

Important Concepts . . .

# Preview Review



**Social Studies Grade 7**

**W2 - Lesson 1: War and Peace**

## 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 Foundation of Canada
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W3 - Lesson 2	..... Expanding Confederation
W3 - Lesson 3	..... Immigration
W3 - Lesson 4	..... A New Canada
W3 - Lesson 5	..... Quiz

## Materials Required

**Textbook Required**  
*Voices and Visions*

Social Studies Grade 7  
Version 5  
Preview/Review W2 - Lesson 1

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# **Preview/Review Concepts for Grade Seven Social Studies**



***W2 - Lesson 1:  
War and Peace***

# OBJECTIVES

By the end of this lesson, you should

- understand how the conflict between the French and the British in Europe affected North America
- understand how the Battle of the Plains of Abraham was a key event in Britain achieving control over North America
- know the key leaders involved in the French and British conflict in North America
- know the reasons the British deported the Acadians

## GLOSSARY

**accommodation** – the reconciliation or settlement of opposing views that recognizes the strengths of both sides

**assimilation** – a process where a culture or individual changes to conform with the customs and traditions of a dominant culture

**bilingualism** – using or able to use two languages, especially with equal or nearly equal fluency

**deportation** – to expel an individual or group from a country

**eviction** – the removal of a tenant from property by the landlord

**fortress** – a fortified place, especially a large, military stronghold that is often close to or includes a town

**Francophone** – a French-speaking person, especially in a region where two or more languages are spoken

**neutral** – not choosing a side in a dispute or war

**siege** – a blockade of a city

**superpower** – a powerful and influential nation, which dominates its allies in an international power bloc

**tactics** – the science of deploying military forces and maneuvering them in battle

**treaty** – a formal agreement between two or more states, as in reference to terms of peace or trade

# W2 - Lesson 1: War and Peace

## Classroom Discussion 1: Fortresses in North America

In the early 1700s, France built numerous key fortresses in New France. The two main ones were Louisbourg and Quebec. The French were certain no one could defeat them at Quebec. Read the case study, "Fortress Quebec", on page 103 of your textbook, *Voices and Visions*. Then, discuss the following questions as a class. If you are working individually, answer the questions on the lines provided. Then, check your work with your learning facilitator or teacher.

- 1. What is a fortress?

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- 2. Why did the French think no enemy could defeat them at Quebec?

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- 3. How important was Quebec to the French?

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## Reading 1: The French and English at War

Throughout the past, one or two nations have been more powerful than their neighbours. We refer to these powerful nations as **superpowers**. Two thousand years ago, Rome was a superpower. Today, the United States of America is a superpower. In the 1700s, France and Britain were considered to be superpowers. Both wanted to control the oceans and they wanted to build empires. They both established colonies in faraway places, and they both established strong navies and armies. In their attempts to realize their goals, they often came in conflict with each other in Europe, on the high seas, and in North America. One of the major conflicts is known as the Seven Years War. Read pages 101 to 102 and 104 in your textbook, *Voices and Visions*. Then, complete Activity 1.

### Activity 1: The French and English at War

To complete this activity, circle the word that correctly completes the statements. If you are in a classroom, you may discuss the statements as a group. If you are working individually, circle your answers and check your work with your learning facilitator or teacher.

1. New France felt secure because France had two mighty fortresses at Quebec and *Montreal / Louisbourg*.
2. The English saw the French to the north and to the west. As a result, they felt *limited / free* in North America.
3. The first attempt by the British to expand into the West met with failure as the French defeated the British in the Ohio River Valley. A general, who would later become the first president of the United States, led the British. His name was *James Wolfe / George Washington*.
4. The French colonists no longer considered themselves as Europeans and began to see themselves as a new people called *Métis / Canadiens*.
5. The French were confident that no enemy could overcome the defences of *Montreal / Quebec*.
6. The British living in the Thirteen Colonies wanted to move into the interior for more *minerals / farmland* and to *trade with / take control of* First Nations people.

## Reading 2: Prelude to War: Acadia

For more than 100 years, France sent colonists to North America. Many settled in the area around the Bay of Fundy and were known as Acadians. When the British took control of the area, they renamed it Nova Scotia and developed a military base at Halifax. The British were concerned about the Acadians causing problems for them. In times of war, the British questioned the loyalty of the Acadians.

To find out what happened to the Acadians, read pages 106 to 109, including both case studies, in your textbook, *Voices and Visions*. Then, complete Activity 2.

### Activity 2: Prelude to War: Acadia

To finish the activity, you must complete each given statement by writing the correct word or phrase on the lines provided. 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. An \_\_\_\_\_ is a Francophone citizen of Acadia.
2. The Acadians wanted to remain \_\_\_\_\_. Many refused to take an \_\_\_\_\_ of loyalty to the British.
3. Governor \_\_\_\_\_ began to \_\_\_\_\_ the Acadians to other British colonies.
4. A British officer named John Winslow took part in the removal of the Acadians. This removal became known as the \_\_\_\_\_.
5. The Acadian traditions and culture have endured, and today \_\_\_\_\_ is the only province to be officially bilingual.

### Reading 3: The Struggle for Canada

The British knew that, if they were to defeat the French in North America, the capture of the fortresses at Louisbourg and Quebec were essential for victory. Louisbourg controlled the entrance to the St. Lawrence River, and Quebec was the government centre for New France.

To find how successful the British were, read pages 110 to 113 of your textbook, *Voices and Visions*. Then, complete Activity 3.

### Activity 3: The Struggle for Canada

After you have finished the reading, answer the following questions. If you are in a classroom, you may discuss the questions 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 long was the siege of Louisbourg? What did the British do to capture the fortress?

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2. Why did the strategy used against Louisbourg not work against Quebec? Who were the military leaders for the French and the British?

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3. Where was the final battle for Quebec? What happened to the military leaders? What was the final outcome?

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4. Identify three accomplishments of the Canadiens during the more than 150 years they controlled New France.

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## Reading 4: The First Nations and the War

The treaty that ended the war between the British and the French was signed in 1763 without any input from First Nations people. British settlers began to move into the Ohio River Valley, British fur traders replaced the French, and the British did not seem to understand how to build trust with First Nations communities.

Many First Nations communities thought war was the only way to stop the British. To find out what happened, read pages 114 and 115 of your textbook, *Voices and Visions*. Then, complete Activity 4.

### Activity 4: The First Nations and the War

After you have finished your reading, answer the following questions. If you are in a classroom, you may discuss the questions 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. Why did the First Nations continue to fight the British after the French signed a peace treaty?

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2. What tactics did the Chippewa use to capture Fort Michilimackinac?

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3. Which leader convinced several First Nations communities to join him to drive the British out of the Ohio Valley? Was he successful?

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## Reading 5: After the War

With the war over, the British had control of a huge area composed of French and British settlers, Métis, and First Nations communities. At first the British tried to assimilate the French settlers (Royal Proclamation of 1763). Later, they tried to accommodate the French (Quebec Act of 1774). Read pages 116 to 120 of your textbook, *Voices and Visions*, to learn how the British were able to resolve the problems with the people of Quebec. Then, complete Activity 5.

### Activity 5: After the War

Complete the following chart. Look at the terms of the Royal Proclamation, which is provided on page 118 of your textbook, *Voices and Visions*. Then, look at the terms of the Quebec Act on page 120. Now, complete the following chart that compares the two acts. An example is provided.

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

Royal Proclamation of 1763	Quebec Act of 1774
<i>New France became the Province of Quebec.</i>	<i>Quebec was expanded to the size it had been when it was a colony of France.</i>

## W2 - Lesson 1: War and Peace Review Assignment

Complete pages 8 to 11 as your review assignment for this lesson. If you are working in a classroom, you may review 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.

### Section A - Fill-in-the-Blanks

Use the list of words provided to help you choose the **best** word to complete each statement. Not all the words will be used. This section is worth 12 marks. (1 mark for each correctly placed word or phrase).

assimilate	deported	eviction	farms	Francophone	Montcalm
Montreal	neutral	pioneered	Pontiac	Quebec	
siege	superpowers	tactics	treaty	Wolfe	

1. In the 1700s, France and England were rival \_\_\_\_\_.
2. A \_\_\_\_\_ is a person whose first language is French.
3. By 1750, \_\_\_\_\_ had grown to be the largest town in New France.
4. The Acadians did not want to fight. They wanted to remain \_\_\_\_\_.
5. Most of the Acadians were \_\_\_\_\_ by ship to the New England colonies.
6. The British cut off Louisbourg from the landward side and settled in for a long \_\_\_\_\_.
7. If General \_\_\_\_\_ could hold off the British until the winter, then \_\_\_\_\_ and his ships would have to retreat before the river froze.

8. \_\_\_\_\_ hoped that the French would come to help him in his war against the British.
9. The surrender of \_\_\_\_\_ in 1760 ended the fighting over New France.
10. The French left a great legacy in New France. They \_\_\_\_\_ the fur trade and developed successful \_\_\_\_\_.

## Section B - Matching

Match the event with the individual or individuals associated with the event. You may use the events more than once. Write the letter on the appropriate line to indicate your choice. This section is worth 3 marks. (0.5 mark for each).

- A. Plains of Abraham battle
- B. Ohio River Valley battles
- C. The Great Deportation

- \_\_\_\_\_ 1. George Washington
- \_\_\_\_\_ 2. John Winslow
- \_\_\_\_\_ 3. James Wolfe
- \_\_\_\_\_ 4. Marquis de Montcalm
- \_\_\_\_\_ 5. Pontiac
- \_\_\_\_\_ 6. Charles Lawrence

## Section C - Matching

Match the term with either the Royal Proclamation of 1763 or the Quebec Act of 1774. An example is provided. Write the letter on the appropriate line to indicate your choice. This section is worth 5 marks. (0.5 mark for each).

- A. Royal Proclamation of 1763
- B. Quebec Act of 1774

Example:

  A          New France became the Province of Quebec.

       1. A system of British laws and courts replaced the French system.

       2. The Catholic Church was not allowed to collect tithes.

       3. French language rights were recognized.

       4. Quebec's size was expanded.

       5. Catholics were given freedom of religion.

       6. Interior land was set aside for First Nations people.

       7. French civil law would be used to settle disputes.

       8. Quebec became smaller.

       9. The French seigneurial system remained in place.

       10. Civil government replaced the military government.

### Section D - Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

- 1. Why was Louisbourg so important to the French defence of New France? (1 mark)

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- 2. What were two military strengths of the British? (2 marks)

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- 3. What were two of France’s military strengths? (2 marks)

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**Total:** \_\_\_\_\_  
**25 marks**

## War and Peace Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words are used in Chapter 5 of your textbook, *Voices and Visions*. Can you find them all?

accommodation  
eviction  
siege

assimilation  
fortress  
superpower

bilingualism  
francophone  
treaty

deportation  
neutral

i c m t o s t a s l n r r e i b o  
o a f s u p e r p o w e r s a v t  
a r l l i t c r i i i t u t r c f  
n q m p i l g t i c l n i t a i t  
n o m c o i a s b f e r n n r i i  
p a i t i t a u c r o o o o p a n  
s i s t r i t s g a b r i n h t l  
o n t o a e m u p n o i t c i v e  
a r p e e d a c e c i o a r p o g  
o e o n i s o t t o t l l a e p e  
d p o w s r s m y p r o i e u s i  
m a u n o t o a m h i t m b e t s  
s o o g t i o i l o c n i i m m p  
a e e d r o o t o n c e s t o e o  
o o t n p l u i p e o c s o i t e  
a o m r v a a t p f s a a s t f t  
r s u i o n t c i m o r s n m l l

\* This puzzle was made using the [www.armoredpenguin.com/wordsearch](http://www.armoredpenguin.com/wordsearch) website.



