Building the Habitation:
An Educational Resource for Teaching and Learning about Samuel de Champlain at Québec, 1608

Grades 4–8

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Building the Habitation: An Educational Resource for Teaching and Learning about Samuel de Champlain at Québec, 1608

The Champlain Society is pleased to offer this educational resource about the French settlement at Québec in 1608. It is designed to help students in History and Social Studies classes from grades 4-8 learn about early European colonization in North America through the interpretation of textual and visual primary sources; the consideration of secondary sources; and the comparison of multiple perspectives, both French and Indigenous.

We would like to thank the teachers who provided feedback on an earlier draft: Christina Ganev, Rita Gluskin, Jen Hum, Greg Johnsen, Scott Pollock, Stuart Snyder, and Peter Thompson.

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Arrivé à Québec, où nous fûmes nos logements, en situation. Construction comme il convient de la Reduit, & en telle, que chacun de nos gens... La maison qui en fut faite, & aux qui se jeta de cet effet...

CHAP. III.

D'En l'Isle d'Orléans, par le fleuve de la Gaspésie, & vers le 3. de Juillet, nous sommes allés nous... trouver de plus commode, il y a mieux situé que la pointe de Québec, ainsi appelée des saumons, laquelle est par comme

remplie de saumons. Ainsi nous sommes arrivés, au quatrième jour de Septembre, à l'hôtel de nos domestique à Tadoussac avec

* Affaire un XVII siècle, est encore quelquefois manqué. Voie, 2. 1. 4. 4.

1 A lire et.

Arrivé au Quebec, où nous avons fait notre habitation., en situation... Puis il s'en voulut de la langue et a sauvage, et moy est resté... & l'arrière à aller chercher... nous sommes arrivés à l'hôtel avec

CHAPTER III

FROM the island of Orleans to Quebec is one league, and I arrived there on July the third. On arrival I looked for a place suitable for our settlement, but I could not find any more suitable or better situated than the point of Quebec, so called by the natives, which was covered with

2 C. page 25, note 2.

with pines... I then employed a part of our workmen in cutting them down to make a site for our settlement... another part in saving plans, another in digging the cellar and making chimneys, and another in going to Tadousac with

the pinnace to fetch... The first thing we made...
historical thinking concepts

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives
6. Understand the ethical dimension of historical interpretations

Source: The Historical Thinking Project. historicalthinking.ca
An Introduction to the St Lawrence Valley in the Early Seventeenth Century

This background information for teachers includes some historical context of the St Lawrence Valley at the start of the seventeenth century, as well as a brief discussion on the strengths and limitations of different kinds of primary sources.

Map of New France, by Samuel de Champlain (1567-1635); 1612

The St Lawrence Valley in the time of Champlain

When Samuel de Champlain and the French sailed up the St Lawrence River in the early seventeenth century, they were inserting themselves into a complicated geopolitical space that combined long-standing arrangements with new developments. One of the groups in the vicinity of the Habitation were the Innu, called by Champlain the “Montagnais.” Nearby, and a bit to the west, were the Algonquin. Further to the interior were the Wendat, called by the French the “Huron.” Recognizing the necessity of trading partners and military support if the French were to survive, Champlain joined this alliance. His decision meant that the French became an enemy of these groups’ enemies, most notably the Haudenosaunee, called the “Iroquois” by the French.

Champlain and his men were not the first French to sail up the St Lawrence, and they spent some time looking for evidence of an earlier expedition: that of Jacques Cartier, who had first arrived in 1534. Cartier was sent by the French king to discover lands with gold and other precious things. He did not find what the king was hoping for, but he did visit the town of Stadacona, located where Québec City now stands, and Hochelaga, another large town on what is now the island of Montreal. During the winter of 1535-36, most of Cartier’s men became sick with scurvy, and it was one of the Stadaconans who provided them with a cure in the form of a tea made with the bark of a local tree. Cartier lied to the people of Stadacona on several occasions. For example, he told them that people who had been kidnapped by Cartier and taken back to France were living like lords and did not want to return; in reality, they had died overseas. After his third voyage to the St Lawrence in 1541-42, Cartier never returned to the land he called “Canada”.

When Champlain travelled to the same places decades later, he had Cartier's writings in mind. He did not, however, meet the same groups along the St Lawrence. Instead of the people of Stadacona, a group who farmed and spoke an Iroquoian language, Champlain met peoples who were hunters and spoke Algonquian languages. He was unsure of what had happened to the previous inhabitants, although he guessed that they had abandoned the lands because of frequent wars. (For additional information on what happened to the people known as the St Lawrence Iroquoians, see John Steckley's post in Findings / Trouvailles, listed among the “Recommended further readings” at the end of this introduction.)

The winter of 1608-1609 was nearly disastrous for the French. When they arrived at the site of Québec in the fall of 1608, they were twenty-eight in number; by spring of 1609, only eight had survived. But, with the help of local Indigenous peoples, they remained. From 1612 Champlain had the powers of Governor of New France, and he worked hard to cultivate support in France for French settlement in North America. He was also a prolific author, publishing during his life four books, twenty-three charts and picture plans, and at least six maps. His settlement at Québec endured, and grew into the Québec City of today.

The Sources

The excerpt from Champlain's writing provided with this resource was first published in 1613. It is essentially a report on Champlain's explorations, his progress in trade and administration, and his plans for colonization. Its original readers were likely inclined to expect an unfavourable assessment. In early seventeenth-century France, there was considerable doubt about whether Europeans could successfully settle and profit in Canada. Much of this doubt came from Cartier's earlier account, which was not particularly optimistic: Cartier reported long winters, scurvy, hostile forces, and rapids impeding navigation on the St Lawrence, all posing difficult if not insurmountable challenges. Champlain would have been aware of these concerns as he described the potential of Canada and tried to promote interest in his colonial plans. Champlain's writings were distributed in France among supporters of his ventures in Canada, as well as political and missionary leaders.

The Innu oral history speaks of the same events as Champlain's account, but from a different perspective: that of the Innu (the people Champlain calls “Montagnais”), who were living in Uepishtikueiau (the name of the area in Innu) when Champlain arrived. The version provided in this package was presented in 1993 and published in 2003, but for the Innu it is a history that goes back to the time of the encounter between the French and the Innu at the start of the seventeenth century. According to this history, the area around Québec was an Innu meeting place, and the French settlement was a disruptive force.
Recommended further readings


The “Virtual Museum of New France” from the Canadian Museum of Civilization.

“Champlain Map, 1632” in *Historical Atlas of Canada*.

Building the Habitation Lesson Plan

Show students a map of where Québec is and a photograph of the city. Ask students what they observe in relation to its strategic location where the river narrows, allowing anyone settled there to see and control river traffic; the landing spot at the river’s edge, good for transport and commerce; the cliff, good for defence; the forests and agricultural land in the region. You may want to ask students to find the maps and photographs for themselves, and show them these images:

Discuss the ways in which these reasons are similar to those that led the St Lawrence Iroquoians to build their settlement of Stadacona on the same spot.
1. Ask students to think about what the French settlers in 1608 would have looked for when deciding where to build a permanent settlement.

Consider how the French arrived (by ship), their mode of subsistence (farming and raising livestock, with some fishing and hunting), and their reasons for being in North America.

If you have already talked about interactions, motives, and consequences of earlier explorers, ask students to predict what the French in the early seventeenth century might have been seeking and what kind of “settlement” they were hoping to establish (temporary or permanent; dependent on trade or self-sufficient; small or large).

Make a list of what the students say.

2. Have students read the excerpts from Samuel de Champlain, *The Voyages, 1613*, and answer questions 1-4 on the sheet “Building the Habitation.”

Discuss what the students think, using the “Building the Habitation Answer Key.”

3. Discuss with students what they think the strengths and limitations are of Champlain’s account as a source for the history of French settlement at Québec.

Remind students of the context in which Champlain wrote his account, as outlined in the “Introduction to the St Lawrence Valley in the Early Seventeenth Century”.

4. Have students try drawing the Habitation based on Champlain’s description.

As they work, encourage them to refer to Champlain’s *The Voyages* for clues as to what the Habitation looked like.


What are some of the advantages of using Samuel de Champlain’s own engraving as a primary source? (E.g., Champlain was an eye-witness to the building of the Habitation, but he may have exaggerated some of its strengths.) What do you learn from looking at the later representations? (E.g., they look more realistic and may include insights gained from archaeological excavations, but they also have gotten some details wrong unknowingly.)

6. Have students read the Innu oral history of the French settlement, and answer questions 5-7 on the sheet “Building the Habitation”.

(Caption: Image of students working on computers.)
Samuel de Champlain published four books about his travels and explorations. The text from which these excerpts come, Les Voyages, was published in Paris in the year 1613. Champlain probably intended it to demonstrate his talents as a cartographer and navigator, and also to persuade the wealthy in France to support his work in the colonization of New France.

If you would like to read the full version of the Voyages – which includes not only the foundation of the “Habitation” at Québec but also a conspiracy to kill Champlain, Champlain’s military expeditions with his Indigenous allies, and his explorations to the West – please visit the Champlain Society website. In the digital collection you can access the complete works of Samuel de Champlain as well as many other exciting documents from Canadian history.

**CHAPTER III**

From the island of Orleans to Québec is one league, and I arrived there on July the third. On arrival I looked for a place suitable for our settlement, but I could not find any more suitable or better situated than the point of Québec, so called by the natives, which was covered with nut trees. I at once employed a part of our workmen in cutting them down to make a site for our settlement, another part in sawing planks, another in digging the cellar and making ditches, and another in going to Tadoussac with the pinnace to fetch our effects. The first thing we made was the storehouse, to put our supplies under cover, and it was promptly finished by the diligence of everyone and the care I took in the matter….

On the following day, I went back to Québec to hasten the completion of our storehouse, in order to gather in our provisions which had been left unprotected by all these scoundrels, who husbanded nothing, never considering where they were to find more when these failed; for I could not mend matters until the storehouse had been built and covered in…. 

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A “league” was a measure of distance. Its modern equivalent varies, but is often about 4.5 kilometres.

“Natives” is how the translator has rendered the French word “sauvages.” The word in French comes from Latin “silvestris,” meaning “of the forest,” and had connotations of wildness or a lack of civilization as the French understood it. Preferred usage today is “Indigenous people.”

“Husbanded” here means to use resources carefully, with a goal of conserving them.
CHAPTER IV

I continued the construction of our quarters, which contained three main buildings of two stories. Each one was three fathoms long and two and a half wide. The storehouse was six long and three wide, with a fine cellar six feet high. All the way round our buildings I had a gallery made, outside the second story, which was a very convenient thing. There were also ditches fifteen feet wide and six deep, and outside these I made several salients which enclosed a part of the buildings, and there we put our cannon. In front of the building there is an open space four fathoms wide and six or seven long, which abuts upon the river’s bank. Round about the buildings are very good gardens, and an open place on the north side of a hundred, or a hundred and twenty, yards long and fifty or sixty wide…

Whilst the carpenters, sawyers, and other workmen were busy at our quarters, I set all the rest to work clearing the land about our settlement in order to make gardens in which to sow grains and seed, for the purpose of seeing how the whole thing would succeed, particularly since the soil seemed to be very good.

Meanwhile many of the natives had encamped near us, who used to fish for eels, which begin to come up about September 15 and finish on October 15. During this time the natives all live upon this manna and dry some for the winter to last till the month of February, when the snow is two and a half or even three feet deep at the most. At that time when their eels and the other things which they dry are prepared, they go off beaver-hunting and remain away until the beginning of January. When they were engaged on this, they left in our keeping all their eels and other things till their return, which took place on December 15. And they told us that they did not take
many beavers because the waters were too high, on account of the rivers overflowing. I gave them back all their provisions which only lasted them till January. When their eels give out they resort to hunting the moose and any other wild beasts they may find, until springtime, at which season I was able to furnish them with various supplies. I studied their customs very particularly....

CHAPTER V

On the first of October I had some wheat sown and on the fifteenth some rye. On the third of the month there was a white frost and on the fifteenth the leaves of the trees began to fall. On the twenty-fourth of the month I had some native vines planted and they prospered extremely well, but after I left the settlement to come back to France, they were all ruined, for want of care, which distressed me very much.

On the eighteenth of November there was a heavy fall of snow. It lay on the ground only two days, but during that time there was a great gale. During that month there died of dysentery a sailor and our locksmith as well as several natives, on account, in my opinion, of having eaten badly cooked eels...

The “vines” were grape vines.

“Dysentery” is a disease of the intestinal tract, causing severe diarrhea and abdominal pain.
CHAPTER VI

The scurvy began very late, that is in February, and lasted till the middle of April. Eighteen were struck down with it and of these ten died: and five others died of dysentery. I had some of them opened to see if they were affected like those I had seen in the other settlements. The same conditions were found. Some time after our surgeon died. All this gave us much trouble, on account of the difficulty we had in nursing the sick. I have already described the form of this sickness.

On the eighth of April the snow was all melted and yet the air was still rather cold until April, when the trees began to break into leaf.

Some of those who were ill with the scurvy got better as spring came on, which is the time for recovery....

On the fifth of June... of our company now only eight of the twenty-eight remained and half of these were ailing....

According to the orders of the Sieur de Monts in a letter he had written to me, I was to return to France, to inform him of what I had done and of the explorations made in that country. When this decision had been reached, I left Tadoussac at once and went back to Québec, where I had a shallop fitted out with everything necessary to carry out explorations in the country of the Iroquois, to which I was to go with our allies, the Montagnais.
Images of the Habitation

A) by Samuel de Champlain, 1613

B) by C.W. Jeffries, 1925
This history recounts the founding of Québec from an Indigenous perspective. It was recorded in the late twentieth century, and provides a recollection of the Innu, descendants of people that the French called “Montagnais.”

“After living there a year, the French must have grown wheat. […] and it’s at Uepishtikueiau [the place where Québec City is located now] that they would have grown wheat. It is said that their garden was not very big then. At first, they did not plant very much. […] They must have grown only what they needed to feed themselves. […] They probably enclosed their garden with a wooden fence. Then, while the Innu were not there, while they were gone inland, the French must have expanded it. They must have made it bigger and bigger, and the Innu must have ended up leaving their land of Uepishtikueiau.”

« Après un an de séjour, les Français ont dû faire pousser du blé […] et c’est à Uepishtikueiau qu’ils ont dû faire pousser le blé. Leur jardin ne devait pas être très grand alors, dit-on. Les premiers temps, ils ne semaient pas beaucoup. […] Ils ne devaient faire pousser que ce dont ils avaient besoin pour se nourrir eux-mêmes. […] Ils ont dû entourer leur jardin d’une clôture de bois. Puis, tandis que les Innus n’étaient pas là, tandis qu’ils étaient partis dans l’intérieur des terres, ils ont dû l’agrandir, ils ont dû agrandir la terre sur laquelle ils faisaient pousser leur blé. […] Ils ont dû l’agrandir de plus en plus et les Innus, eux, ont dû finir par quitter leur terre de Uepishtikueiau.”

## Building the Habitation Activity Sheet

1. What part of the Habitation did the French build first?

2. Why do you think they built this part first?

3. What buildings and other features were part of the Habitation?

4. According to Champlain, how did the French and the local Indigenous people provide food for themselves?
5. The book by Champlain and the Innu oral history both describe the founding of Québec. Find two ways in which the sources agree, and two ways in which they disagree.

6. Why it is important to learn multiple perspectives on the same historical event?

7. By using both the French and the Innu accounts together, how would you describe the significance of Champlain’s Habitation at Québec?

8. What other questions do you have?
Building the Habitation Answer Key

1. What part of the Habitation did the French build first?
   **The storehouse.**

2. Why do you think they built this part first?
   *To keep their supplies safe.*
   
   As possible follow-up questions: Safe from what? (People, animals, weather?) Consider what other features they were building at the same time, including defensive features. What does this suggest that the French were expecting to need in their settlement?
   
   They were concerned about attack by the Haudenosaunee (called the Iroquois by the French), as well as the English, Spanish, Dutch, and Basque.

3. What buildings and other features were part of the Habitation?
   **Three main buildings of two storeys; storehouse and cellar; a gallery outside the second storeys; ditches, enclosure, cannon; open space at river’s bank; gardens.**
   
   As possible follow-up questions: What does this collection of buildings and features suggest about Champlain's priorities for his settlement? Was he expecting it to be big or small? Temporary or permanent? What was he thinking the French would require, and what could they produce for themselves? After looking at the image, look at the legend below that explains what the various features are. Use a current French dictionary to help with terms, or try the historic French dictionaries here: https://artfl-project.uchicago.edu/content/dictionnaires-dautrefois.

4. According to Champlain, how did the French and the local Indigenous people provide food for themselves?
   **The French grew food. He sowed seeds and grains in gardens to see how they would grow.**
   **The Indigenous people fished for eels and hunted.**
   
   As possible follow-up questions: Where did the French get the seeds? Would they need to rely on imports from France to survive? Would they need to rely on trade with or help from Indigenous people? How did Indigenous fishing and hunting inform how they lived on the land? Most of Champlain's seeds came from France. Their most important crop, wheat, was first grown in western Asia, and was not Native to the Americas.

5. The book by Champlain and the Innu oral history both describe the founding of Québec. Find two ways in which the sources agree, and two ways in which they disagree.
   **Agreements include that the French built a habitation; that the French planted gardens; that the French planted cereals; that the Indigenous people and the colonizers were on the same territory but used it for different things.**
   **Disagreements include that the French gardens pushed the Innu away; that the French expanded their gardens while the Innu moved inland; the name for the region; the tone of the person conveying the information.**

6. Why it is important to learn multiple perspectives on the same historical event?
   **Different perspectives allow us a more complete understanding of what happened in the past. If we get only one perspective, we cannot know what other people were thinking.**

7. By using both the French and the Innu accounts together, how would you describe the significance of Champlain's Habitation at Québec?
   **There are many possible answers, including a French attempt to establish a permanent settlement; differences between French and Innu relationship to the land; cooperation and conflict in colonial North America; the early European settlement of New France/Canada.**
Additional Activities
If you enjoyed learning about Building the Habitation, consider extending your unit with one or more of these additional activities.

- Read more of Samuel de Champlain’s writings from the Champlain Society editions.
- Research the history behind the public monuments to Champlain in different parts of Canada.
- Design a new monument commemorating Samuel de Champlain, or revise what is written on the monuments currently in place.
- Write a fictional short story from the perspective of someone who knew Samuel de Champlain.
- Build a model of the first Habitation.
- Compare the natural environment around Québec City today with what it was like in the early seventeenth century.
- Compare a map made by Samuel de Champlain with a map made today.

Explore the Champlain society digital collections at champlainsociety.ca
### Alberta

**Grade 5 Social Studies, from Program of Studies Grade 5, “Histories and Stories of Ways of Life in Canada”**

**General Outcome**

“Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada’s heritage.”

**Specific Outcomes**

“Students will appreciate the complexity of identity in the Canadian context: recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity; acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history; acknowledge the roots of Francophone identity and presence in Canada.”

“Students will examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues: What do stories about the habitants tell us about Francophone history, culture and presence in Canada?”

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### British Columbia

**Grade 8 Social Studies, from BC’s New Curriculum**

**Big Ideas**

“Exploration, expansion, and colonization had varying consequences for different groups.”

**Curricular Competencies**

“Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.”

“Assess the significance of people, places, events, or developments at particular times and places.”

“Identify what the creators of accounts, narratives, maps, or texts have determined is significant.”

“Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions.”

“Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.”

**Content**

“Exploration, expansion, and colonization”
Overview and Learning Experiences:

Early European Exploration and Colonization: “Relate stories of European explorers and traders in their search for new lands or the Northwest Passage; identify reasons why Europeans expanded their territories to include North America.”

Nouvelle-France: “Describe the organization and daily life of Nouvelle-France; describe contributions of individuals in the settlement in Nouvelle-France; identify factors that influenced the movement and settlement of Europeans in early Canada.”

Cultural Interaction in Early Canada: “Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries; compare First Peoples’ and European approaches to natural resource use in early Canada.”

Acquire:

“Using print and electronic resources, students research contributions of individuals in the settlement of Nouvelle-France... as well as places of historical significance, and organization and daily life of Nouvelle-France. Students record information and describe how life in Nouvelle-France was influenced by the environment, trade, and interactions between peoples.”

“Using print and electronic resources students research the life and accomplishments of Samuel de Champlain to determine whether they think that Champlain is deserving of the title of ‘Father of Nouvelle-France’. They list the reasons why he deserves, or does not deserve, this title and share their observations with peers.”

“Using print and electronic resources, students research the differing world views of the early Europeans and the First Peoples with whom they first came into contact. Students record information to compare how each felt related to governance, the land, religion, history, wealth and power, trade, and settlement.”

Conceptual Strands

Culture and Diversity: “Appreciate that there are different world views; appreciate the different approaches of cultures to meeting needs and wants.”

Time, Continuity, and Change: “Value society’s heritage; appreciate that there are varying perspectives on a historical issue; recognize the contribution of the past to present-day society.”

Curriculum Outcomes

“Explore the concept of exploration.”

“Examine the stories of various explorers of land, ocean, space, and ideas.”

“Analyze factors that motivate exploration.”

“Evaluate the impact of exploration over time.”
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Ontario Grade 5 Social Studies in *The Ontario Curriculum: Social Studies, Grades 1 to 6, 2018*

**Overview**

“In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism.”

**Overall Expectations**

“Analyze some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada.”

“Describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada.”

**Specific Expectations**

“Describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada [..] and analyze their significance.”

“Analyze aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other.”

“Formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved.”

“Analyze and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada.”

“Evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved.”

“Describe the main motives for Europeans’ exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European settlements.”

“Describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada.”

**Conceptual Strands**

**Culture and Diversity:** “Appreciate that there are different world views; appreciate the different approaches of cultures to meeting needs and wants.”

**Time, Continuity, and Change:** “Value society’s heritage; appreciate that there are varying perspectives on a historical issue; recognize the contribution of the past to present-day society.”

**Curriculum Outcomes**

“Explore the concept of exploration.”

“Examine the stories of various explorers of land, ocean, space, and ideas.”

“Analyze factors that motivate exploration.”

“Evaluate the impact of exploration over time.”

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Prince Edward Island Grade 4 Social Studies in *Social Studies Grade 4 Curriculum – Exploration*

**Overview**

“In Grade 4 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism.”

**Overall Expectations**

“Analyze some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada.”

“Describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada.”

**Specific Expectations**

“Describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada [..] and analyze their significance.”

“Analyze aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other.”

“Formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved.”

“Analyze and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada.”

“Evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved.”

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**Conceptual Strands**

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<th>Province</th>
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| Québec   | Essential Knowledges, Learnings | “The development of the prescribed competencies requires that students be encouraged to question social and territorial phenomena of the present and to seek their origins or explanations in social and territorial phenomena of the past. The learnings concerning each society in its territory allow students to construct an explanation that gives meaning to the present. The societies and territories studied help give students an overview of the Canadian territory and of some reference points in the history of Québec and Canada.”
French Society and New France around 1645.
Influence of people and events on social and territorial organization. |
| Saskatchewan | K-12 Goals | “To examine the local, Indigenous, and global interactions and interdependencies of individuals, societies, cultures, and nations.”
“To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.” |
| Outcomes Big Ideas | “Demonstrate an understanding of the Aboriginal heritage of Canada.”
“Identify the European influence on pre-Confederation Canada.” |
| Indicators | “Assess the coming together of First Nations peoples with the French and British explorers and settlers.” |
“Plot the principal voyages and experiences of the first European explorers who came to what is now Canada, and discuss the impact of voyages on the societies encountered.” |
“Identify the social and cultural characteristics of New France.” |
| Big Ideas | “Exploration, expansion, and colonization had varying consequences for different groups.” |
| Yukon | Curricular Competencies | “Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.”
“Assess the significance of people, places, events, or developments at particular times and places.” |
“Identify what the creators of accounts, narratives, maps, or texts have determined is significant.” |
“Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions.” |
“Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.” |
| Content | “Exploration, expansion, and colonization” |