

1998 Curriculum

Grade 7 – History: New France

Overall Expectations

By the end of Grade 7, students will:

- describe the origin and development of French settlement in North America;
- demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;
- describe the relationships among the various cultural groups in North America.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- describe the early European and Aboriginal settlement patterns in North America;
- demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);
- demonstrate an understanding of economic, political, and social life in New France;
- demonstrate an understanding of the interactions between the French and the Aboriginal peoples;
- demonstrate an understanding of the rivalries between the French and English in North America and Europe (e.g., between the Hudson's Bay Company and the North West Company, between Aboriginal allies; as rival empire-builders at war in Europe);
- describe the impact of the events related to Ste. Marie Among the Hurons;
- describe the major causes, results, and personalities of the Seven Years' War in North America;
- explain the impact of the Battle of the Plains of Abraham;
- describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French/English relations;
- describe the impact of the Treaty of Paris and the Quebec Act from both the English and French points of view.

2004 Curriculum

Grade 7 – History: New France

Overall Expectations

By the end of Grade 7, students will:

- outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for religious reasons) and describe the impact of European immigration on First Nation settlements;
- identify key characteristics of economic, political, and social life in New France (e.g., the seigneurial system; the roles of governor, bishop, and intendant);
- identify and explain examples of conflict and cooperation between the French and First Nation peoples (e.g., with respect to the fur trade, religion and culture, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company);
- outline the background and causes of key events of the period (e.g., the expulsion of the Acadians, the Seven Years' War, the Battle of the Plains of Abraham) and describe their effects.

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
- locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
- analyse and describe conflicting points of view about an historical event (e.g., the expulsion of Acadians), giving examples of fact and opinion;
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- describe fur traders, using current business terms (e.g., competition, market, advertising), as Canadian entrepreneurs.

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to aid in gathering and clarifying information (e.g., How did the Catholic Church influence the life of First Nation peoples and French settlers in New France?);
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., primary sources: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information from different points of view (e.g., First Nation peoples' ideas about spirituality and Jesuit ideas about religion);
- analyse and describe conflicting points of view about a historical event (e.g., the expulsion of the Acadians), giving examples of fact and opinion;
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie);
- use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations.

Application

By the end of Grade 7, students will:

- compare and contrast past and present attitudes to the fur industry (e.g., ideas about trapping, fashion);
- compare the attractions and drawbacks for French Canadians in choosing life on a farm versus life in the church or in the woods (e.g., as an habitant, a Jesuit priest, an Ursuline nun, a coureur de bois, a fille du roi).

1998 Curriculum

Grade 7 – History: British North America

Overall Expectations

By the end of Grade 7, students will:

- describe the origin and development of English settlement in Canada in the late eighteenth century;
- demonstrate an understanding of the strategies used by early settlers to adapt to the challenges of their new land;
- demonstrate an understanding of the significance of the War of 1812 for Canadian/ American relations.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- demonstrate an understanding of the reasons for the early settlement of English Canada (e.g., the American Revolution);
- describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Aboriginal Loyalists, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
- explain Canada's involvement in the "underground railway";
- demonstrate an understanding of life in English Canada (e.g., early pioneer experiences, family life, economic and social life, growth and development of early institutions, transportation, and emergence of towns);
- describe the major causes and personalities of the War of 1812;
- describe the impact of the War of 1812 on the development of Canada (e.g., the building of fortifications, the Rideau Canal, and Kingston Road; movement of the capital to Bytown [Ottawa]);
- identify the achievements and contributions of Sir John Graves Simcoe.

2004 Curriculum

Grade 7 – History: British North America

Overall Expectations

By the end of Grade 7, students will:

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies;
- identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- explain the historical impact of key events on the settlement of British North America (e.g., the Treaty of Paris, the Quebec Act, the American Revolution);
- describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
- outline the reasons for the early settlement of English Canada (e.g., as an outcome of the American Revolution);
- explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, the growth and development of early institutions, transportation, relationships with First Nation peoples and French settlers);
- describe the major causes and personalities of the War of 1812;
- describe the impact of the War of 1812 on the development of Canada (e.g., defence-related construction, as in Fort Henry and the Rideau Canal; the movement of the capital to Bytown [Ottawa]; the emergence of national pride; the building of roads such as Kingston Road and Yonge Street; the shipping industry in the Maritimes);

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary (e.g., institutions, revolution, Loyalists, Patriot) to describe their inquiries and observations;
- formulate questions to facilitate research in specific areas (e.g., the impact of the American Revolution on the Loyalist migration to British North America);
- locate relevant information about how early settlers met the challenges of the new land, using a variety of sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
- analyse and describe conflicting points of view about a series of historical events (e.g., the ways in which a Patriot and a Loyalist would view British actions in the Thirteen Colonies);
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of North America trace the loyalist migration routes and their areas of settlement);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- trace the historical development of their own community (e.g., including an account of its origins, key personalities, and the contributions of various cultural groups).

- identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant / Thayendanegea).

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to facilitate research on specific topics (e.g., Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., primary sources: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?);
- describe and analyse conflicting points of view about a series of historical events (e.g., the Royal Proclamation of 1763, the Quebec Act of 1774, the Declaration of Independence of 1776, the Indian Act of 1876);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of North America, trace the migration routes of the Loyalists and identify their areas of settlement);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., conduct a historical demonstration of immigrants coming to the Canadas);
- use appropriate vocabulary (e.g., institutions, revolution, Loyalists, Patriots, Upper Canada, Lower Canada) to describe their inquiries and observations.

Application

By the end of Grade 7, students will:

- illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a

1998 Curriculum
Grade 7 – History: Conflict and Change

Overall Expectations

By the end of Grade 7, students will:

- demonstrate an understanding of the nature of change and conflict, methods of creating change, and methods of resolving conflicts;
- describe the causes, personalities, and results of the rebellions of 1837 in Upper and Lower Canada;
- evaluate the social, economic, political, and legal changes that occurred as a result of the rebellions.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- demonstrate an understanding of the nature of change and conflict, identify types of conflict (e.g., war, rebellion, strike, protest), and present strategies for conflict resolution;
- demonstrate an awareness of the major sources of conflict that led to the rebellions of 1837 in Upper and Lower Canada (e.g., land, transportation, government, culture);
- describe the role of key personalities (e.g., Mackenzie, Papineau, Baldwin) involved in the rebellions and the methods they used to bring about change;
- describe the rebellions of 1837 in Upper and Lower Canada and their impact on ordinary people;
- explain the major political changes that resulted from the rebellions and their impact on the Canadas (e.g., Durham Report, union of the Canadas, achievement of responsible government).

Web page);

- prepare and present a biographical sketch of a historical person from the period 1759-1812 (e.g., Laura Secord, Isaac Brock, Tecumseh, Thomas Peters).

2004 Curriculum
Grade 7 – History: Conflict and Change

Overall Expectations

By the end of Grade 7, students will:

- describe the causes, personalities, and results of the rebellions of 1837-38 in Upper and Lower Canada in relation to themes of conflict and change;
- use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;
- compare methods of conflict resolution in both historical and contemporary situations.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- identify types of conflict (e.g., war, rebellion, strike, protest), and describe strategies for conflict resolution;
- identify key issues and events of the rebellions of 1837-38 in Upper and Lower Canada (e.g., issues related to land, transportation, government; events such as Mackenzie's march down Yonge Street);
- describe the role of key personalities (e.g., Mackenzie, Papineau, Bond Head) involved in the rebellions, and the methods they used to bring about change;
- explain the major social, economic, political, and legal changes that resulted from the rebellions and their impact on the Canadas (e.g., the Durham Report, the union of the Canadas, the Rebellion Losses Bill).

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary (e.g., rebellion, moderate, radical, conflict, responsible government, Family Compact, Château Clique, Fils de la Liberté, Doric Club) to describe their inquiries and observations;
- formulate questions to facilitate research on issues and problems (e.g., the achievement of responsible government);
- locate relevant information about key personalities involved in the rebellions from a variety of sources (e.g., journals, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate historical information (e.g., concerning the effect of Lord Durham's report on the development of responsible government);
- examine and communicate conflicting points of view about an historical issue (e.g., the importance of building canals versus constructing roads);
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of Upper and Lower Canada, label the significant places and waterways);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- describe the impact of political unrest and change in the Maritimes during the rebellions in Upper and Lower Canada;
- examine and communicate methods of conflict resolution employed in everyday life: at home, at school, in the community;
- compare strategies of conflict resolution used at home and at school to strategies used historically.

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to guide research on issues and problems (e.g., Why is Mackenzie a hero to some Canadians and a traitor to others?);
- use a variety of primary and secondary sources to locate relevant information about key personalities involved in the rebellions (e.g., primary sources: artefacts, journals, letters, statistics, field trips, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., Papineau's Ninety-two Resolutions);
- describe and analyse conflicting points of view about a series of historical events (e.g., Should rebels be given amnesty? Should women have a role in governing councils?);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., label the transportation routes and location of skirmishes on a map of Upper and Lower Canada);
- investigate and report on methods of conflict resolution employed in everyday life at home, at school, and in the community;
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (e.g., label the original political divisions on a map of Upper and Lower Canada);
- use appropriate vocabulary (e.g., rebellion, moderate, radical, conflict, responsible government, Family Compact, Château Clique, Patriote, Fils de la Liberté, Doric Club) to describe their inquiries and observations.

Application

By the end of Grade 7, students will:

- compare the impact of political unrest and change in the Maritimes and in Upper and Lower Canada in the 1820s and 1830s;
- compare and contrast historical conflict-resolution strategies with those used today to resolve disputes at home, at school, and in the community.