may have affected and disrupted traditional ways of life, and fear of disease and sickness.

Page 73

Recall...Reflect...Respond

1. The rivalry between the French and the British helped fuel the rivalry between First Nations because traditional alliances and territories changed. As gifts to First Nations were not always valued equally, this sometimes caused resentment. Additionally, sometimes differences in gifts led to one First Nation community having a deadly advantage over another in a conflict, as happened when a First Nation community received guns before their rival did.

2. Both sides in the fur trade benefited from gaining important tools of survival, such as the Europeans' gaining of the snowshoe and the canoe, and First Nations gaining metal goods such as muskets, awls, and fish hooks. Each side also gained clothing that was practical for different weather conditions. One of the important aspects of the fur trade was the building of relationships between First Nations and Europeans.

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Chapter 2 Questions and Activities

1. Students' responses will vary, depending on what form they chose to organize their information. Details for the first part of the question that should be identified in their responses should include:
 - Some sought to find new frontiers
 - Some sought a new trade route to the East
 - Some began to explore and establish settlements to exploit resources in North America
 - Mercantilism influenced colonization, as countries saw colonies as a good source of raw materials and as a market for their own manufactured products.
 - Colonization also seemed to many Europeans to provide opportunities to convert the Indigenous populations to Christianity.

For the second part, students should note several details:

- Europeans created military alliances with some First Nations (e.g., the French with the Wendat)
 - In other cases, there was hostility, conflict, and open warfare (e.g., the French with the Haudenosaunee)
 - The Europeans depended on assistance from First Nations peoples for survival and in exploration
 - The Europeans often tried to change the way First Nations peoples lived, such as by converting them to Christianity
 - In some cases, European men married First Nations women and took on many of their customs
2. Students' answers will vary widely, but in general, they may focus on how each of the groups should be proud of what its contributions to establishing Canada were, or they may focus on how the first two (First Nations and French Canadians) should remember the catastrophes brought upon them by others. Whichever angle they choose, they should offer relevant details to support their speculations.
 3. How students rate the level of symbolic power represented by the *coureurs de bois* will vary. *Coureurs de bois* are often associated with independence, bravery, endurance, willingness to learn from and interact with First Nations, and resistance to authority. Students' ideas about whether they are to be seen negatively or positively will depend on their personal values. Their comments on Figure 2–33 might note the friendly appearance of the meeting between the two individuals in the foreground, the wild landscape that the *coureurs de bois* have apparently been travelling through, and the gun, which they might see as reflecting adventure, hunting, and/or potential for violence. Links to an adventurous spirit evident today might include references to astronauts, someone sailing solo around the world, or mountain climbers.
 4. Students' research assignments will vary, but be sure they are well researched and use appropriate language.

