

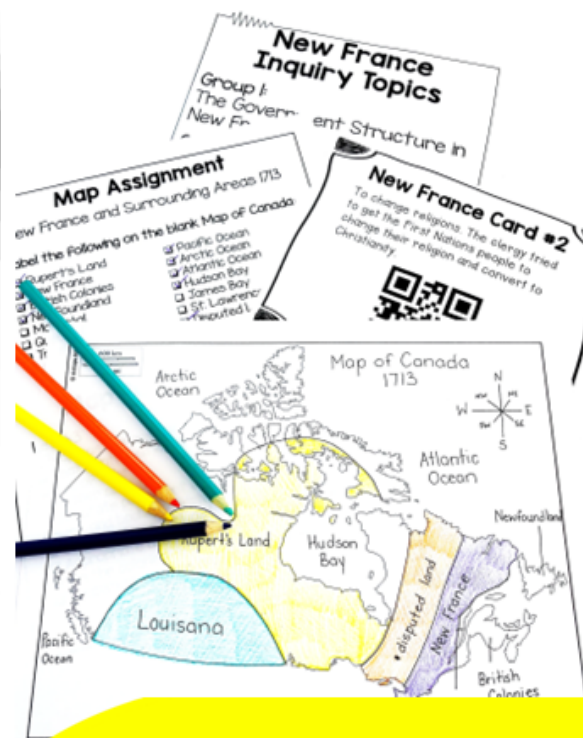
# GRADE 7

# HISTORY BUNDLE

## PDF & DIGITAL FORMATS

### Bundle

- ✓ 45 Detailed Lessons
- ✓ MP3 Audio Files
- ✓ Student Choice
- ✓ Answer Keys
- ✓ Print & Digital



**626 PAGES**

# RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ 45 Engaging Lessons / 626 Pages
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats

2 Peas  
and a  
Dog

**2 Peas and a Dog**

Middle School Teaching Resources

# STRAND A UNIT ORGANIZATION

## Ontario Curriculum Expectations

Lesson Number, Title, Assessment For, As, Of	Expectation(s)
1. Important Events Sorting Activity (For)	A3.1
2. Historical Minutes Topic: Explorers & First Nations (As)	A3.5
3. Canadian Settlement Objects Activity (As)	A1.1
3B. Haudenosaunee, Inuit and Métis (As)	A1.1, A1.2, A3.5
4. Map of New France 1700 Creation and Analysis (As/Of)	A2.4
5. The Creation of New France (As)	A3.6
5B. Medical Care in the 1700's (As)	A1.2
6. New France Vocabulary QR Code Matchup (For)	A2.7
7. Historical Figures Presentation (As/Of)	A3.8
8. New France Inquiry Stations (As/Of)	A1.1, A1.2, A2.5, A2.7, A3.6, A3.7
9. Mid-Unit Test Review and Test (Of)	See Above
10. The Treaty of Utrecht (As)	A3.3
10B. Treaties and Pontiac's Resistance (As)	A1.2, A3.1, A3.2
11. The Acadians (For/As)	A1.3, A2.2, A3.1
12. The Seven Years' War (As)	A3.1
13. The Treaty of Paris, The Proclamation & The Quebec Act	A2.1 A3.1
14. The American Revolution (As)	A3.1
15. The Loyalists (As/Of)	A1.2, A2.7, A3.4, A3.6, A3.7
15B. The Impact of the Loyalists Migration on the Mississaugas of the Credit First Nation (As)	A1.2, A2.6, A3.5, A3.7
16. Constitution Act 1791 (As)	A3.3
17. British North America Summative Task (Of)	A1.2

**CURRICULUM ALIGNMENT**

## Lesson Overview



Lesson	Activity Type	Name	Suggested Length of Time
Introduction	Whole Class Discussion	Why Study History?	0.5 Class
#1	Small Group + Class Discussion	Important Events Sorting Activity	0.5 - 1 Class
#2	Video Clips + Class Discussion	Historical Minutes Topic: Explorers & First Nations	0.5 - 1 Class
#3	Small Group + Class Discussion	Canadian Settlement Objects Activity	0.5 - 1 Class
#3B	Whole Class Reading or Jigsaw	Haudenosaunee, Inuit and Métis	1 - 2 Classes
#4	Partner Collaboration + Whole Class Discussion	Map of New France 1700 Creation and Analysis	1 Class
#5	Whole Class Reading	The Creation of New France	1 Class
#5B	Whole Class Reading	Medical Care in the 1700s	0.5 - 1 Class
#6	Gallery Walk	New France Vocabulary QR Code Match Up	0.5 Class
#7	Presentation	Historical Figures Presentations	3 Classes
#8	Small Group Inquiry Assignment	New France Inquiry Stations	2 - 3 Weeks
#9	Whole Class Test	Mid-Unit Review Mid-Unit Test	2 Classes

**DETAILED UNIT PLAN**

## History Introduction



Teacher Notes:

- Approximate Time: 15 - 20 minutes
- Gather materials (sticky notes, markers, pens, pencils) before class

**Whole Class Question:** Why do you think we study history? Is it important to study history? Why or why not?

**Student Instructions:** Turn and talk to your seat partner for three minutes and brainstorm some ideas about why it is or is not important to study history.

**Teacher Instructions:** After you ask the question, wait three minutes, then ask each group to share one opinion. While you are waiting, write the question on the board with a clear YES and NO side. Record student answers on the respective side (either yes or no) and discuss their thoughts. You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel history is an important subject to be taught. Be sure to have a variety of ideas on why it IS an important subject that everyone should need to take.

**LESSON PLANS**

# STRAND A TEACHER FEEDBACK

“This is an excellent resource. It is extremely easy to follow and engaging for the students. The students really enjoy the culminating activities and the lesson plans are easy to follow & well organized!” – Emma A.



“This is an EXCELLENT resource. I appreciate the author’s effort to differentiate the activities to include videos, online resources and to provide comprehensive background info and answers for teachers. I would definitely buy from this author again!” – Erica F.



“Thank you! First time teaching grade 7 and I had no idea where to begin with this unit! This made it so easy to follow! Had to make some adjustments for distance learning but definitely doable and WORTH IT!!” – Michele R.

# STRAND A WHAT'S INSIDE?

The Hudson's Bay Company is officially formed. This company will take control of almost all of the trading that occurs anywhere in the Hudson's Bay watershed for two hundred years.

## INTERACTIVE LESSONS

Under the Treaty of Utrecht, France agrees that Britain has control over the Hudson's Bay area, Acadia and Newfoundland.

### Canadian Settlement Objects Photo #1



## STATIONS ACTIVITIES

Canoe

### Canadian Settlement Objects

Object	What purpose did this object have?	What materials might this object have been made from?

# STRAND A WHAT'S INSIDE?

## SAMPLE ANSWERS

Possible Answers:

(students will ...)

## SAMPLE ANSWERS

1713 Map	1999 Map
<ul style="list-style-type: none"> <li>Rupert's Land takes up most of Saskatchewan, Manitoba, Ontario and some of Québec</li> <li>New France has some land through Québec</li> <li>Nova Scotia, New Brunswick, and NFLD are British colonies (some of this land formally belonged to the Acadians)</li> <li>Louisiana takes up land along the Southern border</li> </ul>	<ul style="list-style-type: none"> <li>Map looks like the current Map of Canada</li> <li>Nunavut was created in 1999</li> <li>Formal USA/Canada border</li> <li>3 territories</li> <li>10 provinces</li> </ul>

# ANSWER KEYS

### Yes Side:

- To not repeat mistakes of demise
- Because it is interesting to and present times
- Because it is important to live in
- To understand references
- To preserve the stories of
- To inspire us to
- Helps create a story
- Helps us understand

### No Side:

- No - because we live on the future
- We don't have time - so happened in the past

- Forced resettlement of people (Acadians)
- Hudson's Bay Company
- Confederation

### 3) Occupations of New France 1713?

- Farming
- Fishing
- Fur Trader
- Shipbuilding
- Shop Owner

© http://

## Map Assignment

New France and Surrounding Areas 1713

Label the following on the blank

- Rupert's Land
- New France
- British Colonies
- Newfoundland
- Montréal
- Québec City
- Pacific
- Arctic
- Atlantic
- Hudson Bay
- James Bay

## Oral Presentation Success Criteria

### Level 4

- Level 3 criteria fulfilled
- Clear understanding of the topic

## The Fall of New France Newspaper Assignment



# ASSESSMENT OPTIONS

Level

- Me
- Ne
- Us
- Pr
- Ac
- bodie
- Co
- Ap
- colon
- Co

You a editor the P

This r must write this from the french perspective.

You will need to interview important people (research) to gather information about the events leading up to and including the battle.

Write a 200-250 word newspaper article What, Where, When, Why and How of the

Be sure to include in your article: p and placeline.

ent (infrequently glancing at notes) attention

asm audience (no slouching or fidgeting)

pport required to achieve success

# RUBRICS INCLUDED

© http://www

# STRAND B UNIT ORGANIZATION

## Ontario Curriculum Expectations

Lesson Number, Title, Assessment For, Of, As	Expectation(s)
Introduction: Top 10 List of Events from 1713–1800	Review (For)
1. Establishing Upper Canada (As)	B3.1
1B. Métis & Settler Relations (As)	B1.1, B1.2, B3.5
2. Heritage Minutes: War of 1812 (As)	B3.1, B3.6
3. War of 1812 Overview Reading (As)	B3.1
4. War of 1812 Inquiry Stations (As/Of)	B2.1, B2.2, B2.4, B2.5, B2.6, B2.7
5. War of 1812 Newspaper Article (Of)	B3.1
6. Results of the War of 1812 (As)	B3.1
6B. Mackinac & Drummond Islands & The Treaty of Ghent (As)	B1.2, B1.3
7. A Question of Identity: The War of 1812 (As)	B3.1
8. War of 1812 Review & Quiz (Of)	B3.1
9. Life in Lower Canada (As)	B1.1
10. The Rebellions in Lower Canada (As)	B1.2, B3.1, B3.4
11. Life in Upper Canada (As)	B1.1
12. The Rebellions in Upper Canada (As)	B1.2, B3.1, B3.4
13. Rebellions Quiz (Of)	B1.2, B3.1
14. Legal Issues (As)	B1.2, B3.1, B3.3, B3.5
15. Politics in British North America (As)	B3.4
15B. British - Indigenous Treaties (As)	B1.2, B3.2, B3.5
16. Conflict and Challenges Summative Task (Of)	Review
17. Unit Review and Test (Of)	Review

**CURRICULUM ALIGNMENT**

## Lesson Overview



Lesson	Activity Type	Name	Suggested Time
Intro	Partners, Small Group + Class Discussion	Top 10 List of Events from 1713–1800	1 Class
#1	Whole Class Reading	Establishing Upper Canada	1 – 2 Classes
#1B	Whole Class Reading	Métis & Settler Relations	1 Class
#2	Video Clips + Class Discussion	Heritage Minutes: War of 1812	1 Class
#3	Class Discussion + Whole Class Reading	War of 1812 Overview	1 Class
#4	Small Group Inquiry	War of 1812 Inquiry Stations	2 – 3 Weeks <input type="checkbox"/> Research Time <input type="checkbox"/> Presentation Creation <input type="checkbox"/> Jigsaw/ Whole Class Presentations <input type="checkbox"/> Student Notes
#5	Newspaper Article Writing	War of 1812 Newspaper Article	2–3 Classes

**DETAILED UNIT PLAN**

## Introduction



New France and British North America  
Key Events – Top 10 List

### Lesson Overview:

This is a whole class brainstorming and review activity to help reinforce historical events that occurred from 1713 to 1800. Students first work in pairs to search their notes for relevant information, then they share their findings with a larger group. Finally, the whole class will need to come to a consensus on what should go on the official Top 10 List.

### Materials Needed:

- Chart paper
- Markers
- Sticky notes
- Notes from previous units of study or textbooks to use as a reference
- Top 10 Chart
- Number cards (pre-cut)

### Teacher Notes:

1. Approximate Time: 60 minutes (Paired Brainstorm 15 minutes, Group Brainstorm 15 minutes, Class Discussion 30 minutes)
2. Gather materials (sticky notes, markers, pens, pencils) before class to ensure on-task behaviour from students
3. Photocopy class set of the Top 10 Chart
4. Cut out whiteboard numbers before class

### Whole Class Question:

Use your notes to determine what important events have occurred between 1713 and 1800, that helped Canada develop.

**LESSON PLANS**

# STRAND B TEACHER FEEDBACK

“2Peas and a Dog always has the best units. Extremely easy to follow and organized with assessments, a variety of activities, and curriculum connections. LOVE THIS”

- Kids Are the Future



“This resource is such a life saver! I am not an expert about history by any means so this resource was absolutely amazing and saved me so much time!! The activities were engaging and varied. The students enjoyed the readings, which were simple and easy to understand, with some components that allowed for great discussions.”

- Lindsay H.



“I used the first part of this resource and it was fantastic. The students were so much more engaged then just reading out of the textbook.” - Briana K.

# STRAND B WHAT'S INSIDE?

#1

**INTERACTIVE  
LESSONS**

#2

## The Common School Act



The Common School Act of 1846 created a universal system of education. These changes were inspired by a report from a commission of inquiry who had been touring schools in Europe.

The Act created regulations for curriculum and a formal education system. It also permitted the state to pay for this universal schooling, which eliminated pupil fees. It also created formal teacher training, so that teachers were trained on how to be teachers.

In 1846, the Normal School opened. Before this, teachers were trained by attending normal schools. Teachers were to teach reading, writing, and arithmetic. Teachers held four times a year. Physical education at school, reading, and writing were important as well as religious education.

The Act also created a Board of Education and a Superintendent of Education and six members. The members were appointed by the Governor. The job of the Board was to authorize the superintendent. The Board needed to receive the approval of the Governor. They would examine and recommend textbooks.

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## The Common School Act



Instructions: Discuss each question with your group. Then write down the answers to the following questions.

**STATIONS  
ACTIVITIES**

Use information from the text to support your answer.

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# GRADE 7 HISTORY STRAND A

## PDF & DIGITAL FORMATS

**The Changing British Attitude**

The British wanted more settlers to offset the number of Acadians in this area. They brought in more German and British settlers who were of the Protestant religion. The French Acadians outnumbered the British settlers. The French were starting to become weary of the British allegiance. They were not convinced they should stay neutral in the event of a war between the British and France.

The British sent Paul Mascarene, a French Protestant, to Acadia. His role was to encourage the Acadian population to convert to Christianity.

In 1755, the British became very concerned about the Acadian population. They were worried about the Acadian loyalty to Britain due to their French ancestry.

The following events increased the British concern about the Acadian population:

1. More French soldiers in Louisbourg
2. Acadians refused oath of loyalty to British crown

**2 Peas and a Dog**

**Upper Canada Quiz**

Name: \_\_\_\_\_ /10

1. The Upper Canada rebellion? (1 mark)

*M. J. M...*

# INTRODUCTION



## History Introduction



Teacher Notes:

- Approximate Time: 15 - 20 minutes
- Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study history? Is it important to study history? Why or why not?

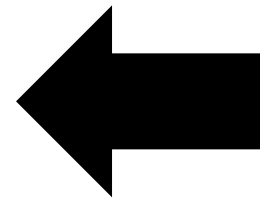
Student Instructions: Turn and talk to your seat partner for three

min  
imp

Tea  
min  
wai

side. Record student answers on the respective side (either yes or no) and discuss their thoughts. You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel history is an important subject to be taught. Be sure to have a variety of ideas on why it IS an important subject that everyone should need to take.

**WHY STUDY HISTORY?**



**ENGAGE  
STUDENTS IN A  
CLASS  
DISCUSSION  
ABOUT WHY  
PEOPLE SHOULD  
STUDY HISTORY**

# LESSON 1 & 2



The Hudson's Bay Company is officially formed. This company will take control of almost all of the trading that occurs anywhere in the Hudson's Bay watershed for two hundred years.

## IMPORTANT EVENTS SORTING ACTIVITY

Under the Treaty of Utrecht, France agrees that Britain has control over the Hudson's Bay area, Acadia and Newfoundland.

## History Video Clips

Video Title	Importance to Canadian History
Vikings	

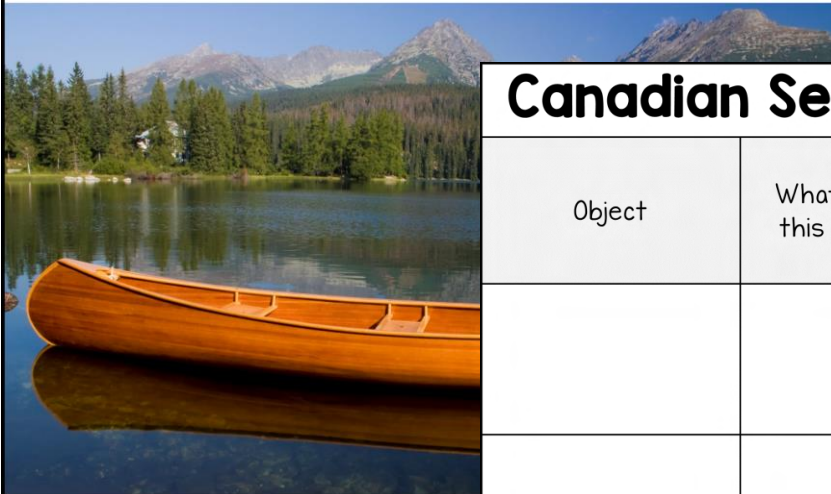
## HISTORICAL MINUTES VIDEO CLIPS

Jacques Cartier	
-----------------	--

# LESSON 3A & 3B



## Canadian Settlement Objects Photo #1



### Canadian Settlement Objects

Object	What purpose did this object have?	What materials might this object have been made from?

# CANADIAN SETTLEMENT OBJECTS ACTIVITY

## Haudenosaunee

After reading the article about the Haudenosaunee people, take point form notes in the graphic organizer below.

Who are the Haudenosaunee?



**Métis**



### Historical Background

The Métis Nation are people of both First Nations and European heritage. They were the children of European fur traders (explorers, missionaries, and soldiers) and Indigenous women. Métis communities were a mix of cultures and languages. They were still in existence in the 1713-1800s.

### Marriage

The marriage of these two cultures helped create trade connections among the Europeans and Indigenous people. The Métis sold their furs and obtained access to European material goods from the traders. Two major European fur trading companies, The North West Company and The Hudson's Bay Company, recognized the value of these marriages.

### Settlements

Métis communities were established in the Red River area of Manitoba, Saskatchewan, Alberta, as well as around the Great Lakes area of Ontario, Quebec, near the Mackenzie River in British Columbia and The Northwest Territories.

### Spiritual Life

The Métis merged Christian (Protestant or Catholic) beliefs with traditional Indigenous spiritual practices. Fiddle music and intricate dancing are also very important to the Métis.

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# HAUDENOSAUNEE, INUIT AND MÉTIS

activities.

tures of their daily life?

# LESSON 4



## Historical Map Questions

List the major changes you noticed as you looked through the different maps. Think about borders, names, capital cities, etc.

1713

1999

# MAP OF NEW FRANCE 1700 CREATION & ANALYSIS

## Map Assignment

New France and Surrounding Areas 1713

Label the following on the blank Map of Canada:

- Rupert's Land
- New France
- British Colonies
- Newfoundland
- Montréal
- Pacific Ocean
- Arctic Ocean
- Atlantic Ocean
- Hudson Bay
- James Bay
- St. Lawrence River
- Disputed Land

## Criteria

- Neat printing on labels
- Use of ruler
- Proper spelling
- Accurate placement of colonies, borders, major towns, and bodies of water
- Compass Rose Included
- Appropriate use of colour to distinguish water from the colonies
- Consistent outlining and/or shading on map

# LESSON 5 & 5B



## The Creation of New France

From 1500 - 1700 living conditions in Europe were declining, and land was becoming scarce. People were being forced off their land due to high tax rates, strict land ownership policies and population growth.

During this time period in Europe, there was a huge gap between the rich and the poor. Most people had a low economic status. This status remained the same regardless of their effort and hard work. Most Europeans lived in rural areas, and their crops as their main income source.

These living conditions, in addition to the lack of wealth, encouraged explorers to search for new lands.

Once they found abundant land, they returned back to Europe due to the demand for the natural resources. They turned the natural resources into products and sold for the profit.

On July 3, 1608, Samuel de Champlain establishes a new French settlement in Québec City.

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## Samuel de Champlain's Quebec Settlement

- A. The Warehouse
- B. Pigeon-loft
- C. Weapons storage and workmen housing

# THE CREATION OF NEW FRANCE

- M. Moat around the settlement
- O. Samuel de Champlain's Garden
- P. The Kitchen
- Q. Shore of the River
- R. St. Lawrence River

### Thinking Questions:

1. Why do you think Samuel de Champlain had his own private living space and the workmen had to share their living spaces?
2. What types of security features did this settlement have?
3. Why was Québec City a good location to develop a settlement? Think about its geographic location and natural resources availability.

## Medical Care in the 1700s



## Medical Care

Then

Now

Explorers relied heavily on the Native Americans for medical care. They passed orally from generation to generation. Some were written in the form of written notes of these remedies.

# MEDICAL CARE IN THE 1700S

As settlements became more populated, hospitals were built in larger settlements. They were often founded and run by nuns. In larger settlements, more people visited hospitals, which led to the development of private physicians. During this time, healers also provided medical care to the poor.

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# LESSON 6 & 7



## New France Card #1

Definition: A settlement established in a new country by people from a different country.

### ANSWER KEY

Vocabulary Word	Definition
1. colony	A settlement established in a new country by people from a different country.
2. convert	To change religions. The clergy tried to get the First Nations people to change their religion and convert to Christianity.



**NEW FRANCE  
VOCABULARY  
QR CODE  
MATCH UP**

...e who  
were sent to New France to marry and  
start families to help populate the new  
colony.

## Historical Figures Reflections

Reflections: After listening to each presentation, what thoughts do you have about these historical figures? Who is overrepresented? Who is underrepresented?

## Presentation Organizer

Introduce Your Historical Figure:

Who are they? What is their name? Where were they born? What is their cultural heritage?

Background Information:  
What school...  
What career...  
North Amer...

**HISTORICAL  
FIGURES  
PRESENTATION**



# LESSON 8 & 9



## New France Inquiry Topics

Group 1:  
The Government Structure in New France

Group 2:  
Settlement Patterns: The Seigniorial System

Group 3:  
Relations between French and  
France

Group 4:  
The Role of the Roman Catholic Church



Group 5:  
The Economy of New France

Group 6:  
The Daily Life in New France

Group 7:  
Daily Life in New France: Food, Clothing, and Housing

Group 8:  
Daily Life in New France: Economic Activities and Transportation

**Station #1**

Key people of New France's government: Why are they important?

---

Compare and contrast the government structure of New France with the present day government structure of Canada.

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# NEW FRANCE INQUIRY STATIONS

## New France Test

Name :

Class:

Match Columns: Read the sentences below and write in the missing word. /5

### Lesson #9



### New France Unit Test

#### Lesson Overview:

After students have completed Lessons 1 – 9 on the development of New France, they will demonstrate their learning on the Mid-Unit Test.

#### Materials Needed:

- New France Mid-Unit Test

#### Teacher Preparation:

#### Before Class:

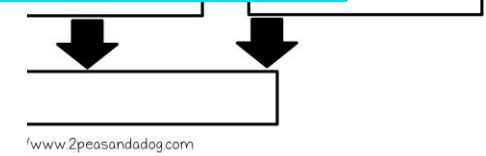
1. Distribute the New France Mid-Unit Test to the students.
2. Have students read the test questions and identify the key words in the questions.
3. During class time, have the rest of the class participate in each type of review to help consolidate unit content.

#### After the Review:

1. Photocopy the class set of the New France Mid-Unit Test.
2. Provide each student with a copy of the test.
3. Assess the test using the provided scores, rubric and answer sheet.

Settlement established in a new country  
 in a new country  
 Merchants who rented the lands from the  
 "Men of the woods" men who made  
 trade  
 Single orphaned or single women sent to  
 and start families  
 Land owners in New France  
 Show the system of government in  
 /6

# MID-UNIT REVIEW & TEST



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# LESSON 10A & 10B



## The Treaty of Utrecht 1713

The Treaty of Utrecht was signed on April 11, 1713 in the Netherlands. In this treaty, France made four concessions to the British:

- 1.
- 2.
- 3.

## THE TREATY OF UTRECHT

Why did Britain and France fight over North America?

- 1.
- 2.
- 3.

## Treaty of Portsmouth



In 1713, the British and the Wabanaki Confederacy (Abenaki, Mi'kmaq, Wolastoqiyik [Malisee], and Peskotomuhkati [Passamaquoddy]) signed the Treaty of Portsmouth to end a conflict between the British and the Wabanaki Confederacy and the War.

This treaty negotiated:

- British authority
- Immediate end of conflict
- Trading at the British trading posts
- No agreements were to be entered into without the consent of both sides
- No trespassing below Saco River
- All problems had to be discussed and resolved

The First Nations had full rights to the land and could hunt, fish and use the land as they saw fit.

## Treaties

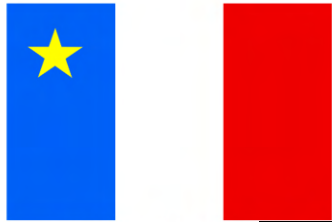


Treaty Name:	
Involved Parties:	
Key Points:	
Land Rights:	
Treaty Name:	
Involved Parties:	
Key Points:	
Land Rights:	

# LESSON 11 & 12



## The Colony of Acadia



The Acadian Flag

## The Colony of Acadia

### The Settlement of Acadia

While the French were building their settlements in Acadia, the English were starting to build what is now the eastern part of the United States. Colonies grew at a fast rate because of the industries of shipbuilding and tool making. The British also had access to the Caribbean.

### Trade Items

Items that the British purchased from other traders. Each year, British ships would visit the Acadian settlements to trade for brandy, sugar and other manufactured goods. The Acadians traded livestock, wheat, fur pelts and feathers. The British felt that the Acadians were trading with the French. The French were unable to stop this trade. The Acadians felt they had been neglected by the French and no longer felt they needed France. They had established their own identity.

Where did the British build colonies?

Why did these colonies expand faster than Acadia?

Explain the trading system between the Acadians and the New Englanders.

Why did the Acadians not listen to the French requests to stop trading with the British colonists?

# THE ACADIANS

## The Seven Years' War



### The Seven Years' War In North America

Both the French and British claimed the land in the Ohio Valley. In 1753, the French tried to assert their claim on the land by constructing some fortifications in the region. The French also wanted to protect their interests in the fur trade. This upset the British, who sent in a militia colonel by the name of George Washington. Even though George Washington led his army with his attack, he was defeated by the French.

The British continued to attack other strategic locations such as Fort Niagara, Fort Beauséjour, Fort Duquesne, and Fort Frédéric. The French ordered more troops to be sent to the defense of Louisbourg. This movement of troops into the region was a response from the British. The British took advantage of the security in Acadia, and forcibly removed the Acadians from their homes to other British colonies.

The French and the British fought this war in North America. The French favoured a row strategy where unformed soldiers would move forward two rows. The front row would kneel and fire their rifles. The second row would provide cover for the first row.

## The Fall of New France Newspaper Assignment



You are now a reporter for The Québec City Chronicle. Your editor has assigned you to write an article about the Battle of the Plains.

# THE SEVEN YEARS' WAR

Write a 200–250 word newspaper article explaining the Who, What, Where, When, Why and How of this event.

Be sure to include in your article: photographs, headline, byline, and placeline.

# LESSON 13 & 14



## Treaty of Paris



In 1763, The Treaty of Paris ended the war between France, Great Britain and 1763. The treaty involved the recognition of the countries that signed it.

### Key Points of the Treaty

- As a result of the treaty, Great Britain gave up all of French Canada from France, as well as all of French Louisiana west of the Mississippi River.

## The Quebec Act



In 1774, The Quebec Act was passed in the British Parliament to create a permanent government structure in British North America.

births, deaths, divorce, and property rights. British criminal law was used for any criminal matters such as crimes or harm committed against another person or oneself. The Seigneurial System continued to be used as the land distribution method.

This act was not without its challenges. The newly arrived English settlers were upset with the privileges given to the French.

## The American Revolution

### American Revolution Key Terms

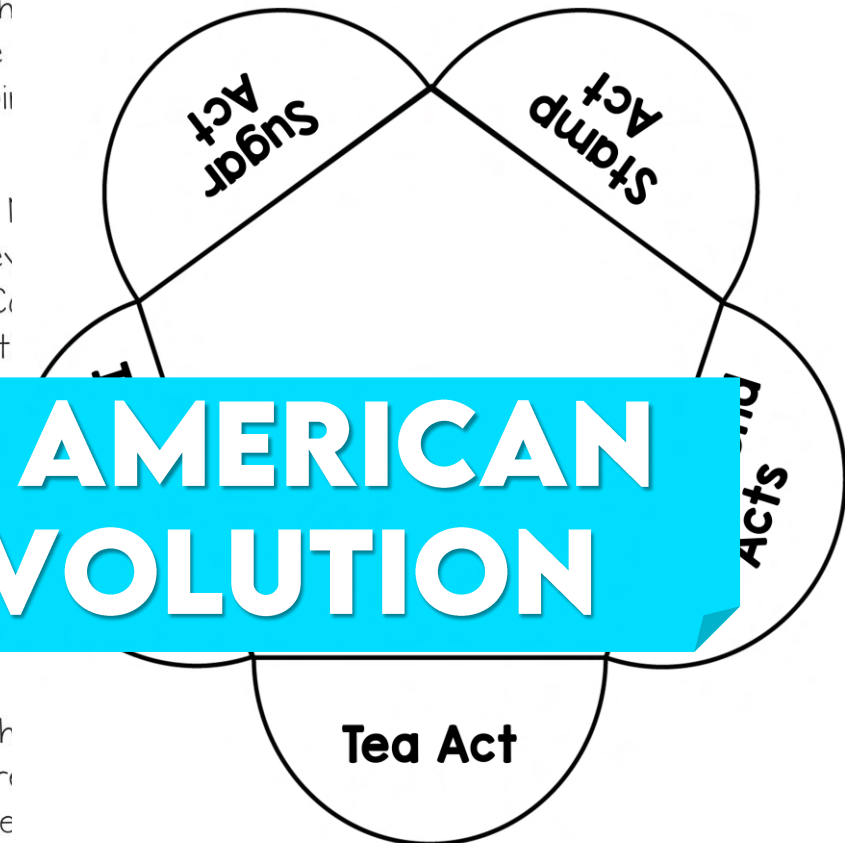
**Patriots:** People who were living in the 13 colonies. They wanted their independence from Britain so they could establish their own country.

**Loyalists:** People who were living in the 13 colonies and were loyal to Britain and wanted to stay part of the British Empire. Eventually, they moved to other parts of the British Empire to escape the harsh treatment of them.

**Thirteen Colonies:** Massachusetts, New Hampshire, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, Georgia, South Carolina, and North Carolina were thirteen British colonies settled in the present day United States.

After the Seven Years' War, the British government required large amounts of money to pay for the war. The British government's solution to raise money was to pass laws that taxed the colonies.

The Thirteen Colonies protested that they were being taxed without representation. They felt they needed an army anymore than they did by the French or First Nations. The British government was being taxed without representation in British Parliament.



Cut out the flower shape. Glue the back into your notes. Under each flap write the main idea of each act that was passed.

- THE TREATY OF PARIS
- THE ROYAL PROCLAMATION
- THE QUEBEC ACT

# LESSON 15A & 15B



## Loyalist Inquiry Questions

### Part A: Background Information

Who were the Loyalists? Where did they live?  
Why did the Loyalists leave their home country?

### Part B: Life in Canada

What difficulties did the Loyalists encounter?  
How did they adapt to life in Canada?

### Part C: Impact on Canada

What impact did the Loyalists have on the development of Canada?  
How did their arrival change the cultural makeup of the North?

### Part D

Who were the Loyalists who remained in the United States?  
What challenges did they face while trying to settle in British North America?

### Part E: Haudenosaunee Loyalists

Who were the Haudenosaunee Loyalists?  
Why did they leave the United States? What challenges did they face while trying to settle in British North America?  
Why was Chief Joseph Brant important?

### Station A: Background Information

Who were the Loyalists?	
Where did they come from?	
Why did the Loyalists leave their home country?	

## THE LOYALISTS

### Mississaugas of the Credit

Explain the initial relationship between the Anishinaabe and the French settlers.

## THE IMPACT OF THE LOYALISTS MIGRATION ON THE MISSISSAUGAS OF THE CREDIT FIRST NATION

Explain the impact of the Loyalists on the Mississaugas of the Credit due to their displacement by the British and the Six Nations.

# LESSON 16 & 17



## Constitution Act 1791

### The Constitutional Act

In 1791, The Constitutional Act was passed by the British Parliament. This act divided the colony of Québec into two separate colonies along the Ottawa River. These two new colonies were named Upper Canada and Lower Canada. The names Upper and Lower Canada referred to the geographic location of each colony along the St. Lawrence River. Upper Canada was close to the start of the river, where Lower Canada was near the end of the river near the Atlantic Ocean.

### Major Changes

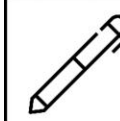
Upper Canada	Lower Canada
English speaking	French speaking

# CONSTITUTION ACT 1791

### Same For Both:

- Establishment of an elected assembly in each province.
- These new assemblies came with restrictions on who could vote and run for office.
- Both had an appointed Executive and Legislative Councils

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## British North America Summative Task Research



Topic	
Who was involved?	
What	

# BRITISH NORTH AMERICA SUMMATIVE TASK

Why did this happen?	
How did this happen?	
Significance to Canadian History	

# LESSON 18



## Lesson #18



### British North America Unit Test

#### Lesson Overview:

After students have completed all of the lessons in this unit, they will demonstrate their learning on the BNA Unit Test.

#### Materials Needed:

- Class set of the British North America Unit Test

## UNIT REVIEW & TEST

type of review to help consolidate unit content.


#### After the Review:

1. Photocopy class set of the BNA Unit Test.
2. Provide each student with a copy of the test.
3. Assess the test using the provided scores, rubric and answer sheet.

**STUDENTS WORK  
IN GROUPS TO  
PREPARE A  
REVIEW FOR  
THEIR PEERS  
BEFORE THE  
UNIT TEST**


# GRADE 7 HISTORY STRAND B

## PDF & DIGITAL FORMATS

**War of 1812**   
Importance to Canadian History

Video Title	Importance to Canadian History
Queenston Heights	
Laura Secord	
Richard Pierpont	

**Causes of the War of 1812**




On June 18, 1812, United States President James Madison declared war on Great Britain. This declaration posed a great threat to British North America due to their proximity to the United States. There were four main reasons for the War of 1812.

**Reason 1: European Port Blockages**  
For many years, Britain and France had been at war in Europe. Because of this conflict, many European ports were blocked preventing neutral American ships from easily trading their cargo. If the American ships wanted to attempt to gain access to ports, they had to pass through British ships, and gain a licence to continue their travels. Eventually, Britain blocked the American ships from trading with Europe, and this greatly upset the American government.

**Reason 2: American Ships Seized and Searched**  
Britain began a campaign to seize and search American ships to look for British Navy deserters. The pay and working conditions aboard American ships was much better than the British Navy. Many men left the navy to find better jobs on American ships. The British began searching ships for these deserters as well as any other objects they felt should be classified as illegal. In some instances the British tried to take American born citizens to work on their ships.

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**The War of 1812 Newspaper Assignment**



You are now a reporter for The Upper Canada Chronicle. Your editor has assigned you to write an article about one of the Battles of the War of 1812. You may write about any battle from this war, just the ones studied in class.

Your newspaper is owned by a British company, therefore you must write this from the British perspective.

You will need to interview important people (research) to gather information about the events leading up to and including the battle.

Write a 100-250 word newspaper article explaining the who, what, when, why, how and the significance of this event to history.

Include in your article a photograph, headline, byline, and

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**2 Peas and a Dog**



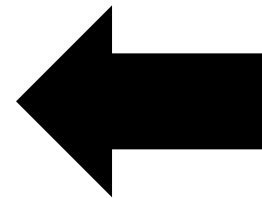
# INTRODUCTION



Top 10 Events of 1713-1800		
#	Event	Reason for Selection
10		
9		
8		
7		
6		

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**TOP 10 LIST  
OF EVENTS  
FROM 1713 - 1800**



**ENGAGE  
STUDENTS IN A  
CLASS  
DISCUSSION  
ABOUT THE  
TOP 10 EVENTS  
FROM 1713-1800**

# LESSON 1A & 1B



## Establishing Upper Canada



## ESTABLISHING UPPER CANADA

The first roads in Upper Canada were named "Corduoy Roads" because of their bumpy corduroy-like appearance. John Graves Simcoe hired soldiers to build these roads. The roads were important to the military as a faster method of travel during times of crisis. They also provided links between developing communities. These roads were created by cutting the logs in half, and laying the logs flat side down onto the ground side by side. Many people found these roads difficult to travel on due to their bumpy and uneven surfaces.

## Métis & Settler Relations



## Métis & Settler Relations

The Pemmican Proclamation Key Points  
(Who, What, Where, When, Why)

...tory of the Frog Plain) took place on  
...s the result of many other battles in  
...rted over the Pemmican

...and a North West Company worker,  
...men past a Hudson's Bay Company  
...nt's party was trying to deliver

The

## MÉTIS & SETTLER RELATIONS

...ed at  
...is  
...gunfire.  
...n the

...ropping to the ground to reload their  
...ught the Métis had died, and were not  
...ped back up and started firing. This  
...nes the Métis had risen up as a  
...s and free travel on their lands.

# LESSON 2 & 3



## Discussion Questions

Explain how the First Nations supported the British at Battle of Queenston Heights.

## HERITAGE MINUTES

What did Laura Secord overhear from the American soldiers?

What act of bravery did Laura Secord commit?

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### Reason 1 European Port Blockages

### Reason 2 American Ships Seized and Searched



## Causes of the War of 1812



On June 18, 1812, United States declared war on Great Britain. This declaration was made in British North America due to the British blockade of American ports. There were four main reasons for the War of 1812.

#### Reason 1: European Port Blockages

For many years, Britain and France had been at war in Europe. Because of this conflict, many European ports were blocked preventing neutral American ships from easily trading their cargo. If the American ships wanted to attempt to gain access to ports, they had to pass through British ships, and gain a licence to continue their travels. Eventually, Britain blocked the American ships from trading with Europe, and this greatly upset the American government.

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Britain began a campaign to seize and search American ships to look for British Navy deserters. The pay and working conditions aboard American ships was much better than the British Navy. Many men left the navy to find better jobs on American ships. The British began searching ships for these deserters as well as any other objects they felt should be classified as illegal. In some instances the British tried to take American born citizens to work on their ships.

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## WAR OF 1812

form, explain each cause of the War of 1812.

### War S

### n 4 Recognition



# LESSON 4 & 5



## War of 1812 Inquiry Topics

Group 1: Battle of Queenston Heights

Group 2: Battle of York (The

Group 3: Battle of Stoney Cr

Group 4: Battle of Beaver D

Group 5: Battle of

Group 6: Battle of

Group 7: Battle of

Group 8: Battle of Lake Erie

Group 9: Battle of Chippawa

Group 10: Battle of Lundy's

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## WAR OF 1812

### Station #1

Who were the key people involved in this battle? Why are they important?

## INQUIRY STATIONS

this battle? How did they

What was the role of the First Nations people during this battle? What were the names and roles of the people involved?

What was the significance of this battle on Canadian history?

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## Newspaper Article

no?

### Lesson #5



### War of 1812 Newspaper Assignment

#### Lesson Overview:

Students will write a newspaper article about one of the battles of the War of 1812. Students can select not have to be an event covered during the assignment will allow student something that sparked their presentations (i.e. the involve War of 1812).

#### Materials Needed:

- Reliable technology for research
- Student technology to type up the article (if possible)
- Class Set of the War of 1812 Newspaper Assignment
- Class Set of the Newspaper Success Criteria

#### Teacher Instructions:

1. Hand out the assignment sheet and success criteria to students. Read the assignment sheet as a class, and answer any questions that may arise.
2. Provide students time to work on this during class time.
3. Students who require additional support could be encouraged to work on the same battle they learned about during their inquiry project.

## NEWSPAPER ARTICLE

dian history?

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# LESSON 6A & 6B



## Results of the War of 1812

1.

2.

3.

## RESULTS OF THE WAR OF 1812

6.

7.

8.

## Treaty of Ghent



## Treaty of Ghent

Who

When

Why

signed to end the War of 1812 by Great Britain and the United States. It was signed on Christmas Eve.

- MACKINAC & DRUMMOND ISLANDS
- THE TREATY OF GHENT

These discussion points and two more of Ghent contained these eleven articles. Both actions against First Nations communities, providing weapons for Indigenous groups the United States.

# LESSON 7 & 8



## A Question of Identity War of 1812

## WAR OF 1812

## War of 1812 Quiz

/17

Why were the British soldiers marching through Eden Lake?

Explain the process of removing a tree stump as shown in

## A QUESTION OF IDENTITY

... military?

How do the settlers feel about mandatory military service?

Explain the Militia Act.

Name: \_\_\_\_\_

1. List the four causes of the War of 1812. Explain one of the causes. (6 marks)

## REVIEW & QUIZ

Queenston Heights

Battle of Beaver Dams

# LESSON 9 & 10



## City Life vs Country Life



City Life	Similar Between	<h3>Government Structure of Lower Canada</h3> <p>Fill in the chart below using the information from the reading on Lower Canada.</p>
<h1 style="background-color: #00bfff; color: white; padding: 10px;">LIFE IN LOWER CANADA</h1>		
<small>© <a href="http://www.2peasandadog.com">http://www.2peasandadog.com</a></small>		
<small>© <a href="http://www.2peasandadog.com">http://www.2peasandadog.com</a></small>		

## The Rebellions in Lower Canada

Dates	
Leader Info	
<h1 style="background-color: #00bfff; color: white; padding: 10px;">THE REBELLIONS IN LOWER CANADA</h1>	
Major Event(s)	
Consequences	
<small>© <a href="http://www.2peasandadog.com">http://www.2peasandadog.com</a></small>	

# LESSON 11 & 12



## Life in Upper Canada



### Comparing Life in Canada Then vs. Now

Category	Then	Now
Housing		
Employment		
Food Production		
Sanitation		

## LIFE IN UPPER CANADA

Mail was delivered by horse and bu between homes, villages, and cities flooded during heavy rains. It was and uneven log roads. In the 1830 crushed stones or gravel.

People also used waterways to get and canoes were another form of

passen  
In the  
becaus

Kingsto  
Kingsto  
and nav  
Lake Ontario and Upper Canada.

### York (Toronto)

York was built as a military fort in of Upper Canada because Newark border. York was damaged by an of 1812. After the war, people w New settlers moved to York which and government area. It was rend

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## The Rebellions in Upper Canada

Dates	
Leader Info	
Major Event(s)	
Consequences	

## THE REBELLIONS IN UPPER CANADA

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# LESSON 13 & 14



## Upper and Lower Canada Rebellions Quiz

Name: \_\_\_\_\_ /10

1) Who was the leader of the Upper Canada rebellion? (1 mark)

-----

2) Who was the leader of the Lower Canada rebellion? (1 mark)

## REBELLIONS QUIZ

-----

4) Where did the battle take place in Upper Canada? (1 mark)

-----

5) Explain in paragraph format the two background reasons that applied to both rebellions. Use the back of this page to complete this question. (6 marks)

## The Common School Act



The Common School Act of 1846 created a public education system. These changes were inspired by a report written by Egerton Ryerson, who had been touring schools in Europe.

The Act created regulations for curriculum, textbooks and a formal education system. It also permitted towns and cities to raise taxes to pay for this universal schooling, which eliminated the previous education

## LEGAL ISSUES

In 1846, the Normal School (Toronto's first teacher's college) was opened. Before this, teaching did not have standards or requirements. Teachers were to teach all subjects and were to keep attendance sheets for each student as schooling was now mandatory. Exams were held four times a year. Students were to develop their intellectual and physical education at school. Reading, writing, math and physical education were important as well as religion and morality.

The Act also created a Board of Education consisting of the Superintendent of Education and six members. The Governor General appointed all members. These members made decisions for all schools. The job of the Board was to authorize textbooks and advise the superintendent. The Board needed to review standardized textbooks for approval. They would examine then recommend or disapprove textbooks.

# LESSON 15A & 15B



## British North America Politics

### The Act of the Union

In response to the Rebellions in Upper and Lower Canada, the Act of the Union was passed. On February 10, 1841, the British Parliament unified Upper and Lower Canada into one united colony named The Province of Canada. They were named Canada East (formally Lower Canada) and Canada West (formally Upper Canada) on maps. With this new colony came a new government structure.

When Upper and Lower Canada were united into one colony called

# POLITICS IN BRITISH NORTH AMERICA

...decisions. Neither side was able to secure a majority of votes.

Selecting a capital for the new Province of Canada became a challenge for the new government. The capital city was initially selected as Kingston in Canada West. Complaints were made over location and border security, pressing the government to meet in Toronto, Montréal and Québec City. The leaders could not decide on a capital that would satisfy the interests of Canada East and Canada West. They finally let Queen Victoria decide where the capital city should be located. Bytown was selected as the new capital city due to its good location between both provinces.

## The Mica Bay Incident 1849



Modern Day Open Pit C

### Treaties

Treaty Name:	
Key Points:	

Treaty Name:	
--------------	--

The Mica Bay Incident on November of

# BRITISH - INDIGENOUS TREATIES

by Lord Elgin.

The Mica Bay Incident created urgency agreement with The First Nations and Huron and Lake Superior. The government advised to expedite a land agreement, until the Mica Bay Incident.

Key Points:	
-------------	--

Treaty Name:	
--------------	--

Key Points:	
-------------	--

# LESSON 16 & 17



## Conflict and Challenges Choice Board



Look through your notes and create a point form list of specific topics covered in this unit that interest you, i.e. The War of 1812, daily life, road creation, rebellions, British–American relations. Then select a presentation method below to showcase your learning around this topic.

**PARTNERS**

**INDEPENDENT**

**GROUP**

# CONFLICT AND CHALLENGES SUMMATIVE TASK

## Conflict and Challenges Unit Test

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Answer 1 of the questions below on lined paper in a long answer format.

1. Select one of the major battles from the War of 1812.

# UNIT REVIEW AND UNIT TEST

life during this time period.

Level 1	▪ Historical information is inaccurate or incomplete about the selected topic.
Level 2	▪ Historical information is basic and needs more details about the selected topic.
Level 3	▪ Historical information is detailed and relevant to the topic.
Level 4	▪ Historical information demonstrates extensive research and understandings about the selected topic.

# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**