

Investigating Trade Interactions in New France

Social Studies (Revised 2013) Grade 5, First Nations and Europeans in New France and Early Canada

Overview

Students understand financial concepts related to trade. They explore the trade relationship between First Nation communities and European settlements during the rise and development of New France. Students analyse the consequences and significance of interactions between and amongst the group living during the 1500s–1600s in the region that is now known as Canada. Students use a graphic organizer to organize their responses to an inquiry.

Connections to Financial Literacy

Students increase their understanding about causes and consequences around trade goods and relationships. They analyse positive and negative consequences and examine factors and interactions around trade to better understand economic relationships.

Connections to Curriculum

Students make links to trade interactions between and within First Nation's and settler communities in New France, decisions around how to acquire trade goods, and the environmental implications of trading.

Students will make connections to:

- social implications: trade interactions between and within communities in New France
Concept of Social Studies Thinking (Cause and Consequence) – How does trade impact the communities living in New France?
- ethical implications: decisions around what to decide and how to acquire trade goods
Concept of Social Studies Thinking (Significance) – What does the significance that a community places on trade items and/or process indicate about what this community values?
- environmental implications:
Concept of Social Studies Thinking (Perspective) – Consider attitudes or perspectives on obtaining trade goods from natural resources (e.g., wood, fur): What has stayed the same and what has changed?

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

The inquiry process enables students to engage in their learning through self-directed explorations of significant problems, topics, or issues. The goal of inquiry is for students to investigate various information sources and integrate that information with their own ideas in order to improve their understanding. The inquiry process referred to in these lessons relates to these four phases of inquiry: explore, investigate, process, and create. Specific links to the social studies inquiry process are also included.

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Trade Relationships of New France Lesson 1	
<p>Students understand financial concepts related to trade. They explore the trade relationship between First Nation communities and European settlements during the rise and development of New France.</p>	
Connections to Financial Literacy	
<p>These lessons show students an aspect of decision making as related to the trade relationship between First Nations and Europeans during the rise and development of New France. Students increase their understanding about causes, changes, consequences, patterns, and trends around trade goods, relationships and reasons/motivation.</p>	
Curriculum Expectations	Learning Goals
<p>Click here to access expectations in full, with examples.</p> <p>A1. Application: Impacts of Interactions: analyse short- and long-term impact of interactions among and between First Nation communities and European explorers and settlers in New France prior to 1713 (<i>FOCUS ON: Cause and Consequence; Continuity and Change</i>)</p> <p>A1.1 describe some of the positive and negative consequences of contact between First Nation and European peoples in New France, and analyse their significance</p> <p>A1.2 explain how cooperation between First Nations and Europeans in New France benefited both groups</p>	<p>Students will explain the similarities and differences between the various communities living in New France.</p> <p>Sample Success Criterion I can tell why and how people in First Nation and European settlers' communities interacted with each other.</p>
Considerations for Planning	
<p>Readiness</p> <p>Inquiry Process Phase: Investigate</p> <ul style="list-style-type: none"> Identify how resources support topic of inquiry <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> What trade involves Can apply trade concepts to other settings Can explain how understanding trade relationships can contribute to personal growth (e.g. Cooperation through trade) 	<p>Materials</p> <p>Student Resources:</p> <ul style="list-style-type: none"> Maps showing locations of groups living in New France <i>Aboriginal Peoples</i> (2007) by Heather Hudak (Editor), Calgary: Weigl (Distributed by Saunders Book Company) <i>Passport to the Past Series: The World of North American Indians</i> (2009) by Michael Stotter, Rosen Central <i>The Kids Book of Aboriginal People in Canada</i> (2005) by Diane Silvey, Toronto: Kids Can Press Aboriginal Canada Portal: Kids <p>Teacher Resources:</p> <ul style="list-style-type: none"> Together for Learning (2010) Ontario School Library Association Consider seeking out Aboriginal guest speakers who are historians to complement the written resources listed above.
<p>Terminology</p> <ul style="list-style-type: none"> Consequences Environmental responsibility Relationships Interrelationships Social responsibility Cooperation 	

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Trade Relationships of New France Lesson 1	
Minds On	Connections
<p>Whole Class → New France Community Inquiry (Brainstorm)</p> <p>With students, brainstorm a list of the various groups living in Canada during the 16th and 17th centuries, emphasizing the groups living in the area known as New France.</p> <p><i>Sample List:</i></p> <p>Plains (Cree, Assiniboine, Blackfoot, Algonquin);</p> <p>Eastern Woodlands (Haudenosaunee, Anishinaabe and Mi'kmaq);</p> <p>European settlers (French, British).</p> <p>From maps of the time period, students identify where the groups lived.</p>	<p>A^{for}L Observe whether students accurately identify those groups that lived in the specific region of New France.</p> <p>A^{for}L Observe whether students use general (Aboriginal) terminology in their discussions to help identify groups living in the region known as New France or are they probing further and using terms that describe distinct peoples like <i>Haudenosaunee, Anishinaabe</i> or <i>Mi'kmaq</i>.</p>
Action!	Connections
<p>Small Groups → New France Community Inquiry (Investigate)</p> <p>In groups of 3–5, students investigate positive and negative consequences of interactions between one of the First Nations and one of the settler communities in New France.</p> <p>Using the available print and non-print resources (including maps), students identify and record information about the two groups of communities in a graphic organizer provided by the teacher. They consider social and environmental responsibility, economic consequences, relationships, and interrelationships.</p> <p>Groups share with another group, explaining their findings and giving feedback on the clarity of information to one another. Each group revisits its organizer and makes changes based on the peer group feedback.</p>	<p>Tips</p> <p>Groups may choose or be assigned communities to investigate. Students could find additional resources to augment information. Discuss the criteria for what makes an effective set of class notes, if needed.</p> <p>A^{for}L Peer group provides constructive feedback to each other on the information gathered during their investigation with specific attention to safe and inclusive talk, recognition of cultural bias, and discriminatory language.</p>
Consolidation	Connections
<p>Whole Class → Identifying Common Information from Inquiry</p> <p>As a class, examine information the groups recorded on their organizers. Record the positive and negative consequences that were common in all group findings.</p>	

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Trade Interactions in New France <small>Lesson 2</small>		
<p>Students analyse the significance of interactions between and amongst the European and First Nations groups living during the 1500s–1600s in the region that was known as New France.</p>		
Connections to Financial Literacy		
<p>These lessons show students an aspect of decision making as related to the trade relationship between communities during the rise and development of New France. Students analyse positive and negative consequence around trade.</p>		
Curriculum Expectations	Learning Goals	
<p>Click here to access expectations in full, with examples.</p> <p>A3. Understanding Context: describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (<i>focus on: Significance</i>)</p> <p>A3.5 describe interactions between First Nations and European explorers and settlers</p>	<p>Students will understand the interactions within and trade relationships between the First Nations and various communities living in New France.</p> <p>Sample Success Criteria</p> <p>I can analyse the trade relationships between communities living in New France.</p> <p>I can locate and record relevant and accurate information for an inquiry on the relationships between communities living in New France.</p>	
Considerations for Planning		
<p>Readiness</p> <p>Students:</p> <ul style="list-style-type: none"> • are able to identify how resources support topic of inquiry (Inquiry Process Phase: Investigate) • understand some aspects of communities living in New France 	<p>Terminology</p> <ul style="list-style-type: none"> • Consequences • Impact • Attitudes • Perspective 	<p>Materials</p> <ul style="list-style-type: none"> • Handout: Trade Interactions in New France

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Trade Interactions in New France Lesson 2	
Minds On	Connections
<p>Whole Class → Trade Inquiry (Conversation)</p> <p>Use a think-aloud to model how to create an inquiry question such as: Why was trade important to communities in New France?</p> <p>Using the Think/Pair/Share strategy, students discuss this inquiry question. Guide their thinking by reminding them to refer back to their observations and notes from a previous inquiry where they examined communities living in New France.</p>	<p>A or L Observe student conversations for any misconceptions or ambiguous ideas.</p> <p>Tip Check for cultural bias in the resources before they are made available to students. Does the resource provide multiple viewpoints from this time period?</p>
Action!	Connections
<p>Whole Class, Small Groups → Trade Inquiry (Organizer)</p> <p>Work with the students to focus their inquiry on trade by generating a list of questions they want to find out about trade (e.g., What goods were traded?) Students continue to generate additional questions for inquiry.</p> <p>Guide the students in selecting 4–6 questions from their list that are closely related to the social studies thinking questions and use them to inquire further into the trade relationship. The groups use a rich variety of print (e.g., nonfiction books, maps) and non-print (e.g., media clips, websites) resources to locate accurate and relevant information on trade relationships.</p>	<p>Tip For additional questions, see Trade Interactions in New France.</p> <p>A or L As students record their information, encourage them to tell what their rationale is behind their response.</p> <p>Tip Select texts that provide strong visual support: pictures of typical landscapes and living locations such as a longhouse, a log cabin; pictures that show tools used by different cultures to record trade negotiations such as a wampum belt, ink blotters and pens; pictures of typical trade items; pictures that show typical family activities. This will stimulate and support rich conversations about what needs to be considered when making a ‘fair trade’ so that inferences and predictions about positive and negative consequences of interactions can be considered.</p>

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Trade Interactions in New France Lesson 2	
Consolidation	Connections
<p>Whole Class → Trade Inquiry (Reflection)</p> <p>In a class discussion, students reflect on the three questions from social studies thinking concepts:</p> <ul style="list-style-type: none"> • <i>How did trade impact the communities living in New France?</i> • <i>What does the significance that a community places on trade items and/or process indicate about what this community values?</i> • <i>Consider First Nations attitudes and the attitudes of others in Canada on obtaining trade goods from natural resources now and in the past (e.g., oil pipelines, wood, natural gas, furs): What has stayed the same and what has changed?</i> <p>They respond to the questions using ideas from their organizers as evidence of their thinking.</p> <p>Individual → Journal Entry</p> <p>Students complete an individual written reflection.</p>	<p>A^{of}L Use success criteria to assess the reflection.</p>

Trade Relationships of New France Lesson 1

Curriculum Expectations

Social Studies (Revised 2013), Grade 5	
First Nations and Europeans in New France and Early Canada	
Overall Expectations	Specific Expectations
<p>A1. Application: The Impact of Interactions: analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 (focus on: <i>Cause and Consequence; Continuity and Change</i>)</p>	<p>A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (<i>e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries</i>), and analyse their significance</p> <p>Sample questions: “What were the major consequences for the Wendat of contact with the French?” “If you look at the consequences of interactions between First Nations and Europeans in New France, which were of greatest significance to Europeans? To First Nations? Which are most significant to Aboriginal and non-Aboriginal Canadians in the twenty-first century?” “Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?”</p> <p>A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited (<i>e.g., early settlers benefited from First Nations people’s knowledge of medicine, geography, and modes of transportation appropriate for local conditions; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from new materials and some of the technologies introduced by Europeans</i>)</p> <p>Sample questions: “What are some First Nations items that were adopted by Europeans? What are some European items that were adopted by First Nations?” “What were some of the short- and long-term benefits of the fur trade for both First Nations and Europeans?”</p>

Trade Relationships of New France Lesson 2

Curriculum Expectations

Social Studies (Revised 2013), Grade 5	
First Nations and Europeans in New France and Early Canada	
Overall Expectations	Specific Expectations
<p>A3. Understanding Context: A3. describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (FOCUS ON: <i>Significance</i>)</p>	<p>A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period (<i>e.g., with reference to trade; sharing of beliefs, knowledge, skills, technology; intermarriage; military alliances and conflict</i>)</p> <p>Sample questions: “What were some of the ways in which European settlers and explorers depended upon First Nations people for survival?” “What role did First Nations women play in the fur trade?” “What relationship did French missionaries have with the Wendat?”</p>