Perspectives on the Habitation:
An Educational Resource for Teaching and Learning about the Place of Québec in the Early Modern World

Grades 11–12

Content developed by: Mairi Cowan
Committee: Paul Beck, Heidi Bohaker, Steven Bright, Jane Errington

THE CHAMPLAIN SOCIETY
c/o University of Toronto Press Journals
5201 Dufferin Street, Toronto, ON M3H 5T8
champlainsociety.utpjournals.press

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Perspectives on the Habitation: An Educational Resource for Teaching and Learning about the Place of Québec in the Early Modern World

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 senior History and Social Studies classes learn about the place of Samuel de Champlain’s settlement of Québec in the early modern world through the perspectives of textual and visual primary sources; good secondary sources; and, for those who wish, additional research on what Champlain learned from Indigenous peoples and his earlier travels, on what happened to the Habitation, and on how the history has been commemorated in public memorials from the 19th, 20th, and 21st centuries.

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Contents

3 Historical thinking concepts
9 Background information for teachers about the historical context of the St Lawrence Valley in the early seventeenth century
10 “Perspectives on the Habitation” lesson plan
Including: links to John Steckley’s Findings/Trouvailles post and images and descriptions of archaeological findings
12 “Perspectives on the Habitation” question and answer sheet
14 Excerpt from Samuel de Champlain, The Voyages, 1613
19 Excerpt from Innu oral history about the arrival of the French at Uepishtikueiau
50 Additional activities
51 Curriculum connections to Ontario history courses

The works of Samuel de Champlain in six volumes. Toronto: The Champlain Society, 1925
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
Historical Context: The St Lawrence Valley in the Early Seventeenth Century

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
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*.
Perspectives on the Habitation Lesson Plan

These questions can either be asked and answered initially as part of an in-class discussion, or assigned first for students to answer on the question and answer sheet.

Show them 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 the raising of 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).

Consider also why Champlain thought he had the right, or even the duty, to settle in New France, and what he expected to find there.

Make a list of what the students say.
2. Have students read the excerpts from Samuel de Champlain, *The Voyages, 1613*. Possible discussion questions include:

What were Champlain's priorities when he was deciding where to build the habitation and what to build first?

What was Champlain able to ascertain about the earlier French settlement under Jacques Cartier? Why was he so interested in this earlier French voyage?

How were the French planning to obtain their food? To what extent were they thinking about modifying practices from France when they came to Québec? (Look both at the written text, and also at the visual representation of the Habitation that Champlain engraved.)

What were the greatest challenges facing Champlain and the French when they were settling at Québec? How did they cope with these challenges? Consider the natural environment, the means of travel, and the other people living in the region.

What other questions do you have?

3. Have students read the excerpt of Innu oral history about the French settling at Québec.

What were the greatest challenges facing the Indigenous peoples when Champlain and the French arrived? How did they cope with these challenges?

What are the most significant points of agreement and disagreement between the two sources? What are the strengths and limitations of each source? How can they be used together to provide different perspectives?

4. Have students read John Steckley's *Findings / Trouvailles* post “Amantacha and the letter -m-: Persistence of St. Lawrence Iroquoian in Seventeenth-Century Jesuit Records”.

What information does Steckley's research provide about what other Indigenous groups had been doing in between the departure of Cartier and the arrival of Champlain?

5. Have students look at images and descriptions of archaeological findings from early seventeenth-century Québec.

http://archeologie.ville.quebec.qc.ca/sites/place-royale/de-l-habitation-de-champlain-a-l-actuelle-place-royale/

What do these objects suggest about daily life in the time of Champlain?
Perspectives on the Habitation Question and Answer Sheet

1. What would the French settlers in 1608 have looked for when deciding where to build a permanent settlement? (Consider how the French arrived, how they obtained their food, and why they came to North America.)

2. a) Based on the excerpt from Samuel de Champlain’s *The Voyages, 1613* that you are reading, what were Champlain’s priorities when deciding where to build the habitation and which parts to build first?

2. b) What was Champlain able to ascertain about the earlier French settlement under Jacques Cartier, and why was he so interested in this earlier French voyage?
2. c) How were the French planning to obtain their food? To what extent were they thinking about modifying practices from France when they came to Québec? (Look both at the written text, and also at the visual representation of the Habitation that Champlain engraved.)

2. d) What were the greatest challenges facing Champlain and the French when they were settling at Québec? How did they cope with these challenges? (Consider the natural environment, the means of travel, and the other people living in the region.)

3. a) Based on the excerpt of Innu oral history about the French settling at Québec, what were the greatest challenges facing the Indigenous peoples when Champlain and the French arrived?

3. b) How did they cope with these challenges?
3. c) What are the most significant points of agreement and disagreement between the two sources? What are the strengths and limitations of each source?

3. d) How can Champlain’s writing and the Innu oral history be used together to provide different perspectives?

4. What information does John Steckley’s *Findings / Trouvailles* post “Amantacha and the letter -m-: Persistence of St. Lawrence Iroquoian in Seventeenth-Century Jesuit Records” provide about what other Indigenous groups were doing after the departure of Cartier and before the arrival of Champlain?

5. Look at images and descriptions of archaeological findings from early seventeenth-century Québec. What do these objects suggest about daily life in the time of Champlain? (Consider the fragment of a bomb, the pipes, the pitcher, and the iron key all found in the Lower Town of Québec City.)
From Samuel de Champlain, *The Voyages, 1613*

by Samuel de Champlain, 1613
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….
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. Nearer Québec there is a little river, which comes from a lake in the interior, distant six or seven leagues from our settlement. I consider that in this river, which is north a quarter north-west of our settlement, was the place where Jacques Cartier passed the winter; since at a league’s distance up this river are still the remains as of a chimney, whose foundation we discovered, and to all appearance what seem to have been ditches about his house, which was small. We found also large, squared, worm-eaten pieces of wood, and some three or four cannon-balls. All these things show clearly that this was a settlement which was founded by Christians. And what makes me say and think that it was Jacques Cartier, is the fact that there is no evidence that anyone wintered or put up buildings there, except Jacques Cartier at the time of his explorations. And in my opinion it must have been this place that was named Ste. Croix, as he called it, which name was afterwards transferred to another place, fifteen leagues to the west of our settlement; and there is no sign that he wintered in the place now called Ste. Croix, nor in any others near there. For on the way thither there is no river.

A “fathom” was a unit of measurement. Its modern equivalent is slightly less than 2 metres.

A “salient” is an angular part of a fortification that projects outward.

A “yard” was a unit of measurement. Its modern equivalent is a little less than a metre.

The “little river” is the Saint Charles River.
or any other place where there is room for ships, except in the great river or in the one of which I have spoken above, where at low tide there is half a fathom of water, with many rocks and a shoal at its mouth: for to keep ships in the great river, where there are strong currents, tides, and ice floating about in winter, would be to run the risk of losing them, particularly since there is a sandy point jutting out into the river, covered with boulders, amongst which we found during the last three years a passage, which had not been discovered before. But in order to get through it, one must choose the right moment, on account of the points and other dangers there…. There is no sign whatsoever of buildings there, nor anything to show that a man of judgment would have tried to make a settlement at that spot, there being many other better places, if one were forced to stay there…. 

And it appears quite clear from what he states that this was not the place where he abode, as has been said, but that it was near Québec, and that no one has ever investigated this matter, except what I have done in my travels…. 

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. 

The “great river” is the Saint Lawrence.
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.

Now it is my view that it comes altogether from eating too much salt food and vegetables which heat the blood and corrupt the inward parts. The winter too is partly the cause; for it checks the natural heat and causes greater corruption of the blood. And from the earth, when it is opened, there come forth certain vapours enclosed herein and these infect the air. This has been seen by experience in those people who have been in other settlements after the first year that the sun had shone on what had been cleared. This was true of our own settlement as well as of other places, and the air was much better there and the sickness less severe than before. As for the country itself, it is beautiful and agreeable, and it brings all sorts of grain and seed to maturity. There are in it all the varieties of trees we have in our forests on this side of the ocean and many fruits, although they are wild for lack of cultivation: such as butternut trees, cherry-trees, plum-trees, vines, raspberries, strawberries, gooseberries and red currants, and several other small fruits, which are quite good. There are also several sorts of useful herbs and roots. Fish are plentiful in the rivers, along which are meadows and game in vast quantity. From the month of April until the fifteenth of December the air is so healthy and good, that one feels

“Scurvy” is a disease caused by a lack of vitamin C. Its symptoms include weakness, fatigue, gum disease, and bleeding.
in oneself no tendency to sickness: but January, February and March are dangerous for the maladies which prevail rather in that season than in summer for the reasons given above. As to the treatment, all those who were with me were well clad, slept in good beds, and were kept warm and well fed, that is on the salted meats which we had, which in my opinion, did them much harm, as I have already stated….

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 there arrived at our settlement a shallop, in which was the Sieur des Marais, Pont-Gravé’s son-in-law, who brought us news of the arrival of his father-in-law at Tadoussac on the twenty-eighth of May. This gave me much satisfaction; for we hoped to have relief from him. 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.

“April” here is an error and should say “May.”

A “shallop” is a type of boat.

The preferred name for “Iroquois” now is “Haudenosaunee,” and the preferred name for “Montagnais” is “Innu.”
Innu Oral History

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 increased the land on which they grew wheat. [...] They must have made it bigger and bigger, and the Innu must have ended up leaving their land of Uepishtikueiau.”


Additional Activities

If you enjoyed learning about Perspectives on the Habitation, consider extending your unit with one or more of these additional activities.

- A research essay about what Champlain learned from Indigenous peoples around Québec or from his earlier travels in different parts of North America.
- A research essay about what happened to the first Habitation.
- A research essay about one of the monuments commemorating Samuel de Champlain.
- The design of a new monument presenting multiple perspectives on Champlain’s settlement at Québec.
- A debate on whether Champlain deserves the title “Father of New France”.
- Building a model of the first Habitation.
- A comparison of the natural environment around Québec City today with what it was like in the early seventeenth century.
- A historiographical exploration of how assessments of Champlain have changed over the years. Compare old school textbooks with what your textbook says. Digitized textbooks can be found here: https://guides.library.ualberta.ca/historical-curriculum-guides-alberta/digitized-collections
Strand A. Historical Inquiry and Skill Development

Overall Expectation
A1.1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture.

Specific Expectations
A1.2. Select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources.

A1.3. Assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author).

A1.4. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5. Describe various approaches to the study of history ... and assess their effectiveness in analyzing issues, events, and/or developments in Canadian history, particularly those relevant to their own investigations.

A1.6. Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canadian history.

A1.7. Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.8. Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B. Canada, Origins to 1774

Overall Expectations
B1. Setting the Context: analyze the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective).

B2. Interactions and Interdependence: analyze activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Cause and Consequence; Continuity and Change).

B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective).

Big Ideas
The struggles of early European settlers to form political, economic, and social systems, and their impact on Aboriginal ways of life, continue to have ripple effects today.
The relationship between First Nations peoples and European explorers and early settlers was marked by both conflict and cooperation.

The early colonial policies of France and Britain played a role in the development of Canadian heritage and identity.

**Framing Questions**
What do we know about the history of Aboriginal peoples of Canada prior to their contact with Europeans?

How has the historiography of the contact experience changed over time?

What criteria could we use to judge the long-term impact on Canada and Canadian identity of shifting relationships between First Nations peoples and Europeans?

Have the experiences of all groups been given equal treatment in the narrative of early Canada?

**Specific Expectations**

B1.3. Describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774.

B1.4. Assess the significance, for different groups of people, of some key political events and developments in Canada prior to 1774.

B2.1. Analyze the roles of various groups in colonial Canada prior to 1774.

B2.2. Analyze how different factors affected relations between Aboriginal peoples and European settlers in colonial Canada prior to 1774.

B3.1. Describe the roles of some notable individuals in early Canadian society.

B3.2. Analyze ways in which Aboriginal culture contributed to the development of Canada prior to 1774 as well as to the development of heritage and identity in Canada.

**Strand A. Historical Inquiry and Skill Development**

**Overall Expectation**

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century.

**Specific Expectations**

A1.1. Formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century.

A1.2. Select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources.

A1.3. Assess the credibility of sources and information relevant to their investigations.

A1.4. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5. Describe various approaches to the study of history.

A1.6. Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century.

A1.7. Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.8. Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.
Strand B. The World, 1450-1600

Overall Expectations
B1. Social, Economic, and Political Context: analyze key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650.

B2. Communities, Conflict, and Cooperation: analyze relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relation.

B3. Identity, Citizenship, and Heritage: analyze, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650.

Big Ideas
Various social, political, and economic changes during this time had a lasting impact on the world.

When building new trade and political relationships, governments and other groups had to weigh competing interests.

During this period, new ideas about the world and its people began to challenge dominant and long-held ideas.

Framing Questions
How has the historiography of exploration and trade during this period changed over time?

How do we know what we know about the people who lived during this time?

What does the art and architecture of different societies tell us about their values and beliefs?

Which new ideas and theories from this period continue to have an impact on the world today?

Specific Expectations
B1.1. Analyze the roles, status, and contributions of a variety of groups in societies in various regions of the world during this period.

B1.2. Describe a variety of developments in science and/or technology during this period, and assess their impact on different groups in various regions.

B1.3. Analyze key similarities and differences between economic systems in various societies during this period.

B1.4. Describe political systems and structures in various societies during this period and explain how they functioned.

B2.1. Explain some key reasons for increasing contact between various societies during this period.

B2.2. Analyze ways in which predominant social attitudes and beliefs/values were reflected in interactions within and/or between communities during this period.

B2.3. Analyze causes and consequences of some key social, economic, and/or political conflicts in various regions of the world during this period.

B2.4. Describe developments related to warfare during this period, and analyze their impact on various societies.

B2.5. Analyze the impact of some key instances of social, economic, and/or political cooperation in various regions of the world during this period.

B2.6. Analyze the role of religion/spirituality as a force in shaping various communities around the world during this period.

B3.1. Analyze the impact of some significant new ideas on identity, citizenship, and/or heritage in various societies around the world during this period.
B3.4. Explain how some significant individuals from various societies around the world contributed to the development of identity and/or heritage of their society during this period and, where applicable, to world heritage.

Strand A. Historical Inquiry and Skill Development

Overall Expectation
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century.

Specific Expectations
A1.1. Formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century.

A1.2. Select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources.

A1.3. Assess the credibility of sources and information relevant to their investigations.

A1.4. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5. Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century.

A1.6. Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7. Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B. The World, 1450-1600

Overall Expectations
B1. Social, Economic, and Political Context: analyze key aspects of social, economic, and political systems in some societies in different regions of the world between 1450 and 1650.

B2. Communities, Conflict, and Cooperation: analyze how various factors affected interactions between groups in different regions of the world from 1450 to 1650 and how these interactions affected people's lives.

B3. Identity, Citizenship, and Heritage: explain how some social, cultural, and political institutions and achievements contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and 1650.

Big Ideas
Various social, political, and economic changes during this time had a lasting impact on different societies.

The development of new trade and political relationships had an impact on the lives of people around the world.

Different societies had distinct social codes and cultures that shaped the lives of people in those societies.

Framing Questions
How do we know what we know about the people who lived during this time?

What does the art and architecture of different societies tell us about values and beliefs in these societies?

How did trade and technologies contribute to change during this period?
Specific Expectations
B1.1. Describe the roles of various groups in some societies in different regions of the world during this period.
B1.2. Describe some significant developments in science and/or technology during this period, and analyze their impact.
B1.3. Describe key aspects of economic systems in some societies in different regions during this period.
B1.4. Describe political systems in some societies in different parts of the world during this period, highlighting key similarities and differences in those systems.
B2.1. Identify some key conflicts in different regions during this period.
B2.2. Describe some developments related to warfare during this period, and explain their impact.
B2.3. Analyze the impact of some key instances of social, political, and/or economic cooperation on the lives of people in different regions during this period.
B2.4. Explain the importance of religion/spirituality as a force in shaping various communities during this period.
B2.5. Explain how exploration and colonialism affected the lives of people in different societies during this period.
B3.3. Describe how some significant individuals from different societies contributed to the identity and/or heritage of their societies during this period.

Strand A. Historical Inquiry and Skill Development

Overall Expectation
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating various aspects of world history.

Specific Expectations
A1.1. Formulate different types of questions to guide investigations into issues, events, and/or developments in world history.
A1.2. Select and organize relevant evidence and information on aspects of world history from a variety of primary and secondary sources.
A1.3. Assess the credibility of sources and information relevant to their investigations.
A1.4. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.
A1.5. Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history.
A1.6. Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.
A1.7. Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand C. The Fifteenth to the Nineteenth Century

Overall Expectations
C1. Society and Community: explain how various social issues, trends, and developments affected the lives of people in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries.
C2. Politics and Conflict: analyze the impact of various political developments, including conflict within and between countries, on some societies in different regions of the world and at different times between the fifteenth and nineteenth centuries.

C3. Work and Economies: explain how trade and the work roles of different people contributed to the development of two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries.

C4. Culture and Heritage: explain the impact of some significant individuals and of various aspects of culture on the development of identity and/or heritage in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries.

**Big Ideas**
The daily lives of people in many societies underwent major changes during this period.

The European Age of Exploration had many intended and unintended consequences.

As countries and empires grew, the role of trade changed, as did the labour of many people connected to trade networks.

Empires left their social and cultural mark all over the world.

**Framing Questions**
How did new ideas and technologies contribute to change during this period?

What do cultural and technological remains tell us about the past?

What were some short- and long-term consequences of empire building during this period?

**Specific Expectations**
C1.1. Identify some significant social developments during this period, and explain how they affected different groups.

C1.2. Compare significant aspects of the daily lives of people of different social status during this period.

C1.3. Identify some reasons for the growth of cities during this period, and explain some issues and developments associated with their growth.

C2.1. Explain the impact of some key political developments during this period.

C2.2. Analyze some of the political, economic, and/or social consequences of European voyages of exploration and imperial expansion during this period.

C2.3. Describe some significant conflicts, both within and between countries, during this period, and analyze their impact.

C3.1. Explain the significance of some key aspects of the development of trade during this period.

C3.2 Describe the work of different people in selected societies, and explain how they contributed to those societies.

C4.1. Identify some key developments related to religion/spirituality in selected societies during this period, and explain some of their consequences.

C4.2. Describe some key developments in science and/or technology during this period, and explain their impact.

C4.3. Describe some key cultural developments in various societies during this period, and explain their significance for the development of identity and/or heritage.

C4.4. Analyze the contributions of some individuals to the identity and/or heritage of different societies during this period.