

GRADE 7 HISTORY STRAND A MODIFIED PDF & DIGITAL FORMATS



RESOURCE INCLUDES



- ✓ 21 Engaging Modified Lessons
- ✓ Detailed Lesson Plans
- ✓ Answer Keys
- ✓ MP3 Audio Files of Student Readings
- ✓ Quizzes & Assessment
- ✓ PDF & Google Slides™ Formats



“Helps teach complicated concepts at a level my students can access.” – MsL4.


2 Peas and a Dog
Middle School Teaching Resources

WHAT'S INSIDE?



Lesson Overview

- Intro – Why Study History? (Reading, Cut & Match)
- #1 – Important Events Sorting Activity (Reading, Cut & Match)
- #2 – Historica Minutes (Video, Fill in the Blanks)
- #3 – Canadian Settlement Objects Activity (Matching)
- #3B – Haudenosaunee, Inuit and Métis (Reading, True/False)
- #4 – The Map of New France 1700 (Compare and Contrast)
- #5 – The Creation of New France (Reading, Fill in the Blanks)
- #5B – Medical Care in the 1700s (Reading, Cut & Match)
- #6 – New France Vocabulary (QR Code Scavenger Hunt)
- #7 – Historical Figures Assignment (Poster or Slideshow Creation)
- #8 – Fur Trade Inquiry Assignment (Multimedia, True/False)

WHAT'S INSIDE?



Lesson Overview

- #9 – Mid–Unit Quiz (Multiple Choice, Short Answer)
- #10 – The Treaty of Utrecht 1713 (Fill in the Blanks)
- #10B – The Treaties (Reading, Cut and Paste)
- #11 – Image Analysis & The Acadians (True/False)
- #12 – Seven Years War (Readings, Newspaper Article)
- #13 – The Establishment of British Rule (Reading, Folding Notes)
- #14 – The American Revolution (Videos, Cut and Paste)
- #15 – Black Loyalists Inquiry (Videos, Cut and Paste)
- #16 – The Impact of the Loyalists Migration on the Mississaugas of the Credit Nation (Reading, Note–Taking Graphic Organizer)
- #17 – The Constitution Act of 1791 (Reading, Cut and Match)

WHAT'S INSIDE?



LESSON #1



Important Events Sorting Activity

Lesson Overview:

Students will sort important events and put them in chronological order to help them remember the historical information they have learned.

Materials Needed:

- Reliable technology (internet, computer, and projector)
- Important Events in Canadian History article
- Important Events Activity sheet
-

LESSON PLANS

Teach
1.
2.
3.

Events Sorting Activity.

4. Students then need to place their events in correct order.
5. Once you have checked this over, tell students to glue their cards in the correct order on the bottom portion of their worksheets.

WHY STUDY HISTORY?

Some people ask why we should study history. We learn how the past has shaped the world we live in. Here are some definitions to help you in your study.

History is when people study the past. "Those who do not remember the past repeat it." - George Santayana



Past

Everything that has happened until this point in time. Examples: last year, 100 years ago.



History

A record of past events.



Change Champion

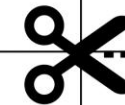
Examples: about sports, beliefs.

WHY STUDY HISTORY?

Read the examples on this page. Then decide if each statement is or is not an example of why we study history. Cut out and glue your answers on the Yes/No Chart.

To not repeat the mistakes of the past.

To preserve the stories of the people who came before us.



We are living in the present and should be focused on the future.

There are so many more things to learn than what happened in the past.

It is important to know the heritage of the country you live in.

MODIFIED ACTIVITIES

WHAT'S INSIDE?



WHY STUDY HISTORY? ANSWERS

YES

**NO
ANSWER KEY**

To not repeat the mistakes of the past.

To help us understand right from wrong.

To preserve the stories of the people before us.

It is important to the heritage of the country you live in.

Year	Important Event
1000	The Vikings explore the east coast of Canada, but eventually leave.
1534	Jacques Cartier claims the land in the eastern part of Québec for France.
1611	While searching for a route between Europe and Asia, Henry Hudson finds the area now called Hudson Bay.
1713	In the Treaty of Utrecht, France agrees that Britain has control over the Hudson's Bay area, Acadia, and Newfoundland.

ANSWER KEYS

Vikings explore the east coast of Canada, but eventually leave.	Jacques Cartier claims the land in the eastern part of Québec for France.	While searching for a route between Europe and Asia, Henry Hudson finds the area now called Hudson Bay.	In the Treaty of Utrecht, France agrees that Britain has control over the Hudson's Bay area, Acadia, and Newfoundland.
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HISTORICAL FIGURES ASSIGNMENT



Task

- Choose one of the figures for your project:
 - Samuel de Champlain
 - Jacques Cartier
- Choose to make either a poster or a video to create a presentable figure.

- Poster Requirements
- Picture of the historical figure
 - Name of the historical figure

As Req

FUR TRADE INQUIRY



Inquiry Question:
How did the fur trade change Canada?

Watch

Watch the video about the fur trade in Canada. Think about what questions you have.

MODIFIED ASSIGNMENTS



Inquiry



Consider the ways that the fur trade changed Canada. Share your thoughts with your teacher. Read the statements on the Fur Trade Inquiry page. After reading the article write whether the statement is true or false.

INTRODUCTION



INTRODUCTION



Why Study History

Lesson Overview:
Students will learn why we study history.

Materials Needed

- Reliable text
- Video [Why Study History](#)
- Why Study History
- Why Study History
- Yes/No grid
- Scissors and glue

Teacher Instructions

1. Watch the video.
2. Have students read the text one-on-one.
3. After reading, have students study history.
4. Have students create a graphic organizer.

Student Instructions

1. Watch the video.
2. Read the text.
3. Read the text and discuss each state.
4. Cut out each example.
5. Arrange the examples on a grid with permission.

WHY STUDY HISTORY?

Some people ask why we should study history. History helps us learn how the past has shaped the world we live in today. Here are some definitions to help you in this unit.

History is when people study the past.

"Those who do not remember the past are condemned to repeat it." - George Santayana



Point

WHY STUDY HISTORY?



History

Examples: When we study the past we examine pictures, letters, videos, legal documents, and much more.



Change Champion

Someone who creates change.

Examples: Leaders who teach us about standing up for our beliefs.

WHY STUDY HISTORY? ANSWERS

YES	NO
To not repeat the mistakes of the past.	There are so many more things to learn than what happened in

WHY STUDY HISTORY?



YES	NO

This unit is for classroom teachers who are required to teach the Grade 7 History Ontario Curriculum but have students working significantly below grade level in reading, writing, and comprehension.

LESSON 1 & 2



IMPORTANT EVENTS ACTIVITY

Instructions: Write the year the important event happened in the space below.

Year	Important Event
	The Vikings explore the east coast of Canada, but eventually leave.
	Jacques Cartier claims the lo Québec for France.
	While searching for a route b Henry Hudson finds the area
	In the Treaty of Utrecht, Fr control over the Hudson Bay Newfoundland.

IMPORTANT EVENTS SORTING ACTIVITY

Instructions: Cut out the following Important Events Cards. Paste them in the correct date order on the next page to complete the timeline.

Important Events Cards: 

Instructions: Paste the cards in the c complete the timeline.

In the Treat of Paris, the French are forced to give

While searching for a route between Europe

IMPORTANT EVENTS SORTING ACTIVITY

VIDEO NOTES



After watching each video clip, identify which description matches the person(s) or item in the word bank. Write the name under the description.

By stopping the British attack, he allowed French culture to develop deeply in Canada.

It added flavour to food. It became a trading item due to its availability only in certain areas of Canada and the USA.

HISTORICAL MINUTES

- Jean Nicolet
- Syrup
- Governor Frontenac

Village "Kanata" was interpreted by this explorer and his men as the official name of the country.

Discovered how rich natural resources (cod fish) were in the "New World" (North America).

In search of a route from Europe to Asia through North America, he and other explorers after him mapped a lot of North America.

LESSON 3A & 3B



Photo Questions

- What is the object in the photograph?
- What was the purpose or function of the object?
- What materials was the object made from?
- How might an early settler in Canada use the object?



CANADIAN SETTLEMENT OBJECTS INTERACTIVE NOTES



1. Cut out the boxes below.
2. Then glue each sentence under the matching tab in your notebook.

• A transportation method over water that was often made from chopped down and hollowed out trees.

• Maple tree sap was harvested and used for cooking and baking.

CANADIAN SETTLEMENT OBJECTS ACTIVITY

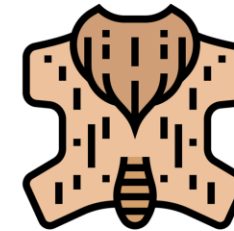
THE MÉTIS



Directions: Read each statement. Then circle whether the statement is true or false.

THE MÉTIS

The Métis Nation are people of both First Nations and European heritage. The Constitution of Canada formally recognizes The Métis as a Canadian Indigenous group.



True/False

True/False

HAUDENOSAUNEE, INUIT AND MÉTIS

Tr	Québec.
Settle	The Métis merged Christian (Protestant or Catholic) beliefs with traditional Indigenous spiritual practices.
Spiritual Life	Some Métis farmed and lived in cabins. Other Métis led a nomadic life, living in tents and following buffalo herds.
Daily Life	

True/False

LESSON 4 & 5



HISTORICAL MAP QUESTIONS



Instructions: After studying the two historical maps, answer these questions.

What is one major change you see

THE MAP OF NEW FRANCE 1700

In Canada today, if you wanted to visit different parts of the country, what methods of transportation would you use?

THE CREATION OF NEW FRANCE



Between 1500–1700 living conditions in Europe were very hard. During this time there was a huge gap between the rich and the

THE CREATION OF NEW FRANCE

Natural Resources

Explorers found many natural resources in the New World and wanted to take them back to Europe. Once the natural resources made it back to Europe, they were made into products and sold for profit.

New France

On July 3, 1608, Samuel de Champlain, a French citizen established a new settlement named New France in Québec City.

LESSON 5B & 6



MEDICAL CARE IN THE 1700S



1. Cut out the sentences below.
2. Then glue each sentence under the matching tab in your notebook.

MEDICAL CARE IN THE 1700S

Cut out the tabs below. Then fold and glue each tab into your notebook.

• During this time, self-taught midwives and healers also provided medical care to the settlers.

• The First Nations made a tea of boiled White Spruce twigs or Hemlock in water. People drank this tea to ward off this terrible Scurvy disease.

Fold here and glue

Scurvy



Fold here and glue

Tea



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MEDICAL CARE IN THE 1700S

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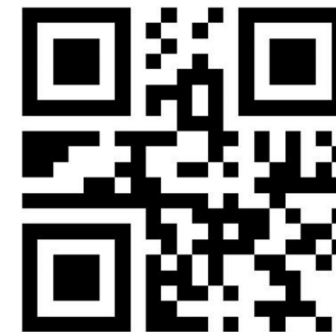
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NEW FRANCE VOCABULARY

NEW FRANCE VOCABULARY

New France Card #1

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



Definition

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

To change religions.

The poor farmers who rented farmland from the seigneurs.

The owner of the land plots in New France.

Someone who goes to another country to share their religion.

Fur and skin of an animal used to make household items and clothing.

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LESSON 7 & 8



HISTORICAL FIGURES ASSIGNMENT



Task

1. Choose one of the following historical figures for your project:
 - Samuel de Champlain
 - Jacques Cartier
2. Choose to make either a poster or a slideshow to create a presentation about your historical figure.

HISTORICAL FIGURES ASSIGNMENT

- Where did they explore?
- An explanation of:
 - Why they are important to Canadian History

THE FUR TRADE



Animal Pelts

FUR TRADE INQUIRY



Inquiry Question:
How did the fur trade change Canada?

...s, Indigenous women were allowed in the fur trade. Indigenous women and men got married. These Indigenous women and men were part of the Métis Peoples.

Indigenous wives and Métis children were left behind when men returned to Europe. Many families also thrived and passed on their culture to their children.

Watch



Read



Inquiry



Consider the ways that the fur trade changed Canada. Share your thoughts with your teacher. Read the statements on the Fur Trade Inquiry page. After reading the article write whether the statement is true or false.

FUR TRADE INQUIRY ASSIGNMENT

LESSON 9 & 10



NEW FRANCE MID-UNIT QUIZ

Name: _____

Instructions: Match the following settlement items with their descriptions by placing the correct letter in front of the item.

- | | |
|--------------------|---|
| 1. ___ Fur | A. A transportation method over water that was often made of chopped down trees. |
| 2. ___ Canoe | B. Sap was harvested and used for cooking and baking. |
| 3. ___ Snowshoes | C. A transportation method made from birch and stretched animal skin and rawhide. |
| 4. ___ Maple Trees | |

MID-UNIT QUIZ

6. Which was an important trading item for early settlers?
- beaver pelts
 - medicine
7. Samuel de Champlain, a French citizen established a new
- settlement
 - profit
8. Scurvy is a deficiency in
- Calcium
 - Vitamin C

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ANSWER KEY

Word Bank

Hudson Bay British War Acadia
 Fur Trade Atlantic Ocean Rocky Mountains

THE TREATY OF UTRECHT 1713

The Treaty of Utrecht was signed on April 11, 1713, in the Netherlands. This was a treaty of peace and friendship between France and Britain. This ended the War of Spanish Succession.

France made four promises to the British.

1. France returned the Hudson Bay area lands and waters to Britain.
 2. France paid damages to the Hudson's Bay Company for its losses during the war.
 3. The French were no longer allowed to enter the Hudson Bay during their fur trading expeditions.
 4. France gave up its claims to Newfoundland and Acadia.
- France kept the islands of the Caribbean.



THE TREATY OF UTRECHT 1713

Why did Britain and France fight over North America?

- They fought over the right to control land and natural resources.
- Both Britain and France wanted to control the fur trade and the rich cod fishing areas of the Atlantic Coast.
 - They both wanted control over lands near the Atlantic Ocean: Halifax, Louisbourg, and Acadia.
 - They both wanted to control all of the land in the Ohio Valley area, and newly "discovered" lands near the Rocky Mountains.

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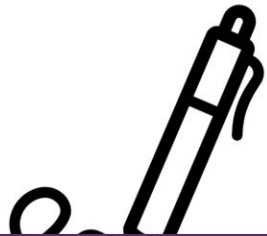
LESSON 10B & 11



TREATIES

A treaty is an agreement between two or more countries.

Haldimand Proclamation



The Haldimand Proclamation of 1784, was supposed to clear up a land dispute between the Haudenosaunee and the British. The Haudenosaunee were given a 10 kilometer tract of land in the Grand River Valley. This area is now known as the Haldimand Tract. The First Nations wanted to be recognized as a separate independent Nation. The Haldimand Proclamation

THE TREATIES

The Jay Treaty



In 1794, the United States of America and Great Britain met to discuss problems about trade and the border. The two nations agreed that merchants from both countries could freely cross the border between Canada and the United States. The Jay Treaty lasted approximately 10 years until the start of the War of 1812.

THE CONFLICT FOR ACADIA



THE COLONY OF ACADIA



The Acadian Flag

The Settlement of Acadia

While the French built settlements in New France and Acadia, the English also started to build their own colonies. Ships from England arrived to trade with British settlers.

Trade in Acadia

Items that the Acadians could not make themselves they bought from the other traders. Each spring, ships from New England (USA) would visit the Acadian settlements and other goods like furs, pelts, and feathers.

Conflict With France

The French were not happy with the Acadians. However, they did not want to fight them. Their requests for the Acadians to no longer had to listen to France.

Directions: Circle whether the statement is true or false.

The French were the only people building settlements in New France.	True/False
The Acadians traded molasses and sugar for wheat and fur pelts.	True/False
The French did not mind that the Acadians traded with the New Englanders.	True/False
The Acadians felt that they no longer had to listen to France.	True/False

France both want Acadia?

around Newfoundland and controlled the Banks.

around the St. Lawrence River and with the First Nations people.

IMAGE ANALYSIS & THE ACADIANS

and battle Europe for the Acadian lands.

LESSON 12 & 13



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 claim the land by building some fortifications in the region.

The British Attack



The British attacked French locations such as Fort Niagara, Fort Beauséjour, Fort Duquesne, and Fort Saint-Frédéric. The French ordered more

SEVEN YEARS WAR



forcibly removed the Acadians from their homes.

Difference in Strategy



The British favored a row strategy where uniformed soldiers marched in two rows. The front row would kneel and fire, while the back row reloaded their ammunition. The French favoured small armed groups of men that would raid in hit-and-run attacks. This was called guerilla warfare.

THE ESTABLISHMENT OF BRITISH RULE

Cut out the sentences below. Then glue each sentence under the matching tab in your notebook.



- King George III acknowledged the

- This treaty ended the Seven Years' War. Key parts included allowing the French to practice Catholicism.

THE ESTABLISHMENT OF BRITISH RULE

Cut out the tabs below. Then fold and glue each tab into your notebook.

Fold here and glue

Fold here and glue

Treaty of Paris



The Royal Proclamation



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Fold here

The Q



THE ESTABLISHMENT OF BRITISH RULE

LESSON 14 & 15



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 claim the land by building some fortifications in the region.

The British Attack



The British attacked French locations such as Fort Niagara, Fort Beauséjour, Fort Duquesne, and Fort Saint-Frédéric. The French ordered more

THE AMERICAN REVOLUTION



forcibly removed the Acadians from their homes.

Difference in Strategy



The British favored a row strategy where uniformed soldiers marched in two rows. The front row would kneel and fire, while the back row reloaded their ammunition. The French favoured small armed groups of men that would raid in hit-and-run attacks. This was called guerilla warfare.

BLACK LOYALISTS INQUIRY

Cut out the descriptions below. Then glue each description to the corresponding Inquiry Question on your worksheet.



BLACK LOYALISTS INQUIRY



Inquiry Questions

- Who were the Black Loyalists?
- Why did they leave the United States?
- What challenges did they face while trying to settle in British North America?

be as s. This

They were promised land and their freedom if they moved to Canada.

h and g

members who heir d uring

BLACK LOYALISTS INQUIRY



Research



Learn about Africville, a place located just north of Halifax and founded in the mid-18th century.

- [Africville: The Black community bulldozed by the city of Halifax](#)

2. Then answer questions on the graphic organizer.

LESSON 16 & 17



MISSISSAUGAS OF THE CREDIT



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

Later, the Mississaugas were invited by the Six Nations to live on an area of land in their territory. The Mississaugas of the Credit officially purchased the new land from the Six Nations at a later date.

CONSTITUTION ACT OF 1791

Instructions: Glue the changes that occurred to each province in 1791 in the correct box.

Upper Canada	Lower Canada

CONSTITUTION ACT OF 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 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. Lower Canada was near the end of the river near the Atlantic Ocean.

Same for Both

- Upper Canada
- English speaking
 - English civil law
 - British law system
 - Rights for churches
 - Lieutenant Governor

- Lower Canada
- An elected assembly for each province
 - These new assemblies came with restrictions of who could vote and run for office
 - Both had an appointed Executive and Legislative Councils

THE CONSTITUTION ACT OF 1791

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE