

HOW DID THE TREATY OF UTRECHT LEAD TO CHANGES IN NORTH AMERICA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- identify the people who were living in North America in 1713 and why the land was important for different groups
- formulate questions about life in North America and examine the time period using continuity and change

- explain how the land was divided by the Treaty of Utrecht and how this division affected people's relationships and led to uncertainty in North America
- analyze maps to understand the changes in borders and the movement of people after 1713

In this chapter, you learned about the 1713 Treaty of Utrecht and how it changed North America. You read about French, British, and First Nations land claims in North America and considered why the 1713 Treaty of Utrecht led to a division of the land. You learned that the French had to hand over North American land to the British and that the treaty did not include First Nations' claims to the land. As well, you discovered that the treaty had major effects on First Nations.

Summarize Your Learning

Now that you have completed Chapter 1, you are ready to answer the Chapter Big Question:

How did the Treaty of Utrecht lead to changes in North America? Select one of the following tasks to summarize your learning:

- Create a plaque dedicated to the Treaty of Utrecht. Your plaque can be four to five sentences long. It should include the relevant information about the treaty and discuss the importance of the Treaty of Utrecht to Canadian history. Remember that plaques can have a visual.
- Create and present a plan for celebrating the anniversary of the Treaty of Utrecht in North America. Your proposal should include details on why this is an event worth recognizing, who should be involved in the planning, and how the event will be celebrated.

1. **GATHER AND ORGANIZE** Find different primary sources, such as letters, pictures, quotes, or artifacts, about life in New France that may give you the most clues about the beliefs, attitudes, and values of the time period. Explain why you selected each of your sources.
2. **CONTINUITY AND CHANGE** Create a chart to compare the changes that affected different groups before and after 1713, and things that may have stayed the same. For example, you may compare the experiences of the Ojibwe living around Lake Superior to those of the Wabanaki living on the East Coast.
3. **HISTORICAL PERSPECTIVE** Find evidence from the chapter to infer how Acadians felt and thought since the British took control of Acadia. Write a letter from the perspective of an Acadian. Tell the reader about what your life has been like since the British took over. What hopes and fears might you have?
4. **EVALUATE AND DRAW CONCLUSIONS** Using a chart, list all the changes to the lives of any three groups of people discussed in this chapter. Rank and order the most important improvements for each of the three groups. Then conclude whose life improved the most during the beginning of the 1700s.
5. **INTERPRET AND ANALYZE** Use the knowledge you have gained about the Treaty of Utrecht to answer the following questions:
 - a) What is a treaty, and how is it a kind of legal contract?
 - b) How could the Treaty of Utrecht have been negotiated and written differently in order to create stronger relationships among the different groups in North America?
6. **FORMULATE QUESTIONS** The Chapter Big Question is: How did the Treaty of Utrecht lead to changes in North America? Read the information on pages 26 and 27. Use this information to formulate research questions that would help you answer the question.

UNIT 1 CHALLENGE CHECK-IN

1. Review the Unit 1 Challenge on pages 18 to 19. Then create a log book for your work on your Heritage Fair presentation. A log book is a notebook (print or digital) where you record information and evidence you gather and details about the sources of your information and evidence, as well as your own thinking about your inquiry question. You can also include images and graphics, such as drawings, maps, graphic organizers, and a timeline. Number the pages and leave space on each page for adding future information or reflections. Record your responses to questions 2 to 4 in your log book.
2. Review the Focus On: Formulate Questions feature on pages 26 to 27. Develop and record questions you have about the Treaty of Utrecht and its impact on various groups, using the criteria provided in the feature.
3. Review the Focus On: Continuity and Change feature on pages 32 to 33. Using the criteria provided, consider the impact of the Treaty of Utrecht. What changed in North America? What remained the same? Which group of people was affected the most?
4. What were the consequences of the Treaty of Utrecht for different groups of people in North America? Use a concept map or another graphic organizer to show your thinking in your log book.