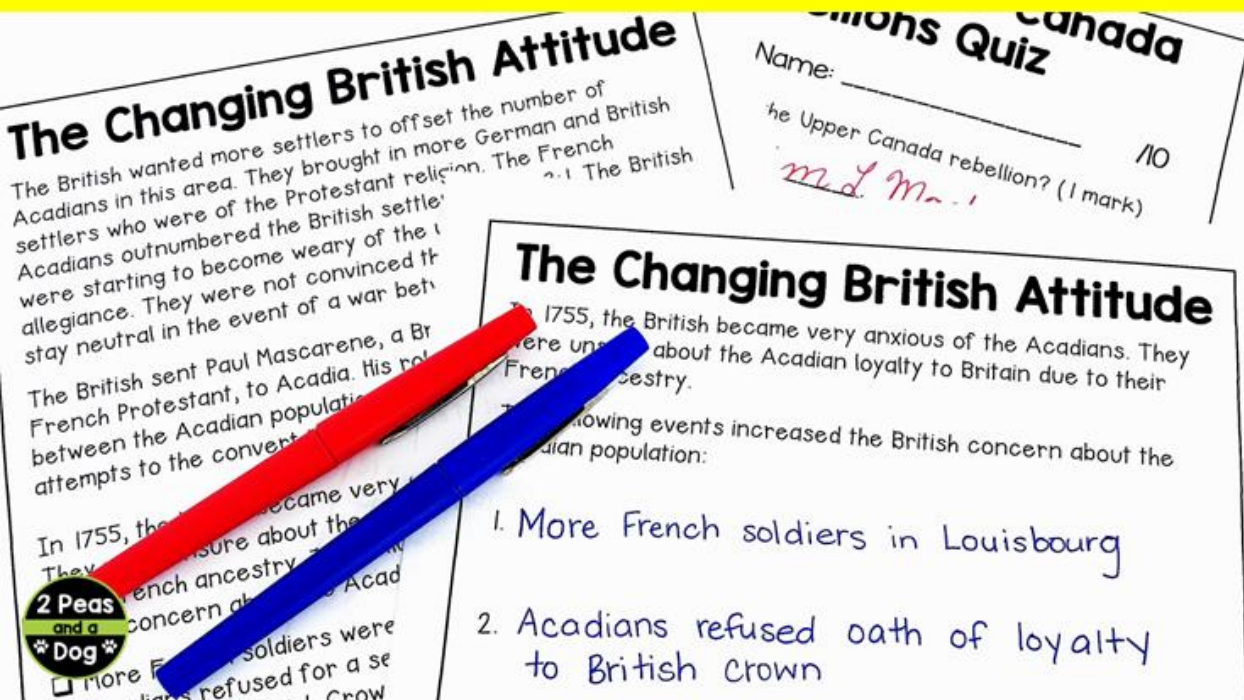


GRADE 7 HISTORY STRAND A

PDF & DIGITAL FORMATS



RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ 23 Engaging Lessons / 353 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

Middle School Teaching Resources

UNIT ORGANIZATION

Ontario Curriculum Expectations

Lesson Number, Title, Assessment For, As, Of	Expectation(s)
1. Important Events Sorting Activity (For)	A3.1
2. Historica 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	Historica 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

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.

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



Canoe

Canadian Settlement Objects

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

WHAT'S INSIDE?



SAMPLE ANSWERS

Possible Answers:

(students will ...)

SAMPLE ANSWERS

Yes Side:

- To not repeat mistakes of the past
- Because it is interesting to learn about the past and present times
- Because it is important to know our history to live in the present
- To understand references in books and movies
- To preserve the stories of our ancestors
- To inspire us to be better people
- Helps create a sense of identity
- Helps us understand the world around us

No Side:

- No – because we have to move on to the future
- We don't have time – so much has happened in the past

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

ANSWER KEYS

- 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

- Meets
- Needs
- Uses
- Provides
- Addresses
- Communicates
- Applies
- Analyzes
- Creates

You are the editor of the newspaper.

This newspaper must be written 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 battle.

Be sure to include in your article: place, time, and placeline.

...ent (infrequently glancing at notes) ... attention

...ism ... audience (no slouching or fidgeting)

...port required to achieve success

RUBRICS INCLUDED

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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?

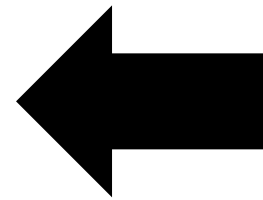
Student Instructions: Turn and talk to your seat partner for three

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	

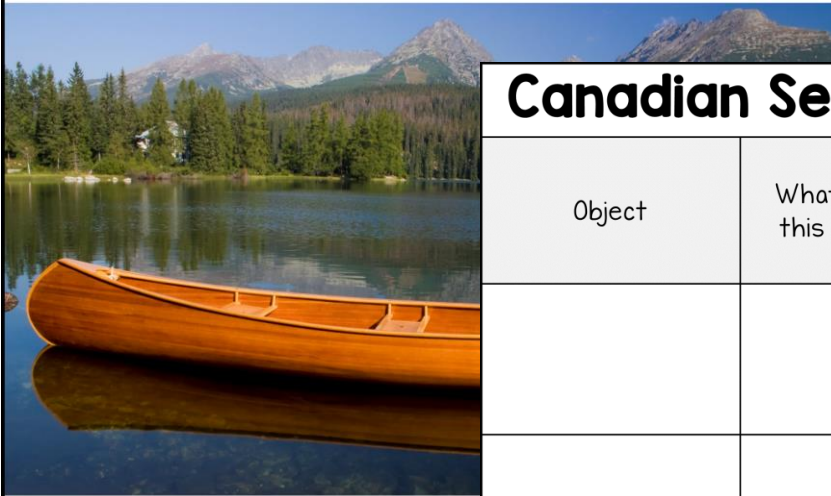
HISTORICAL MINUTES VIDEO CLIPS

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?



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 high demand for the natural resources.

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, apothecaries also provided medical care to patients.

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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 English in New France

Group 4:
The Role of the Roman Catholic Church in New France

Group 5:
The Role of the Fur Trade in New France

Group 6:
The Role of the Military 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.

NEW FRANCE INQUIRY STATIONS

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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:

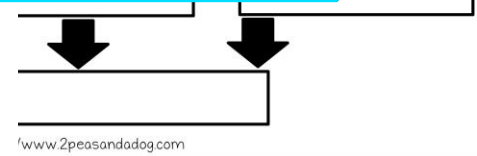
1. Distribute the New France Mid-Unit Test to the class.
2. Have students complete the test individually.
3. During class time, have the rest of the class participate in each type of review to help consolidate unit content.

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
 Independent country
 Merchants who rented the lands from the
 "Hunters of the woods" men who made
 trade
 Young orphaned or single women sent to
 land 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 by both sides

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

Treaties



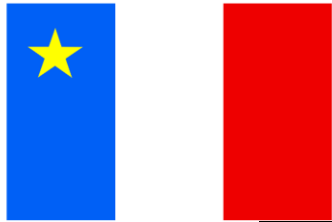
Treaty Name:	
Involved Parties:	
Key Points:	
Land Rights:	
Treaty Name:	
Involved Parties:	
Key Points:	
Land Rights:	

TREATIES

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 colonies in the Caribbean.

Trade Items

Items that the British purchased from other traders. Each year, British ships would visit the Acadian settlements to trade for furs, 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 were part of 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 region of Louisbourg. This movement of troops into the region was a response from the British. The British took control of the region and 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 stand in two rows. The front row would kneel and fire their rifles. The British would provide cover for the front 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

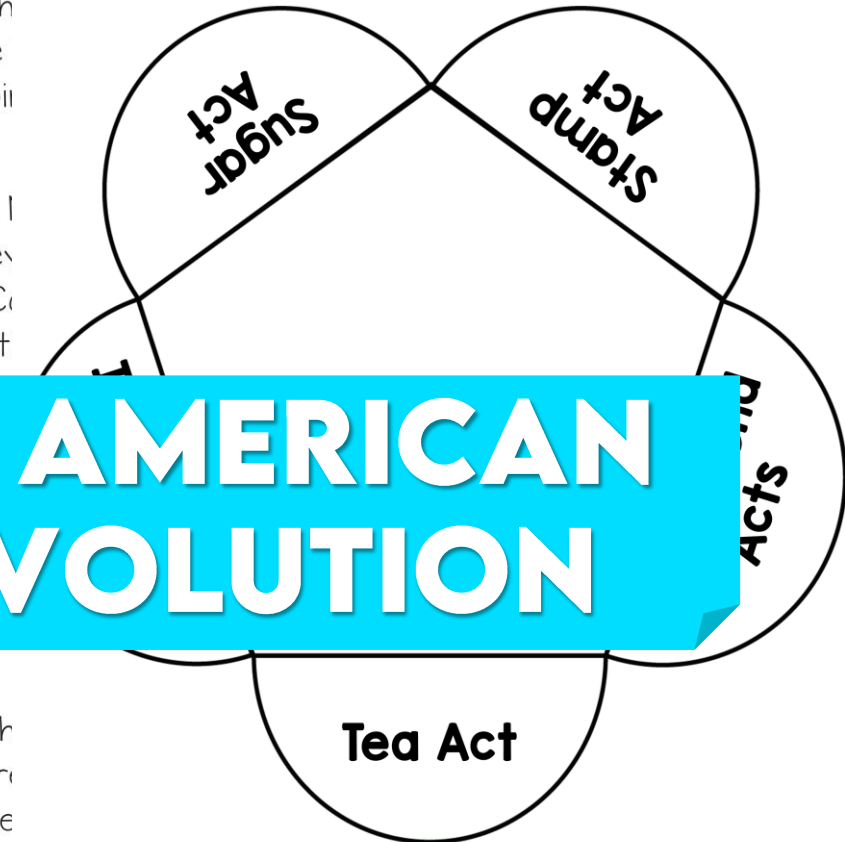
Patriots: People who were living in the 13 colonies. They wanted their independence from Britain so they could establish their own country.

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 because of the treatment of them.

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

After the Seven Years' War, the British government required the colonies to pay large amounts of money to support the war. The colonies had no say in the solution to the problem.

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

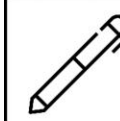
Upper Canada	Lower Canada
English speaking	French speaking

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

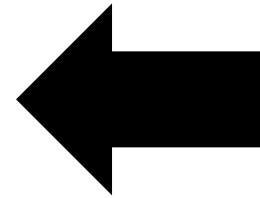
UNIT REVIEW & TEST

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**



LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE