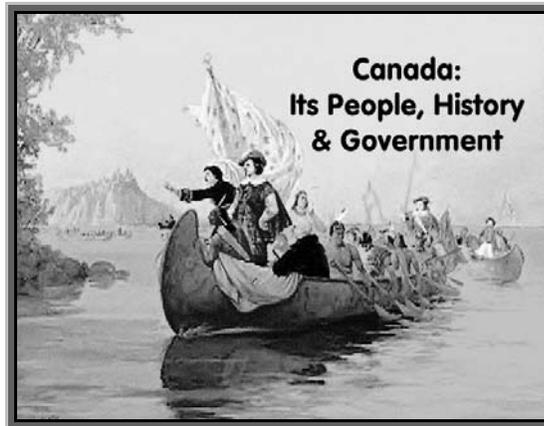


# **Canada: Its People, History & Government**



**from  
Our North American Neighbors Series**

***Produced by*  
Colman Communications**

**Teacher's Guide written by  
Barri Golbus**

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**CANADA:  
ITS PEOPLE, HISTORY & GOVERNMENT  
Running Time: 19½ minutes**

**PROGRAM OVERVIEW**

Intended Audience and Uses

***Canada: Its People History & Government*** is the second program in the series ***Our North American Neighbors***, and is designed for social studies students in grades 4-8. The concepts in this video are found in virtually all leading geography texts that cover Canada. Moreover, the material presented in this video makes up part of the NCSS (National Council for the Social Studies) recommendations for the target grade levels.

Program Synopsis

***Canada: Its People, History & Government*** opens with a pictorial review of a particular British influence - floral gardens - in Victoria, British Columbia. The program then depicts French architectural and linguistic influences in Quebec City, Quebec. The opening sequence ends with Chinese New Year celebrations in Vancouver, B.C. The narrator explains that Canada is a land of immigrants. The program then recounts a brief history of the various nationalities and ethnic groups that have settled in Canada and reviews their cultural influences on the nation. Next, the program discusses the living patterns of Canadians, who, for the most part, live in cities. The video then discusses Inuit and Indian groups, the country's native peoples. Principal events in Canada's history are then recounted, from Asian migration 11,000 years ago to European exploration, French and English colonization, the French and Indian War, the Quebec Act, the War of 1812, settlement of the west, and the British North

American Act (which established Canada's independence). Finally, Canada's governmental structure - based on both the British and U.S. systems - is explained.

### VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Name the principal immigrant groups that settled in Canada.
2. Briefly recount the key historical events in Canada's history.
3. Explain Canada's governmental structure.

*The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.*

### SUGGESTED LESSON PLAN

#### Introduce the Program

Well in advance, have your students take the **PRE-TEST**. It can be used to evaluate their knowledge of the material and, thus, help your lesson planning. After assessing your students' level of understanding, begin a discussion of multiculturalism. Is the United States a multicultural country? After this introductory discussion, tell your students that Canada is also a multicultural nation and that they will now see a video that explains from where Canada's peoples have come, as well as review the country's history and government.

### Pre-Viewing Activities

Either pass out or make an overhead transparency of **LEARNING GOALS**. Discuss each item, making certain the class understands the concepts that will be presented in the video. Next, hand out the **VOCABULARY LIST** and have the class complete this exercise either as individual deskwork, as a class activity or in small groups. If your students have access to computers, they can look up the words at [www.onelook.com](http://www.onelook.com) or the Encarta online dictionary, <http://dictionary.msn.com/>, which has audio files that give pronunciations. Finally, pass out the **VIEWER'S CONCEPT GUIDE**. Have your students read the questions, and tell them that they will be expected to fill in the blanks after the video has been viewed.

### View the Video

Total viewing time is approximately 19½ minutes. It is suggested that the entire presentation be replayed a second time, as a review, before giving the **POST-TEST**.

### Post-Viewing Activities

If you have not handed out the **VIEWER'S CONCEPT GUIDE**, please do so now and have your students fill in the blanks. This exercise may be done either as individual deskwork, or as a small group or class activity. Next, pass out **CANADA'S HISTORY: A REVIEW** and have the class complete this exercise either as individual deskwork, as a class activity or in small groups. After the class completes this exercise go over the answers with them and ask for details. Finally, distribute **CANADA'S NATIONAL GOVERNMENT**. Have your students do this as an individual activity, using either online sources or printed sources in your school's media center or library. If you live in a community that has a Canadian consular

office, invite an official from the office to speak to your class about Canada's democratic traditions and its government. Ask members of the class to give oral reports - either as individuals or in groups - on key events in Canada's history. Written reports are another option, of course. Finally, you may have your students draw a large timeline mural of Canada's history based on the information they have received from the video and any research they may have conducted. After you have completed these activities, give the **POST-TEST** to determine the level of your students' comprehension of the material presented.

#### **DESCRIPTION OF BLACKLINE MASTERS**

**PRE-TEST** - An assessment tool that helps you determine the level of your classroom presentation.

**LEARNING GOALS** - Delineates the concepts students are expected to learn. Also lists behavioral objectives.

**VOCABULARY LIST** - Presents terms your students will need to know to fully understand the video.

**VIEWER'S CONCEPT GUIDE** - Focuses on the main information in the program to help your students learn all major concepts.

**CANADA'S HISTORY: A REVIEW** - Reviews key historical events presented in the video.

**CANADA'S GOVERNMENT** - Helps students better understand Canada's system of government.

**POST-TEST** - An assessment tool that allows you to determine the level of comprehension and retention of key material.

## ANSWER KEY

### PRE-TEST

- |       |       |
|-------|-------|
| 1. F  | 11. F |
| 2. T  | 12. F |
| 3. F  | 13. F |
| 4. F  | 14. T |
| 5. F  | 15. T |
| 6. F  | 16. F |
| 7. T  | 17. F |
| 8. T  | 18. T |
| 9. F  | 19. T |
| 10. T | 20. T |

### VOCABULARY LIST

**Acadia** - French colony in North America; **Adversary** - Enemy; **Assembly** - A gathering (of people); **Bilingual** - Expressed or conducted in two languages; **Civil law** - Laws dealing with the rights of private citizens; **Colonies** - A country or area ruled by another country; **Commoners** - Ordinary persons, not members of the nobility; **Conflict** - Battle; **Controversial** - Provoking strong disagreement; **Descendants** - Persons related to those who lived in the past; **Exclusive** - Available only to one person or group; **Heritage** - Something passed from one generation to the next; **Immigrants** - Those who have come from another country or area and have settled in a new place; **Immigration** - The arrival of persons to a new place; **Independence** - Freedom from control by another country; **Inhabitants** - Someone or something that lives in a particular place; **Insist** - Demand or express something firmly; **Inuit** - A native Canadian group; **Judicial** - Pertaining to the courts; **Legislative** - Pertaining to making laws; **Manicured** - To cut or shape something with great care and precision; **Migrate** - Move from one place to another; **Militantly** - Aggressively;

**Monarch** - Ruler; **Multicultural** - Consisting of different cultures; **Norse** - Relating to Norway; **Oriental** - Relating to the far east, particularly Asia; **Prime Minister** - Head of government in parliamentary system; **Revive** - To bring back to life or full strength; **Rivalry** - Competition; **Rural** - Found in the country, outside the city; **Secession** - Act of breaking away; **Skirmish** - Small battle; **Tradition** - Long-held customs or beliefs; **Underwritten** - Paid for; **Urban** - Pertaining to the city; **Vessels** - Ships; **Victor** - Winner; **Visions** - Mental pictures.

### **VIEWER'S CONCEPT GUIDE**

1. England, France, China
2. inexpensive land
3. British
4. French
5. Toronto, Montreal, Vancouver, Ottawa-Hull, Edmonton
6. Inuit, Indians
7. Leif Ericson
8. beaver
9. Acadia
10. exclusive trading rights
11. England, France
12. the Roman Catholic Church
13. Quebec
14. Canada's independence

### **CANADA'S HISTORY: A REVIEW**

Proper order of pictures: 1, 6, 3, 4, 8, 5, 2, 7

Descriptions: 3 - Quebec becomes the first French settlement in 1608; 4. French and English soldiers battle each other in the French and Indian War (1756-1763); 5. In the Quebec Act, the British government allows those of French ancestry to keep their customs by recognizing the Roman Catholic Church and French civil law; 6. United Empire Loyalists immigrate from the U.S. to Canada following the American Revolution; 7. The British Parliament

joins Upper and Lower Canada after the riots of 1837; 8. 19th century immigrants come to Canada from Europe.

## **CANADA'S NATIONAL GOVERNMENT**

Answers will vary.

### **POST TEST**

#### Part I

1, 3, 5, 7, 8 and 10 are false; the rest are true

#### Part II

1. d      2. a      3. e      4. c      5. b

#### Part III

1. Beavers - brought trappers to the mainland who wanted to supply European hatters with beaver fur.

2. War of 1812 - only time U.S. and Canada fought each other in a war.

3. Legislative Assembly - established in Upper and Lower Canada after United Empire Loyalists came to Canada.

#### Part IV

1. d                  6. d

2. b                  7. c

3. a                  8. d

4. c                  9. a

5. b

## **TRANSCRIPT OF THE VIDEO**

At first glance, one might think this is England, a country noted for its manicured formal gardens, and love of flowers.

But this is not a stone-fenced, iron-gated suburb of London, Oxford, Bristol - or any other city in the British Isles, for that matter.

It is Victoria, British Columbia, on Canada's west coast, and it is just one reflection of the British influence on Canadian culture and history.

Some 2,000 miles to the east, another country, besides the United Kingdom, comes to mind - because here, many buildings reflect French architectural motifs.

And signs are written in French, the language spoken in everyday conversation.

If one didn't know better, one might imagine that he or she was in France, not eastern Canada.

Back across the continent, visions of still another country appear - visions of China.

For here, in Vancouver, oriental influences are seen in many places, and Chinese is the language of choice for many people.

Throughout this vast and diverse country, there are people of many different cultural backgrounds - not only Asians and Europeans, but also Africans and Native Canadians, to name just a few.

For Canada is, to a large degree, a multicultural country - a land of immigrants.

In the 19th century, hundreds of thousands left their homes in old-world countries and came to Canada.

Many were drawn by inexpensive land offered by the Canadian government.

But it was the 20th century that saw the greatest surge of immigration in Canada.

Millions of immigrants settled on Canadian farms - as well as in villages, towns and cities.

After World War II, there was another great surge - Italians, Eastern Europeans, Vietnamese and other Asians - came to Canada's shores, settled, and made lives for themselves in their adopted homeland.

Even so, British customs and culture prevail throughout most of Canada.

Person on phone: Hi, there, Warren...

Narrator: Language tells the story: almost 70 percent of all Canadians use English as their primary language.

Person on phone: How about 7:00 for dinner?

Narrator: The exception is found in the province of Quebec, where French culture prevails, and where French is the official, everyday language there.

For the most part, Canadians are city dwellers.

Almost eight out of ten live in urban centers with more than 100,000 people.

There are 25 of those centers in Canada.

The five most populous metropolitan areas are Toronto, with more than four million area residents; Montreal, with more than three million; then Vancouver, with almost two million; then, the Ottawa - Hull metro area, with more than one million; and Edmonton, with about 900,000.

In these and other Canadian urban centers, people live much like city dwellers elsewhere in North American and Europe.

They take trains, buses and cars to go to work every day - or to attend school.

They spend their leisure time doing many different things, such as attending country fairs, soaking up the sun's warmth at the beach, listening to music or watching their favorite sports team - in person or on TV.

One out of five Canadians lives in a rural area, mostly in small towns or on farms.

A small number live in tiny villages.

Many in those villages are Native Canadians - Indians, who, in the main, live in the western and southern sections of the country, and the Inuit who generally live in the north.

While many Native Canadians, such as this totem pole carver, have kept at least part of their traditions, most tend to live much like other Canadians - as inhabitants of a modern, 21st century nation.

Native Canadians are believed to have migrated from Asian lands about 11,000 years ago.

For thousands of years, they hunted on the land, fished in the waters, and gathered wild vegetation.

The first Europeans arrived about a thousand years ago, when Leif Ericson, a Norse seaman, and his crew, were blown off course when attempting to sail from Iceland to Greenland. Instead, they wound up on what is today Canada's east coast.

It took about five hundred years before any more Europeans would arrive. In 1497 and again, in 1498, John Cabot, an Italian explorer whose voyages were underwritten by the English government, explored much of the coastal areas of what would some day become Canada

and the United States, especially on his second voyage, whose route is shown here.

Cabot's exploration party returned to England with glowing reports of rich fishing waters in the Western Atlantic.

Within a few years, European fishing vessels made yearly voyages to these teeming waters.

But it wasn't fish that brought Europeans to the mainland. It was beaver.

For, in Europe, beaver pelt hats had become all the rage, and the popularity of those hats fostered a large market for beaver fur.

To assist fur trappers and traders, the French set to work, building several small colonies in the late 16th century to act as a base for the fur trade.

The area around these colonies was called Acadia.

But the colonies were not permanent settlements. That would come later, in 1608, when Quebec - the first of many French settlements - was established.

Quebec was headed by Samuel de Champlain, a noted geographer and explorer.

Champlain eventually became governor of what was called New France, a large area of northeastern North America ruled by the French king - at that time, Louis XIII.

Louis gave large portions of land in the New World to some members of the French nobility. They, in turn, rented those lands to commoners for a portion of the crops harvested and animals trapped.

It was the same system that was used in Europe.

France's 17th century adversary - England - especially King Charles II, kept a wary eye on French developments in the New World. The British monarch had his own plans for establishing a presence in North America.

In 1670, Charles granted the Hudson's Bay Company exclusive trading rights to all the lands whose rivers and streams drained into Hudson Bay, a huge area encompassing hundreds of thousands of square miles.

To counter this intrusion, the French and their Indian allies attacked English forts in the Hudson Bay region in the 1680s, but were unable to defeat them.

Skirmishes between French and English forces in North America - one of which is shown in this battle map - were seen throughout much of the early 18th century as the rivalry between the two European powers continued.

Finally, large battles broke out in Europe in 1756. Called the Seven Years' War, it covered almost all of the continent - and even beyond.

In North America, for example, British and French forces fought to gain control of each other's New World lands.

In North America, the Seven Years' War was called the "French and Indian War."

When peace returned to the region, in 1763, England, the victor, took over the eastern portion of what would some day become Canada - an area that previously had belonged to France.

But the English never insisted that its new citizens of French ancestry adopt English customs.

In 1774, in the Quebec Act, England recognized the Roman Catholic Church in North America to which most French settlers and their descendants belonged.

It also established French civil law - all of which was meant to create good will among those of French heritage.

Yet, even though the British governed these former French lands, many there still kept their ties to French culture - something that lives on to this very day, sometimes, militantly.

In fact, the differences between those of French and English ancestry have never been completely resolved in Canada.

In the 1970s, tensions boiled over when many of French descent demonstrated to have the province of Quebec break away from the rest of Canada.

Voters turned down the proposed secession. The attempt to secede was revived several more times.

But each time, the efforts have failed.

Even so, French became the language of Quebec schools, and French was declared the official language of the province in 1976.

Today, Canada is legally bi-lingual, with both French and English as the country's official languages.

However, most Canadians view their history and culture as primarily British.

In fact, during the American Revolutionary War against

England, Canadians did not support their neighbors to the south. Instead, they stayed loyal to the mother country.

Many Americans who remained loyal to England fled to Canada at war's end. They were called United Empire Loyalists.

The Loyalists brought to Canada a belief in representative government, for they had lived in areas with colonial legislatures.

To keep the Loyalists happy, the British divided Quebec into two parts - one whose population was mostly of French heritage; the other, British.

Known as Upper and Lower Canada, each had a legislative assembly elected by the people. The assemblies had no real power, however.

Canadians and Americans have almost always had friendly relations with each other.

The one exception was during the War of 1812, when England's navy stopped U.S. ships and boarded them as they made their way to France. The French were at war with Great Britain at the time.

American sailors were sometimes taken captive to serve on British ships.

President James Madison objected to these indignities, and the United States Congress, upon his request, declared war on England.

American troops invaded Canadian territory, still under British rule.

But when the war ended in 1814, neither side kept any land it had won during the conflict, and relations between Canadians and Americans have been friendly ever since.

For the next several decades - in the 1820s and 1830s - Canadians peacefully built cities and established settlements in the west, all the way to the Pacific coast.

Despite this outward calm, however, many in Canada had come to feel that their English rulers had too much power, and some rioted against English control in 1837.

The British Parliament, fearing there would be another revolution against England in North America, joined Upper and Lower Canada.

The British Parliament also established two Canadian legislative bodies elected by the people - an assembly with real power to make laws that would not be subject to England's approval.

Then, in 1866, inside this building, Canadian and British leaders drafted the British North America Act, which effectively established Canada's independence. The act passed the British Parliament in 1867.

Every July 1st, Canadians mark the Act's passage by celebrating "Canada Day."

The country's symbol, the maple leaf, is found everywhere on the holiday.

At night, fireworks fill the skies in towns and cities across the nation.

Canadians live under a government modeled on both the British and U.S. systems.

Its national government has three branches.

First, a judicial branch. Its highest court is the Supreme Court.

Next, the legislative branch, composed of two chambers - the Senate and the House of Commons. The House is the more powerful of the two.

Finally, there's an executive branch. Its leader, the Prime Minister, has offices in this building in Ottawa, Canada's capital city.

Governmental powers are shared between this national government and those of Canada's provinces and territories.

Among other things, provincial and territorial governments are largely responsible for education.

And by almost all measures, they do an excellent job. Canadian students were ranked among the best educated in the world in a recent United Nations report. Canada's adult literacy rate is also among the best.

An important government service in Canada is its national health program that can be used by all citizens.

But the program is controversial. Some say that although everyone in Canada can see a doctor when they're sick, the level of care is not always as good as it should be.

In short, then, the people of Canada come from many different backgrounds.

There are Native-Canadians - both Indian and Inuit.

Many Canadians have ancestors who came from Europe  
- Britain, France and other European countries.

Still others have forebears from Asia, Africa, the  
Caribbean or elsewhere.

Canadian history has its roots thousands of years ago,  
when native peoples hunted buffalo and fished in rivers,  
lakes and streams.

Canada's history continued as European explorers - both  
the French and English - came to North America, fished  
its rich coastal waters and trapped beaver.

Canadians, unlike their neighbors to the south, did not  
have a war of independence against their English rulers.

Instead, their country evolved - for the most part without  
bloodshed - into an independent nation with democratic  
institutions and freedom.

Canada - a first-world country with a proud history - and  
a people strong and free.

## WEB RESOURCES

### **Canadian History Resources**

<http://www.academicinfo.net/canhist.html>

A truly outstanding resource, it links to sites containing a  
broad range of historical information.

### **Inuit Culture**

<http://www.arctictravel.com/chapters/incultpage.html>

An excellent essay by an Inuit, with links to detailed expla-  
nations.

**19th Century Canadian Settlement Patterns**

[http://collections.ic.gc.ca/heirloom\\_series/volume1/chapter5/136-139.htm](http://collections.ic.gc.ca/heirloom_series/volume1/chapter5/136-139.htm)

Well-researched information and pictures on immigration in Canada.

**Canada's Government**

[http://canada.gc.ca/howgoc/howind\\_e.html](http://canada.gc.ca/howgoc/howind_e.html)

The Canadian government's web page about itself.

Other Programs in this series:

***Canada: Its Land, Resources & Economy***

***Mexico: Its Land, Resources & Economy***

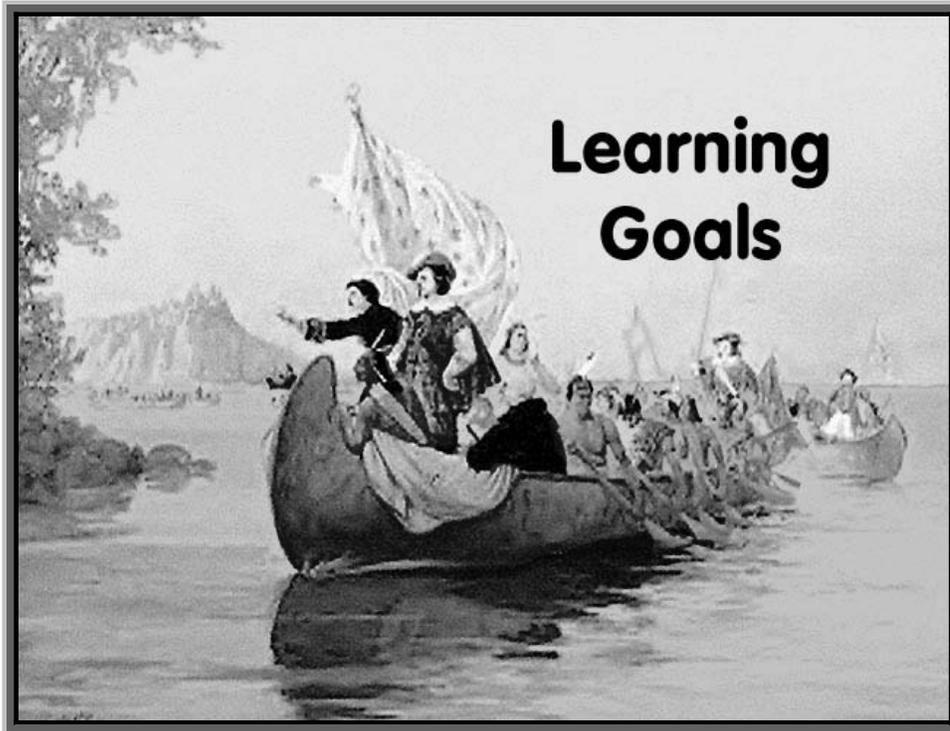
***Mexico: Its People, History & Government***

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT  
PRE-TEST**

**Directions:** In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. Three major immigrant groups of Canada are the English, French and Spanish.
- \_\_\_ 2. Canada is a multicultural country.
- \_\_\_ 3. Spanish customs and culture prevail throughout western Canada.
- \_\_\_ 4. French culture prevails in Nunavut.
- \_\_\_ 5. Most Canadians live in rural areas.
- \_\_\_ 6. The two major native groups in Canada are the Inuit and Aztec.
- \_\_\_ 7. Norse seamen were the first Europeans to arrive in what would someday become Canada.
- \_\_\_ 8. Beavers were an important factor in North American exploration.
- \_\_\_ 9. The first French colonies in North America were located in an area called Quebecois.
- \_\_\_ 10. Samuel de Champlain was an early explorer of "New France."
- \_\_\_ 11. France was victorious in the French and Indian War.
- \_\_\_ 12. The Quebec Act outlawed Roman Catholicism.
- \_\_\_ 13. United Empire Loyalists helped Americans gain their independence.
- \_\_\_ 14. Canadians fought against the United States in the War of 1812.
- \_\_\_ 15. The British North American Act established Canada's independence.
- \_\_\_ 16. Canada's national symbol is the oak leaf.
- \_\_\_ 17. Canada's national parliament has one legislative body, the Senate.
- \_\_\_ 18. Canada's literacy rate is among the world's best.
- \_\_\_ 19. French is the everyday language of Quebec.
- \_\_\_ 20. Most Canadians live much like city dwellers in the U.S.

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT  
LEARNING GOALS**



**Canada:  
Its People, History  
& Government**

- Name Canada's Main Immigrant Groups
- Recount the Key Events in Canada's History
- Explain Canada's Governmental Structure

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT  
VOCABULARY LIST**

**Directions:** A list of vocabulary words used in *Canada: Its People, History & Government* is found below. Write a definition for the words on the provided spaces.

Acadia \_\_\_\_\_

Adversary \_\_\_\_\_

Assembly \_\_\_\_\_

Bilingual \_\_\_\_\_

Civil law \_\_\_\_\_

Colonies \_\_\_\_\_

Commoners \_\_\_\_\_

Conflict \_\_\_\_\_

Controversial \_\_\_\_\_

Descendants \_\_\_\_\_

Exclusive \_\_\_\_\_

Heritage \_\_\_\_\_

Immigrants \_\_\_\_\_

Immigration \_\_\_\_\_

Independence \_\_\_\_\_

Inhabitants \_\_\_\_\_

Insist \_\_\_\_\_

Inuit \_\_\_\_\_

Judicial \_\_\_\_\_

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT**  
**VOCABULARY LIST (continued)**

Legislative \_\_\_\_\_

Manicured \_\_\_\_\_

Migrate \_\_\_\_\_

Militantly \_\_\_\_\_

Monarch \_\_\_\_\_

Multicultural \_\_\_\_\_

Norse \_\_\_\_\_

Oriental \_\_\_\_\_

Prime Minister \_\_\_\_\_

Revive \_\_\_\_\_

Rivalry \_\_\_\_\_

Rural \_\_\_\_\_

Secession \_\_\_\_\_

Skirmish \_\_\_\_\_

Tradition \_\_\_\_\_

Underwritten \_\_\_\_\_

Urban \_\_\_\_\_

Vessels \_\_\_\_\_

Victor \_\_\_\_\_

Visions \_\_\_\_\_

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT  
VIEWER'S CONCEPT GUIDE**

Directions: Fill in the blanks with the correct information.

1. Three countries that have influenced Canadian culture and history are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. In the 19th century, immigrants were drawn to Canada by \_\_\_\_\_ offered by the Canadian government.
3. \_\_\_\_\_ customs and culture prevail in most of Canada.
4. The official language in the province of Quebec is \_\_\_\_\_.
5. The five largest Canadian cities are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. Two native-Canadian groups are \_\_\_\_\_ and \_\_\_\_\_.
7. The first Europeans to arrive in what would someday be Canada were \_\_\_\_\_ and his crew.
8. The animal most responsible for European settlement was the \_\_\_\_\_.
9. The area around 16th century French settlements was called \_\_\_\_\_.
10. Charles II of England granted \_\_\_\_\_ to a large section of land whose rivers drained into Hudson Bay.
11. The winner of the French and Indian War was \_\_\_\_\_, who took over land that previously had belonged to \_\_\_\_\_.
12. The Quebec Act of 1774 recognized \_\_\_\_\_ in North America.
13. The Province of \_\_\_\_\_ has tried to secede from Canada several times.
14. The British North American Act established \_\_\_\_\_.

## CANADA: ITS PEOPLE, HISTORY & GOVERNMENT A REVIEW

**Directions:** The eight pictures below, which come from the video you've seen, show various periods and events in Canada's history. Put each picture in its proper historical order by writing a number on the line beneath it. Then, in the box below the pictures, write a brief description telling what the illustration shows. The first two are done for you.



\_1\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_2\_



\_\_\_\_\_

1. Native peoples who came from Asia about 11,000 years ago hunt on the land.
2. Leif Ericson and his crew are blown off course about 1,000 years ago and find themselves on what is today Canada's east coast.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**CANADA: ITS PEOPLE, HISTORY & GOVERNMENT**  
**CANADA'S NATIONAL GOVERNMENT**

**Directions:** In your media center, your library, or online, conduct research on Canada's three branches of government. Then, in the boxes below, write a short description of each branch.

**Executive Branch**

**Legislative Branch**

**Judicial Branch**

## CANADA: ITS PEOPLE, HISTORY & GOVERNMENT POST-TEST

### Part I

**Directions:** Place a "T" in the space next to the statement if it is true, and an "F" if it is false.

- \_\_\_ 1. French architecture is common in Victoria, British Columbia.
- \_\_\_ 2. Chinese immigrants formed a large immigrant community in Vancouver.
- \_\_\_ 3. Canada is not a multicultural nation.
- \_\_\_ 4. Many 19th century European immigrants came to Canada for inexpensive land.
- \_\_\_ 5. The largest number of immigrants came to Canada in the 18th century.
- \_\_\_ 6. Canada is officially a bilingual nation.
- \_\_\_ 7. Most Canadians live in small towns and rural areas.
- \_\_\_ 8. Calgary, Alberta is Canada's 3rd largest city.
- \_\_\_ 9. Canada's two main native groups are the Inuit and Indians.
- \_\_\_ 10. Native Canadians migrated from South America 11,000 years ago.

### Part II

**Directions:** Match the proper description to the historical figure by placing a letter in the spaces provided.

<u>Historical Figure</u>	<u>Description</u>
1. ___ Charles II	a. First governor of New France
2. ___ Samuel de Champlain	b. Came to North America about 1,000 years ago
3. ___ John Cabot	c. Gave new world lands to the French nobility
4. ___ Louis XIII	d. Granted exclusive trading rights to Hudson Bay Co.
5. ___ Leif Ericson	e. Returned to Europe with reports of rich fishing waters

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**Part III**

**Directions:** In the spaces below, tell what each picture shows and explain why it is important in the history of Canada.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Part IV**

**Directions:** Circle the letter next to the word or phrase that most accurately completes the sentence.

1. The animal most responsible for the settlement of Canada's mainland was the
  - a. elk.
  - b. timber wolf.
  - c. buffalo.
  - d. beaver.
  
2. The first French colonies in Canada were
  - a. 15th century coastal communities that were fishing ports.
  - b. 16th century communities in Acadia.
  - c. 15th century trading posts for fur traders.
  - d. none of the above.
  
3. Skirmishes between the British and French occurred
  - a. after Charles II granted trading rights to the Hudson Bay Company.
  - b. after the riots of 1837.
  - c. during the American War of Independence.
  - d. as a result of the Quebec Act.

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4. In North America, The Seven Years' War was called
  - a. the Canadian War of Independence.
  - b. the War of the Roses.
  - c. the French and Indian War.
  - d. none of the above.
  
5. In the 1970s
  - a. Canada was granted independence from the United Kingdom.
  - b. many Quebec citizens demonstrated for secession.
  - c. Canada and the United States signed the NAFTA agreement.
  - d. b. and c.
  
6. "Canada Day"
  - a. is celebrated on July 1st and marks Canada's independence from Spain.
  - b. is celebrated on July 4th and marks Canada's independence from England.
  - c. is celebrated on November 11th and is Canada's Thanksgiving Day.
  - d. None of the above.
  
7. Canada's head of state is
  - a. the President.
  - b. the Premier.
  - c. the Prime Minister.
  - d. the Generalissimo.
  
8. Canada's system of government is modeled on
  - a. the Italian system.
  - b. the U.S. system.
  - c. the British system.
  - d. b. and c.
  
9. Canadian students
  - a. are among the best educated in the world.
  - b. are among the worst educated in the world.
  - c. attend school for six years only.
  - d. a. and c.