

Important Concepts . . .

Preview Review



Social Studies Grade 7

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

Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 Role of First Nations in the Foundation of Canada
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Materials Required

Textbook Required
Voices and visions

Social Studies Grade 7

Version 5

Preview/Review W1 - Lesson 2

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Preview/Review Concepts for Grade Seven Social Studies



***W1 - Lesson 2:
Role of French in the
Foundation 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 2: Role of French in the Foundation 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?

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



Reading 1: Values and Viewpoints

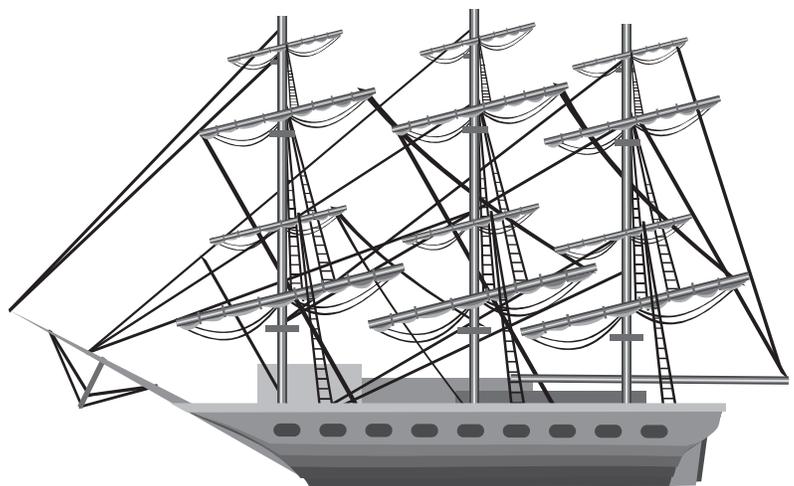
The first Europeans arrived in Canada about 1000 years ago. They were from Scandinavia and called Vikings. Long after the Vikings left the shores of North America, fishermen from several European countries came to fish along the coasts of Newfoundland and Labrador. At first they came ashore only to prepare 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.

Questions 2 to 4 of this activity are optional. Please check with your teacher or learning facilitator before proceeding.

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

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?

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

Reading 2: Jacques Cartier Comes to North America

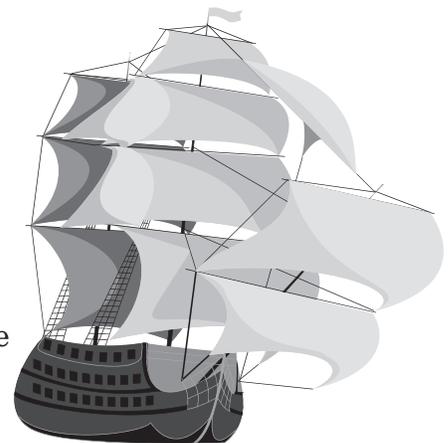
Jacques Cartier was sent by the king of France to find the Northwest Passage. In his commission from the king, Cartier was directed “to discover certain islands and lands where it is said that a great quantity of gold and other precious things are to be found.”¹ Cartier was equipped with two ships and 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

1. Jacques Cartier was sent by the king of _____ to find the Northwest Passage.
2. On May 10, 1534, Cartier arrived off the coast of _____.
3. Cartier panicked and ordered his men to shoot over the heads of the _____, who quickly left the area.
4. Cartier planted a ten-metre _____ bearing the words “Long Live the King of France” and took possession of a territory he called the _____.
5. Cartier sailed upriver as far as _____, where he reunited _____ with his sons.
6. 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 _____, a disease caused by a lack of Vitamin C.
7. 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 _____.
8. Cartier was not able to establish a permanent _____, 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

2. Samuel de Champlain

3. Étienne Brûlé

4. Radisson and Groseilliers

5. Joliet and Marquette

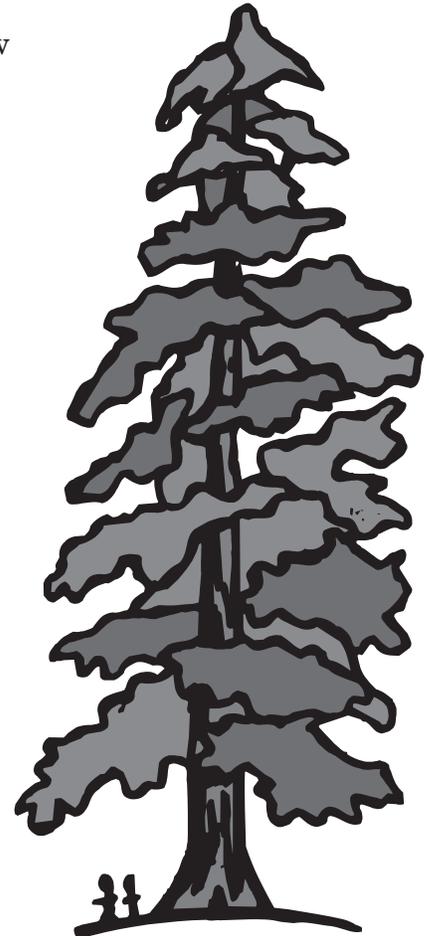
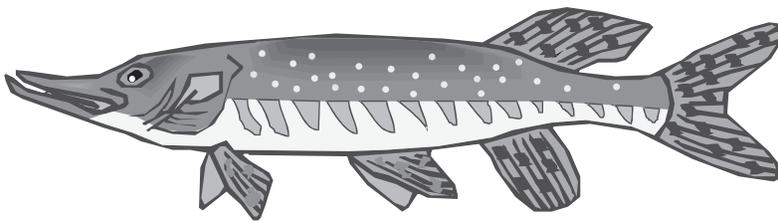
6. la Salle

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(s) 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 _____ River.
2. In 1663, King Louis XIV took control of the colony from the merchants. He set up a _____ to govern the colony.
3. The most powerful member of the Sovereign Council was the _____.
4. The _____ was in charge of the day-to-day affairs of the colony.
5. The head of the church in the colony was the _____.
6. The colonists supported the Church and its activities by donating a portion of their income called a _____.
7. The village of _____ was founded as a place where missionaries could convert First Nations people. Today, we know this place as _____.
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 _____.
9. The social structure of New France was based on the _____.
10. The New France colonists were known as _____. They rented strips of land from the seigneurs and set up farms.

W1 - Lesson 2: Role of the French in the Foundation of Canada Review Assignment

Complete pages 12 to 16 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 assignment 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.

True and False

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the provided line and then **rewrite the sentence correctly to make the statement true**. An example is given to help you begin. This review assignment contains twenty-five statements.

Example:

 F Europeans first arrived in the land we call Canada 100 years ago.

 Europeans first arrived in the land we call Canada 1000 years ago.

 1. In 1492, Queen Isabella of Spain sent Christopher Columbus west across the Atlantic.

 2. In July 1534, Champlain landed at a place he called Gaspé.

 3. Cartier and his crew decided to stay in Canada for the winter. They built a small log fort near Port Royal.

_____ 4. Jacques Cartier’s settlement on the St. Lawrence River failed.

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

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

_____ 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.

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

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

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

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

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

_____ 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.

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

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

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

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

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

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

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

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

_____ 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*.

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

_____ 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.

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

Total: _____
25 Marks

Role of the French in the Foundation 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	

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m s e d d i a h g h m i o o m m
e o s d a t a c o l o n y t s l
t u h c o u r e u r d e b o i s
s i e a u t n e u d p t t c l c
y l t t b b u d y p i o n a a u
s n r h n i s e s r i u e y i r
l l e p e e t a a y o e t n r v
a m y y l e d a e c e e i e e y
i t i l o t r n n n a r t o p n
r n i g o r o g e t n d v v m t
u f n o e p i o e t h d i e i o
e p u r o e o t r t n e r a i l
n l t t r o p n c t t i i d n i
g s m e p d s u o e p i n t b a
i s v p e i i p a m r r p s e b
e o u t n l e i e n c i r n o s
s h m s n n p r e c m g y t h i
    
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* This puzzle was made using the www.armoredpenguin.com/wordsearch website.

