

# HISTORY, GRADE 7

## OVERVIEW

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups, including First Nations, Métis, and Inuit communities, in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in European imperial powers and the impact on Indigenous individuals and communities. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

The Grade 7 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including beliefs and values, equity, freedom, identity, power and authority, and relationships.

The following chart presents an overview of Grade 7 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

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Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be introduced/ Developed
<b>Strand A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800</b>				
<b>A1.</b> analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada	Continuity and Change; Historical Perspective	Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.	Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?	<b>Maps* and Globes</b> Analysing and constructing political maps to show alliances (see, e.g., A2.4)
<b>A2.</b> use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain	Historical Significance; Historical Perspective	Different groups responded in different ways to the shift in power in Canada from France to Britain.	Why might different people view the same event in different ways?  How do we determine what is historically significant?	Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.4)  Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.4)
<b>A3.</b> describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact	Historical Significance; Cause and Consequence	The significance of historical events is determined partly by their short- and long-term impact.		

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand B. CANADA, 1800–1850: CONFLICT AND CHALLENGES</b>				
<b>B1.</b> analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800	Continuity and Change; Historical Perspective	Throughout Canadian history, people have struggled to meet challenges and to improve their lives.	In what ways did colonial policy continue to have an impact on Indigenous nations in this period?  What can we learn from the ways in which people met challenges in the past?	<b>Graphs</b> Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.5)  <b>Maps<sup>?</sup> and Globes</b> Analysing and constructing political maps to show alliances (see, e.g., B2.4)
<b>B2.</b> use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850	Historical Significance; Historical Perspective	The first half of the nineteenth century was a time of major conflict and change in Canada.	Why is it important to consider various perspectives when analysing events or issues?  What types of forces can bring about change?	Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.4)  Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.4)
<b>B3.</b> describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact	Historical Significance; Cause and Consequence	Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada.		

<sup>?</sup> The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

# A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

## Overall Expectations

By the end of Grade 7, students will:

**A1. Application:** analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: *Continuity and Change; Historical Perspective*)

**A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: *Historical Significance; Historical Perspective*)

**A3. Understanding Historical Context:** describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

## Specific Expectations

### A1. Application: Colonial and Present-day Canada

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

**A1.1** analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800 (*e.g., with reference to gender roles; religious practices; spirituality, ceremonies, and rituals; living conditions; diet; recreation; and/or political rights; attitudes towards slavery, social class, the role of women, and/or crime and punishment; attitudes of newcomers/settlers and First Nations, Métis, and Inuit towards each other and towards the land*)

**Sample questions:** “What are the main differences between your life and the life of a child in Haudenosaunee society or on a seigneurie in New France?” “What social attitudes permitted slavery to exist in colonial Canada?” “What did the presence of missionaries among First Nations during this period imply about the social values of the colonizing peoples? In what ways have attitudes towards First Nations peoples held by some non-Indigenous people in Canada

changed or stayed the same?" "What were some central values and world views of Inuit in the eighteenth century? What are some ways in which these values and world views are reflected in present-day Inuit communities?"

**A1.2** analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges (*e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between European imperial powers and the consequences for Indigenous communities; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers*), and assess similarities and differences between some of these challenges and responses and those of people in present-day Canada

**Sample questions:** "What were some of the environmental challenges facing people in early Canada? What similarities do you see between these challenges and current environmental challenges facing people in Canada today?" "In what ways are the lives of elderly people different now than they were in the past? What are the main reasons for the differences?" "What challenges did the Mississaugas of the New Credit encounter as a result of encroachment on and European occupation of their traditional territory? How did they respond to these challenges? How would you compare this response to actions taken today in response to threats to First Nations lands?" "What sort of care was available for sick people in eighteenth-century Canada? Why were medicines of Indigenous origin so important at this time? Why are they still important today?"

**A1.3** analyse the displacement experienced by various groups and communities, including First Nations, Métis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800 (*e.g., the expulsion of the Acadians; the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; the migration of Loyalists to various regions of Canada; the forced migration of African slaves to New France and British North America; the immigration of people to Canada seeking land, religious freedom, and/or work*), and compare it with present-day examples of displacement (*e.g., the relocation of a First Nation reserve community in Canada as a result of changing environmental or economic conditions; the experience of and services available to immigrants or refugees to Canada*)

**Sample questions:** "What was the experience of different Loyalist groups? What challenges did these groups face? Why did some Black Loyalists choose to return to Africa? Why did some Black Loyalists choose to stay in Canada?" "In what ways would the experience of immigrants to colonial Canada have been different from that of present-day immigrants to this country? What accounts for some of these differences?" "What was the experience of the Inuit who were displaced by the commercial seal hunt that began in Newfoundland in 1723? When analysing this displacement, whose perspectives should you consider?"

## A2. Inquiry: From New France to British North America

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of Grade 7, students will:

**A2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (*e.g., the expulsion of the Acadians; treaties and alliances among First Nations and between First Nations and European nations, including the Treaty of Niagara, 1764; key battles in the North American colonies; legal and territorial changes as a result of the Seven Years' War; increased settlement by British immigrants; challenges associated with Britain administering a colony with a French majority; the Constitutional Act, 1791; the creation of the North West Company and other fur trade companies; the Jay Treaty*)

**Sample questions:** “What groups were involved in the Battle of the Plains of Abraham? Why would each group have viewed the conflict differently?” “Why was the Quebec Act passed? Who supported it? Who opposed it? Why?” “What questions arise when you examine the image of the Covenant Chain Wampum of 1764? Which questions could you use to guide your investigation into different perspectives on this treaty agreement?” “What questions arise when you examine the Métis sash?” “Why would French and English colonists and First Nations have had different views about the arrival of the Loyalists?” “How did the shift in power from France to Britain affect First Nations and Métis people involved in the fur trade? How did this shift in power affect First Nations and Métis people not involved in the fur trade?”

**A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (*e.g., diaries, gravestone inscriptions, Indigenous oral histories, archaeological evidence, wampum belts, material from online archives, paintings, petitions, speeches*) and secondary sources (*e.g., poetry or songs written after this historical period, museum exhibits, documentaries, online videos, historical fiction, monuments, web resources and/or books on Canadian history*)

**Sample questions:** “Why would the diaries and letters of expelled Acadians be a good source on their experiences and perspectives? What sources could you consult to investigate the perspectives of other groups on the expulsion?” “What are petitions? Whose perspectives would they reveal? How might you find out if there are any petitions on the issue you are investigating?” “Where might you find information about the position of First Nations on the Peace and Friendship Treaties?” “Are you finding the perspectives of First Nations, Métis, and/or Inuit in the primary and secondary sources you are consulting? How can you ensure that your sources represent all relevant perspectives, including those of First Nations, Métis, and/or Inuit? Do these sources reflect the perspectives of women, including Indigenous women?”

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**A2.3** assess the credibility of sources and information relevant to their investigations (*e.g., by considering the perspective, bias, accuracy, authenticity, purpose and/or context of the source and the values and/or expertise of its author*)

**Sample questions:** “If you were consulting websites for information on the Haldimand Proclamation of 1784, how would you determine which sites are the most reliable and credible? Which perspectives do the websites reflect?” “Why is it important to consult multiple sources when examining a historical event, issue, or development?”

**A2.4** analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (*e.g., construct maps to show the location of various battles in North America during the Seven Years’ War; analyse flow maps to show where groups, including Indigenous communities, were displaced from and where they went; analyse population maps to determine changes in settlement patterns and the groups, including Indigenous communities, that were affected*)

**Sample questions:** “What type of map could you use to show the routes taken by the Acadians after they were expelled from the Maritime colonies?” “When you study maps of Canada before and after the Treaty of Paris, what do you notice about changes in settlement trends? What do you notice about European settlement trends in First Nations territories?” “What information would you need to include on a map to show the various alliances and conflicts in North America during the Seven Years’ War?” “What do you notice when you analyse maps showing Métis migration patterns before and after the establishment of the North West Company or the Hudson’s Bay Company?”

**A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (*e.g., analyse paintings of key events in the Seven Years’ War to extract information and to determine the perspective that is presented and the perspectives that are missing; analyse documents to determine the response of people in New France, including First Nations and Métis people, to the colony’s being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of French and English colonists and First Nations and Métis people on the division of the colony into Upper and Lower Canada*)

**Sample questions:** “What tools might you use to help you analyse the evidence you have compiled?” “What do these paintings reveal about the subject? About the perspective of the artist? Given the information you have found in your other sources, do you think the depiction in this painting is accurate?” “What does your evidence suggest about the significance of the Battle of the Plains of Abraham for colonists in New France? For First Nations allied to the French? For British colonists and the colonial administration? Is there any group (or groups) whose perspective is missing from this evidence? If so, why might that be?”

**A2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain

**Sample questions:** “What did you find out about how different individuals and groups in Quebec viewed the shift in power to Britain?” “What have you learned from looking at this event from different perspectives? Do you think all the perspectives are equally valid? Why or why not?”

**A2.7** communicate the results of their inquiries using appropriate vocabulary (e.g., *perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian, medicines, oral histories, ethnogenesis*) and formats appropriate for specific audiences (e.g., *a historical narrative in storybook or graphic form about the responses of different people to the expulsion of the Acadians; a debate presenting differing perspectives on the battle of the Plains of Abraham; an information poster on the Constitutional Act, 1791, including the response of different groups to the act; an audiovisual presentation about the ways different groups viewed the Peace and Friendship Treaties*)

**Sample questions:** “Which format is best suited to communicating the results of your inquiry in an engaging and meaningful manner? Why?”

### **A3. Understanding Historical Context: Events and Their Consequences**

FOCUS ON: *Historical Significance, Cause and Consequence*

By the end of Grade 7, students will:

**A3.1** identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., *the expulsion of the Acadians, the Seven Years’ War, the Battle of the Plains of Abraham, the American Revolution, Pontiac’s Resistance, Loyalist migrations*), and describe the historical significance of some of these events for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

**Sample questions:** “Why did the British government expel the Acadians? Where did they go? Who took over their lands? Who are the Cajuns? What is their connection to the Acadians?” “What were the underlying causes of the Seven Years’ War? Why is that war seen as a turning point in North American history?” “What factors led to Pontiac’s Resistance? How successful was this resistance? Why is it significant for First Nations?”

#### **New SE**

**A3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., *with reference to the Covenant Chain, 1677–1755; the Treaty of Portsmouth, 1713; the Peace and Friendship Treaties, 1713–60; the Treaty*

*of Niagara and the Covenant Chain Wampum, 1764; the British-Inuit Peace Treaty, 1765; the Treaty of Fort Stanwix, 1784; the Haldimand Proclamation, 1784; the Jay Treaty, 1794; the Treaty of Greenville, 1795)*

**Sample questions:** “Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties?” “Who were treaty people in eighteenth-century Canada? What did it mean to be a treaty person at that time?” “What treaty brought the Seven Years’ War to an end? What were the main stipulations in this treaty? How did the treaty affect Indigenous individuals and communities?”

**A3.3** identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g., the Royal Proclamation, 1763; the Treaty of Utrecht, 1713; the Quebec Act, 1774; the Constitutional Act, 1791*), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “In what ways was the Quebec Act a departure from earlier policy? What impact did it have?” “Why was the Constitutional Act of 1791 implemented? What impact did this act have on French and English Canada? What impact did it have on Indigenous people?” “What key provisions from the Royal Proclamation of 1763 addressed the issue of title to Indigenous land?”

**A3.4** identify key social and economic changes that occurred in and/or affected Canada during this period (*e.g., fur trade competition between the North West Company and the Hudson’s Bay Company, Loyalist settlement, growth in agriculture and in the timber industry, the ethnogenesis of the Métis*), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and/or Inuit individuals and communities

**Sample questions:** “What were some factors during this time that had an impact on the ethnogenesis of the Métis?” “What was the North West Company? How did its establishment change the fur trade? What impact did these changes have on First Nations and Métis people and on French and British traders?” “To whom does the term ‘country wives’ refer? What impact did the policies of different fur trade companies have on the role of ‘country wives’?” “What were some of the challenges facing Loyalists on their arrival in Canada? Did all Loyalists face the same challenges?”

## **NEW SE**

**A3.5** describe some significant aspects of the daily lives of various First Nations, Métis, and Inuit communities in Canada during this period (*e.g., with reference to housing, clothing, transportation, size of families, gender roles, kinship ties, beliefs and values, celebrations, ceremonies and rituals, spiritual life*)

**Sample questions:** “How did Indigenous peoples’ traditional knowledge of and their relationship with the land and water affect aspects of daily life in their communities?” “What

were some differences in the ways of life in two Indigenous communities in your local area?”  
“How did Métis marriage customs acknowledge both First Nations and European ancestors?”

**A3.6** describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period (*e.g., with reference to seigneurs and habitants in New France; migrant fishers in Newfoundland; European traders in less populated regions; Black Loyalists in Nova Scotia; militia, priests, nuns, artisans, and/or labourers in Louisbourg or Quebec City; Acadian or Planter farm families in the Annapolis Valley*)

**Sample questions:** “What would life have been like for young people your age living in an artisan’s family in New France? Would they be in school? Would they be working? What might they have done in their spare time?” “What were the day-to-day responsibilities of men, women, and children in a rural family in early Upper Canada?”

**A3.7** describe significant interactions between various individuals, groups, and institutions in Canada during this period (*e.g., with reference to interactions affecting First Nations, Métis, Inuit, French and English colonists, Acadians, Planters, Loyalists, slaves; the functions of, and interactions of people with, the Catholic Church, Protestant churches, and/or the French and British colonial administrations*)

**Sample questions:** “What role did the Catholic Church play in the lives of colonists in New France? What roles did the Catholic and Protestant churches play in the lives of First Nations and Métis people?” “What impact did rivalries among European powers have on the relations between French and English colonists in Canada?” “What rivalries and alliances existed among Indigenous nations? Why were they significant?” “How would you describe relations between First Nations, Métis, and Loyalists in Upper Canada? Between French settlers and Loyalists in Lower Canada? What role did pressures for land and resources play in these relationships?” “What types of interactions did Inuit and First Nations in Newfoundland and Labrador have with Europeans who worked in the commercial fishery and/or seal hunt?”

**A3.8** identify some significant individuals and groups in Canada during this period (*e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandaue, Joseph Brant, Molly Brant, Cadotte, Alexander Mackenzie, Pontiac, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, Métis “country wives”, missionaries, explorers, Loyalists, habitants*), and explain their contribution to Canadian heritage and/or identities

**Sample questions:** “What role did Métis people play in the fur trade?” “Who was Marie-Josèphe Angélique? What does her story tell us about Canada in this period?” “Why do we have a holiday named after John Graves Simcoe?” “Who was Thanadelthur? What were her contributions to Canada?”

## B. CANADA, 1800–1850: CONFLICT AND CHALLENGES

### Overall Expectations

By the end of Grade 7, students will:

**B1. Application:** analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (FOCUS ON: *Continuity and Change; Historical Perspective*)

**B2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (FOCUS ON: *Historical Significance; Historical Perspective*)

**B3. Understanding Historical Context:** describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

### Specific Expectations

#### B1. Application: Changes and Challenges

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

**B1.1** analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850 (e.g., ways of life in British and French forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis, Inuit; attitudes of political elites and groups seeking political reform; gender roles in First Nations, Métis, and Inuit communities), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (e.g., with reference to improvements in access to education; changes in attitudes towards slavery or political elites; changes resulting from political reform; changes in ways of life of First Nations on reserves)

**Sample questions:** “What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants?” “In what ways were the political values of Upper Canadian reformers different from those of Canadian colonists in the eighteenth century? In what ways were they the same?” “What do William Parry’s writings

reveal about British attitudes towards the Inuit?" "How did the increasing presence of European women in fur trade communities affect 'country wives'? What does this development tell you about the social values of many newcomers towards First Nations and Métis people?" "What did European settlers mean when they used the word 'frontier' to describe the West? What attitudes or values did this term reflect? How did these attitudes, and the practices they supported, affect First Nations and Métis people living in the West?"

**B1.2** analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 (e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life in new settlements in the West, continuing appropriation of First Nations, Métis, and Inuit land and resources by settler communities) and ways in which people responded to those challenges (e.g., strikes, rebellion, resistance, legislation to expand access to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants)

**Sample questions:** "What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?" "What were some of the methods used by Reformers and Patriotes in their quest for political change?" "How did discrimination and segregation affect the ways in which African Canadians met their everyday needs?" "What significance did a father's fur trade company rank have for Métis children?" "How did Inuit respond to the challenge of living in the Arctic? Why did they succeed in this environment while members of the Franklin expedition did not?"

**B1.3** analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850 (e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing encroachment and settlement by colonists; from immigration of Europeans seeking land, religious freedom, and/or work) and how some of these groups dealt with their displacement

**Sample questions:** "Why did so many Irish immigrants come to Canada in the 1840s? What was their experience onboard ship and upon arrival in Canada? How did people already living in Canada react to them?" "What were the responses of First Nations and Métis people to their displacement owing to increasing encroachment on their traditional territories?" "How did the Métis people of Mackinac Island and Drummond Island respond to the displacement that resulted from the redrawing of the Canada/U.S. border after the War of 1812?"

## B2. Inquiry: Perspectives in British North Americans

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of Grade 7, students will:

**B2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (e.g., the War of 1812, cholera epidemics, increased immigration from Europe, heightened class divisions in Upper and Lower Canada, the rise of the Patriotes in Lower Canada, the Battle of Saint-Eustache, the Battle of Seven Oaks, the Mica Bay incident, education reform)

**Sample questions:** “Which questions might guide your investigation into the reaction of different groups, including Indigenous groups, to the call to arms in 1812?” “What questions might guide your investigation into the roles of Inuit in Arctic exploration during this period?” “What view did members of the Family Compact have of William Lyon Mackenzie? Was their view different from that of moderate Reformers?” “What view did different groups have of the increasing number of Irish immigrants in Upper and Lower Canada?”

**B2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources (e.g., diaries, Indigenous oral histories, traditional songs, excerpts from books that were popular at the time, newspaper editorials, paintings or drawings from that period, petitions, speeches) and secondary sources (e.g., poetry, songs, paintings, or drawings from after this historical period; museum exhibits; documentaries; online videos; historical fiction; web resources and/or books on Canadian history)

**Sample questions:** “Would the letters of Richard Pierpoint be a reliable source on the living conditions and concerns of African Canadians during this period? What sources could you consult to investigate other perspectives?” “Where might you find information about the viewpoints of different individuals or groups on political issues leading up to the Rebellion in Lower Canada?” “How and where could you search for primary sources on Indigenous perspectives on the War of 1812 and its aftermath?” “When you analyse this painting depicting life in the Arctic, what can you determine about the perspective of the artist? What might this painting look like if it had been painted from an Inuit perspective?”

### NEW SE

**B2.3** assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, authenticity, purpose and/or context of the source and the values and/or expertise of its author)

**Sample questions:** “If you were consulting websites for information on the Pemmican Proclamation, how would you determine which sites were the most reliable and credible?” “Who

wrote this diary? What social, economic, or political position did this person hold? How might this person's position have affected his or her values or perspective? How might those values affect the usefulness of this source?"

**B2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries (*e.g., locate major battles of the War of 1812 or of the Rebellions of 1837–38; construct flow maps to show where famine Irish were displaced from and where they settled in Canada; analyse demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations and Métis people in the colony*)

**Sample questions:** "What types of maps might you use to gather information on immigrants entering Canada?" "When you examine this map, what do you notice about the location of the main battles of the War of 1812?" "What types of information would you need to put on a map to illustrate encroachment by newcomers/settlers on the lands of the Six Nations in the Haldimand area?"

**B2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (*e.g., use a graphic organizer to compare the perspectives of English and French Canadians on the Durham Report; analyse the content of selected paintings to determine the perspectives that are presented and the perspectives that are missing; use a graphic organizer to help them determine similarities and differences in the perspective of various groups, communities, and/or individuals, including Indigenous communities and individuals, on life outside colonial towns/cities; use graphs to help them determine the increase in immigrants to the various colonies in British North America*)

**Sample questions:** "Which type of organizer might be best suited to help you analyse various perspectives on the Act of Union?" "What information would you need to plot on a Venn diagram to help you analyse similarities and differences in the perspectives of the supporters of Mackenzie and Papineau?" "What does this newspaper editorial reveal about attitudes towards Irish Catholics in Upper Canada?" "What type of graphic organizer might you use to help you determine whose perspectives are present in and absent from these documents describing the impact of the War of 1812 on First Nations and Métis families?"

**B2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period

**Sample questions:** "What did you find out about the ways Métis and First Nations viewed the growth in settlement in Upper Canada?" "What did you learn about differences in the ways various groups in Lower Canada viewed the Rebellion of 1837? What accounts for the differences in perspective?" "What have you concluded about why some religious institutions in Canada felt the need to establish Residential Schools? What evidence supports your conclusions?"

**B2.7** communicate the results of their inquiries using appropriate vocabulary (e.g., *immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government*) and formats appropriate for specific audiences (e.g., *a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations and/or Métis people; a dramatic presentation on the lives of immigrants from different regions or classes; an annotated map explaining the impact of the Rebellions of 1837 on various groups; a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints*)

**Sample question:** “What might be the most effective way to explain the different perspectives on this issue to your audience?”

### **B3. Understanding Historical Context: Events and Their Consequence**

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of Grade 7, students will:

**B3.1** identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., *the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson*), and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

**Sample questions:** “What were the major causes of the War of 1812? What impact did the war have on Canadian identities and communities?” “What were some of the factors that led to First Nations and Métis involvement in the War of 1812? What were the major consequences of their involvement?” “Why did Tecumseh support the British in the War of 1812?” “What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? What is the significance of the rebellions for Canadian political history?” “Why was the Battle of Saint-Eustache significant to French Canadians?” “What was the motivation for the Franklin expedition? What was the significance of this expedition for Inuit communities? For the British?” “Who or what was most responsible for the genocide of the Beothuk?”

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**B3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., *with reference to the Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land Cession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850*)

**Sample questions:** “What were the short-term and long-term consequences of being included or not being included in the treaty process for First Nations? For the Métis? For the Inuit?”

**B3.3** identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., *alliances between First Nations and British forces during the War of 1812; the Treaty of Ghent, 1814; the Abolition of Slavery Act, 1833; the Durham Report; the Act of Union; responsible government; the Common School Act, 1846; the Rebellion Losses Bill, 1849; the Sayer Trial, 1849*), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “In what ways did the Treaty of Ghent affect members of the militia in colonial Canada?” “Who did the Act of Union benefit?” “What impact did the expansion of the Hudson’s Bay Company monopoly to the Pacific coast have on First Nations and Métis people? On European traders? On prospective western settlers?” “What were the intended and unintended consequences of the Pemmican Proclamation?”

**B3.4** identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., *increasing immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the genocide of the Beothuk in Newfoundland*), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “What impact did the economic downturn of the 1830s have on farmers in both Upper and Lower Canada? What impact did it have on ports in the Maritimes?” “How did the merger of the Hudson’s Bay Company and the North West Company in 1821 affect the way of life of Métis and First Nations communities?” “In what ways did the construction of canals benefit various people in the colonies?” “In what ways might the condition of roads have hurt the colonial economy?”

**B3.5** describe significant interactions between different groups and communities in Canada during this period (e.g., *French, English, First Nations, Métis, Inuit, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants*)

**Sample questions:** “Why was there so little interaction between Inuit and settlers/newcomers at this time?” “How did alliances during and after the War of 1812 affect land distribution between the Algonquin and Haudenosaunee in the Ottawa region?” “How would you characterize French-English relations at the time of the Durham Report?” “Why was there conflict between Irish Catholics and Protestants in Upper Canada?” “How did alliances between First Nations and Métis groups shape the outcome of the Mica Bay incident?”

**B3.6** identify some significant individuals and groups in Canada during this period (e.g., *Robert Baldwin, General Isaac Brock, Cuthbert Grant, Charles Ermatinger, Peter Jones, William Lyon*)

*Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Louis Riel Sr., Laura Secord, Shawnadithit, Tecumseh, Catharine Parr Trail; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada), and explain their contribution to Canadian heritage and/or identities*

**Sample questions:** “What was Chief Shingwauk’s vision, and why was it significant?” “What role did immigrants play in the settlement of Canada? What impact has that role had on Canadian heritage/identities?” “Why is there a memorial at Grosse Île in Quebec? What does this memorial tell us about the challenges immigrants faced at the time?”

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