

# HSG-4101-2

## History of Québec and Canada: Origins to 1760

History of Québec and Canada





## HSG-4101-2

## History of Québec and Canada: Origins to 1760

### INTRODUCTION

The *History of Québec and Canada: Origins to 1760* course contains two objects of study: the historical periods defined by key events in the history of Québec and Canada, and social phenomena related to human action in a given socio-historical context, chosen based on the association of the phenomena with major changes.

By the end of the course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada from its origins to 1760.

The aim of the *History of Québec and Canada: Origins to 1760* course is to develop the two subject-specific competencies of the *History of Québec and Canada* program:

1. *Characterizes a period in the history of Québec and Canada*
2. *Interprets a social phenomenon*

### SUBJECT-SPECIFIC COMPETENCIES

The following table lists, for each competency, the key features studied in this course. The manifestations of the key features are presented in Chapter 3.

**Table 3 – Key Features of Subject-Specific Competencies**

Competency 1 Characterizes a period in the history of Québec and Canada	Competency 2 Interprets a social phenomenon
<ul style="list-style-type: none"> <li>▪ Establishes historical facts</li> <li>▪ Establishes a chronology</li> <li>▪ Considers geographical features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines the object of interpretation</li> <li>▪ Analyzes a social phenomenon</li> <li>▪ Ensures the validity of his/her interpretation</li> </ul>

## HISTORICAL METHOD

In the history program, adult learners use the historical method when analyzing social phenomena.

The historical method used in interpreting social phenomena involves the following: identification of the problem, development of a tentative explanation (hypothesis), collection of data, analysis of data, interpretation and validation.

## CROSS-CURRICULAR COMPETENCIES

Cross-curricular competencies transcend subject-specific competencies, and some play an essential role in the development of skills employed in the study of history. These include:

- Uses information
- Solves problems
- Exercises critical judgment
- Adopts effective work methods

## SUBJECT-SPECIFIC CONTENT

The subject-specific content of the *History of Québec and Canada: Origins to 1760* course focuses on the following periods and social phenomena:

1. *Origins to 1608*     *The experience of the Indigenous peoples and the colonization attempts*
2. *1608-1760*        *The evolution of colonial society under French rule*

### A. Knowledge

The *knowledge to be acquired* represents the body of knowledge that adult learners are expected to acquire through the characterization of a period in the history of Québec and Canada and the interpretation of a social phenomenon. This knowledge is not specific to either of the competencies and may therefore be used for the purposes of both characterization and interpretation. Table 4 presents the compulsory elements of the subject-specific content.

**Table 4 – Compulsory Elements of the Subject-Specific Content for HSG-4101-2**

	<b>Compulsory Elements</b>	
	Origins to 1608	1608-1760
<b>Objects of Study</b>	The experience of the Indigenous peoples and the colonization attempts	The evolution of colonial society under French rule
<b>Common Concepts</b>	<ul style="list-style-type: none"> <li>– Culture</li> <li>– Economy</li> <li>– Power</li> <li>– Society</li> <li>– Territory</li> </ul>	
<b>Specific Concepts</b>	<ul style="list-style-type: none"> <li>– Alliance</li> <li>– Environment</li> <li>– Trade</li> </ul>	<ul style="list-style-type: none"> <li>– Adaptation</li> <li>– Evangelization</li> <li>– Mercantilism</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>– First occupants of the territory</li> <li>– Social relationships among the Indigenous peoples</li> <li>– Decision making among the Indigenous peoples</li> <li>– Indigenous trade networks</li> <li>– Alliances and rivalries among the First Nations</li> <li>– First contacts</li> <li>– Exploration and occupation of the territory by the French</li> </ul>	<ul style="list-style-type: none"> <li>– Monopoly of the chartered companies</li> <li>– Royal Government</li> <li>– French territory in America</li> <li>– First Nations warfare and diplomacy</li> <li>– Fur trade</li> <li>– Catholic Church</li> <li>– Population growth</li> <li>– Cities in Canada</li> <li>– Seigneurial system</li> <li>– Economic diversification</li> <li>– Adaptation of the colonists</li> <li>– Indigenous populations</li> <li>– Intercolonial wars</li> <li>– War of the Conquest</li> </ul>

## Period

Origins to  
1608

## Social phenomenon

The experience of the Indigenous peoples  
and the colonization attempts

According to the Asian migration hypothesis and current research on the subject, thousands of years ago, when the climate facilitated access to northwestern America, certain peoples from Asia tracking game crossed land bridges freed from ice to reach the central and southern parts of the continent. Northeastern North America was settled about 15 000 years ago, with the advent of milder weather. Successive waves of migration continued over the centuries.

A number of groups, who were originally nomadic, gradually became sedentary when conditions improved. The Indigenous peoples' way of life was shaped by the relationship they maintained with their environment and the available resources in the territory. They lived by hunting, fishing, gathering and farming to varying degrees, depending on the territory they occupied. According to the seasons, they obtained what they needed from the environment and engaged in trade to compensate for resources they lacked and to maintain relations with other peoples.

In the 1500s, the territory that is currently Québec was occupied by peoples with their own languages, customs and beliefs. Whether allies or rivals, they had autonomous social and political structures that formed the basis for the way they made decisions. Although every Indigenous group was unique, the First Nations and the Inuit nation had a number of common characteristics. The Iroquois, Algonquians and Inuit shared the resources of the Appalachians, the St. Lawrence Valley and the Canadian Shield. All maintained reciprocal relationships. They saw themselves as one element in a vast whole, the preservation of whose balance formed the heart of their world view. They did not constitute the focal point of their environment.

The 16th century witnessed an increase in contact between the Indigenous peoples and Europeans. The Basque hunters and Norman and Breton fishermen who frequented the waters and the shores of the eastern North America continent discovered many marine mammals and rich stocks of fish from which they would profit for centuries to come. In the course of their voyages, they forged relationships with the first occupants of the territory. The colonization efforts sponsored by the French Crown intensified these relationships.

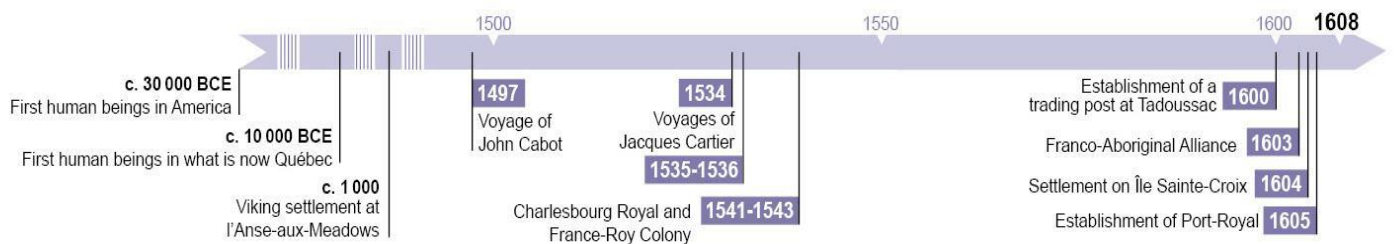
Jacques Cartier and other explorers seeking wealth used the experience of the Indigenous peoples in attempting to tame what they saw as a vast and rugged country. The contrast between the European and Indigenous perspectives coloured these initial contacts. These differing perspectives led to mutual misunderstanding, but nonetheless provide a sense of their perception of the advantages and disadvantages of their relations.

The relations between Indigenous peoples and Europeans formed the basis on which French colonization in America was organized. Indigenous trading networks, alliances and knowledge of the territory and its resources were assets from which the French benefited. The events of this period in

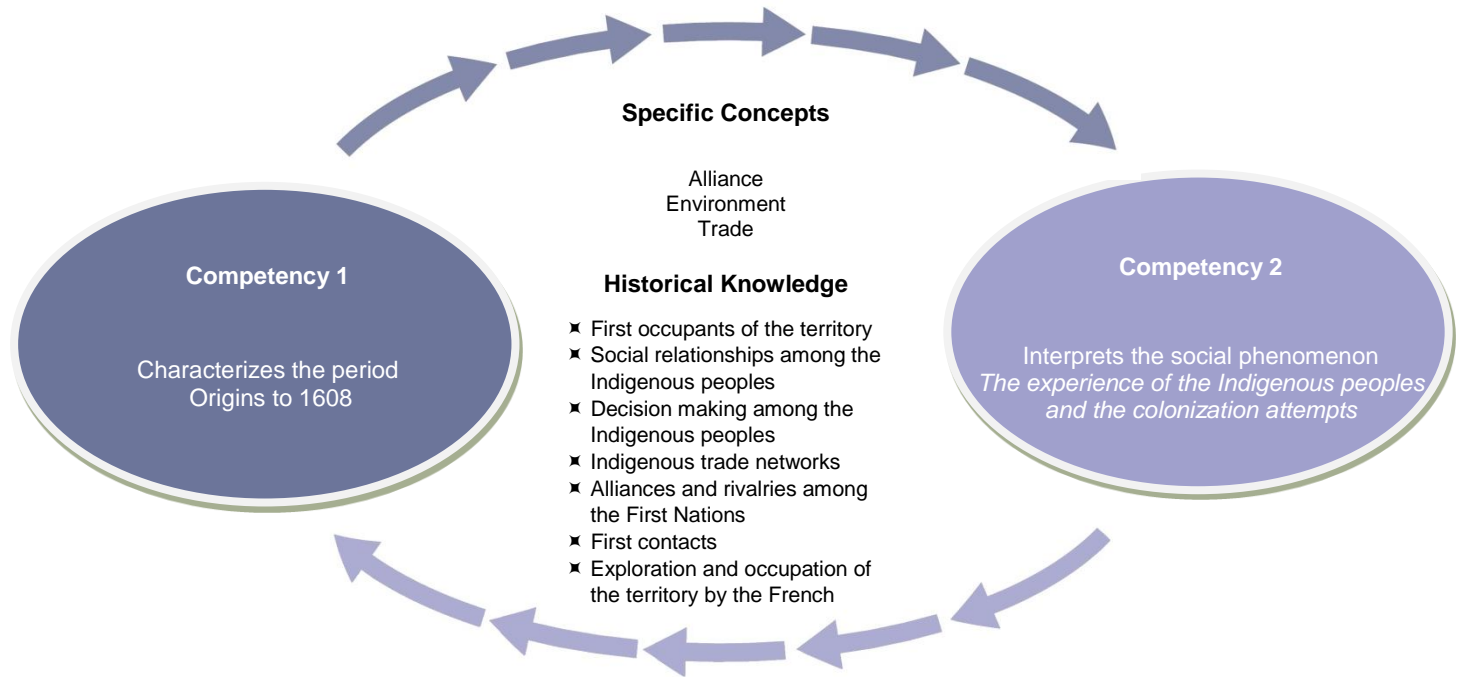
the history of Québec and Canada laid the groundwork for the emergence of a French society in America.

To characterize the period Origins to 1608, the adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of Indigenous peoples and of the various actors who influenced the path taken by society. In order to describe how things were at the time of initial contact between the Indigenous peoples and Europeans, the adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The experience of the Indigenous peoples and the colonization attempts*. The interpretation process involves explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement. The social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the adult learners to ensure the validity of their interpretation.



Period	Social phenomenon
Origins to 1608	The experience of the Indigenous peoples and the colonization attempts





## Knowledge to be Acquired

Period	Social phenomenon
Origins to 1608	The experience of the Indigenous peoples and the colonization attempts

<b>First occupants of the territory</b>
a. Migrations that led to the settlement of northeastern America
b. Language families
c. First Nations and Inuit nation
d. Occupied territory
e. Ways of life
<b>Social relationships among the Indigenous peoples</b>
a. Matrilineal and patrilineal structures
b. Shamanic tradition
c. Child-rearing
d. Sharing of goods
e. Oral tradition
f. Gifts and counter-gifts
<b>Decision making among the Indigenous peoples</b>
a. Appointment of chiefs
b. Role of chiefs and elders
<b>Indigenous trade networks</b>
a. Economic activities
b. Trade among nations
c. Scope of trade networks over the continent
d. Use of waterways
<b>Alliances and rivalries among the First Nations</b>
a. System of alliances
b. Objects of rivalry
c. Wars
d. Fate of prisoners

<b>First contacts</b>
a. Situation in Europe
b. European explorations in America
c. European fisheries and whale hunting
d. Products traded between Indigenous peoples and Europeans
e. Perspectives of the Indigenous peoples
<b>Exploration and occupation of the territory by the French</b>
a. First voyages of Jacques Cartier
b. Settlement colony at Cap-Rouge
c. Other French colonization attempts in northeastern America
d. Franco-Aboriginal Alliance of 1603

Period	Social phenomenon
1608 - 1760	The evolution of colonial society under French rule

The end of the wars of religion, formally recognized by the Edict of Nantes, restored social order in France. The Crown, temporarily freed from infighting, put the colonization of North America back on the agenda. The King granted chartered companies a monopoly of the fur trade. The settlement of French subjects in New France seemed essential to the rise of France. Although at Tadoussac, where the French established their first alliance with Indigenous nations in 1603, the only priority was to meet the requirements of trade, the Port-Royal settlement in Acadia received about 80 colonists in 1605. However, not until Samuel de Champlain founded Québec in 1608 was a permanent settlement established in New France.

The colony's prosperity depended on its economic and social development and on the mother country's mercantilist policy. Champlain made alliances with the Algonquin, the Innu (Montagnais) and the Huron-Wendat (Huron), whose knowledge of the territory promoted the economic and territorial expansion of the fur trade and the adaptation of the colonists. Successive chartered companies led the colony: the economy was heavily focused on one product and population growth was slow.

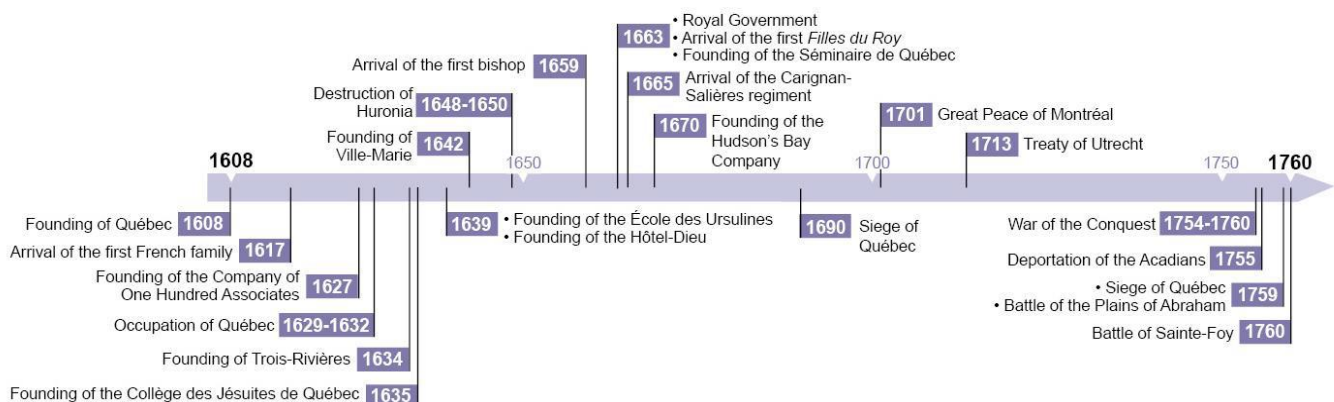
European administrative structures—which developed first in the cities—and social structures were reproduced and then adapted to the context of New France. The seigneurial system, which organized the distribution and settlement of land, marked the connections between the colonists and the elites. Religious orders were active. Récollets, Jesuits and Ursulines sought to convert the Indigenous peoples and provided the colonists with support and guidance. Hospitals were founded and schools were built, largely through the initiative of female religious orders. Gradually, from one generation to another, the colonists took their distance from the mother country. Their circumstances required them to adopt a way of life compatible with the environment; the emerging society began to acquire its own identity. The *habitants* adapted to the territory, in part by borrowing certain objects and dietary habits from the Indigenous peoples. In trade, each side pursued its own interests, sometimes to the detriment of its trading partner. As the colony developed, some Indigenous populations became more fragile, threatened in particular by epidemics and wars.

The establishment of Royal Government in 1663 marked a turning point. By making New France a royal colony, Louis XIV undertook its political and judicial reorganization, giving it a sovereign council, among other things. While the governor commanded the army and oversaw diplomacy with the First Nations, the intendant introduced a set of measures endorsed by the mother country to stimulate the economy and regulate the civil life of the *habitants*. Jean Talon, who arrived in 1665 and was the first intendant to reside in New France, developed trade and industry and promoted the increase of agricultural production. He encouraged the adoption and application of demographic policies that, although temporary, had repercussions on the natural growth of the population, particularly when women began arriving in large numbers.

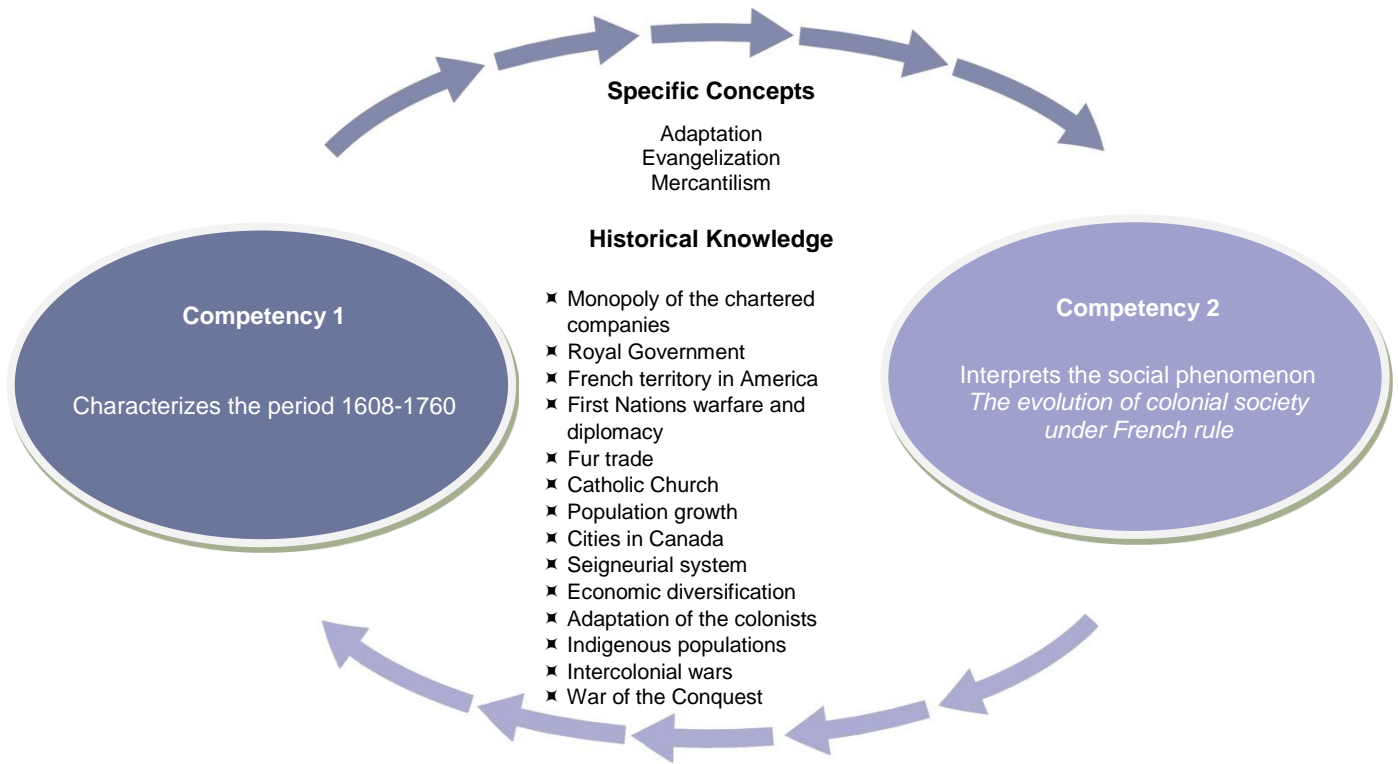
The territory of North America was vast and its resources were coveted. Competition for their exploitation gave rise to repeated hostilities between the Iroquois and other inhabitants of the colony. France and Great Britain attempted to establish their supremacy on the continent, as elsewhere in Europe, India and the West Indies. New France was the object of a rivalry that redefined its boundaries and influenced decisions concerning it. The years leading to the British conquest of New France were punctuated by intercolonial wars. Confrontations between British subjects, French subjects and their Indigenous allies in the Ohio Country, where the Seven Years' War began, spread to the disputed northeastern territories before extending to Québec, which fell to the British following a major siege and the battle of the Plains of Abraham.

To characterize the period 1608-1760, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were at the time of New France, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The evolution of colonial society under French rule*. The interpretation process involves explaining the relations between the colonial society and France. The social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the adult learners to ensure the validity of their interpretation.



Period <b>1608-1760</b>	Social phenomenon The evolution of colonial society under French rule
----------------------------	--



## Knowledge to be Acquired

Period	Social phenomenon
1608-1760	The evolution of colonial society under French rule

<b>Monopoly of the chartered companies</b>
a. Privileges and obligations of chartered companies
b. Mercantilism
c. First governors
<b>Royal Government</b>
a. Absolutism (the divine right of kings)
b. Minister of the Marine
c. Governor
d. Military organization
e. Intendant
f. Sovereign Council
<b>French territory in America</b>
a. First settlements in the St. Lawrence Valley
b. Fishing territory
c. Territory claimed
d. Occupied territory
e. British possessions
f. Treaty of Saint-Germain-en-Laye (1632)
<b>First Nations warfare and diplomacy</b>
a. Alliances with Europeans
b. Iroquois wars
c. Great Peace of Montréal
<b>Fur trade</b>
a. Exploitation of the resource
b. Exploration of the territory
c. Role of agents
d. <i>Congé de traite</i> (trade licence)

<b>Catholic Church</b>
a. Religious orders
b. Evangelization of Indigenous peoples
c. Social services and health care
d. Role of the bishop
e. Support and guidance for colonists
f. Establishment of parishes
<b>Population growth</b>
a. Social and geographic origins of immigrants
b. Settlement policy
c. <i>Filles du Roy</i>
d. Natural increase
<b>Cities in Canada</b>
a. Land use
b. Urban population
c. Slavery
d. Administrative and cultural centre
e. Public square
<b>Seigneurial system</b>
a. Social organization
b. Territorial organization
c. Social diversity of seigneurs
d. Daily life
<b>Economic diversification</b>
a. Obstacles to economic diversification
b. Measures taken by intendants
c. Agricultural activities
d. Artisanal work
e. Triangular trade
<b>Adaptation of the colonists</b>
a. European cultural footprint
b. Geographical distance from the mother country
c. Acclimatization
d. Relations with Indigenous peoples

<b>Indigenous populations</b>
a. <i>Domiciliés</i>
b. Acculturation
c. <i>Métissage</i>
d. Susceptibility to infectious diseases
<b>Intercolonial wars</b>
a. Colonial empires
b. Objects of colonial rivalries
c. Power relations
d. Treaty of Utrecht
e. Seven Years' War
<b>War of the Conquest</b>
a. Clashes in Ohio
b. Deportation of the Acadians
c. Capture of Louisbourg
d. British advance in the St. Lawrence Valley
e. Siege of Québec
f. Battle of the Plains of Abraham
g. Battle of Sainte-Foy
h. Canadian militia



## B. Techniques

The study of the periods and social phenomena in the *History of Québec and Canada: Origins to 1760* course requires adult learners to use different techniques.

These techniques, presented in Appendix 2, are as follows:

- using and creating representations of time
- using and creating historical maps

## BROAD AREAS OF LEARNING

Each of the five broad areas of learning, especially *Citizenship and Community Life*, addresses contemporary issues that raise a variety of questions, which may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Citizenship and Community Life* is to encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity. The various elements of the sample learning situation presented in the next section target this educational aim.

## EXAMPLE OF ELEMENTS OF A LEARNING SITUATION

Learning situations place adult learners at the heart of the action. In order to enable adult learners to develop competencies, construct and effectively apply knowledge and utilize multiple, varied resources, a learning situation must be meaningful, open and complex; it must involve different steps and a variety of tasks, as reflected in the following example, *First Contacts*. To enable adult learners to carry out the different tasks, this example should be accompanied by a document file that includes texts, timelines, graphs, caricatures, etc.

<b>PREPARATION</b>	<b>First Contacts</b>	
	<b>Context</b>	
	Northeastern North America was settled about 15 000 years ago as a result of successive waves of migration. A number of groups who were originally nomadic became sedentary, living on the resources the territory offered. In the 16th century, Indigenous peoples living in the territory of present-day Québec had their own political and social structures.	
	This is the context in which relations with Europeans were established.	
	<b>Pedagogical Aim</b>	To enable adult learners to characterize the period 1500-1608 and explain how relations among the First Nations and their knowledge of the territory contributed to the exploitation of its resources by the French and to the latter's attempts at settlement.
	<b>Broad Area of Learning</b>	Citizenship and Community Life
<b>Educational Aim</b>	To encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity.	
<b>Cross-Curricular Competency</b>	Uses information	
<b>Subject-Specific Competencies</b> – <b>Evaluation Criteria</b>	Characterizes a period in the history of Québec and Canada <ul style="list-style-type: none"> <li>– Coherent representation of a period in the history of Québec and Canada</li> </ul> Interprets a social phenomenon using the historical method <ul style="list-style-type: none"> <li>– Rigour of the interpretation</li> </ul>	

### Sample Question

**Subject-specific competency: *Characterizes a period in the history of Québec and Canada***

**Evaluation criterion: *Coherent representation of a period in the history of Québec and Canada***

To characterize the period Origins to 1608 in the history of Québec and Canada and to identify the historical facts, actions and events that marked it, adult learners must perform a variety of tasks to identify the distinctive features of the period pertaining to a given territory.

*Describe distinctive features of the historical period Origins to 1608 from a cultural, social and territorial perspective.*

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
  - locate migratory movements that led to the settlement of northeastern North America
  - locate the hunting and fishing grounds used by Europeans (e.g. Basques and Bretons)
  - trace the first European explorations (e.g. Jacques Cartier's first voyages)
- a timeline to:
  - set out a sequence of key events (e.g. the first explorations in North America)
- information and communications technologies to:
  - describe the settlement of the territory (e.g. settlement at Cap-Rouge and current archaeological research about it)
  - describe cultural aspects of the Indigenous peoples (e.g. spirituality among the Algonquians and Iroquoians)

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
  - characterize the social organization of Indigenous peoples (e.g. family connections among the Iroquoians)
  - describe relationships among Indigenous peoples (e.g. gift and counter-gift)
- visual documents to:
  - illustrate the way of life of the First Nations (e.g. the Iroquoian way of life)

<b>ACHIEVEMENT</b>	<p><b>Sample Question</b></p> <p><b>Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></b></p> <p><b>Evaluation criterion: Rigour of the interpretation</b></p> <p>In order to interpret the social phenomenon <i>The experience of the Indigenous peoples and the colonization attempts</i>, adult learners must be able to analyze and explain the phenomenon by using the historical method in a variety of tasks. The explanation must take cultural, social, political, economic and territorial aspects into account, situating them geographically and within the proper timeframe.</p> <p><i>Explain how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement during the historical period Origins to 1608.</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> <li>• to use diverse documents to:             <ul style="list-style-type: none"> <li>○ establish explanatory factors (e.g. causes of major explorations)</li> <li>○ determine the consequences of the first contacts in the 16th century (e.g. consequences of the exploration of the territory)</li> <li>○ analyze changes or continuities (e.g. trade networks among Indigenous peoples)</li> <li>○ establish the goals pursued by various actors (e.g. the Franco-Aboriginal Alliance)</li> </ul> </li> </ul> <p>Adult learners may use various research and communication tools, such as:</p> <ul style="list-style-type: none"> <li>• audiovisual documents to:             <ul style="list-style-type: none"> <li>○ explain societal changes that occurred among Indigenous peoples, by making connections between territorial and economic aspects</li> <li>○ justify their explanation of the exploitation of resources by the French (e.g. relations among Indigenous peoples and their knowledge of the territory)</li> </ul> </li> </ul>
<b>INTEGRATION</b>	<p><b>Self-Assessment</b></p> <p>To develop subject-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.</p> <p><i>What I learned, my difficulties, my solutions</i></p> <p>Adult learners may use various techniques and strategies to take stock of their knowledge, what they have learned and any difficulties they encountered. For example, they may:</p> <ul style="list-style-type: none"> <li>• use different learning strategies to:             <ul style="list-style-type: none"> <li>○ illustrate, with the help of a graphic organizer, what they have learned or the difficulties they have encountered with regard to the compulsory elements of the period Origins to 1608</li> <li>○ create a concept map to verify their understanding of the social phenomenon <i>The experience of the Indigenous peoples and the colonization attempts</i></li> </ul> </li> </ul>

## END-OF-COURSE OUTCOMES

By the end of the *History of Québec and Canada: Origins to 1760* course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada.

After studying the period Origins to 1608 and the social phenomenon *The experience of the Indigenous peoples and the colonization attempts*, adult learners will be able to recognize how, despite certain differences in their social structures and cultures, the First Nations shared comparable world views involving similar relations with the universe. In addition, they will be able to determine how the first contacts between France and the Indigenous societies were established.

After studying the period 1608-1760 and the social phenomenon *The evolution of the colonial society under French rule*, adult learners will be able to describe how the relations between the colonial society and France met the interests of the mother country and certain interest groups. They will also be able to determine how relations between France and New France shaped the development of colonial society.

## EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies with respect to the acquisition of history-related knowledge and its effective application, teachers base their judgment on three criteria.

The criterion *Appropriate use of knowledge* applies to both subject-specific competencies. The criterion *Coherent representation of a period in the history of Québec and Canada* is related to the development of the competency *Characterizes a period in the history of Québec and Canada*. The criterion *Rigour of interpretation* is related to the competency *Interprets a social phenomenon*.

The following table presents the connections between the competencies and the evaluation criteria.

**Table 5 – Competencies and Evaluation Criteria**

Competency	Evaluation criteria
<b>Competency 1</b> <b>Characterizes a period in the history of Québec and Canada</b>	<ul style="list-style-type: none"> <li>– Appropriate use of knowledge</li> <li>– Coherent representation of a period in the history of Québec and Canada</li> </ul>
<b>Competency 2</b> <b>Interprets a social phenomenon</b>	<ul style="list-style-type: none"> <li>– Appropriate use of knowledge</li> <li>– Rigour of interpretation</li> </ul>

**Éducation  
et Enseignement  
supérieur**

**Québec** 