

*The More
Things
Change*

**European
Settlement
and New
France Notes**



Welcome!

Driving Question: What did European Settlement mean for all the people involved?

Things to put in your Pages Book:

- Notes on the content that you hear and see
- Sources that you find for your Infographic
- Pictures of your learning that you want to keep!
- Voice notes to help you remember important thoughts
- Weekly reflections on your learning

🔴 Please submit Stepping Stones & Milestones separately from this Document and into Showbie

Tips:

#1 Add text boxes, images, headers, new pages, symbols, drawings, insights, and media!

#2 Use the sidebar to the LEFT  to view all your pages at once

#3 Use this Pages Book to HELP you. Keep all your thoughts, research, and work in one place



showbie

Titles

Subheading Text

BOLDED TEXT BOX

Unbolded Text Box

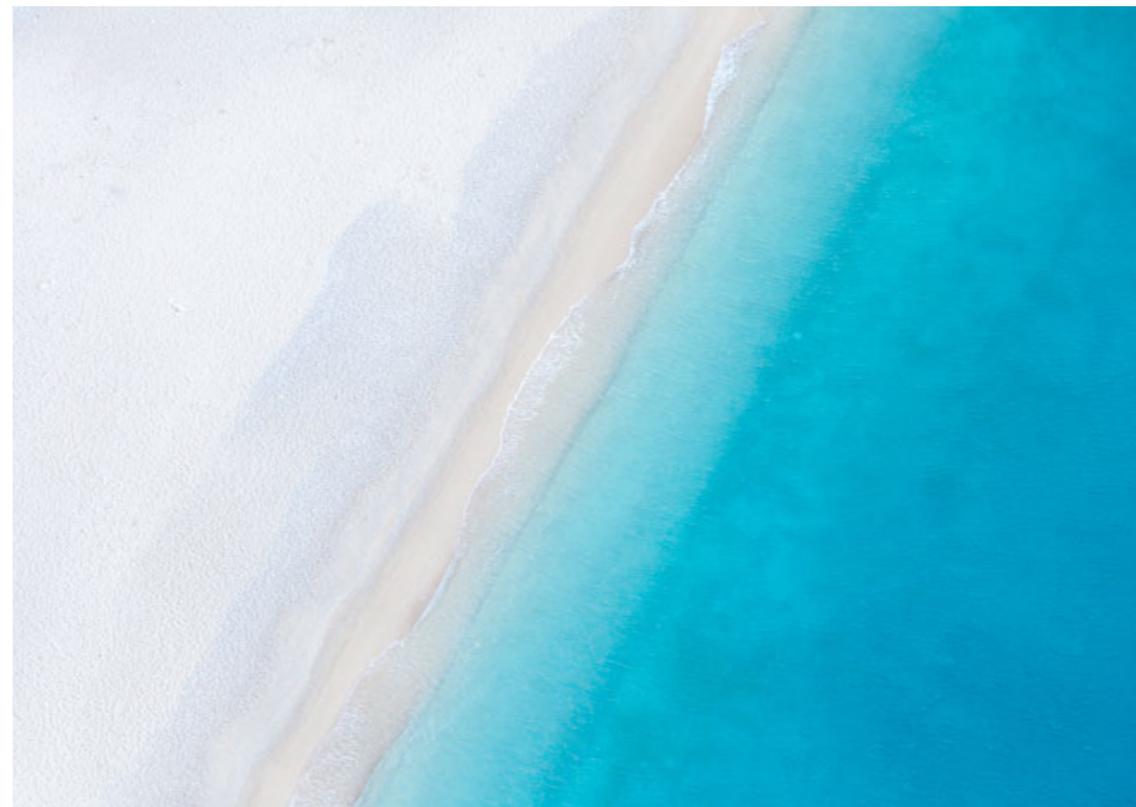


Image Place Holders 🙌



Use SHAPES and COLOURS to help you bring your attention to important notes and ideas over the 3 weeks!

You can even LINK to THINGS!

Square Picture Frame Text Box

Rectangular Picture Frame Text Box

A Handy Table 🙌

Continuity and Change

How are lives and conditions alike over time and how have they changed?

My Life 2013 - 2021

CONSTANTS	CHANGE
Still live in Canada	Moved
	Began doing more art
	Interests became more computer based
	More pets

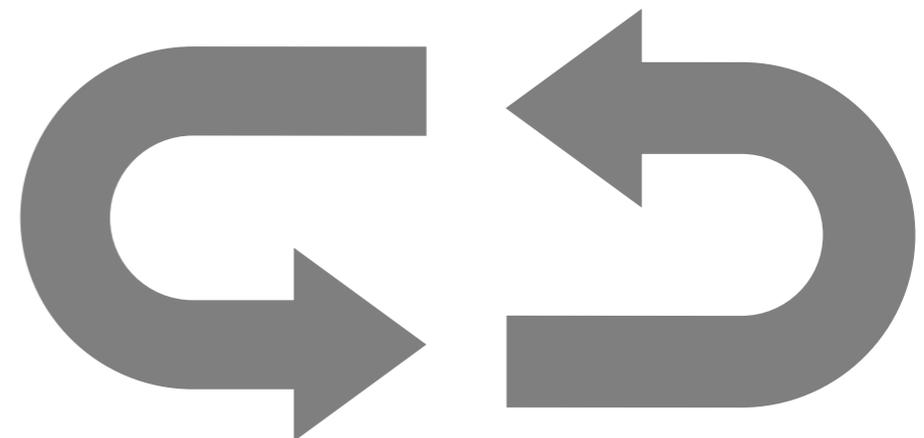
Notes:

Criteria for Important Changes:

- Substantial Effect
- Relatively Permanent
- Widespread

Criteria for important constants:

- No substantial deviation
- Important aspects
- Widespread



Notes on the History of the Cove:

Notes

History of Deepcove

- Hudson's Bay Company (HBC)

- 1800's fur + lumber trade
- #1 resources = lumber
- Moodyville = est. 1860's
 - ↳ 1st non-native settlement on North shore
- Masts - main masts, fore mast
- Lumber business = biggest reason for people to move there
- Lumber used for ships
- BC lumber = bigger trees and has few naughts (less flawed)

- Vancouver est.

- Arrival in the West
- Canadian Pacific Railway (CPR) ends in Van. 1885
- Ferry or canoe to North shore
- Second Narrows Bridge 1960
 - ↳ collapse³

- Deep Cove

- Logging, lumber, ship building, stone quarry industries
- DC Built Around Stone quarries
 - ↳ Yacht Club, Dance club, general store
- 1910's cabins and cottages
- Granite quarries lodge est. 1930 → tourism

- Seaside Community School est. 1979

- Grade 7-9
- Was Community Centre, Art Gallery, DC Heritage Society building
- School opened in 1983
- 1980's Recreation - mountain biking, Parkgate Community Centre

Notes

History of Deepcove

was called
Deep Water

Stayed the same:

- lots of forests
- wildlife → Bears, salmon, etc.

- Tsleil-Waututh → Coast Salish
- "people of the inlet"
- ★ Burrard Inlet water touches =
Tsleil-Waututh land
- Oral history = 10,000 years
- ★ survived of hunting, harvesting, trade
- ★ Halq'emeyem language
- most FN people in BC area

★ major resources

- salmon
- Berries
- Whales
- trees / Forests
- water systems
- logging

Changed:

- Deep cove name
- How people survived → food, hunting, etc.
- How wildlife affects our lives

- ★ wildlife
 - Black bears
 - salmon, whales, etc.
 - white tailed deer
 - Migratory birds
- today
- Squirrels
 - Bears
 - Cougars
 - raccoons

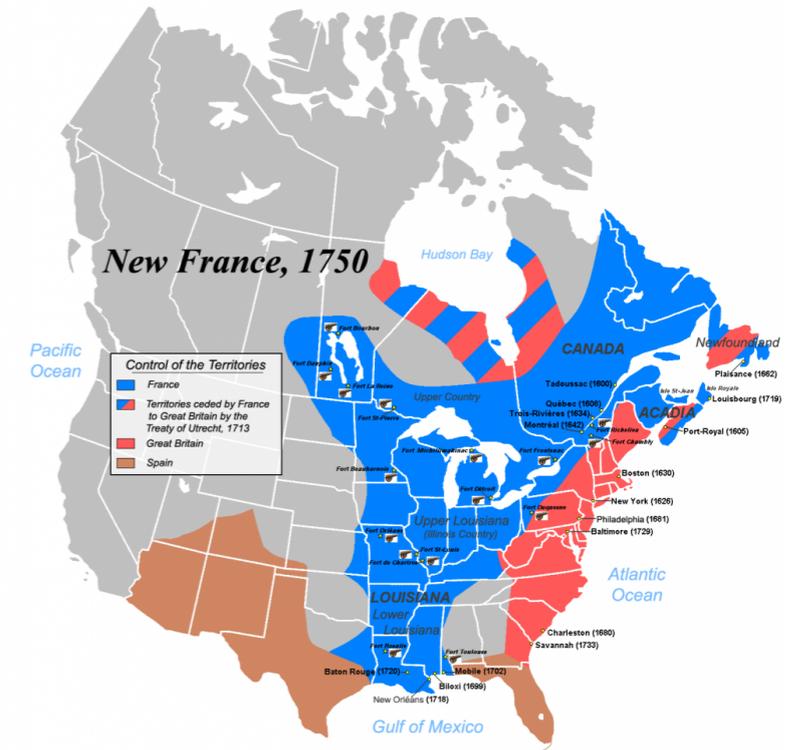
SOURCES:

- Ms. Maxwell Lecture

Notes on the Fur Trade:

Notes

- Colonization: settling and controlling other lands
- Place were colonized because they had resources that European countries wanted
- French made settlements to protect the things they wanted
- New France east coast
- Gold, Glory, God = Motivations
- French colonial powers (IMPORTANT)
- Where: St. Lawrence River (Present day Quebec)
- Founding of Quebec/New France in 1608 by French
- French became interested in NA because of fisheries, resources, land
- 1580s ship owners left fishing for the fur trade
- 1608 - Samuel de Champlain (Founder of Quebec Habitation)



SOURCES:

<https://www.thecanadianencyclopedia.ca/en/article/new-france>

“Worlds Collide Episode 1”, CBC. 2017.

Sarah Coates. Nelson Socials 8. 2019.

Notes on the Fur Trade:

Notes

- Development of HBC + NWC
- French Motivation: French wanted to create a permanent trade settlement
- Original First Nations people that came in contact with the French were welcoming and open
- Champlain needed to make a place for his team to stay before winter when temperatures would drop below 40
- Champlain created the first permanent European settlement in Canada
- Champlain's settlement was fortified
- First Nations controlled original economics

Notes

First Peoples as Allies:

- Obsidian - evidence of trade (tool/weapon)
- First people in the Americas developed complex trade routes over thousands of years
- First peoples chose to trade with the new comers
- H.O.M.E.S. Acronym - Huron, Ontario, Michigan, Erie, Superior.
- Goods from First Nations: furs, copper, reeds + materials, skins, fish, dried berries
- Bison skins, wampum shells
- Wampum shells were used to make wampum belts
- Tobacco, fishnets, corn

Notes

Goods Valued by First People

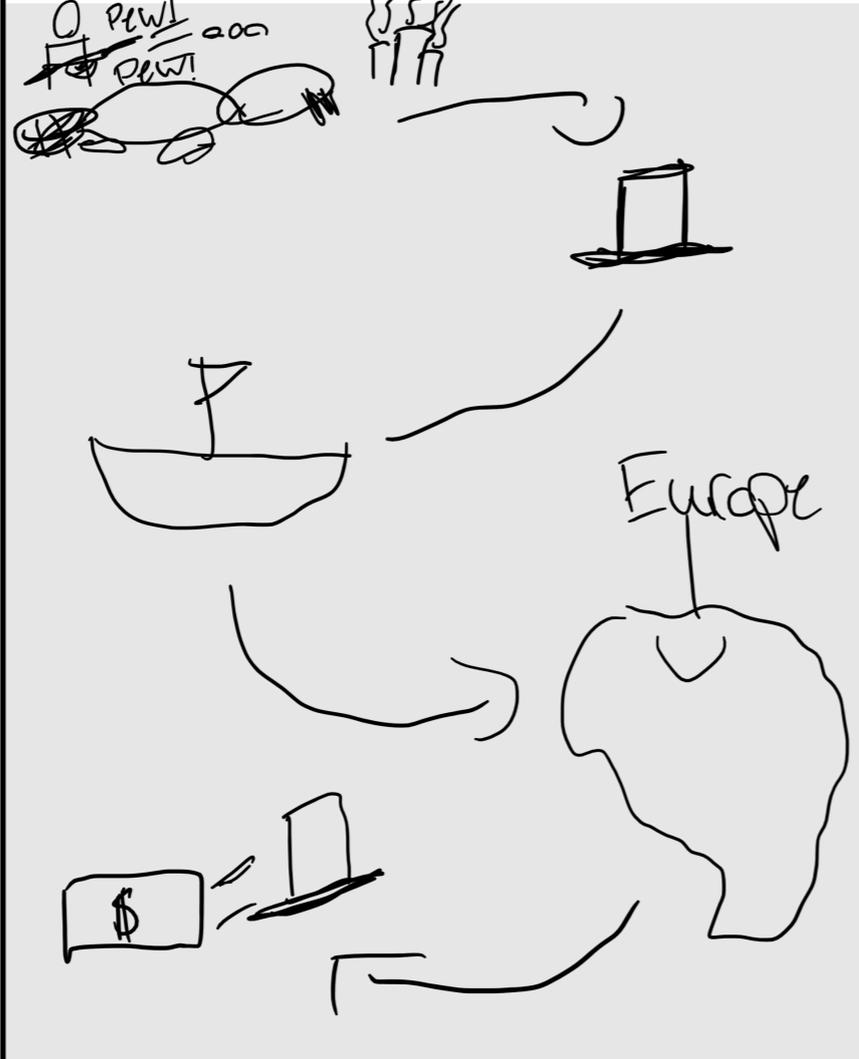
- Steal axe
- Gun/Thunder-stick
- Kettles
- Steel objects

Notes

Economics of the Beaver/Fur Trade:

Notes

- Supply and demand: supply goes down - demand goes up (and vice versa)
- Monopoly = Hudson's Bay Company
- Some European countries start making settlements to access more furs - leads to more exploration

Sketch	Tell
 <p>The sketch illustrates the trade cycle. At the top left, there are scribbles representing beaver skins, with the word 'PEW!' written twice. An arrow points from these skins to a beaver hat. Below the hat, an arrow points to a simple boat. From the boat, an arrow points to a map of the world labeled 'Europe'. From the 'Europe' map, an arrow points to a beaver hat. Next to this hat is a rectangular box containing a dollar sign '\$', representing the value of the hat in Europe.</p>	<p>The beaver hats were something that was sought after because it showed that you were likely rich. The book spoke about how anyone who was anyone owned one of these hats. This shows that the hats could be an indication of your wealth and position. The materials were also highly valuable to the point where there was war around keeping territory so you could keep getting the fur to send back to Europe.</p>

Notes on Life in New France:



Who sent Samuel de Champlain to the New World?

Colonialism:

The idea and principle of setting up a colony.

SOURCES:

Using Evidence from Various Sources

How do we evaluate evidence to decide if it is adequate to support a historical conclusion?

New France Continued..

Life in a Colony

Daily Life:

- 1600s - Colonization increases
- 1607 - thirteen colonies est. (British)
- Life in colony = brutal
- Harsh climate, smallpox, scurvy
- Work = shipbuilding, work on water, lumber, wood
- Colonists = hardworking, builders, carpenters

Coueurs des bois

Links to Resources:

[Basecamp](#)

[Canadian Encyclopedia](#)



3 Questions:

Define Coueurs des bois.

Coueurs des bois were unlicensed fur traders sent to New France the did not work for any companies and therefore did not have permits from colonial authorities. These permits were held by people like the Catholic Church and the colonial authorities.

What did they play an important role in?

The Coueurs des bois played a huge role in the discovery of more land in the continent we now know as North America. They also started a lot of new contacts with different indigenous groups.

What did they change in regards to the fur trade.

They ventured out further and found new land that has beavers which could be hunted. They also established contact with the people they met for future trading. They were also the cause for fewer indigenous people bringing furs to trade in Montreal and Trois-Rivières.

Secret Sauce (to be done LAST):
Name one infamous Coureur de bois.
Tell us a little about them!

SOURCES:

Sarah Coates. Nelson Socials 8. 2019.

<https://www.thecanadianencyclopedia.ca/en/article/coueurs-de-bois>

Notes on prepare for Fur Trade Simulation:

Group Assigned: HBC or NWC or Haudenosaunee or Ouendat

Question 1:

They were motivated by their need to collect resources to survive. Both the aboriginal people and the fur traders would have faced consequences if they didn't get those resources. The fur traders would have lost their jobs and would not be able to support themselves. The aboriginal people wouldn't be able to survive in the conditions they were in.

Question 3:

The fur traders would have been very willing to accept more beavers during an off season and they would have probably been willing to accept less in a time where they were really desperate for beaver.



SOURCES:

<https://www.thecanadianencyclopedia.ca/en/article/north-west-company>

Partner Contract:



PLP Project Partner Contract

Project Name: The more things change
Partner Names: carter, Aaron

Our Agreement

- We promise to listen to each other's ideas with respect.
- We promise to do our work as best we can.
 - We promise to do our work on time.
- We promise to ask for help if we need it.
 - We promise to ... come up with creative ideas
 - We promise to ... use the technology in front of us correctly.

If we break one or more of our agreements, the partners may have a reset meeting and bring up this agreement. If the person still breaks an agreement, we will ask our teacher to help find a solution.

Date Signed: Apr 1 2021

Partner Signatures:

carter Aaron

Changes and Constants Sheet:

	No substantial deviation: little or no difference Explain:	Important Aspects: the similarities are found insignificant Explain:	Widespread: similarities are broadly present across time period Explain:	Overall Importance: Scale of 1-5
Constant: Climate and weather of the New World	The climate here is pretty predictable as in you know where is going to be warm or cold and when.	The most that the climate has changed would be maybe it's a bit hotter or colder now but a very small amount.	The weather is still the same and poses the same restrictions at points in the year. It still can snow quite heavily in Quebec.	3/5

Constant: Supply/Demand				
Change: New France est.				
Change: Raw Goods Introduced				

Week 1 Reflection - March 29 - April 1

What activity/work this week helped you to understand European settlement?

I found the fur trade simulation game was really fun and helpful in understanding European settlement.

What did you learn this week about the process of creating an infographic?

I learned about some of the things that make a good infographic like having a story/flow or using less copy.

List one specific example of CONTINUITY and CHANGE that you learned about this week.

I learned about some of the changes that have occurred in Deep Cove as well as some of the things that still remain the same or fairly similar.

List one example of USING EVIDENCE that you learned about this week.

I learned the specific definition of evidence and some synonyms and antonyms.



Replace this with a picture of something that stood out to you this week in your learning! (Screenshot, picture, notes, worksheet!)

Replace this text with your writing.

What is something you are really proud of this week?

I am proud of how this file looks. I think it is nice and organized and looks good.

What is something you need to focus on next week?

I think some of my writing from this week was a bit rushed and not my best work. I don't think it was bad but it just wasn't my best and I always want to be presenting my best work.

Colonization Notes:

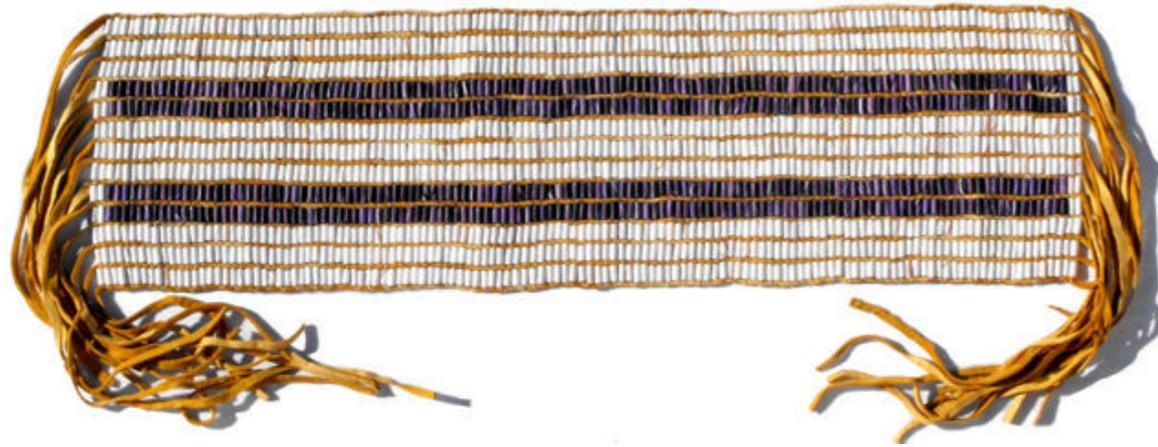
Notes

- North America - thousands of indigenous people
- Colonization occurred when the new group of people moved to North America
- Colonization - setting up colonies and territories to control people and land
- Colonial powers - French, British, Portuguese, Spanish
- Colonial powers seize access to resources and trade
- Early day trade and relationships were mutually beneficial
- North America was mapped as an empty space waiting to be settled

SOURCES:

<https://opentextbc.ca/indigenizationfoundations/chapter/43/>

Notes on Treaties and Agreements:



Wampum belt - first evidence of a treaty between First Nations and Europeans. It was made in 1613.

The belt represents two ships running parallel to each other.

White space represents the river of life and the blue space represents the First Nations canoes and European ships.



Info graphic idea:

Treaties are still being made today (continuity)

SOURCES:

Sarah Coates. Nelson Socials 8. 2019.

Notes on Treaties and Agreements:

- Treaty = a formally concluded or ratified agreement (between two countries)
- Treaties signed in the 1700s haven't gone away legally
- Wampum belts = treaties, ceremonial, stories
- Royal proclamation of 1763 - issued by king George III
- Goal of the royal proclamation was to manage British territory
- Royal proclamation draws boundary to give rights and lands west of Mississippi to First Peoples
- Treaty of Niagara 1764 - seems as acceptance of the royal proclamation
- 2000 First Peoples attended the treaty of Niagara
- 84 wampum belts were exchanged

Royal Proclamation UBC Indigenous Foundations:

Source given: Royal proclamation UBC Indigenous foundations

What does it show in reference: It showed that any settlers were not allowed to settle on land unless it was bought by the crown. It also talks about the 2 points of view in BC around whether or not it is stolen land. Some people say that because BC wasn't under control of the crown at the time the proclamation didn't apply. Others say that it would have applied when British sovereignty was established in BC.

How does it show progress or decline: Shows decline because people believe that the proclamation isn't valid even if no law has been put in place to remove it.

SOURCES:

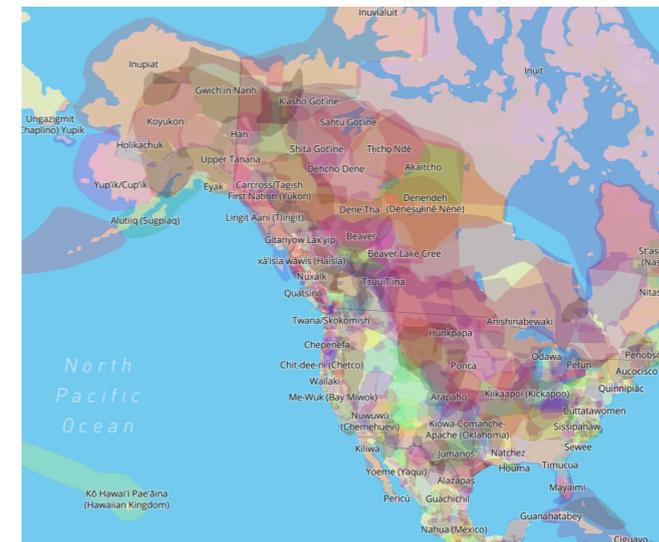
https://indigenousfoundations.arts.ubc.ca/royal_proclamation_1763/

First Nations Map Explore:

1. I chose the Mohawk Nation
2. English = Mohawk, First Nations = Kahniakenhaka
3. Emblem illustrates the 50 confederacy chiefs holding hands in a circle to protect their form of government.
4. Quebec, Ontario, New York
5. Democratic government that has been operating centuries before European contact.
6. Language = Kanyen'kéha
7. This map makes me think about how much of the First Nations land was taken. It's really helpful to be able to actually visualize it more than just hearing about it.



Emblem



SOURCES:

<https://native-land.ca>

<http://www.mohawknation.org>

Notes on Reconciliation:

Reconciliation:

Symbols:

SOURCES:

THESIS BRAINSTORMING:

Use this page to help you brainstorm your thesis, but remember to submit your Milestone 2 separately and write your thesis as a COMMENT in Showbie after working with your partner.

Driving Question: What did European Settlement mean for all the people involved?

Thesis Definition:

A statement or theory that is put forward as a premise to be maintained or proved.

Supporting Fact:

The First Nations people traded with the European companies which brought more contact between the First Nations and Europeans. The First Nations people played a huge roll in how the companies, like HBC, got the resources to send back to Europe.

European settlement resulted in the colonization and founding of Canada. Although there have been changes such as an increase in population over time, the importance of trade with Europe has remained the same.

Supporting Fact:

The French were the first to set up a colony known as New France. This brought over French immigrants which grew the population of Canada.

Supporting Fact:

King Charles III sold off Hudson's Bay to the Hudson's Bay Company. This company was a power house in trade and is a contributor to the power of the British in Canada today.

Continuity and Change for Infographic:

Continuity and Change:

Continuity: Trade with North America hasn't slowed down

Change: The items, and value of those items, have changed over time

Since the 1600s trade with North America and Europe hasn't slowed down. It is still a huge part of the world today, however since then the resources that are being traded have changed and as well as the value of some of those resources.

THESIS PRACTICE:

Practice Statement:

COVID-19 has impacted frontline workers, students, and high risk people. It has changed how much people can socialize but the basic financial needs of people has stayed the same.

Thesis Definition:

A statement or theory that is put forward as a premise to be maintained or proved.

Driving Question: How has COVID-19 impacted these 3 groups?

Week 2 Reflection - April 6 - 9

What activity/work this week helped you to understand European settlement?

Milestone 2 was really helpful in understanding some of the continuities and changes from European settlement.

What did you learn this week about the process of creating an infographic?

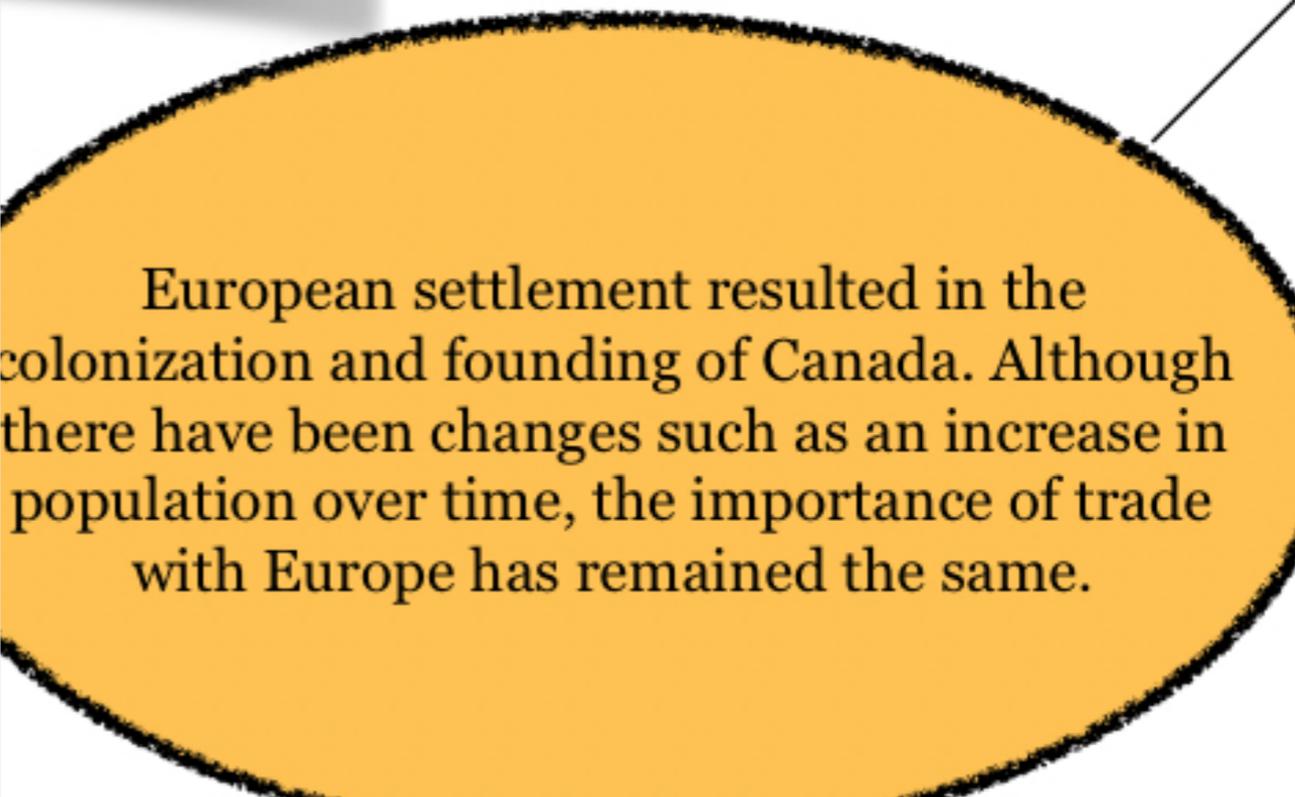
I learned about the importance of sticking with a templates colour theme when creating an infographic.

List one specific example of CONTINUITY and CHANGE that you learned about this week.

I learned about immigration and growth of colony over time and alliances and trade in milestone 2.

List one example of USING EVIDENCE that you learned about this week.

I learned about using and presenting evidence in an infographic and thesis form.



European settlement resulted in the colonization and founding of Canada. Although there have been changes such as an increase in population over time, the importance of trade with Europe has remained the same.

Replace this with a picture of something that stood out to you this week in your learning! (Screenshot, picture, notes, worksheet!)

Replace this text with your writing.

What is something you are really proud of this week?

I really like the thesis statement that I created for the infographic.

What is something you need to focus on next week?

Planning ahead for what I want an end product to be (writing, graphic, etc.) so I have more of an idea when creating it.

Notes on Develop and Critique:

Purpose & Audience of Infographic:

Immediate Next Steps:

Feedback Received:

Additional Page:

Driving Question Reminder:

At this point in the project, use this Pages Book Template where you need it! It is a great data base for all of your ideas and processes!

Add or delete pages where necessary!

Additional Page:

Driving Question Reminder:

At this point in the project, use this Pages Book Template where you need it! It is a great data base for all of your ideas and processes!

Add or delete pages where necessary!

Additional Page:

Driving Question Reminder:

At this point in the project, use this Pages Book Template where you need it! It is a great data base for all of your ideas and processes!

Add or delete pages where necessary!

Week 3 Reflection - April 12-16

What activity/work this week helped you to understand European settlement?

The changing interactions connect extend challenge was helpful in understanding settlement.

What did you learn this week about the process of creating an infographic?

I learned how a graphic that makes sense to you can be confusing to someone else who doesn't know what you were thinking when creating it.

List one specific example of CONTINUITY and CHANGE that you learned about this week.

When we saw so views of the Quebec City UNESCO world heritage site you could see the changes that have definitely been made to the land since settlement. There are buildings and concrete pathways that would have been built after settlement.

List one example of USING EVIDENCE that you learned about this week.

I learned that citing your sources is important in showing the evidence for your conclusions on a topic.

connect - extend - challenge

Connect new ideas to your prior knowledge

connect	extend	challenge
<p>How does this connect to what you already know?</p> <ul style="list-style-type: none">- The British used similar tactics to squash French and First Nations culture- Canada will do things to keep the Quebecers happy and make Quebec suprematism a smaller attitude similar to how they gave land to the french to stop them from going to join the American revolution- Quebec separatism came from similar ways the American revolution came from- The climate in the Quebec area is something that has restricted where Quebecers could live from the first people in New France	<p>How does this extend your current thinking?</p> <ul style="list-style-type: none">- The British were very effective at squashing cultures and controlling what they could and couldn't do- It's interesting how Quebec is very left-wing when they are traditional which is quite a rare thing- Quebec is the largest province in land mass but most of its territory is uninhabitable- Most of Quebecers have lived are the St. Lawrence river- Half of Quebecs population lives in Montreal- 60% of residents claim to be bilingual- Quebec City is a world heritage site	<p>What is still challenging or confusing you ?</p> <ul style="list-style-type: none">- When France gave up its land did all French people leave or did some people become British citizens- What did the people in modern day Canada think of the revolution- Was Canada ever close to a revolution at any point- Was there a big rivalry between people in the Province of Quebec and other people outside of it- Is the statistic of 94% people speaking French in Quebec due to its laws against using English- How would Quebec and Canada suffer from Quebec becoming its own country- Do people in Quebec see themselves as oppressed or a minority in Canada and is that the motivation behind separatism- Is Quebec separatism dangerous to Canada- What is a quite revolution

Replace this with a picture of something that stood out to you this week in your learning! (Screenshot, picture, notes, worksheet!)

Replace this text with your writing.

What is something you are really proud of this week?

I am really proud of the fact that I finally finished the infographic and I'm really happy with it.

What is something you need to focus on next week?

The curation and presentation of the infographic.