



Living in New France: A Very Different Reality!

Teaching Guide

Table des matières

Presentation of the activity	3
Préparation	4
Les étapes de l'activité	4
Mini-leçon	6
Mise en situation	9
Tableau synthèse	15
Corrigé	17

IMPORTANT!!

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PRESENTATION OF THE ACTIVITY

Living in New France: A Very Different Reality!

Description	<p>In this activity, students will learn more about personal rights and freedoms in present-day Quebec through role-playing. Students re-enact certain scenarios as they might have played out in New France, and then as they might play out today. After realizing the extent of the differences between what was allowed then compared to what is allowed today, students will learn about the rights and freedoms in present-day Quebec.</p>
Duration	Approximately 6 periods of 45 to 60 minutes each
Suggested level	Elementary 4
Pedagogical objectives	<ul style="list-style-type: none">• Help students imagine life in New France through role-playing.• Enable students to grasp the importance of the changes that have taken place in our society since the days of New France.• Explain the importance of today's personal freedoms and the source of those freedoms, namely the law!
Subjects and suggested subject-specific competencies	<p>Social Sciences:</p> <ul style="list-style-type: none">• Learnings:<ul style="list-style-type: none">• Chapter: French society in New France around 1645.• Competencies:<ul style="list-style-type: none">• Competency 1: To construct their representation of space, time, and society.• Competency 2: To recognize and interpret changes in a society over time. <p>The activity could also be used to evaluate the competency 'Using language to communicate and learn'.</p>

Preparation

Before starting this activity, we recommend that the students learn the following concepts:

The geographical location of France and New France.

The method of selecting government leaders and how they made decisions.

The features of the seigneurial system.

Some of the groups that had pivotal roles in New France: filles du Roi, soldiers, coureurs des bois, etc.

We have included a mini lesson for reviewing these concepts as a teaching aid in the first part of the PowerPoint presentation. You will also find a worksheet at p. 6-8 that students can use as part of the mini lesson.

Progression of activities

Periods 1 and 2

1. Give the mini lesson, which contains information that will help students to set up their sketches. The mini lesson is in slides 2 to 5 of the PowerPoint presentation. The notes pages of those slides contain useful information. There is also a student worksheet in the appendices of this guide.

2. Before dividing the students into teams to work, explain that:
Each team will be given a different statement or scenario to re-enact.
Each team will fill in the table together, then form two sub-teams to work on their sketches.

3. Divide the students into teams of 4 and hand out a different scenario to each group.
Two students per team will focus on the scenario as it would have taken place in the days of New France. The other two will do the same thing from a modern-day perspective.

4. The students will prepare their sketches and fill in the table together as a team.

5. Each team will present their sketches to the class in turn.
Each sub-team of two students will act out the same scenario. One sub-team will do so for life in New France, and the other for present-day Quebec.
When both scenarios have been presented, show the slides that correspond to the re-enactments. At this point the students should fill in the summary table (except for the last column, which the whole class will fill in together).

Period

3

Periods 4 et 5

6. Lead a discussion on the various scenarios re-enacted by the students during class.

You can ask them if they noticed a particular trend in the scenarios. You can also ask them if they would rather live in New France or modern-day Quebec and why.

7. Present the PowerPoint slides explaining personal rights in present-day Quebec. Ask the class to fill in the last column of their summary table as they listen to the explanations.

Documents to be printed out

- Notes for the mini lesson (one set per student)
- Scenario (4 copies per scenario, to be completed while working in teams):
No. 1: Government corruption
No. 2: Freedom of movement
No. 3: Being single
No. 4: Occupations by gender
No. 5: Travelling
No. 6: Becoming Prime Minister
- Summary Table (one per student)

Mini leçon : Living in New France



- Colour France (blue) and New France (red) on the map.
 - Fill in the table below the map.



Travelling between both territories in 1700	Travelling between both territories after 2000
Means of transportation: _____ _____	Means of transportation: _____ _____
Approximately how long would the trip have taken? _____ _____	Approximately how long would the trip take? _____ _____

2. Fill in the following table about the top government officials in New France.

The Intendant	The Governor
What is his role? <hr/> <hr/> <hr/> <hr/>	What is his role? <hr/> <hr/> <hr/> <hr/>
Who appoints him? <hr/>	Qui le choisit ? <hr/>

3. a) Fill in the blanks.

In the days of New France, the people who worked the land and grew food were called _____. However, they didn't own the land, it belonged to the _____.

The system was called the " _____ system".

b) Using these words, fill in the blanks in the following table.

The _____ system	
The _____ must:	The _____ must:
<ul style="list-style-type: none"> • Live on the land and work it. • Pay rent (part of his harvest) to keep the right to live on the land and grow crops. • Do chores on the seigneurie for a few days each year. 	<ul style="list-style-type: none"> • Ensure the protection of everybody living on the seigneurie. • Build and maintain roads and a mill. • Establish a court to settle conflicts.

4. Use an arrow to connect each group to their role in New France's society.

- Filles du Roy
 - Soldiers
 - Coureurs des bois
 - Peasants
 - Indigenous people
- Those men defended the colony against possible attack.
 - They lived on the land and worked it to produce crops for the colony.
 - They were brought from France to marry the French settlers. If a man wasn't married by the age of 16, he had to pay a special tax.
 - They travelled through the wilds of New France to trade directly with Indigenous peoples.
 - They were the original inhabitants of territory of New France. They were excluded from New France's political system.

SCENARIO 1

The government representative is not doing a good job. He's lazy and the local people have good reason to believe that he's corrupt.



Sub-team:

Around 1700

Sub-team:

Today

SCENARIO 2

The house and land you bought no longer suit you. You'd like to move to another house or maybe even another city.



Sub-team:

Around 1700

Sub-team:

Today

SCENARIO 3

Ever since you were a child, you've known that you didn't want to get married or have children.



Sub-team:

Around 1700

Sub-team:

Today

SCENARIO 4

Your friend Elisa has always dreamed of joining the army.



Sub-team: <hr/> <hr/>	Sub-team: <hr/> <hr/>
Around 1700	Today

SCENARIO 5

You have relatives in France and would like to visit them next week.



Sub-team: _____ _____	Sub-team: _____ _____
Around 1700	Today

SCENARIO 6

You dream about going into politics and someday becoming leader of your country!



Sub-team: _____ _____	Sub-team: _____ _____
Around 1700	Today

Summary Table

#1 - Getting rid of a corrupt political representative

In New France:

- Possible
- Impossible

Because, _____

Present-day:

- Possible
- Impossible

Because, _____

#2 – Freedom of Movement

In New France:

- Possible
- Impossible

Because, _____

Present-day:

- Possible
- Impossible

Because, _____

#3 - Staying single and not having children

In New France:

- Possible
- Impossible

Because, _____

Present-day:

- Possible
- Impossible

Because, _____

Tableau synthèse

#4 - Women in the army

In New France:

- Possible
 Impossible

Because, _____

Present-day:

- Possible
 Impossible

Because, _____

#5 - Travelling to France next week

In New France:

- Possible
 Impossible

Because, _____

Present-day:

- Possible
 Impossible

Because, _____

#6 - Becoming the leader of the country

In New France:

- Possible
 Impossible

Because, _____

Present-day:

- Possible
 Impossible

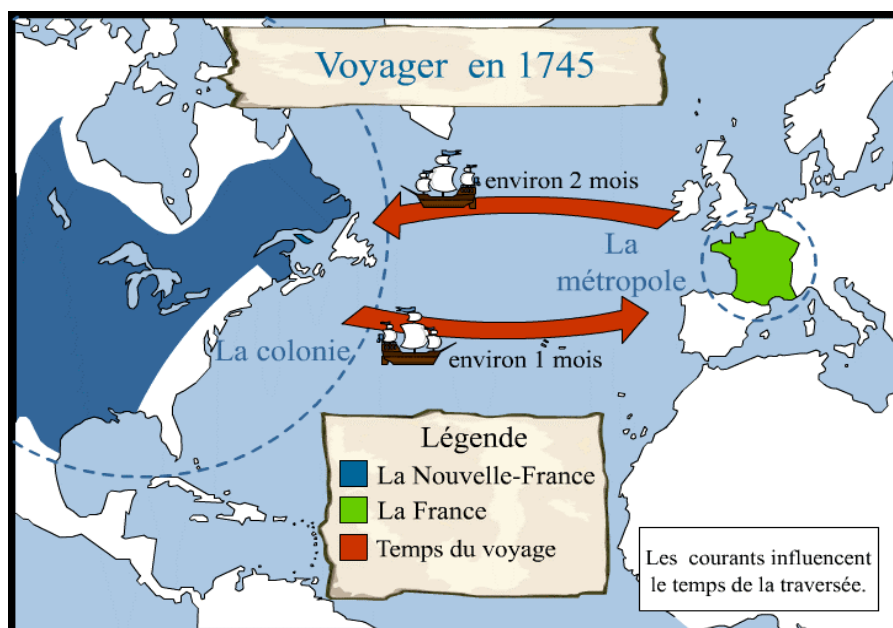
Because, _____

Mini-lesson: Living in New France

Corrected exercises

1.

You can use this map, which is also in slide 2 of the PowerPoint presentation, to give the students an idea of the territories to be coloured in. However, France must be in **blue** and New France in **red**.



Travelling between both territories in 1700	Travelling between both territories after 2000
Means of transportation: Ship	Means of transportation: Airplanes
Approximately how long would the trip have taken? 1 to 2 months	Approximately how long would the trip take? 6 to 8 hours

2.

The Intendant	The Governor
What is his role? He controls the colony's courts, finances, and civil administration.	What is his role? He represents the King, he oversees the army, and he maintains relations with other nations.
Who chooses him? The King of France	Who chooses him? The King of France

3.

In the days of New France, the people who worked the land and grew food were called **peasants**. However, they didn't own the land, it belonged to the **seigneur**.

The system was called the "**seigneurial** system".

The seigneurial system	
The peasant must:	The seigneur must:
<ul style="list-style-type: none">• Live on the land and work it.• Pay rent (part of his harvest) to keep the right to live on the land and grow crops.• Do chores on the seigneurie for a few days each year.	<ul style="list-style-type: none">• Ensure the protection of everybody living on the seigneurie.• Build and maintain roads and a mill.• Establish a court to settle conflicts.

4.

- Filles du Roy
 - Soldiers
 - Coureur des bois
 - Peasants
- They defended the colony against possible attack.
 - They lived on the land and worked it to produce crops for the colony.
 - They were brought from France to marry the French settlers. If a man wasn't married by the age of 16, he had to pay a special tax.
 - They travelled through the wilds to trade with Indigenous peoples directly.
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