

HOW WAS LIFE CHANGING FOR PEOPLE IN BRITISH NORTH AMERICA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- explain how British North America in the mid-1800s was made up of diverse territories and colonies
- analyze the opportunities and challenges for the people who lived in these regions

- evaluate which issues were most significant for the people in these regions
- create and analyze flow maps to understand trade between different regions

In this chapter, you learned that during the mid-1800s, British North America was made up of separate colonies and territories, and diverse groups of people. Abundant land and natural resources brought immigrants. Some people prospered, while others struggled to survive. Migrations of new settlers forced First Nations off their territories in many regions.

Summarize Your Learning

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

How was life changing for people in British North America? Select one of the following tasks to summarize your learning:

- Use an organizer to list the most significant characteristics of each of the four regions of British North America. Then choose two or three characteristics for each region and design a flag for the region using symbols or pictures for each characteristic.
- Create a newscast for each of the four regions. Write the script for an interview with new immigrants in each region. Have them explain what they like and dislike about the region.

1. **HISTORICAL SIGNIFICANCE** Choose a region in British North America and explain which events or developments had the greatest impact on the prosperity or poverty of different groups in that region.
2. **CONTINUITY AND CHANGE** Which region experienced the greatest change during this period and which had the least amount of change?
3. **HISTORICAL PERSPECTIVE** Explain how certain values and beliefs of the past led to prejudices toward different people.
4. **CAUSE AND CONSEQUENCE** What factors led to the growth of cities in British North America during this time?
5. **HISTORICAL SIGNIFICANCE** What is the significance of the Canadian nationalism of this period for more recent Canadian history?
6. **FORMULATE QUESTIONS** Which person or group of people from the chapter would you choose to interview? Create a list of questions you would ask them and use some of these questions to conduct an inquiry about that person or group.
7. **COMMUNICATE** In this chapter, you have seen many primary visual sources. What values and beliefs do you think the artist of each piece of artwork wanted to convey? How do you think the artist communicated those ideas? Create a social media post to accompany one image from the chapter, communicating your analysis of the image.
8. **INTERPRET AND ANALYZE** Identify two groups of people in any of the regions of British North America. List how they were similar and different. Explain which people had a better quality of life with examples of what they had or could do.
9. **HISTORICAL PERSPECTIVE** The government commissioners in New Brunswick stated that the Mi'kmaq were "not well adapted to become valuable settlers." Why was this significant for the relationship between the European settlers and First Nations?

UNIT 1 CHALLENGE CHECK-IN

1. Review the Unit 1 Challenge on pages 18 to 19. Then create a log book for your editorial. A log book is a notebook (print or digital) used to record details and evidence you gather, as well as your thoughts about your inquiry question. You can also include images and graphics, such as maps, graphic organizers, and a timeline. Number the pages and leave space on each page where you can add information or reflections. Record your responses to questions 2 to 4.
2. Review the Focus On: Formulate Questions feature on pages 30 to 31. Record any questions you have about the different groups of people living in British North America between 1850 and 1864.
3. Review the Focus On: Historical Perspective feature on pages 42 to 43. Using the criteria provided, think about the perspectives of the various groups of people presented in this chapter. Based on the evidence in this chapter, what inferences can you make about the thoughts, feelings, and motivations of each group? Is there any other information that you might gather to help you make inferences?
4. Using a concept map, or another type of graphic organizer such as a fishbone diagram, record the issues facing different groups of people living in the different regions of British North America.