Eight Lessons: Develop Primary Resource Sets

By: Lana Henderson

Topic:

Grade 7: Analyzing the various groups living in New France between 1713 and 1800 with a specific focus on the main challenges that individuals and groups faced.
Introduction to New France and its People

Lesson One

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
This lesson will be the introduction to the topic of challenges that different peoples faced in New France. Students will work in a computer lab or with Ipads. Using the Virtual Museum of New France they will be asked to complete a chart on the different historical actors to get a good overview of who was there and why.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
To gain a broad understanding of New France and the people that lived there, partly through the teacher but mostly by doing research online.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)

Overall expectations: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada

Specific expectations: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)
Access to the computer lab or to computers/Ipads in the classroom
Primary images/images to use in warm-up (1.1)
Handout to complete from online research (1.2)
Second Handout (1.3)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder? (10 mins)
Use the warm up to access previous knowledge. Possibly use mind maps surrounding large groups of people such as First Nations, Europeans/Explorers. You could also have some images printed off and quiz them (with prompts if needed) on who or what the images are of or what they may represent.

Step 2: Discussion (timings): activate background knowledge (7 mins)
Give a brief introduction to New France (geographical area, time period) but most of their knowledge will be gained through their own research.

**Step 3:** Modeling (timings): teach demonstrates actions/skills/thinking patterns for class (3 mins)

Show students the Virtual Museum of New France website and how to get to it and navigate it so that they won’t waste any time figuring it out.

**Step 4:** Guided Practice (timings): Individual or group work which is under guidance/supervision (20 mins)

Students can work alone or in pairs to fill out the handout while they research about the different people in New France.

**Step 5:** Independent activity (timings): Students work without guidance or others (20 mins)

Continue the introduction of New France into the next lesson and for the independent work have students choose one of the groups that they researched and do the second handout.

**Step 6:** Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder. (15 mins)

Have students share their responses on the handout and discuss any points they may disagree with or anything they would add or change. Have students sign their names next to their comments on one another’s sheets before handing them in.

**F. Assessment** (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

Assess students understanding of the context of New France and its people by having them hand in their work as well as by observing them in group or partnered work. Judge whether they have a firm enough grasp of the setting and context of the time before moving on with the more specific expectation of the challenges that different groups faced and the contemporary connections they would make with them.
Ethical Judgements and the Holy Mission to Convert the First Nations

Lesson two

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)

The first half of the lesson will look at the effort and the challenges that the Church (missionaries, nuns) underwent to convert the First Nations. Then the students will look at documents and make ethical judgements upon these historical actors as well as then understanding their judgements in conjunction with the historical context of the time. From this understanding students will make connections to current conflicts or issues where this knowledge would help bring clarity.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)

Students will analyze documents from the Church and make judgements on their beliefs, values, and morals based on the language used. They will then strive to understand the text in terms of its historical context.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)

Overall Expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada

Specific Expectation: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.

The historical thinking concept used in this lesson with be that of ethical dimensions.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)

YouTube video (2.1)

Primary sources for guided practice – quotes of Marie de l’Incarnation on the First Nations people (2.2)

Handout (2.3)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder?
Do a quick mind map or brainstorming of what a missionary is and what they do to access prior knowledge and to engage students in the topic. Show YouTube video on modern day missionaries. Are students shocked they still exist? How do they feel about the video? (10 mins)

**Step 2: Discussion (timings): activate background knowledge**

**Lesson content and knowledge:**

- Description of the members of the Catholic Church that came to New France (missionaries, nuns, priests)
- Description as to why they came. Discuss the Church’s aim to convert the First Nations in order to save their souls
- Description of the challenges they faced (traveling in the wilderness to reach the dispersed First Nations, attempting to convert a people who already had their own belief system, learning the language and culture of the First Nations in order to gain their trust etc...)
  (15 mins)

**Step 3: Modeling (timings): teach demonstrates actions/skills/thinking patterns for class**

The teacher will explain what an ethical judgement is and how easy it is to make them. The teacher will give the class an example and walk through the thought process with them.

Ex. Should students be able to choose the clothing they wear to school or should there be a school uniform policy? (bring up issues of religious attire, self expression, financial situations)

(5 mins)

**Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision**

Students will be given a handout with two quotes from Marie de l’Incarnation. Introduce the idea of what a primary source is and how they are the key to understanding what we can about the past.

The quotes will be read together as a class and students will be given four questions regarding ethical judgements to answer either alone or in pairs. The answers will be taken up as a class. (15 mins)

**Step 5: Independent activity (timings): Students work without guidance or others.**

Students will be given homework to think of a current conflict or issue that is better understood by remembering a similar issue from the past.
Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder

F. Assessment (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)
Their understanding will be assessed through class discussion as well as through their homework which will be taken up at the beginning on the next class.
Challenges of Society in New France: Population and the Filles du Roi

Lesson Three

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
This lesson will discuss societal challenges within New France in terms of its population. It will focus its historical thinking around the concepts of historical perspective. It will do this by looking more deeply into the immigration of women (filles du roi) to New France in the 17th century.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
Students will view primary documents and images through the lens of a filles du roi in order to try and understand what life in New France may have been like for them.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)
Overall Expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada.
Specific Expectation: A1.2 Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.
Historical Thinking Concept: Historical perspective

D. Materials (primary source document (appendices), instructions for teacher, prompts for students, BLMs
YouTube video (3.1)
PowerPoint (3.2)
Written document used in PowerPoint (3.3)
Handout of primary sources (3.4)
Handout with questions on primary sources (3.5)

E. Plan of Instruction:
Step 1: Warm up (timings): how might you provoke awe/wonder?
Show a YouTube video of an inkblot test. Have the students write down what they see in each of the seven inkblots shown. Once the video is over have students compare with a partner and then take it up as a class. It’s an easy and visual way to show different perspectives. (5 mins)

**Step 2: Discussion (timings): activate background knowledge**

The content of the lesson will inform the students about New France’s need to populate. They needed more women to even out the ratio between the sexes. The colony couldn’t survive without more families. The solution to this challenge was initiated by Jean Talon. He suggested that women be brought over from France to marry the men. They were called the filles du roi. The lesson will focus on these women. Filles du roi were women from poor families in France or from orphanages. Almost all of these women lived in the city and were between the ages 12 and 25. They were able to volunteer to travel to New France to start a family. This could mean a better life but it also meant that they had to leave everything behind. Often they were given dowries and men were encouraged to marry them through money incentives. What might life have been like for a filles du roi? (10 mins)

**Step 3: Modeling (timings): teacher demonstrates actions/skills/thinking patterns for class**

Put up PowerPoint slide of quote on the filles du roi and talk through the answers to the questions posed. The teacher will talk through the process of having first impressions or perspectives that are personal in nature and will then describe how and why it is important to understand the historical context when looking at primary sources. (5 mins)

**Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision**

Have the students get into pairs. Give each pair a sheet with two images on it, one of New France in the 1700s and one of Paris in the 1700s. Have students look at the images and answer the first question. Take up the question as a class and write up contributions on the board. If students haven’t come up with many ideas, prompt them by asking them more pointed questions such as the differences that might exist in society, in the types of jobs available and in urban versus colonial life. (10 mins)

**Step 5: Independent activity (timings): Students work without guidance or others.**

Students will independently answer the second question on the handout. (10 mins)

**Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder.**

Sharing and discussing will have occurred in Step: 4.
F. **Assessment** (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

An assessment will be based on their contributions in class discussion as well as through their responses on the handout.
Introduction to French and British Tensions with a Focus on Evidence through Looking at the Siege of Louisbourg

Lesson four

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
The lesson will look at the conflict between the French and British during the 18th century focusing on New France and New England. It will outline the major tensions that existed between them with a focus in the content on the Treaty of Utrecht and the Seven Years War. The primary source will focus on the capture of Louisbourg. Students will then look at the idea of evidence to analyze a primary source for facts and make inferences about from it.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
The goal is to have students think critically and ask the right questions to gain knowledge and make inferences from analyzing a primary source.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)
Overall expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada
Specific expectation: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians
The historical thinking concept used in this lesson will be that of evidence.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)
Map of east coast (4.1)
Painting of Louisbourg (4.2)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder? (5-7 mins)
Since you will be focusing on evidence, do a 5 minute mystery with the class.
http://www.5minutemystery.com/
Step 2: Discussion (timings): activate background knowledge (15 mins)

British and French tension in Canada:

- Fur trade routes, competition (Hudson’s bay, Rupert’s Land)
- Acadia (in British hands (Treaty of Utrecht) but thought that Acadians would side with the French if war broke out)
- Fortress of Louisbourg (protected the route to the St. Lawrence and Quebec)
- Tension between French and British outside of North America, competing for land and power
- British captured French ships off the coast of Newfoundland and refused to give them back (last straw, Seven Years War began)

Step 3: Modeling (timings): teach demonstrates actions/skills/thinking patterns for class (3 mins)

Show a map of the east coast of Canada which shows where Louisbourg is. Infer meaning from the map and voice aloud for students to see the process. Mention that it was a strategic location that the British wanted and had been held by the French for a long time.

Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision (15 mins)

Put the painting of Louisbourg up on the board and have students point out facts and make inferences. This can be done as a class discussion so that many ideas can be shared.

Some prompt questions may be: Who do you see in the painting? How do you know they are British? Where is the painting set based on what we’ve discussed in class? How do you know? What clues do you see? Who do you think painted the picture? Captain Ince took part in the attack himself. Do you think he is a reliable source of information about what happened?

(Info for the teacher: Captain Charles Ince, a British soldier, painted this view of the siege of Louisbourg. The British are moving their cannon into position onshore. To the right, French ships are anchored in the harbour. In the distance, the British fleet waits offshore. Captain Ince took part in the attack himself.)

Step 5: Independent activity (timings): Students work without guidance or others (5-10 mins)

Ask students to reflect. How does this painting extend your knowledge of the siege of Louisbourg?

Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder.

Discussion occurs throughout lesson, not at the end.
E. **Assessment** (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

The assessment will be made as the lesson progresses. The independent activity could be written out and handed in if the teacher chooses.
Environmental Challenges in New France, a Look at Continuity and Change

Lesson Five

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
   This lesson will outline many of the environmental challenges that people faced when first coming to New France. These challenges will be compared to current environmental challenges. The historical thinking concept will focus on this continuity and change and will ask students to think of why certain things have and have not changed.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
   Students will look at primary sources, both images and text in order to gain a better understanding of colonial Canada and its environmental challenges.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)
   Overall expectations: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada.
   Specific expectations: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.
   The historical thinking concept being employed will be that of continuity and change.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)
   - YouTube video of coureur de bois (5.1)
   - All images and texts that could be used for modelling, guided and independent practice (5.2)
   - Handout (5.3)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder? (2 mins)
   Show a short YouTube clip of images of the coureur de bois with a French song about them playing in the background. The images will help set the tone for environmental topics.

Step 2: Discussion (timings): activate background knowledge (5-7 mins)
Leave much of the discussion to after the viewing of the primary sources. Explain what types of information you are looking for them to get from the images and texts in terms of environmental challenges (weather, climate, geography of the land, accessibility, new flora and fauna). Also explain the nature of continuity and change. History is not just a series of events but rather a flow where everything in connected and therefore relevant to our present day.

**Step 3: Modeling (timings):** teach demonstrates actions/skills/thinking patterns for class (5 mins)

Choose one of the images listed in the appendix (5.2) to use in front of the class. Bring up one element of difficulty with the new environment and leave the rest for the students to think of.

Ex. The image of the coureur de bois: You could explain to the students the obvious challenges of cold and the lack of present day technology and vehicles. You could also explain what has remained the same. What may be harder to grasp is that as Canadians we still associate the challenges of facing the cold winters and being resourceful as part of our identities, just as the coureur de bois did.

**Step 4: Guided Practice (timings):** Individual or group work which is under guidance/supervision (10 mins)

Give students a selection of primary sources and have them fill out the chart on the handout provided. (Alone or in pairs)

**Step 5: Independent activity (timings):** Students work without guidance or others (5 mins)

Answer the question underneath the chart individually.

**Step 6: Sharing/Discussing/Teaching (timings):** students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder. (5 mins)

Go over a few of the images with the students to get a dialogue going about the connectedness between past and current environmental challenges in Canada. Or have pairs become groups of four and share and compare their findings and thoughts.

**F. Assessment** (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

Assess students on their answers in class but also collect the handouts to mark to check whether all students understood the concept.
The Expulsion of the Acadians and Historical Significance

Lesson Six

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
This lesson will look at the historical thinking concept of historical significance in reference to the expulsion of the Acadians from Acadia in the mid 18th century by the British. The lesson will be an overview of who they were and what their position was in New France.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
Students will be able to develop critical thinking skills in determining why an event is historically significant in reference to a primary source image.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)
Overall expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada.
Specific expectations: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.
The historical thinking concept is that of historical significance.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six))
Image of Acadian Farmers (6.1)
Expulsion of Acadians (6.2)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder? (5 mins)
An example of a way to introduce the idea of significance would be to put up a childhood picture of yourself. Ask the students to volunteer reasons why this photograph is important to them. They probably won’t have too many ideas or answers. Then go on to explain who the photo is of and list all the reasons why the photo is significant to you. Explain how events or people in history are significant depending on who is viewing them and what can be inferred from the evidence.
Step 2: Discussion (timings): activate background knowledge (15 mins)

- Who were the Acadians?
- Where were they living?
- Why was their situation unique? (neither French or British, good relations with the Mi’kmaq)
- Were living on British land (mention the Treaty of Utrecht) and when war (Seven Years War) broke out between the French and British they were caught in the middle. Because they refused to swear an oath of loyalty to Britain, they were expelled.

Step 3: Modeling (timings): teach demonstrates actions/skills/thinking patterns for class (3-5 mins)

Explain the historical significance of the Acadian farmers. It not only reveals to us details of how they worked, what they wore, but it also gives us a lens in which to view agricultural practices in the new world and even the methods of colonization.

Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision (15 mins)

Students will be given an image of the expulsion of Acadians. They will analyze the image for its significance and answer the questions provided.

Step 5: Independent activity (timings): Students work without guidance or others

N/A

Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder. (5 mins)

Go over students answers and create a discussion surrounding significance and the images provided.

F. Assessment (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

An assessment can be drawn from observation, class discussion, as well as the handout if the teacher would like it handed in.
The Challenges of New Industry in New France

Lesson Seven

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
This lesson will discuss the initiatives of Jean Talon to begin industries in New France other than the fur trade. Students will learn about the different industries and look at the causes that would allow them to be successful

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
Students will be able to infer causes of events from primary sources, taking into consideration both the actors involved and the conditions.

C. Curriculum Expectations (Identify the general & specific and identify the historical thinking concept that you will explicitly engage in each lesson)
Overall expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada
Specific expectation: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those and assess similarities and differences between some of these challenges and responses and those of present-day Canadians
The historical thinking concept used in this lesson is that of cause and consequence.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)
Log Driver’s Waltz- YouTube clip (7.1)
Primary sources of industries for guided practice (7.2)

E. Plan of Instruction:
Step 1: Warm up (timings): how might you provoke awe/wonder?
Start the lesson with a YouTube clip of the “Log Driver’s Waltz” Many students may recognize the song and it is also introduces one of Canada’s most historic industries.

Step 2: Discussion (timings): activate background knowledge
- Introduce Jean Talon and his role in New France as the first Intendant.
- Go through the different industries that he got underway in the colony (breweries, tanneries, forestation, the use of looms for manufacture textiles)
• Explain how these industries allowed New France to become much more self-sufficient from the mother country (the consequence).
  • His efforts were soon rewarded and in 1671 he was able to write the king that he could “now dress from head to toe” in locally made products.
  • Introduce the idea of cause and consequence, outlining the different modes of causation, either through people or through the context or conditions of the time

Step 3: Modeling (timings): teach demonstrates actions/skills/thinking patterns for class

Give some examples of causes in which you outline the immediate causes but also the more subtle ones.

Ex. A dart hitting the bull’s eye on a dart board: The immediate cause would be throwing the dart but the more subtle causes would be the practice and technique and the time it took to acquire both. It would also be the conditions. The darts and dart board needed to be manufactured, beyond that they would have needed to be invented to be used.

Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision

Have students look at either the image of the frigate being built or the image of the brewery. Fill in the chart on cause and consequence that goes along with it. Tell students to keep in mind not only the people behind the event but also the conditions of the time, whether it be economical, environmental, political, technological or societal.

Step 5: Independent activity (timings): Students work without guidance or others

Have students think of an example from the present. They may want to consider a current event or something that exists today and the causes of it coming about.

Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder

Take up both the handout and allow students to offer up their personal examples from the independent activity.

F. Assessment (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

Assess the students during the guided practice as well as during the discussing at the end of the lesson. If you’d like to have a more formal assessment, ask the students to hand in their handouts for marking.
Conclusion/Review/Summative Task

Lesson Eight

A. Overview (what does this lesson entail and how does it relate to the aim of the unit?)
The conclusion lesson will review all six historical lenses/thinking concepts as well as reviewing and summarizing what a primary source is and why they are useful when learning about the past.

B. Learning Goal (What knowledge/skills/habits do you want students to learn/practice/understand?)
The learning goal will be to solidify the concepts that have been introduced in the unit.

C. Curriculum Expectations (Identify the general&specific and identify the historical thinking concept that you will explicitly engage in each lesson)
Overall expectation: A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada
Specific expectation: A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.

D. Materials (primary source document (appendices), instructions for teacher, prompts for students (BLMS? Look in Big Six)
Summative Task handout (8.1)
Basic rubric (8.2)

E. Plan of Instruction:

Step 1: Warm up (timings): how might you provoke awe/wonder? (10mins)
The warm up will be a brief review of the content learned over the course of the unit (challenges people faced in New France). Write the heading “challenges” on the board and have students list off the different challenges that were discussed in the previous classes. Once that is complete have them come up with details or as much content they can about each topic. Use prompt question when necessary.

Step 2: Discussion (timings): activate background knowledge (20mins)
A large portion of the class will be in review by looking at the six historical concepts, defining them and referring to the examples used in previous classes. After the review the teacher will run through the summative task with the students and answer any questions.

**Step 3: Modeling (timings): teach demonstrates actions/skills/thinking patterns for class (5mins)**

The teacher will take an example of a primary source and show students how it can be viewed in more than one of the historical thinking concepts, emphasizing the interconnectedness of them.

For the remainder of the class have students start:

**Step 4: Guided Practice (timings): Individual or group work which is under guidance/supervision**

Students will be given time to come up with a primary source for their summative task in class and will have time to ask the teacher for help in choosing a historical thinking concept.

**Step 5: Independent activity (timings): Students work without guidance or others**

Students who have chosen a primary source and a historical lens may begin brainstorming.

**Step 6: Sharing/Discussing/Teaching (timings): students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder.**

N/A

**f. Assessment** (how do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?)

The summative assessment will have students using the concepts on their own, taking the work a step further than from previous lessons. A basic rubric is located in the appendix. More detail would need to be added.
Appendix

1.1: Primary sources and images that could potentially be used in the match-up

http://www.uppercanadahistory.ca/finna/finna2.html:

Samuel de Champlain

The fur trade and the beaver

http://thewendathuronproject.scriptmania.com/custom4.html:
First Nations (Hurons/Wendat)

http://www.museoparc.ca/vanier_sur_outaouais/voie_en.html

http://habitatio000.blogspot.ca/2011/05/irokez-hosszuhaz-iroqouis-longhouse.html
People in New France Worksheet

<table>
<thead>
<tr>
<th>Name of Group or Peoples</th>
<th>Duties in New France</th>
<th>What might have motivated them to come to New France?</th>
<th>Possible challenges found in New France</th>
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1.3:

1. Choose one of the following groups in the Virtual Museum of New France:
   - Les Coureurs des Bois
   - Voyageurs and Hired Men
   - The Habitant in New France
   - The Seigneurs
   - The Soldiers

2. Write a response to the following questions:

   What is your first impression of this group of people?
   What would their life have been like?
   If you were alive then would you have chosen to come to New France?

3. Exchange your paper with a classmate. Is there anything that you disagree with? If yes, why? Do you have any questions? Can you add anything? Sign your name beside your comments.

2.1: [http://www.youtube.com/watch?v=cS4khNR-WSc](http://www.youtube.com/watch?v=cS4khNR-WSc)


...they have kinds of prophets or seers who take it upon themselves to say what will happen in the future. But, in fact, they are sorcerers and magicians who apparently have commerce with Demons. They use little drums, songs and whistles to cure illnesses. They have little tabernacles to consult spirits of the air and make use of pyromancy to find out how diseases will progress, which places will be good for hunting, or whether there is some enemy hidden in their lands, and for other similar occasions. —Marie de l’Incarnation, *Correspondance*.

Others [Savage girls] are here only as birds of passage and remain with us only until they are sad, a thing the Savage nature cannot suffer; the moment they become sad, their parents take them lest they die. —Marie de l’Incarnation, *Correspondances*, To her son, Québec, August 9, 1668
Marie de l’Incarnation was the first Mother Superior of the Ursuline convent of New France.

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1. What were Marie de l’Incarnation’s views on the First Nations people?

2. What ethical judgements did you make about her?

3. Why might our ethical compass be different than hers? Think about her views in terms of historical context.

4. We may still judge her based on her beliefs but how can this help us understand our world today? Do we still face similar issues?
3.1: http://www.youtube.com/watch?v=31Fe2OlJMI

3.2: submitted as separate file


3.4: https://www.google.ca/search?q=filles+du+roi&source=lnms&tbm=isch&sa=X&ei=2OGDUpRG5qqxBMbngIAH&sqi=2&ved=0CAcQ_AUoAQ&biw=1800&bih=949&dpr=0.8&q=paris+1700&tbm=isch&facrc= &imgdii= &imgrefurl=KVWStMCDA%3A%3BwglDP3fZGQTu6M%3Bhttp%253A%252F%252Fperso.numerable.fr%252Fparisbal%252Fplans%252F1615_Merian.jpg%3Bhttp%253A%252F%252Fparis-atlas-historique.fr%252F12.html%3B5133%3B3437
Thinking about Historical Perspective

With a partner, look at the two images. The first is an image of Quebec in 1700 and the second is of Paris, from the same year. What differences do you see? How might life be different living in each city?

Imagine you are 14 years old and have lived your whole life in an orphanage in Paris. The year is 1700 and you are selected based on your good health, age, and status to become a filles du roi and move to New France.

Keeping in mind the differences pointed out in the question above, how do you think you might feel as a filles du roi arriving for the first time in New France? How would it be difficult? How would it be beneficial? Put yourself in the shoes of a filles du roi and write a letter to your friends at the orphanage you left behind.

4.1: http://www.vacationstogo.com/cruise_port/Louisbourg__Cape_Breton_Island__NS__Canada.cfm

5.1: http://www.youtube.com/watch?v=sZ6AfQ51v9k
5.2: http://www.thecanadianencyclopedia.com/articles/epidemic
http://withfriendship.com/user/sathvi/coureur-des-bois.php

"It was difficult to know the country without having wintered there... Winter came upon us sooner than we had expected... Of the seventy-nine of us, thirty-five died [of scurvy] and twenty others were near it... these circumstances made Sieur de Mons and others dissatisfied with the settlement... There are six months of winter in that land."

http://eco.canadiana.ca.proxy.queensu.ca/search?so=oldest&q=&collection=jsr&t=browsable:
...you will arrive at a season when miserable little insects that we call here *Taouhac*, and, in good French, *pulces* (fleas), will keep you awake almost all night, for in these countries they are incomparably more troublesome than in France; the dust of the Cabin nourishes them, the Savages bring them to us, we get them in their houses; and this petty martyrdom, not to speak of Mosquitoes, Sandflies, and other like vermin, lasts usually not less than three or four months of the Summer. – Jesuit Relations Vol. 10 pg. 91

Be with whom you like, you must expect to be, at least, three or four weeks on the way, to have as companions persons you have never seen before; to be cramped in a bark canoe in an uncomfortable position, not being free to turn yourself to one side or the other; in danger fifty times a day of being upset or of being dashed upon the rocks. During the day, the Sun burns you; during the night, you run the risk of being a prey to Mosquitoes...If you are accidentally hurt, if you fall sick, do not expect from these Barbarians any assistance, for whence could they obtain it? And if the sickness is dangerous, and if you are remote from the villages, which are here very scattered, I would not like to guarantee that they would not abandon you... – Jesuit Relations Vol.10 pg. 89

5.3:

<table>
<thead>
<tr>
<th>Name of Primary Source</th>
<th>What environmental challenges can you infer from the source</th>
<th>Are these still challenges we as Canadians still face today? If not, what might have occurred to bring about the change? (industry, technology, inventions)</th>
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When you think about the change that has occurred, is it always positive or a sign of progress? Think of a way in which environmental change has had a negative impact on our society today.

6.1: [http://theband.hiof.no/articles/adian_driftwood_viney.html](http://theband.hiof.no/articles/adian_driftwood_viney.html)

What event or people are historically significant in this image?

Give a brief description of what you see in the image.

In what ways were these people and this event significant? How were peoples’ lives affected by this event? How many people were affected and for how long?

Are there still Acadians today? If so do you think an image like this one would be important to them? Who else might this image be important or significant to?

7.1: [http://www.youtube.com/watch?v=upsZZ2s3xv8&list=PL9488F4A17EFB67EB](http://www.youtube.com/watch?v=upsZZ2s3xv8&list=PL9488F4A17EFB67EB)

A frigate under construction, first half of the eighteenth century

Which of these causes were immediate?
Which of these causes were more subtle?
What were the consequences of these new industries?

8.1:

**Summative Task on the Challenges in New France**

**Step One:** Choose a primary source that we have looked at in class and that you would like to work with.

**Step Two:** Extend your understanding of the primary source and its historical context by choosing a different lens in which to view it. We have looked at primary sources using different ways of thinking about them in a historical way.

We have looked at:

- *ethical dimensions* (refer to the lesson on the conversion of the First Nations)
- *historical perspective* (refer to the lesson on the filles du roi)
- *evidence* (refer to the lesson on French and British tensions)
- *continuity and change* (refer to the lesson on environmental challenges)
- *historical significance* (refer to the lesson on the expulsion of the Acadians)
- *cause and consequence* (refer to the lesson on the challenges of industry and Jean Talon)

**Step Three:** You will demonstrate your knowledge about the context of your primary source as well as your ability to look at it in a different way through one of the following tasks:
- create a poster in which to present your work to the class
- hand in a written copy of your work

8.2:

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<thead>
<tr>
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<th>Level 1</th>
<th>Level 2</th>
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<th>Level 4</th>
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<tr>
<td>Understanding of the historical lens</td>
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<td>Ability to apply that knowledge to your primary source</td>
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<td>Knowledge of historical context/background of your source</td>
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