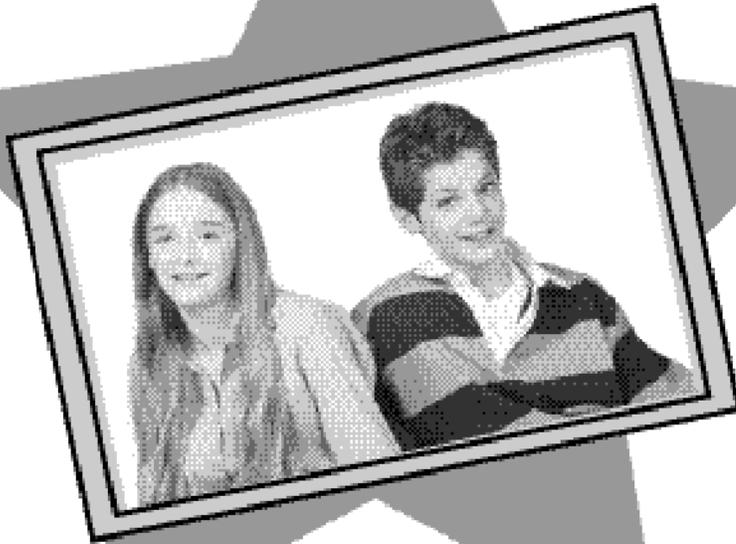


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY
W1 - Lesson 2: Role of French in the
Foundations 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 2

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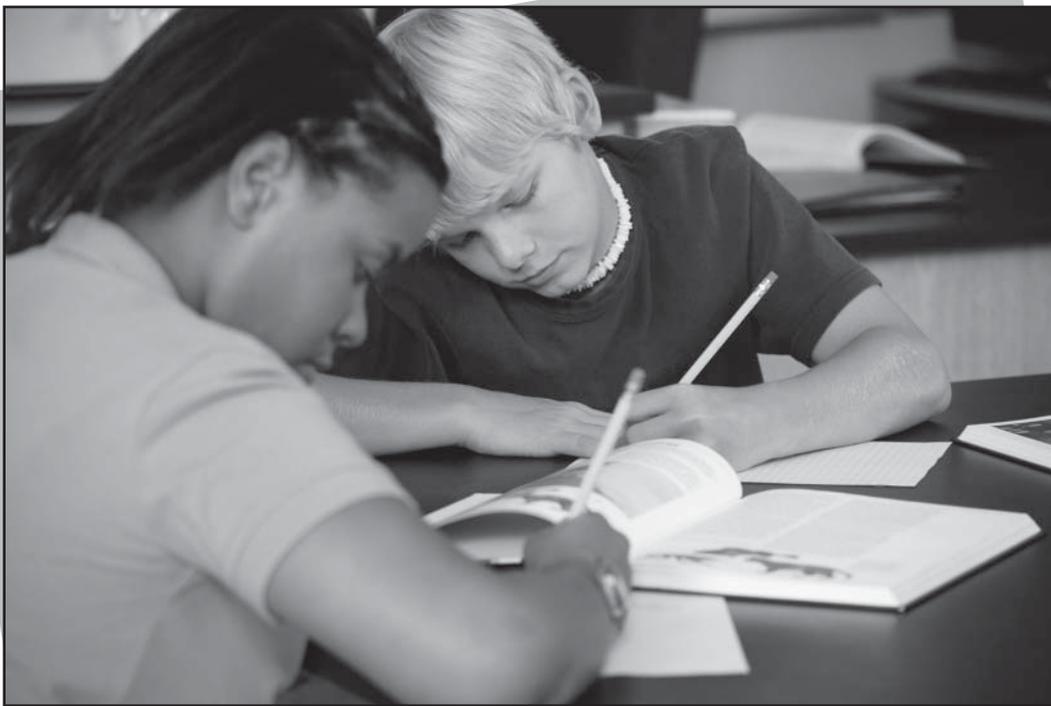
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Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***W1 - Lesson 2:
Role of French in the
Foundations of Canada***

OBJECTIVES

By the end of this lesson, you should

- know the key figures in the French exploration and settlement of North America
- understand the roles of the Royal Government and the Catholic Church in the social structure of New France
- understand why France expanded, how France expanded, and the impact of French expansion

GLOSSARY

Acadian – a Francophone citizen of Acadia (part of modern day Nova Scotia and New Brunswick)

colony – a region controlled by a distant country

coureur de bois – a Canadian trader who took long journeys into the wilderness to trade for furs with First Nations

empire – a system of colonies owned by a single country

filles du roi – women sent to New France by the king of France

habitant – a Francophone farmer of New France

imperialism – the policy of extending a nation's control over other countries often using economic or military means

intendant – a second-most important figure of the Sovereign Council; in charge of the day-to-day affairs of the colony appointed by the King of France

monopoly – exclusive control by one company or group of a commodity to be sold or traded in a certain area

petroglyph – a carving or line drawing on rock

scurvy – a disease brought on by a lack of Vitamin C

seigneurial system – a social system based on nobles who rented land to farmers for a portion of the farmer's annual crop and who paid other fees to the nobles (The nobles had to build a mill and a church.)

GLOSSARY continued...

Sovereign Council – a government with three officials (a governor, an intendant, and a bishop) established by King Louis XIV to govern the colony of New France

tithe – a portion of income given to support the Church

W1 – Lesson 1: Role of French in the Foundations of Canada

Review

Turn to W1 – Lesson 1: *Role of First Nations in the Foundation 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 1 material thoroughly. Ensure you have a good understanding of W1 – Lesson 1 before proceeding to W1 – Lesson 2. If you need extra help, please approach your teacher or learning facilitator.

Classroom Discussion 1: What kind of society did the French colonists create in their North American colonies?

When Europeans came to North America, they established new settlements called colonies. A **colony** is a region that is controlled by another country. The first colonists in Canada came from France. As the European countries developed colonies throughout the globe, they established empires. An **empire** is a system of colonies owned by a single country, referred to as the home or mother country. Colonies were under the control of the home country and colonists rarely had input in the political or economic decisions made by the home country.

Through military or economic means, some of the European countries extended their control over other nations as well as their colonies. This control is called **imperialism**. For most of the 1800s, the world was ruled by imperial powers. However, as new nations emerged, the imperial system began to fade. One of the first new nations was Canada.

France was the first imperial power to establish a permanent colony in North America, and its influence helped develop modern Canada. Other imperialistic countries that developed colonies in North America were Britain, Spain, and Holland. Lesson 2 studies the development of French influence in North America.



The questions below should be discussed as a class. If you are working individually, answer the questions and discuss your ideas with your learning facilitator or teacher.

- 1. What problems may arise from a colonial system?

Answers will vary. Possible answers include lack of independence, economic drain on the mother country, and loss of control in making decisions.

- 2. What may happen when two imperial powers such as Britain and France encounter each other in North America?

Answers may vary. Possible answers include conflict between the powers and one power buying out another power.



Reading 1: Values and Viewpoints

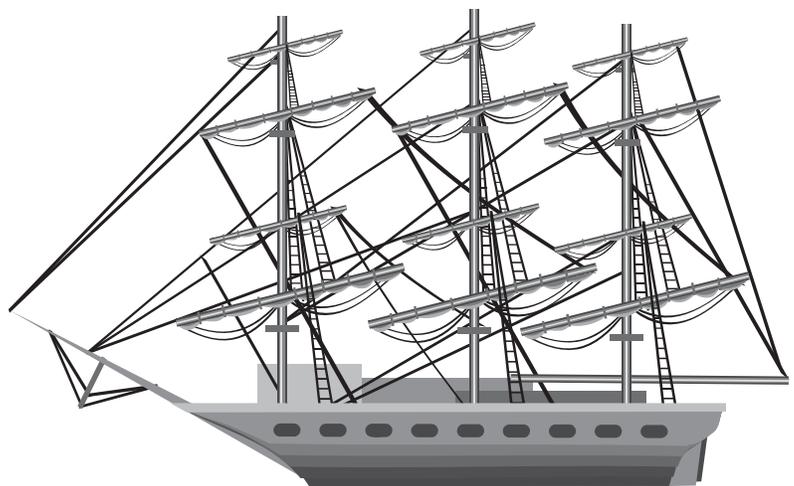
The first Europeans arrived in Canada about 1000 years ago. They were from Scandinavia and called Vikings. Long after the Vikings left the shores of North America, fishermen from several European countries came to fish along the coasts of Newfoundland and Labrador. At first they came ashore only to prepare the fish for the long trip back to Europe. They set up drying racks to preserve the fish. When the fishermen returned to Europe, they told stories of their adventures. Among the stories were tales of fur-bearing animals.

By the late 1400s, Portugal had become very wealthy. With its control of a southern route to India, Portugal could tap the riches of the Far East. Christopher Columbus convinced Queen Isabella of Spain in 1492 to fund a voyage west across the Atlantic to find a route to India. When Columbus landed in the new world, he thought he had reached the shores of India. The people he met he mistakenly called Indians. It did not take the Spanish long to realize his mistake. The Spanish began to explore this new land both north and south looking for a passage that would provide them easy access to India. In their search, the Spanish discovered First Nations communities that had large quantities of silver and gold. The Spanish became wealthy and less interested in finding a passage through this very rich land. Other European countries took up the challenge of finding a passage. As the search moved north, the passage they looked for became known as the Northwest Passage.

France was one of the first northern European countries to look seriously for the Northwest Passage. The King of France had heard of the stories from the fishermen and fur traders. The king knew that France needed new sources of wealth if the country was to prosper. He began to look for someone who could search for the Northwest Passage and new sources of wealth.

The imperial countries of Europe had several reasons for wanting to expand their empires. Many imperial countries claimed colonies around the world. When land was claimed, the home country controlled its resources and original inhabitants.

Read pages 34 and 35 of your textbook, *Voices and Visions*, to learn the four major reasons European countries wanted to expand their empires. Then, complete Activity 1.



Activity 1: Expanding Across the Ocean

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. Identify and explain **four** reasons for Europeans countries to expand their empires.

1. Economics - The fur trade brought wealth to France.

2. Competition - European countries often went to war against each other as they expanded their colonies (they wanted land and resources) 3. Religion - Spreading the word of

Christianity was important. 4. Curiosity - Europeans wanted to know what lay beyond their frontiers.

Questions 2 to 4 of this activity are optional. Please check with your teacher or learning facilitator before proceeding. *Each teacher may decide how to use these questions or not at all.*

2. Think about what you learned in Lesson 1. In the chart below, outline the arguments the First Nations might have made for and against the Europeans coming to North America.

First Nations Arguments for	First Nations Arguments against
<i>Useful tools made of metal</i>	<i>Introduction of alcohol</i>
<i>Colourful cloth</i>	<i>Loss of the use of some land</i>
<i>Better weapons for hunting</i>	<i>Need to replace ammunition</i>
<i>Help against enemies</i>	<i>Helped enemies</i>

- 3. How do you think the First Nations people who lived in the lands that were colonized felt about being told what to do by foreign powers?

Answers will vary. Generally, students will indicate that the First Nations would feel a loss of control of the land and of spiritual aspects. They likely felt overwhelmed as more and more Europeans arrived.

- 4. How would you feel if Canada was colonized by another country today? Explain.

Answers will vary. Generally, students might express anger at the violation of their rights and feel anger about another country telling them what they could or could not do.

Reading 2: Jacques Cartier Comes to North America

Jacques Cartier was sent by the king of France to find the Northwest Passage. In his commission from the king, Cartier was directed “to discover certain islands and lands where it is said that a great quantity of gold and other precious things are to be found.”¹ Cartier was equipped with two ships and crossed the Atlantic Ocean in 1534. On May 10, he arrived off the coast of Newfoundland.

In Newfoundland, Cartier encountered the Mi’kmaq First Nation people, who seemed friendly and greeted him with words of friendship. The next day, the French and the Mi’kmaq traded and celebrated. On July 6, 1534, things did not go as well as about 40 Mi’kmaq canoes surrounded Cartier and his men. Cartier panicked and ordered his men to shoot over the heads of the Mi’kmaq, who quickly left the area.

On July 24, Cartier planted a ten-metre cross bearing the words “Long Live the King of France” and took possession of a territory he called the Gaspé in the name of the French king. Cartier explored the area but was disappointed that it did not lead to China. However, he did meet a First Nations people called the Haudenosaunee and their chief, a man named Donnacona. The Haudenosaunee did not trust Cartier after he planted the cross. Their fears would later be justified when Cartier forced two of Donnacona’s sons to return with him to France.

Cartier returned to North America in 1535 with 3 ships and 110 men. He had heard of a large river further to the west and hoped it to be the long sought-for Northwest Passage. The French were guided up the St. Lawrence River. They sailed upriver as far as Stadacona where Cartier reunited Donnacona with his sons. Cartier eventually travelled west to Hochelaga (present day Montréal) and discovered rapids. The rapids made him realize that this was not going to be the passage to China. Cartier and his crew built a small log fort and spent the winter near Stadacona. By mid-winter, only 10 of his 110 men were strong enough to get food and water.

The rest of the crew had become ill and many died from scurvy, a disease caused by a lack of Vitamin C. Cartier was fortunate that the Haudenosaunee knew a cure for scurvy. They taught the French how to make a tea by boiling pieces of white cedar. Without the Haudenosaunee’s cure, Cartier and the rest of his men would not have survived the winter.



Cartier returned to France, but he forcibly took Donnacona and nine other villagers with him to tell the King of France about the riches of North America. Read page 38 in your textbook, *Voices and Visions*, to see what happened when Cartier returned to North America in 1542. Then, complete Activity 2.

¹ First reported by Giovanni Battista Ramusio’s (1485 - 1557) book *Navigazioni et Viaggi Vol. 3* published in 1556. English Translation published 1580.

Activity 2: Jacques Cartier to North America

Complete the following activity by writing the correct words on the lines provided. Not all terms will be used. If you are in a classroom, you may discuss the statements as a group. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

colony	cross	Donnacona	France	Gaspé
Mi'kmaq	Newfoundland	pyrite	scurvy	Stadacona

- Jacques Cartier was sent by the king of France to find the Northwest Passage.
- On May 10, 1534, Cartier arrived off the coast of Newfoundland.
- Cartier panicked and ordered his men to shoot over the heads of the Mi'kmaq, who quickly left the area.
- Cartier planted a ten-metre cross bearing the words “Long Live the King of France” and took possession of a territory he called the Gaspé.
- Cartier sailed upriver as far as Stadacona, where he reunited Donnacona with his sons.
- By mid-winter only 10 of Cartier’s 110 men were strong enough to get food and water. The rest of the crew had become ill and many died from scurvy, a disease caused by a lack of Vitamin C.
- Cartier returned to France with what he thought was diamonds and gold. The diamonds turned out to be worthless quartz and the gold was “fool’s gold” known as pyrite.
- Cartier was not able to establish a permanent colony, but he did lay claim to a new world in the name of the king of France.

Reading 3: French Explorers

Cartier was not able to establish a permanent colony in the land he claimed for the king of France. He did provide France with a great deal of important information about the land beyond the sea.

The French did not forget about North America. Fishing fleets came to the North Atlantic each year. Fur traders met with First Nations trappers each spring. It was, however, more than sixty years before the French attempted another year-round settlement.

By the early 1600s, the European source of furs had nearly disappeared. France quickly realized that North America could be a huge source of furs. The French king decided to build a colony in the land claimed by Jacques Cartier. The king also knew that to build a colony so far from home would be expensive. To solve this problem, he decided to let someone else pay for it. The king would grant a fur trade **monopoly** to any one interested in building a colony and developing the fur trade of North America.

Read pages 39 to 44 in your textbook, *Voices and Visions*, about the explorers who followed Cartier seeking their fortunes by following the fur trade in North America. Then, complete Activity 3.



Activity 3: French Explorers

Based on your reading, identify the accomplishments of the following explorers. If you are in a classroom, you may discuss the accomplishments as a group. If you are working individually, write your answers on the lines provided. Check your work with your learning facilitator or teacher. An example is provided for you.

Example: Jacques Cartier – *Although he was not able to establish a permanent colony in North America, Cartier succeeded in gathering a great deal of important information about the land across the ocean. He laid claim to the land in the name of France.*

1. Pierre de Monts

He was a French noble given a monopoly in 1604 to establish a colony in North America. He established a settlement at Port Royal on the Bay of Fundy.

2. Samuel de Champlain

Champlain came to be known as the founder of New France. He built colony at Quebec and he developed the fur trade. He also built alliances with First Nations.

3. Étienne Brûlé

He was one of the first coureurs de bois. He was the first European to travel up the Ottawa River and into Georgian Bay.

4. Radisson and Groseilliers

They extended France's claim in North America deep into the country and gave French names to many places they discovered. They travelled all the way to the Hudson Bay. A fur-trading business called the Hudson's Bay Company was founded because of the accomplishments of these two explorers.

5. Joliet and Marquette

They were sent to find where the Mississippi River flowed.

6. la Salle

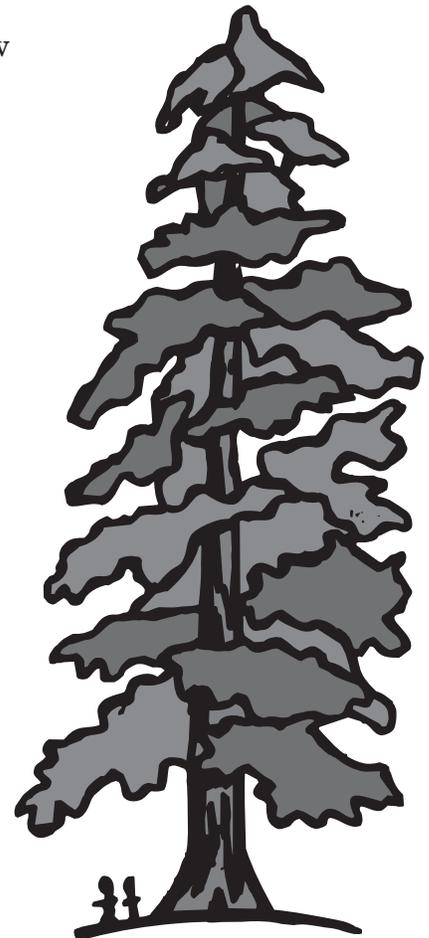
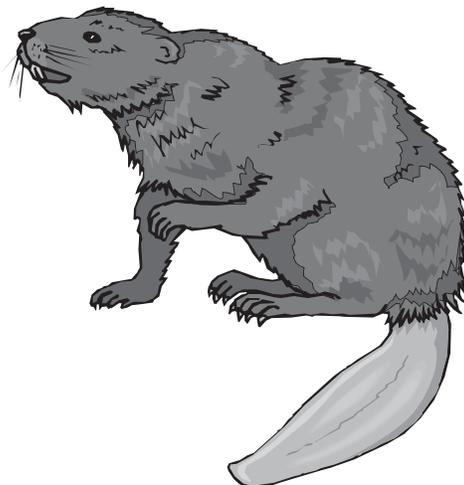
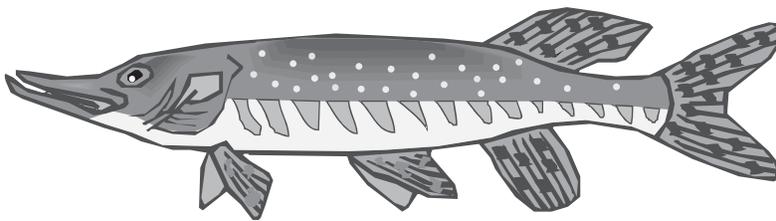
In 1682, he reached the mouth of the Mississippi River at the Gulf of Mexico. He contributed to France's claim of all the Mississippi country.

Reading 4: Economy and Government in New France

The French claim to North America was based on a European concept of the “right of discovery”. This allowed France to claim ownership of lands not occupied by Christians. The story of France’s colonial empire really begins on July 27, 1605, with the founding of Port Royal in the colony of Acadia in what is now Nova Scotia. A few years later, in 1608, Samuel de Champlain established Quebec, which became the centre of a huge but sparsely settled fur-trading colony called New France. The French did not discuss land ownership with First Nations communities. They did not understand that First Nations believed land could not be “owned”, that it was given by the “Great Spirit” to be used by all.

France laid claim to a huge territory; however, most colonists settled along the St. Lawrence River. The New France colony depended on France for its survival. France supplied vital materials, a military for safety, and additional colonists. France received resources such as furs, fish, and timber. These resources helped make France wealthy and powerful among European countries. In the beginning, the individuals responsible for the colony were not successful. The merchants who controlled New France saw it as a place to do the business of trading for furs. They did not invest in building settlements. The harsh winters and the lack of encouragement from the merchants resulted in few people wanting to move to New France.

In 1663, the King of France stepped in and took control of New France. Read pages 45 to 50 of your textbook, *Voices and Visions*, to find out how he was able to change New France from a struggling colony to a very successful colony. Then, complete Activity 4.



Activity 4: Economy and Government in New France

To finish the following activity, you must complete each given statement by writing the correct word on the line provided. The answers can be found in *Reading 4: Economy and Government in New France* and your textbook (pages 45 - 50). 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. Although France claimed a vast territory, most colonists remained clustered along the *St. Lawrence* River.
2. In 1663, King Louis XIV took control of the colony from the merchants. He set up a *Sovereign* *Council* to govern the colony.
3. The most powerful member of the Sovereign Council was the *Governor*.
4. The *intendant* was in charge of the day-to-day affairs of the colony.
5. The head of the church in the colony was the *bishop*.
6. The colonists supported the Church and its activities by donating a portion of their income called a *tithe*.
7. The village of *Ville-Marie* was founded as a place where missionaries could convert First Nations people. Today, we know this place as *Montréal*.
8. Between 1665 and 1673, the French king sent about 900 single young women and girls to New France to become wives. The women were known as the *filles du roi*.
9. The social structure of New France was based on the *seigneurial system*.
10. The New France colonists were known as *habitants*. They rented strips of land from the seigneurs and set up farms.

T 4. Jacques Cartier’s settlement on the St. Lawrence River failed.

 F 5. The king granted a trade monopoly to a group of nobles.

The king granted a trade monopoly to a group of merchants.

 T 6. In 1604, a Frenchman named Pierre de Monts received a monopoly.

 F 7. In the spring of 1605, de Monts established a settlement at Port Royal on the Bay of Fundy. The French called the area New France.

The French called the area Acadia.

 F 8. Samuel de Champlain worked to build the colony at Québec and to develop farming.

Samuel de Champlain worked to build the colony at Quebec and to develop the fur trade.

 T 9. In time, the Québec colony began to flourish. Samuel de Champlain came to be known as the founder of New France.

T 10. The coureurs de bois were a unique group of adventurers.

 F 11. A young French colonist named Étienne Brûlé was one of the last coureurs de bois.

A young French colonist named Étienne Brûlé was one of the first coureurs de bois.

 F 12. Radisson and des Groseilliers travelled to Hudson Bay because First Nations people had told them the land had rich soil for farming.

Radisson and des Groseilliers travelled to Hudson Bay because First Nations people had told them the land was rich in fur-bearing animals.

 F 13. For many years, the French heard the First Nations talk about a mighty river beyond the Great Lakes that flowed into the south. The river was called the Missouri.

The river was called the Mississippi.

 T 14. France claimed ownership of all the Mississippi country. They called it Louisiana after the French king Louis XIV.

 T 15. In 1663, King Louis XIV took control of the colony from the merchants.

F 16. The most powerful member of the Sovereign Council was the bishop.
 The most powerful member of the Sovereign Council was the Governor.

 T 17. The colonists supported the Church and its activities by paying a portion of their income called a tithe.

 F 18. The royal government paid the colony's expenses, so taxes were higher in New France than they were in France.
 The royal government paid the colony's expenses, so taxes were lower than they were in France.

 T 19. Few French women were interested in living in New France. It was far from home and life there was very harsh.

 T 20. The social structure of New France was based on the seigneurial system.

 F 21. The habitants, who were the merchants of New France, admired many things in the First Nations' cultures.
 The habitants, who were the farmers of New France, admired many things in the First Nations' cultures.

T 22. New France needed women for the colony to prosper. The king of France sent more than 900 women who were called *filles du roi*.

 T 23. Girls in New France received a better education than girls in France.

 F 24. The village of Ville-Marie was founded as a place where missionaries could convert First Nations peoples. Today, we know this place as Quebec City.
Today, we know this place as Montreal.

 T 25. Each seigneur had to build a mill and a church on his land.

Total: _____
25 Marks

Role of the French in the Foundations of Canada Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words are in the glossary. Can you find them all?

- acadian
- colony
- coureur de bois
- empire
- filles du roi
- habitant
- imperialism
- intendant
- monopoly
- petroglyph
- scurvy
- seigneurial system
- sovereign council
- tithe

A 15x15 word search grid with the following words circled:

- colony (horizontal, row 2, columns 6-11)
- coureur de bois (horizontal, row 3, columns 2-11)
- seigneurial system (vertical, column 3, rows 3-10)
- intendant (vertical, column 10, rows 3-10)
- empire (vertical, column 14, rows 3-10)
- monopoly (vertical, column 15, rows 3-10)
- tithe (vertical, column 11, rows 11-15)
- sovereign council (vertical, column 12, rows 11-15)
- acadian (vertical, column 1, rows 11-15)
- habitant (vertical, column 2, rows 11-15)
- scurvy (vertical, column 3, rows 11-15)

* This puzzle was made using the www.armoredpenguin.com/wordsearch website.