

WHY DID PEOPLE EXPERIENCE DIFFERENT CHALLENGES IN EARLY CANADA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- identify the factors that affected how a variety of people lived in the early 1800s and the challenges they faced
- examine the significance of people, events, and developments from the early 1800s
- explore historical perspectives on debtors' prison
- analyze and contextualize text sources

In this chapter, you learned that people in Canada experienced life very differently, depending on where they lived and who they were. You learned that living in a town was very different from living in the backwoods. You also learned that not all people within one community led similar lives because of factors such as wealth, ethnicity, and gender.

Summarize Your Learning

Now that you have completed Chapter 5, you are ready to answer the Chapter Big Question: Why did people experience different challenges in early Canada? Select one of the following tasks to summarize your learning:

- Were people's lives more affected by where they lived or who they were? To help you decide on your answer, create a graphic organizer to compare life in town with life in the backwoods. Create another organizer with examples of life for different settlers and life for different Aboriginal peoples.
- Create a blog to help people understand the varied experiences of people living in Canada in the early 1800s. For your first post, present a collection of four quotes or images from this chapter. Make your selections and then explain how your chosen sources help us understand the past or the present.

- HISTORICAL PERSPECTIVE** List all the different groups of people mentioned in this chapter. For which of these groups was there a primary source quote or image to help you understand their lives? If you could add primary sources to this chapter, whose perspective would you like to hear more about? Explain your choice.
- CONTINUITY AND CHANGE** Of all the communities mentioned in this chapter, which most resembles the community where you live today? Which aspects of life in this early community continue today in your community? Which aspects have changed?
- GATHER AND ORGANIZE** Choose one type of community explored in this chapter. Create a digital scrapbook to tell the story of what life was like for the people who lived there. Look for sources online or in books.
- INTERPRET AND ANALYZE** Consider the primary sources used in this chapter, such as letters, diaries, and sketches. What are the challenges and benefits of working with such pieces of evidence? Use examples from this chapter to illustrate your points.
- HISTORICAL PERSPECTIVE** Did this chapter include more sources created by women than other chapters? What might explain what you observe?
- CONTINUITY AND CHANGE** You read on page 147 about the hardships one person experienced when she arrived in Canada in 1783. What connections can you make to the experience of newcomers to Canada today?
- CAUSE AND CONSEQUENCE** Create a movie trailer that features the triumphs or heartaches of a significant figure and their impacts from this period. Use editing software to pull together images, music, and text to create your trailer.
- EVALUATE AND DRAW CONCLUSIONS** In which community do you think children may have enjoyed the best quality of life? Extend your research outside this chapter to dig deeper into this question. Create a podcast that includes interviews with three fictional children from the past to share your findings and justify your conclusion.

UNIT 2 CHALLENGE CHECK-IN

- Review the description of the Unit 2 Challenge on pages 134 to 135. To measure progress or decline during the early 1800s, you need to know what life was like at the beginning of the time period. That will be your baseline information. Make a list of the important characteristics of daily life that you have just learned about in this chapter. Consider characteristics such as health, food, employment, and education. What other characteristics could you add? These characteristics will be the criteria against which you will measure progress or decline in the following chapters. For example, consider whether or not a particular event or development created better employment opportunities for people. For which people?
- Review the Focus On: Historical Perspective feature on pages 142 to 143. Think about the perspectives of the various groups of people presented in this chapter. Using the criteria you developed in question 1, make brief notes describing daily life from the perspective of each group. Are there any other criteria that you can add to the list you created in question 1? You will need to refer to these notes as you study each chapter in Unit 2, to gather evidence about whether or not events and developments represented progress for each of these groups.