

LESSON 10

CHAPTER 7 OPENER

HOW DID HISTORICAL GLOBALIZATION AFFECT CANADA?

Students will begin their analysis of the legacies of historical globalization in Canada by exploring the relationships between First Peoples and European explorers and fur traders.

ESTIMATED TIME: 75 minutes

CHAPTER-ISSUE QUESTION

To what extent have the legacies of historical globalization affected Canada?

INQUIRY QUESTION

How did historical globalization affect Canada?

GETTING READY

Photocopy reproducible.

- Reproducible 2.7.1, Points of View and Perspectives on the Arrival of Europeans and Fur Traders in North America

Create an overhead transparency or presentation slide of Figure 7-1 (p. 160, *Exploring Globalization*).

Prepare pieces of paper about the size of playing cards to give to each student.

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 160–165

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.civilization.ca/vmnf/explor/champ_e1.html

The Canadian Museum of Civilization's Virtual Museum of New France describes Champlain's explorations and has links to maps of his 1604–1607 and 1609–1616 voyages.

www.nhc.rtp.nc.us/pds/amerbegin/permanence/text1/LahontanHennepin.pdf

Two primary documents, one from 1685 and the other from 1697, on the early fur trade in North America can be found at this web site maintained by the U.S. National Humanities Center.

<http://people.ucsc.edu/~kfeinste/felting.html>

This University of California, Santa Cruz, web site features a highly detailed description of the making of beaver fur hats, complete with historic diagrams.

www.heritage.nf.ca/aboriginal/beothuk.html

This site, sponsored by Memorial University of Newfoundland, contains articles dealing with the Beothuk. The language level is accessible for students.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- completing Reproducible 2.7.1, Points of View and Perspectives on the Arrival of Europeans and Fur Traders in North America

PRIOR LEARNING

Students will draw on their previous knowledge of historical globalization.

TEACHING AND LEARNING STRATEGIES

Note: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This enables you to become more aware of students' concerns and enables students to share with you privately any discomfort they may feel.

1. Display an overhead transparency or presentation slide of Figure 7-1 (p. 160, *Exploring Globalization*). Draw students' attention to Champlain's map and sketch of a battle. Then read aloud the first three paragraphs on page 161 of *Exploring Globalization* and the caption to Figure 7-1 (p. 160). Invite students to share their responses to the map and the scene depicted in the sketch, then ask them to answer the questions on page 161. Encourage them to think critically about what the images suggest about the relationships between Europeans and First Nations peoples in the 1600s.

Ask students to scan Chapter 7 and to write down five questions that they think relate to the chapter-issue question — To what extent have the legacies of historical globalization affected Canada? Ask volunteers to share their questions, and tell students that they will return to the questions and jot down brief answers as they work through the lessons for this chapter.

2. Divide the class into groups of four. Instruct the groups to assign each of the four pages of the first section of the chapter (pp. 162–165, *Exploring Globalization*) to one member of the group. Tell students that their goal in reading their page will be to help answer this section's inquiry question — How did historical globalization affect Canada? — so they must read the information on their assigned page carefully. Give out small sheets of paper, about the size of playing cards, to each student and instruct them to jot notes that briefly summarize key ideas and facts from their reading.

When the groups have recorded their notes, instruct them to use the slips of paper from each member — and anything that the student might add if other group members have questions — to create a mind map. If necessary, students can create additional labels, such as topic headings, to complete their mind map. Instruct students to make a copy of the mind map for their notes, and tell them to return to the questions they listed earlier and jot down answers they may have found.

3. Draw students' attention to the activity icon on page 162 of *Exploring Globalization* and instruct them to work in small groups to respond. Students may suggest that the harsh environment and the difficulties of the fur trade made working with the First Nations peoples in North America a necessity. In other parts of the Americas, an easier climate — and acquiring workers for plantations and mines through the slave trade — meant that developing working relationships with Indigenous peoples was not as important.

4. Distribute Reproducible 2.7.1, Points of View and Perspectives on the Arrival of Europeans and Fur Traders in North America. Ask students to record how they think each of the groups outlined on the reproducible would have viewed these events.

When students have completed the worksheet, divide the class into small groups. Tell students to share their responses with the members of their group and to add to their own ideas where appropriate. Remind students to return to the questions they listed earlier and jot down further answers.

5. Ask students to respond to the activity icon on page 163 of *Exploring Globalization*. Students might suggest that the French government might have wanted to encourage settlement to extend French territory, markets, and power. Encouraging conversion to Catholicism would help pacify First Nations people and include them in an important structure of power. People who would benefit would be missionaries, government officials, fur traders, merchants in Europe, and settlers. Those who might not benefit would be First Nations peoples. Students may suggest that some missionaries believed that it was their duty to spread the Catholic faith and that they were helping First Nations peoples. Students may also suggest that some missionaries were Eurocentric and used European criteria to judge the beliefs of First Nations peoples,
6. Direct students' attention to Figure 7-4 (p. 164, *Exploring Globalization*). Discuss with the class the question asked in the caption: Why might the language of treaties like this have led to problems for the First Nations peoples who signed them? Students might observe that the treaty was written in English, which was the language of the British officials but not of the First Nations peoples who were also signing the treaties. Owning lands as "possessions," for example was not part of the First Nations' "language."

Then ask students to respond to the activity icon at the bottom of page 164 and guide them through the complexities of the legal language.

7. Ask students to respond to the activity icon on page 165 of *Exploring Globalization*. They may suggest that the example of the Beothuk confirms that the Europeans had little regard for First Peoples — and that this lack of regard continues to present challenges to First Nations today. At this point, students may want to return to the questions they listed at the start of the lesson and jot down further answers.

More to the Story

The Beothuk did not need to engage in face-to-face trade with European fishers to get metal for tools. The fishers set up summer camps on the shore to dry the fish for shipment to Europe. When they went back to Europe at the end of the summer, they left behind metal items such as nails, fish hooks, and broken pots. The Beothuk became very adept at reworking the metal into tools. They did not need to trade furs, so they kept contact with Europeans to a minimum. Permanent settlements in the 17th century changed this pattern, and the Beothuk responded by moving to remote areas and becoming increasingly isolated.

8. Draw students' attention to "Reflect and Respond" (p. 165, *Exploring Globalization*) and instruct them to complete the first activity. Students' pro-and-con lists may contain some or all of the following points:
 - Pro — access to metal items such as knives and pots, new goods and technologies, learning about other parts of the world and other peoples, developing trading relationships

- Con — outsiders having access to your traditional territories, new diseases that spread through your population, sharing food and other resources

Students' mind maps should reflect an understanding that First Nations peoples had much to gain from a peaceful relationship with others, including materials that would improve their quality of life. On the other hand, they would also be opening themselves to a number of dangers, uncertainties, and challenges.

For the second activity, encourage pairs or groups of students to take a broad view when brainstorming to create a list of words that describe the relationship between First Nations peoples and mainstream society today. Topics to consider include economic, social, political, and cultural relationships. Also, encourage students to consider both the positive and negative aspects of the relationship. Once the brainstorming session is finished, students should be able to make connections to the mind map they developed earlier.

9. Instruct students to return to the questions they recorded at the beginning of this lesson and ask if they have developed answers to any of these questions. Invite students to share some of their questions and answers with the class.
10. Draw students' attention to "Think about Your Challenge" (p. 185, *Exploring Globalization*), which reminds students of the four-corners debate that they are preparing. Ask volunteers to offer ideas discussed during today's lesson and to suggest how they might be useful in their debates. Encourage students to make changes or add new ideas and information to the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. Rather than writing down questions (see Step 1), some students may prefer to record them on audio tape. They might also record their answers.
2. Reluctant readers may appreciate your help in rephrasing and defining more difficult terms as they encounter them.
3. Invite interested students to learn more about what the First Nations peoples of Canada taught the explorers, traders, missionaries, and settlers who arrived from Europe. Ask students to identify objects and skills that the Europeans acquired from the First Nations peoples. You may wish to suggest that students make a brief presentation on how these factors affected the settlers.

LESSON 11

IMPACT: THE GOVERNOR AND COMPANY OF ADVENTURERS OF ENGLAND TRADING INTO HUDSON'S BAY FOCUS ON SKILLS: COMPARING SIMILARITIES AND DIFFERENCE IN HISTORICAL NARRATIVES

Students will continue their exploration of historical globalization in Canada by examining the Hudson's Bay Company. In the skill focus, students will learn how to compare and contrast historical narratives.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.2, Conditions for First Nations as the Hudson's Bay Company Evolved
- Reproducible 2.7.3, Comparing Historical Narratives

RESOURCES

Exploring Globalization, pages 166–169

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.pbs.org/empireofthebay

This web site provides details of a series of TV shows on the Hudson's Bay Company. The site includes links to profiles of the central figures in HBC history, as well as maps and a timeline.

www.hbc.com/hbcheritage

The Hudson's Bay Company maintains a web site with links to a variety of resources on company history, including oral histories and art collections.

The Other Side of the Ledger: An Indian View of the Hudson's Bay Company. National Film Board (1972, 43 minutes)

George Manuel, then president of the National Indian Brotherhood, narrates this film, which presents First Nations and Métis perspectives on the Hudson's Bay Company.

Note: The film is available online at the NFB web site — www.nfb.ca.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- participating in small-group and class discussions and activities
- completing the reproducibles

You may wish to collect and assess the reproducibles and make notes about the kinds of differentiated instruction that may help various students.

PRIOR LEARNING

Students will build on skills developed in previous chapters, especially detecting bias (Chapter 2) and analyzing historical and contemporary perspectives within and across cultures (Chapter 5).

TEACHING AND LEARNING STRATEGIES

Note: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Ask students whether they or member of their family ever shop at the Bay. Then ask them what they know about the history of this organization and discuss their responses.

With the class, read "Impact: The Governor and Company of Adventurers of England Trading into Hudson's Bay" (pp. 166–167, *Exploring Globalization*). You might ask volunteers to read sections aloud. Pause to define difficult terms, and be sure students examine the map, as well as the photographs and caption in Figure 7.7 (p. 167).

Then instruct students to create a timeline showing important events in the history of the Hudson's Bay Company up to 1850. Students may draw a line or bar to scale and mark the decades, adding events and dates or periods with labels to show key information. Encourage students to discuss the significance and effects of this company's monopoly on the fur trade for most of the 180 years shown on the timeline.

More to the Story

The North West Company was owned and managed by Highland Scots who immigrated to Montréal as the "clearances" began in 1760 or arrived as Loyalists escaping the American Revolution. They relied heavily on their "wintering partners" — experienced traders, often Francophones, who would spend the winters with First Nations peoples. In the summer, the wintering partners would bring their furs to the head of Lake Superior, where they would be loaded onto the supply canoes arriving from Montréal.

2. Distribute Reproducible 2.7.2, Conditions for First Nations as the Hudson's Bay Company Evolved. Organize a think-pair-share activity (see p. 48) to help students complete the reproducible and compare and refine their results. Conditions to be compared during the various periods might include

- primary activities of fur traders
- effects on wildlife
- the value of furs
- effects of contact with outsiders
- changes in family and community life
- cultural change and exchanges

Ask volunteers to discuss their results with the class.

3. Ask students to respond to "Explorations" (p. 167, *Exploring Globalization*). Students' paragraphs in response to the first activity may contain some of the following ideas:

- an HBC official — The monopoly is good for the shareholders of the company because it is profitable, it makes it easy to control the fur trade, and the trappers know who they are trading with and the conditions under which they will trade.
- a Cree go-between — The monopoly limits me because there is only one place to take the furs and the company dictates the price. The Cree do a lot of the work — and make less.
- a First Nations or Métis trapper — I get too little in return for my furs and I can't take them anywhere else. The HBC has all the power and I have none.
- a North West Company partner — The HBC controls the trade and it makes all the rules. Our company can serve traders and trappers better because we are meeting them in their lodges, and we pay more for furs.

You could formatively or summatively assess this paragraph assignment.

For Activity 2, students should use valid evidence to support their points of view.

Students' mind maps may include some of the following ideas:

- settlement in the North and the West
 - relationships with First Nations
 - provision of services to remote parts of the country
 - regulation of monopolies in key business areas
 - the export of natural resources and wealth
 - reliance on natural resources as a key economic activity
4. Introduce “Focus on Skills: Comparing Similarities and Difference in Historical Narratives” (pp. 168–169, *Exploring Globalization*) by asking students whether they think people always experience things the same way or whether they see events and stories from their own points of view and perspectives.
With students, read aloud the introduction on page 168 of *Exploring Globalization*, pausing to discuss their responses to the questions. Point out the need to have an approach or a method when comparing narratives — and that the method they will use to complete this skill focus can be used whenever they encounter different narratives that describe the same topic.
 5. Guide students through the first two steps on page 168. Then distribute Reproducible 2.7.3, Comparing Historical Narratives. Draw students' attention to the example filled in on page 169 of *Exploring Globalization*. Instruct students to enter in the left-hand column of this organizer the other powerful questions listed in Step 1 of the skill focus, then to use the reproducible to complete Step 3.
 6. Guide students through Step 4 of the skill focus, asking volunteers to respond to the questions. When the partners finish making up their inquiry questions, ask volunteers to share their questions with the class and discuss them.
 7. Remind students of the five questions they recorded at the beginning of Lesson 10 and ask if they would like to add ideas they encountered in this lesson to their answers. Invite students to share these ideas with the class.
 8. Draw students' attention to “Think about Your Challenge” (p. 185, *Exploring Globalization*), which reminds students of the four-corners debate they are preparing. Ask volunteers to offer ideas discussed during today's lesson and to suggest how they might be useful in their debates. Allow students a few minutes to make changes or add new ideas to the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. Students who are struggling may find some of the skill-focus activities long and difficult. Help these students move through the assignment in small, structured steps, ensuring that they clearly understand what is expected.
2. Encourage students to examine the art associated with the Hudson's Bay Company and fur trading in general. A good starting point is the company's own web site (see "Additional Resources"), but other sources, such as provincial and national museums and art galleries, could also be used. Students might explore themes such as the portrayal of First Peoples, the depiction of relationships between First Peoples and fur traders, living styles, artistic styles, and changing technologies.

LESSON 12

WHAT ARE SOME LEGACIES OF HISTORICAL GLOBALIZATION IN CANADA?

Students will explore the legacies of the Seven Years' War and of early French and British rule of Canada.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

What are some legacies of historical globalization in Canada?

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.4, Before and after the Seven Years' War
- Reproducible 2.7.5, Comparing French and British Legacies

Create an overhead transparency or presentation slide of Figure 7-9 (p. 170, *Exploring Globalization*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 170–173

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

<http://atlas.nrcan.gc.ca/site/english/maps/historical/exploration#exploration>

The Atlas of Canada offers “Exploration 1497 to 1760,” with 20 maps of the early voyages of Europeans.

www.ainc-inac.gc.ca/ch/rcap/sg/sg11_e.html

This Indian and Northern Affairs Canada site is a teachers' resource on the Royal Proclamation of 1763.

www.northwestjournal.ca/V1.htm

A profile of Hudson's Bay Company trader David Thompson from the *Northwest Journal*, an online publication that promotes understanding of the fur trade.

Mackie, Richard Somerset. *Trading Beyond the Mountains: The British Fur Trade on the Pacific, 1793–1843*. UBC Press, 1997.

This book won the 1997 B.C. Lieutenant-Governor's Medal for Historical Writing.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- completing the reproducibles

PRIOR LEARNING

Students will build on their understanding of historical globalization, mercantilism, and Métis culture.

TEACHING AND LEARNING STRATEGIES

Note: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Ask students to scan the figures on pages 170, 171, and 172 of *Exploring Globalization*. Ask students what each figure shows and record their answers on the chalkboard. Then read the question — What are some legacies of historical globalization in Canada? (p. 170, *Exploring Globalization*) — that begins this section of the chapter and ask students how they think each figure might help them answer that question. Add their answers to the list on the chalkboard. Ask students which of the maps helps them understand historical land uses. Then ask them to explain why.
2. Display an overhead transparency or presentation slide of Figure 7-9 (p. 170, *Exploring Globalization*). Ask students to identify which nation controlled each of the regions on the map. Encourage students to discuss the implications of the westward advance of settlers from the British colonies.
3. Instruct the class to read pages 170 and 171 of *Exploring Globalization*. Then distribute Reproducible 2.7.4, *Before and after the Seven Years' War*, and suggest topics such as the following to help students fill in the T-chart:
 - settlement patterns
 - control by imperial powers
 - First Nations peoples
 - important changes
 - assimilation of the Francophone population

Tell students to complete the T-chart using these or other topics, then to compare their ideas with those of other students and to revise their charts if they choose. Ask volunteers to share ideas recorded on their T-charts with the class.

4. Draw students' attention to the activity icon on page 171 of *Exploring Globalization*. Ask volunteers to respond. Students may suggest that Canadians have helped shape the country by contributing a sense of independence and self-reliance, traditions of law and of land use, and their language and culture. Discuss the responses with the class.
5. Tell students to examine the margin features, the headings, and Figure 7-11 on pages 172 and 173 of *Exploring Globalization*. Ask them to predict what they are likely to read in these pages and note the predictions on the chalkboard. If students have trouble making predictions, think aloud (see p. 46) to model how you would make predictions.

Instruct students to read the first two paragraphs on page 172 and then check their predictions. Ask questions like the following to encourage students to make more predictions before they read to the end of page 172:

- What do you think you are going to find out next?
- How did you figure this out?

Record the predictions on the chalkboard and ask the students to read to the end of page 172 and to check their predictions again.

Repeat the process for page 173 as far as “Reflect and Respond.” Then discuss the reading as a whole and ask students to check their predictions once again.

More to the Story

David Thompson was a key figure in the exploration of the Canadian West. His maps were so accurate that they remained the basis for many of the maps issued by the Canadian and American governments for more than 100 years. But his mapmaking didn't earn much. In old age, Thompson sold most of his possessions to support his wife and himself, and he died nearly penniless. There are no portraits of Thompson — any likenesses are based on a short description written in 1820.

5. Draw students' attention to the first activity icon on page 173 of *Exploring Globalization*. Ask students to respond to this activity, then ask volunteers to read some of the points they recorded and discuss these as a class. In students' points and discussion, look for an understanding that the concept of a nation from sea to sea to sea emerged as the British holdings in North America became more populated.
6. Draw students' attention to the second activity icon on page 173 of *Exploring Globalization*. In response, students may comment that Gesner did not see mercantilism as a benefit to Canada because he said, “It is . . . calculated to enrich an old commonwealth,” not the citizens of a new land.
7. Draw students' attention to “Reflect and Respond” (p. 173, *Exploring Globalization*). Distribute Reproducible 2.7.5, Comparing French and British Legacies, and tell students to use this organizer to complete the first activity. Encourage students to add extra information based on their previous knowledge. Remind students to revise their information after they compare their organizer with that of a partner.
In their responses to the second activity, students should present solid arguments if challenged to defend their ratings.
8. Remind students of the five questions they recorded at the beginning of the first lesson of this chapter and ask if today's lesson contributed answers that they want to add. Ask volunteers to share their ideas with the class.
9. Remind students of the four-corners debate they are preparing for this related issue's challenge. Ask volunteers to suggest how some ideas discussed in today's lesson might be useful in their debates. Give students time to update the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. Use exit slips (see page 51), on index cards or notepaper, for students. Ask them to write brief responses to prompts like the following:
 - The big idea I learned from today's lesson is . . .
 - One question I have about this lesson is . . .

This strategy encourages students who are struggling to ask questions and reflect on what they have learned, and the slips can form a continuous description of what they have learned in the course.

2. Ask students what might have prompted French immigrants — male and female — to come to New France during the 1600s and 1700s. Encourage students to conduct research on the standard of living in France and New France and to draw some conclusions about why people would want to come to North America.

LESSON 13

HOW HAS HISTORICAL GLOBALIZATION AFFECTED INDIGENOUS PEOPLES IN CANADA?

Students will explore aspects of historical globalization that affected First Peoples, such as depopulation, the Indian Act, the numbered treaties, and residential schools.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How has historical globalization affected Indigenous peoples in Canada?

GETTING READY

Photocopy reproducible or prepare placemat organizers for the class on chart paper.

- Reproducible 2.7.6, Effects of Historical Globalization on Indigenous Peoples in Canada

Create an overhead transparency or presentation slide of Figure 7-12 (p. 174, *Exploring Globalization*).

Gather examples of oral histories about your community (optional).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 174–179

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www12.statcan.ca/english/census01/Products/Analytic/companion/abor/canada.cfm

This Statistics Canada web page provides a demographic profile of Aboriginal populations in Canada between 1901 and 2001.

www.canadiana.org/citm/themes/aboriginals/aboriginals7_e.html

This web site, maintained by the Canadian Institute for Historical Microreproductions, contains detailed information about the numbered treaties, as well as lesson ideas and supporting information for teachers.

www.metismuseum.ca/exhibits/voices/index.php

“Indigenous Voices” is part of the Virtual Museum of Métis History and Culture. The site offers audio and video programs that illustrate the oral traditions of Métis people.

www.irsss.ca/history.html

The Indian Residential School Survivors Society provides information on the history of the residential school system and its effects on First Nations people.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- completing the placemat activity

PRIOR LEARNING

Students will expand their understanding of the effects of historical globalization on Indigenous peoples in Canada.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 7-12 (p. 174, *Exploring Globalization*). Ask volunteers to suggest an explanation for the pattern shown by the dotted line up to 1921. Ask volunteers to speculate on why the number of First Peoples fell from about 500 000 to about 100 000. Encourage students to discuss the effects this drop in population might have had on relationships among Aboriginal groups and on families, culture, and economic activities.
2. Draw students' attention to the later part of the graph in Figure 7-12, then to the activity icon at the bottom of page 174 of *Exploring Globalization*. Invite students to respond to the questions. Students will observe that the population of First Nations is increasing. Students may also point out that the growth rates are faster than among the population as a whole. Students who suggest that the pattern will have a positive effect may suggest that greater numbers will strengthen First Nations' economic and political influence. Students who suggest that the pattern will have a negative effect may suggest that it could result in crowding on reserves and increasing political and economic unrest.

More to the Story

Smallpox may have been the main culprit in reducing the population of First Peoples. It is believed that smallpox arrived in the New World with Columbus. By 1495, epidemics had killed up to 80 per cent of the people on the islands where he had landed. Across the Americas, estimates place Aboriginal peoples' death rate as the result of infectious diseases — of which smallpox was the deadliest — at about 65 per cent. The fur trade helped spread smallpox through the northern part of the continent as First Nations came into contact with outsiders when trading their furs. And the disease can survive for years on the clothes and bedding of its victims, so there were repeated outbreaks.

3. Draw students' attention to the inquiry question — How has historical globalization affected Indigenous peoples in Canada? — that opens this section of the chapter (p. 174, *Exploring Globalization*). Then distribute Reproducible 2.7.6, Effects of Historical Globalization on Indigenous Peoples in Canada, or the placemat organizers you prepared on chart paper. Divide students into groups of four and instruct the groups to assign each of the topics on the organizer to one group member.
 - Depopulation
 - Treaties
 - Assimilation
 - Residential Schools

Instruct the students to read the sections of pages 174 to 179 that relate to their topic. Tell them to use the placemat organizer, as they read, to jot point-form notes or make sketches or diagrams that help answer the inquiry question.

When all members of the groups have completed their reading and notes, instruct students to take turns sharing and discussing their information with other group members, then to complete the centre of the placemat by answering the inquiry question as a group. Post the completed placemats and ask students to compare the results.

4. Direct students' attention to the activity icon on page 175 of *Exploring Globalization* and ask them to respond. Students may suggest that the First Nations had little choice because settlement was inevitable. Failing to sign the treaties may have meant losing their land without gaining anything in return. Encourage students to discuss the responses.
5. Write the following statement on the chalkboard: "Oral histories are interesting but should not be used as historical evidence to understand events or peoples." Ask students to either agree or disagree with this statement and record the tally on the chalkboard.

Ensure that students understand the term "oral history," perhaps by providing examples from your community. Then ask students to read "Points of View" (p. 176, *Exploring Globalization*).

Draw students' attention to "Explorations" (p. 176, *Exploring Globalization*). Model how students could respond to the first activity. Point out that Andrei Simic uses the term "folklore and oral tradition" four times in his comment. Is he implying that oral traditions are just stories? What does this say about his point of view?

In response to Question 2, students may suggest that to ignore oral traditions is to understand only part of the story — the part told by the people with power in a society. Other students may suggest that ignoring oral traditions means giving up a valuable tool for teaching young people about cultures, traditions, and values. Students should provide valid reasons for their arguments.

In response to Question 3, students may suggest that reporting "history from above" means restricting it to the influential, wealthy, or important people in a society and excluding others. Students should explain their interpretation clearly.

In their brainstorming session, students' responses should reflect their understanding that oral traditions are a valid way to record and learn about history, but the stories can reflect the bias of the storytellers and can change as they are passed from one generation to the next.

Ask students to look again at the statement on the chalkboard. Ask whether they agree or disagree now and record the new tally. Then discuss reasons they changed — or did not change — their vote.

6. Tell students to read "Ideas" (p. 177, *Exploring Globalization*). Ask students to explain to a partner the main point they think Ling, Gord, and Marie are making and to suggest one argument that might strengthen each speaker's position. Then ask students to write a word bubble containing their own point of view on the question.
7. Instruct students to read pages 178 and 179 of *Exploring Globalization*. Then draw their attention to the activity icon on page 179 and ask them to respond. Encourage students to offer clear ideas and explanations, but remind them to be receptive to the ideas of those who may hold different views.
8. Draw students' attention to "Reflect and Respond" (p. 179, *Exploring Globalization*). Students' event lines may include the following ideas:

Event — the fur trade

Effects — established an economic relationship between First Nations and outsiders, changed patterns of living for First Nations peoples, encouraged outsiders to move farther into First Nations territories

Event — settlement by Europeans

Effects — loss of land, loss of traditions and livelihood, migrations that increased tensions with other First Nations

Event — Confederation

Effects — encouraged settlement of the West, put pressure on First Nations to sign treaties, led to the Indian Act and other attempts to assimilate First Nations people

9. Remind students of the five questions they recorded at the beginning of the first lesson of this chapter and ask if today's lesson contributed answers that they want to add. Ask volunteers to share their questions and answers with the class.
10. Remind students of the four-corners debate they are preparing (pp. 112–113, *Exploring Globalization*). Ask volunteers to offer ideas from today's lesson and to suggest how these might be useful in their debates. Give students time to add new ideas and information to the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. When assigning students to groups, ensure that struggling students are included in groups with more proficient classmates who can support them if they run into difficulty.
2. Encourage interested students to conduct further research on Phil Fontaine and his role in denouncing residential schools — and what has been achieved as a result. Ask these students to develop a brief presentation, a bulletin-board display, or a web page.

LESSON 14

HOW DO SOME LEGACIES OF HISTORICAL GLOBALIZATION CONTINUE TO AFFECT CANADA?

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Students will explore immigration, multiculturalism, Aboriginal land claims, and the Quiet Revolution. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How do some legacies of historical globalization continue to affect Canada?

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.7, Arguments for and against Multiculturalism
- Reproducible 2.7.8, 5Ws+H: The Quiet Revolution

Create an overhead transparency or presentation slide of Figure 7-17 (p. 180, *Exploring Globalization*).

Gather material on First Nations land claims or book time in the school library or a computer lab, if available.

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 180–185

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.statcan.ca/menu-en.htm

For immigration statistics, go to this Statistics Canada web site, click on “By subject,” then on “Ethnic diversity and immigration.”

www.canadianheritage.gc.ca/index_e.cfm

The web site of the Department of Canadian Heritage has an alphabetical index with many links that are useful in exploring multiculturalism.

www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao20009.html

The “Claims and Treaties” page of the Aboriginal Canada Portal has links to agencies and organizations dealing with land claims.

http://history.cbc.ca/history/?M1val=EpisContent&series_id=1&episode_id=16&chapter_id=1&page_id=1&lang=E

“Quiet Revolution” is a student-friendly article based on the CBC TV series *Canada: A People’s History*.

http://archives.cbc.ca/IDC-1-73-651-3569/politics_economy/quebec_elections/clip1

“It’s Time for Change” is a CBC archive broadcast on the Quiet Revolution (June 19, 1960).

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement a variety of activities in this lesson. These may include:

- participating in class and small-group discussions
- completing the reproducibles
- completing the end-of-chapter activities

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will draw on their understanding of cultural revitalization, cultural diversity, and the legacies of migration.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 7-17 (p. 180, *Exploring Globalization*). Ask students to identify patterns in the data presented in the two components of this figure. Students will probably note the importance of Europe and Asia as sources of immigrants to Canada.

With students, read the activity icon at the bottom of page 180 and invite students to comment on ways in which Figure 7-17 reveals the continuing legacies of historical globalization. Then ask students to read the rest of page 180 and ask them if this information has changed their ideas.

2. Ask students to explain what multiculturalism means to them and to the country as a whole. Then divide students into small groups and distribute Reproducible 2.7.7, Arguments for and against Multiculturalism. Instruct students to read page 181 of *Exploring Globalization*, then to use the T-chart on the reproducible to provide reasons people did — or did not — support multiculturalism in the past and do — or do not — support it today.

You may wish to conclude this activity with a discussion of stereotyping. Invite students to suggest why the characteristics of a few people should not be applied to a whole population.

3. With students, read the section titled “Land Claims” (p. 182, *Exploring Globalization*). Ask students to conduct research, using the classroom material you have assembled, the library, or the Internet, to define and distinguish between “comprehensive” and “specific” land claims. Encourage them to find examples of each type of claim. For later use, post definitions of the two kinds of land claims.
4. Draw student's attention to “Making Choices: Tom Jackson — A Life-Changing Choice” (p. 182, *Exploring Globalization*). Ask them to respond to “Explorations.” In response to the first question, students may say that the experience made Jackson want to contribute to society in a positive way, rather than being a disinterested observer. In response to Question 2, students may note that Jackson came from a family with two cultural traditions — one of which was Indigenous and one of which came from a dominant immigrant group.
5. Instruct students to read the section titled “The Quiet Revolution in Québec” (p. 183, *Exploring Globalization*). Then distribute Reproducible 2.7.8, 5Ws+H: The Quiet Revolution, and instruct students to use the reproducible to help them identify and record main ideas and supporting

information about the Quiet Revolution. Suggest that, in the “Comments” section of this reproducible, students respond to the question at the bottom of page 183 — How can this drive toward more rights and freedoms for individuals and groups be viewed as a response to the legacies of historical globalization? When students have completed their organizers, ask them to compare their charts with those of other students and to add and revise their 5Ws+H charts if they wish.

6. Remind students of the five questions they recorded at the beginning of the first lesson of this chapter and ask if today’s lesson included answers that they want to add. Ask volunteers to share their ideas with the class and use this opportunity to review the whole chapter before assigning end-of-chapter activities.
7. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 184–185 of *Exploring Globalization*. Because the curriculum outcomes are visited and revisited many times throughout *Exploring Globalization*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
8. Draw students’ attention to “Think about Your Challenge” (p. 185, *Exploring Globalization*), which reminds students of the four-corners debate they are preparing (pp. 112–113, *Exploring Globalization*). Ask volunteers to suggest how ideas discussed during today’s lesson might be useful in their debates. Allow students a few minutes to make changes or to add new ideas and information to the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. Consider pairing students who have difficulty focusing on written assignments with a more proficient writer and encourage them to work together to complete Reproducibles 2.7.7, Arguments for and against Multiculturalism, and 2.7.8, 5Ws+H: The Quiet Revolution. If they prefer completing these on the chalkboard or on sheets of chart paper, encourage them to do so.
2. Draw students’ attention to the two pictures of René Lévesque on pages 181 and 183 of *Exploring Globalization* and encourage them to find out more about his role in Canada’s history. Their research might include Lévesque’s political views, his influence in Québec and Canada, and his relationships with other Canadian leaders.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . . ”

(pp. 184–185, *Exploring Globalization*)

Notes

1. No single correct answer should be expected when assessing students’ responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . . ”
3. Some of the end-of-chapter activities may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class

the basics of respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

Answers

1. Students are likely to comment on the sombre tone of this painting, with its dark colours and pensive expressions, and the subjects' apparent isolation. They may go on to suggest that, at the time the painting was created, First Nations people were being pushed onto reserves and enduring depopulation and the loss of their culture. Students' descriptions of the painting will vary, but be sure they present valid arguments and appropriate language for describing emotions.
2. Work with students to clarify the message that will be communicated through the visual display. The message might focus on the power relationships between Indigenous fur trappers and fur traders, the necessity of working together in a challenging environment, the role of the Hudson's Bay Company, and the consequences of overtrapping. Students should express their message clearly, with appropriate labels or captions.
3. Encourage students to think about what how they would have resolved the tension between the two sides and how they can articulate these ideas in the role play. Circulate to ensure that the groups stay on track, include relevant factual material, and anticipate questions and challenges from classmates.
4. Give students time to discuss the characters and consider the story that each might have told in a visual. Students' visuals will vary, but they should be on topic, effective, and sensitive to each character's situation.
5. Encourage students to isolate key ideas for their powerful questions and to summarize the information they find in their research. The way they present their findings should show a clear grasp of their findings and an understanding of the legacies of historical globalization and of how groups have responded to these legacies. Students' powerful questions and evaluations should be based on clear and valid premises and provide well-supported reasons.