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**UNIT OVERVIEW**  
NEW FRANCE

Settlers from France contributed enormously to the development of North America, beginning with explorers such as Jacques Cartier and Samuel de Champlain, and continuing for several long and eventful centuries. From the beginning, the French of the New World comprised a minority - first to the Aboriginal peoples, and then the English. This unit examines the lives and history of the people of New France - their history, economy, society, and relations with the Aboriginal people and the British.

**Lesson topics are:**

- 1) Coming to the New World
- 2) Life in New France (Part 1)
- 3) Life in New France (Part 2)
- 4) The French and Aboriginal Peoples
- 5) French - English Relations
- 6) Sainte-Marie Among the Huron
- 7) The Seven Years War
- 8) The Plains of Abraham
- 9) The Acadians
- 10) Treaty of Paris/Quebec Act



**Lessons Include:**

- ☞ Student Objectives, Expectations and Activities
- ☞ Suggested Teaching Strategies
- ☞ Information Worksheets and Follow-up Activities
- ☞ Research Activities
- ☞ Art/Creative Writing Activities
- ☞ Enrichment/Optional Activities

A number of resources relevant to the topic of New France, such as historical novels and writings from this era, have been included in the Enrichment/Optional section.



**SUGGESTED TEACHING STRATEGIES**  
LESSON #1 - COMING TO THE NEW WORLD

**Student Objectives and Activities**

- this lesson introduces students to the discovery of New France, its early history, and some of the main reasons why Europeans made the long and dangerous voyage to the New World.
- students will locate relevant information about an important historical figure from early New France using a variety of sources (i.e. print materials, CD-Roms, the internet, videos).
- research skills will also play an important part in the students' task of writing a letter home, describing to a friend their life in 17<sup>th</sup> Century New France.
- the Optional/Enrichment Activity has the students look at the poem *Jacques Cartier* and asks them to complete several follow-up questions.

**Suggested Teaching Strategies**

- discuss with the students what it would be like for them to journey to a far country - one much more primitive than Canada. Discuss the journey itself, and what adjustments might be necessary to cope with living in their new home. Then discuss this move in terms of what it must have been like for the people of France who journeyed across the Atlantic in the 17<sup>th</sup> -19<sup>th</sup> centuries. What were the specific dangers and challenges that these pioneers had to meet?
- Lesson #1 provides an introduction to the unit on New France. The information sheet deals specifically with the discovery of New France, its early history, and reasons why people came to this strange new land. A comparison framework might be utilized comparing life in 17<sup>th</sup> Century New France with present-day Canadian life, outlining both similarities and differences.
- the teacher may also choose to assign some or all of the Comprehension Questions, Research Activity, and Creative Writing Activity.
- an optional/enrichment activity looks at the poem, *Jacques Cartier*, by Thomas D'Arcy McGee. A number of follow-up questions are provided.
- An excellent historical fiction novel for young readers which takes place in early New France is Lyn Cook's, *The Hiding Place* (Lester and Orpen Dennys Publishers, 1990)

**Answers**

1. A western route to the Far East. 2. The fur trade 3. Farming, fur trade (*coureurs de bois*)
4. King Louis XIV began encouraging immigration to New France. 5. A program which provided incentives for young women to move to the New World from France.

**SUGGESTED TEACHING STRATEGIES**  
COMPREHENSION QUESTIONS



1. What were Jacques Cartier and other early explorers searching for?  
\_\_\_\_\_
2. What was the main attraction of New France in the early 1600's?  
\_\_\_\_\_
3. What two occupations drew settlers to New France?  
\_\_\_\_\_
4. Describe what happened in 1663 that made it such an important year in the history of New France.  
\_\_\_\_\_
5. Who established *les filles du roi*, and what was its purpose?  
\_\_\_\_\_

**Research**

Investigate one of the following topics and uncover at least **four** interesting facts about your choice:

- ☞ Jacques Cartier
- ☞ King Louis XIV
- ☞ *coureurs de bois*
- ☞ Jean Talon
- ☞ *les filles du roi*
- ☞ Samuel de Champlain

**Creative Writing**

Imagine that you are a young person from 17<sup>th</sup> Century France who has immigrated to New France. You have only been in your new home and country for two weeks. Write a letter to your best friend back in Paris, telling him/her some of the details of your voyage across the Atlantic and your new life. Be sure to mention specific details (i.e. do you live on a farm or in a small community; what do your parents do for a living?) Be as **authentic** as possible - this may require additional research!

**SUGGESTED TEACHING STRATEGIES**  
COMPREHENSION QUESTIONS

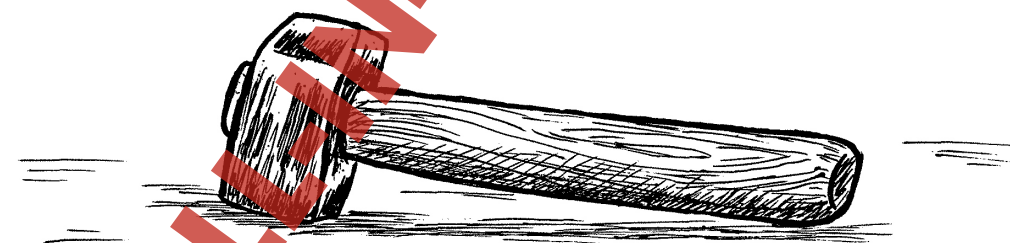


Complete the following by filling in the blanks with the correct response from the article:

Most settlers in New France belonged to the \_\_\_\_\_ church. The colony was divided into religious areas called \_\_\_\_\_. By 1760, these numbered \_\_\_\_\_. The church controlled \_\_\_\_\_ of the land and founded many \_\_\_\_\_ and \_\_\_\_\_. Missionaries sought to convert the \_\_\_\_\_ peoples.

Unlike France, \_\_\_\_\_ distinctions soon blurred. Hard work and \_\_\_\_\_ could bring success.

Towns such as \_\_\_\_\_ and \_\_\_\_\_ became busy trading centres. By the 1700's, \_\_\_\_\_ became an important industry, as \_\_\_\_\_ sawmills were in operation in 1734. The St-Maurice forges were developed in the 1730's around the iron ore deposits near \_\_\_\_\_.



**Poster Perfect**

Design a **poster** advertising a social event being celebrated in your 17<sup>th</sup> Century New France village. Give the details regarding the event (i.e. barn-raising, fishing competition, dance, etc.). Be sure to include an attractive picture, and any important information (time, place and any costs involved).

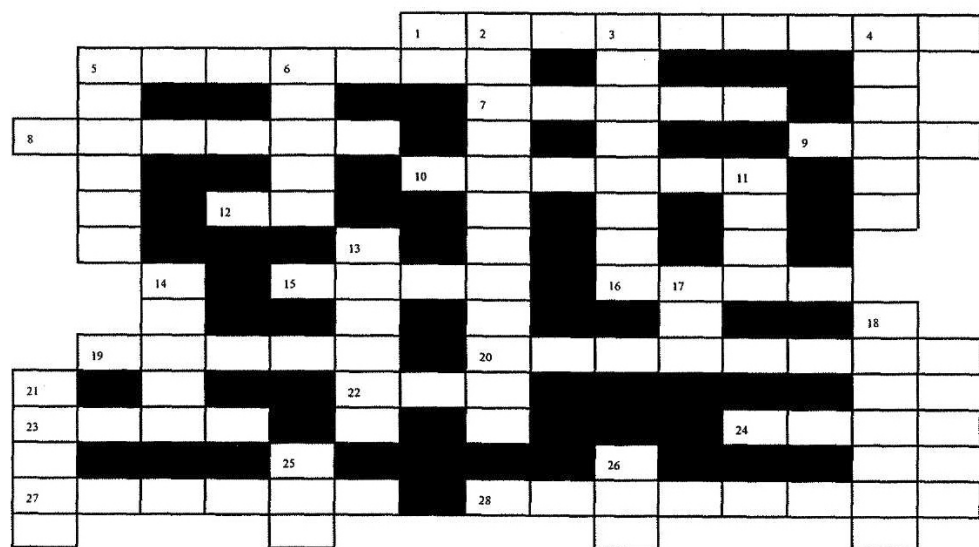


## SUGGESTED TEACHING STRATEGIES

### CROSSWORD REVIEW



Complete the following crossword puzzle using words from the *Word Box*:



#### WORD BOX

AGGRAVATE	AE	CARTIER	RADISSON	ST
GROSEILLIERS	BAY	OLDER	TENANT	NOVA
COLONY	NEAT	EPIDEMIC	TRUST	ROI
PLAGUE	LESSON	IROQUOIS	RURAL	ERR
FILLES	LOUIS	MILL	EAST	ELK
TENSE	MILITIA	ST MALO	BOIS	END

#### ACROSS

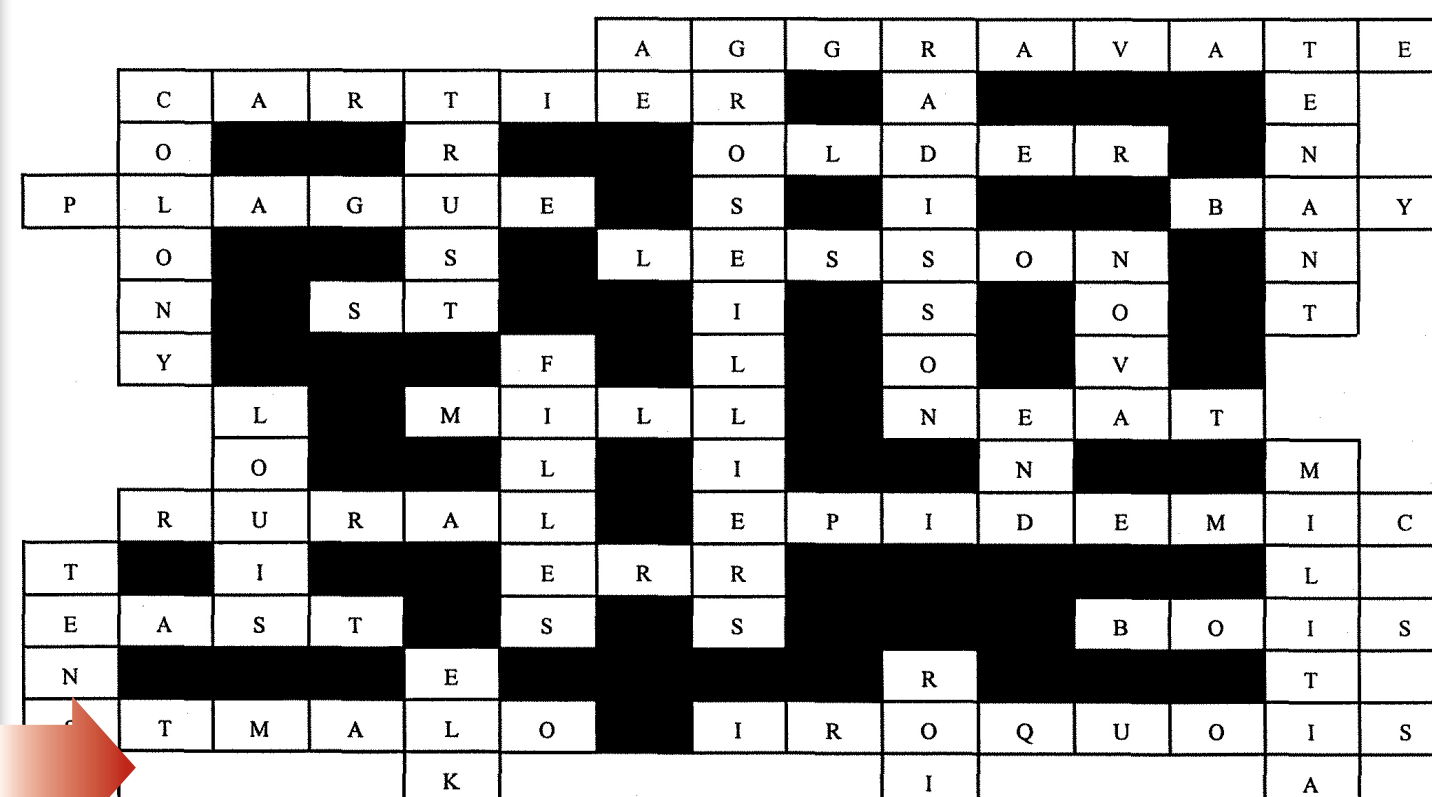
- To annoy.
- French explorer, Jacques \_\_\_\_\_.
- More aged.
- Deadly disease.
- Hudson \_\_\_\_\_ Company
- Something to be learned.
- \_\_\_\_\_ Lawrence River.
- Where grain is ground into flour.
- Tidy.
- Not urban.
- Outbreak of a disease.
- Mistake.
- Opposite of west.
- Couers de \_\_\_\_\_.
- Home of Cartier.
- Allies of the British.

#### DOWN

- Arts and Entertainment.*
- French explorer.
- Partner of Groseillier.
- One who rents farmland.*
- Region controlled by a distant country.
- Confidence.
- \_\_\_\_\_ Scotia.
- \_\_\_\_\_ du roi.
- King \_\_\_\_\_ XIV
- The finish.
- Army of citizens.
- Uptight.
- Wapiti.*
- Filles du \_\_\_\_\_.

## SUGGESTED TEACHING STRATEGIES

### CROSSWORD REVIEW - ANSWER KEY



# ANSWER KEY