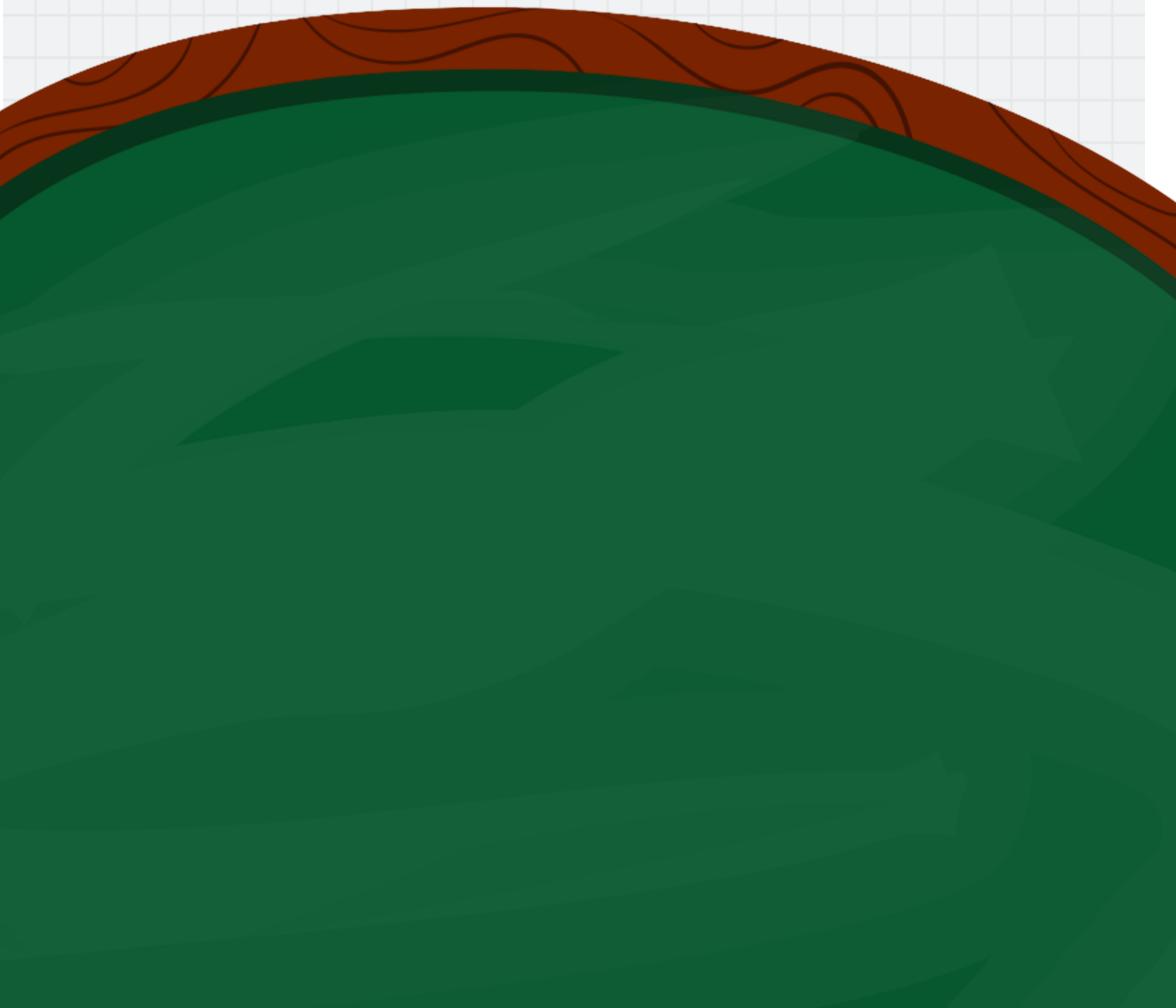




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GRADE 7 SOCIAL STUDIES







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Lesson 1 – Welcome to the “New World”

Discussion:

 This year in history, we’re going to be looking at an important time in Canada - the years 1713-1800.

 What did the place we now know as “Canada” look like at this time?

- ✓ First Nations and Inuit people had been living in North America for thousands of years.
- ✓ First Nations settlements around the Great Lakes and along the St. Lawrence made use of the abundant natural resources of the area to sustain themselves.
 - e.g. The Haudenosaunee and Huron (Wendat) peoples farmed. These agricultural practices allowed them to live in larger, more permanent groups.
 - e.g. The Algonquians hunted and fished for their food. They moved around to follow their prey and lived in smaller groupings.
- ✓ By the 1700s, European settlers had been in Canada for 200 years.
- ✓ Traders came to harvest the rich natural resources including fish, furs and timber in North America and send back to Europe.
- ✓ Europeans had established some relationships with the First Nations Peoples of the area, who had taught them about the terrain and environment, and helped them learn to survive, and became trade partners.

 Both French and English settlers had been building settlements in North America.

- ✓ the English settlements were mostly along the coast and to the South of the French settlements.
- ✓ the French settlements were mostly along the St. Lawrence River.
- ✓ The Europeans had divided the land into territories, but there were lands that the British and French disputed over that they had both “laid claim” to.
- ✓ A lot of these areas of course overlapped areas that First Nations people had been, and continued to, live on, but little regard was paid by the European settlers to the fact that First Nations peoples already lived in these places, they built settlements in those locations anyway.

First Nations of Northeastern North America, 1650-1760



North America before the Treaty of Utrecht, 1713



Practice Work:
Answer the Discussion Questions

Discussion Questions

1. Why were the Europeans interested in settling North America?

2. How did the arrival of European traders and settlers impact the First Nations?

3. How did the First Nations people impact the European traders and settlers?

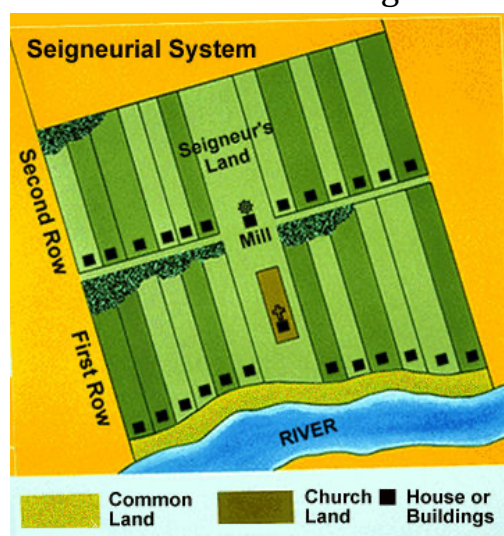
4. How did land use and “ownership” change as Europeans started to arrive and settle the area?

Lesson 2 – Daily Life

Discussion:

- ✎ What was life like in New France for the people living there at this time?
- ✎ The people that settled in New France called themselves Canadiens to differentiate themselves from the French people of France and the French people that lived in Acadia.
- ✎ The French settlers (called Habitants) were farmers. They were farming along the St. Lawrence in what is now Quebec, under the traditional Seigneurial System used in France.

- The Seigneurial System was set up where there was a landlord (called the Seigneur) who owned a large piece of land. He would live on the land but also rent out small tracts to farmers for a fee.
- The plots of land were laid out in a strip design. Each farmer would build his own house on his piece and farm the land.
- The tracts of land allowed water access for each farmer, and often the landlord would build a mill for all his tenants to use (for a fee of course).
- The plots of land that they farmed were often not large enough to meet the needs of a large family, so they also learned to fish, hunt, trap animals and harvest timber to support themselves.



- ✎ The First Nations peoples in New France found their lands being more and more inhabited by European settlers.
 - ✓ At this time, they had relationships formed, mostly around trade.
 - ✓ The men would trap fur bearing animals, especially beaver, and the women would scrape and process



the furs. They would then trade furs to the Europeans in exchange for metal goods like tools and pots.



✓ Furs were traded at designated trading spots or with coureurs du bois.

✎ Coureurs du bois were French Canadian men who worked as independent fur traders.

✓ They travelled deep into the wilderness of New France to trade for furs with the First Nations peoples.

✓ They often lived with the First Nations peoples for long stretches of time in between trade runs, and adopted a lot of their cultural norms, like mannerisms and dress.

✓ Many coureurs du bois married First Nations women, which eventually led to the creation of the Métis community

✎ Métis are people who are descendants of a union between a First Nations person and a European (most commonly at this time was First Nation women marrying French men).

✎ Métis families were an important part of early French Canadian life.


✎ Métis women especially were an important link between French Canadian settlers and First Nations people

✎ They had all the knowledge of the First Nations people, like medicinal properties of local plants, how to tan hides and furs for clothing and make products such as moccasins and snowshoes that made life in the wilderness of New France possible



✎ The religion in New France was predominantly Catholic among the settlers, because the King of France, King Louis XIV, would only allow Catholics to settle in New France.

- ✓ The Catholic Church was in charge of religious leadership, education and healthcare within New France.
 - Parish priests served as local leaders, setting up and running these institutions
 - Nuns ran hospitals and schools

 Canadian women in New France had more independence than their counterparts in the British colonies or French women living in France.

- ✓ They learned skills that helped them to survive in New France including how to prepare the locally available food, how to sew clothing and how to maintain the household or farm while their husbands were away.
- ✓ Many women had access to education from Catholic nuns.
- ✓ They were also granted the ability to own and run businesses by the government, as they really wanted to encourage economic development.





Practice Work:


Complete Canadian Curriculum 7, pg. 234-235 (Daily Life in New France)

Lesson 3 – Indigenous Peoples: An Inquiry Study

Discussion:

 You will be completing an inquiry study into one Indigenous cultures living in this land before European settlers arrived.

 You will need to gather information from a variety of sources and compile it to make a complete presentation that answers all the questions below.

 You can choose from the following list of First Nations groups or choose a more specific tribe from within one of these groups.

- ✓ Arctic Indigenous People in Canada
- ✓ Eastern Woodlands Indigenous People in Canada
- ✓ Northwest Coast Indigenous Peoples in Canada
- ✓ Plains Indigenous Peoples in Canada
- ✓ Plateau Indigenous Peoples in Canada
- ✓ Subarctic Indigenous Peoples in Canada

 How to Choose Sources of Information:

- ✓ An important thing for you to learning more about in grade 7 is how to evaluate the sources you're using in your research.

 Evaluating a Media Source:

- ✓ Who is the author?
 - The author of any piece of information should be clear. If the name of the author isn't easy to find, don't trust that as a reliable source.
 - Is the author an authority on the subject they're writing about? Are they an expert in the field?
 - Perspective: Often referred to as "bias", you need to consider the perspective of the author or organization that is presenting the information. Do they have strong feelings one way or the other on the topic? Are they trying to sell you something or convince you of something?

✓ Variety

- Make sure you are reading a variety of sources on your topic. You shouldn't be getting all your information from one source no matter how many answers to your project that source may supply.

✓ Evidence

- The source you're reading should provide evidence to back up any claims, and if they are presenting information as fact (as in a lot of historical research you will do) then they should clearly state where they got their information from.

✓ Date of Publication

- Always check the date of publication on sources you're using. Depending on the type of research you're doing, older vs newer information may be better.
- For historical research, a primary source, like an original document, is likely more accurate than a person talking about that original source possibly hundreds of years later.
- For scientific research however, information can change as we learn more, so the most recent information is likely the most accurate.


✓ Unreliable Sources

- Some sources are almost always unreliable, such as advertisements, personal blogs, and social media posts.
- Unreliable doesn't mean they're necessarily wrong, but that they can't be trusted to be right. If you like what someone says in an advertisement or personal blog, do more research and see if you can find a few reputable sources that agree or disagree.

Activity:

Inquiry Study (it will take your student several work periods to complete this study).

Media Recommendations:

 Who Can You Trust? Crash Course Navigating Digital Information: <https://www.youtube.com/watch?v=o93pM-b97HI> (This is a series of

videos, if you have time with your middle schooler, watch them all and talk about what you learn.)



How to Evaluate Sources for Reliability:

<https://www.youtube.com/watch?v=q1k8rcYUmbQ>



MediaWise for Gen Z: <https://www.poynter.org/mediawise-for-gen-z/> (this is a website, not a video, but it's full of information for middle schoolers and teens on assessing and critiquing digital media, including complete free curriculum).

Inquiry Study

Name of Indigenous Group: _____

1. Regional Area

- a. Using a map of traditional First Peoples tribal locations like the one in lesson 2, locate where the group you're researching lived and mark it. Include it in your final project.
- b. Provide a basic description of the area of the group (e.g. significant and unique features of the land)

2. Languages/Dialect

- a. List languages/dialects spoken by the group.
- b. How many people speak the language today?
- c. Record three words in the language/dialect, along with their English translation.

3. Social Organization

- a. Describe the social organization, leadership and decision-making process within the group.
- b. Describe the roles of men, women and children in the group.

4. Living Conditions

- a. Describe the means of acquiring food that the group historically relied on (e.g. fishing, hunting, trapping, gathering, etc.).
- b. Describe the typical housing or living arrangements of the group.
- c. Describe the various modes of transportation of the group.

5. Ceremonies and Spiritual Beliefs

- a. Provide a list of any major ceremonies, rites or practices of the group.
- b. List three important elements of the group's religion(s) or spirituality.

6. Art, Music & Dance, Recreation

- a. What are some of the main styles of art, music and dance practiced by the group?
- b. What recreational activities were enjoyed by the group?

7. Any Other Interesting Facts