

HOW DID RELATIONSHIPS AMONG FIRST NATIONS, THE BRITISH, AND THE FRENCH LEAD TO CHANGE?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- gather and organize information about the daily lives of different groups in North America between 1713 and 1755
- analyze the importance of the fur trade
- describe the consequences of the French and British rivalry on First Nations and Acadian people
- closely read primary source texts

In this chapter, you learned how people can change in response to their environment or interactions with others. You also learned how the French, the British, and First Nations competed over trade and territories. Finally, you saw how tensions built up, ultimately leading to the death and displacement of thousands of people.

Summarize Your Learning

Now that you have completed Chapter 2, you are ready to answer the Chapter Big Question: How did relationships among First Nations, the British, and the French lead to change? Select one of the following tasks to summarize your learning:

- Ask yourself a “What if ...” question to imagine how events might have played out differently in the early 1700s in North America. For example, “What if First Nations and the Acadians had successfully driven the British out of Acadia?” or “What if fur had suddenly gone out of fashion in Europe?” Set up two flow charts to compare “How Things Happened” with “How Things Might Have Happened If ...”
- Identify an interaction in this chapter that was either friendly and mutually beneficial or tense and harmful. With a partner, write a dialogue that demonstrates how the interaction was shaped. When you present your dialogue, pause so that each character can explain his or her thoughts, feelings, and motivations.

APPLY YOUR LEARNING

- CAUSE AND CONSEQUENCE** Create a fishbone diagram that lists the causes and consequences of a significant event from this chapter. Are there any positive consequences? Are there any negative consequences?
- HISTORICAL SIGNIFICANCE** How could studying the relationships in the fur trade help Canada today?
- CONTINUITY AND CHANGE** Create a four-square chart to compare the similarities and differences in how First Nations shopped for trade goods and how you shop today.
- COMMUNICATE** Imagine you are documenting the Acadian Expulsion on social media. Create a few 140-character messages that list the causes of the Expulsion. Include the main conflicts, tensions, and actions that influenced the course of events.
- CAUSE AND CONSEQUENCE** List all the causes of the tensions between the French and the British in North America. Rank these causes in order of importance.
- HISTORICAL SIGNIFICANCE** Why does the expulsion of the Acadians still draw interest today, centuries after it occurred?
- GATHER AND ORGANIZE** People in North America in the early and mid-1700s faced challenges such as competition for trade, disputed land, a harsh climate, making a living, getting along with others, and achieving safety and security. Create a graphic organizer to show how people responded. What types of developments permit us to respond to these challenges in different ways today?
- CONTINUITY AND CHANGE** How was 1713 the beginning of the end for the French inhabitants of Acadia? How was the same time period just a continuation of old relationships?
- FORMULATE QUESTIONS** Create a strong inquiry question about the relationships between two of the following groups during this time period: the British, the French, the Acadians, and First Nations.

UNIT 1 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

- Review the Focus On: Gather and Organize feature on pages 50 to 51. Based on the criteria provided, what sources in Chapter 2 provide evidence that can help you answer the inquiry question? Do these sources reveal the values and perspectives of people from the past?
- What were the key changes during this time period? Which were the most significant, and for whom? Design a graphic organizer to help you communicate your analysis.
- This chapter explores the relationships among First Nations, the British, and the French in the early to mid-1700s. How did these groups interact? Use a comparison chart, visual organizer, or diagram to illustrate examples of cooperation and conflict between the groups. What were the consequences of these interactions?
- Review the description of the Unit 1 Challenge on pages 18 to 19 and the notes you made in your log book for Chapter 1. How are the events discussed in Chapters 1 and 2 connected? Has your thinking about the causes and consequences of these events changed? Add your reflections to your log book.