

BUILDING STUDENT SUCCESS
BC'S NEW CURRICULUM (2016)

GRADE 4

FIRST PEOPLES AND EUROPEAN CONTACT



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RESOURCES:

Courage & Conquest: Discovering Canadian History

Courage and Conquest is a chronological study of Canadian History including all major events in the settlement of Canada to Confederation. Each lesson includes references for living books sure to captivate the student's interests. Other resources included in the *Courage & Conquest All Inclusive Bundle* are advantageous.

The Displacement of Native Peoples, Uncovering the Past-Analyzing Primary Sources

Primary source documents and first-hand accounts help readers gain an understanding regarding the displacement of First Peoples in Canada and the United States.

Canada and the World: Map Book 3, Grades 4-5

The third in a series of activity books designed to develop map skills, this easy-to-use book introduces grades 4-5 readers to this special language of maps and includes over 40 thoughtful activities. The activities are organized in a sequential progression around four general skills involving shape, symbols, direction and position and scale.

***Discovering Canada Series – Vikings; New France; The Defenders; The Railway; The Rebels* (11 books in series, included in the *Courage & Conquest All Inclusive Bundle*)**

***Madeleine Takes Command* (optional)**

The true story of Madeleine de Vercheres who 'holds the fort' in defense of family, country, and faith.

***Moses, Me and Murder: A Barkerville Mystery* (optional) (and other *Barkerville mysteries*)**

In the first novel in the Barkerville Mystery series, protagonist Ted MacIntosh tries to unravel a suspicious murder with possible fatal consequences.

CORE LEARNING COMPETENCIES (ALL SUBJECTS)



COMMUNICATION:

The set of abilities students use to impart and exchange information, experiences and ideas, to explore the world around them, and to effectively engage in the use of digital media.

THINKING:

The ability students have to take subject-specific concepts and transform them into new understanding which includes specific thinking skills as well as habits of mind and awareness.



CREATIVE THINKING:

Creative thinking involves the generation of new ideas that have value to the individual or others, and the development of these ideas and concepts from thought to reality.



CRITICAL THINKING:

Critical thinking is the ability to examine one's own thinking, and that of others, about information that they receive through observation, experience, and communication.

PERSONAL AND SOCIAL

Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.



POSITIVE PERSONAL AND CULTURAL IDENTITY

The positive personal and cultural identity competency involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself including family background, beliefs, and perspectives in a pluralistic society.



PERSONAL AWARENESS AND RESPONSIBILITY

Personal awareness and responsibility includes the skills and strategies in staying healthy and active, setting goals, monitoring progress, regulating emotions, respecting their own rights and the rights of others, managing stress, and persevering in difficult situations.



SOCIAL RESPONSIBILITY

Social responsibility involves the ability to understand interdependence of people with each other and the natural environment; to contribute positively to family, community, society, and the environment; to resolve problems peacefully; to empathize and maintain healthy relationships.

CURRICULAR COMPETENCIES (SOCIAL STUDIES SPECIFIC)

The added assignments in this supplement to *Courage & Conquest: Discovering Canadian History* will help even the students begin to learn and practice historical thinking skills and Social Studies inquiry processes. The questions and examples under each heading are samples and are not meant to be included in their entirety.

SIGNIFICANCE

Construct arguments defending the significance of individuals/groups, places, events, and developments

- What events are most significant in the story of BC's development?
- Should James Douglas be remembered as the father of BC?
- What was the most significant reason for BC's entry into Confederation?

EVIDENCE

Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources

- Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years
- Compare and contrast European and First Peoples accounts of the same event

CONTINUITY AND CHANGE

Sequence objects, images, and events, and determine continuities and changes between different time periods and places

- Create a timeline of key events in BC's history
- How have the economic centres of BC changed over time?
- What resources are important to people in present-day BC compared to the past? Explain what has changed

CAUSE AND CONSEQUENCE

Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes

- Should BC have joined the U.S. or Canada, or become an independent country?
- Track the positive and negative effects of key events in BC's development on First Peoples?
- Why did Vancouver become BC's largest city?

PERSPECTIVE

Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places

- Compare the 'discovery' and 'exploration' of North America from European
- Who benefited most from the early west coast fur trade: First Peoples or Europeans?

ETHICAL JUDGEMENTS

Make ethical judgements about events, decisions, and actions that consider conditions of a particular time and place

- Evaluate the fairness of BC’s treaty process
- Describe the importance of protecting minority rights in a democracy
- Identify key events and issues in First Peoples’ rights and interactions with early governments in Canada (e.g. the Indian Act, residential schools, potlatch ban, reserve system, treaties)

<p>WHAT QUESTIONS DO WE ASK? THINK LIKE AN HISTORIAN</p>		
<p><i>HOW DO WE DECIDE WHAT IS IMPORTANT TO LEARN?</i></p> <p>HISTORICAL SIGNIFICANCE</p> <p>Did the consequences affect many people over a long period of time?</p> <p>Who is this important to (international, national, regional, individual)?</p>	<p><i>HOW DO WE KNOW WHAT WE KNOW?</i></p> <p>EVIDENCE</p> <p>What is the evidence?</p> <p>Is it reliable or trustworthy (how do we know?)</p> <p>Is it relevant (does it answer the questions we are asking)?</p> <p>Is the interpretation reasonable (does it go beyond the evidence)?</p>	<p><i>HOW DO WE UNDERSTAND COMPLEXITIES?</i></p> <p>CONTINUITY & CHANGE</p> <p>What has changed?</p> <p>What has remained the same?</p> <p>Is the change substantial, permanent, and /or widespread?</p> <p>Is the constant in significant aspects of life and/or widespread?</p>
<p><i>HOW DO WE EXPLAIN EFFECTS OF DECISIONS & ACTIONS?</i></p> <p>CAUSE & CONSEQUENCE</p> <p>What were the causes of past events?</p> <p>Who or what made the change happen?</p> <p>Depth of impact: How deeply felt or profound was the consequence?</p> <p>Breadth of impact: How widespread were its impacts?</p> <p>Duration of impact: How long-lasting was the consequence?</p>	<p><i>HOW CAN WE BETTER UNDERSTAND PEOPLE?</i></p> <p>HISTORICAL PERSPECTIVE</p> <p>How did people in the past view their world (look for evidence)?</p> <p>How did their worldview affect their choices and actions?</p> <p>Explore diverse perspectives of people involved in an event.</p> <p>Avoid presentism – imposing present ideas on actors of the past</p>	<p><i>WHAT CAN WE LEARN TO UNDERSTAND THE PRESENT?</i></p> <p>ETHICAL DIMENSION</p> <p>Are the interests and perspectives of all key groups are considered?</p> <p>Are beliefs of the time period considered?</p> <p>Has adequate relevant evidence been consulted?</p> <p>Have present values been imposed on judgements of past events (presentism)?</p>

UNIT ONE: BEGINNINGS

Big Idea: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities in Canada.

Big Idea: Interactions between First Peoples and Europeans led to conflict and cooperation, which continues to shape Canada's identity.

Big Idea: Demographic changes in North America created shifts in economic and political power.

Big Idea: British Columbia followed a unique path in becoming a part of Canada.

RESOURCES

- *Courage & Conquest: Discovering Canadian History (C&C)*
- *The Displacement of Native Peoples, Uncovering the Past-Analyzing Primary Sources*
- *Canada and the World: Map Book 3, Grades 4-5*
Since there are 43 lessons, it is suggested that students complete one per week for a year's study.
- *Discovering Canada Series – Vikings; New France; The Defenders (11 books, included in the Courage & Conquest All Inclusive Bundle)*
- Other resources included in the *Courage & Conquest All Inclusive Bundle* are advantageous

CONTENT

- Early contact, trade, cooperation, and conflict between First Peoples and European peoples
- Fur trade in pre-Confederation Canada and British Columbia
- Demographic changes in pre-Confederation BC in both First Peoples and non-First Peoples communities
- Economic and political factors that influenced the colonization of BC and its entry into Confederation
- Impact of colonization on First Peoples societies in BC and Canada
- History of local community and of local First Peoples communities

INQUIRY PROCESS

PRESENTATION

- Give reasons for using more than one source of information (e.g. different points of view, level of detail, reliability)
- Apply strategies for information gathering (e.g. using headings, indexes, tables of contents)
- Apply strategies for note taking and organizing information gathered from a variety of information sources
- Distinguish between primary and secondary sources
- Construct a simple biography
- Organize information to plan a presentation
- Prepare a presentation using selected communication forms (e.g. debate, diorama, multimedia presentation, dance) to support the purpose of the presentation
- Apply established criteria for a presentation (e.g., historical accuracy and context)

QUESTIONS, ANALYZE, PROBLEM SOLVING

- Compare information and viewpoints about a selected problem or issue

- Identify patterns in information, and use those patterns to draw inferences
- Summarize information and opinions about a selected problem or issue
- Identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease)
- Clarify a selected problem or issue (e.g. provide details; state reasons, implications)
- Create a plan of action to address a chosen problem or issue

MAPPING

- Use grids, scales, and legends on maps and timelines to interpret or represent specific information
- Translate information from maps to other forms of communication and vice versa

SAMPLE TOPICS

- Early explorers
- Colonial wars and alliances between First Peoples and European (Maquinna and Cook or French colonists and First Peoples around the Great Lakes)
- Fur trading companies, beaver wars, explorers, trading posts
- European and American settlement and migration
- Canadian Pacific Railway
- Gold rush population boom and bust
- Canadian Confederation
- Disease and demographics
- Impact of language and culture (colonization and First Peoples)

Complete all lessons in *Courage & Conquest: Discovering Canadian History*. The following **additional** material fills in requirements to meet BC guidelines.

UNIT 1: LESSONS 1-4 BEGINNINGS

- *Courage & Conquest: Discovering Canadian History*, p. 9-17

LESSON 2: THE VIKINGS



Resources:

- *Courage & Conquest: Discovering Canadian History*, p. 12
- *Discovering Canada: The Vikings*, pp. 40 to 48

Discuss:

What motivated the Viking explorers to come to Canada?

Activity:

Choose one of the two activities described in *Discovering Canada: The Vikings* pp. 40 to 48

1. Write a personal saga similar to the oral tradition of Viking tales or,
2. Create & play the *Viking Adventure – Westward to Vinland Game*. As you play, notice the sequence and progression of events as the Vikings sailed from Greenland to Vinland and back again.

LESSON 4: JACQUES CARTIER



Resources:

- *Courage & Conquest: Discovering Canadian History*, p. 16
- *The Displacement of Native Peoples*, p. 4-7 (Read the introduction about reliable sources)
- *Discovering Canada: New France*, pp. 4-5

Activity:

The explorer from France, Jacques Cartier, discovered that it was very difficult to survive the harsh winters of Canada and most would have died without the help of the Haudenosaunee (Iroquois) people. How was their kindness repaid?

Roleplay the two parties: the help of the First Nations as the Europeans tried to survive the winter, and the treachery of the Europeans when as they got ready to sail back to New France the following year.

Critical Thinking:

1. What do you predict might be the long term consequence of the relationship between the French and the people they first met after this betrayal of friendship by the French? While documents do not show whether the Iroquois people passed down the history of this trouble to future generations, we do know that Champlain, who arrived approximately 80 years later, made enemies

of the Iroquois and friends with their rivals, the Wendat. From then on, there was a history of conflict between the French and the Iroquois.

2. While the Europeans brought the Christian religion to North American First Nations, they often did not act in a manner consistent with Christian teaching. Was it right for the French to act this way to the First Peoples who helped them? What do you think their perspective was that allowed them to act in such a manner? Reflect on a time when you did not repay someone's kindness, but instead acted in your own self-interest instead of considering the other person. Think creatively about how you might correct the relationship or repay the person who helped you with a kindness in return. Should you ignore damaged friendships or attempt to correct them? (Romans 12:18)

Discussion Prompts (understanding Historical Perspective):

Distinct social classes made up European society at the time of the explorers. At the top of the scale, the nobility were the wealthy land owners. In the middle-class were the civil servants, merchants, clergy, lawyers and skilled craftsmen. In the lower class were the farming peasants at the top and the non-working poor and homeless at the bottom. It was common for all classes of society to believe they were born into their lot without the expectation of equality between the social groups. The captains and explorers were primarily from the noble class. They considered all others as beneath their status, including the 'savages' whom they met in their explorations into the new world. Currently, in North America, there is an expectation that all others should be treated with respect and equality. This would be foreign to the thinking of the nobles in the time of the explorers of the 14th to 19th centuries.

UNIT 2: LESSONS 5-14 NEW FRANCE

Resources:

- *Courage & Conquest: Discovering Canadian History*, p. 18-37
- *The Displacement of Native Peoples*, p. 8-13 (Read about primary & secondary sources)
- *Discovering Canada: New France*, pp. 72-74, 46-52
- *Madeleine Takes Command* (optional)

LESSON 10: THE SEIGNEURY



Read the story of Madeleine de Verchères in *Discovering Canada: New France*. The existence of New France was threatened by the conflict with the Iroquois confederacy. What did Madeleine do that makes her a significant figure in Canadian history? What makes Madeleine's story unique? Who in Canada is her story most important to?

Discussion Prompts:

Madeleine 'held the fort', displaying boldness at young age and for a woman. Madeleine is a heroine to all Canadians, but especially Francophone Canadians in her role in early New France. Her statue is in place in the Verchères suburb of Montreal.

Note: In 1692, when Madeleine was nearing 14 years of age, she had already lost her older brother Antoine, who had died in 1686; two brothers-in-law, both of whom had been married to Marie-Jeanne and had been killed by the Iroquois, one in 1687, the other in 1691; her brother François-Michel, also killed by the Iroquois in 1691 at 16 years of age.¹

¹ Biography – JARRET DE VERCHÈRES, MARIE-MADELEINE – Volume III (1741-1770) – Dictionary Of Canadian Biography

Activity (choose one):

1. Do a video recording of this story retold from the perspective of an Iroquois warrior.
2. Use a copy of the fort cut-out from *Discovering Canada: New France*, pp. 46-52 and create a diorama. Make your own paper figures and reenact the story.
3. Four of Madeleine's brothers had been killed and likely many others she knew. Describe to your family how your world is different than Madeleine's and how your world is the same.

Discussion Prompts:

Madeleine lived on the edge of the wilderness where the only roads are rivers, and real life and death danger from enemies lurked daily. Madeleine was expected to uphold the family name by doing what was necessary to protect family and property. How are you expected to uphold the family name by living honourably, respectfully, and boldly when necessary?

UNIT 3: LESSONS 15-18 AFTER THE CONQUEST

- *Courage & Conquest: Discovering Canadian History*, p. 38–45

LESSON 18: THE WAR OF 1812
**Resources:**

- *Courage & Conquest: Discovering Canadian History*, p. 44—45
- *Discovering Canada: The Defenders 9-15*
- *Jeremy's War* (optional, out of print)
- *General Brock's Coatee : Under a New Light*. Canadian War Museum.
Go to www.donnaward.net > Easy Links > Courage & Conquest > p. 44 > *Sir Isaac Brock's Coatee* or < <https://www.donnaward.net/sir-isaac-brock-s-coatee-under-a-new-light/4/2792/resources.php>>

Evidence – Primary source

Watch the video *General Brock's Coatee : Under a New Light*.

1. Is this evidence a primary or secondary source? What evidence tells you?
2. What do we learn about General Brock from this artifact?
3. What is the value of viewing the artifact under a black light?

Discussion Prompts:

The artifact of General Brock's coat is a primary source because it was the coat he actually wore at the time of the event of the War of 1812. The size of the coat confirms the reports that Brock was a large man. The residue at the collar seen under black light testifies to the accuracy of portraits painted of Brock as his hair is over his collar. The dirt on the tails suggests stains sustained by a man on horseback, and the stains on the front of the coat suggest possible blood residual from the wound which killed him. These stains help us realize the coat was worn by a real man, a man of action, over 200 years ago.

Activity:

Look for a unique piece of clothing that defines some characteristics of who you are. If someone was solving a mystery about you, what could they determine based on the clothing? (e.g. size, interests, wear marks that indicate work or play etc.) Make a short oral presentation, video, diagram, or written paragraph from the perspective of an investigator discovering the mystery of who you are.

UNIT 4: LESSONS 19-23 THE WEST AND THE FUR TRADE



- *Courage & Conquest: Discovering Canadian History*, pp. 46-55
- Lesson 19: Read *The Displacement of Native Peoples*, pp. 14-17 (Audience & purpose of primary sources)
- Lesson 21: Read *The Displacement of Native Peoples*, pp. 18-21 (Discuss Perspectives on Impact of Contact Between Peoples p. 21)

Timeline:

Students should create a cumulative timeline of key events in BCs history starting with the arrival of Europeans by land and sea, adding to the timeline as new events are discovered.

LESSON 23: BRITISH COLUMBIA GOLD

**Resources:**

- *Courage & Conquest: Discovering Canadian History*, pp. 54-55
- *Quest in the Cariboo* (optional, out of print)
- *Moses, Me and Murder: A Barkerville Mystery* (optional, see more Barkerville titles by Ann Walsh)

Field Trip:

Enjoy a guided tour, pan for gold and more at one of the following or your local museum.

Barkerville Historica Town and Park, Barkerville, BC

Britannia Mine Museum, Britannia Beach, BC

Rossland Museum and Discovery Centre, Rossland, BC

Royal BC Museum, Victoria, BC (See Easy Links p. 54 for Gold Rush Learning Guide download from museum)

UNIT 5: LESSONS 24-30 FROM SEA TO SEA

- *Courage & Conquest: Discovering Canadian History*, pp. 56-68
- Lesson 28: *The Displacement of Native Peoples*, pp. 30-32
- Lesson 29: *The Displacement of Native Peoples*, pp. 36
- Lesson 30: *The Displacement of Native Peoples*, pp. 38-41

LESSON 28: NORTH-WEST REBELLION

**Resources:**

- *Courage & Conquest: Discovering Canadian History*, pp. 64-65
- *Discovering Canada: The Railway* pp. 43-47
- *Discovering Canada: The Rebels* pp. 59-70
- *Big Bear's Story*
Go to www.donnaward.net > Easy Links > Courage & Conquest > p. 64 > *Big Bear's Story* or
< <https://www.donnaward.net/big-bear-s-story/4/2794/resources.php> >

Presentation:

Using the skills listed in *Inquiry Process: Presentation* on p. 5 of this document, research and prepare a presentation about a First Peoples person of significance during the transition from traditional life to colonization in western Canada. Describe why this person is significant and to whom. Use various sources and strategies for information gathering. Look for causes and consequences, and be sure to understand as clearly as possible the historical perspectives of the various characters in the story. Explore the ethical dimension of the event described, and predict alternate outcomes had historical figures made different decisions.

