



Grade 7 History

New France

Aboriginal Teaching Strategy

Cross-Cultural Perspectives

Students examine similarities and differences in culture, values, goals, and interests within and across Aboriginal, French, and English populations in New France.

Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*

Overall Expectations

- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders

Aboriginal Context

It is important for students to realize, when they are comparing and contrasting groups, that cultural groups were not and continue not to be homogeneous entities. The four groups identified in this particular expectation – First Nation peoples, French settlers, French fur traders, and English fur traders – were as diverse within their group as they were cross-culturally.

Cultural similarities were not the only factors that came into play when different First Nation groups were deciding with whom they would align. Some of the variables included, but were not limited to, geographic proximity, language, lifestyles, the degree to which First Nation groups chose to convert to Christianity, and the degree to which groups saw themselves as useful to one another's goals.

Teaching Strategies

Exploring Points of View and Cultural Differences

- Have students create a Venn diagram, T-chart, or other graphic organizer summarizing cultural differences and potential sources of conflict between cultural groups.

Teacher prompts: Are there any common values between the Aboriginal peoples and the French settlers? Where could there have been opportunities for compromise?

Extensions: Some additional ways to explore multiple perspectives on cultural values include writing and/or performing in role, which can be accomplished through writing journal entries and letters and engaging in mock trials, debates, and monologues, which can be performed collectively in a “drama anthology”.

Using Technology to Explore Cultural Differences

To engage students through the use of technology, encourage them to use interactive Web-based tools to explore, from a variety of perspectives, the rich collection of images and artefacts of life in New France. These are some suggested activities:

- Have students create a documentary of life in New France from a variety of perspectives, including those of the Anishinaabe, the Haudenosaunee, the Ouendat (Huron), the Tionontati (Tobacco), and the Neutral. In their documentary, they should identify similarities and differences across cultures.
- Have students design an informational website or an interactive “web quest” to compare and contrast First Nation cultures, traditions, lifestyles, and spirituality in the era of New France.
- Have students use graphic organizer software to create idea webs and/or mind maps (to connect ideas), flow charts (for timelines) and/or charts and diagrams (to sort and classify or compare and contrast) to document their learning about the ways in which different groups were similar to or different from each other.

Resources

The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.

Métis Nation of Ontario. <http://www.metisnation.org/>

Thomas, Jacob, and Boyle, Terry. *Teachings from the Longhouse*. Toronto: Stoddart, 1994.

Virtual Museum of New France.

<http://www.civilization.ca/cmhc/explore/virtual-museum-of-new-france>

Making Community Connections

Take students on field trips to places such as the following, which will enable students to see what life was like during the era of New France:

- Huronia Museum/Ouendat Village, <http://www.huroniamuseum.com>
- Ska-Nah-Doht, a reconstructed Oneida village, museum, and educational facility, <http://www.lowerthames-conservation.on.ca/SkaNahDoht.htm>

ABOUT THE TEACHER’S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher’s Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

