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**INTRODUCTION**

In the Introduction, you will be introduced to the discipline of history, as well as the inquiry skills and historical thinking concepts you will be using throughout this resource. Use the Introduction as a reference that you can turn back to throughout this resource.
UNIT OPENER

There are two units in this book. Each unit has four chapters. These bubbles contain questions from the viewpoints of the different historical thinking concepts. You will also see these bubbles throughout the chapters. Each colour always connects to the same thinking concept. PURPLE means Continuity and Change, ORANGE means Cause and Consequence, BLUE means Historical Perspective, and YELLOW means Historical Significance.

The timeline shows different events that occur throughout the unit.

The infographics reveal interesting information about the time period.

This is an introduction to the Unit Challenge, an activity that you will work on throughout the unit.
CHAPTER OPENER
The chapter opener introduces the theme and content covered in the chapter.

This is the main question that you will explore in the chapter.

These skills and ideas are covered in the chapter.

CHAPTER FEATURES
These questions represent the viewpoints of the different historical thinking concepts. Each colour always represents the same thinking concept.

WHAT SHAPED CANADIEN CULTURE?

Have you ever wondered how different cultures develop? Why do people speak different languages, and wear clothes, and have different beliefs? How do people in different cultures share their stories? What does the audience’s reaction tell you?

What does referring to the audience's reaction tell you about the way people learn and evaluate the consequences of these changes?

As you read this chapter, you will discover why and how people in over 5000 Canadiens who were frustrated with the British-controlled government began to demand political changes. You will learn about how people used the methods that were available to them, such as organizing protests, delivering speeches, and creating an online campaign, start a petition, or organize a protest? In the painting, farmers carry crops, a symbol of agriculture and work. This painting, entitled The Assembly of the Six Nations, was created in 1890 by Charles Alexander Smith. It shows a meeting of the six nations of the Iroquois Confederacy, an alliance of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora peoples who lived along the St. Lawrence River Valley. The confederation of the Iroquois was the most powerful empire that Iroquois saw about in Chapter 1. Figure 2.2 shows the Iroquois Confederacy in 1713, before them in 1754.

An excerpt from Kalm’s journal written during a visit to North America to collect seeds and plants.

Pehr Kalm, a Swedish scientist, came to New France in 1749. He was interested in the natural world, and he wanted to learn more about the plants and animals that he found in North America. He spent many months exploring the forests and mountains of what is now Canada, collecting seeds and plants, and observing the animals that lived there. He also made many notes about the people who lived in the area, and the way they lived their lives.

Analyze: Kalm’s journal writes about the environment of New France. Words such as ‘poudrerie’ and ‘canadien-français’ indicate that Kalm was interested in the culture and history of the area. What can you see in this painting that may have been influenced by First Nations peoples?

WHAT SHAPED CANADIEN CULTURE?

The figure reference tells you what the figure (image, photo, source, map, diagram, graph, or table) is about.

The Analyze question asks you to examine and interpret the figure (image, photo, source, map, diagram, graph, or table) in a different way.

THE CANADIENS AND THE FUR TRADE

Many Canadiens took part in the fur trade. They travelled far from home for long periods of time to find furs. Many Canadiens could not trade or sell furs. Instead, they travelled by canoe to transport furs and goods for the fur trade.

VOYAGEURS

Voyageurs were professional canoeists who worked for fur trading firms. Unlike the coureurs de bois, the voyageurs could not trade or sell furs. Instead, they travelled by canoe to transport furs and goods for the fur trade.

FIGURE 2.3 What does referring to the audience's reaction tell you about the way people learn and evaluate the consequences of these changes?
The History at Work features profile different careers related to history.

The Connecting to Our Past features profile young people who are actively connecting to Canada’s history—to people and events from our past.

Use the Check-In questions and activities to assess your understanding. Each question or activity is labelled with the historical thinking concept or the inquiry skill that it covers.
Each Focus On feature will help you look more closely at a historical thinking concept or an inquiry skill and practice using it.
These questions and activities will help you apply your learning. Each question relates to a historical thinking concept or an inquiry skill.

At the end of each chapter, you will complete a step in your Unit Challenge.
CONTINUITY AND CHANGE
How has life today changed compared to the time of the early settlers?

CAUSE AND CONSEQUENCE
What were the consequences of the conflicts of the 1700s on the people of North America?

HISTORICAL PERSPECTIVE
How did the British, the French, and First Nations view the development of British North America?
NEW FRANCE AND BRITISH NORTH AMERICA: 1713–1800

At the beginning of the 1700s, the British and the French both controlled large areas of North America. As the colonies expanded and grew, conflicts between both groups and First Nations also grew. Valuable resources, such as furs, became a huge part of the expanding European presence.

In this photo, you can see the past and the present come together. During the 1700s, the walls of Québec City first defended the French and, after 1759, the British. Today Québec City is the only remaining walled city in North America. You can drive through the Porte Saint-Louis (St. Louis Gate), shown here, along the same path as the 1700s.

In this unit, you will learn about the important changes during this period and how these changes affected the lives of different people and ultimately shaped the future of British North America.
In Unit 1, you will explore the changes that occurred in North America in the 1700s and led to a shift in power between the French, the British, and First Nations. You will examine the events that contributed to these changes, as well as the groups and individuals who played a central role.

As you work through Unit 1, you will learn how to identify important changes over time, determine the causes and consequences of those changes, and evaluate their impact on various groups of people. You will also learn how to use historical sources to interpret the past. At the end of the unit, you will respond to the Unit Big Question: **How did key changes during this period lead to British North America?** by designing a Heritage Fair presentation.

**What to Consider**

A Heritage Fair presentation tells a story about a significant aspect of our past. Your Heritage Fair presentation will focus on the events or people that contributed to the development of British North America.
Your presentation should include the following features:

- **Purpose:** What is the focus of your presentation? What time period, events, or people will you consider?
- **Historical thinking:** Why are the events or people historically significant? What caused the events, and what were the consequences?
- **Research:** Which documents, images, and other sources will you use to gather information and evidence? How will you check the evidence you find?
- **Perspective:** Whose perspectives will you include? Why will you focus on these perspectives?
- **Conclusions:** What conclusions will you make about the impact of the events or people on the development of British North America? What evidence will you use to support your conclusions?

At the end of each chapter, you will identify the most significant events for the time period and assess the consequences of each event. You will also assess the contributions of key people or groups. You will record your findings in a log book. You will learn more about keeping a log book at the end of Chapter 1. At the end of Unit 1, you will choose a topic and create your presentation.
CHAPTER 1

CANADIAN BEGINNINGS: 1713
HOW DID THE TREATY OF UTERCHT LEAD TO CHANGES IN NORTH AMERICA?

LEARNING GOALS
As you work through this chapter, you will
• 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

Have you ever attended a Canada Day celebration? Why do we remember some events and consider them important, even if they happened a long time ago?

In 2013, the city of Utrecht in the Netherlands launched a year-long celebration of the anniversary of the Treaty of Utrecht, which was signed in 1713. There were concerts and parties, exhibits, plays, and fireworks. The Treaty of Utrecht ended the War of the Spanish Succession, which was a war between European countries. However, the treaty also affected North America. European powers redrew the map of North America and divided land between France and Britain.

The Treaty of Utrecht, by Turkish artist Semiramis Öner Mühüddaroglu, was painted to celebrate the 300th anniversary of the signing of the treaty. The artist included the 24 diplomats who signed the treaty; four women to represent the city of Utrecht, peace, justice, and art; and one child holding the world as a symbol of the future. What does that tell you about who was included in the creation of the treaty and who was not included?

As you read this chapter, you will discover what the Treaty of Utrecht was, why it was created, who was affected by it, and how it led to changes in North America.
Imagine that you are a young person living in North America in 1713. You might be living in a small but growing French colony in the St. Lawrence Valley, a British colony in what is now the United States, or an Indigenous native, village along the fur trade route.

The land known as Canada today has gone through many changes over hundreds of years. Early French maps—as far back as the early 1500s—showed the land as both New France and Canada. The name Canada comes from the Iroquois word Kanata, which means “village” or “settlement.” Early English maps did not give this land a single name. Those maps referred to the land by the different names of the different regions existing at that time. Historical maps would have looked very different, almost unrecognizable compared to those of Canada today, because Europeans had just begun to discover the vast land.

Look at Figure 1.1, which is a map of part of North America, showing how it was divided before the Treaty of Utrecht in 1713. Some land was considered disputed territory. Disputed territory is land over which different groups are arguing and claiming ownership. Where does the map show disputed territories?

**FIGURE 1.1** This map shows European territories in North America in 1713, before the Treaty of Utrecht. **Analyze:** How is this map similar and different to a map of North America?
EUROPEAN INTEREST IN NORTH AMERICA BEFORE 1713

By 1713, Europeans had been coming to North America for over 200 years. They were competing with each other to claim the land, send goods back to Europe, and build settlements. Early explorers, such as Genoese explorer Giovanni Caboto (also known as John Cabot) arrived in 1497. The King of England had sent Caboto to explore and claim lands for England. French explorer Jacques Cartier arrived in North America in 1534. He claimed land for France.

Read the quote in Figure 1.2. It is an excerpt from a letter by Raimondo di Soncino, ambassador in England for the Duke of Milan. He recorded his experiences in several letters while sailing on the ship with Caboto. Now look at the drawing in Figure 1.3. Based on these two pieces of evidence, what value did European explorers see in the lands and waters of North America?

FIGURE 1.2 This excerpt is from a December 18, 1497, letter by Raimondo di Soncino reporting on Caboto's findings. Analyze: Why did the ambassador devote part of his letter to describing the huge numbers of fish in the ocean off the coast of North America?

“... the sea is covered with fish ... will fetch so many fish that this kingdom will have no more need of [the fish around] Iceland.”
— Raimondo di Soncino, ambassador to the Duke of Milan

FIGURE 1.3 Nicolas de Fer drew this image in 1698. He was the official geographer for the kings of France and Spain. This image was copied and used on European maps of North America decades later. Analyze: What is the artist's main message in this image?
THE IMPORTANCE OF NATURAL RESOURCES

When arriving in North America, the Europeans saw the large amounts of resources such as fish, fur, and timber. Back in Europe, the demands of a large population left most fur-bearing animals and fish from local lakes close to extinction. The new land in North America offered jobs and wealth and a way to supply growing demands back home.

Fish, an important part of the European diet, was simple to cook and easy to preserve and transport. It took several weeks to preserve the fish with salt before it could be sent back to Europe for sale. During this time, the Europeans developed relationships with the First Nations peoples. First Nations taught Europeans how to build canoes and sleds and how to navigate the terrain. They began trading fresh food and fur to Europeans in exchange for metal pots, tools, and cloth. First Nations women provided Europeans with warm clothing such as mittens and leggings, and they helped to prepare fur for transport.

THE FUR TRADE

Fur was a necessity to survive in the winter climate, but it also became a popular European fashion in the 1500s. Over time, Europeans’ desire for fur, especially beaver pelts, grew. Fur was used to make hats and other items for wealthy people. First Nations peoples did not fully understand why Europeans would choose to trade what they considered valuable everyday items in exchange for fur. But the trade was beneficial for both groups so it continued. What does Figure 1.4 tell you about the importance of fur to Europeans?

FIRST NATIONS TERRITORIES

Thousands of years before Europeans came to North America and claimed the land and resources, people were living in the land we now call Canada. First Nations lived throughout North America and had developed a variety of cultures. Each group had its own distinct language, ways of living on the land, ways of governing and organizing themselves, and beliefs and values. Peter Jones (also known as Kahkewaquonaby), a Mississauga Ojibwe chief, explains this idea in Figure 1.5. The quote uses the term *Indians*, which was common at that time. Today, a more preferred term is *First Nations*, or *Aboriginal peoples* when including Inuit and Métis.

“Each tribe or body of Indians has its own range of country, and sometimes each family its own hunting grounds, marked out by certain natural divisions ... all the game within these bounds are considered their property ... It is at the peril of an intruder to trespass on the hunting grounds of another.”
— Mississauga Ojibwe Chief Peter Jones

FIGURE 1.4 This drawing by Wenceslaus Hollar shows an unnamed woman wearing a fur muff and cape in 1646. Analyze: What is the connection between a wealthy European woman dressed in fur and settlement in North America?

FIGURE 1.5 This excerpt is from an 1861 book called *History of Ojibway Indians* by Chief Jones. Analyze: What do Jones’s words suggest about the importance of land for First Nations before Europeans arrived?
The map in Figure 1.6 shows the territories of the First Nations of northeastern North America from 1650 to 1760. Settlements were strategically built close to a water source to access drinking water and transportation.

The Haudenosaunee (hoh-den-oh-shoh-nee) Six Nations are made up of several groups who speak the Iroquois language. The French called them the Iroquois Confederacy. The Huron (Wyandot) Nation shared land with the Haudenosaunee. These groups sustained themselves by farming crops of corn, squash, and beans. These crops made it possible for them to live in relatively large groups of over a thousand people in the same village. However, farmland could only support agriculture for about 20 years. After this, entire villages had to relocate to look for new farmland.

Many different nations make up the Algonquian (al-gong-kee-uh-n) peoples. These nations lived in areas surrounding the Haudenosaunee. The Algonquians needed even larger territories than the Haudenosaunee because they hunted and fished for their food. Since wildlife and fish require large areas of land and water to survive, the people who depended on them also needed large areas to roam. In order to sustain their food sources, they lived in small groups of about 50 people.

**First Nations of Northeastern North America, 1650-1760**

**FIGURE 1.6** This map shows the different territories where various First Nations peoples settled. The dots on the map do not represent permanent settlements. Most First Nations peoples built homes that could be taken apart and rebuilt in a different location. **Analyze:** How do you think First Nations peoples’ mobility affected these borders?
FOCUS ON

FORMULATE QUESTIONS

Asking questions about the past is one of the most important parts of studying history. A good inquiry question can help guide the exploration of a historical topic.

Good inquiry questions
- are important and meaningful to us
- are open-ended—they do not have just one answer
- are debatable—people may not agree on the answer
- can be answered by gathering evidence and facts

Brainstorming can help formulate a good question to lead an inquiry. Think about what you already know about your subject. Now decide what you might need to know and what you want to find out. A table like the one in Figure 1.7 can help get your brainstorming activity started.

| Who/Which? | Who owned the land in North America in the 1700s? |
| What? | What difficulties could Europeans encounter in North America? |
| Where? | Where might Europeans live in North America while gathering resources? |
| When? | When did First Nations begin trading with Europeans? |
| Why? | Why would Europeans find North American resources so valuable? |
| How? | How could the weather and land affect travel? |
| Other | Did First Nations peoples fight among themselves? |

FIGURE 1.7 This table can help you brainstorm a variety of questions to focus your inquiry. Analyze: Which of these questions spark further questions for you?

CASE STUDY: FIRST NATIONS TRADING RELATIONSHIPS

First Nations peoples built shelters, gathered food, and made clothing from the resources available in their surroundings. Plants, trees, and animals could be used in many different ways including as medicine or for spiritual ceremonies. For certain items, such as rare stones (Figure 1.8), horses, buffalo hides, and bitter root, they traded with other First Nations. Some of the objects were essential for everyday life. Others were used for decoration, like making jewellery.

Trade between First Nations peoples was a respected activity that brought peace between nations. A ceremony would be held where trading nations would smoke a pipe to accept the responsibilities of the trade and to show goodwill. Gifts were also exchanged as a sign of friendship. Nations that did not speak the same language used a form of sign language to communicate.

Trading benefited First Nations peoples in many areas. Trade brought people the goods they needed and helped different nations engage with one another.

FIGURE 1.8 Volcanic glass called obsidian was traded between First Nations peoples. Obsidian could be broken easily to produce sharp edges. Analyze: What items do you think could be made with obsidian?
When Europeans arrived in North America, trade quickly developed with First Nations peoples. Examine Figure 1.9. The painting shows explorers Pierre-Esprit Radisson and Médard Chouart Des Groseilliers trading with First Nations people. How do you think Europeans trading with First Nations peoples would be different than First Nations trading among themselves? Radisson and Des Groseilliers were the first Europeans to extensively explore the interior of Canada. They eventually set up a trading post on Lake Superior, negotiating with the Cree to trade furs. Europeans depended on trade with First Nations peoples to help them survive in North America.

**FIGURE 1.9** This early 1900s painting by Archibald Bruce Stapleton is entitled *Radisson & Grosseilliers Established the Fur Trade in the Great North West, 1662*. Radisson and Des Groseilliers are shown in the centre negotiating with First Nations people. Analyze: How do you think the goods being traded with Europeans changed life for First Nations peoples?

**TRY IT**

1. Work with a partner to develop an inquiry question on the topic of First Nations trading relationships. Write a question for each row in Figure 1.7.

2. Choose a topic relevant to life in North America in the 1700s. Write three possible inquiry questions using the criteria of a good inquiry question. Share your questions with one or two classmates. Ask them to offer suggestions for improvement. Revise your questions if necessary.
FRENCH AND ENGLISH SETTLEMENTS

In the early 1600s, France and England tried to make their claims on North America stronger. They did this by establishing permanent settlements. These settlements were built on land where First Nations peoples lived. Why did the French and English believe that they had the right to build on First Nations’ land?

Read the quote in Figure 1.10. It is from a sermon about First Nations peoples, written by a preacher in 1609. A sermon is a speech on a religious or moral subject. Sometimes sermons were printed and published so that a wider audience could read them. The word *savage* is a racist term that both the English and the French used for Aboriginal peoples. Read the quote in Figure 1.11 from historian Dr. Emma LaRocque, a Plains-Cree Métis. Why do you think Europeans used the word *savage* so freely?

**FIGURE 1.10** This quote comes from a preacher’s sermon in 1609. The sermon was published at the time when Europeans began to make settlements in North America. **Analyze:** What does the language in this quote suggest about European attitudes toward First Nations peoples at that time?

“... it is likely to be true that these savages have no particular property in any part or parcel of that country, but only a general residency there, as wild beasts in the forest.”
— Preacher

“Europeans [called] themselves ... ‘civilized’ and Indigenous peoples ... ‘savages,’ the underlying assumption being that as savages, ‘Indians’ were at the bottom of human development.”
— Dr. Emma LaRocque, historian and First Nations expert

The first English settlement was in Newfoundland. The English focused their settlements along the east coast of North America, south of the French, who lived mostly along the St. Lawrence River. As well, the English built three trading posts around James Bay. These trading posts put the English closer to some First Nations, making it easier to trade with them for furs.

The French relied on First Nations traders to bring them furs along the St. Lawrence River, which had the largest French settlements. First Nations came from the north to Montréal and other French trading posts to exchange furs for European goods. The river was the best way to move goods in New France.

In the early 1600s, France put in place the **seigneurial system** for its North American settlements. The seigneurial system was the way that land was divided among settlers in New France. A landlord, called a *seigneur*, rented out farmland to farmers for a small fee. Most of the farms in New France were located along the St. Lawrence River. **Figure 1.12A** shows the shape of the farms in New France in the 1600s and 1700s. **Figure 1.12B** shows farmland in the province of Québec today, from above. What similarities do you see?
1. **GATHER AND ORGANIZE** What was the significance for both Europeans and First Nations of the arrival of Europeans in North America and their use of resources? Create a t-chart to explain what European arrival in North America and Europeans’ use of resources reveals about Europeans’ and First Nations’ values.

2. **CONTINUITY AND CHANGE** How did land use change with the arrival of Europeans in North America? How did land use stay the same?

3. **HISTORICAL PERSPECTIVE** Why did Europeans want to own different parts of North America? How did Europeans try to claim ownership of the land? Would this method work today?

**FIGURE 1.12** (A) This 1709 diagram by Gédéon Catalogne shows farms along the St. Lawrence River in New France. (B) This photo shows farms today along the St. Lawrence River in the province of Québec. **Analyze:** Why would people design settlements this way?
How did the land change after the Treaty of Utrecht?

Borders within countries and between countries are not always permanent. Even though it may seem unlikely, there is a possibility that the borders within or around Canada may change again one day. The 1700s were a time when the borders in North America were constantly changing.

In 1700, the King of Spain, Charles II, died without an heir to take over his throne. France took this opportunity to try to seize Spain and its territories. This started the War of the Spanish Succession in Europe. The United Kingdom of Great Britain, also known as Britain, formed in 1707 when England and Scotland united. It was ruled by Queen Anne, and joined many European countries in fighting against France. Peace talks followed the war and led to the Treaty of Utrecht in 1713. A treaty is a formal agreement between countries, often signed to end a war. A treaty may also define borders and identify the ownership of different pieces of land. France was forced to give up some of its territory as part of the terms of the treaty. Read excerpts from the Treaty of Utrecht in Figure 1.13. What parts of North America changed hands, according to these excerpts?

French and British colonies in North America had little to do with the war in Europe. However, the treaty had consequences for North America.

X: The said most Christian King [the French King] shall restore to the kingdom and Queen of Great Britain, to be possessed in full right for ever, the bay and straits of Hudson [Hudson Bay], together with all lands, seas, sea-coasts, rivers, and places situate in the said bay and straits, ...

XII: The most Christian King [the French King] shall take care to have delivered to the Queen of Great Britain, ... the island of St. Christopher’s ... to be possessed alone hereafter by British subjects, likewise all Nova Scotia or Acadie [Acadia], with its ancient boundaries, as also the city of Port Royal, now called Annapolis Royal, and all other things in those parts, ...

XIII: The island called Newfoundland, with the adjacent islands, shall from this time forward belong of right wholly to Britain ...

United Kingdom of Great Britain the kingdom of Great Britain, or Britain, was formed when England and Scotland united in 1707

treaty an agreement signed between different countries, in which promises are made

FIGURE 1.13 These images and excerpts are from the Treaty of Utrecht. Analyze: Based on the excerpts of the treaty, did more lands in North America now belong to France or Britain?
FRENCH AND BRITISH TERRITORIES AFTER 1713

Today, New Brunswick is the only Canadian province that is officially bilingual. This means that both English-speaking and French-speaking citizens have equal status, rights, and privileges. The area that is now New Brunswick was once a French colony. It was known as Acadia, which included parts of present-day Nova Scotia and Prince Edward Island. The Treaty of Utrecht handed this area over to the British, eventually leading to English settlement in the region.

After British Queen Anne, French King Louis XIV, and the other European leaders agreed to the Treaty of Utrecht, the terms of the treaty had to be carried out. The first step was to create new maps of North America showing the new boundaries. Look back at Figure 1.1 on page 22. This map shows the North American territories claimed by France, Britain, and Spain before 1713. Figure 1.14 shows the territories after 1713—after the Treaty of Utrecht had been signed. The French had agreed to give the British large amounts of land, including Newfoundland and parts of Acadia. What did the loss of this land mean to France?

Despite the treaty, some land was still considered disputed territory. Where do you see disputed territories after the treaty was signed?

North America after the Treaty of Utrecht, 1713

**Figure 1.14** This map shows the North American territories claimed by European countries after the 1713 Treaty of Utrecht. **Analyze:** How much land did France lose to Britain because of the treaty?
One of the ways historians learn about the past is by examining how the lives of people changed, or did not change, over a period of time. Think about the past five years. What changes have you gone through? What aspects of your life have stayed the same or almost the same?

Sometimes changes are rapid, with a lot of events occurring over a very short period of time, such as the many interactions during a war. Other times, changes take place almost too slowly to see them happening, such as when glaciers melt naturally over 100 years. And sometimes, things remain unchanged, even as everything else alters around them, such as a national historic site set aside by our federal government.

When you think about continuity and change, you can ask the following questions:

- What has changed?
- What has not changed?
- How quickly or slowly did the changes happen?
- Do the changes indicate progress for some groups or individuals and decline for others?
- What can we learn from comparing two different time periods?

CASE STUDY: ACADIA

As you read through the history of Acadia, consider what changed immediately, what changed gradually, and what did not change at all for Acadians.

Before the Treaty of Utrecht was signed, Acadia was part of New France. After the treaty was signed, the same territory belonged to Britain, and the Acadians became British citizens. The French government encouraged the Acadians to move to the French colony of Île Royale (present-day Cape Breton), and the British offered to transport them.

Read the quote in Figure 1.15. Father Felix Pain explains to the French governor of Île Royale the Acadians’ position on relocating. How does Father Pain justify the Acadians’ choice to stay?

“[To move] would be to expose us manifestly to die of hunger burthened as we are with large families, to quit the dwelling places and clearances from which we derive our usual subsistence, without any other resource, to take rough, new lands, from which the standing wood must be removed. One fourth of our population consists of aged persons, unfit for the labour of breaking up new lands, and who, with great exertion, are able to cultivate the cleared ground which supplies subsistence for them and their families.”

— Father Felix Pain

Consider the Acadians’ claim in Figure 1.15 that a quarter of the population was made up of “aged persons.” Acadian families had an average of six or seven children, and few died in childhood, so 75 percent reached adulthood. The population grew from 2500 in 1711 to 14 000 in 1755. How do you think the British felt about a growing population of French-speaking colonists within their new borders?

Over the decades, Acadians continued to speak French and attend Catholic church. They became prosperous through trade. They began to supply agricultural goods to the British and to French military forts. The British did not like the Acadians supplying their enemy. How do you think this growing issue changed the lives of the Acadians?
Acadians had great ties to their land. They drained the salt marshes using a system of dykes (walls built to control water and prevent it from covering an area of land). The annual task of making and maintaining the dykes is illustrated in Figure 1.16. How would this routine affect the Acadian community? The salt marshes were very fertile, allowing the Acadians to grow a rich variety of crops. Fruit grew in orchards on the higher lands surrounding their farms. Most families also kept farm animals, such as cows, goats, and chickens.

**TRY IT**

1. Create a t-chart to compare examples of continuity and change in Acadia.
2. Use one example of continuity and one of change to explain how the two co-existed in Acadia. Would you consider your examples to have positive or negative consequences for the Acadians?

**FIGURE 1.16** Lewis Parker painted Acadians Building Dykes and Aboiteaux at Grand Pré in 1989. Analyze: What skills and knowledge would the Acadians have to pass on to maintain their way of life?
**FRENCH AND BRITISH DISPUTED TERRITORIES**

Before the Treaty of Utrecht was signed, the French and British disagreed over who owned what land. Did the treaty settle these land disputes, or did the French and the British still disagree over who owned what land? Look again at the maps in Figures 1.1 and 1.14. Both of these maps—before and after the treaty was signed—show disputed territory. Both the French and the British claimed ownership of land that was disputed. Why would the French and the British argue over the ownership of land after they had signed a peace treaty? Consider the words in the treaty that you read in Figure 1.13 and the term *ancient boundaries*, used in section XII. Read what historian John G. Reid says about this phrase in Figure 1.17. According to Reid, the phrase *ancient boundaries* meant nothing. No one—neither the French nor the British—knew what the ancient boundaries were, so some land remained in dispute after the treaty was signed.

**EUROPEAN EXPLORATION**

Another reason why some land remained in dispute after the treaty was that the French and the British did not know exactly what land they were claiming. It took a lot of work for Europeans to explore and map out North America. By 1713, only some of this work was done. The French had only recently sent explorers to search the territory beyond the Great Lakes, in the middle of the continent. Louis Jolliet was a North American-born explorer chosen by the administrative official of New France, Jean Talon, to explore the continent. Figure 1.18 is a representation of one of these voyages. In 1673, Louis Jolliet and Father Jacques Marquette were the first non-Aboriginal people to travel to the upper reaches of Louisiana and create a map of that part of the continent. There were vast amounts of land that no European had ever seen. As explorers discovered more of North America after 1713, this created more disputes over territory.

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**FIGURE 1.17** In 1994, John G. Reid comments on the phrase *ancient boundaries* in the Treaty of Utrecht. **Analyze:** What might be some of the problems with using a phrase like *ancient boundaries*?

"... its ancient boundaries is a conveniently high sounding phrase that meant nothing, as there was no clearly understood notion of where boundaries lay."

— John G. Reid, historian

**FIGURE 1.18** This illustration was created in the 1800s by A. Russell. It depicts a scene in the 1600s. In the first canoe, we see Louis Jolliet (sitting) with Father Jacques Marquette (standing) and their First Nations guides. **Analyze:** What does the illustration suggest to you about the relationship between European explorers and First Nations in the 1600s?
EUROPEAN AND FIRST NATIONS RELATIONS

Europeans negotiated and signed the Treaty of Utrecht. They did not consult First Nations about their claims to the land or about the terms of the treaty. However, part of the treaty, such as section XV, referred to First Nations. Read that section of the treaty in Figure 1.19. What was the relationship between First Nations and Europeans supposed to be like, according to this section of the treaty?

XV: The subjects of France inhabiting Canada, and others, shall hereafter give no hinderance or molestation to the ... Indians [First Nations], subject to the Dominion of Great Britain, nor to the other natives of America, who are friends to the same. In like manner, the subjects of Great Britain shall behave themselves peaceably towards the Americans who are subjects or friends to France [including First Nations]; and on both sides, they shall enjoy full liberty of going and coming on account of trade ...

TRADING RELATIONSHIPS

The treaty had been signed, and it was considered by some to be a time of peace among the French, British, and First Nations. However, the French and the British were back in competition for the fur trade. How did this competition affect First Nations?

The British wanted to strengthen trading relationships with some First Nations peoples after the Treaty of Utrecht. Many First Nations peoples believed that trading with the British would benefit their people. This belief led to the expansion of trading relationships between First Nations and the British.

In Figure 1.20, historian Peter Schmalz writes about how the fur trade affected the Ojibwe First Nation during the first half of the 1700s. Schmalz is one of the first historians to write a history of First Nations using oral history. Oral history is one method used by First Nations Elders to pass history and knowledge of their people through the generations. How did the French and the British treat the Ojibwe people, according to Schmalz?

“With the advantages of competitively priced European goods, gifts from their allies ... the Ojibwe were in an enviable position ... As long as the French were pitted against the English [in the fur trade], the Ojibwe were treated with respect and sought as friends in trade ...”

— Peter Schmalz, historian

FIGURE 1.19 These words from the Treaty of Utrecht speak of creating peace among all the nations living in North America. Analyze: Why was it important for the French and the British to have peace with each other and with First Nations?

FIGURE 1.20 In 1991, Peter Schmalz describes the benefits that the Ojibwe experienced after 1713. Analyze: What caused the French and the British to treat the Ojibwe well after 1713?
ANALYZING
FLOW MAPS

Maps are graphic or visual representations of what is happening on Earth. They can be used to show the borders of countries or the locations of cities or towns. They can also be used to show the movement of people or the change in settlement patterns. Maps use colour, symbols, and labels to tell a story.

Maps can be primary or secondary sources. A map that was created during and about a period of time is a primary source for that period. A map that was created recently, based on information collected from primary sources of the 1700s, is a secondary source. Maps do not need to be old, however, to be primary sources. For example, a current map of Canada is a primary source map for what Canada looks like today.

One type of map is a flow map, which shows the movement of people or goods using arrows. Each arrow begins at the source of the movement and ends at the destination. By reading a flow map, you can determine the distance and directions of movement and assess any patterns in the movement.

Figure 1.21 shows the movement of the Ojibwe, Odawa, and Haudenosaunee nations around 1713. In what directions were these nations moving?

FIGURE 1.21 This map shows the movement of three First Nations around 1713. These nations had lived on their territories for thousands of years.

Movement of Ojibwe, Odawa, and Haudenosaunee Nations around 1713

Ojibwe
Odawa
Haudenosaunee

Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario

0 180 km

HOW TO READ A FLOW MAP

Examine Figure 1.21. Identify the title of the map. What is the location being shown on the map?

Read the legend. Identify the colours on the map.

Investigate if the map is a primary or secondary source. Justify your choice.

Look for patterns you can see on the map. What factors might explain these patterns?
CLAIMING FIRST NATIONS LAND

As Europeans settled the east coast of North America during the 1600s and 1700s, they forced many First Nations people from their homes. Europeans, including the British, also killed First Nations people or sold them into slavery. Figure 1.22 is an image of a First Nations person who was sold into slavery. What beliefs, held by many Europeans at that time, might have caused them to enslave First Nations peoples?

Now that the treaty had given the British control of the East Coast, the British wanted First Nations land that was in this area. Nation by nation, the First Nations of the East Coast were either chased away or killed by British settlers who were seeking land. Like other east coast Algonquians, the Abenaki (ah-buh-nahkee) were forced to flee their territory. The Abenaki Nation was part of the Wabanaki (wah-buh-nah-kee) Confederacy. The Wabanaki Confederacy was made up of five distinct groups of First Nations peoples who lived in Acadia, including the Mi’kmaq (meeg-mah or mick-mac) and Maliseet (MAL-uh-seet). Some Abenaki relocated to New France. They joined their French and First Nations allies in both regions. The Abenaki wanted to fight the British. Read the quote in Figure 1.23 from French missionary (person engaged in a religious mission) Father Loyard. Father Loyard’s words suggest that he thought the Abenaki could help the French defend New France from future attacks by the British.

“... of all the savages of New France ... the greatest services are the Abenaki. This nation is composed of five villages, which in all make five hundred men bearing arms ... It is this which renders their situation so important as regards Canada, of which they are the strongest defences ...”

— Father Loyard

The French urged the Abenaki to move from British territories and settle in New France. The Mi’kmaq and the Maliseet were the largest group on the East Coast in terms of population in 1713. They remained in that area and continued to fight against British control. Governor General Vaudreuil of New France gave out huge payments to the nations of the Wabanaki Confederacy. He wanted to ensure their loyalty to New France. Why would the French want the loyalty of the Wabanaki Confederacy?

CHECK-IN

1. CONTINUITY AND CHANGE What changed after the Treaty of Utrecht for the French, the British, and First Nations? What stayed the same?

2. CAUSE AND CONSEQUENCE Look back at Figure 1.19. According to the treaty, how were the British supposed to treat First Nations? How did the British treat the Abenaki people?
Have you ever strongly disagreed with a person and then decided to come to an agreement despite your differences? If you still had to be around that person every day, would it be easy or uncomfortable?

The Treaty of Utrecht was also called the Treaty of Peace and Friendship. By signing this treaty, France and Britain agreed to stop fighting one another. As you learned earlier in the chapter, valuable land changed hands from French to British. There were also disputed territories without clear ownership. How would these factors affect the relationships among the different groups living there? Was this really a period of peace or was it a state of uncertainty?

By 1713, there had been many years of conflict among the French, the British, and First Nations peoples living in North America. Although the French and the British had established peace, First Nations had been left out of that process. Read the excerpt from a letter written by a Jesuit missionary in Figure 1.24. Jesuit missionaries were members of the Society of Jesus, a Roman Catholic religious order. They lived among First Nations to learn their cultures and languages. The Jesuits also taught First Nations peoples about Jesus and attempted to convert them to Christianity. In the letter, the missionary speaks about the Abenaki reaction after the British began settling in former French territories. What were the concerns of the Abenaki people?

“They [the Abenaki] asked the English by what right they had thus settled in their territory…. The answer that was given them—that the King of France had ceded [given] their country to the King of England—threw them into the greatest alarm; for there is not one savage Tribe will patiently endure to be regarded as under subjection to any Power whatsoever.”

— Jesuit missionary

After ending the war with the French, the British wanted to continue to explore and expand their territory. To help gain more land and create stability, the British needed to repair relationships with First Nations in Acadia, particularly the Wabanaki Confederacy. The French and the Wabanaki Confederacy had an alliance, cooperated together, to fight against the British.
CREATING THE TREATY OF PORTSMOUTH

The British wanted to end the alliance between the Wabanaki Confederacy and the French and take control of the land. In July 1713, the British and the Wabanaki Confederacy came together in Portsmouth on the eastern coast of North America to reach an agreement.

The British agreed to not build on Wabanaki land any further, to conduct trade at a neutral location, and to exchange gifts as part of Wabanaki tradition. In return, the Wabanaki Confederacy agreed to stop attacks on the British, give back settlements and lands taken from the British, and allow any future disputes to be decided on by the British government.

The treaty was written in English and was read aloud to nation members of the Wabanaki Confederacy by interpreters. What misunderstandings do you think could happen with the treaty being written only in English? The document in Figure 1.25 is a page with signatures from the Treaty of Portsmouth. How do you think this treaty would establish peace between the British settlers and the Wabanaki Confederacy?

Just like the anniversary of the Treaty of Utrecht, the 300th anniversary of the Treaty of Portsmouth was celebrated with several exhibits. Copies of the original treaty were put on display. Read the quote in Figure 1.26 by Charles B. Doleac about the 300th anniversary of the Treaty of Portsmouth. What headlines do you think he is referring to?

“The issues discussed in Portsmouth in 1713 have a direct connection with ideas concerning the Rights of Indigenous People that are in the headlines today.”

— Charles B. Doleac, chairman of the 300th anniversary of the Treaty of Portsmouth

Figure 1.25 The last page of the Treaty of Portsmouth, 1713, shows the signatures of all the people who were present. Analyze: What do you notice about the signatures?

Figure 1.26 This quote is from the 2013 chairman of the 300th anniversary of the Treaty of Portsmouth. Analyze: What do you think he means by “direct connection”?
DAVID KAWAPIT: YOUTH ON A MISSION

David Kawapit is an 18-year-old Cree youth with a mission. His mission is to spread the message of unity and equality to all Canadians. In January 2013, he set out on a walk from his home in Whapmagoostui (Waup-mag-stoo-ee or Waup-ma-GOO-stoo-ee), Québec, to Parliament Hill in Ottawa. Six others joined him, forming a group called the Nishiyuu (Nish-you) walkers. Over the course of two months, they walked more than 1500 km along traditional Cree and Algonquin trading routes. They were accompanied by a police escort and other support vehicles to assist them on their journey. Strangers also stopped during the trek to show their support.

Kawapit was inspired to take action by a vision he once had. His vision showed a wolf and a bear. The wolf represented the First Nations peoples and the bear represented the Canadian government. While a bear can easily kill a wolf, many wolves, banded together, can take down a bear. This image of strength in unity served as the driving force behind Kawapit’s activism. Kawapit and the six walkers (Figure 1.27) highlighted the importance of protecting their lands and their traditional ways of life for future generations.

When the Nishiyuu walkers arrived in Ottawa in March 2013, thousands had gathered to welcome them. They spoke with the aboriginal affairs minister about the necessity of fair and equal treatment of Canada’s First Nations people. Kawapit’s work brought attention to Aboriginal rights. His group inspired many other Canadians to consider the importance of the historical origins of the relationships between First Nations and the rest of Canada.

Kawapit’s efforts were sparked by one important vision that inspired hundreds of others to think and take action as well. He said, “It feels really good that a lot of people are paying attention to what’s going on.” In the end, the relationships he built during his journey were the gifts that he took away from the experience. “I’m going to miss all these guys. The memories we shared—I won’t forget them,” he said of his fellow Nishiyuu walkers and the hundreds who joined them along the way. For Kawapit and his group, this walk was just the beginning of their efforts to create meaningful change for all First Nations people living in Canada.

“IT FEELS REALLY GOOD THAT A LOT OF PEOPLE ARE PAYING ATTENTION TO WHAT’S GOING ON.”

FIGURE 1.27 David Kawapit (front, centre) was one of seven Nishiyuu walkers who walked from Whapmagoostui First Nation in northern Québec to Parliament Hill in Ottawa. The walk was to support the Idle No More movement.

A CALL TO ACTION

1. What inequalities is the Idle No More movement trying to deal with?
2. How can you and your classmates take action to support a current movement in your community?
FRENCH AND FIRST NATIONS ALLIANCES

Philippe de Rigaud de Vaudreuil, pictured in Figure 1.28, wanted to preserve the relationship between the French and the Wabanaki Confederacy. Vaudreuil was the governor general of New France from 1703 to 1725. Vaudreuil gave out payments to the Wabanaki to encourage them to settle in New France. What does Vaudreuil say about the Wabanaki First Nations in Figure 1.29?

A subject is a person or nation under the rule of another person or nation. Allies are people or nations with a common cause. Vaudreuil was seeking to ally New France with the Wabanaki First Nations. What common cause might the French and Wabanaki have had?

By stating that the Wabanaki First Nations were allies, not subjects, Vaudreuil was saying that the Wabanaki Confederacy was a separate nation and was not subject to the Treaty of Utrecht in the same way that the French were. He was claiming that much of the land that the British thought was part of Acadia was Wabanaki land. Wabanaki land was not part of the treaty and did not belong to the British. For the French, this meant that they would have the right to use this land after 1713. The British took a different position. Since the Wabanaki Confederacy had allied themselves with the French, they were subject to the Treaty of Utrecht just as the French were. That is, the Wabanaki First Nations had lost their right to the land in Acadia.

STRENGTHENING TIES

Vaudreuil not only wanted to ally New France with the Wabanaki, he also wanted to unite all the Wabanaki Nations of the Confederacy. Read the quote in Figure 1.30 where he suggests this to his King.

If Vaudreuil was successful, what might be the consequences for the peace established by the treaty?
BREAKING THE TREATY OF PORTSMOUTH

Shortly after signing the Treaty of Portsmouth, the British stationed soldiers and built settlements inside Wabanaki territory. This broke the terms of the treaty. Borders between the French and the British were also in dispute. The French and the British were, once again, pushing farther into First Nations territory.

BRITISH, FRENCH, AND WABANAKI RELATIONS

The British began to displace and to enslave Wabanaki nations again. In response to the British actions, the Wabanaki attacked a newly built British fishing station in Acadia. For the next 10 years, the Wabanaki continued to raid British settlements on the eastern coast, as well as farther south in New England, a region in northeastern North America.

The British knew the French had good relations with the Wabanaki and suspected the French were involved in the attacks. The French claimed that the Wabanaki were acting on their own. The British urged their government to take action. Britain responded by reinforcing the border area and Acadia. Since the British believed Acadians were helping the Wabanaki, they started chasing some Acadians away from Nova Scotia. The British also started to plan how they would bring New Englanders to settle Nova Scotia in order to outnumber the French and the First Nations.

FATHER RALE’S MISSION

The French government denied that the French were involved in the Wabanaki attacks against the British. In the 1720s, however, government letters were found that suggested something else. Read the excerpt in Figure 1.31. It is part of a letter written by Michel Bégon, an administrative official of New France. It was written to Father Sébastien Rale (also known as Father Sebastian Rale), a French Jesuit priest. The letter suggests that the French government had promised to give the Wabanaki guns and supplies to use against the British.

"If they [the British] attack Them [First Nations] ill-advisedly ... we could help them only by The Munitions [weapons] that we would Give Them."

— Michel Bégon, administrative official of New France

FIGURE 1.31 This excerpt is from a letter Bégon wrote to Father Rale in 1721.

Analyze: What was the significance of this letter for British and French relations?

Father Rale lived and worked with the Abenaki people for many years during the late 1600s and into the 1720s. He learned the eastern Algonquian language and began writing an Abenaki–French dictionary. Father Rale taught the Abenaki Catholicism and they attended Mass and evening prayer every day. He accompanied the Wabanaki Confederacy and other First Nations peoples on many raids of British settlements.
Read the account by Father Rale in **Figure 1.32**. He describes an incident between the Wabanaki Confederacy and the British after the Treaty of Portsmouth had been made. How would this incident between the British and the Wabanaki Confederacy benefit the French?

**“About this time a score of Savages entered into one of the English houses, to trade or to rest ... they saw the house suddenly surrounded by a troop of nearly two hundred armed [British] men ... [The English] assuring them that they had come only to invite some of them to go to Boston, to confer there with the Governor, on the means of keeping peace and good understanding. The Savages, a little too credulous [trusting], [sent] four of their fellow-countrymen to Boston; but when they arrived there, they were diverted, [ending] in retaining them prisoners.”**

— Father Rale

Between 1722 and 1725, a series of battles occurred between the British and the Wabanaki Confederacy. This period was known as Father Rale’s War. Father Rale was captured and killed by the British in 1724. **Figure 1.33** shows a depiction of the day Father Rale was killed.

**CHECK-IN**

1. **HISTORICAL SIGNIFICANCE** Vaudreuil said that the French treated Wabanaki First Nations “as allies ... not as subjects.” Why was this significant for relationships between the French and the Wabanaki, and between the French and the British?

2. **COMMUNICATE** Write a newspaper article or blog post about the Treaty of Portsmouth and its consequences from the point of view of the British, the French, or the Wabanaki.

3. **INTERPRET AND ANALYZE** How did the Treaty of Utrecht lead to changes in the relationships among the French, the British, and First Nations?
LOOKING BACK: CHAPTER 1

HOW DID THE TREATY OF UTRIEHT 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.
**Apply Your Learning**

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.

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**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.
For complete series information, visit www.nelson.com/geohistory today!