

Considering the Impact on Issues or Events

This modelling the tools is incorporated into critical challenges at grade 7, however, it can be adapted for use at all grade levels.

Overview

The detailed activities that follow help students examine the roles of fur traders and Church missionaries in colonizing Aboriginal peoples in New France prior to 1663. After identifying indicators of colonization, students examine the effects of the fur trade and missionary work on colonial development. Students then determine which group—traders or missionaries—contributed more significantly to the colonization of New France. The strategies and support materials can be used as is, or adapted for another issue or event. Possible adaptations include demographic or cultural and linguistic changes to a community; the influence of two or more groups of people on an historical event e.g., Confederation; the advantages and disadvantages of the structure and function of a model of government for a particular group of people.

Session One

Introduce Aboriginal dominance in North America.

- Display an overhead transparency of the map [Aboriginal and European Presence around 1650](#) (Background Information). Point out all the major Aboriginal peoples that surrounded the few tiny European settlements at the time. Remind students that North America was occupied by a number of large and powerful ancient cultures when the Europeans arrived in what became New France in the 16th century.

Discuss eventual European dominance

- Ask the class why, if Aboriginal populations lived in North America before any others and greatly outnumbered early European settlers, we are not now living according to Aboriginal laws, in Aboriginal-style shelters and following Aboriginal religious practices. Record students' answers on the board. The following ideas might be included.
 - Europeans had technology, such as guns, to overpower Aboriginal people.
 - Aboriginal people wanted to improve their living conditions and adopted what they felt were superior ways of life.
 - Disease killed off most of the Aboriginal populations.
 - Aboriginal people were persuaded or forced to believe in the Christian God and the rest of the cultural practices followed.

Introduce colonization.

- Explain that the emergent dominance of non-Aboriginal culture stems, in large measure, from a difference in motivation between the Europeans who came to North America 500

years ago and the immigrants who arrive today. This difference is captured in the distinction between immigrants and colonizers.

- *Immigration*: The movement of people, such as present-day Europeans moving to Canada, into a new area with the intent of participating in its culture, society and economy, and abiding by its laws.
- *Colonization*: The movement of people, such as the French and English in the 17th century, into a new area with the intent of developing the economy, religion and culture primarily for the benefit of its members back home.

Identify colonizing strategies.

- Invite students to imagine they are in charge of colonizing New France. Ask students to suggest strategies they might employ. On the board or the overhead, compile a list of suggestions, labelled Colonizing Strategies. This list is likely to include the following:
 - increase the foreign population
 - develop European-style social institutions; e.g., schools, churches
 - create or control a local economy
 - learn about the territory
 - assimilate the Aboriginal peoples
 - eliminate the Aboriginal peoples.

Ensure that students understand the difference between assimilation and elimination. With assimilation, the local people are amalgamated into the colonizing culture and, with elimination, the local people are killed or driven away. Explain that the root of assimilation is similar; when one assimilates, he or she becomes similar to someone else. Often historians discuss assimilation as one group's acceptance (voluntary or enforced) of the cultural traits normally associated with another group. Point out how students are assimilated into (not destroyed by) the culture of middle/high school when they make the transition from elementary school. To survive in these new surroundings, students change their language, adjust their fashions and learn new routines; e.g., homeroom, lockers, timetables, course electives.

Illustrate colonizing influences.

- Explain that historians believe that two major groups of people—traders and missionaries—affected the mass settlement or colonization of North America by non-Aboriginals, but they do not agree which group had the greater impact. Display an overhead of [Colonizing Effects](#) and walk through an example of one of the colonizing strategies—the elimination of Aboriginal peoples. Draw students' attention to evidence of the ways each group may have contributed to or reduced the elimination of Aboriginal peoples.

Colonizing Effects

	Fur Trade	Church and Missionary Work
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<p>Elimination of Aboriginal peoples</p>	<ul style="list-style-type: none"> • Fur traders took part in wars with Aboriginal peoples. • The fur trade contributed to hostilities among Aboriginal groups that led to Aboriginal warfare. • Traders brought European diseases to Aboriginal communities. • Goods received from trading furs, e.g., food, blankets, may have helped Aboriginal people keep healthy. • Goods received from trading furs, e.g., alcohol and guns, may have endangered Aboriginal people's health. 	<ul style="list-style-type: none"> • Aboriginal children died at Christian missions. • Missionaries brought European diseases to Aboriginal communities. • Missionaries operated hospitals that may have saved Aboriginal lives. • Tensions between Aboriginal groups who adopted Christianity and those who rejected it may have created hostile relations between Aboriginal peoples.
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Record evidence about effects.

- Divide the class into teams of three students. Distribute a copy of the briefing sheets, [Traders and Missionaries](#) and [Colonizing Effects](#), to each team. Ask students to read these sheets, looking for evidence of the colonizing effects of both the fur traders and missionaries. As a team, students should record this information next to the relevant indicator of colonization. Remind students to record evidence of factors that aided and slowed colonization. Suggest to students that they ignore the rating scale (i.e., -2 to +2) until after they have shared their evidence with fellow students.

Session Two

Share evidence of influence.

- Discuss, as a class, students' major findings. Invite teams to add to their list of evidence on [Colonizing Effects](#). Once students have identified many of the colonizing influences of each of the two groups, ask each team to rate each group's relative influence. Explain the scale to the class and ask each team to record its rating for each indicator.

Pose the critical question.

- Pose the critical question:

Did traders or missionaries have a greater impact on colonization in New France before 1663?

Ask teams to compare the colonial influence of traders and missionaries on [Influential Colonizers](#) and give reasons for their decision.

Share conclusions.

- When each team has completed the task, invite students to share their conclusions with a partner, in a small group or in a whole class discussion.

Assessment

Assess the evidence.

- Assess students' completion of the data chart [Colonizing Effects](#), using the rubric found in [Assessing the Evidence](#).

Assess the decision.

- Assess each student's decision and justification of the more influential colonizer recorded on [Influential Colonizers](#), using the rubric found in [Assessing the Justification](#).
According to this rubric, the assignment is assessed on two criteria:
 - supporting evidence
 - sensitivity to the other options

Extension

Engage the class in researching and/or discussing the following topics:

- What are the major colonizing influences today—religion, television, feature movies, music, computers, ease of travel, global trade? Discuss the relative importance of each.
- Is the United States colonizing Canada and, if so, what are the most influential forces? What could be done to stem this trend; e.g., Canadian content requirements, subsidies?

Credits

Adapted from *Critical Challenges Across the Curriculum* series. Permission granted by The Critical Thinking Consortium for use by Alberta teachers.

Documents

The following documents are referenced in the above modelling the tools.
They can be adapted for your needs and re-saved.

Graphic Organizers

- [Colonizing Effects](#) 
- [Influential Colonizers](#) 

Assessment

- [Assessing the Evidence](#) 
- [Assessing the Justification](#) 

Background Information

- [Aboriginal and European Presence around 1650](#) 
- [Traders and Missionaries](#) 