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French Quebec

Standard/Objective

- Students will identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity. (NCSS)
- Students will learn about the problems between French Quebec and the other provinces of Canada.

Materials

Copies of both sides of the *Canada: A House Divided TIME Magazine* photograph card; Copies of the historical background information (page 26); Index cards; Internet or resource books about the provinces and territories of Canada

Discussion Questions

- What does the phrase “A House Divided” mean?
- Who is divided on this cover?
- What do you think divided them?
- In what year did this happen?

Using the Primary Source

Make copies of the primary source photograph for your students. Place students into small discussion groups. Ask the discussion questions aloud one by one. Tell students to discuss the answers in their small groups. Distribute copies of the historical background information (page 26). Have students read it aloud in their small groups. Students might notice that the French pronunciations do not have stressed syllables. This is because in the French language there is no stress placed on any syllables.

There are 11 Canadian provinces: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Prince Edward Island, Nova Scotia, Newfoundland, and Labrador. There are three territories: the Yukon Territory, the Northwest Territories, and Nunavut.

Divide students into 14 groups. Each group is assigned a territory or a province and given one index card to be the group’s fact card. Groups must look up at least three facts about their territories or provinces and write them on the fact card. They need to know the location of the province or territory, too. Create a time line showing the creation of Canada’s provinces and territories. Have each group place its fact card on the time line and read them to the class.

Assign various activities from the back of the photograph card.

Extension Ideas

- Have students find more about Prime Minister Trudeau and Quebec Premier Lévesque shown in the primary source photograph. Divide the class into two groups. Have each group take one of these leaders and write a brief introductory speech for him.
- Have students research differences in American English and Canadian English spelling. Students might look at such words as *kilometres*, *favourite*, *neighbourhood*, *theatre*, *centre*, and *favour*.

French Quebec *(cont.)*

Historical Background Information

After the French and Indian War, France had to give up its land in the New World. The British took over the territory of Quebec.

The British had their own laws. The French colonists living in Quebec felt that some of these laws were unfair. One law said that a person who was a Roman Catholic could not have a government job. Most of the French colonists were Roman Catholic. The British colonists were not Roman Catholic. Laws like this one did not help the French colonists want to be loyal to Great Britain. So in 1774, the British passed the Quebec Act. This law gave the French colonists religious freedom. It also said they could follow their own laws.

Problems between the British and the French in Quebec continued. So, in 1791 the British passed another act. It divided Quebec into two colonies. The British would live in the part known as Upper Canada. The French would live in the part known as Lower Canada.

The French colonists farmed the land. The British had businesses. Because the British were in control, they made laws that helped their businesses. The French felt that was unfair. In 1837, a revolt took place. A politician named Louis Joseph Papineau (pap-in-oh) led the revolt. Papineau thought that Lower Canada should join the United States. He did not feel that the British government listened to what the French colonists wanted. His revolt was put down quickly. But, the British knew that they had to make some changes.

In 1840, Great Britain passed the Act of Union. This act put Upper Canada and Lower Canada back together into one province. We know this area today as the province of Quebec.

In 1968, Pierre Trudeau (pee-air tru-doh) was elected prime minister of Canada. He was a French Canadian from Quebec. He wanted to unify Canada. Up until the 1970s, Canada's government favored the English language. This caused problems. Citizens in Quebec spoke mainly French. So, Trudeau passed the Official Languages Act. This law gave the language of French equal status with the English language. It also said that the French heritage was important to Canada. But, it was not enough to make the French Canadians happy.

There were some in Quebec who wanted to separate from Canada. René Lévesque (ruh-nay luh-vek), the leader of Quebec, was one who wanted Quebec to be independent. But, after a vote, Quebec's citizens said no. Another vote was taken in 1995. It was narrowly defeated again. This TIME magazine cover shows both Trudeau and Lévesque. Trudeau wants to unify Canada while Lévesque wants Quebec to separate.

FEBRUARY 13, 1978

\$1.00

TIME

THE HISS CASE
New Evidence



Canada A House Divided



Prime Minister
Trudeau &
Quebec Premier
Lévesque



Canada: A House Divided TIME Magazine

Historical Background Information

The province of Quebec thinks of France as its parent country. Long before, the French had settled there. In 1608, Samuel de Champlain built a fort at the place we know today as Quebec City. The French influence there has continued for a long time. So, people in Quebec speak French as their first language. The other provinces speak English. There are some people in Quebec who think the province should separate from Canada. These people want their own country. This picture shows a leader of Quebec and a leader of Canada. These leaders disagree. One is René Lévesque (ruh-nay luh-vek), the leader of the Province of Quebec. He wants Quebec to be independent. The other leader is Pierre Trudeau (pee-air tru-doh), the prime minister of Canada. He wants Quebec to stay as a province of Canada.



Analyzing History

Knowledge

What is different about Quebec? Explain it in your own words.

Comprehension

What are some things that have been done to help Quebec's citizens?

Application

What is the main problem between Quebec and the rest of Canada?

Analysis

How would you feel if you were a citizen of Quebec? Would you want independence or would you want to stay as a province in Canada?

Synthesis

What do you think would happen if Quebec separated from Canada? How would the world respond? How would Canada respond?

Evaluation

Do you think Quebec independence is a good idea? List three reasons why or why not.

Historical Writing

Fiction

Imagine you are a citizen of Quebec. René Lévesque is trying to get your vote for independence. How will you vote? Write a letter to Lévesque that tells your reasons.

Nonfiction

Research the Province of Quebec. Make a one-page brochure that tells facts about this province. Include a map showing the location, a description of the people who live there, a description of the geography, and one fun fact.

History Challenge

Find some interesting facts about the leaders on this TIME cover. How do they feel about each other? Are they still alive today?

Canadian Confederation

Standard/Objective

- Students will apply knowledge of how groups and institutions work to meet individual needs and promote the common good. (NCSS)
- Students will represent provinces and negotiate how to work together in one federal government.

Materials

Copy of the facsimile *The Coming Attraction!*; Copies of the historical background information (page 48); Copies of the student activity sheet, *Canada Comes Together* (page 49); For optional use, copies of *The Coming Attraction!* (page 50); For optional use, copies of the *Text of The Coming Attraction! Poster* available on the CD (postertext.pdf)

Discussion Questions

- When and where is this attraction going to take place?
- Who is the star of these productions?
- Why is this called *The Coming Attraction!*?
- What provinces are mentioned on this poster?
- This man was the first prime minister of Canada. Does this information change your opinion about what this document means?

Using the Primary Source

Display this lesson's primary source either on a projection system or by passing out copies. Let students read it and then ask the discussion questions above. If students have trouble reading the text on the poster, a file containing the text written in a clear font is available on the CD (postertext.pdf). While continuing to display the primary source document, read aloud the historical background information (page 48).

Divide students into groups of four and explain that each group will be forming its own government. Each person in the group will role-play a different territory. Distribute one student activity sheet, *Canada Comes Together* (page 49), to each group. Groups should follow the directions and answer the activity sheet questions to write the rules of their new country. They should debate these rules and try to come to a consensus, keeping in mind their territories' goals. After writing their new country's rules, students will vote to decide if their territory should join the new country. A group needs three of the four territories in order to form an official country.

Hold a discussion at the end of class to see if each group was able to easily agree on these issues.

Extension Idea

Have students read the different Shakespeare plays represented on this poster. Then, they can write summaries of how the character is portrayed in the story and on the poster. (There are many different versions available that are easy for children to read.)

Canadian Confederation *(cont.)*

Historical Background Information

Canada did not become a country overnight. Instead, it was a long process known as Canadian Confederation. Confederation means many parts coming together as one.

It started with two revolts in 1837. Louis Joseph Papineau (pap-in-oh) led one revolt. He was a politician in Lower Canada. Many French Canadians lived there. Papineau thought that Lower Canada should join the United States. He did not feel that the British government listened to what the French Canadians wanted. The British put down Papineau's revolt quickly. But, his revolt inspired others in Upper Canada. This part of Canada had mostly English-speaking colonists. William Lyon Mackenzie led the second revolt in Upper Canada. He was also a politician, and his revolt failed, too.

However, the Queen of England paid attention. She sent Lord Durham to investigate why these revolts occurred. Lord Durham felt that the colonies needed to govern themselves in some ways. He also felt that Upper Canada and Lower Canada should be united. So, Britain passed the Act of Union in 1841. This Act united the two colonies into the Province of Canada.

During the U.S. Civil War, the Canadians supported the Southern states. This made some people in the United States angry. The borders became tense. Great Britain knew it had to make its Canadian colonies stronger. In 1864, representatives from different colonies met together. This included the leaders from New Brunswick, Nova (NOH-vuh) Scotia (SKOH-shuh), and Prince Edward Island. A man named John A. Macdonald was there. He proposed that all the colonies unite in a confederation. Each province would have its own government. Powers would be divided between each province's government and the one federal government.

In 1867, the provinces passed the British North America Act. The Province of Canada was broken into Ontario and Quebec. This act combined Ontario, Quebec, Nova Scotia, and New Brunswick. They were now a confederation called the Dominion of Canada. A confederation is like a union or a country. But, they were also separate provinces. They would come together when there was a threat against their country. It made them seem stronger. The provinces elected Macdonald to be Canada's first prime minister.

Other provinces wanted to join this stable country. These provinces included Manitoba (1870), the Northwest Territories (1870), British Columbia (1871), and Prince Edward Island (1873). Today, Canada has 10 provinces and three territories. A territory is a little different than a province. A territory does not have its own government as provinces do. The Dominion of Canada governs the territories.

Macdonald served as prime minister until 1873. Mackenzie took his place through 1878. Then, Macdonald served as prime minister again. This poster was created in 1879. It compares politics to theater. Macdonald is back for his second time. He plays the main characters in different plays written by Shakespeare. The title of the cartoon is *The Coming Attraction!*

Name _____

Canada Comes Together

Background Information

In 1867, the provinces passed the British North America Act. This Act made the colonies of Canada into one country called the Dominion of Canada. Each province would have individual governments. They would have one strong federal government, too. The first prime minister of Canada was John A. Macdonald. This poster shows how he will be different depending on the province or territory.

Activity

Directions: Cut out the following four “territory slips.” Each person in your group should get one slip. Then, work together to answer the questions below. These will be the rules of your new government.

<p>Territory #1 Most of your residents are French fur trappers. You have strong ties to the First Nations people in your area. You want to be left alone while continuing to trade with France. The primary religion of your region is Catholicism.</p>	<p>Territory #2 Most of your residents are British settlers. You want enough land so everyone can have a large farm. You produce and use most of your own goods. The religion of your region is Protestantism.</p>
<p>Territory #3 Most of your residents are the people of the First Nations groups. You worry about settlers claiming your land as their own.</p>	<p>Territory #4 Many of your residents are British loyalists who fled the United States when it fought against Great Britain. Most of your land is along the coast, and you depend heavily on fishing, mining, forestry, and overseas trade.</p>

1. What will be your country’s official language? _____
2. How will you distribute land in your country? _____
3. Will you trade with other countries? Or, will you keep the goods within your own country?

4. What will be your religion? _____

Challenge

Match the territory descriptions above to the provinces they most closely describe.

The Coming Attraction!

DOMINION THEATRE, OTTAWA CITY.
RE-ENGAGEMENT FOR A BRIEF SEASON, OF THE POPULAR CONSERVATIVE
TRAGEDIAN
JOHN A MACDONALD!
IN HIS ORIGINAL SHAKSPEAREAN CHARACTERS
SUPPORTED BY A POWERFUL COMPANY FROM THE PROVINCES
COMMENCING THURSDAY, FEBRUARY 13TH 1879!!!

HAMLET.

MACDONALD!

MACBETH.

RICHARD III.

WOLSEY.

IAGO

OTELLO.

THE COMING ATTRACTION!

Source: Library and Archives Canada

Name _____

Hudson's Bay Company Wanted Sign

WANTED

A few stout and active young men for the service of the Hudson's Bay Company at their factories and settlements in America. The wages to be given will depend on the qualifications of each individual: very good hands may expect from 12 to 15 pounds a year, besides a sufficient allowance of oatmeal, or other food equally good and wholesome.

Directions: This text was printed on a wanted sign created by Hudson's Bay Company. Answer the questions below about this text.

1. Who created this job posting? _____
2. What will the worker receive as payment? _____
3. Do you think this is a good deal? Why or why not? _____