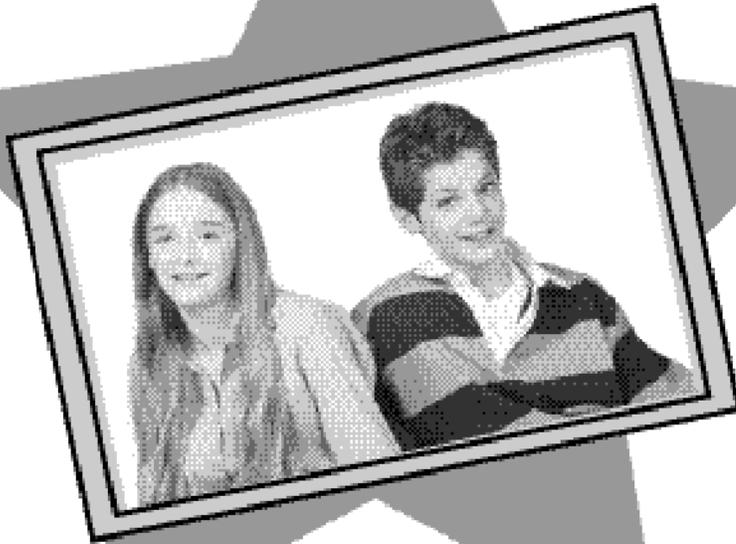


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY
W1 - Lesson 3: Role of British in the
Foundation of Canada

Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 Role of First Nations in the Foundation of Canada
W1 - Lesson 2 Role of French in the Foundations of Canada
W1 - Lesson 3 Role of British in the Foundations of Canada
W1 - Lesson 4 Competition for Trade
W1 - Lesson 5 Quiz

W2 - Lesson 1 War and Peace
W2 - Lesson 2 Becoming Canada
W2 - Lesson 3 Creating a New Country
W2 - Lesson 4 The Métis
W2 - Lesson 5 Quiz

W3 - Lesson 1 Growth in the West
W3 - Lesson 2 Expanding Confederation
W3 - Lesson 3 Immigration
W3 - Lesson 4 A New Canada
W3 - Lesson 5 Quiz

Materials Required

Social Studies Grade 7

Version 5

Preview/Review W1 - Lesson 3

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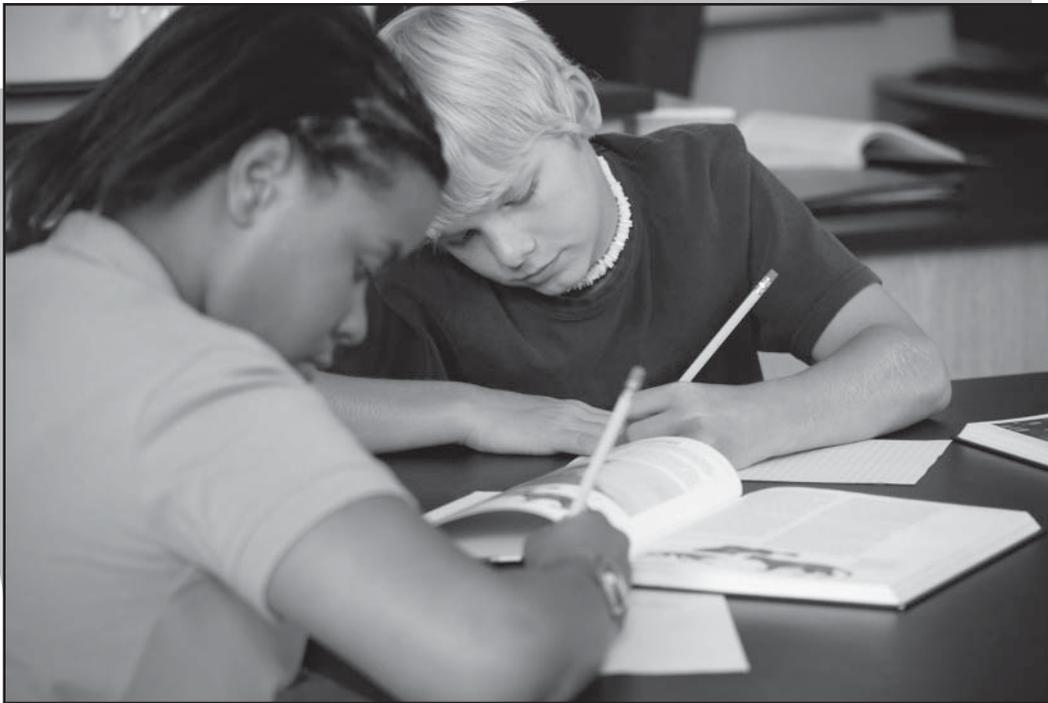
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Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***W1 - Lesson 3:
Role of British in the
Foundation of Canada***

OBJECTIVES

By the end of this lesson, you should

- know the key figures in British exploration and settlement of North America
- understand the role of the British government in the settlement of North America
- understand the similarities and differences between the British and the French settlements in North America

GLOSSARY

mercantilism – an economic system that allows an imperial country to become wealthy by selling the resources from its colonies

sovereignty – supremacy of authority as exercised by a nation

Rupert's Land – a huge territory consisting mostly of what is now northern and western Canada, named after Prince Rupert who was the first head of the Hudson's Bay Company

W1 – Lesson 3: The Role of the British in the Foundation of Canada

Review

Turn to W1 – Lesson 2: *Role of the French in the Foundations of Canada*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W1 – Lesson 2 material thoroughly. Ensure you have a good understanding of W1 – Lesson 2 before proceeding to W1 – Lesson 3. If you need extra help, please approach your teacher or learning facilitator.

Classroom Discussion 1: Extinction of a Nation

Read the Case Study, *Extinction of a Nation*, on pages 60 and 61 of your textbook, **Voices and Visions**. If you are in a classroom setting, discuss the following questions. If you are working individually, consider the ideas below and write your ideas on the lines provided.

1. What was the main cause of the conflict between the British fishermen and the Beothuk in Newfoundland?

The British set up their fish camps where the Beothuk fished. This drove the Beothuk away from a major food source.

2. If British colonists in Newfoundland had been more interested in the fur trade than the fishery, how might the relationship between them and the Beothuk have been different?

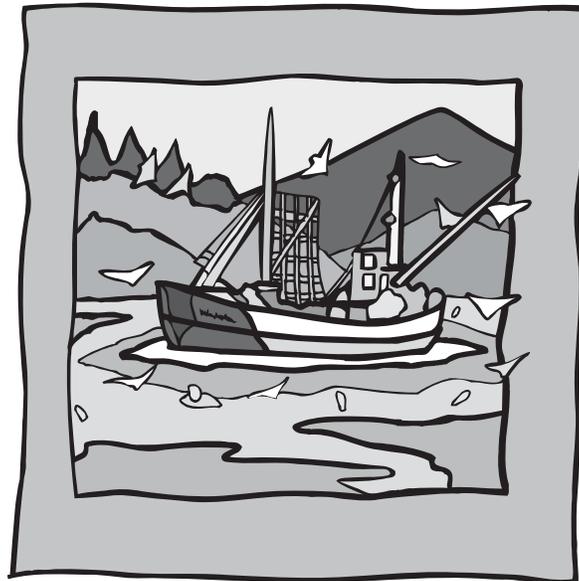
They could have worked together and the Beothuk may have traded furs for goods.

3. How long did it take the Beothuk to disappear? Who was the last known survivor?

Two hundred years after the British arrived the Beothuk were gone. The last known survivor was Shanawdithit.

4. How did you feel when you learned that a First Nations community had disappeared?

Answers will vary.



Reading 1: England's Early Days in North America

France was competing with other European countries trying to build an empire. The Spanish, the Dutch, the English, and others believed the development of empires was the best way to increase the wealth, strength, and influence of a country. The first English explorer to attempt to build a colony in North America was Walter Raleigh. In 1585, Raleigh attempted to establish a colony on Roanoke Island (now North Carolina). It and a second attempt at establishing a settlement failed. These attempts failed because Raleigh's colonists could not adjust to the difficult life of this strange new land. The British did not give up and returned a few years later.

The king of England, like the kings of France, was aware that large sums of money were necessary to establish colonies. He could not afford to risk the government's money. The English king decided to allow private groups to set up colonies in North America. Some of the groups were interested in making money. Others just wanted a place where they could worship freely. England developed 13 colonies along the eastern coast of this new world.



The warmer climate and the encouragement of the British government for religious groups to settle in the new world resulted in the English colonies growing quicker than New France. Britain wanted colonies to reduce tensions in England over religion and poverty. France had different reasons for colonizing North America. France's priority was to increase their wealth by collecting furs and other natural resources from the land. France also saw the colonies as an opportunity to expand the Catholic faith. From the beginning, the English and the French did not have the same goals or use the same systems to run their colonies. The establishment of large settlements gave the British a military and economic advantage over the other imperial countries.

The British used the mercantile system to grow powerful. **Mercantilism** is an economic system that allows an imperial country to become wealthy by selling the resources from its colonies. These resources brought Britain great wealth. With unlimited access to these resources, Britain no longer depended on other countries to supply them with materials. Britain could make money by selling extra resources to other countries.

Read pages 55 and 57 of your textbook, *Voices and Visions*, to learn the reasons that motivated Britain to build colonies in America. Then, complete Activity 1.

Activity 1: The British come to North America

British and French colonies grew at different rates. To see the advantages the British colonies had over the French colonies, complete the descriptions in the following chart. Use what you learned in Lesson 2 and the reading you have just completed. For additional help, see the chart on page 57 of your textbook, *Voices and Visions*.

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

	New France	The British Colonies
The Economy	<i>The colony's economy was based on the fur trade. Opportunities were limited.</i>	<i>The colony's economy was based on furs, fish, and forestry. This provided many opportunities for colonists to earn a living.</i>
Competition	<i>The main competition in the fur trade came from the British. British outposts along the Hudson Bay gave the British the advantage of quicker route to European markets.</i>	<i>The French provided competition in the fur trade. The Spanish and Portuguese competed for the fish. Having colonies close to the resources gave the British an advantage.</i>
Quality of Life	<i>The weather was harsh and farming was difficult with a short growing season. This made it harder for people to earn a living.</i>	<i>The climate was mild, and some colonies were able to farm all year round. The British provided excellent support and bought goods developed by the colonies.</i>
Religious Freedom	<i>Only French Catholics were encouraged to come to New France. This limited the number of individuals who could come to the colony.</i>	<i>People from many different faiths and places were permitted to settle in the various colonies.</i>
Trade	<i>New France could trade fur only with France and a company held a monopoly on the fur trade.</i>	<i>The colonies could trade with other countries, but later trade was restricted to England. Colonists were free to start businesses and crops for profit.</i>

Reading 2: The English and French in North America

John Cabot arrived off the shores of Newfoundland in 1497. When Cabot returned to England, he told the king about catching fish by the basketful. Cabot claimed Newfoundland for England; however, there was no interest in developing a colony. Neither the climate nor the rocky soil appealed to the English. Only the fish drew the English each summer. In time, the number of English in Newfoundland increased. The king of England granted permission to build fishing stations along the coast. As these stations grew into villages, England had to establish law and order. In 1729, the king of England assigned a governor. Newfoundland went from a collection of fishing villages to a colony.

In April 1713, France and England signed the Treaty of Utrecht in the Netherlands. This treaty brought peace to Europe and defined who owned portions of North America. The English acquired Acadia, most of the Maritimes, and reacquired Rupert's Land. The treaty provided thirty years of peace between the English and the French; however, it did not end the fight over territory in North America. It was a major victory for England in their attempt to gain a foothold in Atlantic Canada. France, bankrupted by war, managed to keep control of Cape Breton Island, the Gaspé, the St. Lawrence River, and Quebec. The territory the British acquired gave them a significant portion of Atlantic Canada that would benefit England both financially and militarily in their continued battle for control of all of North America. By 1744, England and France returned to war.

The British renamed the French colony Acadia as Nova Scotia. In time, Britain became concerned about the French who lived in Nova Scotia and the French fortress at Louisbourg. Britain wanted to establish its **sovereignty** over Nova Scotia. The British sent General Edward Cornwallis to develop a military and navy base in Nova Scotia. This new base was named Halifax. Halifax was established with a government consisting of a governor, a council of advisors, and an elected assembly. At first, the governor and advisors worked together to govern without the elected assembly. The British government eventually stepped in and insisted that an election be held. This allowed every citizen of the colony to participate by voting for the elected assembly. In 1758, the Halifax Assembly became the first elected assembly in British North America. The Mi'kmaq people became upset with the British newcomers. Britain had built Halifax on one of the Mi'kmaq people's favourite campsites. The Mi'kmaq were encouraged by the French to disrupt the lives of the British. The response by the British colony was to disturb, capture, and attack the Mi'kmaq people.

In the west, a British explorer and sea captain named Henry Hudson was looking for a route to Asia called the Northwest Passage. What he found was a bay that provided an ocean route into the heart of the continent—and an abundant new supply of furs. The bay was named the Hudson Bay. Now turn to your textbook, *Voices and Visions*, and read pages 64 to 66 to see how the British developed this new land and how the French reacted to this development. Then, complete Activity 2.

Activity 2: The English and French in North America

If you are in a classroom, you may discuss the statements as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. How did the British show their sovereignty in Nova Scotia? List **three** actions the British took towards either the Acadians and/or the Mi'kmaq to establish their sovereignty.

Any three steps are acceptable. 1. They renamed the colony. 2. They took land away from the Mi'kmaq. 3. They established a military base. 4. They established a government that did not include the Acadians or the Mi'kmaq. 5. They forced the Mi'kmaq to move because of the violence of the British towards them.

2. Britain gained control of Nova Scotia. What may be the long-term consequences of this for the Acadians? Give reasons to support your ideas.

Answers will vary. The response should include the renaming of the colony and placing an all-English government in power, which resulted in the Acadians losing their voice in making decisions.

3. What may be the long-term consequences for the Mi'kmaq of British expansion in Nova Scotia? Give reasons to support your ideas.

Answers will vary. The response should include that the Mi'kmaq would be displaced by British settlers. After the French encouraged them to make war on the British, the British ordered to "annoy, distress, take, or destroy Mi'kmaq people wherever they are found." The Mi'kmaq lost control of their lands and way of life.

4. Britain now controlled Nova Scotia, Newfoundland, and Rupert's Land. What parts of North America did the French control?

France kept control of Cape Breton Island, the Gaspé, the St. Lawrence River, and Quebec.

5. The Hudson's Bay Company was not interested in building a colony. What was the company interested in? What were the French worried about, and what did they do?

The Hudson's Bay Company was interested in trade. The French worried about the English taking all the fur. The French attacked and took control of all English trading posts.

Reading 3: The British Continue to Explore

Read pages 67 to 71 in Chapter 3 of your textbook, *Voices and Visions*. Then, complete Activity 3.

Activity 3: The British Continue to Explore

Use Chapter 3 (pages 67 to 71) of the textbook, *Voices and Visions*, to answer the following questions. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. When Kelsey travelled away from the Hudson Bay, he used two main methods of transportation. What were they?

He used a canoe and travelled by foot.

2. Which First Nation did Kelsey travel with? Which First Nation did he want to meet?

Kelsey travelled with the Cree. He hoped to meet the Siksika.

3. a. Did Henday contact the First Nation he wanted to meet? If so, where?

Yes, Henday met the Siksika near present-day Red Deer.

- b. Was Henday successful in developing fur trade with them? Explain.

Henday was not successful in establishing a fur trade with the Siksika. The Siksika did not believe in trading for profit.

4. a. Of which First Nations was Matonabbee a member?

Dene

b. Which Hudson Bay explorer did he help?

Samuel Hearne

c. What happened to Matonabbee?

When the French destroyed the HBC fort and his people died from small pox, Matonabbee killed himself.

5. Two British explorers looked for the Northwest Passage along the west coast of Canada. What were their names? What were their major accomplishments?

The explorers were Captain James Cook and George Vancouver. Captain Cook met the Nuu-chah-nulth First Nation and traded fur pelts. George Vancouver mapped the west coast and proved that it was not the entrance to the Northwest Passage.



W1 - Lesson 3: Role of British in the Foundation of Canada Review Assignment

Complete pages 9 to 12 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the activity and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

Section A: Fill-in-the-Blanks

Choose the best word from the list provided to complete each statement. Write the correct words on the lines. Not all words will be used. This section is worth 10 marks. (1 mark for each correctly placed word or phrase).

Beothuk	competition	Matonabee	mercantilism
Northwest Passage	Resolution	Rupert's Land	Siksika
sovereignty	Treaty of Utrecht	Walter Raleigh	York Factory

- The *Beothuk* _____ First Nation disappeared 200 years after the arrival of the British.
- Henry Hudson was looking for the *Northwest* _____ *Passage* _____ but found a bay that now bears his name.
- Matonabee* _____ helped Samuel Hearne reach the shores of the Arctic Ocean.
- Henday failed to get the *Siksika* _____ First Nation to trade their furs.
- Britain was in *competition* _____ with Spain and France and wanted to prevent them from becoming more powerful.
- In 1749, Britain decided to show its *sovereignty* _____ over Nova Scotia.
- Mercantilism* _____ allows an imperial country to become rich in gold and silver by selling the resources taken from its colonies.

8. Captain James Cook sailed the *Resolution* looking for the Northwest Passage.
9. *Walter Raleigh* was the first English explorer to try to build a colony in North America.
10. In 1713, England and France signed the *Treaty of Utrecht*. As a result, Acadia came under the control of the English.

Section B: Matching

Match the individual or item on the left with the correct phrase on the right. Write the letter on the appropriate line to indicate your choice. This section is worth five marks (1/2 mark each).

- | | | |
|--------------------------------|---------------------|---|
| A. John Cabot | <u> <i>I</i> </u> | a Hudson Bay trading post |
| B. Pierre Le Moyne d'Iberville | <u> <i>E</i> </u> | has an island named after him |
| C. Anthony Henday | <u> <i>G</i> </u> | founded Halifax |
| D. Samuel Hearne | <u> <i>J</i> </u> | colony founded by Walter Raleigh |
| E. George Vancouver | <u> <i>B</i> </u> | captured York Factory for the French |
| F. Hudson's Bay Company | <u> <i>H</i> </u> | the last of her people |
| G. General Edward Cornwallis | <u> <i>C</i> </u> | met the Siksika at Red Deer |
| H. Shanawdithit | <u> <i>F</i> </u> | Prince Rupert was the first leader |
| I. York Factory | <u> <i>A</i> </u> | claimed Newfoundland for Britain |
| J. Roanoke Island | <u> <i>D</i> </u> | travelled to the shores of the Arctic Ocean |

Section C: Multiple Choice

Below are ten multiple-choice questions based on the information you have learned in this lesson. Read carefully. Write the letter of the **best** possible answer in the blank before each question. This section is worth ten marks. (1 mark each)

- C 1. Which one of the following did not affect Britain's decision to build colonies in America?
- A. Economics
 - B. Resettlement of people
 - C. Death of Queen Anne in 1714
 - D. Religious freedom
- D 2. Which explorer hoped to convince the Siksika to bring their furs to Hudson Bay?
- A. Samuel Hearne
 - B. John Cabot
 - C. James Cook
 - D. Anthony Henday
- A 3. Which British sea captain followed Captain James Cook?
- A. George Vancouver
 - B. John Cabot
 - C. Edward Cornwallis
 - D. Walter Raleigh
- D 4. Which economic system allowed an imperial country to become rich by selling the resources taken from its colonies?
- A. Seigneurial system
 - B. Imperialism
 - C. Monopoly
 - D. Mercantilism

- C 5. What was the location of the first elected assembly in British North America?
- A. Newfoundland
 - B. Rupert's Land
 - C. Halifax
 - D. York Factory
- A 6. Where were fish first reported to be caught by using a basket?
- A. Newfoundland
 - B. Hudson Bay
 - C. Cape Breton
 - D. St. Lawrence River
- B 7. Which First Nation came in conflict with the British when the British settled Halifax?
- A. The Siksika
 - B. The Beothuk
 - C. The Dene
 - D. The Mi'kmaq
- B 8. What did the English call their trading establishments?
- A. Trading Posts
 - B. Forts
 - C. Outlets
 - D. Factories
- D 9. Why was Walter Raleigh unsuccessful in establishing a colony?
- A. He was unable to communicate with the local First Nations people.
 - B. The colonists lacked the ability to grow crops.
 - C. A new disease wiped out the colonists.
 - D. The colonists were unable to adapt to the harsh life of the North American wilderness.
- C 10. Which First Nation people met and traded with Captain James Cook?
- A. Dene
 - B. Mi'kmaq
 - C. Nuu-chah-nulth
 - D. Beothuk

Role of British in the Foundation of Canada Bonus Crossword Puzzle

Use the following words and phrases below to identify the words that complete the crossword puzzle below.

Across

- 5 British colony in Nova Scotia
- 8 James Cook’s ship
- 9 Supreme governing authority
- 10 Tried to establish a British colony
- 12 Opened the west for the Hudson Bay Company

Down

- 1 Disappeared in the Arctic looking for the Northwest Passage
- 2 Hudson Bay Company’s main interest
- 3 Searched for the Northwest Passage from the west coast
- 4 Reached the waters of Newfoundland in 1497
- 6 An economic system
- 7 Land controlled by the Hudson Bay Company
- 11 First European to reach the shores of the Arctic Ocean

* This puzzle was created by using *Puzzlemaker* at DiscoveryEducation.com website.