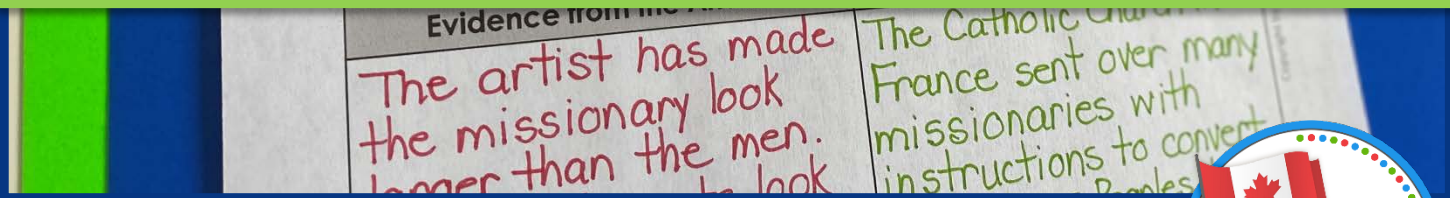


Ontario Grade 5 Social Studies

Interactions of Indigenous Peoples & Europeans



Part 3: New France



Complete 3-Part Lesson Plans



**Lesson 1 :
Trouble in New France**
 Expectations: A1.1, A2.5, A3.3

Timeline:
 1-2 Class
 Periods

Materials Required

Sheets:

- [1665: Trouble in New France](#)
- [Trouble in the Colony](#)
- [What to Do](#)
- [The Situation](#)

Getting Started

- Show video: [Canada: A People's History](#) 1:08:13 to 1:14:55. This section shows Haudenosaunee aggression against the French.
- Hand out [1665: Trouble in New France](#). This sheet seems most suitable for your particular class.
- Explain the problems. Ask students to discuss the solutions offered.

Working in Pairs

- Hand out [What to Do?](#) Sheet.
- Read/Discuss content of sheet.
- Hand out [The Situation](#).
- Working in pairs, allow the students to discuss the problems and solutions.
- Discuss some of the solutions offered.

Reflecting

- Show Canada: A People's History, 1:45:37. NOTE: This is a 30-minute segment. You may wish to show this in class, or choose ahead of time which segments to show.
- Ask students what they learned from the video.
- Explain that the rest of the solutions research they will be doing throughout the unit.

**Lesson 2:
Census of 1666**
 Expectations: A2.4, A3.4

Timeline:
 1 Class
 Period

Materials Required

- [New France Census - 1666](#) sheet

Getting Started

- Ask class if anyone knows what a census is.
- Explain that in Canada a census was not taken until 1966.
- Ask students to discuss why they think Canada to do a census regularly.
- If you want to go more in-depth, provide resources at [Census at School](#), and ask students to come up with ideas for students in Grades 4 and 5.

Working in Pairs

- Hand out the [New France Census](#) sheet.
- Briefly review the information on the sheet.
- Remind students that New France faced many challenges, including the lack of resources and the harsh climate.
- Either working individually, in pairs, or in small groups, ask students to answer the four questions about the census. Encourage them to think about the challenges faced by the settlers.

Reflecting

- Ask each pair, group, or individual to prepare a short presentation to relay the question to the next group. They should include what they know, from class resources and their own research, about the challenges faced by the settlers.

**Lesson 5 :
New France Chat Stations**
 Expectations: A1.2, A2.4, A3.4, A3.7

Timeline:
 1 -2 Periods

Materials Required

- [Chat Stations](#) (1 copy of each station placed around the room)
- Optional: [Chat Stations Recording Sheet](#) (1 per student, pair, or group): copy back to back to save paper)
- [Chat Station Teaching Notes](#): 1 set for the teacher only

Getting Started/Minds On

- Remind students of the features of a strong society that were explored in the previous lesson.
- Explain that today they will be exploring "Chat Stations" to learn more about how social, economic, religious, and political factors were responsible for the evolution of New France.

Working On It:

- Put students in pairs or small groups. You will need 10 groups/pairs in all.
- Give each student OR group a [Chat Group Recording Sheet](#) if you want students to have a written record of their observations. The recording sheet is divided into sections, with each section having a number correlated to a specific chat station. Explain that groups will travel from one chat station to another. At each station they are to discuss the images, content, and question shown at the station. They then either individually or communally take notes on the appropriate section of their recording sheets.
- Place each group at a different station. Allow 3-5 minutes per station before having groups rotate to their next stations.

Reflecting & Connecting

- When all stations have been visited, have a large group discussion about each station. (You may want to refer to the [Chat Stations Teaching Notes](#).) What do we now know about life in New France? What were the social, political, religious, and economic factors that contributed to the success of New France?
- Optional: Have students independently write a short paragraph about life in New France.

Relevant website
& video links

DEPENDENT UPON THE NEEDS OF YOUR SPECIFIC CLASS
AND/OR THE TIME AVAILABLE TO YOU, YOU MAY WISH TO USE
ONLY SOME OF THE STATIONS, OR DO ALL TEN STATIONS
OVER 2 PERIODS (5 STATIONS PER PERIOD).

Student-Friendly Texts



1665: Trouble in New France

Problems:

After the first 50 years of New France, the colony was in trouble!!!











- By 1661 the colony was growing. There were only about 3200 settlers in the entire area. Only 24 new settlers arrived or were born each year.
- The men who held the monopolies for the fur trade were responsible for bringing in new settlers, but many of them were only interested in getting rich. Some men actually discouraged farming!
- The fur trade was losing money. The Haudenosaunee Confederacy were stealing cargo and furs along the rivers and lakes. In 1649 they had wiped out the Wendat Confederacy, the main trading partner of New France.
- The Haudenosaunee Confederacy were normal. The Confederacy they had received from the Huron.
- The lack of farmers in New France meant that the colony could not be self-sufficient. The people were in danger of starving.
- The government of New France (the people in charge) seemed unable to fix these problems!



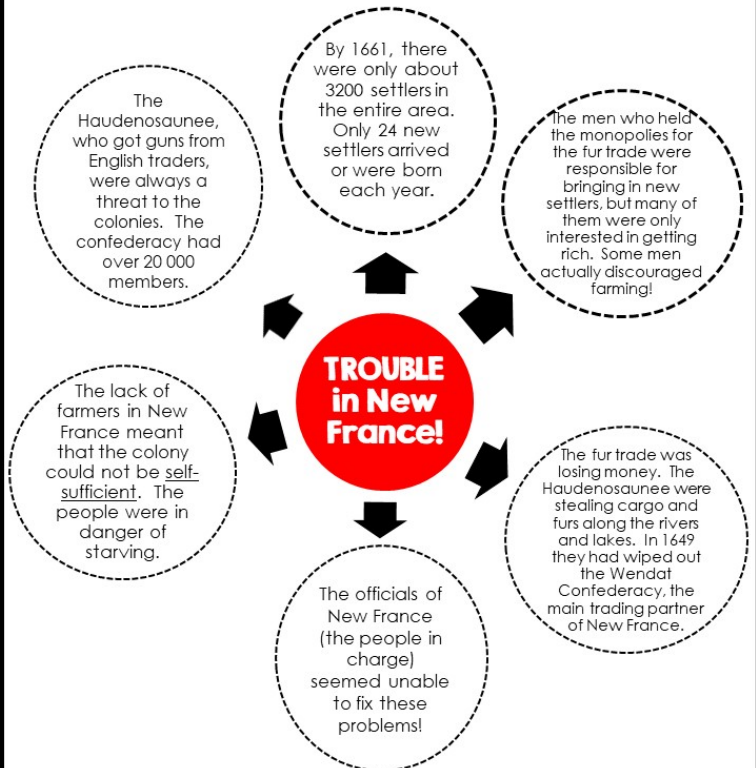
Daily Life for a Habitant Family

A habitant family had to be **self-sufficient** (take care of their own needs in order to survive). Here is what a day in the life of a habitant family would have looked like.

Dawn 	<ul style="list-style-type: none"> • Pray, dress, and eat • Feed animals • Bring water • Women start
8 a.m. 	<ul style="list-style-type: none"> • Eat breakfast
Morning 	<ul style="list-style-type: none"> • Men and women work • Women do vegetable
Noon 	<ul style="list-style-type: none"> • Eat lunch • women & men • Lunch might
Afternoon 	<ul style="list-style-type: none"> • Men & old furniture, goods • Women & candles, etc.
8 p.m. 	<ul style="list-style-type: none"> • Eat supper • soup and • adults enjoy
Evening 	<ul style="list-style-type: none"> • Clean away • Pray. • Men might needlework • homemaker
Night 	<ul style="list-style-type: none"> • Go to bed • curtains are

Trouble in the Colony

After the first 50 years in the life of New France, the colony was in trouble!



Chat Station Activity



Chat Station - Teaching Notes

Here are some "talking points" for each of the topics highlighted in the chat stations. You may want to refer to them during the whole class discussion.

1

Royal Government in New France

- Decisions in New France were made at the "council" with the king, and the decisions filtered down to habitants.
- Indigenous groups made their decisions together.

3

Duties of a Seigneur

- The king wanted lots of land to move to New France. He would have a large land grant (the English & Spanish were also racing to do this).
- France was becoming overcrowded. French nobles wanted new lives, and seigneurs offered them.

5

Les filles du roi

- Many French men had married in New France, but almost none had children.
- The king wanted more French people to move to New France to help build the larger empire.
- The king wanted these nobles to marry the habitants and have children. (Couples who had at least 10 living children were given a yearly pension from the king.)

Chat Station 7

The Catholic Church in New France

Place to worship

Church bells told people when to leave the fields for lunch

Nuns taught primary schools

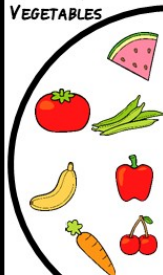


Place to visit with friends

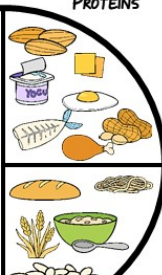
Was the Catholic Church important to New France?

Chat Station 6

FRUITS & VEGETABLES



PROTEINS

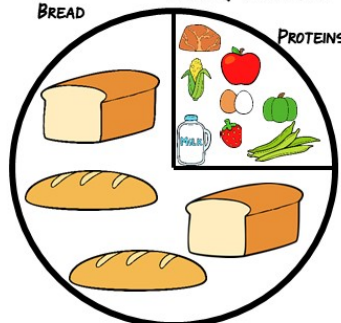


WHOLE GRAINS

Canada's Food Guide

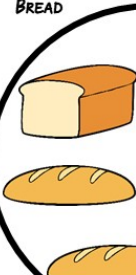
Today our government recommends we fill our plates with these foods.

FRUITS & VEGETABLES



PROTEINS

BREAD



Food in New France

The main food in New France was white bread made with whole wheat. Settlers also ate many of the native foods of the area, such as fish, game birds, wild plants & berries. They raised cattle, pigs & chickens.

What food differences do you notice between now and then?

Copy

Five Complete Lessons



Interactions of Indigenous Peoples and Europeans Prior to 1713: New France

Lesson #	Lesson/Resource	Time Period	Page Number
1	Trouble in New France	1-2 periods	7
2	Census of 1666	1 period	12
3	Daily Life for Habitants	1 period	15
4	Components of a Strong Society	1 period	18
5	New France Chat Stations	1-2 periods	19

Note: Part 3 of this unit is focused on the colony of New France itself, and it looks at the economic, religious and social lives of the citizens of the colony. The larger social studies unit Interactions of Indigenous peoples and Europeans Prior to 1713 has the overarching goal of understanding the interactions between those two groups. **This mini-unit** helps students understand what was happening in the European colony, in order that they can later appreciate how the relationships between the cultures developed in the last part of the large unit (Part 4: The Fur Trade). Most of the activities in this New France unit focus on the following expectations from the 2018 Ontario Ministry of Education Social Studies curriculum.

A2.4 Interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A3.3: Describe the main motives for European exploration and for the establishment of permanent settlements.

A3.4: Identify significant offices and institutions in New France and describe their importance to settlers in New France.

